Example Answers

Study **Interpretation A** in the Interpretations Booklet.

How convincing is **Interpretation A** about Queen Elizabeth and marriage?

Explain your answer using **Interpretation A** and your contextual knowledge.

[6/8 marks]

Interpretation A is convincing because it states that Elizabeth’s ‘death before 1587 would probably have led to a civil war’ implying that before 1587 nothing was secure in terms of marriage and succession. I know this to be true because in 1587 Mary Queen of Scots was executed, thus eliminating Catholic threat at home. Had Elizabeth died before 1587, with no successor it is clear that many would want Mary on the throne but Puritans would not due to religious differences so civil war would likely ensue.

Interpretation A is also convincing because it states that ‘choosing a husband was difficult’ implying that there were many problems surrounding this, and I know that at the time of Elizabeth’s arrival on the throne it was hard to choose a husband due to so many different factors. Choosing an English suitor would have caused conflict and rivalry at court with those not chosen. And choosing a foreign suitor could have caused religious tension as many foreign suitors were Catholic and would have wanted England to be a catholic country. Additionally, England had a horrible attitude towards foreigners. Therefore the interpretation is convincing as it displays this process to be hard.
Explain what was important about the arrival of Mary, Queen of Scots in England in 1568. [6/8 marks]

One way in which the arrival of Mary, Queen of Scots in England in 1568 was important was that it caused many plots and rebellions against Elizabeth from Catholics in the country. For example, the Northern Rebellion of 1569 was the plot to overthrow Elizabeth and replace her with Mary, but this was stopped by the royal army. This was important because it undermined the authority of Elizabeth because Northern Nobles such as the Earl of Northumberland were involved, and they had been considered to be trusted by Elizabeth.

Another way that it was important was that it caused tension with Spain who were Catholic and viewed Mary’s imprisonment as wrong. Upon Mary’s eventual execution in 1587 Spain declared war on England as they viewed Mary as a Catholic martyr. This escalation of tension was important as the eventual outbreak of war and the Spanish Armada led to English victory. This was very significant as it displayed the Elizabethan era to be a Golden Age and emphasized the power that England had.
Write an account of the ways in which the voyages of discovery affected Elizabethan England.  

Clearly, the voyages of discovery affected Elizabethan England because Drake’s circumnavigation of the world emphasized England’s power at the time and the establishment of colonies across the world expanded England’s empire and again made Elizabethan England seem very powerful. The introduction of materials such as tobacco and the discovery of treasure increased trade and increased England’s wealth. This increase in wealth was important as it meant England experienced a ‘Golden Age’ and more money could be spent on comfort, entertainment, and introduced Elizabethan England to a more lavish lifestyle.

Another way in which the voyages of discovery affected Elizabethan England was by increasing tension with Spain, leading to conflict. Privateers such as Francis Drake were funded by the government to attack Spanish treasure ships in foreign lands and raid them, stealing their treasure. This not only made England get richer but caused Spain to have a significant amount of anger towards England, which was one of the reasons why Spain attempted to invade England but were defeated. This was important because it again established England as a powerful nation.
## Elizabeth – How Convincing Source Question – P2/Q5

**Study Interpretation A in the Interpretations Booklet.**

How convincing is **Interpretation A** about Queen Elizabeth and marriage? Explain your answer using **Interpretation A** and your contextual knowledge. [8 marks]

Interpretation A is convincing because it states that Elizabeth’s ‘death before 1587 would probably have led to a civil war’ implying that before 1587 nothing was secure in terms of marriage and succession. I know this to be true because in 1587 Mary Queen of Scots was executed, thus eliminating Catholic threat at home. Had Elizabeth died before 1587, with no successor it is clear that many would want Mary on the throne but Puritans would not due to religious differences so civil war would likely ensue.

Interpretation A is also convincing because it states that ‘choosing a husband was difficult’ implying that there were many problems surrounding this, and I know that at the time of Elizabeth’s arrival on the throne it was hard to choose a husband due to so many different factors. Choosing an English suitor would have caused conflict and rivalry at court with those not chosen. And choosing a foreign suitor could have caused religious tension as many foreign suitors were Catholic and would have wanted England to be a catholic country. Additionally, England had a horrible attitude towards foreigners. Therefore the interpretation is convincing as it displays this process to be hard.

<table>
<thead>
<tr>
<th>What mark would you give this answer (Mark scheme on the reverse)? /8</th>
<th>Level 1 – 2 – 3 – 4</th>
<th>Explain why would you give it this mark?</th>
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History Paper 2B Option C

How could this answer be even better? What would you have mentioned or added?

**Level 4**
**Complex evaluation of interpretation with sustained judgement based on contextual knowledge/understanding.**

Extends Level 3.

Students may progress from a developed evaluation of interpretation by complex analysis of the interpretation supported by factual knowledge and understanding.

**Level 3**
**Developed evaluation of interpretation based on contextual knowledge/understanding**

Extends Level 2.

Students may progress from a simple evaluation of the interpretation by extended reasoning supported by factual knowledge and understanding of more than one aspect of the interpretation.

**Level 2**
**Simple evaluation of interpretation based on contextual knowledge/understanding**

Students may progress from a basic analysis of interpretation by reasoning supported with factual knowledge and understanding based on one aspect of the interpretation.
Elizabeth – Question 2

Explain what was important about the arrival of Mary, Queen of Scots in England in 1568. [8 marks]

One way in which the arrival of Mary, Queen of Scots in England in 1568 was important was that it caused many plots and rebellions against Elizabeth from Catholics in the country. For example, the Northern Rebellion of 1569 was the plot to overthrow Elizabeth and replace her with Mary, but this was stopped by the royal army. This was important because it undermined the authority of Elizabeth because Northern Nobles such as the Earl of Northumberland were involved, and they had been considered to be trusted by Elizabeth.

Another way that it was important was that it caused tension with Spain who were Catholic and viewed Mary’s imprisonment as wrong. Upon Mary’s eventual execution in 1587 Spain declared war on England as they viewed Mary as a Catholic martyr. This escalation of tension was important as the eventual outbreak of war and the Spanish Armada led to English victory. This was very significant as it displayed the Elizabethan era to be a Golden Age and emphasized the power that England had.

What mark would you give this answer (Mark scheme on the reverse)? /8 Level 1 – 2 – 3 – 4

Explain why would you give it this mark?

How could this answer be even better? What would you have mentioned or added?
Target

- Explain and analyse historical events and periods studied using second-order concepts (AO2:4)
- Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:4)

**Level 4:** Complex explanation of consequences

Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question

Extends Level 3.

Students may progress from a developed explanation by extended analysis of the consequences of the stated development (the arrival of Mary, Queen of Scots in England) in the broader historical context (Elizabethan England). This is supported by factual knowledge and understanding.

**Level 3:** Developed explanation of consequences

Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question

Extends Level 2.

Students may progress from a simple explanation by developed reasoning considering two or more of the identified consequences, supporting them by factual knowledge and understanding.

In addition to a Level 2 response, students make additional developed point(s).

**Level 2:** Simple explanation of one consequence

Answer demonstrates specific knowledge and understanding that is relevant to the question

Students may progress from a basic explanation by simple reasoning of one of the identified consequences, supporting by factual knowledge and understanding.

**Level 1:** Basic explanation of consequence(s)

Answer demonstrates basic knowledge and understanding that is relevant to the question

Students identify consequence(s), which are relevant to the question. Explanation at this level is likely to be implicit or by assertion.

For example, Mary, Queen of Scots was a Catholic.

Students either submit no evidence or fail to address the question
Elizabeth appointed people such as Sir Francis Drake to be privateers. Sir Francis Drake led voyages over to South America to steal the silver and gold. This affected Elizabethan England in a negative way. The influx of silver led to mass inflation and devaluation of currency. This led to widespread poverty throughout England meaning that the voyages had a negative impact on the country.

However, these voyages did have some redeeming qualities. As well as silver, the voyages also brought back foods such as cocoa and tobacco. These new areas of culture helped to diversify England. However this also negatively affected England because monopolies were put on these areas meaning that the rich got richer and the poor got poorer due to inflation.

In conclusion, the voyages of discovery negatively affected England as it led to mass inflation and widespread poverty for the poor while the rich people got richer.
Target

Explain and analyse historical events and periods studied using second-order concepts (AO2:4)
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:4)

Level 4  Complex analysis of causation/consequence
Answer is presented in a coherent narrative/account that demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question

Extends Level 3.

Students may progress from a developed narrative of causation/consequence with complex sequencing and reasoning supported by a range of accurate and detailed factual knowledge and understanding which might be related, for example, to an analysis of how/why tension increased at different stages and/or showing understanding about how much each part of the sequence increased tension and led to a crisis.

Level 3  Developed analysis of causation/consequence
Answer is presented in a structured and well-ordered narrative/account that demonstrates a range of accurate knowledge and understanding that is relevant to the question

Extends Level 2.

Students may progress from a simple narrative of causation/consequence with developed sequencing and reasoning supported by a range of accurate factual knowledge and understanding which might be related, for example to an analysis of how/why tension increased at one stage in the process.

Level 2  Simple analysis of causation/consequence
Answer is presented in a structured account that demonstrates specific knowledge and understanding that is relevant to the question

Students may progress from a basic narrative of causation/consequence by showing a simple understanding of sequencing, supporting it with factual knowledge and understanding.