

**GCE**

**History A**

**Y305/01: The Renaissance c.1400-c.1600**

A Level

**Mark Scheme for June 2024**

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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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## MARKING INSTRUCTIONS

### PREPARATION FOR MARKING

#### RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor 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 RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 6 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

### 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 RM Assessor 50% and 100% (traditional 40% 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 or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**  
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

#### Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

**Multiple Choice Question Responses**

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

*When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.*

**Contradictory Responses**

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

**Short Answer Questions** (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

**Short Answer Questions** (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

**Longer Answer Questions** (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

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. Award No Response (NR) if:
  - there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **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 RM Assessor 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  |
|---|--|
| <b>BP</b>   | Blank Page   |
|   | Highlight  |
| Off-page comment  |  |
| <b>A</b>  | Assertion  |
| <b>AN</b>   | Analysis   |
| <b>EVAL</b>   | Evaluation   |
| <b>EXP</b>  | Explanation  |
| <b>F</b>  | Factor   |
| <b>ILL</b>  | Illustrates/Describes  |
| <b>IRRL</b>   | Irrelevant, a significant amount of material that does not answer the question |
| <b>J</b>  | Judgement  |
| <b>KU</b>   | Knowledge and understanding  |
| <b>P</b>  | Provenance   |
| <b>SC</b>   | Simple comment   |
|  | Unclear  |
| <b>V</b>  | View   |

| Annotation | Meaning           |
|------------|-------------------|
| <b>S</b>   | Synthesis         |
| <b>C</b>   | Continuity/Change |

|   | Question and Answer  | Mark | Guidance  |
|---|--|------|---|
| 1 | <p><b>Evaluate the interpretations in both of the two passages.</b></p> <p><b>Explain which you think is more convincing as an explanation of the Renaissance monarchy in France under Francis I.</b></p> <p><b>In locating the Interpretations within the wider historical debate, answers might suggest</b> that Interpretation A puts forward the view that, despite his preoccupation with women, war, hunting etc., 'he was always in charge of affairs', and his reign 'marked a significant stage in the development of French monarchy'</p> <ul style="list-style-type: none"> <li>• <b>In evaluating Interpretation A, answers might argue</b> that this view is valid since there are good reasons for supporting claims that his personal behaviour was exceptionally licentious</li> <li>• <b>Answers might argue</b> that this view is valid since he had a passion for physical entertainments including, in addition to those mentioned, mock battles, tournaments and wrestling (on occasion with Henry VIII)</li> <li>• <b>Answers might argue</b> that this view is valid since Francis was adept at maintaining, through diplomacy, privilege and largesse, good relations with the lords at court and his powerful provincial governors</li> <li>• <b>Answers might argue</b> that this view is valid since he had some able minsters notably his financial 'wizard', Jacques de Baune, Baron of Semblancay</li> </ul> | 30   | <p>The indicative content lists features of the period studied that relate to the question set.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <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 and Answer  | Mark | Guidance |
|--|--|------|----------|
|  | <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that this view is valid since war did indeed fill much of his reign, notably the continuing Italian Wars</li> <li>• <b>Answers might argue</b> that this view is valid since it can be argued that his reign left a notable artistic and cultural legacy</li> </ul> <p><b>In locating the Interpretations within the wider historical debate, answers might suggest</b> that Interpretation B puts forward the view that Francis I was interested in and, inspired by his travels abroad, eager to promote Renaissance and humanist culture to ‘bring glory and prestige to the monarchy’</p> <ul style="list-style-type: none"> <li>• <b>In evaluating Interpretation B, answers might argue</b> it is valid as Francis wrote a number of poems, some set to music by contemporary composers</li> <li>• <b>Answers might argue</b> that this view is valid since he invited a range of scholars to his court such as the Italian philosopher Camillo and corresponded with others including Erasmus</li> <li>• <b>Answers might argue</b> that this view is valid since he became da Vinci’s patron and friend after he first met him at Pavia following the battle of Marignano</li> <li>• <b>Answers might argue</b> that this view is valid since he was a patron to other Renaissance artists including his royal painter (after da Vinci’s death) del Sarto</li> </ul> |      |          |

|  | Question and Answer  | Mark | Guidance |
|--|--|------|----------|
|  | <ul style="list-style-type: none"><li>• <b>Answers might argue</b> that this view is valid since he undertook major rebuilding works at Blois, Chartres and Chambord</li><li>• <b>Answers might argue</b> that this view is valid since he built up a vast library, eventually housed at Fontainebleau</li><li>• <b>Answers might argue</b> that this view is valid since reading (in several languages) and discussing philosophy and history were among his favourite pastimes</li></ul> |      |          |

|    | Question & Answer   | Mark | Guidance   |
|----|---|------|--|
| 2* | <p><b>'Political factors were the main reason for the development of the Renaissance throughout the period c.1400-c.1600.'</b><br/><b>How far do you agree?</b></p> <p><b>Answers might consider some of the following themes:</b> prestige, international recognition, economic benefits, patronage, intellectual developments, exploration and trade</p> <p><b>In supporting the hypothesis in the question,</b></p> <ul style="list-style-type: none"> <li>• <b>It might be argued</b> that Renaissance values were exploited for reasons of political prestige</li> <li>• <b>Answers might consider</b> the enthusiasm of Renaissance monarchs for making artistic statements designed to impress (e.g., the building projects of French monarchs)</li> <li>• <b>Answers might consider</b> the cultivation of Renaissance principles and gestures in acts of diplomacy (e.g., Francis I and Henry VIII at the Field of the Cloth of Gold)</li> <li>• <b>Answers might consider</b> the importance of patrons with political ambitions and agendas (e.g., Medicis, monarchs) in advancing the careers of Renaissance scholars and artists</li> <li>• <b>Answers might consider</b> the political value of Renaissance voyages of discovery and opening up of 'New Worlds'</li> <li>• <b>Answers might consider</b> the potential political advantages to rulers in promoting science and technology (e.g., in relation to warfare)</li> </ul> | 25   | <p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <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 the validity of the interpretation.</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  | Mark | Guidance |
|--|--|------|----------|
|  | <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the development of the Renaissance in relation to steps toward absolutism and personality cults by Renaissance monarchs</li> <li>• <b>Answers might consider</b> the use of art as political propaganda (e.g., Medici sponsored frescos at the Council of Florence)</li> </ul> <p><b>In challenging the hypothesis in the question,</b></p> <ul style="list-style-type: none"> <li>• <b>It might be argued</b> that other factors were important</li> <li>• <b>Answers might consider</b> the intellectual impact of Humanism and the Reformation</li> <li>• <b>Answers might consider</b> the importance of the printing press in developing the Renaissance</li> <li>• <b>Answers might consider</b> the engagement of the papacy in the Renaissance as a reaction to the dwindling of its spiritual and temporal authority</li> <li>• <b>Answers might consider</b> the commercial opportunities presented by Renaissance voyages of discovery and opening up of 'New Worlds'</li> <li>• <b>Answers might consider</b> aesthetic and spiritual reasons for the development of the Renaissance (e.g., the inspiration of artists)</li> <li>• <b>Answers might consider</b> the importance of educational developments (e.g., schools, allegorical paintings)</li> </ul> |      |          |

|    | Question & Answer   | Mark | Guidance   |
|----|---|------|--|
| 3* | <p><b>‘Throughout the Renaissance, c.1400-c.1600, the strengths of the Catholic Church greatly outweighed its weaknesses.’</b></p> <p><b>How far you agree with this view of the condition of the Church?</b></p> <p><b>Answers might consider some of the following themes:</b> the pope as a secular leader, Protestant and Catholic Reformations, clerical abuses, conciliar successes and failures, the Church as a patron</p> <p><b>In supporting the hypothesis in the question,</b></p> <ul style="list-style-type: none"> <li>• <b>It might be argued</b> that the Church remained strong throughout the period</li> <li>• <b>Answers might consider</b> the papacy’s international links and powerful influence in international affairs (e.g., the interventions of Julius II in the Italian Wars)</li> <li>• <b>Answers might consider</b> the Council of Trent and the achievements of the Catholic Reformation</li> <li>• <b>Answers might consider</b> the impact of the Jesuits, Inquisition and the Index</li> <li>• <b>Answers might consider</b> the various spectacular architectural achievements of the Church during the period, notably in Rome (e.g., the new St Peter’s)</li> <li>• <b>Answers might consider</b> the cultivation by the Church as a patron of other artistic expressions (e.g., the development of church music, painting of the Sistine Chapel)</li> </ul> | 25   | <p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <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 the validity of the interpretation.</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   | Mark | Guidance |
|--|---|------|----------|
|  | <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the fact that the Roman Catholic Church remained an integral part of life for those in RC states throughout the period</li> <li>• <b>Answers might consider</b> the might of the Holy Roman Emperor in protecting the interests of the Roman Catholic Church</li> </ul> <p><b>In challenging the hypothesis in the question,</b></p> <ul style="list-style-type: none"> <li>• <b>It might be argued</b> that the Church had significant weaknesses</li> <li>• <b>Answers might consider</b> the growth of anti-clericalism</li> <li>• <b>Answers might consider</b> the impact of Humanism (e.g., Valla's exposure of the Donation of Constantine as a forgery, laying the intellectual foundations for the Reformation)</li> <li>• <b>Answers might consider</b> the impact of the Reformation</li> <li>• <b>Answers might consider</b> the failure of the Council of Florence in unifying the Roman Catholic Church and the Eastern Church</li> <li>• <b>Answers might consider</b> the offence caused by institutional abuses such as the sale of indulgences</li> <li>• <b>Answers might consider</b> the turbulence in papal relations with the Holy Roman Emperor and other Catholic rulers</li> </ul> |      |          |

|    | Question & Answer   | Mark | Guidance  |
|----|---|------|---|
| 4* | <p><b>‘The ideal of the Renaissance Man was far removed from the reality of the mercenary soldiers of the period c.1400-c.1600.’</b></p> <p><b>How far do you agree?</b></p> <p><b>Answers might consider some of the following themes:</b> traditional v ‘modern’ warfare, the role of mercenary troops, the changing role of technology in warfare, the nature of leadership, aspirations and objectives, the reality of war</p> <p><b>In supporting the hypothesis in the question,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the reliance in the period on professional mercenaries fighting for payment not ‘ideals’</li> <li>• <b>Answers might consider</b> the continuing reliance on bladed weapons of old (e.g., halberds and pikes)</li> <li>• <b>Answers might consider</b> the continuing (pre-Renaissance) concept of warfare as crusade (e.g., Charles V’s wars against the Ottoman Empire)</li> <li>• <b>Answers might consider</b> the age-old issue of acquiring or defending territory as a principal motivation in Renaissance warfare (e.g., invasions of Italy)</li> <li>• <b>Answers might consider</b> the brutality of warfare in which lofty ideas and ideals were no more influential than the concept of chivalry in medieval engagements</li> </ul> | 25   | <p><b>How far do you agree?</b></p> <p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <p><b>Other</b></p> <p>The indicative content lists features of the period studied that relate to the question set.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <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 the validity of the interpretation.</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   | Mark | Guidance |
|--|---|------|----------|
|  | <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that the example of Federigo da Montefeltro was the exception not the rule and that Renaissance Man as a scholar and soldier was an ideal that existed in the minds of writers.</li> <li>• <b>Answers might consider</b> the Invasion of Italy in 1494 which revealed the fictional nature of the ideal</li> </ul> <p><b>In challenging the hypothesis in the question,</b></p> <ul style="list-style-type: none"> <li>• <b>It might be argued</b> that soldiers, especially those leading other men, were influenced by Renaissance ideals</li> <li>• <b>Answers might consider</b> the reorganisation of battle formations in the style of those used in Ancient Rome</li> <li>• <b>Answers might consider</b> the example Federigo da Montefeltro who was a military leader and patron of artists and scholars, referencing his palace at Urbino and the painting of him by Justus of Ghent</li> <li>• <b>Answers might consider</b> the inspiration and activities of Renaissance warrior-kings such as Francis I</li> <li>• <b>Answers might consider</b> the reputation of Charles VIII as chivalric and a man of some learning, and his reception in Florence in 1494, led by Savonarola, as a champion of morality and enemy of corruption</li> <li>• <b>Answers might consider</b> the engagement of certain Condottieri in developing Renaissance</li> </ul> |      |          |



|  | Question & Answer  | Mark | Guidance |
|--|--|------|----------|
|  | thinking (e.g., Cesare Borgia's employment of da Vinci and as a principal subject in Machiavelli's <i>The Prince</i> ) |      |          |

## APPENDIX 1 – this contains a generic mark scheme grid

|                                  |  |
|----------------------------------|--|
|                                  | <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><br>26–30<br>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><br>21–25<br>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><br>16–20<br>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><br>11–15<br>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><br>6–10<br>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><br>1–5<br>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><br>21–25<br>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.<br>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><br>17–20<br>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.<br>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><br>13–16<br>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.<br>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><br>9–12<br>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.<br>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.                                       |
| <b>Level 2</b><br>5–8<br>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.<br>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><br>1–4<br>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.<br>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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