

**GCE**

**History A**

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

Advanced GCE

**Mark Scheme for Autumn 2021**

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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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## 1. 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
<b>S</b>	Synthesis
<b>C</b>	Continuity/Change

Question	Answer	Mark	Guidance
1	<p><b>Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of the motives for Viking raids on Ireland.</b></p> <p><b>In locating the Interpretations within the wider historical debate</b>, answers might argue that <b>Interpretation A</b> suggests that for two centuries Viking raids on Ireland were driven by the desire for ecclesiastical loot.</p> <ul style="list-style-type: none"> <li>• <b>In evaluating Interpretation A</b>, Answers might argue that it is partially valid because Scandinavian graves from the period are especially rich in Celtic style grave-goods but that some of this material came from other parts of the Celtic ‘fringe’.</li> <li>• Answers might argue that it is valid because the historical records indicate monasteries were the focus of Viking raids both in Ireland and elsewhere.</li> <li>• Answers might argue it is invalid because of the bias of such records since these were compiled by monks.</li> <li>• Answers might argue that it is valid because Viking inroads into Ireland were the logical consequence of coastal raiding.</li> <li>• Answers might argue that it is valid because the Irish treasures found in Norwegian graves (giving examples) are unlikely to have been acquired, in the first instance, without violence.</li> <li>• Answers might argue that it is invalid because there probably was some trade in Celtic treasure,</li> </ul>	30	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• 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.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• 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</li> </ul>

<p>2*</p>		<p>in Scandinavia if not in Ireland.</p> <ul style="list-style-type: none"> <li>Answers might argue that it is invalid because Viking settlements might have begun as bases primarily for further raiding and that their use for other purposes was of secondary importance.</li> </ul> <p><b>In locating the Interpretations within the wider historical debate</b>, answers might argue that <b>Interpretation B</b> suggests that a main objective of Viking raids on Ireland was the acquisition of captives.</p> <ul style="list-style-type: none"> <li>In evaluating Interpretation A, answers might argue that it is valid because Dublin was an important holding centre for slaves <i>en route</i> to markets elsewhere.</li> <li>Answers might argue that it is valid because the Irish annals reference the Viking slave trade in Ireland.</li> <li>Answers might argue that it is valid because there is a collection of ‘slave-chains’ in the National Museum; however, some might consider other interpretations for these artefacts (e.g. as bonds for criminals).</li> <li>Answers might argue that it is valid because Vikings took captives with a view to ransoming any high status prisoners.</li> <li>Answers might argue that it is valid because Viking slave trading was conducted at an ‘industrial scale’ because of supply and demand factors regarding the trade in the Viking Age.</li> <li>Answers might argue it is valid because the Dublin long port demonstrates that piratical looting raids are a less convincing explanation of the scale of settlement activity than trading activities.</li> </ul>	<p>25</p>	<ul style="list-style-type: none"> <li>No set answer is expected.</li> </ul>
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		<p><b>To what extent did Scandinavian society change in the period from c.790 to 1066?</b></p> <p><b>In supporting the hypothesis that Scandinavian society changed in the period,</b> it might be argued that in some respects Viking society in c.1066 was very different to Viking society in c.790.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the impact on social identity as, in some parts of Scandinavia, multiple Viking chiefdoms merged into single Viking kingdoms.</li> <li>• <b>Answers might consider</b> the emergence of hugely wealthy individuals – typically merchants and warriors.</li> <li>• <b>Answers might consider</b> developments in political arenas and the new opportunities presented by more centralised and complex political structures.</li> <li>• <b>Answers might consider</b> the impact of Christianisation on Viking society such as church congregations replacing traditional fellowships.</li> <li>• <b>Answers might consider</b> how the culture of raiding increased dependence on women as managers of farms in the absence of their menfolk.</li> <li>• <b>Answers might consider</b> the emergence of substantial villages as Viking society became less reliant on animal husbandry and more reliant on the cultivation of crops.</li> <li>• <b>Answers might consider</b> the impact of urbanisation on Viking society.</li> </ul> <p><b>In challenging the hypothesis that Scandinavian society changed in the period,</b> it might be argued that in some respects Viking society in c.1066 was very similar to Viking society in c.790.</p>		<ul style="list-style-type: none"> <li>• At higher levels answers might establish criteria against which to judge.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</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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3*		<ul style="list-style-type: none"> <li>• <b>Answers might consider</b> how Viking society was complex, stratified and hierarchical throughout the period.</li> <li>• <b>Answers might consider</b> the agrarian nature of Viking society throughout the period, the majority of people spending their lives as agriculturalists.</li> <li>• <b>Answers might consider</b> how society continued to be tightly structured around the family unit.</li> <li>• <b>Answers might consider</b> constancy (e.g. from a gender perspective) in relation to domestic matters such as housing, food and feasting, clothing, entertainment.</li> <li>• <b>Answers might consider</b> how Viking society remained one dominated by men throughout the period.</li> <li>• <b>Answers might consider</b> constancy in relation to mortality – disease, malnutrition etc.</li> </ul> <p><b>To what extent did the motives for Viking raids on England and Scotland change in the period from c.790 to c.1066?</b></p> <p><b>In supporting the hypothesis that the motives for Viking raids changed in the period,</b> it might be argued that piratical raids developed into campaigns of conquest.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the earliest recorded raids that targeted coastal monastic sites representing poorly defended treasure houses for Vikings (e.g. Iona, Lindisfarne).</li> <li>• <b>Answers might consider</b> the development of Viking raids before the mid ninth century (incursions into the hinterland).</li> <li>• <b>Answers might consider</b> the development of Viking raids from the mid ninth century (the policy of wintering-over – raids as precursor to</li> </ul>	25	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels answers might establish criteria against which to judge.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</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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<p>4*</p>		<p>settlement).</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the opportunistic ventures of small bands of Vikings in the earlier period and contrast these with the invasions of armies organized by powerful chieftains and kings in the later period.</li> <li>• <b>Answers might consider</b> the conquests of the Anglo-Saxon kingdoms in the ninth century.</li> <li>• <b>Answers might consider</b> the dynastic interests of Viking leaders in the tenth and eleventh centuries.</li> </ul> <p><b>In challenging the hypothesis, and arguing that the motives for Viking raids did not change in the period,</b> it might be argued that Viking raids were motivated by a range of reasons which did not change much from the start to the end of the period.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the opportunistic nature of Viking engagements in Scotland and England throughout the period.</li> <li>• <b>Answers might consider</b> the importance of establishing trading centres throughout the period (e.g. Shetland, Jorvik).</li> <li>• <b>Answers might consider</b> the raids as a precursor to settlement activity throughout the period.</li> <li>• <b>Answers might consider</b> constancy in factors, such as demographic ones, prompting Vikings to leave Scandinavia in maritime adventures abroad.</li> <li>• <b>Answers might consider</b> the maritime, sea-faring history and culture of Vikings (and its accompanying technology) as a significant factor in motivating and enabling Viking adventures abroad throughout the period.</li> <li>• <b>Answers might consider</b> the evidence for reverence of the adventurous warrior in Viking culture (e.g. sagas) throughout the period.</li> </ul>	<p>25</p>	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> </ul>
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		<p><b>‘Changes in Viking burial customs were greater than changes in any other aspect of Viking religion in the period from c.790 to 1066.’ How far do you agree?</b></p> <p><b>In supporting the hypothesis that changes in burial customs were greater than other religious changes,</b> it might be argued that Christianisation completely changed burial practices in the Viking world.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the demise of ship burials such as that from the Oseberg grave in Norway.</li> <li>• <b>Answers might consider</b> the diminishing deposition of grave goods, some ritually ‘killed’ (e.g. on the Isle of Man), as part of the Christianisation process.</li> <li>• <b>Answers might consider</b> the rituals associated with pre-Christian burial customs such as human sacrifice.</li> <li>• <b>Answers might consider</b> the decline in the building of great mortuary structures, such as the burial mounds of Borre in Norway and the Jelling complex in Denmark, as the Vikings became Christianised.</li> <li>• <b>Answers might consider</b> development of Christian churchyards and cemeteries.</li> <li>• <b>Answers might consider</b> the distinctive east-west alignment of graves as a striking new feature of Christian Viking burials.</li> <li>• <b>Answers might consider</b> the rapid decline in cremation burials as Vikings became Christianised.</li> </ul> <p><b>In challenging the hypothesis that changes in burial customs were greater than other religious changes,</b> it might be argued that many other significant changes need to be considered.</p>		<ul style="list-style-type: none"> <li>• At higher levels answers might establish criteria against which to judge.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</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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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>
	<b>Generic mark scheme for Section A, Question 1: Interpretation [30]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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>
	<b>Generic mark scheme for Section B, Questions 2, 3 and 4: Essay [25]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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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