

How to answer Elizabeth questions (1 hour) – AQA GCSE History

General top tips

- Own knowledge means a specific date, event, personality. Chronology is crucial
- Read the question **at least twice**. Check – have you answered it?
- **Quote the question** in your answer.
- Pay attention to timing (1 and a half marks per minute)

1. How convincing is Interpretation about (the relationship between Mary, Queen of Scots and Elizabeth I)? Explain your answer using Interpretation A and your contextual knowledge		8 marks	12 minutes
Assessment target			
Analyse individual interpretations (AO4a)			
Evaluate interpretations and make substantiated judgements in the context of historical events (AO4b)			
Level 4 (7-8 marks)	Complex evaluation of interpretation with sustained judgement based on contextual knowledge/understanding		
Level 3 (5-6 marks)	Developed evaluation of interpretation based on contextual knowledge/understanding		
Level 2 (3-4 marks)	Simple evaluation of interpretation based on contextual knowledge/understanding		
Level 1 (1-2 marks)	Basic analysis of interpretation based on contextual knowledge/understanding		
Top tips			
<ul style="list-style-type: none">• Begin answer with ‘The view of interpretation A is that... This is (somewhat/quite/partially/very) convincing because...• Identify the point, view, argument being made in the interpretation.• Include specific own knowledge to evaluate how convincing the interpretation is.			

2. Explain what was important about...(Elizabeth's Privy Council)?		8 marks	12 minutes
Assessment target – Explain and analyse historical events and periods studied using second-order concepts (AO2:4) Demonstrate knowledge & understanding of key features and characteristics of the period studied (AO1:4)			
Level 4 (7-8 marks)	Complex explanation of consequences Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question		
Level 3 (5-6 marks)	Developed explanation of consequences Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question		
Level 2 (3-4 marks)	Simple explanation of one consequence Answer demonstrates specific knowledge and understanding that is relevant to the question		
Level 1 (1-2 marks)	Basic explanation of consequence(s) Answer demonstrates basic knowledge and understanding that is relevant to the question		
Top tips <ul style="list-style-type: none">• Focus on 'how important' an event is and what its impact was at the time.• Identify at least two main ways in which the event is important – use evidence of what the event led to and what its consequences were.• <i>This led to... As a result of... This was important/significant because...</i>			

3. Write an account of (the ways in which the succession affected Elizabethan England) (8 marks)		8 marks	12 minutes
Assessment 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 (7-8 marks)	Complex analysis of changes 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		
Level 3 (5-6 marks)	Developed analysis of change(s) 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		
Level 2 (3-4 marks)	Simple analysis of change(s) Answer is presented in a structured account that demonstrates specific knowledge and understanding that is relevant to the question		
Level 1 (1-2 marks)	Basic analysis of change(s) Answer is presented in a straightforward account that demonstrates basic knowledge and understanding that is relevant to the question		
Top tips <ul style="list-style-type: none">• Make sure you focus on the question linking the two parts of it – e.g. ‘the ways in which the succession’ affected ‘Elizabethan England’.• Focus on how one event leads to another – ‘this led to’, ‘this resulted in’, ‘this caused an international crisis because’.• Identify and explain at least two ways in which the given event led to change.			

4. 'The main reason for building almshouses was to leave a lasting legacy for the founder'. How far does a study of Burghley's Almshouses in the 16 th Century support this statement? Explain your answer. How far do you agree with this statement? (16 marks)		16 marks +4 SPG	24 minutes
Assessment target – To explain and analyse historical events and periods studied using second-order concepts (Causation, Change & Continuity, Consequence)			
L4 (13-16)	Complex explanation of stated factor and two other factors leading to a sustained judgement. Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question		
L3 (9-12)	Developed explanation of the stated factor and other factor(s) Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question		
L2 (5-8)	Simple explanation of stated factor or other factor(s) Answer demonstrates specific knowledge and understanding that is relevant to the question		
L1 (1-4)	Basic explanation of one or more factors Answer demonstrates basic knowledge and understanding that is relevant to the question		
Top tips <ul style="list-style-type: none">• Use the structure of Point, Evidence, Analysis within each paragraph. Use phrases such as 'this was an important factor', 'this was an influential factor because'.• Focus on 'given factor' plus two other factors.• In your conclusion begin by recognising other factors contributed but make it clear which factor you think is the most important and select your killer fact which backs this up.			

