



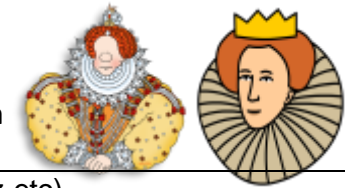
Name:

Class:

Teacher:

Exam Date:

	☺	☹	⊗	Comments
Queen, government and religion, 1558-69				
England in 1588				Society, population, towns/cities, London's importance and Cloth/Wool Trade's importance
Structure of Government				Monarchy, Lords & Commons (Parliament) and the Privy Council
Elizabeth's legitimacy to rule				How were women (rulers) viewed, background to Elizabeth's claim to the throne
Importance of marriage				The importance of getting married and produce an heir to bring stability and hope
Elizabeth's character				Elizabeth's self-confidence, indecisive nature, religious beliefs and her intelligence. (Strengths/Weakness)
Initial challenges at home				Domestic problem caused by taxation as well as poor harvests
Initial challenges from abroad				Threat from France (background to poor relations, link to Scotland 'Auld Alliance')
Different religions in England				Background to religious roller coaster (Henry, Edward, Mary) – what did England want from Elizabeth?
Catholics				Their beliefs and practices, strength of support in different parts of England
Protestants				Their beliefs and practices, strength of support in different parts of England
Puritans				Their beliefs and practices, strength of support in different parts of England
Elizabeth's religious settlement				Role of Mary's Bishops in 1558, middle ground, compromise, bit catholic and protestant
Act of Supremacy/uniformity				1559: What was it? What was its impact?
Church of England				CofE's role in society – position in town/village life & Parish clergy – NOTE: CofE is Protestant
Puritan challenge to Settlement				Puritan challenge – what did they do and how important was this opposition
Catholic challenge to settlement				State of Catholic England in 1558, influence in outlying areas (esp. North), Catholic nobles threat
Catholic threats from abroad				Pope's opposition – excommunication 1570 (link to plots). Threats from Catholic France & Spain
Mary Queen of Scots				Arrival in England 1568 (Background), MQS legit claim to throne. Catholic support.
Relations between MQS & E.				Problems caused by Mary's arrival, Elizabeth's attitude to Mary and her concern
Casket Letters / York Conference				Investigations in to Mary's alleged wrong doing
Challenges to Elizabeth from home and abroad 1569-88				
Northern Rebellion 1569				Strength of Catholicism in north, nobles angry and losing 'power'. Elizabeth's response and consequences
Ridolfi Plot				Background and aims, outcome – Threat level
Throckmorton Plot				Background and aims, outcome – Threat level
Babington Plot				Background and aims, outcome – Threat level - Finished Mary Queen of Scots off
Walsingham & use of spies				Efficient network of spies, Walsingham's methods (ciphers in written communications etc)
Mary Queen of Scots executed				Mary's involvement in the plots, significance of her execution of a legit queen – implications for Elizabeth
Spain: Philip II's anger				Philip's plans for retaliation against England for killing a Catholic Queen
Spain: Political/Religious rels.				Philip's power in Europe, his strong Catholicism, opposition to religious settlement
Spain: Pirating (Francis Drake)				Exploring the New World, Trade in Netherlands, Drake's pirating / attacking of Spanish ships
War with Spain 1585-88				Navy's support of the Protestant Dutch against Spain, Dudley's disastrous expedition
Treaty of Nonsuch 1585				Trying to prevent the collapse of the Dutch revolt
Singeing of kings beard (Cadiz)				Drake spying on Spanish naval activity, attacking Spanish fleet at Cadiz 1587, Angered Philip II (Link to Armada prep.)



The Spanish Armada 1588			<ul style="list-style-type: none"> • Background, long & short term causes (MQS, Pirating, Cadiz etc) • Spanish Invasion plans ('Enterprise of England', transporting Parma's army from Netherlands (failure)) • What happened (Spain's surprise defeat) • The remnants (what was left of the Spanish fleet) of the Armada's journey home
Reasons for England's victory			Technology and tactics (Fire ships at Calais, smaller ships, Tilbury speech)
The end of Spanish threat			England emerged as a strong naval power, significance of this in 1588 for trade and exploration
Elizabethan society in the Age of Exploration 1558-88			
Education			Education at home, Parish & Grammar schools and expansion of universities (Link to printing press)
Leisure			Fishing, football, bear-baiting and cockfighting. Aristocrats – fencing, bowls, tennis.
Public theatres			Especially in London, The acting companies, theatres in Southwark (Shakespeare)
Problem of the poor: Long Term			Reasons for increase in poverty & vagabondage –Enclosure, inflation, rising population
Problem of the poor: Short Term			High taxation, bad harvests of the 1550s and 1560s
Govt's changing attitude to poor			Fear that growing poverty would lead to disorder/rebellion changed attitudes
Vagabonds Act 1572			Aims and effects of this act
Act for relief of the poor 1576			Aims and effects of this act
Idle poor and deserving poor			A clear distinction between the genuine and deserving poor and the idle poor
Voyages of discovery: Tech			Better technology (shipyards) developing faster and more stable ships, new transatlantic navigational aids
Competing with other powers			The need to acquire overseas possessions, explore and extend trade (beginnings of British Empire)
Growth of Trade: East India Co.			The need to create trading companies such as the East India Company
Drakes circumnavigation			Reasons for Drake's journey around the globe, major successes returning in 1580 with huge treasures
Walter Raleigh			Who was he, the granting of a patent to colonise Virginia, 1584
Roanoke Island 1585-86, 87			Attempts to establish a permanent settlement on Roanoke Island, disappearance of Lost Colonists
Failure of Virginia			Reasons for failure: Bad planning of the colony, inadequate food, no follow up settlers due to Armada

Unit 2A Exam Question Styles	Marks	Typical Question types / examples:
Q5a: Knowledge (K1-3)	4	Describe 2 features of [x] in [date/event]
Q5b: Causation	12	Explain why [x] was a (threat, danger, important) to [y]... (Analyse/Explain factors and refer to Q regularly)
Q5c: Significance	16	"Statement" – How far do you agree (EXPLAIN, PEEL , remember to say HOW FAR) Why is something so significant ? Why is one factor more significant than another? Etc...

Remember to familiarise yourself with the Exam Mat (Markscheme): It is online at www.stchistory.com if you have lost your copy

Notes:

- This exam relies on knowledge and your understanding of the consequences of an event, which factors were more significant, what led to what etc
- This is a high skill EXPLANATION paper, you need to be VERY clear in response to the questions, link to them regularly