

P2 Section B: Elizabethan England (CROSSOVER P1 Section A)

Q1. How convincing is Interpretation A about ...? (8 Marks) MEDIUM

Guidance

- Directly make reference to the interpretation.
- Explain WHY the interpretation IS convincing as your main focus, using your specific knowledge / CK
- Only give an ISN'T convincing argument if you can explain using specific knowledge / CK
- The use of precise historical evidence to support explanation.
- Two or three paragraphs and a judgement

5%

(CROSSOVER)

12 mins

8 marks

Structure: 2-3x PEEL + a judgement

P

Point

PEE1: "Firstly, interpretation A is partially/fairly/very convincing about TOO"
PEE2: "Additionally, the interpretation is also convincing because..."
MAYBE PEE3: "Contrastingly, interpretation A also has some less convincing aspects/parts."

Ev

Evidence

"The author of A states "QUOTE""
"Interpretation A says "QUOTE""
"The interpretation implies..."
"Interpretation A suggests that..."
"The part of the interpretation that I find convincing/unconvincing states..."
"This unconvincing element states..."

Ex

Explain

"This is convincing because..."
"This seems accurate/inaccurate because..."
"This agrees/disagrees with what I know because..."
"This is/isn't convincing because..."
"This is factually accurate/inaccurate because..."
(use CK to explain why the parts you selected of the interpretation are either convincing or unconvincing)

JUDGEMENT: "Overall, I think that interpretation A is * convincing. The main reason(s) for this is/are..."

* Choose a word which indicates how convincing you think the interpretation is about the topic of the question. A little? Slightly? Partially? Somewhat? Mostly? Very?

Mark Scheme

Marks	Description
Band 2 Simple 3-4 marks	The response has <u>basic analysis</u> of the interpretation by reasoning supported with <u>factual knowledge</u> and understanding based on <u>one aspect of the interpretation</u> .
Band 3 Developed 5-6 marks	The response has <u>extended reasoning</u> supported by <u>detailed factual knowledge</u> and understanding of <u>more than one aspect of the interpretation</u> .
Band 4 Complex 7-8 marks	The response shows <u>developed evaluation</u> of the interpretation by <u>complex analysis</u> of the interpretation supported by <u>precise factual knowledge and understanding</u> .

The mark scheme uses words like 'complex analysis' and 'evaluation' at Band 4. Band 3 says that you must focus on 'more than one aspect of the interpretation'. This means that in order to achieve a **Band 4** the examiner wants you to try and discuss more than one part of the interpretation in a well developed way.

ONLY discuss unconvincing parts of the interpretation if there is an obvious problem where you can explain using excellent CK.

Thinking (the hard bit)

NOPE N.O.P – You do NOT analyse the N.O.P in this answer, instead you need to compare the content of the interpretation with your contextual knowledge of the time period and question focus.

CK vs CONTENT – How does the interpretation compare to what you know? Does it show a specific, broad or accurate picture? Are there any inaccuracies in the information given? Maybe one more than the other? **USE YOUR CK TO DECIDE**

CONTENT vs Q FOCUS – How well does the interpretation focus on / contribute towards the topic of the question.

JUDGEMENT - how convincing is this interpretation and why?



Q2. Explain what was important about... (8 marks)

Guidance

- At least two detailed explanations of significance.
- Specific supporting factual detail.
- Consideration of significance over time.
- At least two paragraphs (one per point of significance).

5%

12 mins

8 marks

Structure: 2-3x PEEL (Smaller than some others)

P

Point

PEE1: "One * reason why __TOQ__ was/were important is.."

PEE2/3: "A further way that __TOQ__ was * important is..."

(Another / A further / An additional / A more significant / An equally important / A crucial reason / minor reason)

Ev

Evidence

"I know that..."

"This happened in... when..."

"For example..."

"_____ was..."

Describe the events using precise contextual knowledge/SPED, either with any of the sentences above or your own creations

Ex

Explain

"Therefore, __TOQ__ was/were* important because..."

"This demonstrates the * importance of __TOQ__ because..."

"Consequently, __TOQ__ was/were of * importance because..."

(use CK to explain further and demonstrate your knowledge by discussing long term impacts and making links between different consequences)



* - indicates where you might want to consider including a quantifying word to show how important this factor is (ie) minimal, fair, great, pivotal)

TOQ – TOPIC OF QUESTION

Mark Scheme

Marks	Description
Band 2 Simple 3-4 marks	The response has <u>simple explanation</u> of <u>one consequence</u> . Answer <u>demonstrates specific knowledge</u> and understanding that is relevant to the question.
Band 3 Developed 5-6 marks	<u>Developed explanation</u> of consequences. Answer demonstrates a <u>range of accurate knowledge and understanding</u> that is relevant to the question. Developed reasoning considering <u>two or more of the identified consequences</u> , supporting them with factual knowledge and understanding.
Band 4 Complex 7-8 marks	<u>Complex explanation</u> of consequences. Answer demonstrates a <u>range of accurate and detailed knowledge and understanding</u> that is relevant to the question. <u>Extended analysis of the consequences</u> of the stated development.



Thinking (the hard bit)

IMPORTANCE – Not just the immediate effects, but also any long-lasting effects or important changes later on (linking) which couldn't have happened without it. You should think about both short and long-term consequences and their impact(s).

When preparing for your answer you should consider:

- What do you know about the event, idea or individual in the question?
- How was this event, individual or idea considered at the time?
- How important was this event, idea or individual and what quantifying word could you use to show this (marginally, largely, partially etc). Develop the reasoning in your explanation.
- Short term or long term impacts based on the crisis/crises caused? Why?
- What type of importance did this event, individual or idea carry? SPERM (Social, Political, Economic, Religious or Military) or other?



P2 Section B: Elizabethan England (CROSSOVER P1 Section B)

Q3. Write an account of... (8 marks)

MEDIUM

Guidance

- ❖ This question can be **EITHER** about **CHANGE AND CONTINUITY** **OR** **CAUSE AND CONSEQUENCE**.
- ❖ This example is about **CAUSE AND CONSEQUENCE**.
- ❖ Three brief paragraphs.

5%
(CROSSOVER)



Thinking (the hard bit)

KEY EVENTS - Think about 2 causes / main features / consequences for this event.

EXPLAIN - Think about both the immediate consequences and also in a broader historical context.



CHRONOLOGY - A narrative account is best if it is written in chronological order.

EXAMPLE OF 1XPEE FROM A BAND 4 ANSWER

POINT - identify 1 key cause.

""

EVIDENCE - give specific factual detail about them.

""

EXPLAIN - explain the impact of this and link it to the wider context.

""

Mark Scheme

Marks	Description
Band 2 Simple 3-4 marks	The response is a <u>structured account</u> which shows a <u>simple understanding</u> of consequence(s) <u>supported with factual knowledge</u> and understanding
Band 3 Developed 5-6 marks	The response is a <u>developed analysis of causation</u> . It forms a <u>structured and well-ordered</u> narrative/account with <u>extended reasoning</u> supported by a <u>range of factual knowledge</u> and understanding.
Band 4 Complex 7-8 marks	The response is a <u>complex analysis of causation</u> which forms a strong narrative/account. <u>Complex reasoning</u> supported by a <u>range of accurate and detailed factual knowledge</u> and understanding. <u>Explanations of different impacts/consequences of causes in the broader historical context</u> .

Structure: 2-3x PEEL (Smaller than some others)

P

Point

PEE1: "The first step/event/issue which started TOQ was..."

PEE2: "Following this, _____ was decided/took place/happened"

PEE3: "Finally..." (try and squeeze in a 3rd one, but you don't HAVE to)

Ev

Evidence

"I know that..."

"This happened in... when..."

"In..."

"This progressed onto..."

"For example..."

Describe the events using precise contextual knowledge/SPED, either with any of the sentences below or your own

Ex

Explain

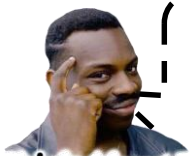
"This contributed to events escalating further because..."

"This caused..."

"This had short/long term implications because..." (or both)

"This had an impact socially, politically, economically, religiously, on military outcomes because..." (only choose one of these, or maximum 2)

SPOILER ALERT: Think about it... if you are writing a story (an account) you usually start with the beginning of it. You wouldn't tell a Star Wars noob about Darth Vader being Luke's father or dying at the end of Star Wars VI without telling them about all of the awesome Sith stuff he did which makes him this notorious and twisted character – hence the surprise. That's History – sort of.



Q4. "STATEMENT" How far does a study of (defeat of the Spanish Armada / Kenilworth Castle) support this statement?

Guidance

- ❖ First paragraph shows how your case study supports the statement
- ❖ At least one other paragraph which shows how your case study does not support the statement (using other CK to show this)
- ❖ Explain the importance of factors in detail.
- ❖ The use of precise historical evidence and examples from your environmental study AS WELL AS your own knowledge.
- ❖ Top marks – make links between factors.
- ❖ Sustained judgement.

10%

24 mins

16 marks

(CROSSOVER – KIND OF)

Structure: Intro + 3x PEELs + judgement

INTRODUCTION: You need to either AGREE, DISAGREE or SIT ON THE FENCE in your opening statement, but it must match your conclusion. Here is one example;

SIT ON THE FENCE: "Although I believe that __CS__ supports the __TOS__ in some ways, this also is not true in other respects"

P
Point

PEE1: "One reason that __CS__ supports the statement is..."

PEE2/3: "Contrastingly, a study of __CS__ doesn't support this statement because..."

"By comparison, I know that other places/people played more of a role than __CS__..."

Ev
Evidence

PEE1: " __CS__ was built/took place in..."

" __CS__ had..."

" __CS__ because relevant in relation to __TOQ__ in/when

"As instance where __CS__ was important is..."

PEE2/3: "When..."

"One example of this is _____"

"Another more significant example from within the period of study is..."

"Someone/something more important than __CS__ in __TOQ__ in Norman England was..."

Ex
Explain

"Therefore, this case study supports/doesn't support the idea that __TOQ__ because..."

"Thus, __CS__ does/doesn't support this and is an excellent/a poor example because..."

" __CS__ had a large/little/no influence in __TOQ__ because..."

"Consequently, it is clear to see that __CS__ was more/less important than _____ in relation to __ToQ__ because..."

JUDGEMENT:

"Overall, I think ____agree with/repeat introduction ____."

"This is because..."

" __CS__ is a poor/a fair/a strong/the best example of a typical ____ (structure type?) ____ within Elizabethan England"

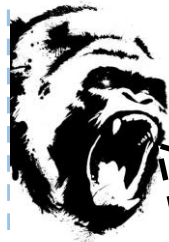
"This is because..."

The more thoroughly you argue your chosen judgement the better. If you have been arguing this from the start then your conclusion must agree to provide a consistent argument.

Mark Scheme

Marks	Description
Band 2 Simple 5-8 marks	The response demonstrates a <u>simple, sustained line of reasoning</u> which is coherent, structured, substantiated and <u>clearly relevant. Simple reasoning supported with factual knowledge</u> and <u>some understanding of the site.</u>
Band 3 Developed 9-12 marks	The response demonstrates a <u>developed, sustained line of reasoning</u> which has coherence and logical structure as well as <u>sustained and focused relevance.</u> May suggest that the case study supports one side more. Answer contains <u>extended reasoning supported by factual knowledge</u> and <u>a good understanding of the site.</u>
Band 4 Complex 13-16 marks	The response demonstrates a <u>complex, sustained line of reasoning which has a sharply-focused coherence and logical structure</u> that is <u>fully substantiated</u> , with <u>well-judged relevance.</u> Analysis of the relationship between them <u>supported by specific factual knowledge and a strong understanding</u> of the site. <u>sustained judgement.</u>

TOQ – TOPIC OF QUESTION
CS – CASE STUDY



BEAST MODE – Before you start writing you should have a conclusion in your head, this way you can show the examiner in every paragraph that you are working towards your end judgement. Otherwise he/she reads this in brief at the start and then again at the end, but without having a guided journey to this judgement.

Thinking (the hard bit)



THE BIG PICTURE - This question is asking you to reflect on your environmental study within the context of Elizabethan England, 1558-1603

WHAT WILL IT ASK? It could ask you to think about aspects of the site such as: **location, function, structure, design, people** connected with the site, how the site reflects culture, values and fashions of the time and how the site links to important events and/or developments of the specified period.

WHAT DO YOU DO? You **APPLY** your knowledge of the site to a question which will consider other examples from around the country (ie) Cathedrals – York, Canterbury, Ely etc.) You will need to...

- think of ways in which your site is typical (normal)
- explain how your site influenced other developments.
- analyse and evaluate the extent of the importance of these factors.
- reach an overall judgement. How useful is YOUR environmental study in helping to answer the question?**