
AS Unit F981 – *British History*

Study Topic 2: *Tudor Finale: the Reign of Elizabeth I, 1558–1603*

Candidates will demonstrate and apply their understanding of different kinds of historical explanation to the ideas, actions and events that shaped the reign of Elizabeth I.

Catholics and Puritans: the Religious Settlement of 1558–9 and its aftermath

Candidates will use their knowledge of the Settlement and reactions to it to explain why certain ideas and beliefs were held, why certain actions were taken and why certain events happened.

Candidates may be asked, for example, to explain why competing religious positions were so strongly held; why Elizabeth acted as she did in enforcing the Settlement; why the Religious Settlement survived such a clamorous birth; why both Catholics and Puritans were dissatisfied with the Settlement; how Elizabeth's government dealt with continuing opposition; or why the Catholic threat had largely disappeared by the end of the reign.

The problem posed by Mary Queen of Scots

Candidates will use their knowledge of the threat posed by Mary Queen of Scots – both before and after her arrival in England – to explain why certain ideas and beliefs were held, why certain actions were taken and why certain events happened.

Candidates may be asked, for example, why Mary's behaviour in Scotland caused such outrage; why Mary repeatedly refused to renounce her claim to the English throne; why she became involved in several plots against Elizabeth's life; or why Mary's trial and execution, having been delayed for so long, finally took place on 8 February, 1587.

The struggle with Spain

Candidates will use their knowledge of Elizabeth's relations with Philip II of Spain to explain why certain ideas and beliefs were held, why certain actions were taken and why certain events happened.

Candidates may be asked to explain, for example, why the two rulers – Elizabeth and Philip II of Spain – held such different values and beliefs; why Philip lent his assistance to plots to unseat Elizabeth; why Elizabeth succeeded in dealing with the Jesuit threat; why she decided to assist the Dutch rebels; or why the Armada was launched and defeated.

The problem of men and marriage

Candidates will use their knowledge of the various offers of marriage that were made to Elizabeth to explain why certain ideas and beliefs were held, why certain actions were taken and why certain events happened.

Candidates may be asked to explain, for example, why Elizabeth was under pressure to marry and why she consistently resisted the pressure; the motives and actions of Cecil in advising Elizabeth on the question of marriage; why negotiations for a marriage to Alençon (Anjou) finally collapsed in 1584; or why the Essex 'rebellion' of 1601 took place.

The Governance of Elizabethan England

Candidates will use their knowledge of the relations between Elizabeth, her Council and her parliaments to explain why certain ideas and beliefs were held, why certain actions were taken and why certain events happened.

Candidates may be asked, for example, to explain the relationship and reasons for tension between Queen, Council and Parliament; the role of court faction in controlling political behaviour; why Elizabeth acted as she did against individual MPs; or why, despite heated exchanges, opposition always fell short of open revolt.

The Growth and Treatment of Poverty in Elizabethan England

Candidates will use their knowledge of social conditions during Elizabeth's reign to explain why certain ideas and beliefs were held, why certain actions were taken and why certain events happened.

Cultural Renaissance: *Gloriana* and the Cult of Majesty

Candidates will use their knowledge of cultural renewal during Elizabeth's reign to explain why certain ideas and beliefs were held, why certain actions were taken and why certain events happened.

Candidates may be asked to explain, for example, attitudes to poverty and vagrancy at the beginning of the period; why the number of poor increased during the period and why this caused a threat to law and order; why the crucial distinction was made between deserving and undeserving poor; or how this led to more enlightened methods of treatment, culminating in the Poor Law of 1601.

Candidates may be asked to explain, for example, why there was a flowering of the arts during this period; how both rich and poor reacted to this; why the movement became increasingly centred on the person of Elizabeth herself in the form of poetry, music and painting/portraiture; or how this was used as a political device to establish the popular cult of *Gloriana*.
