

GCSE (9–1)

Teachers' Guide

HISTORY B **(SCHOOLS HISTORY PROJECT)**

J411

For first teaching in 2016

The Elizabethans **1580-1603**

Version 2



Teachers' Guide – The Elizabethans 1580-1603

Teachers may use this guide as an example of one possible way of approaching the teaching content for GCSE History B and NOT a prescriptive plan for how your teaching should be structured.

Within the GCSE History B specification there is flexibility that allows you as a teacher to devise your own programmes of study and to choose your own examples to exemplify content or issues. These can – and should! – pick up on your own areas of interest and expertise, and possibly too on history that is particularly relevant to your own local area. This level of freedom can sometimes be worrying as much as welcome and with a more rigid specification you may feel more instantly certain of what you have to teach. But with a more flexible approach to teaching you are given the freedom to construct a course that is interesting and meaningful for you and your students.

What this guide is intended to do, therefore, is to show you what a term's teaching outline might look like in practice. It should then help you to build your own scheme of work, confident that you've covered all the required content in sufficient depth.

Your starting point for each of the topics you choose to teach in History B should be the *Guide to course planning* and *Options Booklet*, available from the OCR website. These Teachers Guides build on the information and approaches contained within those documents.

This guide is divided into four sections:

- A brief **overview** of the topic including some common misconceptions and things to watch for.
- **Termly planning document:** how you might structure your term's teaching of this topic.
- **Some lesson elements/ideas.** The termly planning document doesn't include suggested activities, partly because the idea is that you exploit the flexibility of the specification to cover your own chosen content or enquiries, but we've put in a couple of suggested lessons in this section as they've been highly recommended by teachers.
- **Candidate style answers.** In time these will of course be replaced by actual exam answers, but until first assessment you may find these useful as indications of what examiners are expecting to look for in answers.

The Elizabethans 1580-1603

The Elizabethans is a fascinating depth study. The myth and reality behind Queen Elizabeth's power, the threat of invasion, the shadow world of spies and the adventures of the 'New world' as well as the lives and beliefs of ordinary Elizabethans will intrigue GCSE students. Students will have the opportunity to look at a wide range of interpretations – history books, films, novels and illustrations as they study the myth and the reality of 'the golden age'. This guide will provide an overview of the content that could be covered during the Elizabethan depth study. It is designed to take approximately 24 hours of teaching time to complete this course, a single term, though of course this will be dependent on the curriculum hours provided in your centre. The scheme of work does not contain activities. This is intentional to enable you to choose a series of lessons that compliment your own teaching style and the learning style of students. There is also the opportunity for you to use your own local case studies for example a witchcraft case or local sources about family life or on a local Elizabethan house. What the guide does provide is a broken down extended specification content, with topics that you would probably wish to cover during the course as well as an indication of how long each section would take to complete. It also contains, for each section, an overarching enquiry to focus the teaching and learning. Most sections are roughly equal in length, though where appropriate this has been altered to reflect the level of content required. The final section focusses on the 13 mark interpretation question, with a guide to what to expect as well as a two marked responses. We recommend looking at the other delivery guides for this topic for more information on how to answer other question types.

Factors to consider

It is important to remember that this unit focuses heavily on interpretations so it will be ideal if you can introduce students to different interpretations throughout the unit. Films, historical novels, popular accounts and stories, illustrations and of course historian's views are crucial. Some reading I have used includes Susan Doran's Elizabeth I and Her Circle (with lots of original sources and it addresses all sorts of issues including Elizabeth's relationship with Mary Queen of Scots, her relationship with key counsellors etc.), Keith Thomas' Religion and the Decline of Magic and Christopher Haigh's Elizabeth I.

When looking at the differing interpretations encourage students to argue and debate for example include activities like debating boxing matches and get students to recreate a meeting between historians arguing over one of the issues. If you do this get them to really think about why these historians have different interpretations, e.g. time period in which they are writing not just different pieces of evidence. Some students find getting used to the Elizabethan period a bit tricky and can get confused over the different social groupings, role of government etc. An ideal way to help them overcome this initial uncertainty is to use an activity like a society line with each member of the class given a character (if you can get them from your local area so much the better but otherwise an hour or two devising characters names, roles, marriage status etc. can pay off.) They can keep this character throughout the course so make sure you have a range of people from Puritan preachers, Jesuit priests, Privy Council members, JPs, middling sort and vagabonds. When looking at an issue get students to respond as their character or discuss with other characters the impact of new legislation/ ideas etc. This can help students who find the Elizabethan world alien to begin with. However there is so much to be curious about with this unit and so many wonderful stories that students will quickly be asking questions and debating interpretations with enthusiasm. It is also important to encourage students to describe the main features of the society and understand the interplay of political, religious, economic and social and cultural forces within it.

Notes on the termly planning guide

The course is divided into five sections and each section has an interpretive issue to provide a focus for student's learning. The order in which you study the Elizabethans doesn't matter; you might find that your students would find it easier to begin with the third section on daily lives before they tackle the sections on politics and religion. In the exam students will be required to analyse, evaluate and make substantiated judgements about historical interpretations so when you plan the scheme of work you need to build in a wide range of written and visual interpretations (academic, educational, popular and fictional).

We recommend that you structure the course around historical enquiries, in order to provide a clear focus for the students' learning.

The specification content is sufficiently broad that you can approach your enquiries in such a way as to emphasize aspects, or use case studies, that you find particularly interesting, and that will help bring the content to life for your learners. Some brief suggestions are made, but this is very much an area where you can exercise your professional judgement. Exam questions will reinforce this by rewarding any relevant and valid knowledge.

GCSE History Specification B (SHP) has the development of deep and wide knowledge and understanding at its heart. **Column 4 in the planner below** should not be seen as a checklist, but does exemplify the knowledge and understanding that can reasonably be expected to be gained as a result of the enquiry your students undertake against each specification point. It has been drafted to be consistent with the forthcoming Elizabethans textbook (Jamie Byrom and Michael Riley, *The Elizabethans 1580-1603* (Hodder Education, 2016)).

Remember, in this depth study students should understand the complexity of late Elizabethan society, they should be able to describe the main features of the society and understand the interplay of political, religious, economic and social and cultural forces within it.

Sections and <i>Issue</i>	Enquiry	Content	Possible examples - this is not an exhaustive list but rather some possibilities of content to explore	Suggested timing (hours)
Elizabeth and government <i>The power of the queen</i>	<i>How did Elizabeth use her power?</i>	Elizabeth and her court: patronage, the Privy Council and the rebellion of the Earl of Essex	<ul style="list-style-type: none"> • What is an interpretation? What do historians say about how Elizabeth used her power? Christopher Haigh v. Susan Doran. • Who was Elizabeth? • Power of patronage and aim to prevent factions • Life at court • Privy chamber • Role of Privy Council and how Elizabeth controlled them • Walsingham and Cecil • Rebellion of Earl of Essex, causes, the rebellion and consequences • Investigate ways that the relationship between Elizabeth and Essex have been portrayed in films/novels. 	2
		Elizabeth and her parliaments including opposition from Puritans	<ul style="list-style-type: none"> • The role of parliament • How did Elizabeth control her parliament • Compromises • Puritans and their criticisms of parliament • John Stubbes • Why did Elizabeth call parliament more frequently? (economic, religious, foreign policy, treason) 	1.5
		Elizabeth and her people including local government and propaganda	<ul style="list-style-type: none"> • The role of local government (Lord Lieutenant and Justices of the Peace) • Power of persuasion – propaganda and censorship • Propaganda – portraits and symbols, progresses, pageants, Accession Day, prayers, poetry, plays 	1.5

Sections and <i>Issue</i>	Enquiry	Content	Possible examples - this is not an exhaustive list but rather some possibilities of content to explore	Suggested timing (hours)
Catholics <i>The nature and extent of a Catholic threat</i>	<i>Why were there so few Catholics in Elizabeth's kingdom by 1603?</i>	The enforcement of Elizabeth's religious settlement after 1580	<ul style="list-style-type: none"> • Catholic and protestant ideas • 1559 Act of Uniformity and 1559 Act of Supremacy and enforcement up to 1580 • Catholic resistance – conformers, Church papists, Plotters and Recusants • Act of Persuasions (1581) • Act against Priests • Recusancy Act • Punishments for being a Catholic 	2
		Catholic links abroad, plots against Elizabeth, and the Elizabethan spy network	<ul style="list-style-type: none"> • Seminary priests and Jesuit priests e.g. William Allen and Edward Campion, their aims and actions • Government secret agents • What happened to Catholic priests? • The 'Bloody Question' • Why had priests failed to rebuild Catholicism in England by 1603? 	1
		Mary Queen of Scots, the Armada and war with Spain	<ul style="list-style-type: none"> • Who was Mary Queen of Scots? • Plots: The Throckmorton Plot and the Babington Plot • Mary's trial and execution • The Spanish Armada • War with Spain • Why were there so few Catholics in England by 1603? 	2

Sections and <i>Issue</i>	Enquiry	Content	Possible examples - this is not an exhaustive list but rather some possibilities of content to explore	Suggested timing (hours)
Daily lives <i>The nature and dynamics of Elizabethan society</i>	<i>What mattered to the Elizabethans?</i>	The contrasting lives of rich, middling and poor Elizabethans	<ul style="list-style-type: none"> • What was life like for the three different social groups – rich, middling and poor? • Focus on homes, land ownership, jobs, food • Similarities and differences 	1
		Family life: husbands and wives, parents and children, wider kinship	<ul style="list-style-type: none"> • How can we find out about family life? (Use local records if possible) • Marriage – age of marriage, arranged marriage? Sex before marriage? Divorce, domestic violence • Family – size of family, relationship between parents and children, discipline, school and work for children • Did Elizabethans live with their wider family? Links with their wider family? 	1.5
		Poverty: its causes, Elizabethan explanations and responses	<ul style="list-style-type: none"> • What is poverty? • Poverty in late 16th century – settled poor and vagrant poor • Causes of poverty including: (long term) increasing population, problems in agriculture, rising prices. (Short term) harvest failures in 1590s, plague outbreaks • Elizabethan attitudes to the poor; impotent poor, able bodied poor and vagabonds • Elizabethan Poor Law 1601 - Successes and failures 	2

Sections and <i>Issue</i>	Enquiry	Content	Possible examples - this is not an exhaustive list but rather some possibilities of content to explore	Suggested timing (hours)
Popular culture "Merry England"?	<i>Merry England</i> <i>What divided the Elizabethans?</i>	Theatres and their opponents	<ul style="list-style-type: none"> Was Elizabethan England a golden age for culture? Culture; music, literature, popular culture Why were people upset about the new theatres? Emergence of new theatres – The Theatre (became The Globe), The Curtain and development of Bankside The negatives; jigs, swearing, pickpockets, noisy, theatre goers visiting inns, gambling, blood sports, brothels before performances Critics; London authorities, Puritan preachers Queen protected the new theatres 	1.5
		The Puritan attack on popular pastimes	<ul style="list-style-type: none"> Popular culture: parish ales, religious and farming festivities e.g. Christmas, May Day, Midsummer's Eve, harvest, sport e.g. wrestling, football, bear baiting and alehouses Reasons for Puritan attacks Was it Puritans who led to the decline in popular festivities or was it other factors e.g. Queen, Privy Council or the Church? 	1
		The persecution of witches	<ul style="list-style-type: none"> Elizabethan beliefs in magic and the role of wise women Main features of typical witchcraft cases (use pamphlets and local cases if you have any records) Why was there an increase in witchcraft cases in later 16th century? Historians explanations e.g. Keith Thomas 	2

Sections and <i>Issue</i>	Enquiry	Content	Possible examples - this is not an exhaustive list but rather some possibilities of content to explore	Suggested timing (hours)
The wider world <i>The nature and significance of England's connections with the wider world</i>	<i>Going Global</i>	Imperial ambition: the motives and achievements of Elizabethan adventurers	<ul style="list-style-type: none"> Who were the Elizabethan adventurers? John Dee, Francis Drake, Humphrey Gilbert, Walter Raleigh, Ralph Fitch, James Lancaster Motives for exploration inc.: trade, wealth, land, ambition, Spain What did the adventurers achieve? 	2
	<i>What did Elizabethan adventurers achieve?</i>	Roanoke: England's attempt at an American colony	<ul style="list-style-type: none"> Case study: aims, what happened, how successful? 	1
		Trade with the east, including first contacts with India	<ul style="list-style-type: none"> Case study: aims, what happened, how successful? What did Elizabethan adventurers achieve? 	2

Assessment strategies for question 7

Teachers may use these exemplar answers as an example of one possible way of achieving the marks given and NOT an exact approach for how an answer should be structured.

Learners will be credited wherever and however they demonstrate the knowledge, skills and understanding needed for a particular level.

Interpretations B and C both focus on the power of Elizabeth I. How far do they differ and what might explain any differences?

Answers could consider: the overall view given in each interpretation (B – successful, admired and secure, C – insecure, in decline and lacking support); the specific issues covered by the interpretations (B – decision not to marry, trading power, war/peace, opinions of her subjects C – war/peace, court politics, Essex Rebellion, Parliament, Queen's appearance); the interpretations' treatment of specific issues (e.g. B 'many people thought she was wonderful' C – 'she stank'; the style and tone of the writing; the nature and purpose of the interpretations eg audience for which the interpretations were made (e.g. B – school textbook C – more recent history book) and how this affects the content and style of the text, e.g. Hutton's attention to detail and complexity.

Understanding of the period and relevant historical issues may be shown through the language and terminology used or by candidates' ability to make sense of, and readiness to comment on e.g.: the range and complexity of issues mentioned in C; England's standing in Europe; the way Hutton emphasizes the concept of change while Aylett's summary in the extract does not address this.

Marks for relevant knowledge and understanding should be awarded for the clarity and confidence with which candidates discuss features, events or issues mentioned or implied in the interpretations. Candidates who introduce extra relevant knowledge or show understanding of related historical issues can be rewarded for this, but it is not a target of the question.

No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.

The question is assessing AO1 (6 marks) and AO2 (12 marks). The levels are as follows:

AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. **Maximum 12 marks**

Level 4 (10–12 marks)

Analyses the interpretations and identifies some features appropriate to the task. Offers a very detailed analysis of similarities and/or differences between the interpretations and gives a convincing and valid explanation of reasons why they may differ. There is a convincing and well-substantiated judgment of how far they differ, in terms of detail or in overall message, style or purpose (AO4).

Level 3 (7–9 marks)

Analyses the interpretations and identifies some features appropriate to the task. Offers a detailed analysis of similarities and/or differences between the interpretations and gives a valid explanation of reasons why they may differ. There is a generally valid and clear judgment about how far they differ, in terms of detail or in overall message, style or purpose (AO4).

Level 2 (4–6 marks)

Analyses the interpretations and identifies some features appropriate to the task. Offers some valid analysis of differences and/or similarities between the interpretations and gives a reasonable explanation of at least one reason why they may differ, and a basic judgement about how far they differ, in terms of detail or in overall message, style or purpose (AO4).

Level 1 (1–3 marks)

Analyses the interpretations and identifies some features appropriate to the task. Identifies some differences and/or similarities between the interpretations and makes a limited attempt to explain why they may differ. There is either no attempt to assess how far they differ, or there is an assertion about this but it is completely unsupported (AO4).

Answer A

Interpretations B and C are both about Elizabeth's power but they give very different views about her. Interpretation B says how successful Elizabeth was and that her reign was a 'Golden age'. Many other historians have agreed with this view arguing that Elizabeth saved England from invasion by Spain and that England had theatres and plays and developed a love for culture. Interpretation also says that she made England into a leading trade nation as well as a major European power. On the other hand Ronald Hutton says that her reign was running into trouble. and that rather than Elizabeth making England into a powerful European country in fact the Spanish war was at a stalemate. This is very different to Aylett's view. Hutton also says that court politics were very unstable for example the Essex Rebellion in 1601. Aylett says that the country was more peaceful and united than ever before but the fact that factions were developing for example between 1596 and 1600 when Essex and Cecil were both trying to develop their own courts does not really support this. Another big contrast is that Aylett says 'many people thought she was wonderful;' whereas Hutton says 'she stank'.

While both interpretations talk about Elizabeth's reign and the key issues like foreign policy they give very different views on her reign, Aylett gives a very positive account of her reign whereas Hutton gives a much more negative account. One reason for this is that the interpretations are aimed at different audiences; interpretation B is written for school children and gives a simplified version of what happened but Hutton's book is a recent history book written for adults. It shows that events were much more complicated than the school version. They are also talking about different time periods, Aylett is talking about her reign in general whereas Hutton is writing about the end of her reign, if he was writing about all of her reign he might be more positive. Hutton also wrote his book quite recently and I know that there has been a lot of recent research on Elizabeth which challenges the idea that Elizabethan England was a golden age. Overall these two sources give very different interpretations about Elizabeth's reign.

Commentary

This is a low level 4 response. It shows a range of differences in the interpretations. It uses good subject knowledge to develop points in places e.g. Essex and Cecil and it gives three convincing and valid reasons why they differ. There is a judgement of how far they differ, in terms of detail, message, and purpose.

Answer B

Both interpretations are about Queen Elizabeth's reign. Interpretation B is very positive about Elizabeth and says her policies 'were successful'. It says she was queen during a golden age for England. But Interpretation C says that actually Elizabeth wasn't that good a queen. It says that Essex and Cecil were fighting and causing problems and that Elizabeth couldn't win the war against Spain and that she couldn't even use monopolies to make money anymore. This shows that she wasn't a good queen. These two sources are both about Queen Elizabeth but they are very different, one is positive and one isn't. I think the reason they are so different is that interpretation B is written for school children and interpretation C is written for grownups who know more about history.

Commentary

This is a low level 2 response. There is an understanding that the interpretations are different and there are some examples given to support this. There is also one reason given for the differences in the interpretations but this isn't really explained in any great detail.



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