

GCSE
HISTORY
8145/2B/D

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

Mark scheme

June 2021

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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 the Great Plague?

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 interpretation correctly suggests that in the short term, the Great Plague was most feared and it made people’s lives terrible as many died and those that remained had to cope with the loss of loved ones and food was scarce. But the measures magistrates took such as quarantine were likely to be effective. The Bills of Mortality began to show that the poorest and dirtiest places were where most deaths occurred. 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 for the areas affected.	
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 Plague made people’s lives terrible and they feared it. Many were shut in their homes and London became silent. Many people had to beg or steal food and money because the Great Plague stopped trade. In most homes between one and three people died. Sometimes the whole family died. The plague destroyed the relationships within families because sick relatives, friends or servants were thrown onto the streets.	
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 Great Plague was terrifying at the time, no wonder people fled if they could afford to. The Court left London and trade between London and the rest of the country was suspended. About 200,000 died (including a quarter of the population of London).

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, the Great Plague killed the poor people, but the rich people were able to leave infected cities, like London.

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

0 2

Explain what was important about Charles II's relationship with Parliament.

[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 issues between king and Parliament) in the broader historical context (Restoration England). This is supported by factual knowledge and understanding.

For example, religion was the big issue between Charles and Parliament, Charles wanted to argue for toleration – for Catholics and nonconformists but for the Cavalier Parliament Anglicanism was the dominant religion and had to be protected, even to the extent of excluding King's brother from the succession. They force the King to back down over the Test Act. Religion also influenced foreign policy as Parliament was unhappy that England was supporting a Catholic country – France and the revelation of Danby's secret negotiations with the French wrecked any trust there was between Parliament and the King.

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, money was the big issue for Parliament and the Crown. It was the leverage that Parliament had over the King because it paid an annual grant to the King. But they were reluctant to pass unpopular taxes under Lord Clarendon between 1660 and 1667. MPs were unwilling to give Charles money

for policies they did not support and in 1672 Charles issued a ‘Stop on the Exchequer’ showing he was bankrupt and humiliated.

For example, after the Civil War and the Restoration religion remained a big problem for Charles and Parliament. Parliament passed laws to ensure that England remained Anglican, these became known as the Clarendon Code which reduced the freedom of both Catholics and Nonconformist Protestants, for example, the ‘Conventicle Act’ in 1664 which meant religious meetings other than Anglican ones could not involve more than five people or ‘The Five Mile Act’ in 1665 restricting the movement of Nonconformist clergy.

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 Parliament fell out with Charles II because they did not agree with his foreign policy. He had an alliance with France which was Catholic and he made the Secret Treaty of Dover in 1670. The MPs were frightened that this would lead to England becoming Catholic.

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, Charles II fell out with Parliament because they did not want his brother, James, to succeed him.

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

0 3

Write an account of how conflict with the Dutch 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, conflict with the Dutch contributed to Parliament's dissatisfaction with Charles II. The Dutch were Protestant and Parliament was suspicious after the Declaration of Indulgence (1672) 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 Dutch were commercial rivals but co-religionists.

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, conflict with the Dutch through 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. The Dutch were free to roam in the English Channel and to disrupt the transport of goods to London especially 'sea coal' from Newcastle following the destruction of the Great Fire. The English stored their fleet away.

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, the wars with the Dutch showed how the standard of the English Navy had dropped. The King decided to keep the Navy fleet in dock. The sailors were not paid and deserted; the ships were not repaired properly. All this allowed the Dutch to attack in June 1667 on the River Medway and cause a major defeat and embarrassment for the English Navy.

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, in the Dutch wars the English Navy used new tactics like the, 'line ahead' and built larger ships.

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

'The work of Sir Christopher Wren was the main reason for the successful building of St Paul's Cathedral.'

How far does a study of **St Paul's Cathedral** support this statement?

Explain your answer.

You should refer to **St Paul's Cathedral** 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
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 reason why St Paul's was successfully rebuilt was because enough important people needed it to be rebuilt. King Charles saw the church as symbolic of the Restoration of the monarchy and it would become a monument to him. The Anglican church wanted an important symbol of their faith in the capital but nothing that looked too Roman Catholic or radically European. The leaders of the City of London needed to have an important church in the centre of the city. Parliament wanted to rebuild the whole of London after the Plague and Fire. Perhaps Sir Christopher Wren's greatest

achievement was to manage all of these interests over the long time the Cathedral took to build, and create such a magnificent result.

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, Sir Christopher Wren realised how important the money for the rebuilding was. He wrote in 1669 that until he knew how much money he had then he could not really analyse the design. Fortunately, Parliament voted the Second Rebuilding Act in May 1670, first of all this went to rebuilding 51 parish churches in London. So, money was a continual problem, to the extent that in 1685 he became an MP himself and argued in Parliament to renew the coal tax until October 1700 to pay for the continued building.

For example, the role of the King was important because he appointed the architect – Sir Christopher Wren. The King promised a more beautiful city after the Great Fire. He had been in exile in France and seen magnificent French churches, Wren had also spent some time examining European buildings, they both wanted a radical and imaginative design. Charles also owned the land on which St Paul's was built and he gave his approval to the 'final' plan – the warrant design but he also gave Wren the right to make changes as he saw fit. This allowed Wren to make a more radical and inspiring building than the church authorities initially approved. The King saw the rebuilding of St Paul's as symbolic of the Restoration of the monarchy and the city of London after the fire.

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, Sir Christopher Wren was a genius because he was able to adapt his design as he discovered problems during the building, for example, he realised that the ground would not support a heavy dome so he invented a triple skinned dome which was much lighter. He also had to change the design of the West front because he could not get stone blocks long enough to span

the gaps between the columns, so he redesigned the entrance and used pairs of columns.

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, Wren was very important because he was a brilliant architect who had been asked to redesign St Paul's before the fire and had seen churches in Europe. He submitted several designs before the 'Warrant Design' was accepted.

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