



GCSE HISTORY 8145/2B/D

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

Mark scheme

June 2024

Version: 1.0 Final



2 4 6 G 8 1 4 5 / 2 B / D / M S

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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from [aqa.org.uk](https://www.aqa.org.uk)

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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 the Great Fire of London?

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
	<p>Extends Level 3.</p> <p>Students may progress from a developed evaluation of interpretation by complex analysis of the interpretation supported by factual knowledge and understanding.</p> <p>For example, it is convincing because it took a long time for London to recover. The government had to end the Second Dutch War quickly in 1667 and Parliament wanted to rebuild London not spend money on fighting the Dutch in the Third Dutch War that started in 1672. By 1673, only half of the houses that were built after the Fire were occupied. Rebuilding was slow, important buildings such as the Royal Exchange was delayed by lack of funds, it was completed in 1671. Christopher Wren lacked money to rebuild St Paul's Cathedral. Great ideas for the rebuilding of London did not happen.</p>	
Level 3:	Developed evaluation of interpretation based on contextual knowledge/understanding	5–6
	<p>Extends Level 2.</p> <p>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.</p> <p>For example, it is convincing because interpretation correctly says that the economy was disrupted. Government income fell. The Hearth tax only brought in two thirds of the £150 000 that London was expected to raise in the three years after the Fire. Government income fell from £890 000 to £690 000 between 1665 and 1666. Parliament introduced a new tax on coal shipment from Newcastle to pay for London's reconstruction.</p>	

Level 2:	Simple evaluation of interpretation based on contextual knowledge/understanding	3–4
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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 Fire did have far reaching consequences because they had to rebuild so much of London and it was expensive. They had 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
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Answers may show understanding/support for interpretation, but the case is made by assertion/recognition of agreement.

For example, it is true that the Fire devastated London because they had so many wooden buildings.

Students either submit no evidence or fail to address the question	0
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0 2

Explain what was important about the plots against Charles II.

[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 plots against Charles II) in the broader historical context (Restoration England). This is supported by factual knowledge and understanding.

For example, what was important about the plots was that they showed how important religion was in the eyes of the King and Parliament. The King's desire for toleration of peaceful Protestant dissenters and Catholics brought him into conflict with Parliament who wanted to enforce Anglican uniformity. Parliament was suspicious of Charles' foreign policy which brought him closer to Catholic France. The Popish Plot showed the fear that many people had of Catholics and they did not want a Catholic on the throne. The Rye House Plot gave Charles a chance to try to destroy the Protestant opposition to his brother's succession.

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 importance of the Popish Plot showed how worried people were about Catholics. It affected what people thought about the Queen and the court. It was aimed specifically against Catholics at court such as the Queen and the Duke and Duchess of York and their clergy, many of whom were Jesuits, and Catholic members of the House of Lords. It was said that the Queen was trying to poison her Protestant husband. Five Catholic lords were

accused of plotting by Oates but, of them, only Lord Stafford was beheaded in 1680.

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, there were several plots to kill important people. The Popish Plot in 1678 was to kill the King, the Rye House Plot in 1683 was to kill the Duke of York. The plot was used as an excuse to punish the Protestants like Lord Russell who was executed.

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 1678 Titus Oakes made up detailed evidence about the Popish Plot to kill the King and told the Privy Council.

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

0 3

Write an account of the ways in which the theatre developed 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 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 power of the Restoration theatre is shown by the play, 'The Country Gentleman' which clearly referenced William Coventry, a real-life politician and portrayed him as incompetent and childish. A rival of his, the Duke of Buckingham, had written those critical scenes. The play was banned but the damage to Coventry's image was irreparable. As 'The Country Gentleman' shows, these plays were written by professional playwrights such as John Dryden, or courtiers like Buckingham or women playwrights like Aphra Behn, who also wrote popular comedies that were critical of the Whigs. Many people think that the growth and popularity of the theatre during the reign of Charles II was a reaction against the ideas of the Puritans in Cromwell's time.

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, comedy was very popular in the Restoration time, many of which were politically focused. The plays often involved sex, adultery, and double entendre. This was often felt to be critical of the nobility and the Royal court under Charles II. But plays could be critical of Whig and Tory politicians, during the Popish Plot and the Exclusion Crisis there were satires about politicians.

Level 2:	Simple explanation of one change(s) Answer is presented in a structured account that demonstrates specific knowledge and understanding that is relevant to the question	3–4
	<p>Students may progress from a basic narrative of change(s) by showing a simple understanding of consequence(s) supported with factual knowledge and understanding.</p> <p>For example, during the Restoration the theatre allowed women to perform on stage for the first time. One common plotline involved women dressing and acting as men. Aphra Behn was a woman who wrote comedy plays for the Restoration theatre.</p>	
Level 1:	Basic explanation of change(s) Answer is presented in a straightforward account that demonstrates basic knowledge and understanding that is relevant to the question	1–2
	<p>Students identify a basic narrative of change(s), which is relevant to the question.</p> <p>For example, Charles II loved the theatre and new theatres were built during his reign. Plays were spectacular and attracted large audiences.</p>	
	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 main consequences of the English colonisation of Jamaica were political.”

How far does a study of **Jamaica during the Restoration, 1660–1685** support this statement?

Explain your answer.

You should refer to **Jamaica during the Restoration, 1660–1685** 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 concept 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 consequences of English colonisation of Jamaica were economic at the start. Modyford's arrival, as an experienced Barbadian planter with hundreds of enslaved people, began the expansion of sugar production. Charles' government had a desperate need for money which attracted them to the profits of the sugar industry. They depended on the brutal enslavement of thousands of Africans to make money for the English. The human consequences of the English colonisation of Jamaica were by far the more important. Clarendon and Danby exploited the colonies to supplement the King's wealth, it was lack of Royal funds that meant that Modyford had to keep

in with the Buccaneers to defend the islands from the Spanish when the Caribbean became a place of European rivalry. The political consequences of English colonisation are shown by the way that when Arlington fell from power in 1674, Modyford and Henry Morgan were back in the King's favour, and were restored to power in Jamaica.

Level 3: Developed explanation of concept

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 main consequence of the English colonisation of Jamaica was economic because vast amounts of money were made from sugar production in Jamaica. This money was made because of the brutal enslavement of thousands of Africans who were needed for the backbreaking work of growing, harvesting, and processing sugar cane to make sugar. The Plantation owners became so wealthy that a popular expression was 'as rich as a West Indian planter.' Men like Peter Beckford used this wealth to buy more land and offices in Jamaica. The wealth of the Caribbean colonies made its way back to England where towns like Bristol and Liverpool were made wealthy by the trade, as were the London docks through which came 75% of sugar cane imports.

For example, there were political consequences to the English colonisation of Jamaica because the Caribbean became a place where the rivalry between European nations was fought out. The governor of Jamaica, Modyford, knew during the Second Dutch War in 1665 that he needed to use the Buccaneers to defend the islands from the Spanish and against the Dutch because England would not send a fleet. In January 1666 the French King, Louis XIV, sent a fleet to attack English colonies. Politics also affected the governor of Jamaica. The government in England was suspicious of the governors who tried to avoid paying taxes. Clarendon and Danby tried to control Jamaica for the king. The British colonies in the Caribbean had more political influence in the government in England than the 13 American mainland colonies.

Level 2:	<p>Simple explanation of concept</p> <p>Answer demonstrates specific knowledge and understanding that is relevant to the question</p> <p>Answer demonstrates a simple, sustained line of reasoning which is coherent, structured, substantiated and explicitly relevant.</p> <p>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.</p> <p>For example, the main consequence of the English colonisation of Jamaica was the greater misery and enslavement of thousands of Africans. As the sugar colonies developed further, the British became the largest dealers in this brutal trade. Men like Thomas Modyford made a fortune from sugar which needed thousands of enslaved workers.</p>	5–8
Level 1:	<p>Basic explanation of concept</p> <p>Answer demonstrates basic knowledge and understanding that is relevant to the question</p> <p>Answer demonstrates a basic line of reasoning, which is coherent, structured with some substantiation; the relevance might be implicit.</p> <p>Students recognise and provide a basic explanation of consequences</p> <p>For example, the owners of the sugar plantations made a great deal of money from sugar. By 1680, there were 65 000 slaves on the English plantations in the Caribbean and over 40 000 of these were in Jamaica.</p>	1–4
	Students either submit no evidence or fail to address the question	0