

REVISION GUIDE

ENGAGING WITH

**AQA
GCSE
(9-1)
History**

ELIZABETHAN ENGLAND c1568-1603

BRITISH DEPTH STUDY

DALE BANHAM

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How this book helps you revise and improve your grades

As you can see from this contents page, the book matches the exam specification and is divided into three main topics. You have already covered these with your teacher so each chapter starts with a set of **knowledge tests** so that you can find out how much you can remember about each time period and plan a revision programme where you close gaps in your knowledge.

The **core content** pages will provide the answers to the questions you struggled with. These are

designed in the style of flashcards so that you don't have to make your own and you can spend more time re-testing yourself and practising exam questions.

The book also shows you how to apply your knowledge to answer exam questions. Just knowing lots of information is not enough. The **Apply: Exam practice** pages at the end of each chapter will show you what to do with that knowledge so that you gain a high grade.

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Introduction: Preparing for your exam

Your exam: What is assessed and how

Your AQA GCSE (9–1) History course is made up of four different studies. These are assessed in two exam papers.

Paper 1: Understanding the modern world (2 hours)	Paper 2: Shaping the nation (2 hours)
Section A: Period study This focuses on key developments in a country's history over at least a 50-year period.	Section A: Thematic study This looks at key developments in Britain over a long period of time (at least 800 years).
Section B: Wider world depth study This focuses on international conflict and tension over a period of 20–25 years.	Section B: British depth study This focuses on a period of British history over a short period of time (under 40 years).

This book prepares you for Section B of Paper 2 – **Elizabethan England c1568–1603**. The table below shows you how the British depth study will be examined.

Type of question	Guidance	Marks	Writing time	Advice and practice
1 How convincing is Interpretation A about ...	Base your evaluation on the content of the interpretation. Identify the point/view/argument being made in the interpretation about the given issue in the question. Then, use your knowledge and understanding of the period to evaluate how convincing this interpretation is. How far does it match your contextual knowledge of the period?	8	10 minutes	Pages 16, 32 and 46
2 Explain what was important about ...	Focus on the idea of importance. Aim to identify two main ways in which the event/development/issue in the question was important. What impact did it have at the time? Support each of the points you make with examples/evidence and explain why this led to important changes/problems/developments.	8	10 minutes	Pages 17, 32 and 46
3 Write an account of ...	Make sure you identify the focus of the question – it could ask you to write an account of how an issue/development affected the country (in a positive or negative way). Aim to identify and explain two ways in which the given event or issue led to problems/benefits for the country.	8	10 minutes	Pages 17, 33 and 46
4 The Historic Environment question 	This is an essay question based on the historic environment of Elizabethan England. Check with your teacher which historical site you will be examined on as it changes each year. The question will be linked to a key topic in the specification. The topics for the 2024–2026 exams are listed below. 2024: The Americas and Drake's circumnavigation (Elizabethan voyages and trade) 2025: Hardwick Hall, Derbyshire (Elizabethan buildings and how they reflect the growing prosperity of the gentry, living standards and fashions of the time) 2026: The Globe Theatre (Elizabethan theatre - the reasons for its growth, its achievements, and attitudes towards the theatre) Question 4 will require you to reach a judgment on a statement about a specific site. The practice questions and exam tips provided in this book will help you practice your approach to this style of question.	16	20 minutes	Pages 18, 33, 45 and 47

How this book helps you revise and improve your grades

- The tasks in this book will help you learn what you need to know. The book uses the latest research into effective revision strategies and exam technique to help you remember the core content.
- The book also shows you how to apply your knowledge to answer exam questions. Just knowing lots of information is not enough. The **Exam practice** pages in this book will show you what to do with that knowledge so that you gain a high grade. These are your '**steps to success**'.

1 Test your knowledge and understanding

The specification is divided into three topics:

- Elizabeth I's court and parliament
- Life in Elizabethan times
- Troubles at home and abroad

You have already covered these periods with your teacher, so start by testing yourself – how much can you remember about each time period? Each chapter starts with a **Knowledge test** that covers the key content for that period.



Testing yourself is a great way to start your revision as it **boosts memory**.

When you test yourself your memory of that information gets significantly stronger. Our brains are also 'hard-wired' to learn from our mistakes.

It helps you understand what you already know and what you don't know.

2 Identify gaps in your knowledge and understanding

You will be able to check your answers to the Knowledge tests. Page references are provided so you can identify gaps in your knowledge.



You will be able to plan an efficient revision programme. Your time is precious, so you need to make sure that you focus on revising your weaker topics. Too many students spend too much time revising topics they already know very well!

3 Close the gaps in your knowledge and understanding

The **Core content** pages in this book will help you improve your knowledge and understanding of your weaker topics. Each of the three periods is divided into core content pages that closely match the exam specification and make revising a topic a manageable task.

At the top of the page, a checklist of the core content from the specification is provided so that you can identify topics that you need to focus on.



Memory aids are provided to help you remember key content from the Elizabethan England depth study. They use images or diagrams, but very few words. Most people remember better if something is summarised with both text and images.

4 Apply your knowledge and understanding to exam questions

When you feel confident with the content for each time period, use the **Apply: Exam practice** pages in the book to gain a strong understanding of how to approach each of the four exam questions (see page 4).



Our practice questions are like the questions you will be asked in the exam. You can get past papers from your teacher or from the AQA website. We provide **Exam tips** for each question type – showing you how to approach it and improve your grades.

5 Review your exam answers and respond to feedback

This book provides model answers that highlight the key features of high-quality written work. The exam practice pages also provide exam tips that you can use to **self-review your own work**.



Use the advice provided as a checklist to reflect on your own answers. Take responsibility for your own learning. Before you ask your teacher for any additional feedback, make sure your answer is the best it can be.

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Part 1 Elizabeth I's court and parliament

Knowledge test: How much do you know about Elizabeth I's court and parliament?

It may seem strange starting your revision with a Knowledge test but remember this is the best way to boost your memory and it will help you identify gaps in your knowledge. Don't worry if you cannot answer all the questions or if you make mistakes. You can use the **core content pages** to check your answers and fill in the gaps in your knowledge.

Revision Tip

When you have finished all the **Recall challenges**, use the page references in the blue column to check your answers. If you have made a mistake, use a different colour pen to write in the correct answer.

Recall challenges

1: Do you know the key individuals?

Knowing the main individuals for each topic will really help you in the exam. Think of each individual as a hook on which you can hang other knowledge.

Task

Match each individual with the correct description.

Key individual	Description
William Cecil	Led a rebellion against Elizabeth in 1601.
Robert Dudley	Organised Elizabeth's progresses and later became Lord Chancellor.
Francis Walsingham	A French prince who wanted to marry Elizabeth.
Christopher Hatton	Became Elizabeth's Secretary of State after the death of his father.
Mary I	One of Elizabeth's key ministers, in charge of protecting the Queen.
Philip II	Elizabeth's main adviser (served as Secretary of State and Lord Treasurer).
Duke of Ancelon	The Spanish King who wanted to marry Elizabeth.
The Earl of Essex	Established a spy network that helped to uncover plots against Elizabeth.
Robert Cecil	Elizabeth's sister and the wife of Philip II.

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2: Do you know your key terms?

As you revise it is important to check your understanding of subject-specific vocabulary. The topic you are studying contains some important key terms.

Task

Match each key term with its correct definition or description.

Key term	Definition
Patronage	They helped to run local government by collecting taxes and keeping law and order.
Propaganda	The arrangement that decides who should take over from a monarch after they die.
Progresses	A licence, granted by the monarch, that gives just one individual the right to sell a product.
Privy Counsellors	When the monarch toured the country, staying in the homes of leading nobles.
Puritans	They were responsible for running a county and making sure their county could provide the monarch with well-trained soldiers.
Monopolies	Rich and powerful landowners who helped Elizabeth run the country.
The succession	A system by which Elizabeth could reward loyal nobles and supporters with important positions in government.
Justices of the Peace	The most important members of the court; a small group of advisers and key ministers close to the Queen.
Lord Lieutenants	The spreading of messages through images and words that encourage people to think in a positive way about someone.
Nobles	They wanted to change the Protestant Church by removing bishops and decorations from the church.

3: The ten-minute quiz

Test your ability to remember information under pressure. The more you do this, the more you will be prepared for the time pressures of the exam.

Task

- Answer as many of the questions below as you can in ten minutes.
- Mark your work using the page numbers provided. 36 marks are available.
- Use the quiz to identify areas you need to revise in detail.

List two reasons why Elizabeth faced a difficult childhood.	List four reasons why the royal court was important.	List three groups of people who helped Elizabeth keep control through patronage.	See pages 8–9 for the answers.	Mark out of 9
List three reasons why the Privy Council was important.	List two ways in which Elizabeth kept control over her counsellors and key ministers.	List four of Elizabeth's key ministers.	See pages 10–11 for the answers.	Mark out of 9
List four problems Elizabeth faced at the start of her reign.	List two ways in which Elizabeth controlled parliament.	List three reasons why Elizabeth chose not to marry.	See pages 12–13 for the answers.	Mark out of 9
List three reasons why Elizabeth's authority grew weaker at the end of her reign.	List three causes of Essex's rebellion.	List three reasons why Essex's rebellion was important.	See pages 14–15 for the answers.	Mark out of 9

Core content 1.1: Elizabeth I and her court

Exam specification checklist for this topic

- Elizabeth I's background and character
- The key features of the royal court
- The importance of patronage

Revision task

Use the flashcards on pages 8–9 to improve your knowledge and understanding of these topics. Test yourself by trying to answer the key questions with the bullet point answers covered up. Make a note of the topics you struggle to remember, you can spend more time on them later in your revision programme.

Key question 1: Why did Elizabeth experience a difficult childhood?

- Elizabeth's mother (Anne Boleyn) was executed on the orders of her father, Henry VIII, when she was just three years old.
- In 1553, Elizabeth's sister Mary became Queen. She was determined to make England a Catholic country; Elizabeth was a Protestant. When a rebellion broke out in 1554, Mary suspected that Elizabeth was involved. Elizabeth was arrested, charged with treason and kept a prisoner in the Tower of London.
- These experiences meant that Elizabeth developed a tough and determined character. She was also intelligent, could speak many languages and loved music and dancing.

Key question 2: Why was the royal court important?

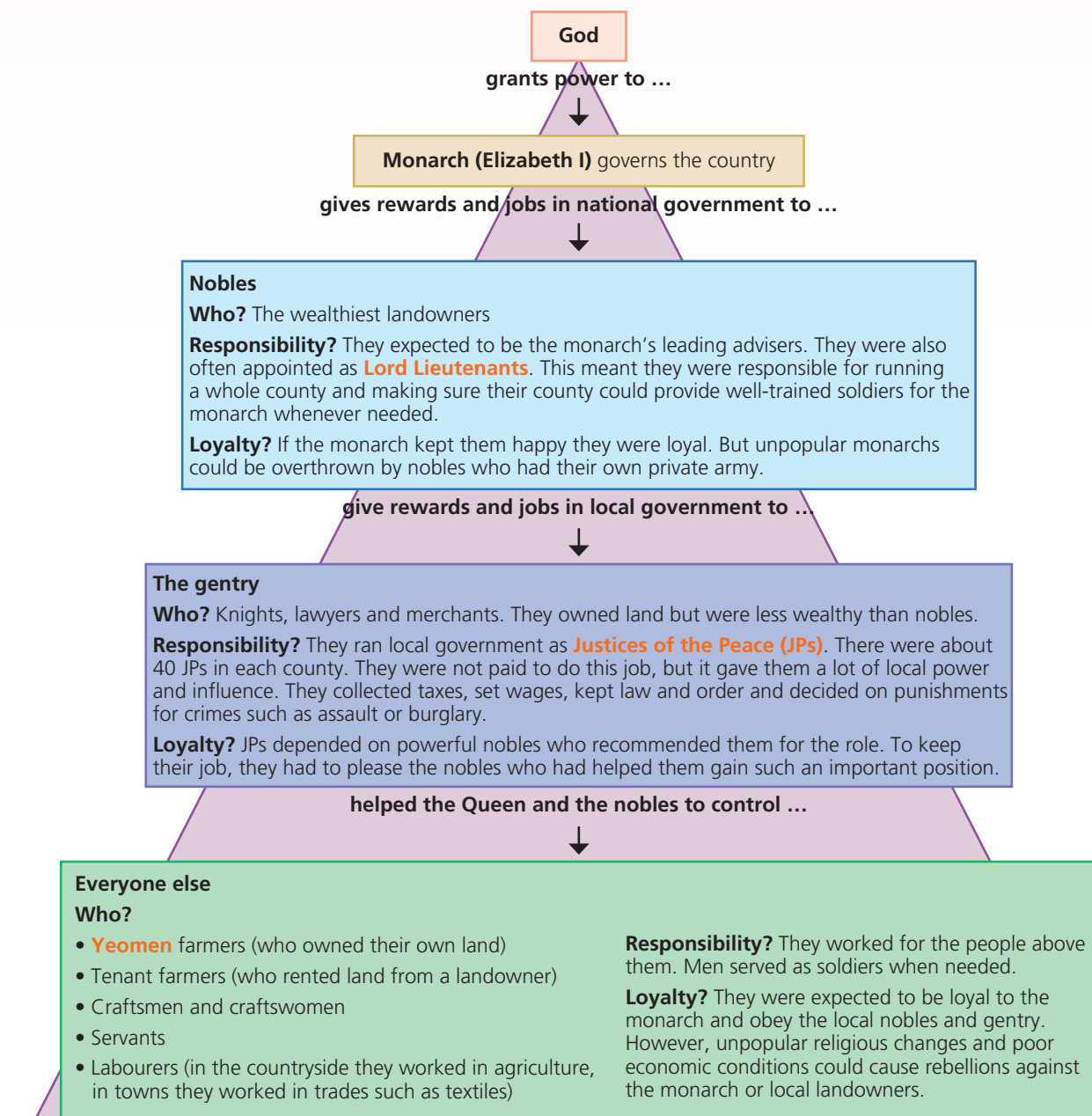
- The royal court was the **centre of government**. It was where the monarch brought together the most important people in the country to give them rewards, settle arguments and ask for advice.
- The court was not a place – wherever the Queen went the court moved with her. The Queen moved round her palaces and visited grand houses belonging to nobles. Ambitious nobles wanted to remain near to the Queen so they could win her trust and be rewarded with important positions in government.
- Nobles who attended the court (known as **courtiers**) were expected to display their obedience and loyalty towards Elizabeth at **ceremonies**.
- **Entertainments** at the court included dances, great feasts, plays and musical performances, hunting and jousting. They were designed to impress people and demonstrate Elizabeth's wealth and power.

Revision Tip

The diagram on page 9 summarises a lot of important information. Read it carefully, then cover it up and try to redraw it from memory, aiming to include the key points from each section. Look again at the diagram, add any details you have missed in a different colour and correct any mistakes you have made.

Key question 3: How did Elizabeth use the power of patronage to run the country and keep control?

- Elizabeth had a lot of power when she became Queen in 1558. As you can see in the diagram, people believed that their monarch was appointed by God to run the country.
- However, she could not do this all alone. The diagram shows how power, wealth and responsibility were passed down from the Queen through a system known as patronage.
- Elizabeth needed the support of the nobles. These rich and powerful landowners could rebel against the Queen if they were unhappy. She used a system of patronage to reward loyal nobles with important positions in the government.
- Powerful nobles ran national government for her, and the gentry ran local government. If they did not please her, Elizabeth could take away their position, wealth and land. Elizabeth did not make all the decisions herself; she used patronage to control the nobles who helped her govern the country.



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Apply: Exam practice

How to approach Question 1 – The 'interpretation' question

How convincing is Interpretation A about the relationship that Elizabeth I had with her parliament? Explain your answer using Interpretation A and your contextual knowledge.

(8 marks)



► **Interpretation A** An engraving of Elizabeth I addressing parliament. This was produced in the nineteenth century

Exam Tips

Step 1: Start by identifying the main message in the interpretation

- Focus on the content of the interpretation. Use your inference skills to think carefully about what is being suggested. For example:
 - Look at Elizabeth's expression and body language in the image. Does she look calm and in control of parliament?
 - How are people around her reacting? Do they look supportive and respectful?

Step 2: Use your own knowledge of this topic to evaluate this message

- In one paragraph you could make the point that at times Elizabeth faced opposition from her parliament and MPs were not always respectful! This angered her.
- In your second paragraph you could make the point that for most of the period Elizabeth was in control of parliament and managed it effectively.
- Make sure you give examples to support the points you make in each paragraph.

Step 3: Reach a judgement

- Make a clear overall judgement on the extent to which the message given in the interpretation is convincing. Is it very convincing or only partly convincing?

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This is *not* your average revision guide. They just tell you *what* to revise. This one teaches you *how* to revise, too, which is the key to exam success.

Based on the latest cognitive science principles and illustrated by lots of visual memory aids, this book makes it much easier to remember everything you need to know and avoid feeling overwhelmed.

- **Start revising the right way.** Testing yourself is proven to boost memory, so you will start each chapter by answering a Knowledge Test, to see what you know and where you have gaps.
- **Spend time on what matters.** Having completed the Knowledge Tests, you can plan a really efficient revision programme, which focuses on your weaker topics and will make the biggest difference to your grade.
- **Close the gaps.** The 'Core Content' pages improve your knowledge of the topics that you need to revise. Research proves that we remember something better if it's presented through text and images, so these pages use bullet points and cartoon memory aids to summarise the important knowledge 'takeaways'.
- **Show what you know.** The 'Exam Practice' pages explain what to do with the knowledge you have gained and how to apply it in the exams. Practice questions and exam tips help you to feel confident answering each question type. Compare your answers to the model answers provided, which highlight the features of excellent responses.

About the author

Dale Banham has taught History in secondary schools for over 30 years, formerly as Head of History and Head of Humanities and currently as Deputy Head. He created the Engaging with AQA GCSE History series based on his first-hand experience of teaching the AQA course and leading students to exam success.

Titles in this series



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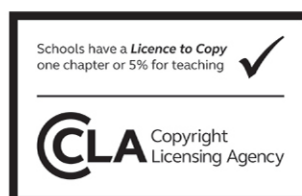


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