

Option B4: Early Elizabethan England, 1558–88

Key topic 1: Queen, government and religion, 1558–69	
1 The situation on Elizabeth's accession	<ul style="list-style-type: none"> Elizabethan England in 1558: society and government. The Virgin Queen: the problem of her legitimacy, gender, marriage. Her character and strengths. Challenges at home and from abroad: the French threat, financial weaknesses.
2 The 'settlement' of religion	<ul style="list-style-type: none"> Religious divisions in England in 1558. Elizabeth's religious settlement (1559): its features and impact. The Church of England: its role in society.
3 Challenge to the religious settlement	<ul style="list-style-type: none"> The nature and extent of the Puritan challenge. The nature and extent of the Catholic challenge, including the role of the nobility, Papacy and foreign powers.
4 The problem of Mary, Queen of Scots	<ul style="list-style-type: none"> Mary, Queen of Scots: her claim to the English throne, her arrival in England in 1568. Relations between Elizabeth and Mary, 1568–69.
Key topic 2: Challenges to Elizabeth at home and abroad, 1569–88	
1 Plots and revolts at home	<ul style="list-style-type: none"> The reasons for, and significance of, the Revolt of the Northern Earls, 1569–70. The features and significance of the Ridolfi, Throckmorton and Babington plots. Walsingham and the use of spies. The reasons for, and significance of, Mary Queen of Scots' execution in 1587.
2 Relations with Spain	<ul style="list-style-type: none"> Political and religious rivalry. Commercial rivalry. The Americas, privateering and the significance of the activities of Drake.
3 Outbreak of war with Spain, 1585–88	<ul style="list-style-type: none"> English direct involvement in the Netherlands, 1585–88. The role of Robert Dudley. Drake and the raid on Cadiz: 'Singeing the King of Spain's beard'.
4 The Armada	<ul style="list-style-type: none"> Spanish invasion plans. Reasons why Philip used the Spanish Armada. The reasons for, and consequences of, the English victory.

Key topic 3: Elizabethan society in the Age of Exploration, 1558–88

1 Education and leisure	<ul style="list-style-type: none">• Education in the home, schools and universities.• Sport, pastimes and the theatre.
2 The 'problem' of the poor	<ul style="list-style-type: none">• The reasons for the increase in poverty and vagabondage during these years.• The changing attitudes and policies towards the poor.
3 Exploration and voyages of discovery	<ul style="list-style-type: none">• Factors prompting exploration, including the impact of new technology on ships and sailing and the drive to expand trade.• The reasons for, and significance of, Drake's circumnavigation of the globe.
4 Raleigh and Virginia	<ul style="list-style-type: none">• The significance of Raleigh and the attempted colonisation of Virginia.• Reasons for the failure of Virginia.

For assessment
in summer 2025 only

Please check the examination details below before entering your candidate information

Candidate surname					Other names				
Centre Number					Candidate Number				
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Pearson Edexcel GCSE (9–1)

Sample assessment materials

Time 1 hour 50 minutes (Total time for both booklets)	Paper reference	1HI0/B4
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History
BOOKLET B4: Early Elizabethan England, 1558–88

You must have: The corresponding booklet P	Total Marks
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Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are two booklets in this question paper. **This is booklet B.** Answer questions 1(a), 1(b), 2 and **either** 3 **or** 4 from this booklet.
- Check you have the corresponding booklet P.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 32.
- The total time for **both** booklets is 1 hour 50 minutes.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- **Do not forget to complete booklet P.**

Advice

- Read each question carefully before you start to answer it.
- Try to divide your time equally between each booklet of the question paper.
- Check your answers if you have time at the end.

Turn over ►

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Pearson

Early Elizabethan England, 1558–88

Answer Question 1(a), 1(b), 2 and EITHER Question 3 OR Question 4.

1 (a) Describe **one** feature of the attempts to colonise Virginia in the 1580s.

(2)

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(b) Describe **one** feature of the role of the Church of England in Early Elizabethan society.

(2)

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(Total for Question 1 = 4 marks)

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Answer EITHER Question 3 OR Question 4.

EITHER

- 3** 'The threat of invasion was Elizabeth's main problem when she became queen in 1558.'

How far do you agree? Explain your answer.

You **may** use the following in your answer:

- France
- Elizabeth's legitimacy

You **must** also use information of your own.

(Total for Question 3 = 16 marks)

OR

- 4** 'Religion was the main cause of the Revolt of the Northern Earls in 1569–70.'

How far do you agree? Explain your answer.

You **may** use the following in your answer:

- Catholic grievances
- the Earls of Northumberland and Westmorland

You **must** also use information of your own.

(Total for Question 4 = 16 marks)

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Question 4

TOTAL FOR BOOKLET B = 32 MARKS



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PLEASE ENSURE YOU ALSO COMPLETE BOOKLET P



Sample assessment materials for first
teaching September 2016

Paper 2: Period study and
British depth study
(2D, 2H, 2M, 2R and 2W)

Booklet B: British depth options

**Option B4: Early Elizabethan England,
1558–88**

B4: Early Elizabethan England, 1558–88

Question	
1 (a)	Describe one feature of the attempts to colonise Virginia in the 1580s. Target: Knowledge of key features and characteristics of the period. AO1: 2 marks.
Marking instructions	
Award one mark for a valid feature identified. The second mark should be awarded for supporting information. e.g. <ul style="list-style-type: none">• <i>Queen Elizabeth granted Raleigh permission to establish colonies (1) and Raleigh called the land Virginia after Elizabeth (1).</i>• <i>The colonists had problems with the local people (1) and it is thought that the settlers in the second attempt disappeared without trace because of conflict with the local peoples (1).</i>• <i>Colonies would challenge Spain in the Americas (1) and Raleigh hoped to be able to use the local minerals to assist his military expedition if there were conflicts with Spain (1).</i> Accept other appropriate features and supporting information.	

Question	
1 (b)	Describe one feature of the role of the Church of England in Early Elizabethan society. Target: Knowledge of key features and characteristics of the period. AO1: 2 marks.
Marking instructions	
Award one mark for a valid feature identified. The second mark should be awarded for supporting information. e.g. <ul style="list-style-type: none">• <i>The Church of England promoted loyalty to the Queen (1), by repeating prayers of obedience and thanks for her reign in their services (1).</i>• <i>Churches organised festivals for their parishioners (1), such as May Day and Easter celebrations (1).</i>• <i>The parish church played a central role in all aspects of people's lives (1), providing religious services such as baptisms, marriages and funerals (1).</i> Accept other appropriate features and supporting information.	

Question		
2		<p>Explain why the Throckmorton Plot (1583) was a threat to Queen Elizabeth.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • Mary, Queen of Scots • foreign threat <p>You must also use information of your own.</p> </div> <p>Target: Analysis of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 6 marks. AO1: 6 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1]
2	4–6	<ul style="list-style-type: none"> • An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]
3	7–9	<ul style="list-style-type: none"> • An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] <p><i>Maximum 8 marks for answers that do not address three or more aspects of content.</i></p>
4	10–12	<ul style="list-style-type: none"> • An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] <p><i>No access to Level 4 for answers which do not address three or more aspects of content.</i></p>

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The middle mark in each level may be achieved by stronger performance in either AO1 or AO2.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- It was a threat because the plot was to assassinate Elizabeth – it created fear in England because it was aimed so openly at the Queen.
- The plot clearly showed that Roman Catholics presented a threat and that this was at high levels in society.
- It was a threat because it planned for Mary Queen of Scots to replace Elizabeth and she did have a strong claim to the throne – the threat of Mary seemed serious.
- The plot brought the possibility of invasion, especially from France.
- The Catholic element of the plot was a threat because of the power of the pope to rally support to challenge Elizabeth.

Question		
3		<p>'The threat of invasion was Elizabeth's main problem when she became queen in 1558.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • France • Elizabeth's legitimacy <p>You must also use information of your own.</p> </div> <p>Target: Analysis and evaluation of second order concepts: significance [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 10 marks. AO1: 6 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> • A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1] • The overall judgement is missing or asserted. [AO2]
2	5–8	<ul style="list-style-type: none"> • An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] • The overall judgement is given but its justification is asserted or insecure. [AO1]
3	9–12	<ul style="list-style-type: none"> • An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] • The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2] <p><i>Maximum 11 marks for answers that do not address three or more aspects of content.</i></p>
4	13–16	<ul style="list-style-type: none"> • An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] • Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] <p><i>No access to Level 4 for answers that do not address three or more aspects of content.</i></p>

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The first two bullet points [AO1 and AO2] account for 3 of the 4 marks in the level and are equally weighted; the third bullet point [AO2] accounts for the remaining mark. Once the level has been found, there are two steps to follow to determine the mark within the level:

- Markers should consider bullet points 1 and 2 together. Strong performance (for the level) in both would be awarded all 3 marks, while 2 marks may be achieved by stronger performance in either bullet point; weak performance would be awarded 1 mark.
- The fourth mark in each level is allocated to the bullet point 3 and should be considered independently of the award of the other marks.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

Relevant points which support the statement may include:

- There was a fear that there could be a religious war with European Catholic nations, particularly France, following the religious changes in England.
- A war would have to involve invasion because after 1558 England had no possessions in mainland Europe (Calais had been lost in 1558).
- There were French troops in Scotland, and this posed a problem for Elizabeth and the security of England because England was still technically at war with France.
- The invasion threat was heightened by the presence in England of Catholics ready to support an invading force.

Relevant points to counter the statement may include:

- The question of Elizabeth's marriage was a prominent issue from the beginning of the reign.
- Elizabeth had to work out a religious settlement following the reign of her sister, and this was an immediate issue on accession.
- Mary, Queen of Scots, had a claim to the throne of England, which was a challenge for Elizabeth, whose own legitimacy was open to question. Mary had support from groups of English Catholics and some foreign nations.
- Elizabeth needed to ensure that the royal household and Privy Councillors were her own choice and loyal to her.

Question		
4		<p>'Religion was the main cause of the Revolt of the Northern Earls in 1569–70.' How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • Catholic grievances • the Earls of Northumberland and Westmorland <p>You must also use information of your own.</p> </div> <p>Target: Analysis and evaluation of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 10 marks. AO1: 6 marks.</p>
Level	Mark	Descriptor
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1	1–4	<ul style="list-style-type: none"> • A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1] • The overall judgement is missing or asserted. [AO2]
2	5–8	<ul style="list-style-type: none"> • An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] • The overall judgement is given but its justification is asserted or insecure. [AO1]
3	9–12	<ul style="list-style-type: none"> • An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] • The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2] <p><i>Maximum 11 marks for answers that do not address three or more aspects of content.</i></p>
4	13–16	<ul style="list-style-type: none"> • An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] • Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] <p><i>No access to Level 4 for answers that do not address three or more aspects of content.</i></p>

Marking instructions

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Relevant points which support the statement may include:

- The rebellion aimed to re-establish Catholicism – the pope's excommunication of Elizabeth indicated that the rebellion was religious in its nature and origin.
- The rebels aimed to marry Mary, Queen of Scots to the Duke of Norfolk.
- Religion was put centre-ground when the Earls of Northumberland and Westmorland restored the Catholic mass in Durham.

Relevant points to counter the statement may include:

- Many nobles sought to remove 'evil counsellors' to ensure Elizabeth was better advised; many also felt that they had been slighted by Elizabeth during her reign and sought redress.
- The Council of the North replaced the influence of the nobles, and thus politics became a reason for the rebellion.
- Northumberland's lands had been confiscated, and there were further economic issues over mining revenues.
- A key cause was to free Mary, Queen of Scots from imprisonment and allow her redress.