



# **Examiners' Report** **June 2022**

**GCSE History 1HIA B4**

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June 2022

Publications Code 1HIA\_B4\_2206\_ER

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## Introduction

Section B of paper 2 assesses the British Depth Study, with students required to answer three questions targeted at Assessment Objective 1 (Knowledge and Understanding) and Assessment Objective 2 (Analysis of Second Order Concepts). For the 2022 series, the British Depth Study was sat independently from the Period Study that forms the other half of paper 2. Section B of paper 2 totals 32 marks.

Question 1(a) follows an identical format to Q01 on Paper 1. Students should identify a feature or characteristic of the topic and then add a further detail which will explain the feature or provide context for it. It is important that students understand that the details need to be connected to the features – four disparate facts are limited to a maximum of two marks.

Question 1(b) is scored out of 12 marks and the mark scheme is an identical format to Q04 on Paper 1 and Q02 on Paper 3. The question targets the second-order concept of causation. The stimulus points are provided to act as prompts to remind students what they have studied. Use of the stimulus points is not compulsory and students should not use them if they do not recognise them, but where they are used, it should be noted that the mark scheme requires an additional point of content to reach the top of Levels 2 and 3 and for entry into Level 4. Students should aim to cover three aspects of content in their answer.

For Q01(c), students have a choice between (i) and (ii) and the questions may target any second-order concept such as consequence or similarity/difference. This question follows the same principles as Q05/Q06 on Paper 1. The stimulus points should be useful reminders of the alternative aspects of the issue. It should also be noted that the stimulus points will usually relate to aspects of content rather than directly indicating a factor that should be included; their use is not compulsory. To achieve high marks, there is an expectation that there will be both depth and breadth of knowledge, shown by three discrete points of content being covered.

A good proportion of students were able to demonstrate excellent subject knowledge and score within Level 3. Those answers that moved into Level 4 were able to grasp the conceptual focus of the question and provide a supported judgement, based on criteria; this judgement was often evident and sustained throughout the answer as well as forming the basis of the conclusion, showing careful planning and a coherent line of reasoning. The majority of answers at Level 4 presented a balanced argument but it should be noted that this is not a required structure, as long as the student's judgement is in relation to the full conceptual focus of the question.

At Level 2, students would usually provide a good range of relevant content but struggled to apply this to the second order concept dictated in the question. It is important that students consider the question carefully and shape their answers in relation to its focus, whether this be causation, consequence, change and continuity, similarity and difference or significance.

Within Section B, Q01(a) uses a points-based mark scheme, while Q01(b) and Q01(c) are marked using 'best fit' against a levels of response mark scheme. Progression in AO1 is shown by the student's increasing ability to select information precisely and show wide-ranging knowledge and understanding. Progression in AO2 is shown by a student's response moving from simple or generalised comments to analytical explanations, showing a line of reasoning which is coherent, logical and sustained. Centres are also reminded that the indicative content in the mark scheme does not imply what must be included in a response, nor does it give any expectation as to how students are expected to structure their responses. Any valid analysis and detail are rewarded and examiners noted that some students demonstrated impressive knowledge and understanding.

If extra paper is taken, students should state clearly in the answer space for the question that it has been continued and where the rest of the answer had been written; this should be on an additional sheet rather than elsewhere in the paper and should be clearly labelled. However, in many cases where additional paper had been taken, the marks had already been attained within the space provided rather than on the extra paper and students should be discouraged from assuming that lengthy answers will automatically score highly. Indeed, students taking extra paper often ran out of time on the final, high mark question and therefore disadvantaged themselves.

Examiners reported that a poor standard of handwriting made a number of answers difficult to mark and exacerbated the difficulty in understanding a badly-expressed answer.

## Question 1 (a)

Students were asked to describe two features of English involvement in the Netherlands, 1585-88. Some detailed subject-specific knowledge was regularly demonstrated, with students most often referring to the Treaty of Nonsuch, Dudley's arrival with troops and his subsequent acceptance of the title of Governor-General. Links were often made to the threat from Spain and the importance of maintaining Protestant allies. Some answers focused on involvement in the Netherlands being used to undermine plans for a Spanish invasion.

Where students were less confident with the topic, they were often able to score some marks by referring to general involvement of the English – sending troops, offering financial support, trade relations, alliance on the basis of religion – even if they could not develop these with a supporting fact.

A number of students left this answer blank or offered facts from outside the time period, for example, the Genoese Loan affair, the Pacification of Ghent, the Sea Beggars or Casimir and his mercenaries. The level of knowledge was impressive but it is vital that students have a strong grasp of the chronology of this period, as this content was not rewardable for this question.

1 (a) Describe **two** features of English involvement in the Netherlands, 1585–88.

(4)

Feature 1

~~one~~ One feature is the trades England have with the Netherlands.

Feature 2



This extremely brief answer has scored 1 mark, as the student has been able to accurately identify one aspect of the relationship England had with the Netherlands in this time period.



It is better to submit a brief answer than to leave it blank: any relevant knowledge will be credited.

1 (a) Describe **two** features of English involvement in the Netherlands, 1585–88.

(4)

### Feature 1

One feature of English involvement in the Netherlands was the Treaty of Nonsuch. This was the Treaty Elizabeth signed to say she would get directly involved in the Netherlands and would support the Dutch Protestants.

### Feature 2

Another feature of English involvement in the Netherlands was Robert Dudley. Dudley accepted the title of Governor General of the Netherlands, which angered Philip II as it seemed as if Elizabeth was trying to depose him.



**ResultsPlus**  
Examiner Comments

This student has provided two features of English involvement in the Netherlands 1585-88, identifying each one and then supporting with additional information. This response therefore scored full marks.



**ResultsPlus**  
Examiner Tip

As demonstrated here, responses to this question do not need to be lengthy: a brief comment with some specific supporting evidence is enough for each feature.

1 (a) Describe **two** features of English involvement in the Netherlands, 1585–88.

(4)

Feature 1

One feature of English involvement in the Netherlands was that Elizabeth sent money to fund their fight against the Spanish. This meant Elizabeth supported the rebels but did not want to make her support obvious to Philip II.

Feature 2

Another feature was that Elizabeth sent over troops to actively fight against the Spanish. This again showed her support for protestantism in the Netherlands.



**ResultsPlus**  
Examiner Comments

This student has less specific knowledge about the topic than the previous example, but has still been able to support the features they identify with some supporting evidence – in the first instance, describing the need to avoid conflict with Spain; in the second, identifying Protestantism as a reason for intervention. This answer scored full marks.



**ResultsPlus**  
Examiner Tip

There are no specific key features that must be included when answering Q01(a) – any valid response that is applicable within the time period is acceptable.



## Question 1 (b)

For Q01(b), students were asked to explain why treatment of the poor changed across the period 1558-88. The stimulus points provided were government action and poor relief.

A majority of students were able to select some accurate knowledge in relation to this question. It was common for students to extrapolate from the stimulus points and a number wrote about how the introduction of poor relief helped to support the poorest in society. A large proportion of responses referred to the legal changes that took place surrounding the poor, with many answers referencing the legal distinction drawn between the deserving and idle poor, and differentiating between the treatment of these two groups. It was common for students to write about the three acts passed during this time period and use these as a reason why treatment of the poor changed.

The other common approach was to explain the reasons for the new legislation. Popular content included enclosures and urbanisation; population growth; economic problems; the perceived threat of vagabonds; and long-term effects of the dissolution of the monasteries. The role of the print media in stoking people's fears of the poor was also used by a number of students to explain the change in treatment.

Where students felt less secure in their knowledge of poverty in Elizabethan England, it was common for them to write about education or access to the theatre; others attempted to draw on their knowledge from other parts of the specification by positing that poor people had more opportunities due to Raleigh's settlement at Roanoke. Some students attempted to draw on their knowledge of Victorian treatment of the poor. These answers were mostly not creditable for this question.

Responses at Level 4 presented a clear analytical explanation, where each section of the response was driven by a clear focus on why the changes took place. This reason was then exemplified using strong subject knowledge; in the strongest answers, several points of content were used to exemplify one or two reasons for change. For example, students were able to explain that attitudes towards the poor changed as their number increased, resulting in a change of treatment exemplified by poor relief and changeable punishments for vagrants.

Responses at Level 3 tended to foreground the examples of change and then add a reference to the reasons for it after making a clear explanation of how treatment changed. In these cases, performance against Assessment Objective (AO1) was usually strong, but the marks were limited because the response was not sufficiently directed at the conceptual focus of the question.

This pattern was reflected by a number of responses scoring in Level 2: students generally had enough knowledge of treatment of the poor to be able to explain how it changed, but the link to why was left implicit or undeveloped. At Level 1, students could provide some detail but this was usually vague or only loosely linked to the topic in the question. Many students scoring in the lower bands were able to identify changes in the status of the poor throughout the reign, but were not often able to link this to clear reasons why these changes occurred.

Most students produced a complete response of reasonable length, indicating that the time given was apt to answer the question, although many students included an introduction and conclusion, rather than spending time developing their analysis of their chosen points of content. Overall, this question was answered well in terms of knowledge but less well in terms of analysis. A number of responses to this question addressed the wrong focus, with students concentrating too much on **how** treatment of the poor changed, rather than addressing the question of **why**. There were several different routes to expressing the reasons for the change and centres are encouraged to note that the question stem is always, 'Explain why...' and the aim should be to prepare students accordingly.

During the periods 1558-1588, the treatment of the poor vastly changed. In Elizabeth's era, the poor were classified in 2 groups. The deserving and the non-deserving poor. The deserving poor were those who were not poor by choice and actually deserved to be taken care of and to be looked after. These included the women, widows, children, people with disabilities. The non-deserving poor, were those who could work and earn themselves a good living but, were poor by choice.

There was government action taken against the non-deserving poor. They were forced by the Government to take a job offered to them and if they wouldn't accept it, they would be punished for it and these punishments could also include death. This led to many poor people who could do jobs to take those jobs with the fear of being harshly punished and death. This ~~led~~ further led to the non-deserving poor earning a good living and hence, there being a decrease in the number of the non-deserving poor.

For the deserving poor who actually couldn't do jobs which included, the children, the widows, disabled people, there

were poor relief centres opened up. Here the poor could go and would get food, basic necessities needed, water and bed to sleep. This led to the <sup>deserving</sup> poor people getting the basic necessities. They were able to have food, get good clothing, getting a bed to sleep and having an average life. They wouldn't have to sleep on the roads or beg for food and water as they would be provided with them in the poor relief centres. There were also charities and charity organisations opened for the <sup>deserving</sup> poor people where the very rich people would pay charity which was then spent upon and given to the poor people. This led to them having some money in their pocket and having a fine life which they deserved.



**ResultsPlus**  
Examiner Comments

This response covers several points of content but the reasons for these changes are not always explicit. Lots of examples of how the poor were treated are given and, in the final paragraph, the student attempts analysis by saying how the treatment changed the lives of poor people. This response scored at the top of Level 2, but the direction of the response on the conceptual focus of the question was too implicit for this to get into Level 3.



**ResultsPlus**  
Examiner Tip

Be careful not to confuse examples of change with reasons for change as this will result in weaker analysis. Use connectives that relate to 'why', e.g. 'because' and 'as a result'.



(b) Explain why treatment of the poor changed in the period 1558–88.

(12)

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

- government action
- poor relief

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

one reason why treatment of the poor changed in the years 1558–88 was the government action at the time. It was increasingly recognised that not all poor people were lazy and needed help.

The government decided to help the poor by using multiple ways. One way was giving poor people raw materials such as cloths or metals to work with and produce items to sell. Another way was the decrease in flogging the poor, it was a realisation they had that being poor wouldn't stop with corporal punishment. So towns stopped allowing flogging of the poor because of government action. Therefore, we can see that government action changed the way the poor were treated.

Additionally, the poor laws of 1581 meant that there was a distinction created between a

sturdy beggar and ~~an~~ a deserving poor person. Sturdy beggars were seen as people who were poor ~~but~~ <sup>and</sup> could work if they wanted to but choose not to. \* This meant that they were harshly punished because they were choosing not to work and furthermore repeat offenders <sup>of begging</sup> were executed or imprisoned. However, deserving poor were people with a reason why they physically couldn't work, such as amputees or <sup>the</sup> sick. Elizabethans thought it was their Christian duty to help these people. Therefore, the poor laws helped change the treatment of poor people.

~~An~~ Lastly, the treatment of the poor changed due to ~~new~~ collections made called the poor rate. Everyone in a town had to pay the poor rate and not doing so resulted in a £20 fine. Repeat offenders were imprisoned or executed. ~~as~~ This meant that the money collected by Justices of the Peace would go to a 'deserving' poor person. Therefore, the poor rates changed the treatment of poor people as they were given help to have better

\*1. Sturdy beggars needed a licence to beg and were punished for being caught begging without one.

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finances and opportunities in society even though they weren't given much it was a clear change in their treatment.



**ResultsPlus**  
Examiner Comments

The response shows a coherent line of reasoning, organised around the changing attitudes of both the government and the population. These reasons for change are then clearly exemplified with points of content selected to show how treatment changed. This response scored full marks.



**ResultsPlus**  
Examiner Tip

Ensure that you are providing a clear answer to the question and selecting evidence to support that answer. This will help you to construct an analytical explanation.



(b) Explain why treatment of the poor changed in the period 1558–88.

(12)

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

- government action
- poor relief

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

One reason why the treatment of the poor changed between 1558–1588 was due to a large increase in poverty. This was caused by many food shortages partly caused by farmers switching from subsistence farming to large scale farming of more profitable wool instead of grain. This caused loss of jobs as well as inflated prices only worsened by ~~the~~ population growth from 2.8 million to 4.1 million (which made rent more expensive). All this, made poverty a huge issue in England and charity funds were no longer sufficient to deal with the issue. Therefore, there had to be change in the treatment of the poor in order to compensate for the economic damages caused by large scale poverty and unemployment.

In response, the government was forced to take action which led to a series of new laws passed for poor support. In 1563, the first poor law was passed which allowed local authorities to charge taxation on locals for poor support. However, people were allowed to decide how much they donated



until 1572 when a new poor law allowed local officials to charge a set rate. This demonstrated that people were now beginning to see poverty as everyone's issue and ~~the~~ government was finally taking action towards this. Furthermore, this was recreated in 1576 when ~~an~~ an act for the setting of the poor on work was passed which made local governments responsible for poverty in their area. They had to <sup>provide</sup> ~~support~~ work to the able-bodied poor and give apprenticeships to the young to give them a job industry to enter. Overall, it was the government's actions and legal enforcements that altered the treatment of the poor because officials were now being forced to deal with this issue rather than blaming the poor for their poverty. However, the government action was in direct response to the struggling charity funds caused by population and poverty growth.

~~The~~ Another reason that caused the change in treatment <sup>for</sup> the poor was the attitude of people. Many believed in the Great Right of Being which meant that the nobles were better than the lower classes. However, many also believed that these superior nobles also held a responsibility to look after the poor. Due to the loss of the monasteries <sup>poor support</sup> ~~support~~ before Elizabeth's reign, the nobles now faced the responsibility themselves

to provide funding. However, no taxation on the nobles for poor relief was introduced until after this period in 1602. ~~As~~ Therefore, any change from noble's support was mainly based on their own attitudes towards poverty. People were more sympathetic and began to realize that paupers were not responsible for their own unemployment. Consequently, the poor were split into three groups: the impotent poor (who were provided support because people felt they were not to blame for their poverty); the able-bodied poor (who were required to work in order to receive food or support); and the idle poor (who were viewed as undeserving and leeches on society). This change in attitude meant that the deserving section of the poor was provided with better support whereas the undeserving actually faced more prosecution. They were publicly whipped, had holes burned in their ears and on repeat offences were executed. Conclusively, the attitudes of the people fueled the government laws that provided the deserving and punished the undeserving.



This response is exceptionally strong and a good example of where a student has been able to precisely select a wide range of knowledge to exemplify analysis of reasons for the changes in treatment. The answer focuses consistently on the concept of the question and shows a line of reasoning that is sustained. Each paragraph begins with a clear statement of why treatment changed and then exemplifies that reason with a point of content. The knowledge and understanding are wide-ranging and detailed. This answer met all the criteria for a Level 4 response and therefore scored full marks.



Adding a second brief point of content to support an analytical point, for example the rise in population and the changes in farming as reasons for the growth in the number of poor people, will help to demonstrate excellent subject knowledge.

## Question 1 (c)(i)

Q01(c)(i) had a significance focus, requiring students to assess how far legitimacy was the main problem Elizabeth faced when she became queen in 1558. The stimulus points offered were Anne Boleyn and royal finances. This question was more popular than Q01(c)(ii), with the majority of students attempting it.

Students showed a generally good knowledge of the challenges Elizabeth faced when she became queen in 1558, writing in depth about her legitimacy but also about her gender and marital status; the religious divide in the country; the debt that the crown was in; the war with France; the existence of an alternative heir to the throne in the form of Mary, Queen of Scots. There was a generally good understanding of why Elizabeth was considered to be illegitimate and, thus, the stimulus point of Anne Boleyn was often correctly expanded on. Students also showed impressive fingertip knowledge of the value of Elizabeth's debt, in comparison to her annual income; they are to be commended on the careful revision that must have taken place for this to appear so regularly.

At Level 1, most students were able to list problems that Elizabeth faced – most commonly referring to her gender and the debt she was in – or identify the reasons why she was considered illegitimate. At Level 2, students could add more detail to these points, providing a simple description of the situation in England in 1558, but did not expand to explain how they presented a problem for Elizabeth, limiting their performance against AO2, which is worth more than half the marks in this question.

At Level 3, responses typically took a formulaic 'agree/disagree' approach that explained the threat but didn't analyse the significance of it. There was some detailed knowledge in evidence at this level and students often found themselves able to write at great length about problems Elizabeth faced; but, at this level, this was not commonly matched with an analysis of its significance and AO2 reasoning.

At Level 4, students showed a consistent analysis throughout the answer, linking back their judgement throughout. Responses generally evaluated the significance of the legitimacy of Elizabeth by linking it to other factors that posed a challenge in her reign and comparing the relative importance of those factors. Criteria for making the overall judgement often took the form of considering the order in which Elizabeth dealt with these threats or the extent to which she was able to neutralise them. A common conclusion to draw was that the most significant challenge to her reign was the religious divide in England, without which her legitimacy would have been less of an issue.

The most common mistake students made with this question was to write about threats to Elizabeth later in her reign. Where religion was discussed, some students wrote about the crucifix and vestment crises, neither of which were creditable for this question. Where a large number of responses referenced Mary, Queen of Scots, as a threat, a significant subset of these referred to the plots that involved her much later in Elizabeth's reign; only where students focused on the threat she posed in 1558 – namely that she was the Catholics' monarch of choice and that she had a strong connection to France – could marks be awarded. Likewise, the threat from Spain needed to be carefully handled to be relevant to the time period specified.



I believe that legitimacy was not the Queen's main problem, as I believe that many people did not know about how she was conceived out of wedlock, I'm disagreeing with this quote.

Many people's problem with the Queen was mostly upset with her gender, they had believed that a woman was unfit to rule a country, and at that time people had thought very little of the female gender, considering them to only be good for housewifery, cleaning, cooking, washing, having kids, this was all they saw women as.

Another large problem for her was the previous debt that her family had left her in (£300,000) which was a lot of money back then and would not have been easy for her to pay off, I believe this to be her biggest problem as she had ended up being in debt for a large majority of her reign.

So for my final conclusion to this statement, I believe that her biggest problem was the debt she was left in and I completely disagree with this statement.



This response is typical of many responses in Level 2. It provides some relevant knowledge and understanding, though this is not developed to show why the issues raised were a problem for Elizabeth. The student has developed from the stimulus points provided and added their own point of content by talking about gender. The judgement is quite thin, meaning this has scored lower in Level 2.



Extend your conclusion a little more by justifying your position: rather than stating your judgement, as in this response, attempt to justify it by sharing the reasons you came to that judgement.

I think that although Elizabeth's legitimacy posed a problem towards her during the beginning of her reign in 1558, this was definitely not the main problem she faced ~~as~~ due to the increasing threat of conflict both from foreign powers and domestically.

Due to the failure of Henry VIII's marriage to Anne Boleyn, Elizabeth was deemed an illegitimate child. This caused problems in the beginning of her reign as many believed ~~she~~ that due to this she had no claim to the throne and therefore no right to be Queen. Her ~~illegitimacy~~ <sup>illegitimacy</sup> is a key reason in Elizabeth's continued conflicts with her cousin Mary Queen of Scots. People believed that <sup>and the fact Mary had royal blood</sup> due to her illegitimacy<sup>?</sup>, Mary had a stronger claim to the throne than Elizabeth and she was the rightful Queen. This ~~placed~~ ~~Elizabeth~~ fact contributed to the threat of foreign invasion at the beginning of her reign, which I believed to be the most prominent problem she faced.

<sup>later</sup> 3 months into her reign, Elizabeth signed the Treaty of Cateau Cambresis which ~~made~~ ended the war with France. However, in return for this England had to sacrifice Calais, an important piece of land which ~~she~~ was now lost, weakening England's power and



control. The war with France had also significantly dimmed England's finances, placing them in debt meaning <sup>Elizabeth</sup> ~~they~~ ~~was~~ ~~able~~ to defend England from possible foreign invasion. Mary had strong ties with France due to her ~~relationship~~ marriage to the heir of France. This combined with the fact many believed Mary was the rightful queen and the bitter relationship between England and France placed England under threat of a joint attack. Scottish troops could invade across the northern border and french troops could invade across the Channel. This placed England in a very vulnerable position, emphasized by the fact <sup>there</sup> ~~the~~ were already some french troops in Scotland and that Elizabeth had no money or resources to conduct a counter attack if ~~it~~ needed. This shows how the threat of invasion was clearly a ~~far~~ greater threat to both Elizabeth and her country.

The religious divide in England was also a very significant ~~most~~ problem Elizabeth faced when she became Queen, more so than her legitimacy. Due to the frequent changes of religion in England, people were divided between Catholicism and Protestantism. Due to Mary I's previous reign, majority of people in England were catholic when Elizabeth came to power. However, Elizabeth herself was ~~a~~ Protestant meaning if she changed ~~the~~ England's religion here

was a large potential for mass catholic rebellion in England. Elizabeth being protestant also imposed further problems regarding foreign invasion from powerful catholic nations such as Spain. Despite England and Spain being on good terms at the time, Spain was a devoutly catholic country who sought to save other countries from protestantism, ~~mean~~ showing how the threat of a Spanish invasion was also possible. This can be further emphasised by the fact Spain was the most powerful country in Europe, so an invasion would severely damage England. The possibility of England becoming a protestant country also bore the risk Elizabeth would be excommunicated by the Pope. This was a serious problem as if this occurred Elizabeth's catholic subject would no longer have to obey her, giving them motive to rebel and overthrow Elizabeth.

The fact Elizabeth was a woman also caused her a problem as females were seen as weak and as lacking the intellectual capabilities for running the country. This made it more difficult for Elizabeth to enforce her authority amongst people as she was not taken seriously.

To conclude, I strongly disagree with the statement that Elizabeth's legitimacy was the main problem she faced when becoming queen. Despite the fact this gave people motive to rebel, most people had

a huge respect for the Tudor dynasty and therefore obeyed Elizabeth despite the fact she was illegitimate. The main problem Elizabeth faced was the threat of foreign invasion, particularly that from powerful catholic nations. Although religion divides provided such nations with motive to invade, at the beginning of her reign ~~the~~ ~~England~~ ~~lacked~~ the Elizabeth lacked the means to defend England, hence threat of invasion was the most worrying and potentially destructive problem Elizabeth faced in 1558.



**ResultsPlus**  
Examiner Comments

This student has written an analytical explanation in which wide-ranging and detailed points of content are synthesised to provide a clear and compelling judgement in relation to the focus of the question. The judgement is fully supported, using criteria: that the threat of foreign invasion was more significant due to Elizabeth's insolvency. The student has thought carefully about how different situations combined to increase the level of threat Elizabeth faced. This response scores at Level 4 across all strands of the mark scheme and was awarded full marks.



**ResultsPlus**  
Examiner Tip

Responses like this require you to know the content really well, so that you are able to precisely select knowledge that fits with your answer, rather than relaying knowledge and then adding some explanation afterwards. Make thoughtful use of connectives to demonstrate the sense of debate that is usually present in historical topics.

## Question 1 (c)(ii)

Q01(c)(ii) also had a significance focus, requiring students to assess how far the Revolt of the Northern Earls was the most significant challenge to Elizabeth in the years 1569-1586. The stimulus points provided were the Earl of Northumberland and Babington's execution (1586). This question was the less popular of the two options; where students did attempt it, they generally demonstrated sound historical knowledge and were able to provide relevant criteria against which to judge significance.

The most common approach to this question was to compare the Revolt of the Northern Earls with other challenges to Elizabeth's reign, specifically the Ridolfi, Throckmorton and/or Babington plots, weighing up the challenge each one posed to reach a conclusion about the greatest threat. Students wrote about a range of other threats or provided more detailed analysis of just one, alongside the Revolt of the Northern Earls; either approach was permissible. A less popular but still valid route was to present reasons why the Revolt of the Northern Earls was significant and then counter-balance this with an explanation of why it was not a significant challenge. A small number of students wrote about other challenges while neglecting to write anything about the Revolt of the Northern Earls and these answers were limited as they were not demonstrating that knowledge had been selected to address the question directly.

Some excellent knowledge of the Revolt itself was demonstrated across the range of responses. There was a good understanding of the problems faced by the Earl of Northumberland, that led to his involvement, as well as the role played by the Duke of Norfolk. It is notable that students generally have a good understanding of the other three plots on the specification, as well as other challenges, such as the threat from Spain and opposition from the Papacy. Many were able to link the challenges together using Mary, Queen of Scots, as a common factor.

A majority of students were able to achieve against AO1 by sharing details of the various threats plots against Elizabeth in this time period, placing them comfortably within Level 2 or Level 3. Some students were limited to Level 2 because they focused on relating the considerable knowledge they had on the topic but were unable to make a link to how this presented a threat.

At Level 3, responses explained how the events being described presented a threat to Elizabeth, for example by measuring the reaction of the government in each case or considering what popular support there was for each plot, at home or abroad. It was also common, at this level, for students to identify the increased threat from Catholic opponents Elizabeth faced following her excommunication in 1570. At Level 4, students were able to deploy criteria to judge 'significance'; popular criteria included the longevity of the threat; its notoriety; the support it garnered from the population and/or from Europe; and the response required from the Crown. A common conclusion to draw was that Mary, Queen of Scots, was the most significant threat, with the plots against Elizabeth being symptoms of this, as opposed to threats in their own right.

Some students offered irrelevant material that was not within the timeframe of the question. Most commonly, they related religious challenges faced by Elizabeth earlier in her reign or wrote in detail about the Spanish Armada. There were occasional references to Raleigh and the failure of Roanoke, which, while regrettable, was not a threat to Elizabeth within this period. Students should be encouraged to develop their understanding of the chronology of the period, so that they can select the correct material to answer the question.

Most students produced a response to Q01(c) and it is noteworthy that there were very few partial answers seen this year, indicating good time management on this question.



~~The Plot~~ The revolt of the Northern Earls was the most significant challenge to the throne ~~in~~ in the years 1569-86. The ~~revolt~~ revolt of the northern earls was a ~~plot~~ plot to invade England and break Mary Queen of Scots out of prison and replace Elizabeth on the throne with Mary. The Northumberland and Westmoreland earls invaded England with an army of 6000 rebels however, Elizabeth sent her own army to defend her country and 800 rebels were killed and 2 earls fled to Scotland. This catholic plot was significant because ~~it proved there~~ 800 rebels were killed over ~~the~~ the northern earls ~~disagreement~~ resentment against Elizabeth over the religious settlement. However it was not ~~the~~ the most significant challenge to Elizabeth's reign as she handled it and she remained on the throne.

The Northern Earls were not ~~the~~ only Catholic plot, there was also the Ridolfi Plot. There was a Catholic Italian baker called Roberto Ridolfi who planned to assassinate Elizabeth and replace her with Mary Queen of Scots after he broke her out of prison. This plot had the support of King Phillip II of Spain, ~~and~~ the Earl of Norfolk and the Pope in Rome. When Ridolfi ~~at~~ attempted to carry out his plot, he was caught and executed along with the Earl of Norfolk. The Spanish ambassador was also fined from his job. This plot proved that the Catholics were willing to kill her which makes it more significant, however the Babington plot was the most significant.

The ~~for~~ Babington plot was again a plan to replace Elizabeth with Mary Queen of Scots. Francis Babington sent encoded messages in barrels to Mary telling her how he was going to break her out. These messages were found by William Cecil, the Queen's advisor and Francis Babington was executed. However, Mary Queen of Scots was executed but Elizabeth took no



guilt in her execution. Elizabeth signed Mary's death warrant but she did not send it off, her guard sent it off. This way Elizabeth had the catholic queen killed which pleased the protestants and puritans and the Catholics could not blame her for Mary's death. France did not react as they wanted England as an ally against Spain. King James (Mary's son) received a letter from Elizabeth apologizing for his mother's death and he did not start war with England as he was king of Scotland and Elizabeth's only heir.

In conclusion, Elizabeth's most significant challenge was the Babington plot as it ~~resulting~~ resulted in Elizabeth killing her cousin.





In this Level 3 response, the student has demonstrated knowledge of a range of plots against Elizabeth and some of this evidence is very detailed. They have selected evidence carefully in relation to the conceptual focus of the question and this answer scores in Level 4 against AO1. However, the conceptual link back to the question is weaker: a good example of this is towards the end of the first paragraph, where the Revolt is deemed significant 'because 800 rebels were killed' – it is not made clear why this makes it significant. Additionally, the conclusion is quite brief, so this answer scores in Level 3 against the AO2 strands.

The 'best-fit' mark for this response is therefore 11 marks.



Ensure that evidence selected is carefully analysed to provide a clear and justified answer to the overall question.

Although the Revolt of the Northern Earls in 15<sup>69</sup>~~76~~ was a ~~significant~~ significant challenge to Elizabeth as the only revolt 1569-86, the fact it was unsupported and lacked planning made it largely unsuccessful. Overall, I would argue it was Mary Queen of Scots' presence as an individual which incited Catholic challenge against Elizabeth from her arrival in England in 1568.

As the first ~~religious~~ Catholic challenge against Elizabeth's reign, the Revolt of the Northern Earls can be shown as significant as it had an influence over other plots. For example, the idea originally initiated as part of the Norfolk plot, that the Duke of Norfolk should marry Mary Queen of Scots was later replicated in the Ridolfi plot. This shows the impact the Earl of Northumberland had, ~~even though he was executed~~ on later challenge against Elizabeth. Additionally, this was the first challenge against Elizabeth with pledged foreign support, the rebels marched south to meet a Spanish army on the coast. However, as the army never arrived the significance of this is perhaps not that present.

Arguably as the Earl of Northumberland and Westmorland, reached

Durham cathedral, removed archbishop Pilkington and performed catholic mass, the <sup>rebellion</sup> plot can be shown to be relatively successful in its initial stages. This is significant in highlighting the discontent of Catholic nobility in court; the Earls were angered over 'new men' being favoured by Elizabeth (for example Robert Dudley). The rebellion shows how Elizabeth's attempts to deal with Catholicism in the North (setting up a Council of the North) were unsuccessful.

However, nationwide there was not widespread support for the Rebellion. Elizabeth was able to raise a 14,000 man army who marched North to meet the rebels, and by moving Mary to Coventry successfully diminished the threat on her rule.

There were other factors that posed a more significant threat to Elizabeth's rule. For example in signing the 1585 Treaty of Nonsuch, ~~the Anglo-Spanish war~~ Elizabeth had unofficially declared war on Spain. Although the Spanish armada didn't bring direct conflict until 1588, throughout 1585 and 1586, Elizabeth was concerned with building an army. The imminent attack by Spain was made more significant by the Treaty of Joinville (1584) which created an alliance between France and Spain, lead to England being isolated in an increasingly hostile Catholic

Europe.

The threat of a Spanish invasion reached a climactic point from 1585, but foreign involvement in Catholic plots had been very significant throughout the period of 1569-1586; highlighting the extent ~~there was~~ of opposition to there was to Elizabeth's rule. For example the Ridolfi met with the Duke of Alba, the Spanish leader ~~to~~ of the Netherlands in 1571 to gain support of the Ridolfi plot - which aimed to restore Catholicism by placing Mary Queen of Scots on the throne - Phillip II also pledged support for the 1583 Throckmorton Plot and 1586 Babington plot. Additionally, French involvement administered by the Duke of Guise was instrumental in supporting the 1583 Throckmorton plot. The escalating amount of foreign involvement in the plots made them increasingly significant; <sup>meant</sup> as foreign acceptance of Protestantism in England ~~meant~~ a Catholic uprising would only be possible with foreign support.

Overall it is the figurehead of Mary Queen of Scots that created significant opposition against Elizabeth; ~~as~~ <sup>her</sup> legitimate claim to the throne <sup>meant</sup> all plots aimed to restore her as Queen of England. Even her <sup>execution</sup> ~~death~~ in 1587 was instrumental helping to cause the disintegration of English-Spanish relations, as it later gave Phillip II justification to attack.





This response demonstrates wide-ranging and detailed knowledge of the threats posed to Elizabeth between 1569 and 1586. The answer is arranged in themes, for example, analysing the threat posed by foreign powers by considering their involvement in the various plots. This shows a clear line of reasoning that is sustained throughout the answer. Knowledge and understanding is wide-ranging and shows an impeccable grasp of the chronology of this period, for example, by demonstrating the growing threat Spain posed at the end of the period whilst recognising that invasion did not come until later.



Decide on the criteria you will be using to make your judgement before you begin writing your response. This will help you to build a coherent analysis that leads the examiner along a clear path of reasoning, as well as to select relevant information to support your arguments.

## Paper Summary

Based on the performance seen on this paper, students are offered the following advice:

- Ensure that you revise content from all the sections on the specification.
- Take care to learn the topic-specific vocabulary and practise using it.
- A secure understanding of chronology is fundamentally important: carefully check the date ranges used in questions.
- Use your time wisely – don't write too much for Q01(a).
- Demonstrate depth of knowledge by including specific evidence where possible; this could include names, dates, statistics or events.
- Remember that the 16-mark question asks you to evaluate the statement in the question. Plan your answer so that you develop a consistent line of argument.
- Structuring your answer into paragraphs will make your line of reasoning clearer and help the examiner to see that you have covered three aspects of content.
- When forming a judgement, use criteria to help with this and, when revising, spend some time thinking about what criteria might go with each question style. Consideration of short term/long-term causes or consequences is one possible approach while considering different groups of people or the nature of the change/impact could be appropriate for questions on change or significance.

## **Grade boundaries**

Grade boundaries for this, and all other papers, can be found on the website on this link:

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

