

GCSE HISTORY

(8145)

Marked Papers 2B/D -
Restoration England,
1660-1685

Understand how to apply the mark scheme for our
sample assessment papers.

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EXAMPLE RESPONSES



Example responses plus commentaries

The following student responses are intended to illustrate how the mark scheme can be interpreted and how it is likely that students will respond to the questions, allowing the student and teacher to explore and reflect upon the mark scheme and how answers can be improved.

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

Question 01

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

Explain your answer using Interpretation D and your contextual knowledge.

[8 marks]

Mark scheme

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 Extends Level 3. Students may progress from a developed evaluation of the interpretation by complex analysis of the interpretation supported by factual knowledge and understanding. For example, Interpretation D 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.	7–8
Level 3	Developed evaluation of interpretation based on contextual knowledge/understanding 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.	5–6

Level 2	Simple evaluation of interpretation based on contextual knowledge/understanding	3–4
	<p>Students may progress from a basic analysis of interpretation by reasoning supported with factual knowledge and understanding based on one aspect of the interpretation.</p> <p>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.</p>	
Level 1	Analysis of interpretation based on contextual knowledge/understanding	1–2
	<p>Answers show understanding/support for interpretation but the case is made by assertion/recognition of agreement.</p> <p>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.</p>	
Students either submit no evidence or fail to address the question		0

Student response

The interpretation is convincing the East India Company's growth in power as it focuses on the importance of the Company's control of heavily fortified ports in India. When the Portuguese gave Charles a gift of Bombay when he married Catherine of Braganza, it became the main base for the Company's power. This allowed the company to control the Asian spice and silk markets. As the interpretation says, this undermined the local rulers, which meant that the East India Company was able to grow and expand other port cities like Surat, Calcutta and Madras. Therefore, the interpretation is convincing about how the Company's power grew because it concentrates on the main factor that allowed the company to grow in the region.

The interpretation is also convincing as it shows how the growth in power of the East India Company had violent effects for other parts of the British Empire. For example, the East India Company wanted to protect their position against rival Dutch traders and expand trade as part of the policy of mercantilism. Therefore, as the interpretation says, the period of growth for the East India Company brought ‘war against the Dutch’, as the Company often asked Parliament to back a war against the Dutch to help with British trade. As a result, the Dutch attacked England like when they raided the Medway in 1667.

Commentary – level 4

The answer uses relevant contextual knowledge and understanding to substantiate the evaluation of a number of complex ideas (Bombay as a central factor in the growth of the East India Company, the consequences of the growth in power elsewhere) using relevant contextual knowledge and understanding.

Question 02

Explain what was important about the theatre in Restoration England.

[8 marks]

Mark scheme

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 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 <i>The Country Gentleman</i> 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.	7–8
Level 3	Developed explanation of consequences 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 that 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	5–6

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

Student response

The theatre was politically important for Charles II. Before the Restoration, Cromwell banned the theatre because he thought it was immoral and unchristian. When Charles brought the theatre back, it showed the public that the new government was going to allow people more freedom than they were given under the Commonwealth. The general public attended in larger numbers than ever, which shows how popular the theatre was, and Charles became known as the 'Merry Monarch'. Therefore, the decision to bring the theatre back helped Charles to become more popular with his subjects, which made him more politically powerful.

The theatre was also important for the culture of Restoration England. Charles patronised the leading architects of the time like Christopher Wren, who designed theatres with brand new features. For example, the Dorset theatre was the first theatre that allowed actors to fly on to the stage on wires. Also, plays and ideas that had been banned since before the Civil War were shown again, and some plays even mocked the rich and powerful in society. For example, *the Country Gentleman* mocked Sir William Coventry and ended his career. Therefore, the theatre was important as it allowed people to express themselves with freedom again.

Commentary – level 4

The response shows complex thinking by analysing the consequences of the theatre in the broader historical context (Charles II political power, new cultural freedom in Restoration England). This is supported with relevant and accurate factual knowledge and understanding.

Question 03

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

[8 marks]

Mark scheme

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** **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 with complex reasoning supported by a range of accurate and detailed 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(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 from Level 2.

Students may progress from a simple narrative of change(s) with extended reasoning supported by factual knowledge and understanding, which might be related to one consequence or impact of the identified changes.

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 but simple knowledge and understanding that is relevant to the question

Students may progress from a basic narrative of change(s) by simple understanding of consequences of change 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

Students identify a basic narrative of change(s), 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**

Student response:

The consequences of the English Civil War and Commonwealth meant that Charles was not allowed to spend money in the same way that his father did after the Restoration. The outcome of the English Civil War meant that the King could not claim the 'Divine Right of Kings' and rule as he wanted, and Charles had to accept more limits to his power in order to be accepted back as King by parliament. Taxation had been a major cause of the Civil war, so after the Restoration Charles had to agree that parliament would pay him his annual grant to run his government, and was often given less than the agreed amount of £1.2 million. Therefore, in order to avoid the problems that caused the Civil War, the financial power of the King was reduced after the Restoration.

The Civil War and the Commonwealth also caused religious problems after the Restoration. Religious differences were major causes of the Civil War, and Anglicanism the dominant faith of those in the Cavalier Parliament. However, Charles believed in giving more religious freedom to Catholics and non-conformist Protestants, which led to conflict between Charles and his Ministers. For example, the Clarendon code made it harder for people to follow a religion other than Anglicanism, while in 1673 parliament passed the Test Act which banned all Catholics from holding positions of power in government. Therefore, the religious distrust of Catholicism that helped to begin the Civil War continued to cause problems for Charles during his rule.

Commentary – level 4

The answer shows complex thinking by supporting analyses of more than one way that the Civil War and Commonwealth affected the Restoration of the monarchy (politically and religiously) with a range of detailed factual knowledge and understanding.

Further information

For an example of the Historic Environment question, please see the Elizabethan England student responses.

Get help and support

Visit our website for information, guidance, support and resources at aqa.org.uk/8145

You can talk directly to the History subject team

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