



GCE

History A

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

Advanced GCE

Mark Scheme for June 2019

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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
BP	Blank Page
	Highlight
Off-page comment	
A	Assertion
AN	Analysis
EVAL	Evaluation
EXP	Explanation
F	Factor
ILL	Illustrates/Describes
IRRL	Irrelevant, a significant amount of material that does not answer the question
J	Judgement
KU	Knowledge and understanding
SC	Simple comment
	Unclear
V	View

Here is the mark scheme for this question paper.

MARK SCHEME Section A

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 of the nature of Florentine politics and society under 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 was a positive, unifying influence and argues that the fall of Piero de' Medici led to a fairer, more inclusive system of government. • In evaluating Interpretation A, answers might argue that Interpretation A is valid because the new system of government was based around the Great Council at its heart. • Answers might argue that Interpretation A is valid because the Great Council included a large number of members drawn from different segments of Florentine society. • Answers might argue that Interpretation A is valid because through his preaching Savonarola had won the trust and support of many Florentines. • Answers might argue that Interpretation A is valid because it acknowledges that there were some Florentines who did not support Savonarola's reforms and would have preferred a restoration of Medici rule. • Answers might argue that Interpretation A is invalid 	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

		<p>because it underplays the extent of opposition to Savonarola.</p> <ul style="list-style-type: none"> • Answers might argue that Interpretation A is invalid because its characterization of a fairer, more egalitarian social and political system is too idealistic. • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B characterises Florence as very socially and politically divided after the fall of Piero de' Medici and argues that Savonarola was the fundamental cause of that division. • In evaluating Interpretation B, answers might argue that interpretation B is valid because Florence was divided between the <i>Piagnoni</i> and the <i>Arrabiatti</i> and these division ultimately contributed to the fall of Savonarola. • Answers might argue that Interpretation B is valid because the attitude of different groups of Florentines towards Savonarola and the political reforms after the fall of Piero de' Medici were complex and shifting. • Answers might argue that Interpretation B is valid because pro-Medici supporters went on to plot against Savonarola. • Answers might argue that Interpretation B is invalid because at the point that Piero de' Medici fell, Savonarola was at the height of his popularity. • Answers might argue that Interpretation B is invalid because it gives little attention to the political or moral reforms that were undertaken. 		
2		To what extent did the Renaissance transform	25	<ul style="list-style-type: none"> • No set answer is expected.

	<p>literature and learning in the period 1400-1600?</p> <ul style="list-style-type: none"> • In supporting the hypothesis that literature and learning was transformed, it might be argued that the influence of the classical past and of humanism led to a break with the medieval scholastic tradition and to new works and styles of literature emerging. • Answers might consider the renewed interest in classical writings and forms of writing. • Answers might consider the critical stance taken towards aspects of the Church, Church teachings and religious texts which emerged in the renaissance. • Answers might consider the importance of individual authors such as Castiglione. • Answers might consider the development of libraries. • Answers might consider the desire to emulate classical forms of education, rather than following the medieval scholastic tradition. • Answers might consider the development of schools and universities. • Answers might consider the ideal of the 'Renaissance Man'. • In challenging the hypothesis in the question and arguing that literature and learning was not transformed, it might be argued that there were numerous areas of continuity with medieval literary and educational traditions and that the Church and religion continued to be an important influence. • Answers might consider that the foundations for 	<ul style="list-style-type: none"> • 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>many of the literary developments in the renaissance had been laid in the medieval period (e.g. Dante, Boccaccio).</p> <ul style="list-style-type: none"> • Answers might consider that knowledge of (some) of the works of the ancients was important in the medieval scholastic tradition, and the renaissance built on this. • Answers might consider the ongoing importance of religious themes and issues in literature and learning. • Answers might consider that individuals like Machiavelli or Vasari were often considered to be important in literary terms posthumously rather than during the development of the renaissance itself. • Answers might consider continuities in the nature of education and the location of important schools and universities. • Answers might consider the suppression of numerous works of renaissance literature by the Church, limiting their impact. • Answers might consider that it was the printing press rather than the renaissance per se that was transformative in the cultures of literacy and the written word in Europe. • Answers might consider geographical and chronological variations in the nature and degree of change in literature and learning. 		
3		<p>“The Medici were more important than any other patrons in encouraging the development of the Renaissance throughout the period 1400-1600.”</p> <ul style="list-style-type: none"> • How far do you agree? In supporting the 	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

		<p>hypothesis in the question, it might be argued that the Medici played a key role in the early development of the renaissance in Florence, which proved to be a catalyst for the renaissance more widely.</p> <ul style="list-style-type: none"> • Answers might consider the importance of the economic prosperity and political stability engendered by the early Medici in enabling renaissance culture to flourish. • Answers might consider the importance of Cosimo's patronage of architects including Michelozzi and Brunelleschi, as well as his important library. • Answers might consider Cosimo's patronage of important early renaissance artists including Fra Angelico, Filippo Lippi, and Donatello, and commissioning important works of art such as Donatello's <i>David</i>. • Answers might consider the further intellectual, artistic and architectural development of the Florentine renaissance under Lorenzo the Magnificent. • Answers might consider Lorenzo the Magnificent's patronage of important artists including Da Vinci, Botticelli and Michelangelo, including the commissioning of murals for the Sistine Chapel. • Answers might consider Leo X, the first Medici Pope, and his importance as a patron of the High Renaissance in Rome. • Answers might consider Catherine de Medici as an important patron of the arts in renaissance France. • In challenging the hypothesis in the question, it 	<p>only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</p>
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		<p>might be argued that there were numerous important patrons who influenced the development of the renaissance in different places and at different times, and to credit the development of the renaissance mainly to the Medici is too narrow.</p> <ul style="list-style-type: none"> • Answers might consider that although Cosimo de Medici and Lorenzo ‘the Magnificent’ were important in the development of the early renaissance, the relative influence of the Medici declined after this. • Answers might consider the importance of the Papacy as a patron of the renaissance, particularly in terms of art, literature and architecture on spiritual themes. • Answers might consider other important Italian patrons like Federico de Montefeltro in Urbino or Ludovico Sforza in Milan, and Isabella D’Este in Mantua. • Answers might consider the importance of the Doge in the Venetian renaissance. • Answers might consider the importance of Louis XII, Francis I and Henry II as patrons of the French renaissance. • Answers might consider the different nature of patronage in Flanders and in the Northern Renaissance. • Answers might consider the importance of other European monarchs like Henry VIII in spreading the influence of the renaissance to the further reaches of Europe. 		
4		<p>“Warfare always hindered the development of the</p>	25	<ul style="list-style-type: none"> • No set answer is expected.

		<p>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 renaissance flourished most in places and periods of peace and stability, and was disrupted during times of war. • Answers might consider the criticism by humanists of mercenaries, indicating they disapproved of war. • Answers might consider the disruption caused to the Italian city states by the Italian Wars, hindering the further development of the renaissance there. • Answers might consider the impact of the Sack of Rome in 1527 on the artistic and cultural development of Rome. • Answers might consider the importance of the humanist ideal of ‘renaissance man’, the polymath, and how this was incompatible with much of the conduct and impact of warfare. • Answers might consider the impact of war on specific patrons and their ability to continue to sponsor the renaissance. • Answers might consider the disruption warfare caused to economic stability and trade, thus negatively influencing the financial conditions required for the renaissance to flourish. • Answers might consider that Europe’s wars of religion in the sixteenth century were disruptive to the development of the Northern renaissance and the renaissance in France. • In challenging the hypothesis in the question, it might be argued that considerations related to war 	<ul style="list-style-type: none"> • 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>and warfare were an important influence on the intellectual development of the renaissance, and that political change as a result of warfare did effect positive change on the renaissance.</p> <ul style="list-style-type: none">• Answers might consider the impact of the Ottoman seizure of Constantinople in terms of creating an influx of texts which influenced humanist scholarship.• Answers might argue that wealth generated through war and/or mercenary activity often paid for the patronage of renaissance arts and scholarship.• Answers might consider the development of the ideal of the 'soldier-scholar'.• Answers might consider the importance of Machiavelli's writing and political theory and its nature as a product of a period of war.• Answers might consider the importance of war and its consequences in spreading aspects of the renaissance across Europe, for example, to France.• Answers might consider warfare as a catalyst for the development of new weapons, tactics and architecture e.g. by Da Vinci.		
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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.

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

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