

History

Answers and commentaries

GCSE (8145)

2BC Elizabethan England, c1568 - 1603

Marked answers from students for questions from the June 2022 exams. Supporting commentary is provided to help you understand how marks are awarded and how students can improve performance.

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Answers and commentaries

Please note that these responses have been reproduced exactly as they were written by the student.

This resources is to be used alongside the GCSE History 2BC Elizabethan England, c1568 – 1603 June 2022 Question paper and inserts.

Question 1

How convincing is **Interpretation A** about the theatre in Elizabethan England?

Explain your answer based on your contextual knowledge and what it says in **Interpretation A**.

[8 marks]

Mark scheme

Target	Analyse individual interpretations (AO4a) Evaluate interpretations and make substantiated judgements in the context of historical events studied (AO4d)	
Level 4:	Complex evaluation of interpretation with sustained judgement based on contextual knowledge/understanding	7–8

Extends Level 3.

Students may progress from a developed evaluation of interpretation by complex analysis of the interpretation supported by factual knowledge and understanding.

For example, the interpretation is convincing because despite some opposition the theatre had support from the Queen and aristocracy. They sponsored acting companies to perform plays and they performed at court for the Queen. Elizabethan government knew that entertainment like the theatre was popular with the people, and so long as the plays were controlled it was useful propaganda. As we watch and enjoy Shakespearean plays today we can understand why Elizabethan theatre was popular because it reflected universal and common themes about human life.

Student responses

Response A

Interpretation A is very convincing because we know Elizabethan theatre was enjoyed by the public. The interpretation mentions 'all sorts of people watched plays'. This is convincing because we know that the theatre, especially the globe theatre, was split so the poor could stand at the bottom in the pit for cheap and the wealthy would sit at the top. This was widely appreciated by both the wealthy and poor as wealthy people had a sense of hierarchy (being higher up than the poor) and the poor had a cheap source of entertainment.

This is a Level 2 response

The response addresses one aspect of the interpretation. There is developed evaluation of social hierarchy in the Elizabethan theatre, supported with knowledge and understanding. However, as only one aspect of the interpretation is addressed, it is credited at Level 2 at the higher mark in the level.

Response B

One way in which interpretation A is convincing is when it says 'All sorts of people watched plays which entertained and educated'. This is true as not only the rich watched theatre but it was also affordable for the poor. The rich sat in the stands, showing that they have higher authority than the poor who stood in the pit. The pit was a source of chaos and violence as people pushed and shoved to get a better view of the play being performed. Another way in which interpretation A is convincing is when it says 'although some Puritans object'. This is true as the Puritans saw the theatre as sinful and against God due to the plays being performed. They also thought it was a scene of crime as violence would usually occur at the theatre. And thought that it was wrong for the rich and the poor to be with one another as they had a strong belief in the great chain of beings and hierarchy at the time. The theatre also spread disease and was not sanitary as hundreds of lower class and poor gathered in the pit with one another.

This is a Level 3 response

The response addresses more than one aspect of the interpretation. There is developed evaluation about the different types of people who attended the theatre. Other aspects of the interpretation are also addressed, though at a lower level. It is therefore credited at Level 3.

Response C

Interpretation A is convincing about Elizabethan theatre as it states that there was 'enormous growth in audiences' and 'new theatre were built.' This is true as theatre became an extremely popular form of entertainment in the Elizabethan period – as it allowed 'all sorts of people' to watch plays. This is also true as the theatre was not limited to only one class of society. Entry for groundings – who had to stand – was only 1d. Which meant that theatre was accessible for all. This indicated a 'revolutionary change' as now both nobles and peasants were enjoying the same forms of entertainment.

Interpretation A is also convincing as it states that 'some puritans objected.' This is also true – lots of opposition to the theatre came from puritans who believed the messages given out were read and inspired bad behaviour. It is also true when it states that the theatre had 'Elizabeths approval.' Elizabeth was fond of the theatre and utilised patronage – even having her own group of actors, the Queens men. Although it is unconvincing when it states that 'playwrights made people think about their changing world. This may have been true to an extent however theatre was closely censored in the Elizabethan era. The master of revels had to read through each script before performance and the play companies required a license to perform which would only be granted by Elizabeth. Indicating that there may not have been certain opinions shared that incited uprising suggesting that the source is unconvincing as they did not have the reign to think about their changing world.

In conclusion the source is convincing as it mentions the great growth and popularity of the theatre and indicates the puritan opposition of the time.

This is a Level 4 response

The response shows a complex evaluation of the interpretation. It explores more than one aspect of the Elizabethan theatre (growth in the theatre, Puritan), placing each in impressively broad historical context. As such, it is credited at Level 4, at the top of the level.

Question 2

Explain what was important about Queen Elizabeth I's court.

[8 marks]

Mark scheme

Target **Explain and analyse historical events and periods studied using second-order concepts (AO2:4)**
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:4)

Level 4: **Complex explanation of consequences** **7-8**
Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question

Extends Level 3.

Students may progress from a developed explanation by extended analysis of the consequences of the stated development (the court of Queen Elizabeth) in the broader historical context (Elizabethan England). This is supported by factual knowledge and understanding.

For example, the Elizabethan Court was the centre of Elizabethan government and power. Elizabeth used it to project and exercise her power. The court moved around and went wherever the Queen went, so it was not a place but a collection of people. Elizabeth's main palace was at Whitehall in London but she regularly toured around to other palaces such as Windsor and visited the great houses belonging to nobles around the country. These were the major landowners and all the time she had with her the Privy Council who advised her on military and foreign affairs, religion and the Queen's security.

Level 3: **Developed explanation of consequences**
Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question

Extends Level 2.

Students may progress from a simple explanation by developed reasoning considering **two or more** of the identified consequences, supporting them by factual knowledge and understanding.

In addition to a Level 2 response, students make additional developed point(s).

For example, the Elizabethan Court was important because it was the centre of patronage. If you were at court you could be given titles, power and other rewards for which the Queen and nobles expected loyalty and support. Patronage also worked from the aristocracy downwards to their supporters. If

you were banished from court then you had no access to patronage from those above you. Essex was one of the Queen’s favourites and she used patronage to make him a Privy Councillor in 1595. He had the monopoly of sweet wine in England which meant he could put a tax on anyone importing the wine which made him rich.

For example, the Royal Court had Elizabeth at the centre. She spent a lot of time in her private rooms with her ladies in waiting. They came from the richest families in England and they provided her with all the gossip about what was happening with the courtiers. The court was a centre of entertainment because the Queen loved dancing and music as well as ceremony to impress people.

Level 2: Simple explanation of one consequence 3-4
Answer demonstrates specific knowledge and understanding that is relevant to the question

Students may progress from a basic explanation by simple reasoning of **one** of the identified consequences, supporting by factual knowledge and understanding.

For example, the Court contained the Privy Council which ran the country. It had Elizabeth’s main advisers like William Cecil and Francis Walsingham. The court was also a social and fashionable thing with about 1000 people and where the Queen was entertained.

Level 1: Basic explanation of consequence(s) 1-2
Answer demonstrates basic knowledge and understanding that is relevant to the question

Students identify consequence(s), which are relevant to the question. Explanation at this level is likely to be implicit or by assertion.

For example, the Court was where Queen Elizabeth met all the important people such as William Cecil.

Students either submit no evidence or fail to address the question 0

Student responses

Response A

When Elizabeth came on the throne in 1558 she created her own court. Some she took from Mary I last court and some she chose on her own. As Elizabeth was a woman the court took on a slightly different role than usual particularly the privy council. They tried guiding her in her decisions to marry and have a child but also had to be extremely loyal to Elizabeth.

Elizabeth was close with her court that was mostly made up of nobility and gentry. Elizabeth took her court on progress which is when she toured the country staying in a different member of her court's estate. This was important as it saved her a lot of money as she was provided for. This was also important for her court as it built up their status. It was known that she took 400 wagons including her bed with her to all the estates.

The court were important in influencing her decision making but also not being afraid to voice their opinions. Elizabeth gave out special jobs and favoured certain members of the court this made them more obedient to her and caused rivalry among them as they fought for her attention.

This is a Level 2 response

The response addresses more than one aspect of importance, showing simple reasoning supported with knowledge. There is an attempt to link to the importance of the court in terms of Elizabethan progresses, though this requires further substantiation. It is credited at Level 2, at the higher mark in the level.

Response B

Queen Elizabeth's Court was important as it allowed her to gain loyalty amongst her people. Elizabeth did not want to remain static in London; instead, she was constantly moving to different residencies such as London Bridge and Greenwich. When she would move around, people that were in the Gentry would care for Elizabeth and spend much money on her which also saved Elizabeth money. It also allowed her to communicate more freely with other people. The Queen also introduced a system of patronage. This meant that to gain wealth and power, you had to have been very close to the Queen. Elizabeth would distribute key jobs to some men as well. This would create competition which would therefore create loyalty.

Queen Elizabeth's court was also important as it continued members known as the privy council. These men would offer the Queen advice although she did not have to follow them. Members of the privy council included Christopher Hatton – master of the house – Francis Walsingham – Spymaster – Robert Dudley and William Cecil. They were all great friends of Elizabeth and played crucial parts in her reign. For example, Francis Walsingham intercepted secret letters between Mary Queen of Scots and plotters which included ideas of killing the Queen.

This is a Level 3 response

The response addresses two aspects of importance (Elizabeth's control and patronage, and the importance of the privy council). Both aspects are addressed in a developed manner, with explanations supported with contextual knowledge and understanding. The response is therefore credited at Level 3.

Response C

A way in which court was significant was the way in which Elizabeth used it for control. Many courtiers were rivals with each other and were ambitious for power. Thus, Elizabeth used patronage, a policy in which she could grant people subsidies, titles and land in order to keep them loyal and to her and create competition for her favour. This allowed courtiers to focus and challenge each other rather than Elizabeth's authority. She also controlled them through strict rules such as clothing rules. All had to wear gold, silks, silver and ruffs. These rules maintained Elizabeth's status as it ensured she was surrounded by the wealthy, solidifying the divine hierarchy in Elizabethan sociality, as the Queen was at the top and so needed to be seen as superior. Boosting her reputation of prosperity and allowing more control over courtiers. However, despite this control, it did not solve all problems in parliament as at the end of her reign, she began to lose control as her key advisors had died and rivalries between the 'new men' formed, resulting in the Essex Rebellion, in part as Elizabeth took away his subsidy on sweet wine. Thus, her control on court weakened and patronage rules could not always prevent threats.

Another reason court was important was their financial assistance. When Elizabeth inherited the throne, due to previous wars and inflation, the crown was roughly £300,000 in debt and only received £285,000 annually. Elizabeth's advisor Christopher Hatton thus organised her 'progress' across the country where courtiers and gentlemen would house her, taking care of her meals and accommodation, and offering gifts. This allowed for the Queen to gain not only wealth but also increasing good reputation amongst her people as she visited all over the country. However, towards the end of her reign, courtiers would no longer support her enough. Wars with Spain were expensive and she had to call parliament to increase taxes to help her financially, showing her weakening power. Thus, court's help ceased to benefit her.

This is a Level 4 response

The response addresses more than one aspect of importance (control, financial assistance). Both points are well explained and supported with an impressive range of contextual knowledge and understanding. Complex thinking is demonstrated in the appreciation of the way in which importance changed over time. It is credited at Level 4, at the higher mark in the level.

Question 3

Write an account of how the Spanish Armada was defeated.

[8 marks]

Mark scheme

Target **Explain and analyse historical events and periods studied using second-order concepts (AO2:4)**
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:4)

Level 4: **Complex analysis of change(s)** **7–8**
Answer is presented in a coherent narrative/account that demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question

Extends Level 3.

Students may progress from a developed narrative of change(s) with complex reasoning supported by a range of accurate and detailed factual knowledge and understanding. For example, an explanation of different impacts/ consequences of change in the broader historical context.

For example, the defeat of the Spanish Armada was due to the superior leadership of the English and the inferior resources of the Spanish. The technology of the English gave them an advantage in the confined space of the channel where the fast, agile English ships could run rings round the slow, heavy lumbering Spanish galleons. The leadership of the English was down to Vice Admirals Drake and Hawkins who are both experienced and would use their initiative whereas the Duke of Medina Sidonia had little experience of sailing and was reluctant to change the plan that Philip II had given him which was to meet up with the Duke of Parma and transport his 27,000 troops across the channel on barges. Crucially, a lack of communication meant that Parma got tired of waiting for the Armada and sent his troops away thus delaying the Armada by several days.

Level 3: Developed analysis of change(s) 5-6
Answer is presented in a structured and well-ordered narrative/account that demonstrates a range of accurate knowledge and understanding that is relevant to the question

Extends Level 2.

Students may progress from a simple narrative of change(s) with extended reasoning supported by a range of factual knowledge and understanding.

For example, the defeat of the Spanish Armada was due to the mistakes of the Spanish. They had large warships that were unsuited to the English Channel because they were slow and less manoeuvrable. They did not meet up at the battle at sea. They had the wrong cannonballs for the cannons and were led by Medina Sidonia who was inexperienced in naval battles and overrode the advice of some of his more experienced ship's captains.

Level 2: Simple explanation of one change(s) 3-4
Answer is presented in a structured account that demonstrates specific knowledge and understanding that is relevant to the question

Students may progress from a basic narrative of change(s) by showing a simple understanding of consequence(s) with supported with factual knowledge and understanding.

For example, the Spanish Armada was defeated because it was poorly organised and did not have a good leader in the Duke of Medina-Sidonia who had no experience of the sea. They underestimated the English navy and organised themselves for an invasion but they had bad communications with the Spanish army in the Netherlands.

Level 1: Basic explanation of change(s) 1-2
Answer is presented in a straightforward account that demonstrates basic knowledge and understanding that is relevant to the question

Students identify a basic narrative of change(s), which is relevant to the question.

For example, the Armada was defeated because of the fire ships which broke up the Spanish fleet when it was anchored.

Students either submit no evidence or fail to address the question 0

Student responses

Response A

Gathering the Spanish Armada began after England's choice to become mainly protestant and their contineus privatearing of Spanish gold. Before the attack had begun, English ships discovered Spain's huge amount of ships in 'The singeing of the King's beard' burnt some down using fireships. The Spanish's plan was to sail to Poland were troops waited, which could be transported across the english channel and dropped off to launch on on ground attack on London. However, torch signals allowed England to spread news of the attack quick, so before Spanish ships made it to Poland, English ships engaged. Spain's fighting strategies relied on bigger boats with better cannons to form a cresent shape, allowing all their ships to fire onto the centre whereas England used smaller, faster and more easily manuvrable ships to reposition quickly. This also worked well with fireships, which could chase down and burn otherships. Whiles Spain created their formation which took lots of time and coordination to move out of, England took the opportunity to light fireships. This panicked the armarda , and not being able to break formation, lost them a few ships. Once the Spanish had scattered from fear of more fireships, the armarda fled north, to loop up over Scotland and back to spain. However they faced terrible storms while traveling and almost lost all the remaining ships in the storm.

This is a Level 2 response

The response shows a simple analysis of the defeat of the Armada. It provides a narrative of the events of the Armada, though this is somewhat generalised and not entirely focused on the issue of defeat. While it contains some inaccuracies -for example, there is clear confusion over the location and also the role of the fireships - there remains enough in the response to indicate simple understanding. It is credited at Level 2.

Response B

The Spanish armada set off in 1588, but didn't go according to plan for the Spanish. In 1587 Sir Francis Drake (with funding and permission from Elizabeth) captured Spanish ships and raided them, bringing home thousands in treasure – this also bought England an extra year to prepare for the armada and massively set back the Spanish, putting them up to their ears in defeat.

English tactics were superior – not only were they more prepared (thanks to Drake) but they had better communication and leadership. The Spanish leader was inexperienced and suffered with sea sickness, in comparison to Drake. The English cleverly used fireships – this confused the Spanish causing them to scatter, breaking their formation. The English fought from a distance, they were close enough to attack but not to be overthrown by the Spanish. The weather also helped the Spanish defeat – wind blew back Spanish ships causing them to crash, breaking their ships and losing their already rotting food, leading to severe starvation. This was seen as a sign that God was on England's side overall, leading people to believe that God wanted Protestantism. This helped Elizabeth's problem with religion in England.

Overall English victory was awarded and Spanish defeat left their economy weak and left Elizabeth seen as a hero.

This is a Level 3 response

The response shows developed analysis. In addressing English tactics, it clearly links the analysis to the issue in the question (the defeat of the Armada), with a good range of knowledge and understanding used in support. It is credited at Level 3, at the bottom of the level.

Response C

One reason the Spanish Armada was defeated was the brilliant tactics and strengths of the English fleet. The Spanish Armada was spotted on 29th July 1588 and the beacons around the coast were lit so the English Ships could prepare for battle. This preparation led to brilliant idea of General Howard who ordered on the 6th August 8 gunpowder filled ships to be set alight and the winds took them into the docked Armada this tactic caused great chaos amongst the Spanish and many ships were lost or had the anchors lost. This chaos aided the English in the battle of Gravelins on the 8th August 1588 as the Armada was still trying to recuperate after the chaos caused before the more maneuverable ships and long ranged cannons sank many more Spanish ships and nullified their close quarter combat tactics leaving to all the English fleet coming out the battle unscaved. Overall the tactics of England worked well in confusing the Spanish to the point that defeat was inevitable. Another reason for defeat was bad luck. Following the defeat the at Gravelins the Armada was prevented from retreating back across the English channel due to bad weather. This forced the fleet to sail North around Scotland and Ireland. It was crucial in the defeat as many of the Spanish sailors had not been in the harsh North-Atlantic ocean and many crashed on rocks due to even more strong weather. Once crashed some sailors tried swimming to shore where they were attacked by locals and killed. As they neared the end of their journey due to the fact that many ships had sunk and the extended length of the journey many resources and food began to run critically low and this caused many soldiers to starve as they didn't have sufficient sustenance. Overall the misfortunes of weather led to only half the Spanish Armada returning back to Spain highlighting the miserable defeat.

This is a Level 4 response

The response analyses more than one factor in the defeat of the Spanish Armada, focusing in particular on tactical reasons and the impact of bad luck on the Spanish fleet. Specific contextual knowledge and understanding is used in support. As more than one factor is addressed and explained with support the response is credited at Level 4, at the lower mark in the level.

Question 4

'Religion was the main reason for helping the poor in Elizabethan England'.

How far does a study of **Lord Burghley's almshouse** support this statement?

Explain your answer.

You should refer to **Lord Burghley's almshouse** and your contextual knowledge.

[16 marks]

Mark scheme

Target **Explain and analyse historical events and periods studied using second-order concepts (AO2:8)**
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:8)

To support their answer students could include 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.

Level 4: **Complex explanation of consequences leading to a sustained judgement** **13–16**
Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question

Answer demonstrates a complex, sustained line of reasoning which has a sharply-focused coherence and logical structure that is fully substantiated, with well-judged relevance.

Extends Level 3.

Students may progress from a developed explanation of consequences by analysis of the relationship between them supported by factual knowledge and understanding of the site.

For example, there were several reasons to build almshouses in Elizabethan England. There was a fashion among the aristocracy to display their piety by doing good works such as building almshouses. As well as Lord Burghley, Robert Dudley founded almshouses near his ancestral home in Warwick and Kenilworth, and as Lord Burghley did in Stamford. Many seemed to have followed the example of William Lambarde who set an example and a fashion for founding an almshouse. But there were personal family reasons for creating an almshouse as Lord Burghley showed, setting up rules for the almshouse and by creating a legacy which was a lasting memorial to his family in the area.

Level 3: Developed explanation of consequences**9–12****Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question**

Answer demonstrates a developed, sustained line of reasoning which has coherence and logical structure; it is well substantiated, and with sustained, explicit relevance.

Extends Level 2.

Answers may suggest that one factor has greater merit.

Students may progress from a simple explanation of consequences to a developed explanation of causes by extended reasoning supported by factual knowledge and understanding of the site.

For example, the Elizabethans were aware of an increase in the number of poor people which was publicised by books like Thomas Harmon's published in 1566. They feared public disorder from bands of poor people roaming around the countryside committing crimes, attacking people and threatening established authority. The increased number of poor people was due to the growth in the population but more worrying was the resulting increase in unemployment and the high price of food. High price of food caused famine in the later 1590s. They had passed laws which recognised that some people were poor through no fault of their own and accepted that they had a responsibility to look after the poor. It was in their interests to do this to prevent disorder and a reason for building almshouses. Lord Burghley as leader of the Privy Council, was in a good position to understand from the reports of JPs about the problems of the poor and the threat they posed.

For example, the main reason for building almshouses was religious but not so that the people living there could say prayers for the souls of the founders of the almshouse which was the earlier mediaeval Catholic view. Protestants like Lord Burghley believed it was a sign of their piety which suggested that God would save them on Judgement Day. After the Dissolution of the Monasteries Elizabethans believed that there was less charity and it was important for them to replace what the monasteries had provided for the poor. Moderate Protestants like Lord Burghley often used almshouses as a base for Puritan preachers and Lord Burghley at Stamford included the ruins of a previous mediaeval almshouse to try to show continuity with a previous institution he thought had been corrupted by popery.

Level 2: Simple explanation of consequences **5–8**
Answer demonstrates specific knowledge and understanding that is relevant to the question

Answer demonstrates a simple, sustained line of reasoning which is coherent, structured, substantiated and explicitly relevant.

Students may progress from a basic explanation to a simple explanation of consequences by simple reasoning supported with factual knowledge and understanding of the site.

For example, Lord Burghley was a moderate Puritan who believed that he had to be a good Christian and help the poor. Unlike the Catholics who often left money for the poor in their wills, Lord Burghley thought that it was better to do it while he was alive. So, he built the almshouses in Stamford near to his stately home. He made several rules about who could stay in the almshouses and how they had to worship God, wear his uniform, and remember his charity.

Level 1: Basic explanation of consequences **1–4**
Answer demonstrates basic knowledge and understanding that is relevant to the question

Answer demonstrates a basic line of reasoning, which is coherent, structured with some substantiation; the relevance might be implicit.

Students recognise and provide a basic explanation of consequences

For example, the Lord Burghley's almshouses were built for poor people who were religious when they were old or unable to work.

Students either submit no evidence or fail to address the question **0**

Student responses

Response A

Lord Burghley's almshouse was built on top of a ruined monastery to promote protestantism .

Another reason for building Lord Burghley's almshouse was to leave a legacy. All members of the almshouse had to greet/bow to Lord Burghley when he arrived and he made sure that when he died they would continue to great/bow to his family when they arrived.

Another reason could be creating a name for himself. Only 13 poor people were chosen to live in the almshouse however there was a huge population in poverty and the almshouse could have housed so many more people. If Lord Burghley wanted to help the poor he could have helped more than he did.

This is a Level 2 response

This simple response addresses a number of reasons for helping the poor. The given reason (religion) is dealt with in a basic manner. There is then some simple explanation of Burghley's wish to leave a legacy/ make a name for himself, where points are made and supported with some simple knowledge. The response is credited at Level 2, towards the lower marks in the level.

Response B

As a strong puritan Lord Burghley took religion into consideration when he was building the almshouses in 1593. However leaving behind a legacy was also a key reason for Cecil helping the poor.

To the study of Lord Burghley's almshouse supports this statement to an extent as Cecil built the almshouse on the top of ruins of an medieval catholic hospital. By building the almshouse on there, demonstrated puritan propaganda that would be seen through the whole of Stamford (his childhood home), As well as this Cecil wanted to create the image of an 'honest christian' by helping the deserving poor. Cecil set strict religious rules for the 13 men that stayed in the almshouse. For example they had to recite the Lords prayer and the apostles creed everyday and attend church frequently. Cecil wanted to push his puritan ideas onto them by banning crime, gambling and alcohol from the almshouse. Not to mention Cecil made the location a religious statement by placing the almshouse close to St Mary's church (where he got taught as a child) and St Martins church (his family church). This shows that there was a lot of religious motivation behind helping the poor.

Although, leaving behind a legacy was also very important to Cecil. Helping the poor became a stratagem for leaving for leaving a legacy as it was a way for Cecil to put himself on the map as a kind and generous person for helping the poor. As poor was at an all time high this made building the almshouses the perfect opportunity to build a place where they will be looked after. Cecil ensured that the almshouse was located on London Road as it was the road into Stamford that everyone would see as they went into town. The chimneys were also built very tall so that even from a distance the view of his almshouse could be seen as a reminder of how he has helped the community. To show that he was helping the poor he dressed the men in uniforms of the Burghley colours. As a result Cecil would have a physical presentation of his success that would last years after he died and is still there today.

Overall, I think that the study of Lord Burghley's almshouse supports the statement as there is a lot of strong evidence that shows that because of his religious views he built the almshouse. Although, leaving a legacy was very important to Cecil I think that religion had more of a say in the reasoning of his decisions. This is because of the big puritan mark he is to make with the almshouse.

This is a Level 3 response

The response demonstrates developed explanation. It substantiates explanation of the role of religion and Burghley's wish to establish his legacy, with supporting contextual knowledge used throughout. A judgement is attempted, though this is asserted rather than substantiated. As a result, it is credited at Level 3, in the middle of the level.

Response C

Lord Burghley's almshouse was built in 1595 and opened in 1597 shortly before his death in 1598. Due to it being built on the site of a medieval hospital, it is clear religion was key in the building. However, it could also be said that the need to tackle the issue of poverty was an important reason in their construction. Similarly, the want to create a lasting legacy could also be seen as a deciding factor.

To an extent, religion was an important reason in the construction of the Burghley almshouses. Due to being built on a medieval hospital, the almshouses were portrayed as a place of help and aid to those who needed it. As well as this all of the 13 men chosen had to be Christians who knew the Lords Prayer and could recite the ten commandments. This was further shown through who picked them as Lord Burghley himself picked the first five men however, the rest were chosen by local priests. This religion was furthered within the almshouses as the men would gather for a daily prayer as well as going to church on Sundays. This presented Burghley as being a charitable, Christian man which furthered his legacy suggesting that his actions weren't wholly religious. Despite this, Cecil himself was a devout protestant with slight puritan leanings. By helping the poor, he successfully used the almshouses as protestant propaganda to portray the good work of protestants. Through this, religion was an important reason to help the poor.

However, it would be argued that the wish to leave legacy was a more important reason to build the almshouses. Cecil kept his family very reserved and in doing so was able to portray a very positive family image. Built in the city centre of Stamford, the almshouses were an ideal location to leave a legacy. This is because they were visible to many people and allowed Cecil to be portrayed through his aid to others despite already being equivocal to modern day prime minister and leading civil servant. Furthermore Cecil had many ties in Stamford, having been its MP and Burghley House being nearby this portrayed Cecil as loyal to his home county. As well as this, the almshouses still stand today as there are over 36,000 in the UK living in them. Through this, leaving a legacy was a key factor to helping the poor in Elizabethan England.

On the other hand, the need to tackle the issue of poverty was also a big reason in building the almshouses. During Elizabethan England, the population had doubled to 4.2 million. As well as this, there had been rapid urbanisation with the population of London increasing to 200,000. As a result, the poor had become more visible and there was an increasing need to deal with them. Many people in Elizabeth's court views the poor as a threat and between 1597-98, 17 poor bills were discussed. By building the almshouses, Burghley offered a solution to the issue of poverty. Similarly, their construction increased his reputation in court as he opposed a solution to a large issue. Through this, the need to tackle the issue of poverty was a key reason for the almshouse construction.

In conclusion, there were several key reasons for the construction of the almshouses and the aiding of poor. However, the biggest reason was to leave a legacy. This is because, in building them, owners were conveyed as charitable Christians and innovators of poverty solutions, both of which increased their legacy. Therefore, leaving a legacy was the biggest factor in the almshouses construction and the helping of poor.

This is a Level 4 response

The response addresses the given reason (religion) and two other reasons (Burghley's legacy and a wish to tackle poverty). Both reasons are well explained and substantiated. While there is some confusion in the judgement - religion and legacy are conflated - there is sufficient reasoning in the judgement to credit the response at Level 4, towards the middle of the level.

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