

## A Level History A

### Unit Y305

#### The Renaissance c.1400–c.1600

#### Sample Question Paper

### Date – Morning/Afternoon

Time allowed: 2 hour 30 minutes



**OCR supplied materials:**

- 12 page Answer Booklet

**Other materials required:**

- None



<b>First name</b>										
<b>Last name</b>										
<b>Centre number</b>										
<b>Candidate number</b>										

#### INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- Answer Question 1 in Section A and any 2 questions in Section B.
- Write your answer to each question on the Answer Booklet.
- Do **not** write in the bar codes.

#### INFORMATION

- The total mark for this paper is **80**.
- The marks for each question are shown in brackets [ ].
- Quality of extended responses will be assessed in questions marked with an asterisk (\*).
- This document consists of **4** pages.

**SECTION A**

Read the two passages and then answer question 1.

- 1 Evaluate the interpretations in both of the two passages and explain which you think is more convincing about Savonarola's attitude to the Renaissance.

[30]

**Passage A**

Savonarola wanted Florence to become a true Christian republic. To this end, he attacked the idea of Humanists who wanted to celebrate pre-Christian societies and wanted to destroy works of art which he considered immoral in the way they portrayed people's behaviour. To achieve this, Florence was to make a great sacrifice. Obscene literature, pornographic pictures and paintings, marble statues as well as articles to cause lust were to be collected in the middle of the Piazza and destroyed. The response from many in the city was favourable and members of disciplined youth squads went from house to house collecting offensive articles. Long before the day appointed for the burnings the bonfire looked so impressive and valuable that the Venetian ambassador offered Savonarola 20,000 ducats for the works of art. The burning of the Vanities caused incalculable damage to art. In that pile were works by Lorenzo di Credi and Sandro Botticelli. It is the same with the books of Petrarch and Boccaccio; quite a few copies of the Decameron and Laura were fed to the flames.

Adapted from: R. Hole, *Renaissance in Italy (Access to History)*, published in 1998

**Passage B**

Savonarola was most notorious for the bonfire of the vanities he encouraged, but he did not invent them; they were already a common way of showing public contrition. The burning was not some philistine attack on books and paintings; his opposition to the Renaissance was more complex. He had no objection to art and learning provided it was used to serve Christian purposes by encouraging devotion and meditation. His friary at San Marco had been rebuilt by Cosimo de' Medici and endowed with a rich store of books, including many Greek and Latin manuscripts. When the Medici fell from power in 1494 Savonarola ensured that the Medici library was saved from pillage by incorporating it into the library at San Marco. When Savonarola was dominant in the city, leading humanist scholars became friars of San Marco, as did Michelangelo's brother.

Adapted from: P. van Paassen, *A Crown of Fire: the Life and Times of Girolamo Savonarola*, published in 1961

**SECTION B**

Answer **TWO** of the following three questions.

- 2\*** 'Classical influences were the most important factor in the development of the Renaissance throughout the period from 1400 to 1600.' How far do you agree?

[25]

- 3\*** How important was the Church in the development of the Renaissance from 1400 to 1600?

[25]

- 4\*** 'Renaissance Man' was just an ideal in the period from 1400 to 1600. Assess this view.

[25]

Specimen

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**Passage B:** Adapted from: van Paassen, P. (1961), A Crown of Fire: the Life and Times of Girolamo Savonarola, Hutchinson, an imprint of Random House Group, UK,

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**...day June 20XX – Morning/Afternoon**

**A Level History A**

**Unit Y305 The Renaissance c.1400–c.1600**

**MARK SCHEME**

**Duration:** 2 hour 30 minutes

**MAXIMUM MARK      80**

**MARKING INSTRUCTIONS****PREPARATION FOR MARKING****SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**TRADITIONAL**

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

**MARKING**

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the scoris messaging system.

5. Work crossed out:
  - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
  - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. There is a NR (No Response) option. Award NR (No Response)
  - if there is nothing written at all in the answer space
  - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
  - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
8. The scoris **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your Team Leader, use the phone, the scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
  - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - b. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

## 11. Annotations

Annotation	Meaning



## 12. Subject-specific Marking Instructions

### INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

**USING THE MARK SCHEME**

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

**INFORMATION AND INSTRUCTIONS FOR EXAMINERS**

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

	<i>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	<b>Generic mark scheme for Section A, Question 1: Interpretation [30]</b>
<b>Level 6</b> 26–30 marks	The answer has a very good focus on the question throughout. It has thorough and sustained evaluation of the interpretations, using detailed and accurate knowledge of the historical context and the wider historical debate around the issue, in order to produce a convincing and supported analysis of them in relation to the question.
<b>Level 5</b> 21–25 marks	The answer has a good focus on the question throughout. It has good evaluation of the interpretations, using relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce a supported analysis of them in relation to the question.
<b>Level 4</b> 16–20 marks	The answer is mostly focused on the question. It has evaluation of the interpretations based on generally relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce an analysis of them in relation to the question.
<b>Level 3</b> 11–15 marks	The answer is partially focused on the question. It has partial evaluation of the interpretations based on some knowledge of the historical context and the wider historical debate around the issue. There may be some use of information from one of the two interpretations to support the evaluation of the other, but the evaluation will not rely on this. There is a limited analysis of the interpretations in relation to the question.
<b>Level 2</b> 6–10 marks	The answer has a limited focus on the question. Parts of the answer are just description of the interpretations, with evaluation in relation to historical context and the wider historical debate around the issue being weak, and evaluation relying heavily on information drawn from the other interpretation. There is a very limited analysis of the interpretations in relation to the question.
<b>Level 1</b> 1–5 marks	The answer has some relevance to the topic, but not the specific question. The answer consists mostly of description of the interpretations with very limited evaluation based on very generalised knowledge of historical context and minimal or no reference to the wider historical debate. Analysis of the interpretations in relation to the question is either in the form of assertion or lacking.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	<b>Generic mark scheme for Section B, Questions 2, 3 and 4: Essay [25]</b>
<b>Level 6</b> 21–25 marks	The answer has a very good focus on the question. Detailed and accurate knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a fully developed synthesis supporting a convincing and substantiated judgement. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
<b>Level 5</b> 17–20 marks	The answer has a good focus on the question. Generally accurate and detailed knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a developed synthesis supporting a substantiated judgement. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
<b>Level 4</b> 13–16 marks	The answer is mostly focused on the question. Relevant knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a synthesis supporting a reasonable judgement. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
<b>Level 3</b> 9–12 marks	The answer has a partial focus on the question. Some relevant knowledge and understanding is used to analyse and explain key features of the period studied in order to attempt an undeveloped synthesis, which is linked to a judgement, though the supporting explanation may lack detail and clarity. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
<b>Level 2</b> 5–8 marks	The answer has only a limited focus on the question. Limited relevant knowledge and understanding is used to give a limited explanation and analysis of key features of the period studied. There is a judgement but this may not be clearly linked with the supporting explanation. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
<b>Level 1</b> 1–4 marks	The answer has a limited focus on the topic, but not the specific question. The answer is largely descriptive, with only very generalised knowledge of the period studied being used to attempt basic explanation and very limited analysis. Judgements are unsupported and are not linked to analysis. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	The answer contains no relevant information.

## Section A

Question	Answer	Marks	Guidance
1	<p><b>Evaluate the interpretations in both of the two passages and explain which you think is more convincing about Savonarola's attitude to the Renaissance.</b></p> <ul style="list-style-type: none"> <li>• <b>In locating the Interpretations within the wider historical debate</b>, answers might argue that Interpretation A argues that Savonarola destroyed Renaissance art in Florence and note that it mentions the bonfire of the vanities in support of this claim.</li> <li>• <b>In evaluating Interpretation A</b>, answers might argue it is valid because it is supported by the large number of works of art destroyed, including the works of Botticelli.</li> <li>• Answers might argue that Interpretation A is not valid as he protected the Medici library as mentioned in Interpretation B.</li> <li>• Answers might argue that he did not attack humanism as humanist scholars became friars.</li> <li>• Answers might argue that support in the city was not complete as there as an attack on those who had carried out the burning as they returned to S Marco.</li> <li>• <b>In locating the Interpretations within the wider historical debate</b>, answers might argue that Interpretation B argues that Savonarola was not completely opposed to the Renaissance and note that it mentions he wanted it to be used for Christian purposes in support of this claim.</li> </ul>	30	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 and above answers will evaluate both interpretations, locating them within the wider historical debate about the issue and using their own knowledge, and reach a balanced judgement as to which they consider the most convincing about the issue in the question.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the interpretations, in line with descriptions in the levels mark scheme.</li> </ul>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• <b>In evaluating Interpretation B</b>, answers might argue that the claim he did not invent bonfires, as a way to show contrition, is valid, as there had been burnings before.</li> <li>• Answers might argue that Interpretation B is valid because he burnt what he considered ‘indecent works’, and not everything.</li> <li>• Answers might argue that his views were complex as he supported art and learning that encouraged devotion and meditation, but not pagan writings which were out of sympathy with Christianity.</li> <li>• Answers might argue that some of the works were surrendered by the artists themselves rather than Savonarola.</li> <li>• Answers might argue that his relationship with Ficino and Mirandola supports the view he was not completely opposed.</li> </ul>		

## Section B

Question	Answer	Marks	Guidance
2*	<p><b>‘Classical influences were the most important factor in the development of the Renaissance throughout the period from 1400 to 1600.’ How far do you agree?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis in the question</b>, it might be argued that classical influences were present in all aspects of the Renaissance.</li> <li>• Answers might consider how the study of the ancient world of Greece and Rome affected the Renaissance.</li> <li>• Answers might consider that art reflected general features of classical civilisation.</li> <li>• Answers might consider the impact of classical studies, such as Cicero, on writing and political theory.</li> <li>• Answers might consider the impact of neo-platonism.</li> <li>• <b>In challenging the hypothesis in the question</b>, it might be argued that there were regional variations and consider influences in the northern Renaissance or in Venice with its links to the east.</li> <li>• Answers might consider the impact of the Church on the development of the Renaissance.</li> <li>• Answers might consider the political structure within ‘Italy’, such as the city states and the role of guilds and patrons.</li> <li>• Answers might consider the economic situation in Italy and argue they were more important.</li> <li>• Answers might consider that it was the skill of the artists that brought about developments in the Renaissance.</li> </ul>	25	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels answers might establish criteria against which to judge.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>



Question	Answer	Marks	Guidance
3*	<p><b>How important was the Church in the development of the Renaissance from 1400 to 1600?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis in the question</b>, it might be argued that it was important in terms of patronage, particularly the Papacy.</li> <li>• Answers might consider that the Church was important in attacking some of the Renaissance ideals through people such as Savanorola.</li> <li>• Answers might consider it was important as it brought a clash in fundamental values.</li> <li>• Answers might consider that the Church was important as it contained some supporters of the new learning and humanism.</li> <li>• Answers might consider that the Church commissioned a large number of works, or consider the importance of the redevelopment of Rome.</li> <li>• <b>In challenging the hypothesis in the question</b>, it might be argued that secular patrons were more important, particularly in the early stages of the Renaissance.</li> <li>• Answers might consider that classical ideas were more important in the development of the Renaissance.</li> <li>• Answers might consider that the political structure of 'Italy' was more important.</li> <li>• Answers might consider that it was the skills of individual artists that brought about the development of the Renaissance.</li> <li>• Answers might consider that economic factors were more important in the development of the Renaissance.</li> </ul>	25	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels answers might establish criteria against which to judge.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>

Question	Answer	Marks	Guidance
4*	<p><b>'Renaissance Man' was just an ideal in the period from 1400 to 1600. Assess this view.</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis in the question</b>, it might be argued that the idea of soldier scholar was just an ideal.</li> <li>• Answers might consider the writing of Castiglione, and argue that that there were few men who combined his ideals.</li> <li>• Answers might consider the French invasion of Italy in 1494, which challenged Renaissance ideals by the French conquering Naples.</li> <li>• Answers might consider the ideals of harmony represented by Vitruvian man.</li> <li>• Answers might consider that the mercenary soldier was far removed from the ideal man.</li> <li>• <b>In challenging the hypothesis in the question</b>, it might be argued that it was not an ideal and was exemplified through the Duke of Urbino.</li> <li>• Answers might consider civic humanism and citizen militias.</li> <li>• Answers might consider the ideas of balance, harmony and universality.</li> <li>• Answers might consider the aim of liberating Italy from the barbarians as represented by Machiavelli.</li> </ul>	25	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels answers might establish criteria against which to judge.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>

## Assessment Objectives (AO) Grid

Question	AO1	AO2	AO3	Total
1			30	30
2/3/4	50			50
Totals	50		30	80

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