



Oxford Cambridge and RSA

GCE

History A

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

A Level

Mark Scheme for June 2023

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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
SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris 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 scoris 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 scoris 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 scoris 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 scoris **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 scoris 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: Not applicable in F501
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - 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 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
E	Continuity/Change

12. Subject Specific Marking Instructions

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 reasons for Francis I's patronage of the French Renaissance.</p> <p>In locating the interpretations within the wider historical debate, answers might suggest that Interpretation A identifies Francis I as a patron with genuine 'good taste'.</p> <p>In evaluating Interpretation A,</p> <ul style="list-style-type: none"> • Answers might argue that the interpretation is valid as it identifies Francis I as a lavish patron of Italian artists. • Answers might argue that the interpretation is valid as the interest of the French court in Italian culture can be traced back to the reign of Charles VIII who, for example, had been a patron of Italian sculptors. • Answers might argue that the interpretation is valid as it links Cellini with his work as a goldsmith and sculptor in association with Francis's magnificent palace at Fontainebleau and the other Italian artists (e.g. Sarto, Rosso) who were also engaged there. • Answers might argue that the interpretation is valid as it identifies further evidence of Francis' patronage of Renaissance art by, for example identifying the development what became known as 'Francois style'. 	30	<p>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></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"> • 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

Question	Answer	Mark	Guidance
	<p>In locating the interpretations within the wider historical debate answers might suggest that Interpretation B argues that Francis I's enthusiasm for the Renaissance was politically motivated.</p> <p>In evaluating Interpretation B,</p> <ul style="list-style-type: none"> • Answers might argue that the interpretation is valid as Francis' political interests, notably his foreign policy, took precedence over his artistic interests. • Answers might argue that the interpretation is valid as some of the art he commissioned was overtly propagandist such as the personal portraiture (e.g. by Clouet) that exaggerated his stature and general magnificence. • Answers might argue that the interpretation is valid as that he engaged in competition with other European courts by detailing the characters and courts of Henry VIII and Charles V. • Answers might argue that the interpretation is valid as the passage focuses on the centrality of display and power politics, particularly in the relations between Francis and Henry, by making reference to the Field of Cloth of Gold (1520). 		

Question	Answer	Mark	Guidance
2*	<p>‘Throughout the period c.1400 to c.1600 patronage was the most important factor in artistic developments.’ How far do you agree?</p> <p>In supporting the hypothesis,</p> <ul style="list-style-type: none"> • Answers might consider the importance of selling art as a driver for producing it. • Answers might consider, with examples, the place of princes as patrons of the arts. • Answers might consider, with examples, the importance of the Church as a patron. • Answers might consider the role of confraternities in raising funds to pay for art in churches. • Answers might consider the role of communal governments in, for example, their development of civic buildings. • Answers might consider the importance of guilds as patrons in, for example, the decorating of guildhalls. • Answers might consider certain private individuals as patrons in, for example, commissioning portraits. <p>In challenging the hypothesis,</p> <ul style="list-style-type: none"> • Answers might consider the importance of urbanisation and commercialisation – artists owed much to the socio-economic structure of Renaissance Europe. • Answers might consider the skill and inspiration of a range of famous and influential artists. 	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><u>Neither significance nor relative importance are attributed to the features listed.</u></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"> • 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
3*	<ul style="list-style-type: none"> • Answers might consider technological developments such as the rise of the printing press. • Answers might consider the importance of cultural developments, notably in education. • Answers might consider the place of political factors, such as the prestige and propaganda of princes, and the rise of the <i>signori</i>, as reasons for patronage. • Answers might consider intellectual factors such as the development of humanism. • Answers might consider the importance of contacts and communications in the diffusion of the Renaissance across Europe. <p>‘The Renaissance was primarily concerned with the promotion of Christianity throughout the period c.1400 to c.1600.’ How far do you agree?</p> <p>In supporting the hypothesis,</p> <ul style="list-style-type: none"> • Answers might consider, with examples, the advocacy of Renaissance values by eminent churchmen. • Answers might consider , with examples, the centrality of ecclesiastical buildings in the display and development of Renaissance art. • Answers might consider, with examples, the religious themes of much Renaissance sculpture and painting. • Answers might consider the religious themes and purpose of much Renaissance music. 	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><u>Neither significance nor relative importance are attributed to the features listed.</u></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"> • 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.

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> • Answers might consider the embodiment of Christian morality in much Renaissance literature. • Answers might consider that a commitment to Christianity was central in the world-view of all those engaged in the Renaissance: patrons, artists and intellectuals alike. <p>In challenging the hypothesis,</p> <ul style="list-style-type: none"> • Answers might consider the distrust in some clerical quarters towards Renaissance interest in classical 'pagan' motifs and humanism. • Answers might consider , with examples, the secular themes of much Renaissance art. • Answers might consider the political purpose of some proponents of the Renaissance. • Answers might consider the non-religious concerns of Renaissance treatises (e.g. political; military). • Answers might consider the Renaissance was primarily concerned with the revival of learning of which Christianity was just one aspect. • Answers might consider that the Renaissance was primarily concerned with exploring and celebrating humanity more than the faith position its practitioners adhered to. 		<ul style="list-style-type: none"> • 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
4*	<p>'Military developments between c.1400 and c.1600 amounted to a revolution in all aspects of warfare.' How far do you agree?</p> <p>In support of the hypothesis,</p> <ul style="list-style-type: none"> • Answers might consider that in the fields of technology, warfare on land, warfare at sea, defence, and recruitment there was a military revolution. • Answers might consider the new reliance on gunpowder and the development of portable firearms as the age of the longbow passed. • Answers might consider developments in artillery from the introduction of the cannon, improved gunpowder and increased mobility through the use of purpose-built carts (ribauldequins). • Answers might consider the introduction of below-deck cannon in early and the development of lighter, more manoeuvrable ships. • Answers might consider developments in armour becoming stronger and more flexible over time. • Answers might consider how and why rulers relied increasingly on paid, professional rather than poorly trained feudal levies. • Answers might consider how warfare was studied as a science by such luminaries as Machiavelli and Valturio. 	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><u>Neither significance nor relative importance are attributed to the features listed.</u></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"> • 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
	<ul style="list-style-type: none"> • Answers might consider developments in fortress architecture (e.g. star castles) in relation to developments in artillery. <p>In challenging the hypothesis,</p> <ul style="list-style-type: none"> • Answers might consider that developments were gradual, piecemeal, incomplete. • Answers might consider that older forms of projectile weaponry (e.g. longbow, crossbow) remained of considerable importance (e.g. as revealed in the archaeological relics of the mid-16C <i>Mary Rose</i>). • Answers might consider that hand-to-hand warfare (using mace, pike, sword etc.) remained the norm. • Answers might consider the continuing, even increasing, importance of the pitched battle in determining the outcome of conflicts. • Answers might consider that developments in body armour were very gradual and that, while its military effectiveness declined, its prestige value remained high. • Answers might consider that there was little development in the manoeuvrability of armies, which remained infantry-based and slow moving. • Answers might consider that, despite the increased use of gunpowder, cavalry continued to be a very important part of Renaissance armies. 		

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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