



GCE

History A

Y302/01: The Viking Age c.790-1066

Advanced GCE

Mark Scheme for June 2019

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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
SC	Simple comment
	Unclear
V	View

MARK SCHEME Section A

Question	Answer/Indicative content	Mark	Guidance
1	<p>Evaluate the interpretations in both of the two passages and explain which you think is a more convincing explanation of the extent of Viking settlement in Ireland.</p> <ul style="list-style-type: none"> • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation A argues that Viking settlement in Ireland changed over the period and produced a deep and wide-ranging effect. • In evaluating Interpretation A, answers might argue that Interpretation A is valid because from the 830s there is evidence of larger-scale Viking operations and the appearance of <i>longphorts</i>. • Answers might argue that Interpretation A is valid because of the struggle between local Irish kings and Rothlaibh in the 860s. • Answers might argue Interpretation A is valid because of the evidence of the size of the Viking presence in Dublin and of the origin of many Scandinavian thralls in Ireland. • Answers might argue that Interpretation A is invalid because the defeat of the Vikings by Mael Sechnaill II in 980 brought Viking supremacy to an end. • Answers might argue that Interpretation A is invalid because Ireland remained interesting to the Vikings only because of its wealth and, ultimately, would be supplanted in its attraction by England. • Answers might argue Interpretation A is invalid 	30	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 and above answers will evaluate both interpretations, locating them within the wider historical debate about the issue and using their own knowledge, and reach a balanced judgement as to which they consider the most convincing about the issue in the question. • To be valid, judgements must be supported by relevant and accurate material. • Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the interpretations, in line with descriptions in the levels mark scheme.

		<p>because of the lack of evidence for a Viking settlement of rural Ireland.</p> <ul style="list-style-type: none"> • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B argues that raiding was more important to the Vikings in Ireland than settlement, and that the extent of settlement was limited. • In evaluating Interpretation B, answers might argue that interpretation B is valid because Ireland attracted the same Norwegian Vikings at the beginning of the period as those who targeted Northumbria. • Answers might argue that Interpretation B is valid because it reflects the evidence provided by the <i>Orkneyinga Saga</i> of the career of Svein Asleifsson • Answers might argue Interpretation B is valid because of the defeats of the Vikings at the hands of the high king of Tara in 849 and the Kings of Leinster and Brega in 902. • Answers might argue that Interpretation B is invalid because it ignores the length of time in which there was consistent Viking interest in Ireland. • Answers might argue that Interpretation B is invalid because it ignores evidence of Hiberno-Norse cooperation in the form of tribute and gift exchange. • Answers might argue Interpretation B is invalid because it ignores the Hiberno-Norse character of the tenth century kings who attacked Northern England from Ireland. 		
2		<p>‘The successful defence of Wessex and Mercia by Alfred was the most important turning point in Viking raiding on England during the period 790-1066.’ How</p>	25	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels answers might establish criteria against which to judge.

	<p>far do you agree?</p> <ul style="list-style-type: none"> • In supporting the hypothesis that the struggle of Alfred against the Vikings proved a decisive turning point, it might be argued that Alfred's construction of fortified defences mirrored the successful defence of Paris in 885 and the defeat of the Vikings at the Battle of the Dyle in 891 and ushered in a substantial period of peace. • Answers might consider the steady destruction of the Anglo-Saxon kingdoms by the Vikings before the reign of Alfred. • Answers might consider development of the concept of kingship by Alfred. • Answers might consider the effects of the planning of towns and the production of fortified centres. • Answers might consider the effects of the rebirth of scholarship under Alfred. • Answers might consider the effects of the naval strength established by Alfred. • Answers might consider that the 'Second Viking Age' was indigenous rather than Scandinavian in origin. • In challenging the hypothesis in the question and arguing that other turning points were more significant, it might be argued that the achievements of Alfred have been exaggerated thanks to the influence of folk lore and propaganda and that his success was no more than temporary. • Answers might consider the advent of the 'Second Viking Age' as an important turning point. • Answers might argue that Viking raiding reinvigorated under Aethelred and Cnut. 	<ul style="list-style-type: none"> • To be valid, judgements must be supported by relevant and accurate material. • 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.
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		<ul style="list-style-type: none"> Answers might consider the destruction of monasteries (including Lindisfarne and Iona). Answers might consider the 860s as a possible turning point. Answers might consider that the Vikings decision to settle in England was an important turning point. Answers might consider the foundering of Cnut's Empire 1035-42 as a more significant turning point. Answers might consider the importance of the invasions of 1066. Answers might consider the significance of the Viking decision to focus raids at the end of the tenth century almost exclusively upon England. 		
3		<p>'Viking settlements in Europe had more in common with the lands in which they settled than they did with Scandinavian settlements.' How far do you agree with this view of Viking settlements in the years c.790-1066?</p> <ul style="list-style-type: none"> In supporting the hypothesis that Viking settlements conformed to the customs of the lands in which they settled, it might be argued that Scandinavian colonists were assimilated reasonably rapidly into the areas they attacked thanks to the static nature of their presence, their conversion and the needs of trade. Answers might consider the importance of cultural similarities between Vikings and Germanic peoples. Answers might consider that Swedish Vikings assimilated particularly readily because of the 	25	<ul style="list-style-type: none"> No set answer is expected. At higher levels answers might establish criteria against which to judge. To be valid, judgements must be supported by relevant and accurate material. 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.

		<p>context from which they originated.</p> <ul style="list-style-type: none"> • Answers might consider that once states reasserted themselves after Viking attack assimilation occurred. • Answers might consider the emergence of other threats at the turn of the tenth century from Muslims and Magyars which necessitated a united opposition. Answers might consider the continuous need to assimilate differing cultures in 'Dark Age' Europe. • In challenging the hypothesis in the question, it might be argued that there remained a distinctive Viking culture which resisted assimilation. • Answers might consider that early Viking raids were on areas with a familiar environment in which farming and fishing techniques needed little or no adaptation and hence survived. • Answers might consider the continuing distinctive nature of Viking culture in Iceland. • Answers might consider that the movement of Vikings from Ireland to Iceland demonstrated the failure of assimilation. • Answers might consider the merging of culture in, for example, England where Viking influence on linguistic development remains apparent. • Answers might consider the contrast between England where Danish Vikings settled permanently and Frisia which was abandoned after some forty years. • Answers might consider the origin of Viking raiders and the effect of that on their degree of assimilation. For example, the colonisation of 		
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		Normandy came from Viking bases in Britain.		
4		<p>'The most significant turning point in Viking Christianisation c.790-1066 was the conversion of Harald Bluetooth and Denmark in c.965.' How far do you agree?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, it might be argued that the Danes were the first Vikings to convert to Christianity officially and that Harald Bluetooth's conversion marked the beginning of a significant period in Viking religious history. • Answers might consider the claim of Harald Bluetooth to have personally converted the Danes as well as to have united Denmark and Norway. • Answers might consider the extent of Harald's power as demonstrated by his building projects and the importance afforded to Harald's influence by Danish folklore. • Answers might consider the use of Christianity by Harald and later Scandinavian kings through which to legitimise their rule. • Answers might consider that Harald's influence could be argued to have extended as far as Normandy. • In challenging the hypothesis in the question, it might be argued that the process of conversion to Christianity took place over a long period and, often showed no relationship to the influence of kings. • Answers might consider the missionary work of St Anskar in Denmark and Sweden in the 830s. 	25	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels answers might establish criteria against which to judge. • To be valid, judgements must be supported by relevant and accurate material. • 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.

			<ul style="list-style-type: none">• Answers might consider the significance of evidence discovered from graves in Finland and Denmark concerning cremation and Christian influence long before the tenth century.• Answers might consider the example of Iceland where Christianity was accepted in 1000 to end religious conflict.• Answers might consider the importance of Olaf Tryggvason and Olaf Skótkonung.• Answers might consider the influence of Otto the Great on Harald Bluetooth.• Answers might consider the role of Riurik's successor, Vladimir the Great, in converting Kiev at the end of the tenth century.		
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APPENDIX 1 – this contains a generic mark scheme grid

	<i>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	Generic mark scheme for Section A, Question 1: Interpretation [30]
Level 6 26–30 marks	The answer has a very good focus on the question throughout. It has thorough and sustained evaluation of the interpretations, using detailed and accurate knowledge of the historical context and the wider historical debate around the issue, in order to produce a convincing and supported analysis of them in relation to the question.
Level 5 21–25 marks	The answer has a good focus on the question throughout. It has good evaluation of the interpretations, using relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce a supported analysis of them in relation to the question.
Level 4 16–20 marks	The answer is mostly focused on the question. It has evaluation of the interpretations based on generally relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce an analysis of them in relation to the question.
Level 3 11–15 marks	The answer is partially focused on the question. It has partial evaluation of the interpretations based on some knowledge of the historical context and the wider historical debate around the issue. There may be some use of information from one of the two interpretations to support the evaluation of the other, but the evaluation will not rely on this. There is a limited analysis of the interpretations in relation to the question.
Level 2 6–10 marks	The answer has a limited focus on the question. Parts of the answer are just description of the interpretations, with evaluation in relation to historical context and the wider historical debate around the issue being weak, and evaluation relying heavily on information drawn from the other interpretation. There is a very limited analysis of the interpretations in relation to the question.
Level 1 1–5 marks	The answer has some relevance to the topic, but not the specific question. The answer consists mostly of description of the interpretations with very limited evaluation based on very generalised knowledge of historical context and minimal or no reference to the wider historical debate. Analysis of the interpretations in relation to the question is either in the form of assertion or lacking.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

	<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 Section B, Questions 2, 3 and 4: Essay [25]
Level 6 21–25 marks	The answer has a very good focus on the question. Detailed and accurate knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a fully developed synthesis supporting a convincing and substantiated judgement. 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 17–20 marks	The answer has a good focus on the question. Generally accurate and detailed knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a developed synthesis supporting a substantiated judgement. 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 13–16 marks	The answer is mostly focused on the question. Relevant knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a synthesis supporting a reasonable judgement. 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 9–12 marks	The answer has a partial focus on the question. Some relevant knowledge and understanding is used to analyse and explain key features of the period studied in order to attempt an undeveloped synthesis, which is linked to a judgement, though the supporting explanation may lack detail and clarity. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
Level 2 5–8 marks	The answer has only a limited focus on the question. Limited relevant knowledge and understanding is used to give a limited explanation and analysis of key features of the period studied. There is a judgement but this may not be clearly linked with the supporting explanation. 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 1–4 marks	The answer has a limited focus on the topic, but not the specific question. The answer is largely descriptive, with only very generalised knowledge of the period studied being used to attempt basic explanation and very limited analysis. Judgements are unsupported and are not linked to analysis. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	The answer contains no relevant information.

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