

GCE

History A

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

A Level

Mark Scheme for June 2022

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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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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 **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 scoris 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 scoris 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.)*

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 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: Not applicable in F501
 - 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 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
P	Provenance
SC	Simple comment
	Unclear
V	View
S	Synthesis
C	Continuity/Change

12. Subject Specific Marking Instructions

Question	Answer	Mark	Guidance
1	<p>Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of the nature of Viking colonisation of the Danelaw.</p> <p>In locating the Interpretations within the wider historical debate,</p> <ul style="list-style-type: none"> • Answers might suggest that Interpretation A argues that there was a significant migration of Scandinavians into Britain. <p>In evaluating Interpretation A,</p> <ul style="list-style-type: none"> • Answers might argue that this view is valid, as linguistic evidence (e.g. northern dialects) implies the Danish tongue was spoken in parts of England long after the end of Danish rule there. • Answers might argue that Interpretation A is valid as many places in the Danelaw end in the suffix ‘-by’, ‘-thorpe’ derived from Scandinavian terms denoting a settlement. • Answers might argue that Interpretation A is valid as many Viking words have survived in the English language (students might provide examples such as ‘husband’, ‘knife’, ‘eggs’, ‘law’), and so too have Scandinavian grammatical elements. • Answers might argue that Interpretation A is valid as the names of moneyers in the period were often of Scandinavian origin (e.g. 75% of those active in York in the early tenth century) and many Scandinavian personal names, as well as place-names, appear in the Domesday Book. • Answers might argue that Interpretation A is not valid as it does not consider the absence of runic script or the Scandinavian language in inscriptions 	30	<p>The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u></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"> • No set answer is required. • 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 the descriptions in the levels mark scheme.

		<p>(e.g. gravestones) in the Five Boroughs in the period.</p> <ul style="list-style-type: none"> • Answers might argue that Interpretation A is not valid as the archaeological evidence for the development of existing and new settlements in the Danelaw is insufficient as evidence of mass migration. <p>In locating the Interpretations within the wider historical debate,</p> <ul style="list-style-type: none"> • Answers might suggest that Interpretation B argues that the study of place-names (toponymy) is riddled with difficulties and hence not a sound basis on which to build a case for mass migration. <p>In evaluating Interpretation B,</p> <ul style="list-style-type: none"> • Answers might argue Interpretation B is valid because in the 200 years before 1086 the English seem to have adopted many Scandinavian words into common usage and may have taken up Scandinavian naming habits for reasons other than a mass migration of Scandinavians. • Answers might argue that Interpretation B is valid as it is now accepted that there were southern Scandinavians among the fourth- and fifth-century 'Anglo-Saxon' immigrants. • Answers might argue that Interpretation B is valid as archaeologists have found it immensely difficult distinguishing 'Viking' settlement evidence in English contexts (e.g. house structures, tools), and sites such as Wharram Percy were settled long before their significant Viking Age development. 		
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2*		<p>‘Throughout the period from c.790 to1066, seafaring made the most important contribution to the livelihood of Viking Age Scandinavia.’ How far do you agree?</p> <p>In supporting the hypothesis that seafaring made the most important contribution,</p> <ul style="list-style-type: none"> • Answers might argue that it created immense opportunities for a society with a rapidly growing population and limited resources. • Answers might consider the importance of overseas trade (e.g. in the Baltic) as a contributor to livelihoods. • Answers might consider the importance of seafaring in relation to Viking piracy and raids abroad as contributors to livelihoods (e.g. loot and tribute). • Answers might consider the importance of seafaring in relation to opportunities for Viking migration. • Answers might consider the importance of seafaring in stimulating shipbuilding, the construction and development of shipyards, ports and harbours, and urbanisation. • Answers might consider the importance of seafaring in the growth of a mercantile class. <p>In challenging the hypothesis that seafaring made the most important contribution,</p> <ul style="list-style-type: none"> • Answers might argue that other factors made a significant contribution. • Answers might consider that that livelihoods were continuously dependent on farming (of different types). • Answers might consider the importance of a range of handicraft activities such as textiles, pottery and 	25	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></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"> • No set answer is expected. • At higher levels answers might establish criteria against which to judge. • To be valid judgments 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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		<p>tool making.</p> <ul style="list-style-type: none"> • Answers might consider the importance of domestic markets and commerce, and of local demand for local produce. • Answers might consider variations in livelihoods between different geographical regions and settlements. 		
3*		<p>How similar was the nature of Viking settlement in Western and Eastern Europe between c.790 and 1066?</p> <p>In supporting the hypothesis that the nature of Viking settlement in Western and Eastern Europe was similar,</p> <ul style="list-style-type: none"> • Answers might argue that there were considerable similarities. • Answers might consider the hostility of local communities towards potential Scandinavian settlement (e.g. at Saaremaa in Estonia; Wessex). • Answers might consider the success of Vikings in establishing themselves in the East (Russia) and the West (e.g. in England and Normandy). • Answers might consider the Christianisation of Viking settlers in the West (e.g. the Danelaw) and the East (e.g. Russia). • Answers might consider the central importance of seafaring and trade in key goods (furs, silver, slaves etc.) and the development of Viking entrepots (e.g. Dublin, Kiev). • Answers might consider the importance of warfare (e.g. against the Courlanders in the East, against the Anglo-Saxons in the West) and alliances (e.g. with Slavs in the East) in establishing settlements abroad. • Answers might consider the fact that Scandinavians were always in the minority in 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 judgments 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>places they conquered and settled.</p> <ul style="list-style-type: none"> • Answers might consider the evidence for Viking settlers' ability to rapidly adopt native customs in both the West and the East. <p>In supporting the hypothesis that the nature of Viking settlement in Western and Eastern Europe was not similar,</p> <ul style="list-style-type: none"> • Answers might argue that there were fundamental differences. • Answers might consider the settlement of different regions by different communities of Scandinavians (e.g. Swedes in the East, Danes in the West). • Answers might argue that trade interests leading to settlement were different in the two regions (e.g. spices and silk in the East, wine in the West). • Answers might argue that the world of the Byzantine and Islamic dominated East was fundamentally different to, and culturally more variegated than, that of the West; thus, in terms of, for example, material culture, the archaeology of Viking settlement in the West is different to the East. • Answers might consider the significance of the wealth of Christian establishments in paving the way for Viking settlement as a western European phenomenon. • Answers might argue that Viking conquest in parts of the west (notably the Danelaw and Normandy) was more decisive than in the east (where historians continue to dispute the extent of Viking control in Russia in relation to other groups, notably the Slavs). 		
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4*		<p>'Kings were more important than priests in the development of Christianity in Scandinavia from c.790 to 1066.' How far do you agree?</p> <p>In supporting the hypothesis that kings were more important than priests,</p> <ul style="list-style-type: none"> • It might be argued that the needs and goals of kings were the immediate reason for the conversion of Scandinavians. • Answers might consider the role of Harald Bluetooth in the conversion of Denmark (with particular reference to the Jelling monuments). • Answers might consider the roles of Hakon, Olaf Tryggvason, and Olaf Haraldsson in the conversion of Norway. • Answers might consider the role of Olof Skotkonung in the conversion of Sweden. • Answers might consider the role of foreign kings in the conversion of Scandinavia (e.g. Charlemagne and Louis the Pious in supporting Christian missions in Scandinavia; the forcible baptism of the Danish king after his defeat by the German king, Henry the Fowler, in 934). <p>In challenging the hypothesis that kings were more important than priests,</p> <ul style="list-style-type: none"> • It might be argued that conversion of Scandinavians took time and ultimately succeeded because of the hard work of priests and the appeal of their Christian message. • Answers might consider the role of the early Christian missions (e.g. Willibrord, Ebo, Ansgar, Gauzbert, Unni, Adalgag). • Answers might consider the role of the foreign prelates who supported the missions (notably, the archbishops of Hamburg-Bremen). 	25	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></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"> • No set answer is expected. • At higher levels answers might establish criteria against which to judge. • To be valid judgments 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 presence of Christian relics in Viking graves as possible evidence of the success of early missions before the conversion of kings (as opposed to being loot).• Answers might consider the inspirational role of priests and the Church abroad for Viking travellers (some of whom chose, perhaps for political or commercial reasons, to be baptized before returning home – a good example being Olaf Haraldsson of Norway).• Answers might consider the appeal of Christian doctrine, as preached by priests (and mostly directed at kings in the early missions), to Scandinavians.		
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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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