

GCSE (9–1)

History B (Schools History Project)

J411/71: Viking expansion, c.750-c.1050

General Certificate of Secondary Education

2021 Mark Scheme (DRAFT)

This is a DRAFT mark scheme. It has not been used for marking as this paper did not receive any entries in the series it was scheduled for. It is therefore possible that not all valid approaches to a question may be captured in this version. You should give credit to such responses when marking learner's work.

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

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










This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

© OCR 2021

1. Annotations

Annotation	Meaning
 1	Level 1
 2	Level 2
 3	Level 3
 4	Level 4
 5	Level 5
 6	Level 6
	Noted but no credit given
	Not answered question
	Extendable horizontal wavy line

2. 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.

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

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.
- 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 seemingly 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.

Mark Scheme

Section A: Viking Expansion, c.750–c.1050

Question 1 – 3 marks	
<p>(a) Name one item which Vikings put into a ship burial along with the body of the dead Viking</p> <p>(b) Identify one type of activity that Vikings were involved in at Constantinople.</p> <p>(c) Name one place in England that was attacked by Svein Forkbeard.</p>	
Guidance	Indicative content
1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<p><i>For 1(a), likely valid responses include: weapons and tools, knives, jewellery, clothes, carved or ornate items, combs, cups, food items, a slave or slave girl, animals e.g. horses, Don't accept the ship itself, or the body of the Viking being buried.</i></p> <p><i>For 1(b), likely valid responses include: raiding, trading, guarding the Emperor.</i></p> <p><i>For 1(c) likely valid responses include: London, Southampton, Sussex, Hampshire, Kent, Isle of Wight, Norwich, Salisbury, Exeter, Wilton, Thetford, Reading, Gainsborough, Bamburgh, Bath, Winchester, Oxford.</i></p> <p>Any other historically valid response is acceptable and should be credited.</p>
1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	
1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	

Question 2 – 9 marks Write a clear and organised summary that analyses the settlement of the Volga Vikings in Russia. Support your summary with examples.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 3 marks	Notes and guidance specific to the question set
Level 3 (7–9 marks) Demonstrates a well-selected range of valid knowledge of characteristic features that are fully relevant to the question, in ways that show secure understanding of them (AO1). The way the summary is organised shows sustained logical coherence, demonstrating clear use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).	<p><i>Answers should show connections in the situation defined in the question and use these to organise the answer logically.</i></p> <p><i>Answers could consider aspects of one or more of the following: reasons / challenges / effects and approaches.</i></p> <p><i>Many candidates may employ a chronological approach, which for this question is perfectly acceptable. They may also choose to organise the answer by referring to periods under different rulers. Answers may begin with the establishment of a trading base at Staraya Ladoga; the development of trade routes along the Volga, Dnieper and Don. Consequent growth and development of Novgorod and Kiev. Focus may be on the challenges of maintaining control as a foreign force, development of the kingdom, and the challenges of having limited numbers of Vikings in Russia at any one time: this may encompass Rurik's development of a fortress in Novgorod and his rule as far south as Kiev; Oleg's military successes, moving the capital to Kiev and raiding Constantinople; Vladimir's alliance through marriage with the Byzantine empire and subsequent adoption of eastern Christianity. Further expansion under Yaroslav the Wise into areas such as Estonia, also his construction of forts to defend against threatening tribes.</i></p> <p><i>Use of conceptual understanding to organise the response might in this case involve diversity, e.g. distinguishing by rulers – Rurik, Oleg, Vladimir, Yaroslav the Wise.</i></p> <p><i>Answers may show understanding of second order concepts such as diversity (e.g. different rulers as mentioned above); cause and consequence (e.g. factors like trade and military</i></p>
Level 2 (4–6 marks) Demonstrates a range of knowledge of characteristic features that are relevant to the question, in ways that show understanding of them (AO1). The way the summary is organised shows some logical coherence, demonstrating use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).	
Level 1 (1–3 marks) Demonstrates some knowledge of characteristic features with some relevance to the question, in ways that show some limited understanding of them (AO1). The summary shows a very basic logical coherence, demonstrating limited use of at least one second order concept in attempting to find connections and to provide a logical chain of reasoning to summarise the historical situation in the question (AO2).	
0 marks No response or no response worthy of credit.	

	<p><i>conquest); significance – the importance of different factors or rulers.</i></p> <p><i>Please note that answers do not need to name the second order concepts being used to organise their answer, but the concepts do need to be apparent from the connections and chains of reasoning in the summary in order to meet the AO2 descriptors (see levels descriptors).</i></p> <p><i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p>
--	--

Question 3 – 10 marks Why were ships and seafaring so important to the Vikings? Support your answer with examples.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks	Notes and guidance specific to the question set
Level 5 (9–10 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show sophisticated understanding of one or more second order concepts in a fully sustained and very well-supported explanation (AO2).	<i>Explanations could consider: push factors such as land hunger, younger sons lacking land, quality and availability of farmland; pull factors like adventure, raiding, trading or invading. Answers may also focus on seafaring and the quality of Viking ships. Population pressure and limited cultivable land meant that there was a strong desire to obtain better land elsewhere. Discussion of raids made by the Viking ships needs to be linked to the absence in their homelands of what they craved elsewhere – the existence of wealth in market towns and monasteries for example; moreover, weak and divided opposition to adventurous Viking ships and seafaring allowed them to plunder, invade, conquer or even settle, taking power where they could not in Scandinavia; jarls ventured overseas to develop their reputation back in Scandinavia, especially when they were becoming eclipsed by the power of kings in all three Scandinavian countries; they could plunder in Western Europe and return to enhanced fame with the treasures they had stolen.</i>
Level 4 (7–8 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show strong understanding of one or more second order concepts in a sustained and well-supported explanation (AO2).	
Level 3 (5–6 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Uses these to show sound understanding of one or more second order concepts in a generally coherent and organised explanation (AO2).	
Level 2 (3–4 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Uses these to show some understanding of one or more second order concepts in a loosely organised explanation (AO2).	
Level 1 (1–2 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Uses these to show some basic understanding of one or more second order concepts, although the overall response may lack structure and coherence (AO2).	
0 marks No response or no response worthy of credit.	<i>Answers which simply describe Viking ships cannot reach beyond Level 1.</i>

Question 4* – 18 marks ‘The Vikings were successful in warfare because of the quality of their weapons’. How far do you agree? Give reasons for your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks	Notes and guidance specific to the question set
Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	<i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT, to achieve the two highest levels, answers must consider tactics and at least one other factor e.g. weaponry, berserkers, weakness of opponents. Considering more than one alternative factor may be a feature of highest level answers.</i> <i>Answers are most likely to show understanding of the second order concepts of significance (importance of tactics in setting Vikings apart as unconventional and highly successful warriors), diversity (different factors involved in success of Viking warfare, overlap between factors showing that tactics were not the sole reason for success) and potentially cause and consequence (how tactics led to success) and change and continuity (developments and improvements in weapons technology and perhaps shipbuilding). Reward appropriate understanding of any other second order concept.</i>
Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	
Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	
Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	
Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i>	<i>Grounds for agreeing include: the high-quality swords of Scandinavian (and German) craftsmen, use of shields, axes and spears. Swords tended to be double-edged. Weakness and/or division of opponents, for example in Western Europe – in France with Charles the Simple, in England with divided kingdoms or, later, weaker kings such as Ethelred. They also knew how to use siege engines such as catapults and battering rams</i>
0 marks No response or no response worth of credit.	

	<p><i>and death was meant to happen at a predetermined moment. This firm belief drove the Vikings in battle.</i></p> <p><i>Viking tactics such as</i> <i>use of the shield wall; deployment of wedge formation with berserkers at the front; choosing to fight on foot rather than on horseback; role of ships being able to pull up on to beaches to launch raids or invasions from, along with the ability to go inland up navigable rivers in shallow-drafted boats; the sheer speed of these boats gave the Vikings an unrivalled element of surprise in attacks; they would also be manoeuvrable in sea battles and were used to ram opponents; Vikings had no qualms about attacking defenceless monks, and had a lack of respect for their religion..</i></p>
--	---

Question 5* – 18 marks 'The most successful Viking settlement outside of their homelands was in Iceland'. How far do you agree? Give reasons for your answer	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks	Notes and guidance specific to the question set
Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	<i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description.</i> <i>Answers that seek to agree or disagree strongly with the statement must show awareness of different settlements outside Scandinavia, not just Iceland, although Iceland's limitations may also form a part of the response.</i> <i>Candidates may choose to approach the question thematically (taking themes such as ancestry, legacy, extent or duration of settlement). They may instead contrast the importance of one area with the weaknesses of another, or even address a settled area at a time.</i> <i>Answers are most likely to show understanding of the second order concepts of significance and consequence (the greatest impact of different settlements and the lasting impact that they had). They could also consider similarity and difference (comparing Viking settlement in different places like Iceland and Britain).</i> <i>Grounds for agreeing include: small numbers of settlers made a success of settlement in Iceland despite the inhospitable conditions; modern Icelanders can trace back their ancestry to Viking settlers from 1000 years ago. There were about 50,000 Icelanders by 1100, on a previously uninhabited island, and even today there are less than 340,000 people living there. Because there were no kings in Iceland, the Althing developed as an assembly of the whole of Iceland (all free men could attend). This early version of a parliament decided many important things for the direction of Iceland, including the</i>
Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	
Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	
Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2).	

<p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	
<p>Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i></p>	
<p>0 marks No response or no response worthy of credit.</p>	<p><i>adoption of Christianity in 1000. No other area of Viking settlement can trace purely Viking influence through to the present day as Iceland can. In Britain for example, the Viking settlers mixed with Anglo-Saxons and became indivisible from them over time (Viking ancestry in England is at a significantly lower percentage than in Iceland). Further, the Icelandic Sagas give us the only real written account from the Viking Age from which to draw upon as historians. Iceland's impact was also greater than that in Greenland, which although similar from the outset in terms of farmland clustered around the coast, was ultimately abandoned in the fifteenth century. Vikings also reached North America but settlement was limited and probably even more short-lived, as the limited finds at L'Anse aux Meadows have shown.</i></p> <p><i>Grounds for disagreeing include:</i></p> <p><i>Extent of Icelandic settlement, due in at least part to the nature of the terrain, never reached the sort of numbers seen elsewhere. Settlements were clustered around the coast, where the usable farm land was. Evidence of settlement in Britain for example, is over a large geographical area, where the Danelaw existed but also in Scotland and the Scottish Isles, even the Isle of Man. Vikings like Thorfinn the Mighty ruled in the Orkneys in the eleventh century. Nearly half of modern-day Orkney and Shetland inhabitants have Viking ancestry. There was far more cultivable land in the British Isles and much of this was taken for use by Vikings from the ninth century. Relics and remnants from Viking Britain are still widely seen today, for example the Jorvik centre in York, Viking street- and place-names, and words that are part of modern-day English. The Danelaw was an organised network of Viking rule across about half of the country, which led to Danish culture and customs spreading in England, along with the adoption of a legal system that still persists in part today (for example trial by jury of twelve people). Candidates might also refer to settlements in France or Ireland. They may also point out that Vikings converted to Christianity wherever they went, not just independently, as they chose to in Iceland.</i></p>

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

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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