

GCE

History A

Y202/01: Charlemagne 768-814

Advanced GCE

2020 Mark Scheme (DRAFT)

This is a DRAFT mark scheme. It has not been used for marking as this paper did not receive any entries in the series it was scheduled for. It is therefore possible that not all valid approaches to a question may be captured in this version. You should give credit to such responses when marking learner's work.

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

2. Subject Specific Marking Instructions

How far do you agree questions . . .

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.

Neither significance nor relative importance are attributed to the features listed.

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.

Other questions . . .

The indicative content lists features of the period studied that relate to the question set.

Neither significance nor relative importance are attributed to the features listed.

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.

MARK SCHEME Section A

Question		Answer	Mark	Guidance
1	(a)	<p>Which of the following was of greater importance in maintaining Charlemagne's authority? (i) The capitularies (ii) His economic policies. Explain your answer with reference to both (i) and (ii).</p> <ul style="list-style-type: none"> • In arguing that (i) was of greater importance, answers may refer to capitularies as embodying the decisions of councils which gave them authority. • Answers may refer to the careful way they were phrased to ensure that Charlemagne's will was reflected in the wording. • Answers may refer to debate about the degree to which the capitularies were enforced • Answers may link capitularies with Charlemagne's belief in his divine authority. • In arguing that (ii) was of greater importance, answers could refer to the control of the production of coins which exemplified Charlemagne's power and harked back to the Roman emperors. 	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.

1	(b)*	<ul style="list-style-type: none"> • Answers could refer to Charlemagne’s regular taxation of the aristocracy, which helped to maintain his power. • Answers could consider how the development of trade, encouraged by the stable coinage, and of agriculture, under the aegis of Charlemagne made the empire more prosperous and so enhanced his authority as the man responsible for this. <p>‘The Carolingian Renaissance came about as a result of the work of scholars.’ Assess this view.</p> <ul style="list-style-type: none"> • In arguing that the scholars were the key factor: • Answers may argue that the scholars had a vital role in the revival of Latin. • Answers may argue that the scholars were responsible for building up a large library at Aachen as a basis for the Renaissance. • Answer may argue that the palace school, staffed by scholars, trained the sons of the nobility and so encouraged the coming of the Renaissance. • Answers may argue that one of the scholars, Alcuin, was a close friend of Charlemagne and had much influence on him. • Answers may argue scholars underlined Charlemagne’s links with the Church • In arguing that there were other factors: • Answers may argue that Charlemagne himself was a great mover in the Renaissance and notably in the revival of classical learning. • Answers may argue that Charlemagne instigated the building programme using the Romanesque style. • Answers may argue that the scriptoria of several monasteries, such as Corbie and Fleury, produced large numbers of manuscripts without the intervention of the court scholars. • Answers might argue that Renaissance can be seen as a result of the exposure of the Franks to other cultures in their conquests and a resultant wish to preserve their own in a distinct way. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on ‘assess’ but at Level 4 may simply list the achievements of the Renaissance. • At Level 5 there will be judgement as to the relative role of scholars and other factors. • At higher levels candidates might establish criteria against which to assess. • 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.
---	------	---	----	---

2	(a)	<p>Which of the following was the greater challenge to Charlemagne? (i) The Avars. (ii) The Lombards. Explain your answer with reference to both (i) and (ii)</p> <ul style="list-style-type: none"> • In arguing that (i) was more important, answers might refer to the three attacks mounted by the Avars in 788. • Answers might argue that the attacks were defeated and the Franks were united against the Avars because the Avars were pagans. • Answers might refer to betrayal of the Avars by one of their leaders who became a Christian and to the capture of their fortress, known as the Ring, along with a vast hoard of treasure. • Answers might argue the Avars were semi-nomadic • In arguing that (ii) was more important, answers might refer to the dissolution of Charlemagne's marriage to the daughter of the Lombard king, which made them into enemies. • Answers might argue that the position of the Lombards in northern Italy made them a threat to the expansion of the Frankish empire and to the papacy, an ally of Charlemagne. • Answers might argue that Charlemagne recognised the threat and tried to negotiate with the Lombards but finally had to go to war. • Answers might suggest that Charlemagne was lucky to defeat the Lombards, as he besieged Pavia in winter (773-4) with no retreat open to him. 	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.
---	-----	--	----	---

2	(b)*	<p>How important was the Church in Charlemagne's administration?</p> <p>In arguing that it was important:</p> <ul style="list-style-type: none"> • Answers could argue that the Church was an important upholder of Charlemagne's authority and laws. Oaths of loyalty sworn to Charlemagne were seen as binding by the Church. • Answers could argue that the administration was based on Christian principles. • Answers could argue that the Church controlled education and so influenced the men who would run the empire. • Answers could argue that Church personnel had an important role to play as advisers and bishops served as <i>missi</i>. • In arguing that there were other factors: • Answers could argue that Charlemagne held regular councils and assemblies where laws were made and the will of his nobles became known. • Answers could argue that Charlemagne was the centre of his administration. He made the laws and enforced them. • Answers could argue that the empire depended on a range of administrators at Aachen and in more distant parts and the Church could not hope to cover all the roles. Counts were important contributors to administrative success. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on 'importance' but at Level 4 may simply list aspects of the administration. • At Level 5 there will be judgement as to which factor was the most important. • At higher levels candidates might establish criteria against which to judge 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.
---	------	---	----	---

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.

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