

Paper 2B: Elizabethan England



Q1. 8 mark question

“How convincing is interpretation X about ...?”

Level 1: 1-2 marks

- Shows **some** understanding of interpretation.
- **Simple** judgement.

Level 2: 3-4 marks

- Simple** evaluation of interpretation.
- Judgment based on contextual knowledge/understanding.
 - Considers **one aspect** of the interpretation.

Level 3: 5-6 marks

- **Developed** evaluation of interpretation.
- **Good** contextual knowledge.
- **Clear judgement.**
- Considers **2 or more** aspects of the interpretation.

Level 4: 7-8 marks

- **Complex** evaluation of interpretation.
- Has a **sustained judgement.**
- **Precise** contextual knowledge
- Considers **3** aspects of the interpretation.

Q2. 8 mark question

“Explain what was **important about**”

Level 1: 1-2 marks

- Identifies some consequences.
- **Some** basic knowledge and understanding.

Level 2: 3-4 marks

- Explains **one** consequence.
- **Some** relevant contextual knowledge.

Level 3: 5-6 marks

- **Developed** explanation of **2 or more** consequences.
- **Good** contextual knowledge.

Level 4: 7-8 marks

- **Complex** explanation of **2 or more** consequences.
- **Precise** contextual knowledge.

Q3. 8 mark question

“Write an **account** of ...”

Level 1: 1-2 marks

- **Basic** account
- **Simple** knowledge

Level 2: 3-4 marks

- **Simple** explanation of cause/consequence
- structured account, mostly in chronological order
- **Some** contextual knowledge

Level 3: 5-6 marks

- **Developed** explanation of cause/consequence/change
- well-ordered narrative which is in chronological order
- **Good** contextual knowledge

Level 4: 7-8 marks

- **Complex** explanation of cause/consequence/change
- Well-structured account which is in chronological order
- **Precise** contextual knowledge



16 mark question

“The main change/cause of/consequence of x was y”
How far does a study of [historical site] support this statement?
You should refer to [historical site] and your contextual knowledge.

Level 1: 1-4 marks

- **Basic** explanation of **1 or more** change/cause/consequence
- **Some** knowledge of key features

Level 2: 5-8 marks

- **Simple** explanation of **2 or more** changes/causes/consequences
- **Some specific** knowledge of key features

Level 3: 9-12 marks

- **Developed** explanation of **2 or more** changes/causes/consequences.
- **Clear judgement** which may suggest that one change/cause/consequence is more important than others.
- **Good specific** knowledge of key features.

Level 4: 13-16 marks

- **Complex** explanation of **3** changes/causes/consequences.
- **Sustained judgement** supported by very good knowledge
- **Demonstrate understanding of the key features of the site: location, function, structure, design, people connected with the site, how it reflects culture, values and fashions of the time and/or links to important events / developments.**

Q1. 8 mark question

“**How convincing** is interpretation X about ...?”

Identify 2-3 accurate features of the interpretation; what is it saying about a person/event?

Explain these using your own contextual knowledge (**CK**).

For top marks you have to use inferences (evidence) from the interpretation and your own knowledge to **judge** how accurate/convincing it is.

For L4:

Identify 1 inaccurate aspect of the interpretation or something you can challenge using what you know. Explain why **using CK**.



Golden words

This meant that ... This led to ...
As a result ... Consequently ...
Significantly... In the short term ...In
the long term ... This triggered...

Q2. 8 mark question

“Explain what was important about **x** for **y** ...”
2 x PEELs

Identify two ways in which the **individual / event / discovery** was important and, for each;

Identify and describe what they did in relation to the point you've made, using **CK** about what was happening in England at the time.

Explain why each thing was important, considering **who for? type? (PERMS) and extent (very/not very much)**

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Connectives

Without ... Due to ...
As well as ... Consequently ...
Finally ... However ...
On the contrary ... Although ...
More importantly ... Alternatively ...

Q3. 8 mark question

“Write an **account** of ...”
2 x PEELs

Try to make your account **chronological** when explaining what happened as a result of the changes introduced.

You need to explain how **A (a cause)** led to **B (an event)** which created **C (consequences)**.

Consider consequence **type (PERMS), duration (ST/LT) and extent (major/minor)** for L3/4.

Factual own knowledge is essential and the more detailed your knowledge, the more complete the account is going to be.

Q4. 16 mark question

“The main change/cause of/consequence of x was **y**”
How far does a study of [historical site] support this statement?

Intro + 3 x PEELs + Conc

ALL paragraphs need to focus on the specified site [Spanish Armada/Kenilworth Castle/Other]

1 paragraph to AGREE with the statement and **2 paragraphs which DISAGREE** with the statement + a judgement

Location, Purpose, Design, Function, People

DEPENDING ON THE STATEMENT:
Identify and **explain** specific features of the historical site; what did they mean/show about Elizabethan England? **Explain** why was the site built; who built it? Why? What was the site's purpose?
Link back to the statement and present a clear **judgement**.

Your answer should show sustained thinking and be clear to follow. Use **both** the historical site and your own **CK** to reach a judgement.