

**GCE**

**History A**

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

A Level

**Mark Scheme for June 2024**

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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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**PREPARATION FOR MARKING****RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor 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 RM Assessor 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 RM Assessor 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 RM Assessor 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 le gible.

**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 RM Assessor **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 RM Assessor 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:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - 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  |
|---|--|
|    | 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   |

|   |     |   |    |  |
|---|-----|---|----|--|
| 1 | (a) | <p><b>Which of the following was a greater threat to Charlemagne on his accession?</b></p> <p><b>(i) The situation in the Frankish lands</b></p> <p><b>(ii) Disputes with Carloman</b></p> <p><b>In arguing that (i) was a greater threat, answers might consider</b> that there was instability as the social system based on kinship ties was giving way to one based on feudal bonds and this threatened Charlemagne's kingship</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that the Frankish aristocracy expected regular appeasement with wealth which meant war and booty, which was a challenge for a new ruler</li> <li>• <b>Answers might consider</b> that previous conquests meant the Frankish lands contained more diverse people and so it was harder for Charlemagne to maintain unity and stop fragmentation which would weaken his position.</li> <li>• <b>Answers might consider</b> that the early death of Carloman meant he was less of a threat.</li> </ul> <p><b>In arguing that (ii) was a greater threat, answers might consider that</b> Charlemagne and Carloman had divided Pippin's empire between them and they soon quarrelled, which showed the empire as disunited and vulnerable.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that Carloman wanted an anti-Lombard policy, while</li> </ul> | 10 | <p>The indicative content lists features of the period studied that relate to the question set.<br/> <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>Charlemagne was pursuing a marriage alliance with Desiderius</p> <ul style="list-style-type: none"><li>• <b>Answers might consider</b> that Carloman wanted to drive a wedge between Charlemagne and the pope and so weaken Charlemagne's standing in Rome</li><li>• <b>Answers might consider</b> that Carloman took advantage of Charlemagne's repudiation of his Lombard wife and the consequent fury of Desiderius, to ally with the Lombards and threaten Charlemagne further</li><li>• <b>Answers might consider</b> that Carloman left the repression of rebellion in Aquitaine to Charlemagne so that if Charlemagne were unsuccessful he would be well placed to benefit</li></ul> |  |  |
|--|--|--|--|--|--|



| Question |      |  | Answer  | Mark | Guidance   |
|----------|------|--|---|------|--|
| 1        | (b)* |  | <p><b>Assess the importance of the courts at Frankfurt, Aachen and Paderborn in the Carolingian Renaissance.</b></p> <p><b>In arguing that the courts were important, answers might consider that</b> the scholars at court, led by Alcuin were pioneers in the production of accurate texts.</p> <ul style="list-style-type: none"> <li>• The Royal scriptoria-um had a large output and established Carolingian minuscule.</li> <li>• Artists flocked to court. Which was a centre of patronage</li> <li>• The Palatine chapel was a model for artists, using Roman and Byzantine motifs</li> <li>• Ivory carving flourished at court – Lorsch Gospels</li> </ul> <p><b>In arguing that there were other factors, answers could suggest that</b> much of the impetus for the Renaissance came from Charlemagne himself</p> <ul style="list-style-type: none"> <li>• Monasteries were also centres of the production of manuscripts and commissioned searches for lost versions</li> <li>• The wealth Charlemagne acquired from his conquests helped finance the Renaissance</li> <li>• Stable government allowed for artistic development.</li> </ul> | 20   | <p>The indicative content lists features of the period studied that relate to the question set.<br/> <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 but at Level 4 may simply list achievements</li> <li>• At Level 5 there will be judgement as to which is the main factor</li> <li>• At higher levels candidates might establish criteria against which to judge the relative importance of the factors</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> |

| Question |     |  | Answer   | Mark | Guidance   |
|----------|-----|--|--|------|--|
| 2        | (a) |  | <p><b>Which of the following had the greater role in Charlemagne's religious policies?</b></p> <p><b>(i) Synods</b></p> <p><b>(ii) Church schools</b></p> <p><b>In arguing that (i) had the greater impact, answers might consider that</b> Synods were used to issue regulations for the lives of the clergy.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that they enforced monastic discipline which was a key part of the policies</li> <li>• <b>Answers might consider</b> that they encouraged preaching</li> <li>• <b>Answers might consider</b> that the Synod of Frankfurt dealt with major issues like iconoclasm and adoptionism</li> </ul> <p><b>In arguing that (ii) had the greater impact, answers might consider that</b> the Palace school at Aachen was a leader influencing other schools to educate the clergy more effectively</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that the schools educated boys from all ranks of society and so helped fulfil Charlemagne's aims</li> <li>• <b>Answers might consider</b> that many schools had good libraries and scriptoria so accurate copies of texts were used</li> </ul> | 10   | <p>The indicative content lists features of the period studied that relate to the question set.<br/> <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> |

| Question |  |  | Answer  | Mark | Guidance |
|----------|--|--|---|------|----------|
|          |  |  | <ul style="list-style-type: none"><li>• <b>Answers might consider</b> that some trained preachers and used the vernacular, which furthered Charlemagne's policies</li></ul> |      |          |

| Question |      |  | Answer  | Mark | Guidance  |
|----------|------|--|---|------|---|
| 2        | (b)* |  | <p><b>Assess the reasons for Charlemagne's aid to Pope Leo III.</b></p> <p><b>Answers might suggest that that there were political reasons</b> as King of the Lombards Charlemagne had a clear interest in what happened in Rome.</p> <ul style="list-style-type: none"> <li>• He may have been hoping that the Pope would crown him as Emperor</li> <li>• Charlemagne's campaign against the Saxons was virtually complete so he had time to aid the Pope.</li> <li>• Charlemagne had always been respectful of papal independence and did not want to see this threatened</li> <li>• His alliance with the papacy enhanced his ability to counter the dominance of Byzantium</li> <li>• His crowning in by the Pope as the first emperor of non-Roman origin added greatly to his credibility as the foremost secular authority in Europe</li> </ul> <p><b>Answers might suggest there were other reasons</b> Charlemagne saw it as part of his Christian duty.</p> <ul style="list-style-type: none"> <li>• Leo had appealed to Charlemagne for help and was under attack</li> </ul> | 20   | <p>The indicative content lists features of the period studied that relate to the question set.<br/> <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 assessing the reasons but at Level 4 may simply list events</li> <li>• At Level 5 there will be judgement as to the relative importance of reasons</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> |

| Question |  |  | Answer  | Mark | Guidance |
|----------|--|--|---|------|----------|
|          |  |  | <ul style="list-style-type: none"> <li>There were threats to put the Pope on trial and Charlemagne was persuaded by Alcuin that no-one had the right to sit in judgement on the Pope</li> <li>Once he was Emperor he could pass judgement on those who had attacked Leo and so fulfil his religious as well as his political obligations</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><br>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><br>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><br>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><br>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><br>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><br>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><br>17–20<br>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.<br>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><br>13–16<br>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.<br>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><br>10–12<br>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.<br>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><br>7–9<br>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.<br>The information has some relevance and is presented with limited structure. The information is supported by limited evidence. |
| <b>Level 2</b><br>4–6<br>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.<br>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><br>1–3<br>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.<br>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.                                |
| <b>0 marks</b>                   | No evidence of understanding and no demonstration of any relevant knowledge.  |

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