



GCE

History A

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

A Level

Mark Scheme for June 2024

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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

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 **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 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.)*

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.

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

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Annotation	Meaning
V	View
S	Synthesis
C	Continuity/Change

	Question and Answer	Mark	Guidance
1	Evaluate the interpretations in both of the two passages. Explain which you think is more convincing as an explanation of the development of York under the Vikings? In locating the Interpretations within the wider historical debate, answers might suggest that Interpretation A puts forward the view that there is no good reason to suppose the inhabitants of Viking age York were Vikings or that developments there were entirely due to Viking influence. • In evaluating Interpretation A, answers might argue that this view is valid since York, founded in 71 AD, long predates the Vikings, and its Viking name, Jorvik, is derived from the Anglian <i>Eoforwic</i>. • Answers might argue that this view is valid since York was already a well-established port by the eighth century (evidence includes imported continental pottery) • Answers might argue that this view is valid since York was already a well-established manufacturing centre (e.g., metal working, glass making) • Answers might argue that Interpretation A is valid because in settlement archaeology the Viking ‘fingerprint’ is often difficult to identify • Answers might argue that Interpretation A is valid because historical sources, notably the Anglo-Saxon Chronicle, emphasise the destructive consequences of Viking raids and invasions; this is reinforced by archaeology (e.g., the abandoning of Fishergate, York,	30	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> 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. • 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 and Answer	Mark	Guidance
	around the time of the Danish occupation in the later 860s) • Answers might argue that Interpretation A is valid because there is no archaeological or historical evidence for the replacement of the indigenous populations of England by Scandinavian incomers • Answers might argue that Interpretation A is valid because the archaeology of cesspits and other features, ecofacts and artefacts confirms the squalid conditions in which ordinary people lived. In locating the Interpretations within the wider historical debate, answers might suggest that Interpretation B puts forward the view that Viking age York was a centre of great commercial, industrial and political importance for, and because of, the Vikings; hence, unlike Interpretation A, it describes it not just as 'Viking Age York' but also 'Viking York' • In evaluating Interpretation B, answers might argue it is valid as there is ample archaeological evidence (notably at Coppergate) to demonstrate its vibrancy in the Viking age • Answers might argue that Interpretation B is valid as there is archaeological evidence (notably the establishment of Coppergate in the later ninth century) to demonstrate its expansion in the Viking age • Answers might argue that Interpretation B is valid as there is archaeological evidence for continuous trade with Scandinavia from the late ninth century to the Norman Conquest		

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	Question and Answer	Mark	Guidance
	• Answers might argue that Interpretation B is valid as there is archaeological evidence for wealth in the form of exotic and expensive imports such as silk • Answers might argue that Interpretation B is valid because there is evidence in pre-conquest structures such as churches, and also in Anglo-Scandinavian street names, for the restructuring and urban development of York in the Viking age • Answers might argue that Interpretation B is valid because there is ample numismatic evidence for the Jorvik mints (e.g., coins in the Cuerdale Hoard)		

	Question & Answer	Mark	Guidance
2*	'Throughout the period from c.790 to 1066, accession to the throne and personal power in Viking society was determined by personal wealth.' How far do you agree? Answers might consider some of the following themes: sources of wealth, military prowess, personal followings, heredity and kinship, disputed successions In supporting the hypothesis in the question, • It might be argued that Viking society was hierarchical, and wealth was of great importance in the acquisition of power • Answers might consider its role in the seizure of thrones (e.g. Olaf I, King of Norway 995-1000 who had enriched himself raiding England) • Answers might consider the importance of leaders to be able to reward their supporters • Answers might consider the reliance of kings on revenue from their own estates • Answers might consider the reliance of kings on duties and levy-fines • Answers might consider the benefit to Viking leaders of tributes, danegeld and tolls paid by subjugated peoples abroad • Answers might consider the great cost of warfare (e.g. ship building, weapon making) to those seeking personal power • Answers might consider the importance of dowries for women seeking good marriages In challenging the hypothesis in the question,	25	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. <u>Neither significance nor relative importance are attributed to the features listed.</u> 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. • No set answer is expected • At higher levels answers might establish criteria against which to judge the validity of the interpretation. • 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	Mark	Guidance
	• It might be argued that other factors, such as heredity, explain the acquisition of personal power • Answers might consider that royal legitimacy was determined by the claim of direct descent from a previous king • Answers might consider that royal legitimacy was maintained by claims of descent from gods and heroes • Answers might consider that kings were usually sons of kings • Answers might consider that there was no fixed order of succession and kings were chosen by other family members and their supporters • Answers might consider evidence for contenders having to fight for the throne (e.g., dynastic struggle in Denmark 810-813) • Answers might consider the importance of reputations and achievements of leaders • Answers might consider the implications of gender in the pursuit of power		

	Question & Answer	Mark	Guidance
3*	‘The reward of treasure was the most important motive for Viking raids on England and Scotland.’ How far do you agree with this view of the period from c.790 to 1066? Answers might consider some of the following themes: expansionism, social factors, economic factors, political factors In supporting the hypothesis in the question, • It might be argued that there is both historical and archaeological evidence to demonstrate this • Answers might consider the abundance of British/Irish treasure found in Viking contexts (e.g. Scandinavian graves) • Answers might consider raids for precious metals of ecclesiastical institutions (e.g. of Lindisfarne, Iona) • Answers might consider evidence for the importance of Danegeld as a deterrent • Answers might consider the importance of treasure in a reward-based political culture • Answers might consider the reliance of Viking leaders on personal wealth to secure personal power • Answers might consider the importance of looted gold and silver in the development of the Viking economy In challenging the hypothesis in the question,	25	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. <u>Neither significance nor relative importance are attributed to the features listed.</u> 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. • No set answer is expected • At higher levels answers might establish criteria against which to judge the validity of the interpretation. • 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	Mark	Guidance
	• It might be argued that Vikings had other motives • Answers might consider raids as a strategy in the acquisition of territory (e.g., raids on Wessex in Alfred's reign) • Answers might consider Viking trade interests (e.g., attacks on and acquisition of key ports such as York) • Answers might consider the reward of captives to be sold into slavery • Answers might consider successful and courageous raids as a means bolstering personal reputations (e.g., that of the future Olaf I at the battle of Maldon) • Answers might consider raids for political or dynastic reasons (e.g., Cnut's rise to power) • Answers might consider raids as reactive (e.g., Svein's attacks in 1003 after Ethelred's decree regarding the killing of all Danes in England)		
4*	'Harald's Jelling monuments were the greatest expression of Viking culture and religion in the period from c.790 to 1066.' How far do you agree? Answers might consider some of the following themes: decorative and pictorial art, poetry and sagas, runic inscriptions, religious traditions and gestures In supporting the hypothesis in the question,	25	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. <u>Neither significance nor relative importance are attributed to the features listed.</u> 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.

	Question & Answer	Mark	Guidance
	• It might be argued that these stand out from all other Viking monuments in their size and magnificence • Answers might consider the importance of the monuments as marking a turning-point in the religious and national history of Denmark • Answers might consider how these monuments would have appeared when new (painted, surrounded by a massive palisade etc.) • Answers might consider how the monuments are revered now ('Denmark's birth certificate', World Heritage site etc.) • Answers might consider the significance of the carved Crucifixion as probably the earliest (extant) such image on Northern Europe • Answers might consider how the iconography of the carvings combines pagan and Christian elements • Answers might consider how the designs gave rise to the distinctive, some would say definitive, Jelling style in Viking art In challenging the hypothesis in the question, • It might be argued that Vikings culture and religion were well expressed in a range of other monuments and in a range of other ways • Answers might consider Jelling's older but spectacular monuments associated with		• No set answer is expected. • At higher levels answers might establish criteria against which to judge the validity of the interpretation. • 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	Mark	Guidance
	Harald's father, Gorm, including, once, a 340-metre ship-setting • Answers might consider the limitations of Harald's monuments as expressions of Christian faith, thus, unlike the burial mounds, not themselves expressions of the old religion • Answers might consider the limitations of the monuments as expressions of culture and religion before the mid-10C and in other parts of the Viking world • Answers might consider a range of other impressive Viking monuments (e.g., Lingsberg and Ledberg runestones, Oseberg ship burial, hogback stones) • Answers might consider orally transmitted expressions of Viking religion and culture (poetry and sagas) • Answers might consider the evidence of portable artefacts as expressions of religion and culture (torc-style necklaces, decorated and inscribed swords etc.)		

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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