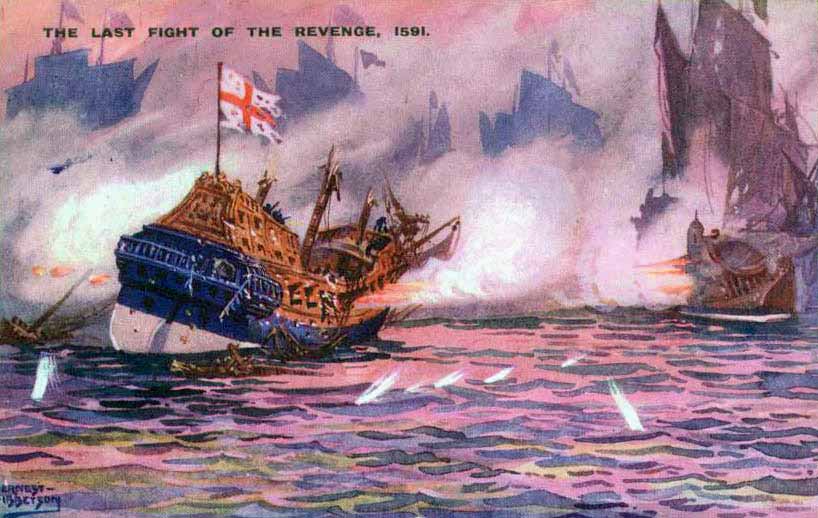
Edexcel History



British Depth Study: **Early Elizabethan England, 1558 to 1588**

Revision Guide

Questions on the exam

Question 5(a):  ***Describing features*** *(4 marks)*

* This question is **only worth 4 marks** so it is important to get to the point quickly **so you do not waste precious time** for the 12 and 16 mark questions
* The question is asking you to ***describe***, not explain your points.
* Key features are typical, clearly recognisable characteristics about a person, place or era in history

***Example Questions:***

1. *Describe* ***two*** *features of the Ridolfi plot*
2. *Describe* ***two*** *features of Elizabethan society*
3. *Describe* ***two*** *features of the Elizabethan religious settlement*
4. *Describe* ***two*** *features of the plots against Elizabeth I in the years 1571-86*
5. *Describe* ***two*** *features of the Elizabethan system of poor relief that were new.*

**How to answer the Question**

|  |  |
| --- | --- |
| ***Step*** | ***What to do*** |
| ***1*** | Identify **two facts** about the topic in question - **two important facts**. |
| ***2*** | **Support each key fact** with another sentence that adds some **supporting detail** of what the feature was about, or **why** it was important. |
| ***3*** | Make sure you have **answered in four sentences**: *key feature, supporting detail, key feature, supporting detail.* |

Note:

* *Do not include more than two features. Extra features will not gain you more marks.*
* *You do not need to evaluate and nor reach a judgement*
* *Do not go beyond the date boundaries of the questions*

|  |
| --- |
| **Sample answer** |
| The Elizabethan religious settlement came in three parts: the Acts of Supremacy and Uniformity and the Royal Injunctions.  People were punished by being fined if they did not attend church on Sundays and holy days. |

***Gives key features Supporting information***

Question 5(b):  ***Explaining why*** *(12 marks)*

* Question 5(b) is a **causation question** and is **worth 12 marks**. It is the same style are **Q4**. on the Crime and Punishment and **Q2**. on the Germany paper
* Causation means ***explaining why something happened*** and **assessing the importance** of these causes.
* You should spend **15-18 minutes** on this question.
* You will need to develop **AT LEAST three clear points** and explain the importance of **each of them**.

***Example Questions:***

1. *Explain why the revolt of the Northern Earls took place in 1569. You may use the following in your answer:*

* *Mary, Queen of Scots*
* *Catholicism.*

*You* ***must*** *also include information of your own*

1. *Explain why voyages of exploration increased during Elizabeth I’s reign. You may use the following in your answer:*

* *Trade*
* *Ship design*

*You* ***must*** *also include information of your own.*

1. *Explain why Acts of Parliament were passed in Elizabeth’s reign to help the poor. You may use the following in your answer:*

* *Inflation*
* *Enclosure*

*You* ***must*** *also include information of your own*

1. *Explain why Francis Drake’s activities against Spain increased after 1585. You may use the following in your answer:*

* *Fear of Invasion*
* *Involvement in the Netherlands*

*You* ***must*** *also include information of your own*

**How to answer the Question**

|  |  |
| --- | --- |
| ***Step*** | ***What to do*** |
| ***1*** | Include a short introduction (2 sentences). Explain the key theme of the question and suggest the key areas you are going to cover. |
| ***2*** | Introduce your first reason. This could be from the bullet point prompt or your own point. “One important cause…”, “The first reason why…” |
| ***3*** | Fully explain this reason. Use your own knowledge of the period to support your answer with specific examples. (5-6 sentences) |

**How to answer the Question**  *(continued)*

|  |  |
| --- | --- |
| ***4*** | Introduce your next reason. This could be from the second bullet point prompt or your own point. “Another important cause…”, “A further reason…” |
| ***5*** | Repeat step 3 |
| ***6*** | Repeat step 2 and step 3 for your third reason – **you must include your own knowledge to score more than 9 marks** |
| ***7*** | Include a conclusion that rounds off your argument. Identify what you feel is the most important factor - “In conclusion, I feel the most important factor was…” |

|  |
| --- |
| **Sample answer** |
| Voyages of exploration increased during Elizabeth I’s reign for many reasons. Firstly, trade began expanding into the New World, where there were new and valuable products such as tobacco, spices and precious metals. Merchants like John Hawkins, who also traded slaves, and Francis Drake became very wealthy. Elizabeth I, and members of her court, also benefitted from expanding trade as she invested in Drake’s voyages of exploration. Investing in voyages of exploration also opened up new trade routes and opportunities, which made England stronger too. All these opportunities for expanding trade and becoming rich encouraged more voyages of exploration.  Secondly, improvements in ship design made the long voyages necessary for exploration more possible. Lowering the aft- and fore-castles made ships more stable in heavy seas, while increasing ship size made it possible to carry, not only more supplies and fresh water, but also more cargo on the return journey. Improvements to the sails, for example lateen sails on the mizzen mast, made ships faster and more manoeuvrable. Together, these developments made exploring easier. Explorers could navigate to new lands more accurately, record their findings and then make them available to other sailors for new voyages of exploration.  Thirdly, navigation was improving fast and this was another reason why voyages of exploration increased under Elizabeth I. The Mercator map used lines of latitude and longitude, enabling a more realistic picture of the world to be plotted. Maps were also printed, so the mistakes and inconsistencies between maps that were hand-drawn were eliminated. New navigational technology meant that ships’ captains had a better idea of where they were in the world. It was easier to plan and plot faster, safer courses to the New World, leading to more voyages of exploration. |

Makes relevant points

Supports points with evidence

Links points to the question

Question 5(c):  ***Making a judgement*** *(16 marks)*

* There are **16 marks** available for this question.
* You are being asked to **analyse a statement** **in the question** and decide **HOW FAR** you **agree** with it.
* There will **ALWAYS** be **two prompts** to help you answer, but you must include information of your own to score highly
* For the best results, **focus on the importance**: *provide* ***explanations*** *and* ***analysis****!*
* Try to **avoid generalisations** - they do not make strong judgements! Instead, use ***historical evidence*** to support your answers/judgement

***Example Questions:***

1. *‘Religion was the main cause of the growing tension between England and Spain between 1570 and 1558.’ How far do you agree? Explain your answer. You may use the following in your answer:*

* *The pope’s excommunication of Elizabeth*
* *The Dutch revolt*

*You* ***must*** *also include information of your own.*

1. *‘The decline in Anglo-Spanish relations in the years 1569-85 was caused by Elizabeth I’. How far do you agree? Explain your answer. You may use the following in your answer:*

* *Drake’s voyages to the New World*
* *The Netherlands*

*You* ***must*** *also include information of your own.*

1. *‘Religion was Elizabeth’s main problem in the years 1558-69.’ How far do you agree? Explain your answer. You may use the following in your answer:*

* *The settlement of religion*
* *Mary, Queen of Scots’ arrival in England in 1568*

*You* ***must*** *also include information of your own.*

1. *‘Population growth was the main reason why vagabondage increased in Elizabethan England’. How far do you agree? Explain your answer. You may use the following in your answer:*

* *Sheep farming*
* *Rising prices*

*You* ***must*** *also include information of your own.*

Tip: what is a generalisation?

* *Generalisations usually assume everyone or everything is the same. Some easy to understand examples: “Footballers are millionaires”, or “The weather is always colder in Scotland”, or relevant to this topic: “The Elizabethan Religious Settlement was a success.”*

Tip: *Organise. Organise. Organise!*

* *The simplest way to plan for a judgement question is to think in terms of “****for****” and “****against****”* ***paragraphs****:*
  1. *Evidence to* ***support the statement*** *(agree).*
     1. *Start with your judgement and try to incorporate words from the question into the sentence*
  2. *Evidence to* ***counter the statement*** *(disagree).*
     1. *Show that you are aware that there is evidence to counter the statement, and give the best example of this*
  3. *You* ***own knowledge*** *to* ***support your judgement*** *(agree/disagree)*
     1. *Explain why, overall, you have reached your judgement, give your key reasons and why*

**How to answer the question**

|  |  |
| --- | --- |
| ***Step*** | ***What to do*** |
| ***1*** | Provide a clear line of argument. State whether you agree or disagree with the statement. This focuses you on answering the question straight away. It does not matter whether you personally agree or not, but you **must** state an opinion. – “I agree that…”, “I disagree that… “, “X was/was not the main reason that…” |
| ***2*** | Agree with the opinion in the statement. Use factual details from the bullet points **AND** your own knowledge. Use precise terms and specific keywords. Outline the reasons that make you agree with the statement, and demonstrate that you are analysing your points **(This meant that…, “This was important because…),** backed with specific factual knowledge |
| ***3*** | Disagree with the opinion in the statement. You need to show the examiner that you can give a balanced answer, so give them the other side of the argument. Disagree using evidence from the other bullet point **AND** your own knowledge. Use precise terms and specific keywords. Outline the reasons that make you disagree with the statement, and demonstrate that you are analysing your points **(This meant that…, “This was important because…),** backed with specific factual knowledge |
| ***4*** | You need a third factor that is **NOT** in the bullet points. So **agree/disagree** with the view in the statement with **another factor** from **your own knowledge**. You cannot score higher than **11/16** with a third paragraph of your own knowledge. Use the skills in Step 2 or 3 to help you complete your answer. |
| ***5*** | Make a final judgement on whether you agree or disagree with the statement. Make sure this is in line with your opening statement. You must show the **degree of extent** of how much you agree or disagree. **“I agree/disagree to a large extent that…”, “I agree/disagree to a small extent…”, “However, other factors were also important…”** |

|  |
| --- |
| **Sample Opening Lines** |
| Religion was a major issues confronting Elizabeth on her accession to the throne in 1558 as the country was divided between Catholics and Protestants, making a religious settlement difficult. However, Elizabeth also faced other problems: her legitimacy as monarch was in doubt and she faced financial problems while she also faced threats from abroad in the form of Spain and France… |

|  |
| --- |
| **Sample Opening Lines** |
| The Revolt of the Northern Earls was certainly very significant because it involved key members of the nobility. Moreover, the nobles were Catholics who owned large areas of land and could possibly raise forces against the Queen. These nobles – Northumberland, Westmoreland and Norfolk – also sought greater power at court and thus presented Elizabeth with another threat, especially as they did not like Cecil, her chief advisor. Elizabeth had to raise an army of about 10,000 to combat this revolt and such a force shows how significant this threat was. She dealt successfully with the Revolt but its seriousness can be seen further by the fact that she executed several hundred participants and confiscated their land as a warning to other would-be rebels. |

|  |
| --- |
| **Sample answer** |
| The plots against Elizabeth I had many consequences, especially for the queen. One important consequence of the Babington plot was Mary, Queen of Scots’ execution in 1587. It made Elizabeth I much more secure. Mary had been the focus of Catholic plots from the Revolt of the Northern Earls in 1569 until the Babington Plot of 1586. As she had a claim to the throne with no issues over legitimacy she was an alternative monarch to Elizabeth, especially for Catholics who had been told by the pope that they no longer had to obey Elizabeth. Mary’s execution meant Catholics no longer had a figurehead for a rebellion, so this consequence made Elizabeth I safer. However, it also gave Philip II an excuse to launch the Armada, which didn’t make Elizabeth safer.  Another important consequence of plots against Elizabeth I were laws against Catholics. English Catholics were under increasing suspicion as more plots were uncovered. For example, in 1581 the fine for recusancy went up to £20 and it became treason to convert people to Catholicism, leading to some English Catholic priests being executed. In 1585, after the Throckmorton Plot, things got worse as sheltering a Catholic priest became punishable by death and thousands of Catholics were arrested or put under surveillance. Many houses had priest holes hidden in them. Life for Catholics became more dangerous and difficult as a result of the plots.  Another important consequence of the plots against Elizabeth was the Act for the Preservation of the Queen’s Safety. This law made it possible for Mary, Queen of Scots to be tried after the Babington Plot, and she was executed. It said that, if Elizabeth was killed, Mary was banned from the succession and there had to be a trial. Although Elizabeth was not killed, there was enough evidence against her for a trial. After the trial, the queen signed Mary’s death warrant. One consequence is that Elizabeth was very upset at Mary’s death.  The plots against Elizabeth I led to Anglo-Spanish relations becoming worse. In 1571 there was the Ridolfi plot, which had Philip II’s backing. Philip II was also involved with the Throckmorton plot as he offered financial support and was also in on the Babington plot. The Spanish ambassador was in contact with Mary, Queen of Scots and she told him if Spain helped her become queen of England, she would restore the Mass. As England ended up at war with Spain, this was a serious consequence of the plots against Elizabeth I.  Overall, the most important consequence of the plots against Elizabeth I was the execution of Mary, Queen of Scots as she was the most important threat Elizabeth I faced and was the cause of the plots. Other consequences were important too, however, like laws against Catholics and worsening relations with Spain. |

***Makes relevant points Supports points with evidence Links points to question***

**Revision Topic Checklist: Early Elizabethan England, 1558-1588**

|  |  |  |  |
| --- | --- | --- | --- |
| **Topic** | **R** | **A** | **G** |
| ***Key topic 1: Queen, government and religion, 1558-69*** |  | | |
| Introduction and overview of Early Elizabethan England, 1558-88 |  |  |  |
| Early Elizabethan England: society and government |  |  |  |
| The Virgin Queen: Problems of her legitimacy, gender and marriage |  |  |  |
| Elizabeth’s character and strengths |  |  |  |
|  |  |  |  |
| Challenges at home and abroad: The French threat, financial weaknesses |  |  |  |
| Religious divisions in England in 1558 |  |  |  |
| Elizabeth’s religious settlement (1559): its features and impact |  |  |  |
| The Church of England: its role in society |  |  |  |
| Nature and extent of the Puritan Challenge |  |  |  |
| Nature & extent of the Catholic Challenge: role of the nobility, papacy & foreign powers |  |  |  |
| Mary, Queen of Scots: her claim to the English throne and her arrival in England in 1568 |  |  |  |
| Relations between Elizabeth and Mary, 1568-69 |  |  |  |
|  |  |  |  |
| ***Key topic 2: Challenges to Elizabeth at home and abroad, 1569-88*** |  | | |
| The reasons for, and significance of, the Revolt of the Northern Earls, 1569-70 |  |  |  |
| The features and significance of the Ridolfi, Throckmorton and Babington Plots |  |  |  |
| The reasons for, and significance of, Mary Queen of Scots’ execution in 1587 |  |  |  |
| Walsingham and the use of spies |  |  |  |
| Commercial rivalry: the New World, privateering & the significance of the Drakes activities |  |  |  |
| Political and religious rivalry between England and Spain |  |  |  |
| English direct involvement in the Netherlands, 1585-88. The role of Robert Dudley |  |  |  |
| Drake and the raid on Cadiz: ‘Singeing the King of Spain’s beard’. |  |  |  |
| The Armada: Spanish invasion plans. Reason why Phillip II used the Spanish Armada |  |  |  |
| The defeat of the Armada: Reasons for and consequences of the English victory |  |  |  |
|  |  |  |  |
| ***Key topic 3: Elizabethan society in the Age of Exploration, 1558-88*** |  | | |
| Education in the home, schools and universities |  |  |  |
| Sport, pastimes and the theatre |  |  |  |
| The reasons for the increase in poverty and vagabondage during these years |  |  |  |
| The changing attitudes and policies towards the poor |  |  |  |
| Factors prompting exploration |  |  |  |
| Impact of new technology on ships and sailing and the drive to expand trade |  |  |  |
| The reasons for and significance of Drake’s circumnavigation of the globe |  |  |  |
| The significance of Raleigh and the attempted colonisation of Virginia |  |  |  |
| Reasons for the failure of Virginia |  |  |  |

**British Depth Study: *Early Elizabethan England, 1558-1588***

Key Topic 1:**Queen, Government and Religion, 1558-1569**

England was a divided country in 1558 in terms of **religion** with the population split between **Catholics** and **Protestants**.

This division in religion had a significant impact on how people **supported Elizabeth**. Catholics saw Elizabeth as the **illegitimate child** of Henry VIII and Anne Boleyn. This is because many Catholics did not recognise the **legitimacy** of the marriage between Henry VIII and Anne Boleyn. This meant that Catholics in England believed that Elizabeth was not the rightful Queen of England.

**Three million people** lived in England and Wales, and it was a **structured and hierarchical society**.

After a series of **bad harvests** in the mid 1550s, there was an increase in food prices and unemployment.

England was **at war with France** and had lost Calais, which was its last military outpost in France. This was a blow to English prestige.

A combination of war, rising unemployment and inflation led to Elizabeth inheriting a country with a **debt of £300,000**, making England on the **verge of bankruptcy**.

**Society and government in 1558**

Elizabethan England was often a violent and dangerous place. As there was no police force or permanent army, keeping order relied upon a clear social structure in which everyone knew their place and had a role. Equality was not something that was important to Elizabethans.

In fact, society, government, and law and order were based on **inequality**.

**Society**

Elizabethans had a very clear idea of where everyone belonged in society. The **monarch** was at the top of the social scale as the most important member of the **nobility**, followed by the rest of the nobility and **gentry**.

Your place in this hierarchy was generally determined by how much land you had and whether you owned or rented it. About 90% of England’s population lived and worked in the countryside. **Yeomen** were men who held a small amount of land or an estate - they were essentially lower gentry. **Tenant farmers** farmed rented land, which was usually owned by yeomen or the gentry.

In towns, the hierarchy was based on **wealth and occupation**. Wealthy **merchants** were at the top, followed by **professionals**, such as lawyers and doctors.

Next came **skilled craftsmen**, such as silversmiths, glovers, carpenters or tailors, who could be quite wealthy business owners. They organised themselves into guilds, which were trade associations to monitor standards, working conditions and who were allowed to practise the trade. **Craftsmen** were skilled employees, and also included apprentices. **Unskilled labourers** and the unemployed came at the bottom of society.

Wherever you were in Elizabethan society, you owed **respect and obedience** to those above you and had a **duty of care** to those below you. Landowners ran their estates according to these ideas. Ideally they would take care of their tenants, especially during times of hardship.

**Queen Elizabeth’s Government, 1558-88**

**The monarch**

The government in Elizabethan England **centred on the monarch**. During, and even before, the Elizabethan period, monarchs of England believed they had the **right to rule** ***‘by the grace of God.’*** This was later known as **divine right**\*. Because of this, Elizabeth I **made government policy**, making **all the most important decisions** with the advice of her **Privy Council**. She could also:

* *declare war and make peace*
* *call and dismiss parliament, and agree to, or reject, any laws they voted for*
* *rule in some legal cases, for example, if the law was unclear or if people appealed a judgement*
* *grant titles, lands, money, and jobs.*

To reward people with special privileges, such as a grant of land, a title or championing a cause, is known as **patronage**. Patronage is a very effective way of **getting support from people** and **controlling them**. What the queen gave, she could **also take away** if displeased.

**Court**

The court was a body of people who lived in, or near, the same palace or house as **the monarch**. The court was made up of members of the **nobility**. They were the monarch’s key **servants, advisers** and **friends**.

Attending court required the monarch’s permission. **Courtiers\****(****\**** *members of the Court)* had **influence with the monarch** rather than actual power.

The courtiers’ main role was:

* *To entertain and advise the monarch.*

**Parliament**

Parliament was made up of the **House of Lords** (which included **bishops**) and the **House of Commons**. Parliament could only be **called and dismissed** by the **monarch**. **Elections** were held before each new parliament, but **very few people could vote**. Elizabeth I called Parliament **only 10 times** during her reign.

Parliament’s main roles were to …

* *grant extra* ***taxes****.*
* *Pass laws (****Acts of Parliament****).*
* *offer* ***advice*** *to the monarch.*

The monarch and parliament

Although the monarch had **regular income**, more was often needed. Raising **extra taxes** could only be done with **parliament’s agreement** and so it was not possible to **govern effectively without parliament**. Although the queen could issue **direct orders** (known as **proclamations**), they could not be enforced in England’s law courts. Acts of Parliament, however, could be enforced and so **any really important policies** would be presented to parliament for its approval. Although, in theory, it was possible to vote against what the monarch wanted, this **rarely happened**.

There were some areas that **only the monarch** had the right to decide upon. The monarch had the **final decision** on **most policies**. The most important of these included **foreign policy**, **marriage** and the **succession**\* the next monarch). This was known as the **royal prerogative**.

**The Secretary of State**

Elizabeth’s most important **Privy Councillor** was her **Secretary of State**. He was the person in government that she was closest to, and advised the queen on the most important matters. The most significant person to hold the position was **Sir William Cecil**, who held the position until 1573. He was later named **Lord Burghley**.

Cecil advised Queen Elizabeth to be cautious in both **religious policy** and **foreign affairs**. He warned her **against going to war**. Cecil pointed out that wars were expensive and that the *‘treasury was bare’.* One of Cecil's common sayings was that the *"realm gains more from one year of peace than from ten years of war."*

**Privy Council**

The Privy Council was made up of leading **courtiers** and **advisers**, as well as **nobles** and very senior **government officials**, like **Sir William Cecil**. There were approximately 19 members on the **Privy Council**, chosen by the monarch. They met at least **three times a week**, and the meetings were often **attended** and presided over **by the monarch**.

The Privy Council’s main roles were to:

* *debate current issues and advise the monarch on government policy.*
* *make sure the monarch’s final decisions were carried out.*
* *Oversee law and order, local government and the security of England.*
* *check on Justices of the Peace.*
* *check on the proceedings of Parliament.*

Lords Lieutenant

Each county had a **Lord Lieutenant** chosen by the monarch. They were members of the **nobility** and were often also on the **Privy Council**. They were essential to maintaining the monarch’s power and **England’s defences**. The **main role**s of the Lord Lieutenant was to …

* *raise and train the local troops and ensure the county defences.*
* *enforce government policies and the law.*

Justices of the Peace (JPs)

JPs were members of the **nobility**. They were **unpaid** and they reported to the **Privy Council**. Being a JP was a position of status, and so was a very popular job. Their main roles were …

* *to make sure all social and economic policies were carried out.*
* *to hear county court cases every 3 months for serious crimes.*

# Problems for the Virgin Queen: Challenges at home and from abroad

Legitimacy

To inherit the throne, it was essential that the monarch was **legitimate**, which meant being born whilst the **reigning king and queen were married** (in wedlock).

It was not possible for any child to **inherit** unless they were born in wedlock. Elizabeth I’s legitimacy was in doubt because of how her father (**King Henry VIII**) had **divorced** his first wife, Catherine of Aragon, in order to marry Elizabeth’s mother, **Anne Boleyn**.

Gender and Marriage

A queen who ruled in her own right was **something very new** and it seemed **unnatural** to 16th century society for a woman to rule. The Christian religion taught that women should be under the **authority of men**.

In addition to this, monarchs were still expected to **lead their armies into battle**. Women were not considered to be physically, mentally or emotionally **capable of governing**, and even the home was supposed to be under the authority of the husband or father. It was unusual for women to be in a position of power. Many people thought that Elizabeth **should marry**.

However, she had **no intention** of doing so. Elizabeth turned down offers from some of the most eligible princesof Europe, including her own brother-in-law, **Philip II of Spain**. Other failed suitors included King Eric of Sweden and the French heir to the throne, the **Duke of Alençon**.

Character and strengths

Elizabeth was **highly intelligent** and **well educated**, with an eye for detail and an excellent **grasp of politics**. She spoke **Latin, Greek, French** and **Italian**. She had also experienced being a **prisoner in the Tower of London**, where she was held in 1554 on suspicion of **treason** **against Mary I**.

She understood the dangerous world of court politics, where ambitious courtiers schemed and plotted to gain power and influence. The lifestyle for courtiers was lavish, but the stakes were high: fall out of favour with the queen and you **could lose your life**. Elizabeth was confident and charismatic, able to **make great speeches** and win over her subjects. She could make her views strongly felt, and had a temper that **people feared**.

She also often took a long time to make up her mind, especially over serious matters, and her **Privy Council** and advisers could find her **extremely frustrating**.

Financial weakness

England’s monarchs could not do whatever they pleased. They might take the throne by the divine right, but they needed money and support to rule successfully.

Monarchs could raise money from:

* *rents and income from their own lands (Crown lands)*
* *taxes from trade (known as customs duties)*
* *special additional taxes known as subsidies, which had to be agreed by parliament*
* *profits of justice (fines, property or lands from people convicted of crimes)*
* *loans (sometimes loans were ‘forced,’ meaning they were compulsory and never repaid).*

Elizabeth’s government did **not have a lot of money**, as England had **fought costly wars** before she became queen and lots of Crown lands had been sold off to raise money to fight them. When she took the throne, the Crown was **£300,000 in debt**, which was a huge sum in 1558.

In contrast, the total **annual income** of the Crown at that time was approximately **£286,667**. To be strong, Elizabeth had to be wealthy.

Defending England and her throne was very expensive. **Taxes were unpopular** and **parliament had to agree** to them.

The French threat

**France was wealthier** and had a larger population than England. It was also England’s traditional enemy and was an ally of England’s other **traditional enemy**, **Scotland**. Their friendship was known as the ***Auld Alliance****.*

There was an added complication for Elizabeth: the Scottish monarch, **Mary, Queen of Scots**, was her cousin and had a strong **claim to the English throne**.

France and Scotland

**Mary, Queen of Scots**, declared herself the **legitimate Catholic claimant to the English throne** when Mary I died. Mary, Queen of Scots, was Elizabeth’s second cousin. **Catholics** who had not accepted Henry VIII’s marriage to Anne Boleyn could **rally to Mary, Queen of Scots’ claim** to be England’s **legitimate, Catholic monarch**. **Scotland** was an independent country and a traditional **enemy of England**. England’s border with Scotland was remote and **hard to defend**, which meant it saw **constant fighting** and raids.

France and Spain

Elizabeth was also concerned that **France and Spain** were no longer at war. Although the two powers were great rivals, they were **both Roman Catholic countries**. Divisions between Protestants and Catholics were already causing conflict in Europe. There was a real possibility that Catholic **Spain** and **France would unite** **against England** and its Protestant queen.

# Elizabeth’s ‘settlement' of religion after 1558

The Problem of Religion

Religion had been the source of many problems since **Henry VIII** divorced **Catherine of Aragon** in 1533. Elizabeth did not want to **antagonise** the **Protestants** and **Catholics** but creating a solution wouId be difficult and religion continued to be a thorny issue for much of her reign.

Religious divisions in England in 1558

Queen Mary had reintroduced **Roman Catholicism** when she became ruler and this caused **great resentment** among Protestants but **pleased the Catholics**. Elizabeth was a **Protestant** and the Protestants hoped for a change in rellgion in 1558.

Religious Problems: Roman Catholics and Protestants

* **Protestants** had rebelled against Queen Mary’s **reintroduction of Catholicism**.
* Mary **burned 300 Protestants** who refused to change their religion.
* Elizabeth was a Protestant and sought to **restore England to Protestantism**, but was aware that forcing people to change religion could cause a **civil war**.
* Many of Elizabeth’s newly appointed **advisers** were Protestants.
* Elizabeth did not want to surrender **authority to the Pope**.
* There were some Protestants - the **Puritans** - who wished to follow their **own strict brand of religion** without any remnants of the Catholic faith and they were forceful in their demands.

The Church of England: its role in society

* The vast majority of people **went to church** at least once per week.
* People’s lives **revolved around the church:** baptism, marriage, death, harvests.
* The church **ran schools** and organised **social occasions** for local communities and so the parish clergy were **important members of the community.**
* Leading a good life with the Church would lead to **everlasting life after death**.

# Elizabeth’s religious ‘settlement', 1559

* Elizabeth tried to create a settlement that would satisfy all religious groups.
* The **Acts of Supremacy** and **Uniformity** re-established Protestantism and made Elizabeth **Supreme Governor of the Church of England**. Most **Catholics** **accepted this** because it seemed to accept the Pope as overall Head of the Church.
* All government officials and clergy had to **swear an oath to Elizabeth**. Only a few refused to take the oath.
* Church services had to be **in English**. Some Catholics objected to this and Latin masses were held in secret. A **new Prayer Book** was to be used and the **Bible was to be in English**.
* Some **Catholic features were retained**, for example candles, crosses and vestments.
* Services included **prayers for the queen**, and priests were told what to say in their **sermons**.
* **Clergy** were allowed **to marry**.
* Failure to attend church services meant **a ﬁne of one shilling** (equivalent to five pence - a large amount at that time). These were called **recusancy ﬁnes**.
* The settlement **did not cause any immediate rebellions** or widespread **anti-Elizabeth feeling** in England.

**The Impact of the Elizabethan religious settlement**

Elizabeth wanted a **Protestant Church** that **Catholics could accept**. She did not want them to feel **forced to choose** between **loyalty** to their religion and their queen, so she wanted to keep a **Catholic ‘feel’** to churches. As long as people conformed outwardly, **Elizabeth did not want persecution**. She hoped that the Catholic faith would simply fade away in England as the old clergy died out.

**The Reaction Towards the Elizabethan Religious Settlement**

***The clergy***

All members of the Church had to take the oath of supremacy under the **Act of Supremacy** if they were to keep their posts. Elizabeth's new **Archbishop of Canterbury**, **Matthew Parker**, was a moderate Protestant and was an important figure in ensuring that the new church of England was **inclusive** and was **not too strict**.

As a result, most of the clergy took the oath of loyalty to the new church with **only 3% refusing** to do so, which shows that the religious settlement was **largely successful**.

However, all the **Catholic bishops** resigned and were replaced by protestants. Elizabeth appointed **27 new bishops**. This gave her the opportunity to put Protestants in place.

***The people***

The **majority of ordinary people** accepted Elizabeth’s Religious Settlement and attended the Church of England services, even though many of them held on to Catholic beliefs. The wording of the **new Prayer Book** helped this because it could be understood to mean different things by Catholics and Protestants according to their beliefs.

In most of the country the **change of religion was smooth**. Elizabeth made it clear that she did not want the settlement enforced too strongly, even if people were **recusants**\*.

**Challenges to the Elizabethan Religious Settlement**

***The Puritan challenge***

The Settlement unsettled Puritans, the more extreme Protestants, who wanted to make the Church of England more Protestant.It was not long before Puritan clergymen began ignoring or disobeying parts of the religious settlement.

The Elizabethan Religious settlement was vague in terms of setting the doctrine of the new church of England. To tackle any inconsistencies between churches, the government issued two documents - the **Injunctions** and the **39 Articles** - which moved the **doctrine** (beliefs) closer to the protestant views.

After pressure from the puritan elements of the clergy, the **Advertisements** were issued in **1566**. These laid down fixed rules on the conduct of services and clothes that were to be worn by priests, and led to dissent from some in the clergy who were dismissed in the **Vestments Controversy**.

***The Catholic challenge***

Many **Catholics in England** were not happy with Elizabeth’s Settlement. Many left to live in exile abroad. Others grudgingly accepted the new regime.

**Many of the nobility** were still Catholic. They were powerful, and were a potential threat to Elizabeth. There was a risk that they might try to **overthrow Elizabeth** and **restore Catholicism**. To minimise this threat, Elizabeth did not force the nobility to attend Protestant church services. As long as they did it **in private**, they were allowed to **continue practising Catholicism**, and **Recusancy fines** were not strictly enforced.

There was a risk that the **Catholic rulers of France and Spain** might try to **reverse the religious settlement** and **replace Elizabeth with a Catholic monarch**. However, neither country was really in a position to challenge the Settlement in the 1560s.

**FRANCE** was busy with its own **Wars of Religion** which began in 1562.

In the 1560s **SPAIN** was facing a growing revolt in the **Protestant Netherlands**. To try and prevent an alliance between the Protestant Netherlands and England, Spain tried to stay on good terms with Elizabeth.

The **POPE, Pius lV** did not **excommunicate Elizabeth**. The Pope took no action against the settlement and as a result there were **no rebellions or uprisings** against the settlement by **English Catholics**.

Key Topic 2:**Challenges to Elizabeth at Home and Abroad, 1568-1588**

**1. *The problem of Mary, Queen of Scots***

Mary was Elizabeth's heir but the facts that she was Catholic, from a rival country and married to Francis, the King of France's son (he died in 1560), made her a challenger for the throne of England. She still continued to be a threat even after Francis's death.

***1.1. Mary's arrival in England, 1568***

Mary was **Elizabeth's cousin** and heir but Elizabeth had not named her as successor. Mary and Elizabeth shared the same grandmother, Margaret Tudor, who was Henry VIII's sister. Unless Elizabeth married and had children, **Mary could become ruler of England**.

Mary claimed that Elizabeth was ***not the rightful Queen of England*** because **her mother's marriage to Henry VIII had been illegal**.

Mary had been forced to **abdicate the Scottish throne** in **1567** because it was thought she had been involved in the murder of her second husband, Lord Darnley. She was imprisoned but managed to escape and her forces were defeated in battle. She then **fled to England in 1568**.

Elizabeth decided to **keep Mary captive** rather than allow her to have complete freedom because it was thought that Catholics might wish to place Mary on the English throne.

Elizabeth did not wish to **execute a fellow monarch**. Elizabeth held the view that a monarch was **placed there by God**.

Mary's arrival ***increased Elizabeth's fears of plots and rebellions****.*

***1.2. Relations between Elizabeth and Mary, 1568-69***

On arriving in England, Mary wanted help from Elizabeth to regain her throne in Scotland. **Elizabeth would not help** because she did not wish to antagonise the Protestant nobles who controlled Scotland.

The Scots wanted to put her on trial; Elizabeth could have Mary executed but **she did not wish to execute a fellow monarch**, *she feared* ***Catholic reaction*** *at home and abroad;* she could accept her as her rightful heir but was concerned about Protestant reaction in England and Scotland.

Elizabeth's fears seemed to be justified when the **Revolt of the Northern Earls occurred in 1569**. This was a plot which aimed to **put Mary on the throne**.

As relations between **England** and **Spain** began to worsen from 1569, Mary's presence was seen as **a growing threat to Elizabeth**.

**2. Plots and Revolts at Home**

Several plots centred around **Mary, Queen of Scots** but Elizabeth's **network of spies** and **informers** was able to ensure that ***none was successful.***

***2.1. The Revolt of the Northern Earls, 1569***

**Reasons for the Revolt**

The **Duke of Norfolk**, a leading Catholic noble, planned to marry Mary. Norfolk objected to **William Cecil**'s power. (Cecil was Elizabeth's chief minister throughout her reign.) Norfolk wanted to increase the influence of Catholics at court.

Some northern nobles, like **Westmoreland** and **Northumberland**, wanted to have more power not only in the North but also at court. They wished to **restore Catholicism**.

Even if Elizabeth was not removed, it was hoped that she would name **Mary as her successor**.

With communication being so difficult during the reign of Elizabeth, it was very difficult to govern such as large country and ensure that everyone was doing what they were supposed to. As a result of this many people in the North of England were still Catholics. This counted against the Northern nobles who remained loyal to Catholicism, when Elizabeth became Queen. Elizabeth as a Protestant promoted Protestants to key government positions of power.

During 1569, the Northern Earls had become enraged over a number of issues that it led to the Revolt of the Northern Earls in 1569. The Earls, first and foremost disagreed with Elizabeth about religion. They wanted Catholicism restored in England, instead of the Protestant Church which existed instead. Secondly, as a result of their Catholicism they had lost a great deal of influence at Court and this had annoyed many. In addition to this, Elizabeth’s lifestyle choices provoked the Earls as she refused to marry or to name and heir, leaving the future of the Kingdom in doubt.

There was however a solution to all of their problems. They had Elizabeth’s cousin, Mary, Queen of Scots as a figurehead who could replace Elizabeth. By replacing Elizabeth as Queen, Mary would be able to restore Catholicism, return the Earls to a position of influence and marry another Catholic to ensure the safety of Catholicism in England.

The **key figures in the plot** were Thomas Percy, the Earl of Northumberland; Charles Neville, Earl of Westmorland and Thomas Howard, Duke of Norfolk. Both Neville and Percy had lost position at court, and Norfolk too felt displaced as a result of the younger Protestant nobles which Elizabeth doted on.

It can be argued that the Revolt of the Northern Earls was a **religious dispute**, as the Earls wanted the **restoration of Catholicism in England**. Elizabeth had appointed James Pilkington as Archbishop of Durham in 1561. Pilkington was a Protestant and his appointment was supposed to stamp out Catholicism in northern England. Pilkington was harsh in his methods, and instead of turning the masses to Protestantism, the opposite occurred with many turning away from Protestantism and embracing Catholicism more fully.

However, some have argued that the Revolt **was in fact a political problem** rather than a religious one. Many of the Earls had felt displaced at court and a result began to detest Elizabeth. For Percy, the appointment of Sir John Forster as the Earl in charge of protecting England’s borders with Scotland cut deep. Many Earls did not like the influence and power that many ‘newcomers’ had over Elizabeth. In addition to this, Elizabeth refused to have an heir to succeed her. **The Earls wanted to replace Elizabeth with Mary**, **Queen of Scots** which would have ensured that the succession was secure. Mary, would marry the Duke of Norfolk and create an heir resulting in stability for England.

***2.2. Significance of the Revolt***

* **Expected help** from Spain and the Pope **did not materialise**.
* Most Catholics **did not join** the Revolt. Elizabeth was popular and there was no widespread desire to remove her.
* Elizabeth was able to raise **a force of about 10,000**, which showed how much support there was for her.
* Her forces were **larger than the rebels anticipated** and caused them to retreat hastily.
* Elizabeth felt it necessary to confiscate land from some of the rebels and also **execute about 600 of them**.
* The **Duke of Norfolk** was **executed in 1572**.

**3.1 Plots and spies**

After the **Revolt of the Northern Earls**, there followed three plots, each centred on Catholic dissatisfaction with Elizabeth and each seeking to put Catholic **Mary, Queen of Scots** on the throne.

(a) **The Ridolfi Plot, 1571**

Mary used **Roberto Ridolfi** to carry messages to the Pope and Philip II of Spain, asking them to organise an **invasion of England**. The aim was to **assassinate Elizabeth**, **place Mary on the throne** and **restore Catholicism**.

Elizabeth had been **excommunicated**\* in 1570 and many **Catholics** felt able to **rebel against their queen**.

**Spanish forces** would invade England and help with removing resistance.

**Government spies and informers** discovered the plot and the plot was foiled. From abroad, Ridolfi continued to write to Mary but after six months the plot evaporated. **The Duke of Norfolk** was arrested again and was **executed in 1572**.

Elizabeth **resisted Parliament's demands** that Mary should be executed.

(b) **The Throckmorton Plot, 1583**

Spanish and papal money was used to back a **French invasion of England** which would lead to the removal of Elizabeth and **crowning of Mary**. Mary used **Francis Throckmorton** as intermediary to contact the Spanish.

Once again, **Elizabeth’s spies** became aware of the plot and spied on Throckmorton. Throckmorton was eventually arrested. He was **tortured until he confessed.** Throckmorton was **executed** and the Spanish ambassador was expelled.

There was **insufficient evidence against Mary** to execute her.

(c) **The Babington Plot, 1585**

Plotters sought to kill Elizabeth, free Mary and restore Catholicism. **Letters written by Mary** were found by **Elizabeth's spies** which implicated Mary in the plot.

**Anthony Babington**, one of the plotters, was arrested, tortured and executed. ***Mary was placed on trial***.

**Spies**

After 1573, **Sir Francis Walsingham** used a **network of spies** and **informers** across England and parts of Europe to protect Elizabeth from plotters.

**Letters to and from Mary** were intercepted and the **ciphers** were **decoded**.

**Walsingham** also used **double agents**\*.

**3.2 The execution of Mary, Queen of Scots**

Mary was found guilty and **executed in February 1587**. Elizabeth was unwilling to sign the death warrant and her advisers and Parliament grew anxious with Elizabeth's reluctance.

Parliament was concerned about the **growing Catholic threat from Spain and France**.

**2.2 Relations with Spain**



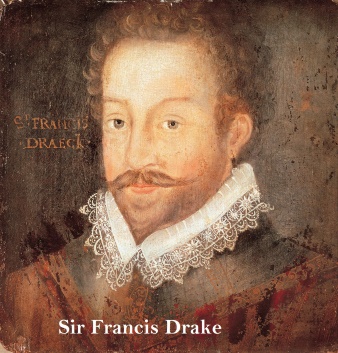
***Dominions of Philip II including Spain, Portugal, parts of the Netherlands, Southern Italian States, Milan and parts of France***

Spain, during the Elizabethan era, was a major power in Europe and the New World. Spain was a deeply catholic country and ruled by Philip II. Philip II had been married to Elizabeth’s half sister Mary. When Elizabeth became Queen, Philip II also offered to marry Elizabeth but she declined. Spain also had a large number of colonies in the New World which made Spain very wealthy.

**Spain’s relationship with England:**

Spain and England had a frosty relationship, especially as England under Elizabeth became a protestant country, whilst Spain remained a Catholic power. Relations became worse when the Pope declared that Elizabeth was illegitimate and should be removed, meaning it was the duty of every Catholic to depose Elizabeth.

The relationship between England and Spain became far worse after Elizabeth authorised many English Explorers to attack Spanish ships and raid them for their goods. Many English sailors such as Walter Raleigh and Francis Drake became known as privateers as a result of this pirating and raiding that occurred.

**2.3 Outbreak of war with Spain, 1585-88**

**Francis Drake**

**Francis Drake** was an English sailor during the Elizabethan Era who is famous for his raiding of Spanish ships in the Atlantic and later the Pacific. He was made a knight in 1581. His nickname was ‘The Dragon’ or **‘El Draque’** given to him by the Spanish.

Drake was also famous for his **Raid on Cadiz in 1587** and was Vice Admiral during the **Spanish Armada**. Drake was a continued thorn in the side of the Spanish due to these events and his continually attacking of Spanish shipping. He was hated by Philip II of Spain who placed a bounty of Drake’s life equalling about £4 million modern UK pounds.

Between 1577 and 1580, Drake **circumnavigated the world** setting off from Plymouth and exploring the coasts of South American, Central and North America, the modern day Philippines, and Africa before returning to Plymouth. The initial launch was stopped by bad weather.

It is important to remember that Drake did not set out with the challenge of being the first Englishman to sail all the way around the globe, but to attacked Spanish shipping and colonies in an attempt to break the monopoly that Spain had on shipping in the New World. During the circumnavigation, Drake encountered the Native Americans in modern day California, who welcomed him and his crew. Drake would often claim lands for Elizabeth in the New World which set up the practice of claiming other lands for England.

However, after Drake had completed his circumnavigation it was clear that England was a strong maritime power, one that would eventually rule over a quarter of the globe.

**The Raid on Cadiz**

The Raid on Cadiz was an attack led by Sir Francis Drake in **April 1587** as Philip II was preparing the Spanish Fleet for the Armada. The attack is sometimes known as ***Singeing the Beard of the King of Spain***.

Elizabeth I ordered the attack on the Spanish Port of Cadiz in the March of 1587. Francis Drake sailed with his fleet into Cadiz harbour on **19th April 1587** and over the next few days destroyed around 30 ships and caused damage to the provisions for the Armada. After the attack Drake raided ports along the Portuguese Coast before sailing out into the Atlantic to raid Spanish treasure galleons.

Drake’s raid set the Armada back by about a year, and ultimately **gave England more time to prepare** for the eventual attack by the Spanish in 1588.

**2.4 The Armada**

The initial decision to send an **invasion force and Armada** to England was first thought up in 1585. This is important to realise, as for many, it was the execution of Mary, Queen of Scots, that caused the Armada to be launched as some form of revenge against England and Elizabeth.

Philip II had **one simple aim**, which was **to replace Elizabeth and restore Catholicism back to England under a new Catholic monarc**h. The plan through which he was to achieve this included 130 ships together with roughly 30,000 soldiers. They would sail up the English Channel, before docking in the Netherlands, pick up soldiers, ferry them to England and depose Elizabeth.

**Reasons for the Armada**

There are **four reasons** why Philip launched the Spanish Armada and these are Religion, Politics, Events, and Reaction.

**Religion:**

England was a Protestant country under Elizabeth, and Philip II as a Catholic wanted to restore Catholicism to England. He had the support of the pope in his efforts, with the pope even offering a reward for the successful restoration of Catholicism. In addition to this, Spain had worked on a number of plots to attempt to remove Elizabeth.

**Politics:**

Philip II wanted to increase his power significantly, so adding England to the Spanish Empire would be a great asset. As well as this, the French and Spanish had signed the Treaty of Joinville in 1584 which committed the French and Spanish to wiping out Protestantism in Europe. As a counter to this, Elizabeth and the Dutch had signed the Treaty of Nonsuch in 1585 to combat Spanish aggression.

**Events:**

Elizabeth was a ruler who was often hesitant to make decisions, a fact which often angered her advisors. During the conflict with the Netherlands, it was clear that this hesitation could be exploited by the Spanish and showed a crucial weakness of Elizabeth. Spain’s confidence and power had been growing building up to the Armada with the annexation of Portugal in 1580 and the relative success that Spanish forces were having on the continent against the Dutch.

**Reactions:**

Spain had for a long time starting building an empire in the New World with huge Spanish galleons sailing to and from Spain to the New World. This effort was often frustrated by Sir Francis Drake who would have attacked and raided Spanish efforts. This ultimate insult came from the Raid on Cadiz where Drake had managed to destroy and damage significant proportions of the Spanish fleet.

**English victory over the Spanish Armada**

English victory in the Spanish Armada was not assured, indeed the Spanish force heading for England was large and Spain was a powerful country in Europe. However, there are several factors which help explain English victory against the Armada. These factors can broadly be grouped into two areas: English success and Spanish mistakes.

**English Success:**

**Firstly**, was the **design of English ships** facing down the Spanish. Elizabeth had been persuaded that she should have ships which were faster and easier to move than the Spanish ships, meaning that they could have turned their guns on enemies faster than the enemy could turn on them. Secondly, small modifications in the design of ships meant that cannons could fire faster and fire more cannon balls at enemy ships. It should however, be remembered that England had only 24 ships to Spain’s 130.

**Secondly**, within English success were **English tactics**. English ships had chased the Spanish up the English Channel, meaning that the Spanish could not rest and wait for other parts of the plan to come together. There were short battles outside Plymouth and the Isle of Wight which kept the Spanish on the run. This proved a useful as an opportunity to test the cannon fire of the English and showed that a decisive victory can be won.

Another area of English success was the Battle of Gravelines on the 8th August 1588. Before the battle, English sailors sent fireships towards the Armada whilst it was in Calais. This created chaos with the Armada scattering it. Two days later the Armada met with the English at the Battle of Gravelines. This battle ended the Armada and scattered the remaining ships into the North Sea. Many of the remaining ships were damaged by the winds and storms killing thousands of Spanish soldiers.

**Spanish Mistakes:**

**Firstly**, the Spanish did not supply their ships well. The barrels holding supplies were made of a poor quality wood which allowed the food supplies to rot quickly. The issue of poor quality supplies was well recorded by the Spanish leaders as well as records kept by the English soldiers who captured a Spanish ship. As as well as food supplies being poor, the quality of weapons being used were also poor.

**In addition to this**, the Spanish also suffered from poor communication between Spanish commanders and poor planning in the run up to the Armada. The Spanish forces in the Netherlands under the command of the Duke of Parma did not have access to any deep water ports meaning they had to use the smaller ships to sail, which took longer to load. In addition to this, the communication between commanders had to take place by sea, which meant that some messages took around a week to reach the other, resulting in delays in action.

**Consequences of English Victory over Spain**

English victory over the Spanish was **significant for a number of reasons**. ***Firstly***, it established Elizabeth as a stronger leader, and cemented her position as Queen. The victory was also a significant propaganda victory for Elizabeth. Portraits were created showing her a great leader and the perils of the Spanish Armada.

For Elizabeth ***it also showed*** the triumph of Protestantism over Catholicism. This was a point that Elizabeth pressed quickly to show the belief from God that Protestantism was the true religion of Europe. The emphasise this point, Elizabeth had special medals created which said ‘God blew, and they were scattered’.

***An another level***, the victory for the English showed the **power of the English nation as a European power**. It **inspired other nations** to fight against more powerful enemies such as the restarting of Dutch rebellions against the Spanish. England herself became **more confident** in her exploration of the sea, as her navy had been proved as a powerful fighting force. For Spain however, the Armada ruined Spain financially. Some historians have seen the Armada as starting point for the decline of Spain.

Key Topic 3:**Elizabethan society in the Age of Exploration, 1558-88**

**3.1 Education and leisure**

Education became **an increasingly desirable asset** during Elizabeth's reign. Changes brought by the **Renaissance**, the **Reformation** and the **printing press** meant that an educated class was more important than ever.

There were many **leisure activities** which had changed little over the years, but the **growth of the theatre** was one of the **outstanding developments** of Elizabeth's reign.

**1.1 Education**

Elizabethans saw **education** as an **important part of life** and as a means to **rise up the social ladder**.

Educational opportunities increased as the **number of children attending schools in Elizabeth's reign increased**, but the majority of the population was **illiterate**.

Education was a **luxury for most people** and those who attended schools were mainly boys from the wealthier in society.

Some children were taught in a **local woman's house** and the **children of the nobility** were taught at home by **a private tutor**. Great emphasis was placed on **social etiquette**. **Grammar schools** would be attended by children of the gentry, merchants and yeomen, although there would be some from the lower class. All children **had to pay**. **Girls** were taught **at home**. The sons of the very rich might attend a **public school** as **boarders**.

A **university degree** was seen as a route to the **professions** for those who were not nobles. The two universities in England were **Oxford** and **Cambridge**. The Inns of Court, where lawyers trained in London, were known as **England’s third university**.

**1.2 Sport, pastimes and the theatre**

Hunting, archery, fishing, wrestling and football were all popular. **Gambling** on bear and bull-baiting, cock-fighting and racing was popular. **Gambling** with playing cards and dice was also popular. Many people visited **inns and taverns**. England had many **feast days** and they gave opportunities for drinking and dancing.

**THEATRES** became popular in Elizabeth's reign and attracted people from all sections of society. Several theatres were built in and around London - **'The Theatre'**, **'The Curtain'** and **'The Rose'** were built before 1588.

Wandering bands of actors (**strolling players**) were banned from touring the country by **Act of Parliament** in 1572. Elizabeth's advisers thought that **rebellion and the spread of disease** could be caused by the players.

The **THEATRE** was **cheap entertainment** and there was some opposition to it because some thought it kept people away from church, enabled the **plague to spread**, encouraged **thieves to congregate** and caused people to **miss work**.

**3.2 The problem of the poor**

The poor is a key topic within the Elizabethan course and it is essential that you understand why poverty increased during the reign of Elizabeth. It is also important that you understand who the poor were and how the government dealt with the problem.

There were **two types of poor** in England at the time of Elizabeth. The first was the **impotent or deserving poor**. These poor were people who were **unable to work** due to being ill, disabled or simply being too old. Elizabethan society was often sympathetic to this type of being poor.

On the other hand those who chose to not work but were able to were called **able bodied or idle poor**. These people were **punished harshly** with punishments including whippings. The number of able bodied poor would increase and decrease in line with how successful trade was. In good years there would be a fall in the number of able bodied poor but in bad years this would increase.

This increase in the able bodied poor as a result of poor trade led to a recognition of unemployment as a problem. The Elizabethan government introduced different pieces of legislation aimed to tackle the problem of the poor.

**Causes of Poverty**

There are **four main reasons** for the **increase in poverty** during the Elizabethan era. Whilst enclosure has its own study note, the other three are detailed here.

**Population Growth**

The reign of Elizabeth saw the population of England grow by around 35%. This growth was particularly noticeable in the cities and towns which grew rapidly. However, this rising population caused problems for the people living in the towns and cities. Firstly, is the price of food. As more people required food in towns, the price of the food rose quickly which meant that some people lost out and could not afford the food. Another issue was that of housing. As populations grew, there simply wasn’t enough houses to house everyone and as a result rents also increased.

**Rising Prices**

Linked to population growth is rising prices. An increase in the demand for food meant that prices rose quickly. People could often not afford these increase as although wages for people were rising, they were not rising by more than than food was, meaning that wage increases would not keep up with the price of food. In some cases where many people were looking for work it lead to a fall in wages due to so many people wanting to be in work.

**Sheep Farming**

Sheep Farming was a lucrative business to be in as the price of wool was increasing. However, sheep farming needed large amounts of land and this causes problems. The increase in land required means that this land cannot be used for food crops, second that some food must be used to feed the sheep and cannot be used to feed people. Lastly, sheep farming is not as labour intensive as crop farming so some people became unemployed.

**Vagabondage**

**Vagabonds** were those people who **were homeless** and went around the country **looking for money**, and often stole from people in order to live. Vagabondage was something which fast became a problem in Elizabethan society. Many in Elizabethan society thought that Vagabonds should be treated harshly so that law and order would not break down in society as a result.

The government introduced the **1572 Vagabonds Act** in an attempt to deal with problem of vagrancy. One punishment it set out for vagrants was whipping and those caught having a hole drilled in their ear. **Repeat offenders** were also sentenced to prison and eventually death.

**Dealing with the Poor**

Historically the poor were **dealt with at a local level**, however, as time went on the **Elizabethan government stepped in to help tackle the problem of the poor**. At a local level, poor relief was collected from all people and distributed to those in need. The **problem of vagrancy** existed and towns often whipped and expelled vagrants who were not from their town. As a way to tackle the problem there were three acts which attempted to tackle this issue.

**1563: Statute of Artificers:**

This had the central aim of **making poor relief more effective**. Anyone who refused to pay into the poor relief could be **sent to prison** and in those towns were poor relief was collected poorly the officials would be fined £20, which is **equivalent to £5000 today**.

**1572 Vagabonds Act:**

The **Vagabonds Act** aimed to end the **problem of vagrancy** in England. It created **harsh punishments** such as whipping, holes being drilled in ears, prison and even death. However, it also started to **tackle unemployment**. The act created a register of the poor in each local area, made towns and cities responsible for finding jobs for those idle poor and created a national poor rate.

**1576 Poor Relief Act**

This act wanted to make clear the difference between those **idle poor** and those who were **impotent**. It made **Justices of the Peace** provide raw materials for the **able bodied poor** to make things that they could sell as a business to make money. Raw materials included things like wood, straw and wool. **Houses of Correction** were also set up where those who refused to work were also sent.

**3.3 Exploration and voyages of discovery**

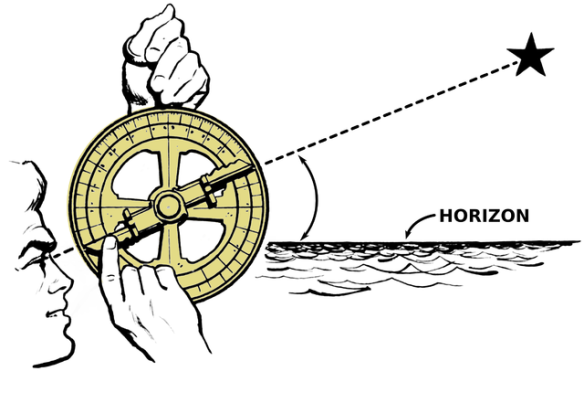
During Elizabeth's reign, English sailors became involved in **exploration and voyages of discovery**. New trade routes were sought and trading companies were founded including the **Eastland Company** in 1579 and the **Levant Company** in 1581.

***Factors prompting exploration***

English sailors were able to capitalise on the **experience of Portuguese and Spanish sailors**; development of charts showing **longitude and latitude**; **new** **trading markets** were needed following the collapse of the wool trade; conversion of other lands to **Protestantism**; a wish to '**civilise**' inhabitants of other lands. There was a **need for new routes** to India and China.

***Technology***

**New technology** also had an impact on exploration and voyages of discovery: The **printing press** meant that **maps** and other geographical literature were more readily available to English sailors.

More **sophisticated astrolabes** permitted sailors to determine their positions at sea with **greater precision**.

Ship designs changed and this meant that **stronger, bigger and faster ships** could be built, which facilitated journeys across the Atlantic. The triangular **lateen sail** enabled ships to use the wind from all directions.

English sailors used **more rapid-firing guns**, which gave them an advantage when facing the Spanish.

*3.2* ***Reasons for Drake’s Circumnavigation***

There were a **number of reasons**: Drake intended to attack Spanish ships and territories; he wanted to make a profit for himself and his backers (**including Elizabeth);** Drake wanted to gain revenge for the attack on **John Hawkins'** fleet; he wanted to **weaken the power of Spain** in Europe, and **win new lands** for Elizabeth. Drake wanted to establish **new trade routes for** England.

***The Significance of Drake's journey***

Drake was the first English sailor to **circumnavigate the world**. He returned with **gold, silver and jewels**, and made a fortune for himself and his backers. It led to **greater rivalry** with Spain. After the journey, Spain demanded that Drake should be **punished by Elizabeth**; however, **she knighted him**.

Like Raleigh, Drake helped to lay the **foundations of England's future empire**.



**3.4 Raleigh and Virginia**

**Walter Raleigh** was an **English explorer** during the Elizabethan Era. He was a **favourite of Elizabeth I** and in 1585 he was knighted. Raleigh played a large role in the **colonisation of North America**, marking the early beginnings of the British Empire. He was given a grant by Elizabeth to explore North America.

Raleigh throughout his life was in an out of prison for a varying degree of crimes. He had married one of Elizabeth’s ladies in waiting without permission resulting in him being imprisoned in the Tower of London. He was against arrested for plots against James I and **eventually executed in 1618**.

During 1584, Raleigh was given permission to explore North America. This would have been the third time such an exploration was attempted. Raleigh himself did not go to North America but raised the funds and was a key champion of the cause.

**Failure in Virginia**

The **attempt to colonise Virginia in 1585-86 failed**. It failed for **four key reasons**.

***Firstly,*** is the voyage itself. When setting sail, the voyage left England too late to be able to plant crops in Virginia as it wasn’t the right season to do this. Secondly the colonists were taken ill which weakened their ability to build a new life. Finally, and perhaps crucially ***the Tiger*** which had the supplies onboard was ruined meaning that the colonists had a **lack of supplies**.

***Secondly***, the **colonists themselves** are to blame for the failure in Virginia. When Raleigh had recruited them, he had recruited a **poor mix of people with the wrong skills**. As a result, they did not have the skills required to build a new life. The colonists lacked farmers but had many craftsmen who were not appropriately skilled to farm and produce crops. As a result, those who arrived in Virginia could not set up a new life.

***Thirdly,*** and ***linked to the second reason*** is **inexperience**. The colonists who were chosen had no experience of establishing colonies and in most cases had never left England before. As a result, many mistakes were made when they were establishing Virginia.

The ***final reason*** ***for failure*** was the **resistance that the colonists encountered** with the Native Americans. The Native Americans did not trust and were naturally suspicious of the English who demanded too much of them. As a result of this, there was conflict and fighting between the English colonists and the Native Americans.

Practice questions:

**DESCRIBE** ***two features*** of Elizabethan government in 1558. [**4 marks**]

**DESCRIBE** ***two features*** of Elizabeth’s problems in 1558. [**4 marks**]

**DESCRIBE** ***two features*** of the Elizabethan religious settlement of 1559. [**4 marks**]

**DESCRIBE** ***two features*** of the Revolt of the Northern Earls. [**4 marks**]

-------------------------------

**EXPLAIN why** most people in England accepted Elizabeth’s religious settlement of 1559. [**12 marks**] Use the following in your answer: *Elizabeth made Supreme Governor of the Church of England; Some Catholic features retained in churches.*

**EXPLAIN why** there were challenges from the Catholics to Elizabeth’s religious settlement. [**12 marks**] Use the following in your answer:  *Catholic features in churches; Catholic concerns over the Act of Settlement.*

**EXPLAIN why** Elizabeth was unwilling to execute Mary, Queen of Scots. [**12 marks**] Use the following in your answer:  *Mary was a fellow monarch; Fear of foreign intervention.*

**EXPLAIN why** the Throckmorton Plot (1583) was a threat to Queen Elizabeth. [**12 marks**] Use the following in your answer:  *Mary, Queen of Scots; the foreign threat.*

**WHY** did Francis Drake’s activities against the Spanish increase after 1585? [**12 marks**] Use the following in your answer:  *Fear of invasion; involvement in the Netherlands.*

-----------------------

*‘The Babington Plot was the most serious threat to Elizabeth’s rule in the years 1570-87.’* **How far** do you agree? **EXPLAIN** your answer. [**16 marks**]

Use the following in your answer:  *the Ridolfi Plot; Elizabeth’s excommunication.*

*‘The threat of invasion was Elizabeth’s main problem when she became queen in 1558.’* **How far** do you agree? **EXPLAIN** your answer*.*  [**16 marks**]

Use the following in your answer:  *France; Elizabeth’s legitimacy.*

**Question 2: *Explanation of causation***

Below is an example of an exam-style explain question which is **worth 12 marks**.

***EXPLAIN*** *why the Babington Plot (1586) was a threat to Queen Elizabeth.* [**12 marks**]

You may use the following in your answer:

* the involvement of Mary, Queen of Scots
* Spain.

You must also use information of your own.

*Below is a sample answer to this exam-style* ***explain question*** *with* ***comments*** *around it.*

Using the words of the question gives immediate focus.

A link is made between the first and second points.

A link is made between the second and third points.

There is a developed explanation of the second point.

There is a developed analysis of the first point, using precise detaiIs.

There is a developed analysis of the point.

The Babington plot was a threat to Queen Elizabeth because it actually involved Mary, Queen of Scots. Previous rebellions and plots (Ridolfi and Throckmorton) had hoped to remove Elizabeth and place Mary on the throne. Elizabeth had always been unwilling to take action against her fellow monarch, but this plot actually threatened her life. On this occasion, Mary's involvement was quickly proved.

A letter was discovered which plotted the assassination of Elizabeth and the letter showed that Mary consenied to this aciion. this left Elizabeth with little choioe - she had been unwilling to take strong measures against Mary, but if nothing was done now, then there would more than likely be further plots against her which could probably involve foreign powers.

The plot was a threat because it eventually hoped that Philip of Spain would send his forces to England and they would help to remove Elizabeth and place Mary on the throne. Once again this was a clear threat to Elizabeth - Philip was beginning to make preparations to invade and the war in the Netherlands was making relations worse, so this new plot seemed to come at a crucial time for Elizabeth. She had already been helping the Protestants in the Netherlands and the plot once more showed the importance of religion.

The plot presented a threat because it also anticipated receiving help from Catholic forces from France and Elizabeth's position was heavily under threat and thus she had to take action. Moreover, if there were two countries attacking England and they combined with the supporters of Mary, the possibility of securing the Church of England as well as the throne was not very good. In the end, the plot proved to be the most problematic for Elizabeth, because she decided to put Mary on trial. Mary was eventually executed. The plot had led to an outcome Elizabeth never wanted.

Below is an exam-style explain question with part of a sample answer. lt would be useful to look at this answer'through the eyes'of an examiner. The examiner will look for the following:

* *events in the correct sequence*
* *clear links between events*
* *an explanation of each event.*

**You need to**:

* *Highlight words or phrases which show that the answer has focused on the question.*
* *Underline where attempts are made to show Iinks between one event and the next.*
* *ln the margin write a word or phrase which sums up each specific explanation as it appears.*

***EXPLAIN*** *why Acts of Parliament were passed in Elizabeth's reign to help the poor.* [**12 marks**]

You may use the following information in your answer.

* *lnflation*
* *Enclosure*

You must also use information of your own.

*Poverty was a constant problem in Elizabeth's reign and the number of poor increased throughout her reign. There was no real system to help the poor and therefore any attempts which were made were done as a reaction to a worsening situation.*

*One of the key problems was inflation during Elizabeth's reign. Prices of many goods rose and did so quickly sometimes. lmportantly, wages did not keep pace with price rises and so people found it dlfficult to maintain their standard of living. Not only did the cost of food rioa (as the population rose, demand for food outstripped production and as a result pressure on proces grew), ordinary people found that rents rose too and thus lives were made harder too in those areas where jobs had been plentiful. Added to this was the failure of harvests which further forced prices up.*

*Enclosure had been taking place in the reigns of Henry and Elizabeth. The main result of this was that labourers lost their land, as well as access to the common land. The labourers could no longer provide for themselves and they not only lost land but also a place for their animals to graze. They were forced to move to the towns and look for jobs - but there were few. As a result the number of poor continued to grow.*

***Adding a third cause:***

The answer above does not include a third event. What would you choose as a third event and why? Try compteting the answer, remembering to add details to support your chosen event.