

GCE

History A

Unit Y305/01: The Renaissance c.1400 – c.1600

Advanced GCE

Mark Scheme for June 2018

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Continuity/Change
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Simple comment
	Synthesis
	Unclear
	View

MARK SCHEME

Question	Answer/Indicative content	Mark	Guidance
1	<p>Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation for the fall of Savonarola.</p> <ul style="list-style-type: none"> • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation A argues that Savonarola's fall was largely due to internal factors within Florence. • In evaluating Interpretation A, answers might argue that interpretation A is valid because it recognizes that Savonarola did not have universal support, and that this led to division and social disorder. • Answers might argue that interpretation A is valid because of the problems of factionalism within Florence, into which Savonarola had been drawn. • Answers might argue that interpretation A is valid because of the failures of Savonarola to adequately address the people's disillusionment when the prophecies he had made in his preaching did not materialise. • Answers might argue that interpretation A is valid because it identifies a range of factors. • Answers might argue that interpretation A is invalid because it places too little emphasis on the wider context outside Florence, such as the actions of the Papacy. • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B argues largely for factors outside Florence to be responsible for Savonarola's fall, 	30	<ul style="list-style-type: none"> • No set answer is expected • 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. • To be valid, judgements must be supported by relevant and accurate material. • 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

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	<p>particularly the actions of the Pope.</p> <ul style="list-style-type: none"> • In evaluating Interpretation B, answers might argue that interpretation B is valid because Alexander VI was a determined opponent of Savonarola, summoned him to Rome and excommunicated him. • Answers might argue that Interpretation B is valid because Savonarola's desire for a Florentine alliance with France threatened the Papacy and his desire to regain Pisa threatened Venice, thus gaining the opposition of the Holy League. • Answers might argue that interpretation B is valid because of the detrimental impact on Florence a papal interdict would have in the context of plague and existing economic problems. • Answers might argue that interpretation B is invalid because it does not address the loss of public confidence in Savonarola, independent of the actions of the Pope. • Answers might argue that interpretation B is invalid because it largely focuses on the impact of Savonarola's long-term aims (alliance with France, regaining Pisa) in generating unpopularity, ignoring the short-term changes in his preaching and actions (moral reform/Bonfires of Vanities). 		

Question	Answer/Indicative content	Mark	Guidance
2	<p>“Patrons were always more significant than individual scholars and artists in the development of the Renaissance in the period 1400-1600.” How far do you agree?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, it might be argued that the artistic and cultural developments of the Renaissance would not have been possible without the support and financial investment of patrons. • Answers might consider the importance of secular patrons such as the Medici (Cosimo and Lorenzo ‘the Magnificent’). • Answers might consider the patronage of the Church and the papacy (for example Nicholas V, Julius II), for example in creation of the Sistine Chapel. • Answers might consider royal patrons, for example Francis I in France and Henry VIII in England. • Answers might consider the importance of guilds and other associations. • Answers might consider civic humanism and the link between Renaissance intellectual and artistic developments and public life. • Answers might consider Renaissance material culture and how it conferred status on patrons. • In challenging the hypothesis in the question, it might be argued that it was individual artists and scholars who originated and realised Renaissance ideas and artistic developments. • Answers might consider the contribution of artists such as Donatello, Botticelli, Michelangelo, Leonardo da Vinci, Raphaël, Titian and Dürer. 	25	<ul style="list-style-type: none"> • No set answer is expected • At higher levels answers might establish criteria against which to judge • To be valid, judgements must be supported by relevant and accurate material. • 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.

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	<ul style="list-style-type: none"> • Answers might consider the importance of architects such as Bramante and Brunelleschi. • Answers might consider the cultural and intellectual contribution of 'renaissance men' such as Federico de Montefeltro, Alberti, Colet (NB - <i>many of whom could also be legitimately argued to be patrons</i>). • Answers might consider the importance of Erasmus in the Northern Renaissance. • Answers might consider the achievement of developments such as artistic perspective and new artistic styles, which cannot be adequately explained through patronage. • Answers might consider the role of humanism, which originated largely independently of powerful patrons. • Answers might consider the importance of networks and collaboration between individual artists and scholars. 		

Question	Answer/Indicative content	Mark	Guidance
3	<p>“The attitude of the Catholic Church towards the Renaissance stayed the same during the period 1400-1600.” How far do you agree?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, it might be argued that the Church always had a suspicion of the intellectual and artistic developments of the Renaissance because they potentially threatened the authority of the Church. • Answers might consider the tension between the medieval scholastic tradition and humanist educational ideals. • Answers might consider the Church’s suspicion of the pagan and classical themes inherent in much humanist art. • Answers might consider the link between the Renaissance and calls for reform of the Church which were not well received, for example Erasmus or Savonarola. • Answers might consider the Church’s ongoing patronage of selected artists, architects and composers for specific religious works. • In challenging the hypothesis in the question, it might be argued that the attitude of the Church changed over time according to changing circumstances, and that the Church became more closely aligned to Renaissance developments as the period progressed. • Answers might consider the Church’s response to early Renaissance developments, many of which were seen as potentially threatening. • Answers might consider the importance of the Catholic Reformation in harnessing the artistic and architectural 	25	<ul style="list-style-type: none"> • No set answer is expected • At higher levels answers might establish criteria against which to judge • To be valid, judgements must be supported by relevant and accurate material. • 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.

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	<p>developments of the Renaissance for the glory of the Church (the High Renaissance).</p> <ul style="list-style-type: none"> • Answers might consider the uptake of humanist educational ideals by new religious orders like the Jesuits in an attempt to stem the spread of Protestantism. • Answers might consider the development of Christian Humanism in Northern Europe and the way the Church responded. • Answers might consider the Sack of Rome (1527) as a turning point in diminishing the Church's ability to patronise Renaissance artists and scholars. • Answers might consider the attitudes and influences of individual popes such as Nicholas V or Julius II, • Answers might consider the Church's response to individual Renaissance artists and scholars. 		

Question	Answer/Indicative content	Mark	Guidance
4	<p>Assess the view that the French invasion of Italy 1494 was the most significant turning point in the development of Renaissance ideals in the period 1400-1600.</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, it might be argued that the French invasion had a significant impact on both the intellectual and economic context that had fostered the Renaissance. • Answers might consider the loss of confidence which ensued. • Answers might consider the impact of the invasion on ideas about warfare, for example about mercenaries. • Answers might consider the impact of the French invasion on Florence and its neighbouring city-states, where it precipitated civil unrest and changes in government,. • Answers might consider the role the invasion played in shifting the geographical centres of the Renaissance. • In challenging the hypothesis in the question, it might be argued that other events, both military and non-military, had a greater impact on the development of the renaissance ideal. • Answers might argue that the emergence of humanism had a more significant impact. • Answers might consider the Fall of Constantinople and its impact on Renaissance philology. • Answers might consider the influence of Federico da Montefeltro, Duke of Urbino, and the ideal of Renaissance Man. • Answers might argue that the Sack of Rome (1527) was a more significant turning point. 	25	<ul style="list-style-type: none"> • No set answer is expected • At higher levels answers might establish criteria against which to judge • To be valid, judgements must be supported by relevant and accurate material. • 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.

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none">• Answers might consider seminal works of individual scholars such as Castiglione or Machiavelli as a more significant turning point.• Answers might consider the influence of the Protestant Reformation on Renaissance ideals.• Answers might consider the influence of Erasmus and the development of the Northern Renaissance a more significant turning point.		

APPENDIX 1 – this contains the generic mark scheme grids

	<i>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	Generic mark scheme for Section A, Question 1: Interpretation [30]
Level 6 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.
Level 5 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.
Level 4 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.
Level 3 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.
Level 2 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.
Level 1 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>
	Generic mark scheme for Section B, Questions 2, 3 and 4: Essay [25]
Level 6 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.
Level 5 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.
Level 4 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.
Level 3 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.
Level 2 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.
Level 1 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.

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