

Elizabeth

1558-1603

Plans for exam

questions

# Plans for potential question 1s:

<b>What can we learn from Sources A and B about the theatre in Elizabethan times?</b>	
Evidence from Source A:	
Explanation of Source A:	
Evidence from Source B:	
Explanation of Source B:	

<b>What can you learn from Sources A and B about the houses for the rich during Elizabethan times?</b>	
Evidence from Source A:	
Explanation of Source A:	
Evidence from Source B:	
Explanation of Source B:	

<b>What can you learn from Sources A and B about the lifestyle of the gentry during Elizabethan times?</b>	
Evidence from Source A:	
Explanation of Source A:	
Evidence from Source B:	
Explanation of Source B:	

<b>What can you learn from Sources A and B about the lifestyle of the lower classes during Elizabethan times?</b>	
Evidence from Source A:	
Explanation of Source A:	
Evidence from Source B:	
Explanation of Source B:	

<b>What can you learn from Sources A and B about the lifestyle of Puritans?</b>	
Evidence from Source A:	
Explanation of Source A:	
Evidence from Source B:	
Explanation of Source B:	

**What can you learn from Sources A and B about the punishment given to vagabonds?**

Evidence from Source A:	
Explanation of Source A:	
Evidence from Source B:	
Explanation of Source B:	

**What can you learn from Sources A and B about cruel sports during Elizabethan times?**

Evidence from Source A:	
Explanation of Source A:	
Evidence from Source B:	
Explanation of Source B:	

**What can be learnt from Sources A and B about Philip's attitude towards Dutch protestants?**

Evidence from Source A:	
Explanation of Source A:	
Evidence from Source B:	
Explanation of Source B:	

**What can be learnt from Sources A and B about the execution of Mary, Queen of Scots?**

Evidence from Source A:	
Explanation of Source A:	
Evidence from Source B:	
Explanation of Source B:	

**What can be learnt from Sources A and B about the excommunication of Queen Elizabeth?**

Evidence from Source A:	
Explanation of Source A:	
Evidence from Source B:	
Explanation of Source B:	

<b>What can you learn from Sources A and B about the trial and interrogation of Edmund Campion in 1581?</b>	
Evidence from Source A:	
Explanation of Source A:	
Evidence from Source B:	
Explanation of Source B:	

<b>What can you learn from Sources A and B about the Babington Plot?</b>	
Evidence from Source A:	
Explanation of Source A:	
Evidence from Source B:	
Explanation of Source B:	

<b>What can be learnt from Sources A and B about the attack on the Armada in Calais?</b>	
Evidence from Source A:	
Explanation of Source A:	
Evidence from Source B:	
Explanation of Source B:	

<b>What can be learnt from Sources A and B about the battle of Gravelines in August 1588?</b>	
Evidence from Source A:	
Explanation of Source A:	
Evidence from Source B:	
Explanation of Source B:	

<b>What can you learn from Sources A and B about the Religious Settlement of 1559?</b>	
Evidence from Source A:	
Explanation of Source A:	
Evidence from Source B:	
Explanation of Source B:	

**What can you learn from Sources A and B about the reasons why the Armada failed?**

Evidence from Source A:	
Explanation of Source A:	
Evidence from Source B:	
Explanation of Source B:	

## Plans for potential question 2s:

<b>Q2: To what extent does Source C accurately reflect the view that MPs did not have total freedom of speech?</b>	
Source C points:	
Own knowledge to support Source C:	
Source C year, useful?	
Source C author, useful?	
Source C type, useful?	

<b>Q2: To what extent does Source C accurately reflect the social structure of Elizabethan society?</b>	
Source C points:	
Own knowledge to support Source C:	
Source C year, useful?	
Source C author, useful?	
Source C type, useful?	

<b>Q2: To what extent does Source C accurately reflect the importance of education in the lives of Elizabethan gentry families?</b>	
Source C points:	
Own knowledge to support Source C:	
Source C year, useful?	
Source C author, useful?	
Source C type, useful?	

**Q2: To what extent does Source C accurately reflect the everyday life of the lower classes?**

Source C points:	
Own knowledge to support Source C:	
Source C year, useful?	
Source C author, useful?	
Source C type, useful?	

**Q2: To what extent does Source C accurately reflect the problems caused by an increase in the number of wandering beggars?**

Source C points:	
Own knowledge to support Source C:	
Source C year, useful?	
Source C author, useful?	
Source C type, useful?	

**Q2: To what extent does Source C accurately reflect the seriousness of the problems caused by increased vagrancy?**

Source C points:	
Own knowledge to support Source C:	
Source C year, useful?	
Source C author, useful?	
Source C type, useful?	

**Q2: To what extent does Source C accurately reflect the seriousness of the threat posed by Mary, Queen of Scots, in 1572?**

Source C points:	
Own knowledge to support Source C:	
Source C year, useful?	
Source C author, useful?	
Source C type, useful?	

**Q2: To what extent does Source C accurately reflect the seriousness of the threat posed by Mary, Queen of Scots to Elizabeth in 1568?**

Source C points:	
Own knowledge to support Source C:	
Source C year, useful?	
Source C author, useful?	
Source C type, useful?	

**Q2: To what extent does this source accurately reflect the extent of Elizabeth's Protestant beliefs?**

Source C points:	
Own knowledge to support Source C:	
Source C year, useful?	
Source C author, useful?	
Source C type, useful?	



**Q2: To what extent does Source C accurately reflect the criticism of new theatres during Elizabethan times?**

Source C points:	
Own knowledge to support Source C:	
Source C year, useful?	
Source C author, useful?	
Source C type, useful?	

**Q2: To what extent does Source C accurately reflect the threat the new theatres posed to maintaining law and order during Elizabethan times?**

Source C points:	
Own knowledge to support Source C:	
Source C year, useful?	
Source C author, useful?	
Source C type, useful?	

**Q2: To what extent does Source C accurately reflect attitudes towards rough sports during this period?**

Source C points:	
Own knowledge to support Source C:	
Source C year, useful?	
Source C author, useful?	
Source C type, useful?	

**Q2: To what extent does Source C accurately reflect the seriousness of the Spanish threat to England in 1588?**

Source C points:	
Own knowledge to support Source C:	
Source C year, useful?	
Source C author, useful?	
Source C type, useful?	

# Plans for potential question 3s:

<b>Q3: Why was William Cecil, Lord Burghley, significant during the reign of Elizabeth?</b>	
Intro (background):	
First point:	
Info for first point:	
Significance of first point:	
Second point:	
Info for second point:	
Significance of second point:	

<b>Q3: Why were playwrights significant in the development of the theatre during Elizabethan times?</b>	
Intro (background):	
First point:	
Info for first point:	
Significance of first point:	
Second point:	
Info for second point:	
Significance of second point:	

**Q3: Why were changes in farming methods a significant cause of the increase of poverty during Elizabethan times?**

Intro (background):	
First point:	
Info for first point:	
Significance of first point:	
Second point:	
Info for second point:	
Significance of second point:	

**Q3: Why was poverty seen as a significant threat to law and order during the reign of Elizabeth I?**

Intro (background):	
First point:	
Info for first point:	
Significance of first point:	
Second point:	
Info for second point:	
Significance of second point:	

**Q3: Why was the settlement of the religious question a significant threat to Elizabeth?**

Intro (background):	
First point:	
Info for first point:	
Significance of first point:	
Second point:	
Info for second point:	
Significance of second point:	

**Q3: Why was the Puritan movement seen as a significant threat to the Religious Settlement of 1559?**

Intro (background):	
First point:	
Info for first point:	
Significance of first point:	
Second point:	
Info for second point:	
Significance of second point:	

**Q3: Why did religious conflict create significant threats to Elizabeth's reign?**

Intro (background):	
First point:	
Info for first point:	
Significance of first point:	
Second point:	
Info for second point:	
Significance of second point:	

**Q3: Why was the attack on Cadiz a significant event in weakening Philip's plans for the invasion of England?**

Intro (background):	
First point:	
Info for first point:	
Significance of first point:	
Second point:	
Info for second point:	
Significance of second point:	

**Q3: Why was Philip II of Spain seen as a significant threat to Elizabeth's reign?**

Intro (background):	
First point:	
Info for first point:	
Significance of first point:	
Second point:	
Info for second point:	
Significance of second point:	

**Q3: Why was the weather a significant factor in explaining reasons for the defeat of the Armada?**

Intro (background):	
First point:	
Info for first point:	
Significance of first point:	
Second point:	
Info for second point:	
Significance of second point:	

# Plans for potential question 4s:

<b>Q4: Explain the connection between TWO of the following that are to do with Elizabethan government.</b>	
<b>Privy Council Parliament Lord Lieutenant Justices of the Peace(JPs)</b>	
Factors chosen:	
Reason for first connection:	
Explanation of fist connection:	
Reason for second connection:	
Explanation of second connection:	

<b>Q4: Explain the connection between TWO of the following that are to do with the lifestyle of the rich.</b>	
<b>New building styles Landscaped gardens Fashion Education</b>	
Factors chosen:	
Reason for first connection:	
Explanation of fist connection:	
Reason for second connection:	
Explanation of second connection:	



**Q4: Explain the connection between TWO of the following that are to do with popular entertainment during Elizabethan times.**

**Theatres,  
Bear- and bull-baiting,  
Cockfighting,  
Large crowds.**

Factors chosen:	
Reason for first connection:	
Explanation of first connection:	
Reason for second connection:	
Explanation of second connection:	

**Q4: Explain the connection between TWO of the following that are to do with the reasons for the increase in poverty during the sixteenth century:**

**Changes in farming methods  
Bad harvests  
Rural depopulation  
Rising population**

Factors chosen:	
Reason for first connection:	
Explanation of first connection:	
Reason for second connection:	
Explanation of second connection:	

**Q4: Explain the connection between TWO of the following that are to do with Elizabeth's popularity.**

**Royal portraits**

**Royal progress**

**Her character**

**Her appearance**

Factors chosen:	
Reason for first connection:	
Explanation of first connection:	
Reason for second connection:	
Explanation of second connection:	

**Q4: Explain the connection between TWO of the following that are to do with local government during Elizabethan times.**

**Lord lieutenant**

**Justices of the peace**

**Parish constables**

**Overseer of the poor**

Factors chosen:	
Reason for first connection:	
Explanation of first connection:	
Reason for second connection:	
Explanation of second connection:	

**Q4: Explain the connection between TWO of the following that are to do with Catholic threats.**  
**Mary, Queen of Scots**  
**The Ridolfi Plot**  
**The Throckmorton Plot**  
**Bull of excommunication**

Factors chosen:	
Reason for first connection:	
Explanation of fist connection:	
Reason for second connection:	
Explanation of second connection:	

**Q4: Explain the connection between TWO of the following that are to do with the demands for changes to the Religious Settlement made by MPs.**  
**Walter Strickland**  
**Peter Wentworth**  
**Anthony Cope**  
**Sir Christopher Hatton**

Factors chosen:	
Reason for first connection:	
Explanation of fist connection:	
Reason for second connection:	
Explanation of second connection:	

# Plans for potential question 5s:

How far do you agree with the interpretation? (Wyatt Plot)	
Points made by interpretation:	
Own knowledge to support interpretation:	
Interpretation author, useful?	
Interpretation length, useful?	
Interpretation type, useful?	
Opposing viewpoint to interpretation:	
Own knowledge for opposing viewpoint:	
Why different viewpoint exists:	
Overall, agree with interpretation why?	

How far do you agree with the interpretation? (offices & favours)	
Points made by interpretation:	
Own knowledge to support interpretation:	
Interpretation author, useful?	
Interpretation length, useful?	
Interpretation type, useful?	
Opposing viewpoint to interpretation:	
Own knowledge for opposing viewpoint:	
Why different viewpoint exists:	
Overall, agree with interpretation why?	

**How far do you agree with the interpretation? (factional rivalry)**

Points made by interpretation:	
Own knowledge to support interpretation:	
Interpretation author, useful?	
Interpretation length, useful?	
Interpretation type, useful?	
Opposing viewpoint to interpretation:	
Own knowledge for opposing viewpoint:	
Why different viewpoint exists:	
Overall, agree with interpretation why?	

**How far do you agree with the interpretation? (unemployed)**

Points made by interpretation:	
Own knowledge to support interpretation:	
Interpretation author, useful?	
Interpretation length, useful?	
Interpretation type, useful?	
Opposing viewpoint to interpretation:	
Own knowledge for opposing viewpoint:	
Why different viewpoint exists:	
Overall, agree with interpretation why?	

**How far do you agree with the interpretation? (aims of the Religious Settlement)**

Points made by interpretation:	
Own knowledge to support interpretation:	
Interpretation author, useful?	
Interpretation length, useful?	
Interpretation type, useful?	
Opposing viewpoint to interpretation:	
Own knowledge for opposing viewpoint:	
Why different viewpoint exists:	
Overall, agree with interpretation why?	

**How far do you agree with the interpretation? (Religious Settlement)**

Points made by interpretation:	
Own knowledge to support interpretation:	
Interpretation author, useful?	
Interpretation length, useful?	
Interpretation type, useful?	
Opposing viewpoint to interpretation:	
Own knowledge for opposing viewpoint:	
Why different viewpoint exists:	
Overall, agree with interpretation why?	

**How far do you agree with the interpretation? (Mary Queen of Scots)**

Points made by interpretation:	
Own knowledge to support interpretation:	
Interpretation author, useful?	
Interpretation length, useful?	
Interpretation type, useful?	
Opposing viewpoint to interpretation:	
Own knowledge for opposing viewpoint:	
Why different viewpoint exists:	
Overall, agree with interpretation why?	

**How far do you agree with the interpretation? (Separatists)**

Points made by interpretation:	
Own knowledge to support interpretation:	
Interpretation author, useful?	
Interpretation length, useful?	
Interpretation type, useful?	
Opposing viewpoint to interpretation:	
Own knowledge for opposing viewpoint:	
Why different viewpoint exists:	
Overall, agree with interpretation why?	