



GCSE

HISTORY

8145/2B/D

Paper 2B/D Restoration England, 1660-1685

Mark scheme

Additional Specimen Material

Version E1.2

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 Assessment Writer.

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, ie 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.

Step 3 Spelling, punctuation and grammar (SPaG)

Spelling, punctuation and grammar will be assessed in question 04.

	Performance descriptor	Marks awarded
High performance	<ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate 	4 marks
Intermediate performance	<ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate 	2–3 marks
Threshold performance	<ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate 	1 mark
No marks awarded	<ul style="list-style-type: none"> • The learner writes nothing • The learner’s response does not relate to the question • The learner’s achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning 	0 marks

Question 04 is an extended response question. They give students the opportunity to demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

0	1
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Study **Interpretation A** in the Interpretations Booklet.

How convincing is **Interpretation A** about the growth in power of the East India Company?

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, Interpretation A is correct because it says the company was involved in the ‘war against the Dutch’. The East India Company were keen to gain government support against the Dutch who were their competitors. They repeatedly petitioned Parliament and the king to take aggressive action against the Dutch.

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 the company was more prosperous and the company did grow. Charles II himself benefited greatly from the profits of the East India Company between 1664 and 1667; the company lent the king almost a quarter of a million pound.

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, this does convince me because it was true that Bombay had many advantages for the headquarters of the East India company because it had a superb harbour and was a deep water port. Here they established a fortified trading post or 'factory' to go with the one at Madras.

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 East India Company expanded and made lots of money during the reign of Charles II. In 1668 Charles sold it to Bombay for £10 in gold.

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

0 2

Explain what was important about the theatre in 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 theatre) in the broader historical context (Restoration England). This is supported by factual knowledge and understanding.

For example, it was important because there were a number of tragedies and comedies in Restoration theatres. But there was a big boom in satire. These stories involved scandal or embarrassment and often made fun of upper-class people. The play ‘The Country Gentleman’ was a satire on Sir William Coventry, a contemporary politician, and it resulted in him challenging one of his rivals who had written it. But his reputation was severely damaged.

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,

in the Restoration theatre it was an important change that women took on new roles. They could act in plays. It was even common for women to act in plays but dress and act as men. Nell Gwyn was a famous actress from the time. Women such as Aphra Behn also wrote plays.

For example, the style of plays changed which was important because there

were many comedies which were popular. They were fast paced and complicated, this seemed to copy how the royal court seemed to behave. The attitude of Charles II to a play often decided whether it would be successful. He gave exclusive rights to stage plays to two groups, the 'Kings Company' and the 'Dukes Company'.

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, it was important that there were new, much larger capacity, grand theatres built in London designed by Christopher Wren. They had movable scenery and machinery to produce sound effects including thunder and lightning. At the Dorset Gardens Playhouse actors could even be flown in on wires.

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, new theatres or playhouses were built in Restoration England.

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

0	3
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Write an account of the ways in which the English Civil War and Commonwealth affected the Restoration of the monarchy.

[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/continuity(s/ies)** **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/continuity(s/ies) 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 biggest issue that Charles faced when the monarchy was restored was the relationship he would have with Parliament who after all were his father’s opponents during the war. But Parliament had restored him. After he was crowned he formed the Cavalier Parliament in May 1661. Although Charles had the support of much of this Parliament he still battled with it over his need for money, and the issues of religion, and foreign policy. These were very much the themes that had occupied Parliament and his father!

Level 3: **Developed analysis of change/continuity(s/ies)** **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/continuity(s/ies) with extended reasoning supported by a range of factual knowledge and understanding.

For example, one of the biggest problems on the Restoration was the religious differences that had been a major factor in causing the civil war. Charles always said he was a Protestant but many things suggested that he was really a Catholic. He had married a Catholic and decorated churches in a Roman Catholic way and his choice of people to hold important positions in the Church

of England suggested Catholic preferences.

Level 2: Simple analysis of change(s) **3–4**
Answer is presented in a structured account that demonstrates specific knowledge and understanding that is relevant to the question.

Candidates 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 English Civil War had seen many deaths and caused religious and political divisions. These things would take a long time to get over. Homes had been destroyed, land confiscated. One of the first things Charles did was to return some of the land to Royalists which had been seized.

Level 1: Basic analysis of change(s) **1–2**
Answer is presented in a straightforward account that demonstrates basic knowledge and understanding that is relevant to the question.

Candidates identify a basic narrative of change, which is relevant to the question.

For example, as a result of the English Civil War at the Restoration, England had a powerful standing army.

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 reason for design of Royal buildings was to demonstrate the new ideas and technology of the period.'

How far does a study of **Tilbury Fort, during the Restoration period**, support this statement?

Explain your answer.

You should refer to **Tilbury Fort, during the Restoration period**, 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 causes 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 causes by analysis of the relationship between them supported by factual knowledge and understanding of the site.

For example, the reason for some Royal buildings was to show off and for pride. Charles II as a king was very careful about projecting his public image. The king could see rebuilding Tilbury as an issue of national pride. This project had Charles' personal approval. Before the Restoration Tilbury had fallen into neglect. In 1667 the Dutch captured and sailed away the flagship of the king's navy, 'The Royal Charles'. Charles wanted to project his power and prestige with this new state of the art fort as demonstrated by the Watergate,

elaborately faced in carved Portland stone with the inscription, 'Carolus Rex'.

Level 3: Developed explanation of causes **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 cause(s) to a developed explanation of causes by extended reasoning supported by factual knowledge and understanding of the site.

For example, Charles II was interested in science and new technology, but even more interested in money. He wanted to compete for wealth with the Dutch. For this, Britain's harbours and ports were vital, so the reason for Tilbury was economic. Before the Restoration Tilbury was neglected, in 1636 the outer defences were flooded at high tide and ferry passengers and animals regularly walked through the site. After the Dutch Raid on the Medway in 1667, Charles gained access to the money needed to rebuild Tilbury Fort and put that miserable episode behind him. The Dutch were trade rivals to the English as the Anglo Dutch Wars proved and London sought to rival Amsterdam as a financial centre.

For example, it is true that a reason for many new buildings was to demonstrate new ideas about design and technology. Tilbury Fort does this because it has the latest defensive design. Bernard de Gomme was the gifted Dutch-born engineer who became Charles' Surveyor General of the Ordnance. He had engineered the defence of Oxford during the Civil War and was employed to fortify Plymouth during the Second Dutch War but his irregular pentagon design of Tilbury Fort was his masterpiece. Tilbury Fort using the bastion system that began in early 16th century Italy. It had been used for complex defences of Dutch towns and employed water barriers in ditches that could be emptied if they iced over. Each Bastion overlooked another and protected it. Its low profile offered little for the enemy to aim at and protected the river with 14 revetted gun emplacements.

Level 2:	Simple explanation of cause(s) 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 cause(s) by simple reasoning supported with factual knowledge and understanding of the site. For example, the reason for creating many Royal buildings in the Restoration period was because they had a very practical function to perform. Tilbury Fort rebuilt in 1670 was the first line of defence for London at the point where the Thames narrows down to 800 yards. In 1667 the Dutch Raid on the Medway resulted in the sacking of the fort at Sheerness, leaving Chatham docks exposed. This was a humiliation for Charles II's Navy and the country. After that it was a priority to be able to defend the capital properly.	5–8
Level 1:	Basic explanation of cause(s) 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 cause(s) For example, Tilbury Fort was designed to defend the entranceway to the Thames and the dockyards.	1–4
	Students either submit no evidence or fail to address the question	0