

**GCE**

**History A**

Unit : Y202/01 Charlemagne 768 - 814

Advanced GCE

**Mark Scheme for June 2017**

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

Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix

## MARK SCHEME Section A

Question		Answer/Indicative content	Mark	Guidance
1	(a)	<p><b>Which of the following was of greater importance in the development of Charlemagne's internal administration?</b></p> <p><b>(i) the <i>missi dominici</i>.</b></p> <p><b>(ii) Capitularies.</b></p> <p><b>Explain your answer with reference to (i) and (ii).</b></p> <p><b>In dealing with the <i>missi dominici</i></b></p> <ul style="list-style-type: none"> <li>• Answers might refer to the use of the <i>missi dominici</i> to go out each year to inspect every aspect of local administration.</li> <li>• Answers might refer to the powers enjoyed by the <i>missi</i> and that they travelled in pairs to avoid corruption.</li> <li>• Answers might refer to the instructions sent by Charlemagne to those who were being inspected, which reflect how important he thought they were.</li> </ul> <p><b>In dealing with the Capitularies.</b></p> <ul style="list-style-type: none"> <li>• Answers might refer to the drawing of capitularies by a council of nobles and to their being recorded as binding decisions.</li> <li>• Answers might refer to some capitularies being issued by Charlemagne himself to express his royal will.</li> <li>• Answers might consider specific capitularies such as the <i>admonitio generalis</i>, which made detailed regulations about how a Christian society should function.</li> </ul>	10	<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>

1	(b)*	<p><b>How significant was the impact of Charlemagne's coronation on his rule?</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that the coronation was significant :</b></li> <li>• <b>Answers might argue</b> that it gave Charlemagne the right to punish those who had recently attacked the pope.</li> <li>• <b>Answers might argue</b> that Charlemagne thought it was significant as he passed the title on to his son Louis.</li> <li>• <b>Answers might argue</b> that eventually the Byzantine empire recognised Charlemagne as an equal.</li> <li>• <b>Answers might argue</b> that papal territory became part of the Frankish Empire.</li> </ul> <p><b>In arguing that the coronation was not significant:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that Charlemagne had always shown respect for the pope and had been greeted by Hadrian in 774 with similar pomp on a visit to Rome.</li> <li>• <b>Answers might argue</b> that papal territories continued to be ruled by the pope much as before.</li> <li>• <b>Answers might argue</b> that the imperial title was less important to many of those living in the Frankish empire, especially those who were recently conquered and converted.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on 'how significant' but at Level 4 may simply list factors.</li> <li>• At Level 5 and above there will be judgement as to the relative significance.</li> <li>• At higher levels candidates might establish criteria against which to judge the degree of 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>
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2	(a)	<p><b>Which of the following was of greater importance in allowing Charlemagne to expand his empire?</b></p> <p><b>(i) The destruction of the Irminsul.</b></p> <p><b>(ii) The destruction of the Avar ring.</b></p> <p><b>Explain your answer with reference to (i) and (ii)</b></p> <p><b>In dealing with the destruction of the Irminsul,</b></p> <ul style="list-style-type: none"> <li>• Answers might refer to the importance of the Irminsul as a pagan idol for the Saxons.</li> <li>• Answers might argue that the destruction marked a new phase in warfare against the Saxons, with a sustained campaign aiming at total subjugation.</li> <li>• Answers might argue that treasure which was taken from the shrine allowed Charlemagne to reward his followers and so continue his wars.</li> </ul> <p><b>In dealing with the destruction of the Avar ring,</b></p> <ul style="list-style-type: none"> <li>• answers might refer to the importance of the Ring as a defensive system of earthworks and as an administrative centre.</li> <li>• Answers might argue that the destruction symbolised the defeat of the pagan Avars, which left Charlemagne free to fight against the Saxons.</li> <li>• Answers might argue that the vast treasure found on the site was a very useful boost to Charlemagne's coffers and some went to his nobles and to other rulers like the pope, but most helped to finance his work on his palace at Aachen and so reflect his power and the extent of his empire.</li> </ul>	10	<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>
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2	(b)*	<p><b>How successful were Charlemagne's religious policies?</b></p> <p><b>In arguing that the policies were successful:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that Charlemagne saw correction as a key factor in worship and did succeed in reviving the study of Latin and providing accurate versions of essential texts.</li> <li>• <b>Answers might argue</b> that the Councils Charlemagne held to decide about Church matters were a success and enabled Charlemagne to keep control of his bishops.</li> <li>• <b>Answers might argue</b> that the work of Alcuin, the foremost scholar at Charlemagne's court, was a great help in ensuring success.</li> <li>• <b>Answers might argue</b> that Charlemagne's dislike of heretics and his promotion of the <i>filioque</i> clause in the creed were also successful.</li> </ul> <p><b>In arguing that the policies were not very successful:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that many of Charlemagne's subjects had been forcibly converted to Christianity and their allegiance was only skin-deep.</li> <li>• <b>Answers might argue</b> that the policies were very dependent on Charlemagne and that after his death the empire fell apart so the policies did not endure.</li> <li>• <b>Answers might argue</b> that Charlemagne's ideal of the role of a ruler in achieving the moral and spiritual improvement of his subjects was not really achievable.</li> </ul>		<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on 'successful' but at Level 4 may simply list achievements.</li> <li>• At Level 5 and above there will be judgement as to the relative degree of success.</li> <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>
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APPENDIX 1 – this contains the generic mark scheme grids.

	<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>1. Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]</b>
2. <b>Level 6</b> 9–10 marks	3. 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.
4. <b>Level 5</b> 7–8 marks	5. 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.
6. <b>Level 4</b> 5–6 marks	7. 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.
8. <b>Level 3</b> 3–4 marks	9. 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.
10. <b>Level 2</b> 2 marks	11. 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.
12. <b>Level 1</b> 1 mark	13. 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.
14. 0 marks	15. 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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