

AQA

GCSE HISTORY 8145/2B/D

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

Mark scheme

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Version: 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 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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

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

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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.

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How convincing is **Interpretation A** about women in Restoration England?

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 although women did challenge the idea of a male dominated society, most women followed traditional expectations of their role in Restoration Society. However, some women at court for example Charles II's mistresses, became very powerful and were often the source of patronage and advancement at court.

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 women had very few rights in society. They tended to stay at home doing household work and having children. They could not vote or be Members of Parliament. However, some roles were being taken on by women and they might run businesses becoming shipowners, tavern keepers, or merchants. These might be women who took on their husband's business after they died.

Level 2:	Simple evaluation of interpretation based on contextual knowledge/understanding	3–4
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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, women appeared on the stage and acted in plays. Nell Gwynne was an actress. Some plays were written by women like Aphra Behn.

Level 1:	Basic analysis of interpretation based on contextual knowledge/understanding	1–2
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Answers may show understanding/support for interpretation, but the case is made by assertion/recognition of agreement.

For example, it is true that during the Restoration women were thought to be inferior to men and less intelligent.

Students either submit no evidence or fail to address the question	0
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0 2

Explain what was important about the relationship between Charles II and 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 relationship between Charles II and Parliament) in the broader historical context (Restoration England). This is supported by factual knowledge and understanding.

For example, religion was the big important 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 forced 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, 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, supported by factual knowledge and understanding.

For example, Parliament fell out with Charles II because it 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 it 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 the ways in which the Great Plague of 1665 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, in the short term, the plague 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; however, in the long term the plague was not so destructive and the population recovered quickly. People who had fled came back to London and new people came to London to take the jobs of those who had died. There was a sudden rise in the number of marriages and births, which meant the population recovered.

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 fact that the plague made people's lives terrible. Many were shut in their homes and London became silent. Many people had to beg or steal food and money because the 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 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) supported with factual knowledge and understanding.

For example, the problem of epidemic diseases was endemic at this time and the Great Plague was an outburst of it which ravaged London in 1665. 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 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, 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

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 main reason for building the Royal Observatory was the King’s interest in Science.’

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 cause 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 cause 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. With so much of Charles’s income tied by Parliament to the performance of English trade, and custom duties on it, it is little wonder that Charles showed an interest in any practical advantage that could improve England’s commerce with the world.

Level 3: Developed explanation of cause 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 cause has greater merit.

Students may progress from a simple explanation of cause to a developed explanation of causes by extended reasoning supported by factual knowledge and understanding of the site.

For example, the main reason for the building of the Royal Observatory was because of the importance of navigation and trade to Britain. It was based on the need of ships to find their position at sea. Improving navigation by observing the stars would mean that the Royal Navy would be better able to navigate and have an advantage in its competition with the French and conflict with the Dutch. If they could do this then Britain would benefit commercially from trade.

For example, the Royal Observatory shows the King's interest in science and the rivalry he had with his cousin, Louis, in France who was also supporting scientific progress in navigation. Charles was a keen sailor and understood about ships. He is often considered to be the founder of the Royal Navy.

Level 2: Simple explanation of cause 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 cause 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 that the King and other royals showed. The Royal Society was founded in November 1660. Charles visited the Royal Society. It was a club for educated people to discuss new ideas and exciting discoveries.

Level 1: Basic explanation of cause 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, the Royal Observatory shows Charles II was very interested in arts and sciences. He gave the Royal Society a Charter in 1662.

Students either submit no evidence or fail to address the question

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