

GCE

History A

Unit Y202/01: Charlemagne 768 - 814

Advanced GCE

Mark Scheme for June 2018

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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
P	Provenance
SC	Simple comment
	Unclear
V	View

Here are the subject specific instructions for this question paper

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

Section A

Question		Answer/Indicative content	Mark	Guidance
1	a	<ul style="list-style-type: none"> • EITHER • Which of the following was of greater importance in the promotion of Charlemagne's prestige? (i) The wars against the Saxons. (ii) The defeat of the Lombards. Explain your answer with reference to (i) and (ii). • In arguing that (i) was of greater importance answers may refer to the long, drawn-out wars so that the eventual success reflected well on Charlemagne. • Answers may refer to the conversion of the Saxons to Christianity which allowed Charlemagne to be seen as a great Christian ruler. • Answers may refer to the booty which was obtained from the Saxons so Charlemagne could satisfy his nobles and so enhance his prestige. • In arguing that (ii) was of greater importance answers could refer to the long-term enmity between Franks and Lombards and show that the defeat of the Lombards thus enhanced Charlemagne's prestige. • Answers could refer to the successful crossing of the Alps and to Charlemagne's recognition as king of the Lombards. • Answers could consider how the defeat increased Charlemagne's prestige in Rome and authority with the pope. 	10	<ul style="list-style-type: none"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to question. • 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. • 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/Indicative content	Mark	Guidance
b*	<p>How important were religious motives in Charlemagne's patronage of scholars?</p> <ul style="list-style-type: none"> • In arguing that religious motives were important: • Answers may argue that Charlemagne wanted to improve the education of the clergy and rectify their behaviour. • Answers may argue that Charlemagne saw this as part of the duty of a Christian emperor. • Answer may argue that Charlemagne wanted to ensure that sacred texts were accurate. • Answers may argue that Charlemagne was trying to revive the past glories of the Church • In arguing that there were other motives: • Answers may argue that Charlemagne needed well-educated administrators. • Answers may argue that Charlemagne wanted to improve his own level of attainment. • Answers may argue that Charlemagne counted scholars like Alcuin among his friends and relied on their advice. • Answers might argue that Charlemagne wanted to provide libraries with classical works as well as Christian authors. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on 'how important' but at Level 4 may simply list factors. • At Level 5 there will be judgement as to the relative importance. • At higher levels candidates might establish criteria against which to judge the degree of importance. • To be valid judgements, claims must be supported by accurate and relevant material, if not they are assertions. • 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.

Question		Answer/Indicative content	Mark	Guidance
		OR		
2	a	<ul style="list-style-type: none"> • Which of the following was of greater importance in increasing Charlemagne's authority? (i) The imperial coronation. (ii) Relations with Byzantium. Explain your answer with reference to (i) and (ii) • In arguing that the imperial coronation was more important, answers might refer to the importance of papal recognition for Charlemagne's authority. • Answers might argue that the coronation could be seen as symptomatic of Charlemagne's intervention over the scandals surrounding Leo III. • Answers might refer to the way figures like Alcuin promoted Charlemagne's image as a leader inspired by God. • In arguing that the relationship with Byzantium was more important, answers might refer to the influence of Byzantium in the Mediterranean world. • Answers might argue that policies of the empress Irene were not popular and may even have led some in Byzantium to offer the throne to Charlemagne. • Answers might argue that in 811 after the death of Nicophorus, Byzantium finally recognised Charlemagne as emperor which was a great boost to his authority. 	10	<ul style="list-style-type: none"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to question. • 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.. • 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/Indicative content	Mark	Guidance
b*	<p>‘Charlemagne’s administrative policies depended entirely on the <i>missi dominici</i>.’ How far do you agree? In arguing that the <i>missi dominici</i> were the key:</p> <ul style="list-style-type: none"> • Answers could argue that one of the main administrative problems was the need to supervise the counts and this was done by the <i>missi</i>. • Answers could argue that the <i>missi</i> generally worked in groups and so had more authority and were rarely open to bribes. • Answers could argue that the <i>missi</i> were often sent to area which they already knew, perhaps as bishops, and so could work better. • Answers could argue that Charlemagne took a real interest in the activities of the <i>missi</i> and that there was considerable consistency in how their role was applied. • In arguing that there were other components of policies in administration: • Answers could argue that Charlemagne himself was central to the administration. • Answers could argue that the policies were very dependent on the role of councils and advisers to Charlemagne. • Answers could argue that written records played a large part in the administrative policies. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on ‘depended entirely’ but at Level 4 may simply list administrative policies. • At Level 5 there will be judgement as to the relative role of the <i>missi dominici</i>. • At higher levels candidates might establish criteria against which to judge success. • To be valid judgements, claims must be supported by accurate and relevant material, if not they are assertions. • 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.

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>
	Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]
Level 6 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.
Level 5 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.
Level 4 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.
Level 3 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.
Level 2 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.
Level 1 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>
	Generic mark scheme for Question 1(b) and Question 2(b): Essay [20]
Level 6 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.
Level 5 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.
Level 4 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.
Level 3 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.
Level 2 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.
Level 1 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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