



GCSE History

8145/2B/D – Paper 2: Section B/D

Restoration England, 1660-1685

Mark scheme

June 2018

Version/Stage: 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 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.

Further copies of this mark scheme are available from aqa.org.uk

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.

In many of our mark schemes we use the following terms to describe the qualities and levels of reasoning of an answer:

Complex: Answers build on the qualities of developed answers. Answers display reasoning that shows the links or connections between evidence or details that are explicitly relevant to the question. Answers may show originality or sophistication. Answers demonstrate substantiated judgement or an awareness of the provisional and problematic nature of historical issues, evidence and interpretations.

Developed: Answers that display more than one step of reasoning or detailed explanation that is explicitly relevant to the question. Answers will sustain an explanation of the differences or similarities in sources or interpretations.

Simple: Answers that describe evidence, features or material relevant to the question. Answers that display simple one step reasoning or brief explanation of a point or comment that is explicitly relevant to the question. Answers may recognise, describe and may explain, simple similarities or differences in sources or interpretations.

Basic: Answers that identify evidence, features or material relevant to the question. Explanation is likely to be implicit or by assertion. Answers take features of sources or interpretations at face value. Material discussed may have implicit relevance.

When a question tests AO1 and AO2 in conjunction, the AO2 element of the level descriptor always is the first statement in the descriptor and the AO1 element is the second statement in the descriptor. It is also important to remember that the 'indicative' content, which accompanies the level descriptors, is designed to exemplify the qualities expected at each level and is not a full exemplar answer. Other historically accurate and valid answers should be credited.

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.

0 1

How convincing is **Interpretation A** about the Restoration Navy?

Explain your answer using **Interpretation A** and your contextual knowledge.

[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 shows that an improved Navy was vital to England's trade and prosperity as shown by the 'Blue Water' policy. Many ships had been built under Cromwell and in the early years of the Restoration these were used to patrol the trade routes looking out for enemy ships and to attack Spanish ports. The Navy was much more organised and structured before the King and his brother took a great interest in the Royal Navy.

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 there were improvements in the building of ships and tactics this was because they had learned the line of battle tactic when ships faced each other in a row. More powerful cannons made this tactic more effective and by the 1660s 'first rate' ships carried more than 90 cannons.

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, it is convincing because life on board could be tough. The sailors spent months at sea and were often poorly treated by officers. They had limited rations of food and water and in times of war they would be press-ganged into joining usually when they were drunk and with the threat of violence.

Level 1: Basic analysis of interpretation based on contextual knowledge/understanding **1-2**

Answers show understanding/support for interpretation but the case is made by assertion/recognition of agreement.

For example, Britain did a lot of trade at this time and a powerful Navy was needed to protect its ships.

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

0	2	Explain what was important about the Great Fire of London.	[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 Great Fire of London) in the broader historical context (Restoration England). This is supported by factual knowledge and understanding.

For example, although the Great Fire of London provided opportunities to build new buildings such as St Paul's it did not lead to Charles's vision for the layout of the modern European city because there were so many arguments over ownership. London was rebuilt much the same street layout.

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 destruction of the fire showed how unsafe and inflammable the old city of London was. The fire meant that London became safer as they rebuilt to prevent fires starting and being so destructive by spreading. So they built in brick not wood which would not catch light so easily. The streets were widened to prevent the fire spreading from building to building as they collapsed.

For example, such was the destruction that people took measures to make it easier to deal with fires if they did start again. Insurance companies were started. For a regular payment by a building's owner the insurance company would send a fire engine to put out any fire. They did not build right next to the river so they could get water to put out fires.

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 fire allowed Sir Christopher Wren to design new churches in London such as St Paul's Cathedral which was built on the site of the old Cathedral.

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 fire burnt down large parts of London.

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

0 3

Write an account of the ways in which the Popish Plot 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 changes 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	7-8
	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, in September Titus Oates described a detailed Catholic conspiracy; Sir Edmund Godfrey was murdered in October. And then it was revealed that Lord Danby had been secretly negotiating with the French for two years. So the Popish Plot affected Restoration England because it further fuelled the anti-Catholic hysteria which played into the hands of Lord Shaftesbury and allowed him to bring in Exclusion Bills.	
Level 3:	Developed analysis of change(s) 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	5-6
	Extends Level 2. Students may progress from a simple narrative of change(s) with extended reasoning supported by a range of accurate factual knowledge and understanding, which might be related to one consequence or impact of the identified changes. For example the Popish Plot 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 analysis of 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 Popish Plot was a fantasy showed just how much anxiety there was about the Catholic threats to take over the country. With rumours and accusations it built up the anxiety about Catholics.</p>	
Level 1:	Basic analysis 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, which is relevant to the question.</p> <p>For example, it affected Restoration England because innocent people were arrested and executed.</p>	
	Students either submit no evidence or fail to address the question	0

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

0	4
---	---

'During the Restoration period, the main change that Royal buildings demonstrated was an interest in the arts and sciences.'

How far does a study of **Royal Observatory, Greenwich** support this statement?

Explain your answer.

You should refer to **Royal Observatory, Greenwich** 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 changes 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 changes by analysis of the relationship between them supported by factual knowledge and understanding of the site.

For example, unlike continental scientists the Royal Observatory and Charles II's interest in it reflects an approach to science that is very hands-on and practical rather than theoretical. The Royal Observatory demonstrates this practical science with its state-of-the-art 14 foot pendulums for Flamsteed to calculate and record all the data for his tables about the earth's rotation.

Level 3: Developed explanation of changes **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 change has greater merit.

Students may progress from a simple explanation of change(s) to a developed explanation of changes by extended reasoning supported by factual knowledge and understanding of the site.

For example, the Royal Observatory reflects the importance of navigation and trade to Britain. It was based on the need of ships to find their position at sea. It was important for the English Navy competing with the French in the New World to be able to navigate accurately and efficiently. If they could do this then Britain would benefit commercially from trade.

For example the Royal Observatory was concerned with improving navigation and Charles II is often considered to be the founder of the Royal Navy. Improving navigation by observing the stars would mean that the Royal Navy would have an advantage in its competition with the French and conflict with the Dutch.

Level 2: Simple explanation of change(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 change(s) by simple reasoning supported with factual knowledge and understanding of the site.

For example, the Royal Observatory reflected the interest in the arts and sciences of the King himself, and other royals. He wanted it to rival the Observatory which his French cousin, Louis XIV, commissioned in Paris. It was on land owned by the King. Charles also supported and visited the Royal Society which was founded in November 1660. It was a club for educated people to discuss new ideas and exciting discoveries.

Level 1:	Basic explanation of one or more factors	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 change(s).	
	For example, the Royal Observatory shows Charles II was very interested in arts and sciences. He gave the Royal Society a Charter in 1662. He enjoyed the company of scientists and setting them problems.	
	Students either submit no evidence or fail to address the question	0