

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

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

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**Mark scheme**

June 2022

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.

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How convincing is **Interpretation A** about conflict with the Dutch?

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.

**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 Dutch war contributed to Parliament’s dissatisfaction with Charles II. Parliament was suspicious that Charles was too close to the French Catholic King Louis who was allowing the English to do most of the fighting against the Dutch, who were Protestant. The problem was that the Dutch were commercial rivals but also co-religionists.

**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 Charles had to go back to Parliament to ask for money. The Dutch wars caused the government to run out of money. Early in 1667 Pepys asked the king for £100,000 to be able send the fleet to sea, and as a result King had to negotiate with the Dutch. He had to sign the humiliating Treaty of Breda.

**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, the second Anglo Dutch War broke out in 1665. It was because of rivalry between the English and the Dutch over trade and colonies. The English had attacked the Dutch slave trade ports in West Africa in 1663.

**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, in the Dutch wars the English Navy used new tactics like the, 'line ahead' this allowed the ships fire broadsides which caused a lot of damage.

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

0 2

Explain what was important about Charles II's court.

**[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 Royal Court during the reign of Charles II) in the broader historical context (Restoration England). This is supported by factual knowledge and understanding.

For example, the Royal Court was the centre of government. Here the King's ministers, such as the Lord Chancellor, and Lord Treasurer met in the Privy Council to advise the King. But unlike the French court of Louis which Charles admired, he was not an absolute monarch. Parliament controlled the purse strings. However, the King's great power was of patronage. Samuel Pepys rose to be in charge of the Admiralty in 1684 through patronage.

**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 Royal Court was the centre of Restoration fashion. It was heavily influenced by Charles's cousin, King Louis of France and his court. At court all the latest fashions and trends in clothing, decoration and hobbies were displayed for people to copy, the royal apartments were decorated in a Baroque style with many French and Japanese furnishings. At court the king had many mistresses such as Nell Gwyn and Lady Castlemaine.

**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 Royal Court was where Charles governed the country together with his Privy Council. Anyone who wanted to impress the King tried to gain access to the court. The court was where the King and his mistresses could set out the current fashions.

**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 Royal Court was where Charles II's public and private life came together. It was also the centre of government.

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

**0 3**

Write an account of how the Great Fire of London affected 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 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, after the fire people wanted someone to blame and they blamed England's enemies, the Dutch and the French. There was also more anti-Catholic feeling which contributed to the Exclusion Crisis. In the 1680s there was much talk about a Popish conspiracy that had started the fire. However, the cost of the Fire made Charles and Parliament less able to fight the Second Anglo Dutch War and forced them into peace negotiations and eventually the fall of Clarendon.

**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 Great Fire of London damaged London which was the heart of the economy. There was only a slow recovery. Although many houses were rebuilt by 1673 only about half of them were occupied. But the insurance business grew from the Great Fire. As the fire had destroyed more than 13,000 homes, a fire court was set up to settle property disputes.



<b>Level 2:</b>	<b>Simple explanation of one change(s)</b> <b>Answer is presented in a structured account that demonstrates specific knowledge and understanding that is relevant to the question</b>	<b>3–4</b>
	<p>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.</p> <p>For example, the destruction of the fire showed how unsafe and inflammable the old city of London was. The fire meant that the trend to building in brick accelerated throughout England. Old wooden buildings were replaced with brick and many new designs appeared. London became safer as they rebuilt in brick not wood which would not catch light so easily.</p>	
<b>Level 1:</b>	<b>Basic explanation of change(s)</b> <b>Answer is presented in a straightforward account that demonstrates basic knowledge and understanding that is relevant to the question</b>	<b>1–2</b>
	<p>Students identify a basic narrative of change(s), which is relevant to the question.</p> <p>For example, the fire burnt down large parts of London.</p>	
	<b>Students either submit no evidence or fail to address the question</b>	<b>0</b>

**0 4**

'The plays were the main reason for the popularity of the theatre in Restoration England.'

How far does a study of **the Theatre Royal, Drury Lane, London** support this statement?

Explain your answer.

You should refer to **the Theatre Royal, Drury Lane, London** 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.

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

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 Theatre Royal Drury Lane was a brand-new theatre where Killigrew's King's company performed, and the King attended. The aristocracy were keen to mix with actors and actresses who were the celebrities of the time. The Restoration Theatre was at the centre of fashionable life because of Charles II's keen patronage of the art and his interest in those who performed. The 'Comedy of Manners' often made fun of the behaviour of the upper class through the characters of the 'fop' and the 'rake'. The plays were entertaining but different groups of people took different things from the plays. Although audiences were from all classes, the Restoration theatre was very much aimed at the upper classes rather than having the broader appeal that the Elizabethan theatre had.

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

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 plays of the Restoration were popular for the messages they could send about who was favoured or powerful or what was fashionable. They could be savagely critical of the aristocracy and people at the court. Sir William Coventry's career was destroyed by the rumour of a critical play, called 'The Country Gentlemen' to be performed at the Theatre Royal Drury Lane in 1669. The play ridiculed him but Charles, who wanted Coventry out of the government allowed plans for the play to go ahead. Coventry's protests and threats saw him imprisoned. However, the play and others criticised the greed and secrecy of different factions at court. Charles went to the theatre a lot less in the last years of his reign as the Exclusion crisis grew and some of the plays became more critical of his government.

For example, the Theatre Royal Drury Lane was a brand-new theatre, rebuilt in 1672 after a fire, where Killigrew's Kings company performed, and the King attended. His support was the main reason for the popularity of the theatre as everyone knew that it had royal approval and was fashionable. Going to the theatre was a social occasion where people could see and be seen. If you wish to be seen and be fashionable you sat near the stage, as part of the visible audience but many people did not wish to be noticed. However, the closeness of upper and lower classes, and men and women together, in the theatre contributed to social mixing.

**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, women like Elizabeth Barry, and Nell Gwynn could perform in Restoration comedies. They gained some fame and then more through becoming the mistresses of the nobles or the King at court. The plays were entertaining because female parts were no longer played by men or boys but by women, though they often dressed as men so that they could behave differently.

**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, before Charles II theatres in England were banned because the Puritans thought they were immoral. The Restoration Theatre provided entertainment because when Charles came back he gave permission for the theatre to start. The plays were funny and witty and had women actresses.

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

**0**