

## **GCE**

### **History A**

#### **Y202/01: Charlemagne 768-814**

Advanced GCE

#### **2021 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.

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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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**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

## Subject Specific Marking Instructions

Question		Answer	Mark	Guidance
1	(a)	<p><b>Which of the following was more affected by Charlemagne's coronation?</b></p> <p>(i) His image (ii) His relations with Byzantium.</p> <p><b>Explain your answer with reference to both (i) and (ii).</b></p> <ul style="list-style-type: none"> <li><b>In arguing that (i) was of greater importance</b>, answers may refer to Charlemagne's image as a Christian ruler, favoured by God.</li> <li>Answers may refer to the way Charlemagne was seen as the protector of the pope, with his name on coins issued by the papacy.</li> <li>Answers may refer to debate about how Charlemagne perceived the impact of his coronation.</li> <li><b>In arguing that (ii) was of greater importance</b>, answers could refer to claim of the Byzantine emperors to be the heirs of Rome.</li> <li>Answers could suggest that the upheavals in the Byzantine empire after 802 meant they were unable to challenge Charlemagne.</li> <li>Answers could consider the peace made with Michael in 812 and the Byzantine recognition of Charlemagne's title and the debate about exactly what this entailed.</li> </ul>	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>

<p>1</p>	<p>(b)*</p>	<p><b>How important were religious factors in the Carolingian Renaissance?</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that religious factors were vital:</b></li> <li>• Answers may argue that the production of copies of the scriptures was an essential part of the Renaissance</li> <li>• Answers may argue that improving the educational standards of the clergy was an important part of the Renaissance.</li> <li>• Answer may argue that the scholars who enabled the Renaissance to develop were mostly monks</li> <li>• Answers may argue that attempts were made to find common ground between Christian and classical beliefs.</li>   <li>• <b>In arguing that there were other factors:</b></li> <li>• Answers may argue that Charlemagne had other motives as well – he used the Bible as a way of enforcing his authority.</li> <li>• Answers may argue that the use of Latin in the Renaissance was partly to help to unite the empire and to stress its differences from the Greek empire.</li> <li>• Answers may argue that the schools were not solely aimed at training monks and clergy and some aristocratic women benefited.</li> <li>• Answers might argue that scholars aimed to write clearly and that non-religious subjects such as astronomy and music and the works of Pliny were studied.</li> </ul>	<p><b>20</b></p> <p>The indicative content lists features of the period studied that relate to the question set.  <u><b>Neither significance nor relative importance are attributed to the features listed.</b></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"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on ‘importance’ but at Level 4 may simply list the achievements of the Renaissance.</li> <li>• At Level 5 there will be judgement as to the relative importance of the factors.</li> <li>• At higher levels candidates might establish criteria against which to assess 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 more important in the administration of Charlemagne?</b></p> <p>(i) <b>The <i>Admonitio Generalis</i></b>  (ii) <b>The Programmatic Capitulary.</b></p> <p><b>Explain your answer with reference to (i) and (ii)</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that (i) was more important, answers might refer to the likelihood that Charlemagne consulted his advisers about the <i>Admonitio</i>.</b></li> <li>• Answers might argue that the <i>Admonitio</i> set out detailed rules for establishing a Christian society.</li> <li>• Answers might refer to the debate about how far the <i>Admonitio</i> was enforced and the making of a large number of copies.</li> <li>• <b>In arguing that (ii) was more important, answers might refer to the emphasis on the judicial role of the emperor and the need for a staff of officials to support his judgements.</b></li> <li>• Answers might argue that laws which were considered inequitable were to be reconsidered.</li> <li>• Answers might argue that meetings between Charlemagne and his magnates contributed to the content of the capitulary.</li> <li>• Answers might suggest that Charlemagne relied on the counts to enforce the law.</li> </ul>	<p><b>10</b></p> <p>The indicative content lists features of the period studied that relate to the question set.  <u><b>Neither significance nor relative importance are attributed to the features listed.</b></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"> <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>‘Charlemagne’s rule was less effective in his later years.’ How far do you agree?</b></p> <p><b>In arguing that it was less effective:</b></p> <ul style="list-style-type: none"> <li>• Answers could argue that as Charlemagne grew older, his grasp on affairs declined and the empire did not expand as it had done previously, but the focus was on containment.</li> <li>• Answers could argue that Charlemagne handed over some parts of his empire to his sons, such as Louis and Pepin, who did not always rule as wisely as he did.</li> <li>• Answers could argue that the deaths of Pepin and Charles the Younger left problems over how the succession was to be maintained.</li> <li>• Answers could argue that control of the Mediterranean was being disputed by the Arabs attacking from bases in Africa and Spain, while the Vikings were raiding the northern shores of the empire.</li> </ul> <p><b>In arguing that it was still quite effective:</b></p> <ul style="list-style-type: none"> <li>• Answers could argue that Charlemagne held a general assembly at Aachen to acclaim Louis as co-emperor and so was making careful provision for the future.</li> <li>• Answers could argue that in 802 Charlemagne insisted that all male subjects swear an oath of loyalty to him, which linked his commands with the will of God and so made it difficult to defy him.</li> <li>• Answers could argue that there were no serious rebellions against Charlemagne in his later years.</li> <li>• Answers could argue that Charlemagne was able to deal with the threat from the Danes.</li> </ul>	20	<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><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 ‘effective’ but at Level 4 may simply list aspects of his rule.</li> <li>• At Level 5 there will be judgement as to whether his rule was effective or not.</li> <li>• At higher levels candidates might establish criteria against which to judge ineffectiveness.</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 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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