



GCE

History A

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

A Level

Mark Scheme for June 2023

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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.

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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
- 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

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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			Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of King Alfred's response to raids. In locating the interpretations within the wider historical debate, answers might suggest that Interpretation A celebrates Alfred's naval reforms as central to the defence of Wessex whereas other commentators have found them far less significant. In evaluating Interpretation A, • Answers might argue that Interpretation A is valid as it correctly identifies the importance of ships in Viking raids. • Answers might argue that Interpretation A is valid as 'combatting Viking naval power' was a, if not <i>the</i>, 'key to maintaining the peace', and that there is some evidence in the <i>Anglo-Saxon Chronicle</i> of Alfredian initiatives in developing a fleet. • Answers might argue that Interpretation A is invalid because of the parallel importance of combatting Vikings on land. • Answers might argue that Interpretation A is invalid because it is possible to challenge the concepts that Alfred was in any sense 'rebuilding his nation', that his commissioning of a quantity of ships amounted to an act of 'genius', or that the extravagant claim that Alfred's actions, even in a	30	• 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

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Question			Answer	Mark	Guidance
			‘modest way’, can really be credited as having a place in the founding of the Royal Navy. In locating the interpretations within the wider historical debate answers might suggest that Interpretation B argues that, in contrast to passage A, fortifications were ‘the key to west Saxon success’. In evaluating Interpretation B, • Answers might argue that Interpretation B is valid as the <i>Burghal Hidage</i>, played a crucial role. • Answers might argue that Interpretation B is valid as the passage’s focus on the development of burghs and Alfred’s successful defence of his kingdom in the last part of his reign presents a clear contrast with the desperate struggles and near-disasters at the start of his reign. • Answers might argue that Interpretation B is valid as the evidence of the <i>Burghal Hidage</i> and <i>Anglo-Saxon Chronicle</i> supports the author’s conviction that the system of fortifications was combined with a reorganisation of the Saxon <i>fyrð</i>. • Answers might argue that Interpretation B is valid because the lack of reference in the <i>Anglo-Saxon Chronicle</i> to pitched battles in the extensive Viking invasion(s) of the 890s, supports the author’s claim that Alfred had indeed ‘adopted a new defensive strategy’.		

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Question			Answer	Mark	Guidance
2*			‘Scandinavian land and climate was the most important factor influencing Scandinavian society throughout the period c.790-1066.’ How far do you agree? In supporting the hypothesis in the question, • Answers might consider the importance of agriculture for Scandinavian society throughout the period. • Answers might consider the importance Scandinavia’s extensive seaboard in shaping Scandinavian society. • Answers might consider ways in which Scandinavia’s harsh winter climate and tough terrain were factors in encouraging Scandinavian society to look abroad for further sustenance. • Answers might consider how land, climate, and extensive natural resources helped determine material culture in relation to such things as diet, clothing, shelter, tool technology. • Answers might consider how the geography of Scandinavia in relation to its immediate neighbours brought Danish society closer to sub-Scandinavian European social and cultural influences. • Answers might consider how land determined local settlement and economic activity (e.g., natural harbours; fertile plains). In challenging the hypothesis in the question, • Answers might consider the importance of Scandinavians’ activities abroad, and the	25	• 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.

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Question			Answer	Mark	Guidance
3*			associated ship-building technology, in the development of society. • Answers might consider the importance for Scandinavian society of trade centres and settlements abroad. • Answers might consider the need of a partially slave-reliant society to raid and trade abroad to supply internal demand. • Answers might consider the importance of cultural traditions in shaping society, notably religion. • Answers might consider the place of political factors, such as warfare, in determining the development of Scandinavian society. • Answers might consider the importance of economic factors such as land-ownership in determining socio-political status. ‘Warfare was the only effective way of dealing with troublesome Vikings in the period c.790-1066.’ How far do you agree? In supporting the hypothesis in the question. • Answers might consider a range of victories on land against the Vikings in the period (e.g., expelling of Vikings from Brittany; Battle of Stamford Bridge). • Answers might consider the military strengths of Viking raiders, the purpose of Viking raids, and the consequences of not fighting back (e.g., raids on Frankia; sackings of monasteries).	25	• 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
			• Answers might consider the use of warships to confront Vikings at sea (e.g., by Alfred the Great). • Answers might consider the importance of the building of forts to resist Vikings (e.g., in Wessex). • Answers might consider the capacity of Vikings for reneging on treaties and settlements in the period. • Answers might consider the problems inherent in paying Vikings off with danegeld (e.g., in the reign of Ethelred the Unready). • Answers might consider the military character of Viking society and place of warfare and violence in Viking culture and religion. In challenging the hypothesis in the question, • Answers could consider a range of defeats at the hands of the Vikings in the period (e.g., Battle of Maldon). • Answers might consider the importance of retreat as the best form of defence (e.g., retreat to purpose-built towers at monastic sites in Ireland). • Answers might consider the importance of the conversion of pagan Vikings to Christianity (e.g., baptism of Rollo). • Answers might consider the importance of military treaties and political alliances (e.g., Treaty of Wedmore, marriages of Emma of Normandy). • Answers might consider the importance of trade in forging a working relationship with potentially troublesome Vikings (e.g., in Russia - Oleg's trade treaty with Byzantine empire).		

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Question			Answer	Mark	Guidance
4*			• Answers might consider the importance of diplomacy (e.g., in inviting Scandinavians to Alfred's court) and assimilation (e.g., by marriage). • Answers might consider effective payments of danegeld (e.g., by Charles the Fat of East Francia).	25	• No set answer is expected • At higher levels answers might establish criteria against which to judge the degree of change. • 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.
			To what extent did rituals and codes of conduct change in Viking culture in the period c.790-1066? In considering that rituals and codes of conduct changed, • Answers might consider that conversion to Christianity wrought great changes. • Answers might consider the fundamental shift from a polytheistic warlike cult (Odin and Valhalla) to a monotheistic one, ostensibly, opposed to violence (Christ and the Christian Heaven). • Answers might consider archaeological evidence for fundamental changes in burial practice (e.g., ending of ship burial tradition; absence of grave-goods and cremations in Christian contexts). • Answers might consider evidence for the decline of pre-Christian modes of ritual behaviour such as sacrifice, worship out of doors. • Answers might consider that conversion to Christianity in Scandinavia is known to have		

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Question			Answer	Mark	Guidance
			resulted in the physical destruction of pagan idols / temples / sanctuaries. • Answers might consider the introduction of new modes of ritual behaviour such as baptism, bell-ringing, church services. • Answers might consider how new codes of conduct changed common-place practices (e.g., the eating of horse-meat; marriage to close relatives). In considering rituals and codes of conduct did not change, • Answers might consider that the celebration of Viking traditions in the sagas throughout the Viking Age indicates their longevity and endurance. • Answers might consider that warfare and martial arts remained highly respected aspects of Viking culture throughout the Viking Age. • Answers might consider that respect for women in Viking society was a constant feature and that commitment to the principle of marriage and the family unit were strong throughout the Viking Age. • Answers might consider the constancy of other aspects of Viking codes of conduct such as loyalty and personal honour. • Answers might consider the continuity of a hierarchical socio-political structure based upon cultural assumptions such as regard for bloodline and social obligation. • Answers might consider that conversion to Christianity was a slow process and still not		

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Question			Answer	Mark	Guidance
			complete when Bishop Adalward was engaged in missionary work in Sweden in the 1060s.		

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.

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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.

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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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