

GCE

History A

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

Advanced GCE

Mark Scheme for June 2017

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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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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

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 impact of the Vikings on Ireland.</p> <p>In locating the Interpretations within the wider historical debate, answers might argue that Interpretation A suggests that despite Viking raids and settlements, the Irish were able to maintain their cultural identity; the impact of the Vikings was limited to their establishment of some towns and the emergence of the 'Hiberno-Norse'.</p> <p>In evaluating Interpretation A,</p> <ul style="list-style-type: none"> • Answers might argue that Aed Oirdnide was very successful in dealing with early Viking incursions. • Answers might argue that early raids only temporarily disrupted the 'golden age' of Christian Irish culture. • Answers might argue that alliances with Vikings from c.850 onwards showed that the Irish could not be conquered and retained their identity. • Answers might argue that the Vikings were forced to leave Dublin during the First Viking Age. • Answers might argue that the 'high king', Brian Boru was successful in the latter part of the period in maintaining a distinct Irish identity. <p>1.</p> <p>In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B suggests that the Vikings had a very significant impact on the Irish economy, politics and methods of communication.</p>	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

		<p>In evaluating Interpretation B,</p> <ul style="list-style-type: none">• Answers might argue that the intensification of raids after 821 led to the establishment of Viking longports in Ireland.• Answers might argue that the Vikings enabled Dublin, Wexford, Waterford, Cork and Limerick to grow into important trading centres.• Answers might argue that interpretation B is valid as during the Second Viking Age Viking settlements gave a major boost to local economies.• Answers might argue that interpretation B is valid as a Dublin-York axis of communication was created by Sihtric and Ragnall (918 onwards).• Answers might argue that interpretation B is valid because the rule of Gofraid (in Dublin) showed a shift in Viking attitudes: there was greater willingness to co-operate and integrate.		
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2*		<p>Mark Scheme Section B</p> <p>‘Scandinavian livelihood was mostly dependent on developments in shipbuilding in the period from c.790 to c.1066.’ How far do you agree?</p> <p>In supporting the hypothesis in the question, it might be argued that developments in shipbuilding enabled the raids of the 790s (onwards) to occur and the settlement of the lesser Atlantic islands; overseas expansion, in turn, had a positive impact on livelihoods (through trade and settlement).</p> <ul style="list-style-type: none"> • Answers might consider that vessels found at Gokstad and Skuldelev show how shipbuilding reached a state of excellence; numbers involved in shipbuilding increased. • Answers might consider the range of skills and materials required to build ships. • Answers might consider the role of the <i>knarr</i> as ‘the ship of all work’. • Answers might consider the spinoffs from shipbuilding that impacted on livelihoods such as tool making; the construction of shipyards, ports and harbours; the production of implements for navigation. <p>2.</p> <p>In challenging the hypothesis in the question, it might be argued that the growth of internal and external trade and markets was evidence of an increase in the sources of livelihood.</p> <ul style="list-style-type: none"> • Answers might consider that livelihoods were continuously dependent on farming (of different types). • Answers might consider that agricultural activity led to the creation of a range of handicraft activities such as textiles, pottery and implements . 	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.
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3*		<ul style="list-style-type: none"> • Answers might consider the equipping and maintenance of Viking warriors for raiding and trading especially in the second half of the period. • Answers might consider that there were variations in livelihoods between different geographical regions and settlements. <p>To what extent did the motives for Viking expeditions change in the period from c.790 to c.1066?</p> <p>In supporting the hypothesis in the question, it might be argued that motive for early Viking expeditions was based on revenge for invasion attempts by other Europeans especially Charlemagne.</p> <ul style="list-style-type: none"> • Answers might consider the view that as the Viking population grew agriculture could not cope with the increase demand for food; this led to the search for land overseas. • Answers might consider the relationship between population increase, the ‘youth bulge’ hypothesis and primogeniture. • Answers might consider that especially in the in the second half of the period, the Vikings were forced to look for more and better trade routes and markets. <p>In challenging the hypothesis in the question, it might be argued that the Vikings had a propensity to be warlike and continuously needed to test their martial skills.</p> <ul style="list-style-type: none"> • Answers might consider that the expansion of trade was always a motive; what changed was where and with whom the Vikings traded. • Answers might consider that arguments about demographic pressures are not well supported by evidence. • Answers might consider that the expeditions to 	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.
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4*		<p>Britain, from the 790s onwards, give little weight to the revenge theory.</p> <ul style="list-style-type: none"> • Answers might consider the view that throughout the period there were generally more Viking males than females; expeditions may have been about finding wives and starting families. • Answers might consider that motives did not vary that much according to the geographical destinations of expeditions. <p>To what extent did Christianisation impact on Viking religious beliefs in the period from c.790 to 1066?</p> <p>In supporting the hypothesis in the question, answers might consider that Christianity had officially been accepted in Denmark (c950 onwards), Iceland (1000), Norway (c1000 onwards) and Sweden by the end of the period; however, conversion happened at different times (see dates).</p> <ul style="list-style-type: none"> • Answers might consider the Christian experiences of Viking leaders when overseas (especially Sven Forkbeard and Olaf Tryggvason). • Answers might consider the use of Christian propaganda against paganism. • Answers might consider the politics of Christianisation in Scandinavia. • Answers might consider the integration of Christian ideas into Nordic mythology, sagas and poetry. • Answers might consider the introduction of Latin and new ways of writing linked to Christianity. <p>In challenging the hypothesis in the question, it might be argued that, according to Adam of Bremen (1070), the Vikings remained ‘barbarians’ to the end of the period; worship of Odin, Freyr and Thor continued.</p>	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.
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		<ul style="list-style-type: none">• Answers might consider that there was also continuity in the way pagan beliefs were transmitted (runic inscriptions, artefacts, word of mouth).• Answers might consider that the existence of cults, pagan symbolism and mysticism was evident throughout the period.• Answers might consider that death and burial rites were consistently of a pagan nature.• Answers might consider that the impact of Christianity on Viking leaders overseas was often transient.		
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APPENDIX 1 – this contains the generic mark scheme grids

	<i>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	3. Generic mark scheme for Section A, Question 1: Interpretation [30]
4. Level 6 26–30 marks	5. 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. 6.
7. Level 5 21–25 marks	8. 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.
9. Level 4 16–20 marks	10. 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.
11. Level 3 11–15 marks	12. 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.
13. Level 2 14. 6–10 marks	15. 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.
16. Level 1 17. 1–5 marks	18. 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.
19. 0 marks	20. No evidence of understanding and no demonstration of any relevant knowledge.

	21. <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>
	22. Generic mark scheme for Section B, Questions 2, 3 and 4: Essay [25]
23. Level 6 21–25 marks	24. 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.
25. Level 5 17–20 marks	26. 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.
27. Level 4 13–16 marks	28. 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.
29. Level 3 9–12 marks	30. 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.
31. Level 2 5–8 marks	32. 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.
33. Level	34. The answer has a limited focus on the topic, but not the specific question. The answer is largely descriptive, with only very

1 1–4 marks	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.
35. 0 marks	36. The answer contains no relevant information.

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