

June 2022 – Morning/Afternoon

GCSE (9–1) History B (Schools History Project)

J411/71 Viking Expansion, c.750–c.1050

Time allowed: 1 hour

Sample Question Paper for 2022 only. To see what adaptations have been made for 2022 please ensure you have referred to the [Changes for 2022](#) qualification web page.

You must have:

- the OCR 12-page Answer Booklet



INSTRUCTIONS

- Use black ink.
- Write your answer to each question in the Answer Booklet. The question numbers must be clearly shown.
- Fill in the boxes on the front of the Answer Booklet.
- Answer Questions 1 (a–c), 2, 3 and **either** Question 4 **or** Question 5.

INFORMATION

- The total mark for this paper is **40**.
- The marks for each question are shown in brackets [].
- Quality of extended response will be assessed in questions marked with an asterisk (*).
- This document has **2** pages.

ADVICE

- Read each question carefully before you start your answer.

Viking Expansion, c.750–c.1050

Answer questions 1 (a–c), 2 and 3.

1.
 - (a) Name **one** Viking god. [1]
 - (b) Name **one** of the major rivers that Vikings used to sail deep into Russia. [1]
 - (c) Give **one** example of a country that was ruled by King Cnut as part of his empire. [1]
2. Write a clear and organised summary that analyses Viking contact with the Arab world. Support your summary with examples. [9]
3. What caused Viking raids in the west between 793 and 850? Support your answer with examples. [10]

Answer **either** question 4 **or** question 5.

- 4.* “The study of Viking society in their homelands of Scandinavia shows us that they were much more than just warriors”.
How far do you agree?
Give reasons for your answer. [18]
- 5.* How far do you agree that the Vikings were quickly converted to Christianity?
Give reasons for your answer. [18]

END OF QUESTION PAPER

OCR is committed to seeking permission to reproduce all third-party content that it uses in the assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements booklet. This is produced for each series of examinations and is freely available to download from our public website (www.ocr.org.uk) after the live examination series.

If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact OCR, The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA.

OCR is part of the Cambridge Assessment Group; Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.



June 2022

GCSE (9–1) HISTORY B (SCHOOLS HISTORY PROJECT)

J411 Viking Expansion, c.750–c.1050

SAMPLE MARK SCHEME

Duration: 1 hour

MAXIMUM MARK 40

MARKING INSTRUCTIONS**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 **required number of** standardisation responses.

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 legible.

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.)*

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

1. 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.

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

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.
- 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 seemingly 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.

Viking Expansion, c.750–c.1050

Question 1 – 3 marks (a) Name one Viking god. (b) Name one of the major rivers that Vikings used to sail deep into Russia. (c) Give one example of a country that was ruled by King Cnut as part of his empire.	
Guidance	Indicative content
1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<i>For 1(a), likely valid responses include: Thor, (W)Odin, Freyja and Frigg.</i>
1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<i>For 1(b), likely valid responses include: Volga, Dnieper, Neva, Volkhov, Dvina, Don</i>
1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<i>For 1(c) likely valid responses include: England; Norway; Denmark; Sweden (or parts of Sweden). Ireland, Normandy, Poland were not parts of Cnut's empire but paid tribute and therefore cannot be credited with a mark.</i> Any other historically valid response is acceptable and should be credited.

Question 2 – 9 marks	
Write a clear and organised summary that analyses Viking contact with the Arab world. Support your summary with examples.	
Levels	Notes and guidance specific to the question set
<p>AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks</p> <p>AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 3 marks</p>	
<p>Level 3 (7–9 marks)</p> <p>Demonstrates a well-selected range of valid knowledge of characteristic features that are fully relevant to the question, in ways that show secure understanding of them (AO1).</p> <p>The way the summary is organised shows sustained logical coherence, demonstrating clear use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).</p>	<p><i>Answers should show connections in the situation defined in the question and use these to organise the answer logically.</i></p> <p><i>Answers could consider aspects of one or more of the following: accounts of how the Vikings met Muslim Arabs in southern Russia and central Asia as well as in Muslim Spain and Morocco; how they almost certainly reached Baghdad; the nature of goods they traded; Arab descriptions of Vikings.</i></p>
<p>Level 2 (4–6 marks)</p> <p>Demonstrates a range of knowledge of characteristic features that are relevant to the question, in ways that show understanding of them (AO1).</p> <p>The way the summary is organised shows some logical coherence, demonstrating use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).</p>	<p><i>Use of conceptual understanding to organise the response might in this case involve similarity and difference and change, e.g. distinguishing by geographical regions, or by time (first contacts and later trade) or by activity.</i></p>
<p>Level 1 (1–3 marks)</p> <p>Demonstrates some knowledge of characteristic features with some relevance to the question, in ways that show some limited understanding of them (AO1).</p> <p>The summary shows a very basic logical coherence, demonstrating limited use of at least one second order concept in attempting to find connections and to provide a logical chain of reasoning to summarise the historical situation in the question (AO2).</p>	<p><i>Answers may show understanding of second order concepts such as causation and consequence (e.g. why Vikings and Arabs met or reasons for actions), similarity and difference within situations (e.g. between the two groups).</i></p>
<p>0 marks</p> <p>No response or no response worthy of credit.</p>	<p><i>Please note that answers do not need to name the second order concepts being used to organise their answer, but the concepts do need to be apparent from the connections and chains of reasoning in the summary in order to meet the AO2 descriptors (see levels descriptors).</i></p> <p><i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p>

Question 3 – 10 marks	
What caused Viking raids in the west between 793 and 850? Support your answer with examples.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks	Notes and guidance specific to the question set
Level 5 (9–10 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show sophisticated understanding of one or more second order concepts in a fully sustained and very well-supported explanation (AO2).	<i>Explanations could consider: the land–hunger theory; climate–change theory; Viking beliefs in the value/virtue of war; reaction to Christian missionary work pressing into Scandinavia; Christians trading on more favourable terms with fellow Christians; the tempting wealth of western churches and monasteries; weakness and division in England / western Europe especially after death of Charlemagne.</i> <i>Explanations are most likely to show understanding of the second order concept of causation but reward appropriate understanding of any other second order concept.</i> <i>Answers which simply describe Viking raids cannot reach beyond Level 1.</i>
Level 4 (7–8 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show strong understanding of one or more second order concepts in a sustained and well-supported explanation (AO2).	
Level 3 (5–6 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Uses these to show sound understanding of one or more second order concepts in a generally coherent and organised explanation (AO2).	
Level 2 (3–4 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Uses these to show some understanding of one or more second order concepts in a loosely organised explanation (AO2).	
Level 1 (1–2 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Uses these to show some basic understanding of one or more second order concepts, although the overall response may lack structure and coherence (AO2).	
0 marks No response or no response worthy of credit.	

Question 4* – 18 marks	
<p>“The study of Viking society in their homelands of Scandinavia shows us that they were much more than just warriors”. How far do you agree with this statement? Give reasons for your answer.</p>	
Levels	Notes and guidance specific to the question set
<p>AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks</p> <p>AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks</p>	
<p>Level 6 (16–18 marks)</p> <p>Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1).</p> <p>Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT, to achieve the two highest levels, answers must consider the warlike nature of Viking society through gods relating to war, weapons and artefacts, for example.</i></p> <p><i>Answers are most likely to show understanding of the second order concepts of diversity (similarity and difference in Viking society) or change and continuity as the Vikings spread and society developed but reward appropriate understanding of any other second order concept.</i></p> <p><i>Grounds for agreeing include: any consideration of Viking social hierarchies, laws, domestic life, the quality of their crafts and the trade across their homelands and the value placed on family and honour.</i></p> <p><i>Grounds for disagreeing include: the emphasis on war and fighting in Viking religion and culture; the fact that many Viking treasures are associated with war e.g. longships and swords.</i></p>
<p>Level 5 (13–15 marks)</p> <p>Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i></p>	
<p>Level 4 (10–12 marks)</p> <p>Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i></p>	
<p>Level 3 (7–9 marks)</p> <p>Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	

Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	
Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i>	
0 marks No response or no response worth of credit.	

Question 5* – 18 marks	
How far do you agree that the Vikings were quickly converted to Christianity? Give reasons for your answer.	
Levels	Notes and guidance specific to the question set
AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks	
AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks	
Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	<i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description.</i> <i>Answers that seek to agree or disagree strongly with the statement must make it clear that they are not trying to make the same claim for both Scandinavia and the lands where the Vikings settled as there is a strong distinction. (see below). If the answer only considers the Vikings in their homelands or in the lands where they settled, it cannot move beyond Level 3 as they are not showing the “very secure understanding” of characteristic features required at Level 4.</i> <i>Answers are most likely to show understanding of the second order concepts of change, continuity and causation (when and why the conversions happened) but reward appropriate understanding of any other second order concept.</i>
Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	
Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	<i>Grounds for agreeing include: Vikings who had settled in Christian lands did convert quite quickly. Sometimes the conversion was a political move by a leader which could produce very speedy change of religion at one level. Viking traders too might accept Christianity in some measure to gain full trading rights with Christians.</i>
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	<i>Grounds for disagreeing include: The Viking homelands in Scandinavia were slow to convert to Christianity. Lack of central authority meant any progress was piecemeal according to each local chief. Even if a chief or king did convert for political or religious reasons this did not guarantee Christian dominance and Christianity and paganism continued side by side.</i>

Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	
Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i>	
0 marks No response or no response worthy of credit.	

Assessment Objectives (AO) grid

Question	AO1	AO2	AO3	AO4	Marks
1 (a–c)	3				3
2	6	3			9
3	5	5			10
4/5	6	12			18
Total	20	20			40