

GCE

History A

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

A Level

Mark Scheme for June 2025

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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 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 available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

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. 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 is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

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

Question			Answer	Mark	Guidance
1			Evaluate the interpretations in both of the two passages. Explain which you think is more convincing as an explanation of the impact of war on Venice. In locating the Interpretations within the wider historical debate, answers might suggest that Interpretation A puts forward the view the survival of Venice in the period ‘was no small achievement’ and that her survival in the war with the League of Cambrai was mainly due to good luck. Nevertheless, her steady and progressive decline had started by the beginning of the sixteenth century; and Venice’s ‘Golden Age’ was over by its end. • In evaluating Interpretation A, answers might argue that the opening of the Cape route to the Indies had a serious impact upon Venice’s economic prospects. • Answers might argue warfare with the Turks in the period up to 1469 cost the Republic dear in ships, manpower, money and morale, whilst the spread of the Turkish empire greatly compromised her Mediterranean commerce. • Answers might argue that several of her most valuable overseas possessions were lost in the wars with the Turks. • Answers might argue it was not the fault of Venice that the other Christian powers seemed oblivious of the danger of the Ottomans and content to let her fight their battles for them.	30	The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u> 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. • 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 will reach a balanced judgement as to which they consider the most convincing about the issue in the question. • To be valid judgements they 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 sources, in line with the descriptions in the levels mark scheme. Some responses may use art and architectural developments within Venice to evaluate the Passages.

Question			Answer	Mark	Guidance
			• Answers might argue that the war against the League of Cambrai threatened the destruction of her political independence whilst Venetian endeavours to save themselves in the war with the League failed. • Answers might argue the only reason Venice survived the war with the League of Cambrai was because of the good fortune that the Pope suddenly turned against France and saved Venice in the process. • Answers might argue the Turks continued as a powerful presence in the Mediterranean after Lepanto and Selim's fleet was rebuilt within a year. In locating the Interpretations within the wider historical debate, answers might suggest that Interpretation B puts forward the view the economy of Venice was robust enough to cope with years of warfare against the Ottomans and that it emerged by the end of these wars at the 'pinnacle of her power'. Likewise, it argues, the wars with the League of Cambrai had no significant lasting impact ('nothing at all had changed') and its survival was due to the financial commitment and determination of its citizens and 'the skill of her diplomats'. The interpretation considers Lepanto a triumph that was of great psychological importance to Venetians. • In evaluating Interpretation B, answers might argue Venice not only survived the wars with the Ottomans but reached 'the pinnacle of its power' by 1490.		

Question			Answer	Mark	Guidance
			• Answers might argue that the marked decline of Venice began after 1600, not 1500, and that Venetians had good reason to be proud of their continuing achievements at the end of the sixteenth century. • Answers might argue the Venetians in the fifteenth century commanded a fleet and an empire of extraordinary size. • Answers might argue Venice in this period was Europe's most frequent crusading state. • Answers might argue the strength of the Venetian economy was a main reason for its survival. • Answers might argue it was their victory at Padua that turned the tide of the war (as opposed to luck). • Answers might argue Venice was not compromised by the outcome of war with the League having recovered all her former Italian territories. • Answers might argue Venetian diplomacy and the determination of her citizens saved her empire. • Answers might argue that after Lepanto the Turks did not attempt to engage their fleet in a further major battle in the Mediterranean.		

Question			Answer	Mark	Guidance
2*			‘Printing was the most important factor in artistic and cultural development throughout the Renaissance.’ How far do you agree with this view of the period from c.1400 to c.1600? Answers might consider some of the following themes: the communication of ideas, artistic expression, technology, patronage, literacy and learning. In arguing printing was the most important factor, • Answers might consider the importance of the press in disseminating artistic and cultural ideas. • Answers might consider the impact of the press upon the unprecedented speed of circulation of ideas and information (e.g. Columbus’ <i>Letter on the newly-found islands</i>). • Answers might consider the impact of the press on access to ideas and information with books being printed, cheaply (compared to manuscript books) in their thousands and many in translation, in particular the vernacular versions of the Bible. • Answers might consider the art of production of the printed book (typography, binding etc) as a work of art in its own right. • Answers might consider the importance of the printed book for the engravings etc of great Renaissance artists such as Dürer.	25	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. <u>Neither significance nor relative importance are attributed to the features listed.</u> 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. • No set answer is expected. • At higher levels answers might establish criteria against which to judge the validity of the interpretation. • 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	Mark	Guidance
			• Answers might consider the role of print in promoting public discourse and debate (e.g. through epistolic exchanges). • Answers might consider the importance of print in the rise of Renaissance theatre. • Answers might consider the role of the press in developing literacy and general education. In arguing printing was not the most important factor, • Answers might consider the contributions to art and culture which were not print-reliant. • Answers might consider the role of the great Renaissance artists and scholars. • Answers might consider the importance of artists engaged in, for example, the media of painting, sculpture, music. • Answers might consider the vital importance of investors and patrons. • Answers might consider the importance of a wide range of political, social and economic factors in shaping the development of Renaissance art and culture. • Answers might consider the importance of other technological developments such as the contribution of maritime technology to exploration. • Answers might consider the role of secular and religious leaders, especially as patrons.		

Question			Answer	Mark	Guidance
3*			To what extent did the Church succeed in dealing with its problems in the period from c.1400 to c.1600? Answers might consider some of the following themes: clerical practice, organisation, clerical and secular relations, responses to heresy and the Reformation, international relations In arguing the Renaissance Church was very successful in dealing with its problems, • Answers might consider the achievements of the Catholic Reformation. • Answers might consider the contribution of fifteenth century spiritual reformism through the creation of Catholic brotherhoods in Italy, notably the Oratory of Divine Love. • Answers might consider the role of new orders in addressing shortcomings – notably the Jesuits and Capuchins. • Answers might consider the admirable aims and achievements of the Ursulines. • Answers might consider the great contribution of humanists (notably Erasmus) in addressing intellectual shortcomings. • Answers might consider the contributions of popes, notably the role of Paul III, in co-ordinating reform and calling the Council of Trent.	25	The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u> 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. • No set answer is expected • At higher levels answers might establish criteria against which to judge the degree of success. • 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	Mark	Guidance
			• Answers might consider the impact of the Tridentine reforms and evidence for higher standards in clerical lives, at all levels, by the end of the period. • Answers might consider evidence for good/improved relations between the Renaissance Church and Renaissance monarchies (e.g. Philip II of Spain, Louis XIII of France). In arguing the Renaissance Church was not very successful in dealing with its problems, • Answers might consider the failure of the Renaissance Church to prevent the rise and survival of Protestantism in Germany, England and elsewhere. • Answers might consider the inadequate or failed implementation of the Tridentine decrees in many places. • Answers might consider missionary work and the spread of Catholicism in the New World. • Answers might consider the power of popes and their wielding of it, even after Trent, in secular affairs, sometimes with detrimental effect. • Answers might consider that the continued dominance of Latin in the Renaissance Church undermined the spiritual and intellectual growth of congregations.		

Question			Answer	Mark	Guidance
			• Answers might consider that, although the sale of indulgences was abolished by Pope Pius V in 1567, the divisive theology and practice of the indulgence principle was not. • Answers might argue the Index and the activities of the Spanish Inquisition were regressive.		
4*			‘Technological advances were the most important development in warfare during the Renaissance.’ How far do you agree with this view of the period from c.1400 to c.1600? Answers might consider some of the following themes: gunpowder, artillery and firearms, military architecture, maritime technology, Condottiere and mercenaries, theories of war, the soldier-scholar, the ‘democratisation’ of warfare. In arguing technological advances were the most important factor, • Answers might consider the extent to which the outcome of conflict in the period was determined by technological developments. • Answers might consider the importance of gunpowder in changing the face of Renaissance warfare (e.g. demise of the longbow). • Answers might consider the increasing reliance on portable firearms (arquebus, pistol, musket) and their influence, most obviously, on	25	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. <u>Neither significance nor relative importance are attributed to the features listed.</u> 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. • No set answer is expected. • At higher levels answers might establish criteria against which to judge the validity of the interpretation. • 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	Mark	Guidance
			tactics (e.g. Spanish musketeers' rout of French cavalry at Pavia, 1525). • Answers might consider developments in body armour to address developments in assault weaponry. • Answers might consider the importance of cannonry on land (e.g. Charles VIII's capture of walled towns and castles in Italy, 1494) and at sea (especially in massive French and English galleons). • Answers might consider the contribution (e.g. in siege warfare) of advances in military architecture (notably, polygonal forts). • Answers might consider the impact of advances in maritime technologies (e.g. Drake's smaller, faster, more manoeuvrable ships versus the Spanish Armada). In arguing technological advances were not the most important factor, • Answers might argue the contribution of new technology was limited by stressing elements of continuity such as the phenomena of the pitched battle and hand-to-hand fighting with blade weaponry. • Answers might consider the increasing reliance on professional mercenary armies and the declining reliance on feudal levies. • Answers might consider the creation of royal and national armies.		

Question			Answer	Mark	Guidance
			• Answers might consider the appearance of Renaissance military theoreticians (notably Machiavelli and Valturio). • Answers might consider the diminishing romanticisation of war in Renaissance culture and the rise of the ‘realpolitik’ found in <i>The Prince</i>. • Answers might consider the rise of the ideal of the soldier-scholar in the conduct of warfare (e.g. Urbino). • Answers might consider the rising cost of war for reasons other than technological – e.g. payment of mercenaries. • Answers might consider the increasing size and scale of Renaissance warfare. • Answers might consider the beginning of the ‘democratisation’ of warfare in which ordinary relatively unskilled soldiers played decisive roles on the battlefield (as opposed to medieval knights) and armies were becoming less likely to be ‘led from the front’.		

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>
	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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