

**GCE**

**History A**

**Y202/01: Non-British period study: Charlemagne 768-814**

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

## 12. Subject Specific Marking Instructions

Answer		Mark	Guidance
1	<p>(a) <b>Which of the following was the greater problem for Charlemagne?</b>  <b>(i) Wars against the Saxons</b>  <b>(ii) Barcelona and Basque ambitions</b>  <b>Explain your answer with reference to both (i) and (ii).</b></p> <p><b>In arguing that (i) was the greater problem, answers</b> may refer to the length of time (over 30 years) and number of campaigns it took Charlemagne to defeat the Saxons.</p> <ul style="list-style-type: none"> <li>Answers may refer to the unreliability of the Saxons in keeping truces, which meant Charlemagne could not campaign against other enemies for fear of Saxon rebellion.</li> <li>Answers could consider that the Saxons had no single leader so new generals kept emerging.</li> <li>Answers could argue that the Saxons were determined fighters and it needed strong measures like the destruction of the Irminsul and enforced conversions to Christianity to defeat them.</li> </ul> <p><b>In arguing that (ii) was the greater problem, answers</b> may refer to the failure of Charlemagne to capture Zaragoza and Barcelona in 778 and the Basques killing his local supporters.</p> <ul style="list-style-type: none"> <li>Answers could suggest that the disaster at Roncesvalles, where Roland, one of the king's close advisers, was killed, damaged Charlemagne's reputation.</li> <li>Answers could consider that fighting the Basques gave the Saxons an opportunity to</li> </ul>	10	<p>The indicative content lists features of the period studied that relate to the question set.  <b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>No set answer is expected</li> <li>Judgement must be supported by relevant and accurate material.</li> <li>Only credit material relevant to question.</li> <li>Answers may deal with each factor in turn, then compare them to reach a judgement, or take a continually comparative approach. Either approach is acceptable.</li> <li>Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>

Answer		Mark	Guidance
1	<p>rebel again and that, perhaps as a consequence, he never campaigned in Spain again in person.</p> <ul style="list-style-type: none"> <li>Answers could consider the expense and difficulty in establishing the Spanish March and eventually taking Barcelona by force in 801.</li> </ul> <p><b>Assess the reasons for Charlemagne's patronage of learning.</b></p> <p><b>Answers could argue</b> that the promotion of Christianity was the main reason for Charlemagne's patronage of learning.</p> <ul style="list-style-type: none"> <li>Answers could suggest that Charlemagne believed that it was of prime importance to provide accurate texts for the clergy to study and propagate.</li> <li>Answers could suggest that the correct celebration of the liturgy was seen as necessary by Charlemagne to ensure continued divine favour.</li> <li>Answers could suggest that Charlemagne needed educated missionaries and preachers in order to spread the faith more effectively.</li> <li>Answers could consider the place of the Carolingian Renaissance in relation to papal interests and the investiture of Charlemagne as Emperor on behalf of all Christendom.</li> </ul> <p><b>Answers could argue</b> there were other reasons for Charlemagne's patronage of learning.</p> <ul style="list-style-type: none"> <li>Answers could argue that Charlemagne personally valued learning for a range of philosophical and pragmatic reasons.</li> </ul>	20	<p>The indicative content lists features of the period studied that relate to the question set. <b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>No set answer is expected.</li> <li>At higher levels candidates will focus on the relative importance of reasons but at Level 4 may simply list the reasons.</li> <li>At Level 5 there will be judgement as to the most important reason.</li> <li>At higher levels candidates might establish criteria against which to judge importance.</li> <li>To be valid judgements, claims must be supported by accurate and relevant material, if not they are assertions.</li> <li>Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation in line with the descriptions in the levels mark scheme.</li> </ul>



Answer		Mark	Guidance
2	<p>(a)</p> <ul style="list-style-type: none"> <li>Answers could consider that Charlemagne wanted to establish fair laws and so needed well-educated lawyers.</li> <li>Answers could argue the vast extent of his empire made writing (e.g. of grants &amp; royal orders) all the more important in maintaining control (e.g. through the gathering of information by the <i>missi dominici</i>).</li> <li>Answers could consider that Charlemagne saw the support of monastic schools as essential to his broader educational programme.</li> </ul> <p><b>Which of the following had the greater effect on Charlemagne's rule in later years?</b></p> <p><b>(i) His imperial coronation</b></p> <p><b>(ii) Problems regarding the succession</b></p> <p><b>Explain your answer with reference to both (i) and (ii).</b></p> <p><b>In discussing the extent to which (i) had the greater effect, answers</b> might refer to the advantages the imperial title gave to Charlemagne in his rule in Italy.</p> <ul style="list-style-type: none"> <li>Answers could suggest that the title gave Charlemagne the impetus to embark on legal reforms in the Programmatic Capitulary.</li> <li>Answers could argue that the title affected relations with the Byzantine empire and with Harun, the Abbasid Caliph.</li> <li>Answers could argue the investiture further invigorated the Carolingian renaissance.</li> </ul> <p><b>In arguing that (ii) had the greater effect, answers</b> might refer to the implications of the contrast between</p>	10	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>No set answer is expected</li> <li>Judgement must be supported by relevant and accurate material.</li> <li>Only credit material relevant to question.</li> <li>Answers may deal with each factor in turn, then compare them to reach a judgement, or take a continually comparative approach. Either approach is acceptable..</li> <li>Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>

Answer		Mark	Guidance
2	<p>(b)*</p> <p>traditional Frankish succession arrangements and the concept of a unified emperor under a Frankish king.</p> <ul style="list-style-type: none"> <li>• In relation to this, answers could consider the implications of the <i>divisio</i> of 806.</li> <li>• Answers could consider that there was opposition from some to the crowning of Louis as co-emperor.</li> <li>• Answers might argue that, in the long term, the succession problem was not entirely resolved by the deaths of two of Charlemagne's sons, which left Louis as the sole heir.</li> </ul> <p><b>How successful was Charlemagne's administration in maintaining control of his empire?</b></p> <p><b>In arguing that it was successful, answers could suggest</b> that Charlemagne tried hard to ensure obedience from his subjects through the <i>Admonition generalis</i> in 789.</p> <ul style="list-style-type: none"> <li>• Answers could refer to the stress Charlemagne put on establishing the law and seeing it was observed.</li> <li>• Answers could argue that the use of counts to govern parts of the empire ensured that there was a single standard of administration and that they were supervised by the <i>missi dominici</i>.</li> <li>• Answers could consider how Charlemagne used the concept of vassalage to enforce his will and</li> </ul>	20	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on relative importance but at Level 4 may simply list the features of Charlemagne's administration.</li> <li>• At Level 5 there will be judgement as to whether Charlemagne was successful or not.</li> </ul>

	Answer	Mark	Guidance
	<p>held regular assemblies to explain what he wanted done.</p> <ul style="list-style-type: none"> <li>Answers could consider that Charlemagne's court was peripatetic to try to supervise more of his empire.</li> </ul> <p><b>In arguing that there were limitations to Charlemagne's control, answers</b> could refer to the vast size of the empire and resultant problems in controlling such an expanse of territory.</p> <ul style="list-style-type: none"> <li>Answers could suggest that Charlemagne was limited in how much control he could exert as he depended on his nobles militarily as well as in administration.</li> <li>Answers could argue that nobles often governed in their own interests and in Aquitaine often defied Louis who was their titular ruler.</li> <li>Answers could suggest that tensions within the royal family, notably the rebellion by Pippin in 792/3 showed there were limits to royal control.</li> </ul>		<ul style="list-style-type: none"> <li>At higher levels candidates might establish criteria against which to judge success.</li> <li>To be valid judgements, claims must be supported by accurate and relevant material, if not they are assertions.</li> <li>Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation in line with the descriptions in the levels mark scheme.</li> </ul>

APPENDIX 1 – this contains a generic mark scheme grid

	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	<b>Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]</b>
<b>Level 6</b> 9–10 marks	Both factors are thoroughly analysed and evaluated using accurate and detailed knowledge and understanding of key features of the period, in order to reach a developed and substantiated judgement in relation to the question.
<b>Level 5</b> 7–8 marks	Both factors are analysed and evaluated using generally accurate and detailed knowledge and understanding of key features of the period, in order to reach a substantiated judgement in relation to the question.
<b>Level 4</b> 5–6 marks	Both factors are analysed and evaluated using relevant knowledge and understanding of key features of the period, however treatment of factors may be un-even with analysis and evaluation of one of the two being only partial. Analysis and evaluation is used to support a reasonable judgement in relation to the question.
<b>Level 3</b> 3–4 marks	Both factors are analysed and evaluated in a partial way, using some relevant knowledge of key features of the period, in order to make a basic judgement in relation to the question.
<b>Level 2</b> 2 marks	Limited and generalised knowledge of the period is used to attempt a limited analysis or evaluation of both factors, and this is linked to a very simplistic judgement.
<b>Level 1</b> 1 mark	Very limited and generalised knowledge of the period is used to attempt a very limited analysis or evaluation of one of the factors. The other factor is either not considered or there is very limited information or description of the factor with no attempt to use this knowledge. If there is a judgement, this takes the form of assertion.
0 marks	Nothing of any relevance to the factors.

	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	<b>Generic mark scheme for Question 1(b) and Question 2(b): Essay [20]</b>
<b>Level 6</b> 17–20 marks	There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
<b>Level 5</b> 13–16 marks	There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
<b>Level 4</b> 10–12 marks	The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
<b>Level 3</b> 7–9 marks	The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
<b>Level 2</b> 4–6 marks	The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
<b>Level 1</b> 1–3 marks	The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis. Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

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