



GCSE HISTORY 8145/2B/D

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

Mark scheme

June 2023

Version: 1.0 Final



2 3 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.

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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 Restoration theatre?

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, it is convincing because it describes the ‘Comedy of Manners’ style Restoration play which along with the ‘Heroic Tragedy’ was popular. The Theatre Royal, Drury Lane was a brand-new theatre where Killigrew’s King’s company performed, and the King attended. The ‘Comedy of Manners’ often parodied the behaviour of the upper class through the characters of the ‘fop’ and the ‘rake’. Although audiences were from all classes, the Restoration theatre was very much aimed at the upper classes rather than the broader appeal of the Elizabethan theatre.	
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, the interpretation correctly suggests that women like Aphra Behn could not only have a successful career as a playwright, but women like Elizabeth Barry, and Nell Gwynn could perform in Restoration comedies. They did gain some fame in the theatre and then fame in society through becoming the mistresses of the nobles and King at court. Female roles were no longer played by men or boys but by women.	

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, Charles II gave Killigrew and Davenant patents to set up theatre companies and perform plays. Theatres now used expensive scenery and actors like Betterton. Nell Gwynn delighted audiences.

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 Aphra Behn was a woman who wrote plays for the Restoration theatre.

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

0 2 Explain what was important about the Catholic Question during the reign of 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 Catholic Question during the reign of Charles II) in the broader historical context (Restoration England). This is supported by factual knowledge and understanding.

For example, Parliament would never allow Charles II to rule in the same way as his father had. His father's Roman Catholic leanings, and Catholic wife, had been a large reason for the Civil War. Parliament's strong Anglicanism is shown by the Clarendon Code aimed at Nonconformists. The Catholic Question centred on 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 affected by the Catholic Question because Parliament was upset that they were voting taxes to help support Catholic France's war against the Protestant Dutch.

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 big issue was about the succession of the Duke of York who was a Catholic which was the Exclusion crisis. The Catholic Question influenced and was interwoven with home and foreign affairs which 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.

For example, it was important because Parliament was Anglican. It disliked 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. Parliament would not vote Charles money for his war against the Dutch. Learning of Danby's negotiations with the Catholic France destroyed the trust between king and Parliament.

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, 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 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 did not have any lawful heirs. 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**

0 3

Write an account of how the slave trade 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, the trade in enslaved people made huge fortunes for the slave traders and Plantation owners which they spent on lavish houses, and some gave money to charity to set up schools and hospitals in England. This led to slave traders being regarded as benefactors. It also increased demand for goods such as textiles, chains, pots and guns which were traded in Africa. This provided jobs for workers, investment in manufacturing which led eventually to the Industrial revolution and profits for the owners of these businesses.

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 trade in enslaved peoples made huge profits for the shareholders of the Royal Africa Company. These included Charles II and his brother, James, Duke of York. Charles also made money from taxes on the goods brought into Britain through the triangular trade which was important because he was short of money, especially when he ruled without Parliament.

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) with supported with factual knowledge and understanding.</p> <p>For example, the trade in enslaved people led to the growth of the ports of Liverpool, Bristol and London and paid for many new houses and public buildings.</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, some people in England made a lot of money from enslaving people.</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.

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“The main consequences of the development of Coffee Houses were economic.”

How far does a study of the **London Coffee Houses** support this statement?

Explain your answer.

You should refer to the **London Coffee Houses** 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 coffee houses in London served many purposes. The King saw them at times as places of political criticism. The Rainbow coffee house was seen by the government as being involved with Titus Oates and the Popish plot of 1678. The King’s attempt to close them down was temporary, due to the protests of the coffee house owners and the King’s need for coffee drinking taxes. The main consequence of the development of coffee houses in London was the improved communication of information. That may have been economic and commercial information about stocks and shares, the arrival and departure of ships, the selling of cargoes, sometimes of enslaved people. But it could also be scientific information such as between Robert Hooke and Sir Isaac Newton in 1679 about the movement of the planets and gravity. In

1680 Hooke even chose Garraway's coffee house to do an experiment about the Earth's movement. Socially, the coffee houses allowed a much greater variety of people from all classes to mix and exchange opinions ideas and information.

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, the economic consequences of the development of the coffeehouse were immense. It was not just the businessman who did deals in the coffee houses. The King, Charles II, taxed coffee and was torn between advice to close the coffee shops down as centres of political criticism, or keep them open and take the tax profits. Different coffee shops attracted different businessmen. Tom's coffee house was a meeting place for insurers and bankers, Jonathan's coffee house in Exchange Alley was well known for the buying and selling of shares and, famously in 1686, Edward Lloyd opened a coffee house in Tower Street which was popular for reliable news about shipping, cargoes and disasters at sea.

For example, the coffeehouse was a place to relax in peace unlike a public house. There could be good conversation, a sharing of ideas and opinions. Visiting a coffeehouse was definitely a social event. At Will's coffee house for example John Dryden read his poetry, Alexander Pope and Jonathan Swift attended and in 1663 Samuel Pepys said that the conversation and debates there were most enjoyable. Sir Isaac Newton and the famous astronomer Professor Halley visited the Grecian coffee house on the Strand. Because anyone could buy a cup of coffee as it was cheap, these places became known as 'Penny universities'.

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 consequences by simple reasoning supported with factual knowledge and understanding of the site.

For example, the coffee houses contributed to important economic benefits. A lot of trade was done in the coffee houses around the Royal Exchange in

Cornhill. The coffee house owners attracted businessmen by displaying information such as Edward Lloyd who published a list of the arrival and departure of ships at English and foreign ports, this made his coffee house the centre of the London shipping world. Financial gossip circulating in coffee houses which became an important place to buy and sell shares.

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 consequences	
	For example, Coffee houses in London, such as Lloyd's or Garraway's, were where businessman met to do deals. On the walls of the coffee houses were bulletins announcing sales, ship sailings and auctions.	
	Students either submit no evidence or fail to address the question	0