3.11 Elizabethan Education: The Home, Petty Schools and Grammar Schools: 30-minute Pack

EDEXCEL 1HI0 · about 30 minutes

Total Marks

Name: _____ Date: ____ / ____ / _____

Answer ALL questions. You are advised to spend about 30 minutes on this pack.

1 Explain why access to schooling in Elizabethan England differed sharply by social class and by gender.

You may use the following in your answer:
- the role of family wealth and social expectations
- the different aims of petty schools and grammar schools

You must also use information of your own.

(Total for Question 1 is 12 marks)

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2 'Grammar schools were more important than the Church in shaping education in Elizabethan England.' How far do you agree? Explain your answer.

You may use the following in your answer:
- the curriculum and purpose of grammar schools
- the Church's provision and influence in local schooling

You must also use information of your own.

(Total for Question 2 is 16 marks)

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Mark scheme · 3.11 Elizabethan Education: The Home, Petty Schools and Grammar Schools: 30-minute Pack

Question 1

Level 1 Identifies one or two simple reasons why access varied, with little supporting detail. **1-3**

Level 2 Explains one or two reasons with some accurate detail and begins to show links between class, gender and schooling. **4-6**

Level 3 Explains several reasons clearly, supported by accurate detail, and shows how social class and gender combined to shape access to education. **7-9**

Level 4 Provides a well-developed explanation, with precise and accurate detail, analysing how family wealth, social expectations and the different aims of schools produced the sharply unequal access by class and gender. **10-12**

Indicative content:

- Family wealth and costs: schooling involved fees, books and sometimes boarding, so the poorest families could not afford grammar schools and often relied on informal home teaching or no schooling at all; petty schools were cheaper and served ordinary boys.
- Social expectations: gentry families expected sons to be prepared for public roles and local office through classical learning, while girls were expected to manage a household, so families invested in boys education rather than girls.
- Aims of schools: grammar schools offered classical humanist education aimed at producing clerics, administrators and gentlemen literate in Latin and rhetoric, so they were aimed at boys from wealthier families; petty schools taught basic literacy and numeracy for local trades and everyday needs.
- Role of the Church and parish: the Church supported some petty and grammar schools, but provision varied by parish wealth, so local differences in church support reinforced class inequalities in access.
- Gendered curriculum and opportunities: even where girls learned to read at home for religious purposes, they rarely received the classical teaching that opened pathways to positions of authority, so educational access reproduced wider gender and social hierarchies.
- Interconnections: decisions about who to educate were pragmatic and strategic, reflecting a family's desire to secure social status, marriage prospects and economic survival, which together explain the pattern of sharply unequal access.

Question 2

Level 1 Shows limited relevant knowledge and offers a simple, undeveloped view on the statement. **1-4**

Level 2 Shows some relevant knowledge and begins to weigh the relative importance of grammar schools and the Church, but with limited analysis or support. **5-8**

Level 3 Shows good relevant knowledge, analyses the roles of grammar schools and the Church, and reaches a supported judgement on the statement with some analytical links. **9-12**

Level 4 Shows precise, well-selected knowledge and presents a balanced, analytical evaluation of the relative importance of grammar schools and the Church, reaching a sustained and well-supported judgement that integrates causes, consequences and the wider social context. **13-16**

Indicative content:

- Arguments that grammar schools were more important: grammar schools provided the humanist curriculum of Latin, Greek and rhetoric that directly trained boys for roles in administration, the law and the church itself, shaping the literate elite and the future ruling class.
- Grammar schools as centres of humanist learning: they promoted new ideas and a classical education model that influenced broader educational standards and expectations among the gentry.
- Arguments that the Church was more important: the Church and parish clergy provided many of the earliest schools, offered basic religious instruction and reading for the Bible, and in poorer areas the Church was often the only provider of schooling.
- Local influence and reach: while grammar schools were powerful in shaping elite education, their numbers and intake were limited; the Church's parish structures reached wider communities and influenced everyday religious and moral education, especially for girls and the poor.
- Balanced points: the relative importance varied by locality and social group, with grammar schools dominant among the gentry and for those seeking classical learning, while the Church's role was crucial in sustaining basic literacy and schooling across many parishes.
- Judgement: a strong answer will argue that grammar schools and the Church had different but complementary roles, and conclude to what extent one outweighed the other depending on the criterion used - elite formation, curriculum innovation or breadth of provision.

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