



GCSE HISTORY 8145/2B/D

Paper 2 Section B/D Restoration England, 1660–1685

Mark scheme

June 2019

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

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How convincing is **Interpretation A** about Charles II and Parliament?

Explain your answer using **Interpretation A** and your contextual knowledge.

[8 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

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 correctly suggests that Parliament would never allow Charles II to rule in the same way as his father had. Parliament's strong Anglicanism is shown by the Clarendon Code aimed at Nonconformists and the Exclusion Crisis targeting Catholicism. Forcing Charles to pass the Test Act in 1673 showed Parliament would challenge him and along with the third Anglo Dutch war disasters destroyed the Cabal government. Foreign policy was a part of the relationship between Parliament and Charles II because Parliament was upset that they were voting taxes to help support Catholic France's war against the Protestant Dutch. After 1678, Parliament still feared a French invasion of England. MPs began to link the international situation with the Exclusion Crisis.

Level 3: **Developed evaluation of interpretation based on contextual knowledge/understanding** **5–6**

Extends Level 2.

Students may progress from a simple evaluation of the interpretation by extended reasoning supported by factual knowledge and understanding of more than one aspect of the interpretation.

For example, it is convincing because it says that the big issue was about the succession of the Duke of York, who was a Catholic, which was the Exclusion Crisis. It dominated the Parliament from 1679 to 1681. At the end of which Charles dissolved the Oxford Parliament and ruled without it. Parliament did not like what they saw as a strong French influence of court which became a part of foreign policy when it became known that Lord Danby had been negotiating with the Catholic French since 1676 against the Protestant Dutch.

Level 2: Simple evaluation of interpretation based on contextual knowledge/understanding **3–4**

Students may progress from a basic analysis of interpretation by reasoning supported with factual knowledge and understanding based on one aspect of the interpretation.

For example, there was a lot of goodwill towards Charles, especially after the Declaration of Breda. Parliament was very concerned about the spread of Catholic or Dissenting religious ideas. In 1662 the King tried to make it easier for Catholics and dissenters to worship but Charles had to drop the idea in 1663 or Parliament would not approve the taxes he wanted.

Level 1: Basic analysis of interpretation based on contextual knowledge/understanding **1–2**

Answers may show understanding/support for interpretation, but the case is made by assertion/recognition of agreement.

For example, it is true that Charles had many mistresses and children but none with Catherine of Braganza.

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

0 2

Explain what was important about the Great Plague of 1665.

[8 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

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 Plague) in the broader historical context (Restoration England). This is supported by factual knowledge and understanding.

For example, the plague placed a short-term pressure on government who were unable to collect money for taxes, especially customs which were hit by the drop in trade and the government lost almost £400,000. But in the long-term the government learned how to deal with epidemics by taking swift action in 1709 and 1712 to quarantine ships, goods and people travelling to the areas affected.

Level 3: **Developed explanation of consequences** **5–6**
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 Great Plague was important because it did show some progress in government action at the time of epidemics. The measures that the authorities took to deal with the plague did have some impact. They knew a lot more about where the plague was worse because they had Bills of Mortality to record deaths. They tried to quarantine people in their homes if they had the plague to stop them spreading it. Meetings of people were banned. People were ordered to clean the streets and remove foul-smelling rubbish.

For example, the plague was important because it illustrated the level of 17th century medicine. With no effective cure or remedy there were many treatments. Purging and bleeding to balance the humours were common, abstinence from drinks, more food were recommended by some. There were special treatments such as London treacle, tobacco, and the application of dried toads to the buboes. Others suggested charms could be worn to ward off the plague.

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 plague showed what people at the time understood about epidemic diseases. They understood little but they knew it was connected with and spread by a lack of cleanliness and contact with an infected person.

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, in the plague about 130,000 people died.

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

0 3

Write an account of the growth of trade and British colonies during the Restoration period. **[8 marks]**

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

**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 changes 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 wealth of the Plantation owners paid for elaborate houses and gardens in England. The triangular trade may even have stimulated an industrial revolution. Slavery spread profits to factory owners and workers, ship owners and builders, in England. Ports in England grew, the London docks imported 75 percent of the sugarcane from the colonies, and Glasgow was the main tobacco port. British governments believed in Mercantilism and the need for national economic competition with other countries.

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 Slave Trade was most profitable during the Restoration period. Charles II set up the Royal African Company in 1672. By the 1680s the company were transporting around 5000 slaves a year across the Atlantic. The slaves were needed to work on the plantations in the Caribbean which produced sugar, cotton, and tobacco. The owners of the plantations in North America and the Caribbean made large amounts of money. The use of slave labour lay behind Restoration fashions for coffee houses, tobacco smoking and

sugar in tea which was another colonial import.

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, during the Restoration Charles gave the East India Company a charter to run Bombay and a monopoly for English trade with the East Indies, which stopped other traders competing with it. The company made money from trading in spices, saltpetre, diamonds, cotton as well as silk and tea.

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, which is relevant to the question.

For example, England gained Tangiers in North Africa from Portugal in 1662.

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

Question 04 requires students to produce an extended response. Students should demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

0	4
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'The greater comfort and pleasure of the owners was the main consequence of country house development during the Restoration period'.

How far does a study of **Ham House, Richmond** support this statement?

Explain your answer.

You should refer to **Ham House, Richmond** and your contextual knowledge.

[16 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

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, Ham House shows that a consequence of country house development was to demonstrate social status as it had different rooms intended for different ranks of people. Visiting royalty had their own apartments on the first floor while the Duke and Duchess of Lauderdale had rooms on the ground floor. Servants were even less visible as they no longer ate in the hall but in their own dining hall, out of sight in the basement where their work was carried out. Kitchens were sited away from living quarters which reflected an increased desire for privacy and a social change. The servants were now employees rather than military retainers or those ambitious for social

advancement.

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 consequence(s) to a developed explanation of causes by extended reasoning supported by factual knowledge and understanding of the site.

For example, Ham House Royal shows off the latest fashions very much styled on the Versailles. The leading Italian muralist, Verrio, who painted ceilings at Versailles was brought over and painted the ceiling of the White closet in 1675. Ham House shows the craze for Japanese lacquer furniture and Restoration silver fireplace furniture. Ham House also had the latest technology of sash windows fitted soon after the first were installed in Charles II's Newmarket Palace in 1670.

For example, Ham House demonstrates the development of Restoration country houses as important places for social and political interaction. Ham House had a unique position close to the centre of power in London so that Lauderdale could fulfil his role as a gentleman of the bedchamber with unique access to Charles II. He was never too far away from the centre of action but Lauderdale could network at Ham House and run Scotland from his Whitehall lodgings.

Level 2: Simple explanation of consequence(s) **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 consequence(s) by simple reasoning supported with factual knowledge and understanding of the site.

For example, Ham House shows the concern for pleasure and comfort because the Duchess of Lauderdale had a 'Bathing Room' in the basement she could reach from her bedroom downstairs. She had her own little Private Closet or snug where she could sit. These were small enough to be comfortable – warm in winter and ventilated with a view of the Cherry Garden in summer.

Level 1:	Basic explanation of consequence(s)	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 consequence(s)	
	For example, Ham House a lovely place with big gardens, an orangery and flowers. It was laid out like a French Restoration garden. Charles II's gardener advised the gardener at Ham House.	
	Students either submit no evidence or fail to address the question	0