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**GCSE**  
**HISTORY**  
**8145/2B/D**

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

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**Mark scheme**

June 2020

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 Examiner.

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, i.e. 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.

0	1
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How convincing is **Interpretation A** about London after the Fire of 1666?

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

**[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.

<b>Target</b>	<b>Analyse individual interpretations (AO4a)</b> <b>Evaluate interpretations and make substantiated judgements in the context of historical events studied (AO4d)</b>	
<b>Level 4:</b>	<b>Complex evaluation of interpretation with sustained judgement based on contextual knowledge/understanding</b>	<b>7–8</b>
	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, it is convincing because they did have great ideas to redesign London and they did build a new city with new buildings like St Paul’s Cathedral. However, disputes over land were not settled by the courts, they took long to settle and people wanted to keep what land they owned as it was. So, for this reason there was less change and London looked less like some of the continental cities the King wanted and which he had seen during his exile.	
<b>Level 3:</b>	<b>Developed evaluation of interpretation based on contextual knowledge/understanding</b>	<b>5–6</b>
	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, the interpretation correctly suggests that a new city was built and it was of brick rather than wood which had burned easily. There were new rules about what you could build in and it made a great fire less likely in the future. The roads were wider too.	

**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 were plans for a ‘new more beautiful city’ drawn up by John Evelyn and Christopher Wren to make London more like Paris with great buildings, wide streets and grand open public squares like those in Italian towns.

**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 London was a fire risk because they had so many wooden buildings.

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

**0 2**

Explain what was important about the slave trade for Restoration England.

**[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 slave trade) in the broader historical context (Restoration England). This is supported by factual knowledge and understanding.

For example, the slave trade was important because 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% 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 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 slave trade was important because it was so 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 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, supported by factual knowledge and understanding.

For example, the slave trade was important because it provided cheap labour for the plantations in the British colonies. They could then grow sugar cane. It avoided the need to pay wages so it made the owners very wealthy.

**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 slave trade was important because Britain made a lot of money from capturing and selling slaves and the work they did in the fields.

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

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Write an account of the Exclusion Crisis.

**[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 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, 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. So, the Exclusion Crisis was a crisis because it was about Catholicism and the succession. 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 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 big issue was about the succession of the Duke of York who was a Catholic which was the Exclusion crisis. It was a crisis because the issue dominated the Parliament from 1679 to 1681. Parliament tried to pass bills which would exclude the Duke of York from the line of succession. At the end

of which, in 1681, 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 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, Parliament was Protestant and in 1673 it found out that James, Charles' brother, had secretly converted to Catholicism back in 1668. He had been attending Anglican services, and kept his beliefs private but the Test Act forced him to reveal his religion. Parliament wanted to exclude him from the succession to the throne.

**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, Charles II did not have any lawful children. Parliament didn't want his brother, James, to follow him as king because he was a Catholic.

**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.

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'Leadership was the main reason for success in battle during the Restoration period'.

How far does a study of **the Dutch Raid on the Medway** support this statement?

Explain your answer.

You should refer to **the Dutch Raid on the Medway** 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, the Dutch raid on the Medway shows that the leadership of Charles II was not clear. In the long term he weakened the English because of his French foreign policy and desire to save money allowed the Dutch to gain a propaganda victory in the Medway. He lost the English fleet's flagship, the Royal Charles! He was swept along by anti-Dutch feeling, fanned by a popular press. The Dutch learned the lessons of the First Anglo-Dutch war and built new warships. The Dutch leaders were prepared to be bold and strike decisively at the Medway.

**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, battles could be decided by the technology involved and the preparation made. The Dutch rebuilt their fleet from 1664. They could build warships faster than the English and although they only fired 24 pounds shot compared to 42-pound shot on the large, three deck warships, the Dutch with their shallow draft could escape over the coastal sand bars where the English could not follow them. The Dutch had many professional crews whereas the English sailors were often unpaid and lacking in motivation.

For example, Leadership was important because experienced English sailors or military commanders were often ignored like Sir Edward Spragge and Edward Gregory. On the other hand Dutch officers like Captain Jan de Brakel were allowed to use their initiative. The senior Dutch officers like de Ruyter and De Witt joined in the thick of battle to inspire their men on 13 June at Upnor Castle.

**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, leadership was important because it was disorganised on the English side. Albemarle arrived late at Chatham as this was four days after the Dutch fleet appeared off the River Thames. The Dutch officers were more seasoned sailors than the English who were often nobles.

<b>Level 1: Basic explanation of consequences</b>	<b>1–4</b>
<b>Answer demonstrates basic knowledge and understanding that is relevant to the question</b>	
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, leadership was important, Michael de Ruyter was respected by his English opponents as even James, Duke of York, called him ‘the greatest Admiral that the world had ever known’.	
<b>Students either submit no evidence or fail to address the question</b>	<b>0</b>