



**...day June 20XX – Morning/Afternoon**

**A Level History A**

**Unit Y302 The Viking Age c.790-1066**

**MARK SCHEME**

**Duration:** 2 hour 30 minutes

**MAXIMUM MARK      80**

**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 **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**TRADITIONAL**

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

**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 50% 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, email or via the scoris messaging system.

5. Work crossed out:
  - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
  - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
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. There is a NR (No Response) option. Award NR (No Response)
  - if there is nothing written at all in the answer space
  - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
  - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
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:
  - 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

## 12. Subject-specific Marking Instructions

### INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

## USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

**INFORMATION AND INSTRUCTIONS FOR EXAMINERS**

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

	<i>A03: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	<b>Generic mark scheme for Section A, Question 1: Interpretation [30]</b>
<b>Level 6</b> 26–30 marks	The answer has a very good focus on the question throughout. It has thorough and sustained evaluation of the interpretations, using detailed and accurate knowledge of the historical context and the wider historical debate around the issue, in order to produce a convincing and supported analysis of them in relation to the question.
<b>Level 5</b> 21–25 marks	The answer has a good focus on the question throughout. It has good evaluation of the interpretations, using relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce a supported analysis of them in relation to the question.
<b>Level 4</b> 16–20 marks	The answer is mostly focused on the question. It has evaluation of the interpretations based on generally relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce an analysis of them in relation to the question.
<b>Level 3</b> 11–15 marks	The answer is partially focused on the question. It has partial evaluation of the interpretations based on some knowledge of the historical context and the wider historical debate around the issue. There may be some use of information from one of the two interpretations to support the evaluation of the other, but the evaluation will not rely on this. There is a limited analysis of the interpretations in relation to the question.
<b>Level 2</b> 6–10 marks	The answer has a limited focus on the question. Parts of the answer are just description of the interpretations, with evaluation in relation to historical context and the wider historical debate around the issue being weak, and evaluation relying heavily on information drawn from the other interpretation. There is a very limited analysis of the interpretations in relation to the question.
<b>Level 1</b> 1–5 marks	The answer has some relevance to the topic, but not the specific question. The answer consists mostly of description of the interpretations with very limited evaluation based on very generalised knowledge of historical context and minimal or no reference to the wider historical debate. Analysis of the interpretations in relation to the question is either in the form of assertion or lacking.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.



	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	<b>Generic mark scheme for Section B, Questions 2, 3 and 4: Essay [25]</b>
<b>Level 6</b> 21–25 marks	The answer has a very good focus on the question. Detailed and accurate knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a fully developed synthesis supporting a convincing and substantiated judgement. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
<b>Level 5</b> 17–20 marks	The answer has a good focus on the question. Generally accurate and detailed knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a developed synthesis supporting a substantiated judgement. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
<b>Level 4</b> 13–16 marks	The answer is mostly focused on the question. Relevant knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a synthesis supporting a reasonable judgement. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
<b>Level 3</b> 9–12 marks	The answer has a partial focus on the question. Some relevant knowledge and understanding is used to analyse and explain key features of the period studied in order to attempt an undeveloped synthesis, which is linked to a judgement, though the supporting explanation may lack detail and clarity. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
<b>Level 2</b> 5–8 marks	The answer has only a limited focus on the question. Limited relevant knowledge and understanding is used to give a limited explanation and analysis of key features of the period studied. There is a judgement but this may not be clearly linked with the supporting explanation. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
<b>Level 1</b> 1–4 marks	The answer has a limited focus on the topic, but not the specific question. The answer is largely descriptive, with only very generalised knowledge of the period studied being used to attempt basic explanation and very limited analysis. Judgements are unsupported and are not linked to analysis. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	The answer contains no relevant information.

## Section A

Question			Answer	Marks	Guidance
1			<p><b>Evaluate the interpretations in both of the two passages and explain which you think is a more convincing explanation for the success of the Great Heathen Army in 865.</b></p> <ul style="list-style-type: none"> <li>• <b>In locating the interpretations within the wider historical debate</b>, answers might argue that Interpretation A argues that the success of the 'Great Heathen Army' was due to a multitude of factors that came together at the same time.</li> <li>• <b>In evaluating Interpretation A</b>, answers might argue that disunity within Anglo-Saxon kingdoms is a valid interpretation because it is strongly supported by the Anglo-Saxon Chronicles which discuss the civil unrest in Northumbria and how the Vikings were able to exploit this.</li> <li>• Answers might argue that Interpretation A is correct because of the emphasis on the experience gained by the Vikings in their exploits throughout the Carolingian Empire.</li> <li>• Answers might argue that the view in Interpretation A is less convincing as it focuses on the events of the mid 860s, and ignores what happens in the 870s.</li> <li>• Answers might argue that A is invalid as it makes scant mention of Alfred and his success against the Vikings; the interpretation completely ignores Alfred's victory at Edington, the peace with Guthrum and the capture of London in 886. Wessex was clearly not disunited.</li> </ul>	30	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 and above answers will evaluate both interpretations, locating them within the wider historical debate about the issue and using their own knowledge, and reach a balanced judgement as to which they consider the most convincing about the issue in the question.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the interpretations, in line with descriptions in the levels mark scheme.</li> </ul>

Question			Answer	Marks	Guidance
			<ul style="list-style-type: none"> <li>• <b>In locating the Interpretations within the wider historical debate</b>, answers might argue that Interpretation B argues that the sheer size of the Viking forces was the main factor that influenced their initial success but note that it also mentions other factors such as the Viking propensity to negotiate.</li> <li>• <b>In evaluating Interpretation B</b>, answers might argue that it makes convincing use of some statistical material to emphasise the importance of Viking resources.</li> <li>• Answers might argue that the interpretation suggests that disunity in Northumbria was more of a secondary factor that was exploited by the Vikings; mention of Alla and Osbeht as brothers implies that the disunity was exaggerated.</li> <li>• Answers might argue that Interpretation A also has some support for this view as it claims that Northumbrian resistance was impeded by disunity but was not the main reason why the Vikings were successful in other parts of England.</li> <li>• Answers might argue that Interpretation B is given further support as it is believed the Great Summer Army of 871 gave the Vikings the confidence to take on Wessex.</li> <li>• Answers might argue that Interpretation B is correct as it also stresses the fact that the Vikings were adept at creating a federation of disparate groups already operating in Ireland, Britain and France, i.e. that it was Viking unity rather than Northern disunity that was the key to Viking success.</li> </ul>		

## Section B

Question			Answer	Marks	Guidance
2*			<p><b>‘Wars of unification dominated politics in Scandinavia form 790 to 1066.’ How far do you agree?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis in the question</b>, it might be argued that wars between kings and with external powers existed throughout the period in all parts of Scandinavia.</li> <li>• Answers might argue that in Denmark the long reign of Harald Bluetooth was partly due to successful border fights with Germany and against Norway to the extent that Harald controlled the latter. Such warring helped unify Denmark by the mid-tenth century.</li> <li>• Answers might consider the escapades of the Danish king Svein Forkbeard who conquered England in 1013 and strengthened a sense of national identity in Denmark.</li> <li>• Answers might consider the internal warring that characterised political relations within Norway, including that between Hakon Aolsteinsfostri and Eric Bloodaxe (c960) and, later, between Olaf Haraldson and the Northern Norwegian chieftains.</li> <li>• Answers may point out the differences between Denmark and Norway with respect to the degree of unity obtained.</li> <li>• Answers might consider the role of Cnut and his claims to Norway after 1028.</li> <li>• <b>In challenging the hypothesis in the question</b>, it might be argued that politics in Denmark and Norway were also impacted on by religious developments especially Christianisation.</li> </ul>	25	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels answers might establish criteria against which to judge.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>

Question			Answer	Marks	Guidance
			<ul style="list-style-type: none"> <li>Answers might argue that Harald Bluetooth's reign was notable for the introduction of Christianity to Denmark. In Norway Hakon Aolsteinsfostri also introduced Christianity but, wary of a backlash, he also allowed Norwegians to keep their own religions.</li> <li>Answers might argue that wars were not simply over unification but were connected with consolidating personal rule in particular regions. This was especially true of Norway in the period from c.960 to c1000.</li> <li>Answers might argue that politics in Scandinavia was affected by the desire to raise wealth from overseas, so that this could be used to improve internal infrastructures especially the construction of towns.</li> <li>Answers might argue that in Sweden, even with the reign of Olof Skotkonung (c.995–1020), limited progress was made towards unification. The Swedish seemed mainly occupied in fending off external threats.</li> </ul>		
3*			<p><b>'The Viking capture of York in 866 was the most important turning point in the Viking settlement of England from 790 to 1066.'</b> How far do you agree?</p> <ul style="list-style-type: none"> <li><b>In supporting the hypothesis in the question</b>, it might be argued that the capture of York in 866 was the most important turning point as it provided the blueprint for the establishment of other places that could act as national and even international trading posts.</li> <li>Answers might argue that the Coppergate excavations reveal how quickly York was transformed as a centre of commerce and trade under the Vikings.</li> </ul>	25	<ul style="list-style-type: none"> <li>No set answer is expected.</li> <li>At higher levels answers might establish criteria against which to judge.</li> <li>To be valid, judgements must be supported by relevant and accurate material.</li> <li>Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>

Question			Answer	Marks	Guidance
			<ul style="list-style-type: none"> <li>Answers might argue that the population of Viking York increased substantially so that in c.1000 it was around 10,000 and, by 1066, it went up further to about 15,000. This probably made it one of largest cities in medieval Europe.</li> <li>Answers might argue that York became a major centre for manufacture particularly of goods made from iron, copper, silver and gold. This had a major impact on the surrounding countryside as well as on other areas where the Vikings had an influence.</li> <li>Answers might argue that it was a turning point as, by 900, the Vikings were minting their own coins in York revealing the high levels of transactions that were taking place but also, more generally, the rising status of the Vikings in the north.</li> <li><b>In challenging the hypothesis in the question,</b> it might be argued that the coming of the great heathen army to England in 865 was more of a turning point as without the early successes of this army the Vikings would not have had the impetus and confidence to take places like York.</li> <li>Answers might argue that the Vikings simply revitalised York; it was already a well-established political, religious and commercial centre before 866.</li> <li>Answers might argue that the taking up of winter quarters in Repton in 873–874 was more of a turning point as it determined the pattern and nature of Viking settlement for the following decades.</li> </ul>		

Question			Answer	Marks	Guidance
			<ul style="list-style-type: none"> <li>Answers might argue that the death of Eric Bloodaxe at Stainmore in 956 was a very important turning point as this marked the start of a Viking withdrawal from Britain until 980.</li> <li>Answers might argue that it was the victory of Olaf Tryggvason over the English at Maldon in 991 that was pivotal as it marked the return of more permanent Viking settlements in England.</li> </ul>		
4*			<p><b>To what extent were the Vikings who went to Ireland involved more in raiding than trading in the period from c.790 to 1066?</b></p> <ul style="list-style-type: none"> <li><b>In supporting the hypothesis in the question</b>, it might be argued that the Vikings first travelled to Ireland in the 790s and engaged in one off raids. Raiding continued throughout the period up to the mid-tenth century.</li> <li>Answers might argue that from c795 to the 830s raids were 'smash and grab' affairs and were aimed mainly at isolated monastic communities or areas of the coast. The earliest targets appear to have been Inismurray and Inisbofin on the North-West coast and the monastery at Armagh.</li> <li>Answers might argue that the Vikings were motivated by the search for wealth in the form of precious objects but mainly those of a secular nature.</li> <li>Answers might argue that raids grew in intensity after the 830s; larger areas of land were attacked and the Vikings moved inland along rivers such as the Liffey and Boyne.</li> </ul>	25	<ul style="list-style-type: none"> <li>No set answer is expected.</li> <li>At higher levels answers might establish criteria against which to judge.</li> <li>To be valid, judgements must be supported by relevant and accurate material.</li> <li>Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>

Question			Answer	Marks	Guidance
			<ul style="list-style-type: none"> <li>Answers might argue that the mid-ninth century was pivotal as raiding became associated with fortification; in 841, forts were constructed at Annagassan and Dublin.</li> <li><b>In challenging the hypothesis in the question</b>, it might be argued that the second half of the period witnessed more emphasis on trading than raiding especially after fortifications were constructed.</li> <li>Answers might argue that the Vikings turned Dublin into a major trading base especially after they re-established their position there in 917.</li> <li>Answers might argue that the example of Dublin was followed with other trading centres established at Wicklow, Arklow, Wexford, Waterford, Limerick and Cork.</li> <li>Answers might argue that Dublin flourished as an international trading centre to the extent that, under the kingship of Olaf Sigtryggsson, it also became the political centre of Ireland (although this position was lost at the battle of Tara in 980).</li> <li>Answers might argue that from 980 until the end of the period, the Viking presence in Ireland was marked by the process of integration. Raiding and trading were then complemented by other motives for Viking presence particularly the lure of work as mercenaries.</li> </ul>		



**Assessment Objectives (AO) Grid**

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
<b>1</b>			30	<b>30</b>
<b>2/3/4</b>	50			<b>50</b>
<b>Totals</b>	<b>50</b>		<b>30</b>	<b>80</b>

## Summary of updates

---

Date	Version	Change
November 2020	0.15	Updated copyright acknowledgements.

**BLANK PAGE**

**BLANK PAGE**