

...day June 20XX – Morning/Afternoon

A Level History A

Unit Y202 Charlemagne 768–814

MARK SCHEME

Duration: 1 hour

MAXIMUM MARK 30

MARKING INSTRUCTIONS**PREPARATION FOR MARKING****SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris 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 scoris and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

TRADITIONAL

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

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 scoris 50% and 100% (traditional 50% 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, email or via the scoris messaging system.

5. Work crossed out:
 - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
 - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
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. There is a NR (No Response) option. Award NR (No Response)
 - if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
 - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
8. The scoris **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 scoris 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:
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **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

12. Subject-specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

	<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.

Question			Answer	Marks	Guidance
1	(a)		<p>Which of the following was of greater importance in helping to develop the Carolingian Renaissance?</p> <p>(i) Alcuin of York</p> <p>(ii) Paul the Deacon</p> <p>Explain you answer with reference to both (i) and (ii).</p> <ul style="list-style-type: none"> • In dealing with Alcuin of York, answers might suggest that his role as head of the Palace School (782–796) and later work in Tours enabled him to play a central role in cultural development. • Answers might suggest his influence over a standardised curriculum (trivium and quadrivium) became the basis for education and influenced both Charlemagne and his sons. • Answers might refer to Carolingian minuscule, classical texts and grammar for theological purposes, his letters, writing on the Bible, transmission of knowledge from Anglo-Saxon England. • In dealing with Paul the Deacon, answers might suggest his role at court from 782–787 and time at Montecassino allowed the transmission of cultural and literary ideas. • Answers might suggest that he succeeded in preserving the texts and history of the Lombards. • Other examples might be his <i>History of the Bishops of Metz</i>, commentaries on the rule of St Benedict, collection of homilies. 	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 the ‘development of the Carolingian Renaissance’. • Answers may deal with each factor in turn, then compare them to reach a judgement, or make 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	Marks	Guidance
1	(b)*	<p>The most important reasons for Charlemagne's wars was the defence of his empire. How far do you agree?</p> <ul style="list-style-type: none"> • In arguing motives of defence, answers might comment on the need to protect the boundaries of empire throughout his reign, whether through establishing or consolidating authority. • Answers might suggest that the need for defence motivated him to break off campaigns against the Saxons to deal with events elsewhere. • Answers might discuss expeditions against the Avars who threatened parts of Bavaria and Italy; events in Spain; Saxon rebellions; the Danes. • Answers might suggest issues of consolidation and decline in later years might be highlighted. • In arguing other motives, answers might refer to strong religious reasons, ideological factors, territorial motives, tribute and plunder, opportunism, requests for aid. • Answers might suggest a desire to incorporate all German lands in Francia, thus the length and determination of campaigns against the Saxons. This might be linked to religious motives, particularly from the 780s onwards. • Answers might discuss that the promise of rewards, booty, prestige and patronage ensured military commitment for wars which were not merely defensive. Examples might be campaigns against the Avars, Slavs, southern Italy and islands in the Mediterranean. 	20	<ul style="list-style-type: none"> • No set answer is expected • At higher levels candidates will focus on the 'relative importance' of defence and other motives, but at Level 4 may simply describe events. • At Level 5 and above there will be judgement as to the relative importance of motives. • At higher levels candidates might establish criteria against which to judge the significance of motives; this might include short and long-term aims and priorities, relevance in terms of theatre of war, early or late campaigns, etc. • To be valid judgements, claims must be supported by relevant and accurate facts. 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 descriptions in the levels mark scheme.

Question		Answer	Marks	Guidance
2	(a)	<p>Which of the following was of greater importance in shaping Charlemagne's image as 'Emperor of the Christian West' by the end of his reign?</p> <p>(i) Victory over the Saxons (ii) His coronation in 800?</p> <p>Explain your answer with reference to both (i) and (ii).</p> <ul style="list-style-type: none"> • In dealing with victory over the Saxons, answers might suggest that the difficulty of conquering them and their conversion to Christianity confirmed his reputation and eventual imperial title. • Answers might refer to the nature of the Saxon polity, plots in the 780s, ferocity of the heathens – victory being the ultimate proof of Charlemagne's role as protector of Christians and the extent of Frankish orthodox militancy. • Answers might suggest that the building of Paderborn, churches and monasteries were visible signs reflecting Charlemagne's image and worthy of the imperial title before and after his coronation in 800. • In dealing with the coronation, answers might suggest it was a symbolic act and consecration of his role, which ensured the revived empire was inseparable from the mission of Rome. • Answers might suggest it confirmed relations with the papacy and his authority as 'King of the Franks and Lombards and Patrician of Rome' – perceptions of the papacy. • Examples might be the Byzantine reaction and their perception of his role in Christendom, limited effect on the Franks. 	10	<ul style="list-style-type: none"> • No set answer is expected. • Judgement must be supported by relevant and accurate material. If not, mark as assertion. • Only credit material relevant to the 'image of Charlemagne as Emperor of the Christian West'. • Answers may deal with each factor in turn, then compare them to reach a judgement, or make 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	Marks	Guidance
2 (b)*	<p>How important was the Church to the effective government of Charlemagne's empire?</p> <ul style="list-style-type: none"> • In arguing the importance of the Church, answers might comment on Charlemagne's reasons of state; the Church and religious reform was central to effective governance and education, bolstering public authority. • Answers might comment on the practical need for literate clerics for administration and systematic government; the Synod of Frankfurt and synods of 813; copies distributed of the <i>Admonitio Generalis</i>. • Answers might comment on religious nature of assemblies and capitularies; promulgation of legal and economic policies. • Answers might discuss the limitations of the role of the Church such as the failure to solve the individual interests of the nobles, such as in Thuringia. • Alternative arguments might refer to dependence on and importance of the nobility to practical administration and communication across the empire; counts and vassi. • Answers might comment on the role and success of <i>missi dominici</i> defined further after coronation in 800; importance in fighting bribery, administering justice, coherence across empire, inspection of clergy and laity. • Answers might consider how native populations kept their legal system – Aquitaine, Lombardy, Bavaria, Saxony – support of local aristocracy. Salic Law. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on the 'relative importance' of the Church, but at Level 4 may simply offer description. • At Level 5 and above there will be judgement as to the relative importance and interaction between religious and political systems. • At higher levels candidates might establish criteria against which to judge the significance of the Church; this might include their short or long-term impact within Francia or specific regions. • To be valid judgements, claims must be supported by relevant and accurate facts. 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 descriptions in the levels mark scheme.

Assessment Objectives (AO) Grid

Question	AO1	AO2	AO3	Total
1a/2a	10			10
1b/2b	20			20
Totals	30			30

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