

GCE

History A

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

Advanced GCE

Mark Scheme for June 2018

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

















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.

© OCR 2018

These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Continuity/Change
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Simple comment
	Synthesis
	Unclear
	View

Here is the mark scheme for this question paper.

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 more convincing as an explanation of the nature of the Danelaw.</p> <ul style="list-style-type: none"> • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation A suggests the Danelaw was never a homogeneous entity but it was very distinct from the rest of England. • In evaluating Interpretation A, answers might argue that the linguistic evidence of Scandinavian influence in the Danelaw is very persuasive. • Answers might argue that hybrid place names in eastern England show the extent of Viking influence. • Answers might argue that evidence of material culture (especially sculptures and jewelry) suggest the distinctiveness of the Danelaw. • Answers might argue that coinage struck in the names of Scandinavian kings reflect how Viking rulers wanted to consolidate their authority. • Answers might argue that records of reformed monasteries reflect the growing presence of Scandinavians in the Danelaw. • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B argues that the existence of a distinct area of England under Scandinavian rule and 	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

Question	Answer/Indicative content	Mark	Guidance
2	<p>influence has been exaggerated.</p> <ul style="list-style-type: none"> • In evaluating Interpretation B, answers might argue that when Guthrum's armies entered into East Anglia the majority of English people remained and attempted to maintain their culture. • Answers might argue that interpretation B is valid as there is little concrete evidence to show that the late ninth century Danes that inhabited the Danelaw were joined from Scandinavia by swathes of others. • Answers might argue that interpretation B is valid as the Anglo-Saxon Chronicle suggests that no single Viking leader ever had total control over the Danelaw; ruler ship was through a 'body politic'. • Answers might argue that interpretation B is valid as linguistic evidence is ambiguous; place names with a Viking flavor emerged over a long period of time. • Answers might argue that interpretation B is valid because the periods of rule of Edward the Elder and Aethelstan suggest that the Vikings were always subservient to English kings. <p>To what extent were the 860s a turning point in Viking attempts to invade and settle in England and Scotland in the period from c.790 to c.1066?</p> <ul style="list-style-type: none"> • • In supporting the hypothesis in the question, it might be argued that before the 860s Viking raids (for example, Lindisfarne, 793) were isolated affairs. • Answers might consider that the scale of attacks increased significantly 865 onwards. 	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.

Question	Answer/Indicative content	Mark	Guidance
3	<ul style="list-style-type: none"> • Answers might consider that the Great Heathen Army signified a change in the significance the Vikings attached to raids on England. • Answers might consider that despite King Alfred's success in repelling the Vikings, Scandinavian attacks and attempted settlement continued right to the end of the period. • Answers might consider the significance of Guthrum and the emergence of the Danelaw. • In challenging the hypothesis in the question, it might be argued that Viking activity in England and Scotland ebbed and flowed. • Answers might consider that Edward the Elder and Aethelstan were successful in dealing with the Viking threat. • Answers might consider that the influence of Scandinavians on English culture after the 860s is highly debatable. • Answers might consider whether other times were more significant in indicating a change in Viking raids and settlement such as the rule of Aethelred. • Answers might consider that the accession of Cnut as king of Mercia was more pivotal than the 860s. <p>To what extent did the impact of Viking settlements change in the period from c.790 to c.1066?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, it might be argued that the impact did change according to place (Scandinavia, England, Western Europe and Eastern Europe). 	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

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> • Answers might consider that the impact did change according to the nature of settlements (urban as opposed to rural). • Answers might consider that the impact on livelihoods changed and varied according to the place and nature of settlements. • Answers might consider that one of the most significant changes was in England with settlements leading to a hybrid culture (especially in the Danelaw). • In challenging the hypothesis in the question, it might be argued that Scandinavian place-name evidence suggests that Scandinavian speech survived in many areas well into the tenth century (from the 870s). • Answers might consider that the impact of settlements was most constant in England than Ireland or Normandy. • Answers might consider that trade was resilient to Viking incursions and, if anything, was stimulated by settlements during the period. • Answers might consider the constant demands for foodstuffs and the stimulus to agriculture that occurred after settlements took place. • Answers might consider the fairly continuous revival and expansion of English towns (especially York and Lincoln) once Viking settlement occurred. 		<p>only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</p>

Question	Answer/Indicative content	Mark	Guidance
4	<p>‘Cultural change in the Viking Age was characterised mainly by developments in art.’ How far do you agree?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, answers might consider that before ‘raiding and trading’, Viking art was mainly influenced by continental Germanic styles. • Answers might consider the devotion of Scandinavian artists to animal motifs until ‘raiding and trading’ opened them up to outside influences. • Answers might consider the increased exposure to art in the form of sword-handles, bookmarks, brooches, croziers, church plate, goblets and textiles. • Answers might consider the influence of Irish, English, Carolingian and Russian art styles as seen, for example, in the emergence of the Jelling style. • Answers might consider the quality of art improved over the period as witnessed in the production of metal objects including weapons. • Answers might consider that ‘native’ Scandinavian art styles were exported with the growth in trading. • In challenging the hypothesis in the question, it might be argued that changes in other areas of Viking culture were equally if not more important especially with respect to language. • Answers might consider that the continuation of the use of poetry as a historic record and entertainment was important (rune poems, eddaic poems and skaldic verse). • Answers might consider role of sagas in Viking 	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.

Question	Answer/Indicative content	Mark	Guidance
	<p>culture.</p> <ul style="list-style-type: none">• Answers might consider that developments in Viking dress styles reflected cultural change.• Answers might consider the role of rituals in Viking culture (for example, feasting).		

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.

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2018

