



Oxford Cambridge and RSA

GCE

History A

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

Advanced GCE

Mark Scheme for Autumn 2021

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.


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.

© OCR 2021

1. Annotations

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
P	Provenance
SC	Simple comment
	Unclear
V	View
S	Synthesis
C	Continuity/Change

Question	Answer	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 and impact of Savonarola’s preaching and prophesying.</p> <p>In locating the Interpretations within the wider historical debate, answers might argue that Interpretation A characterises Savonarola as a unique individual whose preaching and prophesying was successful due to force of personality.</p> <ul style="list-style-type: none"> • In evaluating Interpretation A, answers might argue that it is valid because Savonarola developed his oratorical technique over a number of years, learning from early challenges. • Answers might argue that it is valid because his sermons had a strong emotional effect on those who heard them. • Answers might argue that it is valid because Savonarola’s prophesies appeared to be true, for example, he prophesied the coming of a biblical flood and a new Cyrus from the north who would reform the Church, which seemed to be fulfilled in September 1494, when Charles VIII of France invaded Italy, and threatened Florence. • Answers might argue that it is valid because, despite having never held any political office, Savonarola was able to rise to effectively rule Florence for four years. • Answers might argue that it is valid because up to 14,000 people listened to some of his sermons. • Answers might argue that the interpretation is 	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>invalid because Savonarola was not universally popular, with his millenarian messages and hard moral line drawing criticisms from Florentines and the Papacy.</p> <p>In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B sees Savonarola as a product of his time, whose preaching and prophesying was successful because it used messages which were already embedded in Florentine culture.</p> <ul style="list-style-type: none"> • In evaluating Interpretation B, answers might argue that the interpretation is valid because anti-clericalism and criticisms of the Church were well established due, for example, to widespread absenteeism and pluralism, the growing accumulation of wealth by the Church and its religious orders, and the failures of some religious orders to fulfil their spiritual mission. • Answers might argue that interpretation B is valid because Florence had a long heritage of republicanism, patriotism and pride, for example under Cosimo and Lorenzo de Medici. • Answers might argue that it is valid because rhetoric was highly prized as part of a humanist education, and humanism had flourished in Florence. • Answers might argue that the interpretation is valid because Savonarola's ideas of Christian Republicanism were not new, but he introduced much stancher moral demands as part of that ethic. • Answers might argue that the interpretation is invalid because Savonarola's apocalyptic preaching and messages of reform predated his time in Florence. 		
--	--	--	--	--

			<ul style="list-style-type: none">Answers might argue that it is invalid because Florence had embraced elements of humanism like a renewed interest in classical texts and achievements, and the arts, which Savonarola had, at best, an ambivalent relationship with and, it can be argued, was against in many cases.		
--	--	--	---	--	--

Section B Mark Scheme

Question	Answer	Mark	Guidance
2*	<p>Assess the importance of scholars to the development of the Renaissance during the period from c.1400 to c.1600.</p> <p>In supporting the hypothesis in the question, it might be argued that the intellectual developments so central to the Renaissance were due to the contribution of scholars.</p> <ul style="list-style-type: none"> • Answers might consider the centrality of humanism to the early development of the Renaissance, for example in its challenge to the medieval scholastic tradition of education and scholarship, and its emphasis on rediscovering Greek and Roman heritage and culture. Bruni could be used as an example of an important humanist scholar, or More as a later example outside Italy. • Answers might consider the importance of textual criticism and philology. <ul style="list-style-type: none"> • Answers might consider the importance of Castiglione's <i>The Courtier</i> in shaping the development of manners and cultural norms amongst the elite in the Renaissance. • Answers might consider the significance of Machiavelli's <i>The Prince</i> in shaping the political thought of the mid to late Italian Renaissance. • Answers might consider the importance of Erasmus in the development of Christian Humanism. • Answers might consider the way that the influence of scholars influenced other fields like the arts, for example Botticelli's Neoplatonism. <p>In challenging the hypothesis in the question,</p>	25	<ul style="list-style-type: none"> • No set answer is expected • At higher levels answers might establish criteria against which to judge importance. • 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.

		<p>answers might consider that while scholars were important in shaping the thought of the Renaissance, other types of individuals had a greater impact due to their practical impact.</p> <ul style="list-style-type: none"> • Answers might consider the crucial importance of artists to the development of the Renaissance, for example Donatello, Alberti, Botticelli, Michelangelo, Leonardo da Vinci, Raphaël, Bramante, Titian and Dürer. • Answers might consider that whilst Renaissance artists were influenced to an extent by scholars, their concepts and techniques were original. • Answers might consider the critical importance of patrons in providing the practical and financial support that drove the development of the Renaissance, patronising scholars and artists and building libraries. For example, Cosimo and Lorenzo de Medici. • Answers might consider the importance of the ideal of ‘Renaissance Man’, which idealised the combining scholarly pursuits with other attributes, suggesting scholars in their own right were just one influence on the Renaissance. For example, Federico de Montefeltro, Duke of Urbino, embodied this ideal. • Answers might consider that the influence of some scholars was localised or short term, and that others gained their reputation only in hindsight. For example, Thomas More became embroiled in the Henrician Reformation and thus his contribution to humanism was cut short. • Answers might consider that the influence of humanist scholars was greatest in Italy, with perhaps the exception of Erasmus, although the early Reformation made his position 		
--	--	---	--	--

			problematic. Other parts of Europe such as Spain often resisted Renaissance scholarship & scholars due to a fear of heresy and an insular character.		
3*			<p>‘The Renaissance had little impact on the Church throughout the period from c.1400 to c.1600.’ How far do you agree?</p> <p>In supporting the hypothesis in the question, it might be argued that the intention of most Renaissance scholars and artists was to coexist with the Church, not to threaten or change it.</p> <ul style="list-style-type: none"> • Answers might consider that the position of the Church was not seriously challenged in Italy or in other major regions of the Renaissance & that heresies, when they developed, were not strongly connected to humanism and the Renaissance but longer-term anti-clericalism and problems within the Church. • Answers might consider that the engagement of the Church with the Renaissance was mainly limited to patronage of the arts. • Answers might consider that the nature of patronage meant that the Church, when it acted as a patron to artists and scholars, dictated the themes and nature of the works produced, rather than the other way round, suggesting impact was limited. • Answers might consider that Renaissance ideas that had the potential to threaten the Church were easily suppressed, for example by banning books or labelling objects or people heretical. • Answers might consider that the condition of the Church remained largely unchanged until 	25	<ul style="list-style-type: none"> • No set answer is expected • At higher levels answers might establish criteria against which to judge impact. • 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.

		<p>the very late Renaissance with the advent of the Catholic Reformation.</p> <ul style="list-style-type: none"> • Answers might consider that whilst there were some clerical advocates of the new learning, in general clerics did not widely adopt Renaissance ideas or ideals. <p>In challenging the hypothesis in the question, it might be argued that the Renaissance did have an impact on the Church, both threatening and strengthening it.</p> <ul style="list-style-type: none"> • Answers might consider the influence of the Renaissance on religious architecture, which was a significant change in many cases from typical medieval Churches and religious buildings, for example Brunelleschi's <i>Duomo</i> in Florence or the development of the basilica of St Peter's in Rome. • Answers might consider that Renaissance art, including paintings, frescoes and sculpture, was put to use by religious patrons, including Popes, to develop the power and status of the Church through visual display. For example, Michaelangelo's <i>Last Supper</i> or his <i>Pieta</i>, both in Rome. • Answers might consider that Renaissance textual criticism extended to important religion texts, which sometimes served to undermine the authority of the Church, for example the <i>Donation of Constantine</i> or the challenge that was mounted to the doctrine of the Holy Trinity. • Answers might consider that the Christian Humanism of Erasmus was influential; it was an attempt to reform from within, but it became tainted with accusations of heresy when the Reformation developed, for example his texts were banned in several countries. 		
--	--	--	--	--

		<ul style="list-style-type: none"> • Answers might consider the development of anti-clericalism and calls for religious reform, for example under the Papacy of Alexander VI. It might also be considered that the Renaissance was seen as decadent and a source of Church corruption by critics like Savonarola. • Answers might consider the influence of the Renaissance on Church music including Palestrina and Monteverdi. 		
4*		<p>‘Reliance on mercenary armies posed a greater threat to the Renaissance than any other aspect of warfare in the period from c.1400 to c.1600.’ How far do you agree?</p> <p>In supporting the hypothesis in the question, it might be argued that mercenary armies had little respect for culture, caused great destruction and looted Renaissance cultural artefacts as the spoils of war.</p> <ul style="list-style-type: none"> • Answers might consider the huge destruction caused by mercenary armies in the French invasion of 1494 or in the Sack of Rome in 1527, which significantly hindered the Renaissance there in the subsequent years. • Answers might consider that humanists were critical of mercenaries, believing that they undermined the Renaissance ideal. • Answers might consider that mercenaries undermined the Renaissance ideals of republicanism and civic duty. • Answers might consider that mercenaries undermined the scholarly ideal of ‘Renaissance man’, because they showed it to be incompatible with the demands of the real world. • Answers might consider that <i>condottieri</i> 	25	<ul style="list-style-type: none"> • No set answer is expected • At higher levels answers might establish criteria against which to judge threat. • 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.

		<p>(mercenary captains) could be disloyal to their masters if they were not adequately rewarded, posing a threat to the city states.</p> <ul style="list-style-type: none"> • Answers might consider that mercenary armies can be argued to have posed the greatest threat to the Renaissance in Italy. For example, the Renaissance achievements of neither France nor England were affected by mercenary armies directly. <p>In challenging the hypothesis in the question, answers might argue that other developments in warfare threatened the Renaissance to a greater extent.</p> <ul style="list-style-type: none"> • Answers might consider that Federigo de Montefeltro, often seen as the exemplar of 'Renaissance man' had been a mercenary captain, in fact suggesting these ideals were not incompatible. • Answers might consider that mercenaries were a tool engaged by wealthy kings and princes, and even the Church and its associates, to further their political ambitions, and thus the military ambitions of patrons were a greater threat than the mercenaries themselves. • Answers might consider that the military and political thinking of Machiavelli posed a greater threat because it challenged the scholarly ideal by seeking to replace it with a more pragmatic one and was highly critical of prevailing Renaissance politics and political, moral and ethical thought. • Answers might consider the threat posed by foreign invasions and European dynastic 		
--	--	---	--	--

			<p>struggles throughout the period, in Florence, Rome, Venice and France for example.</p> <ul style="list-style-type: none">• Answers might consider that warfare diverted artists and craftsmen into designing military architecture and weaponry, for example, Da Vinci spent time developing siege defences for Florence.• Answers might consider the financial impact of war which hindered the ability of specific patrons to continue to sponsor the renaissance, for example, the Medici.• Answers might consider that the growth of wars of religion in the sixteenth century were disruptive to the development of the Northern Renaissance and the Renaissance in France in particular.		
--	--	--	--	--	--

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

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored