

GCSE (9-1)

History B (Schools History Project)

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

General Certificate of Secondary Education

Mark Scheme for June 2022

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 2022

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 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 **required number of** standardisation responses.

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.*)

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.

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 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
✓ 1	Level 1
✓ 2	Level 2
✓ 3	Level 3
✓ 4	Level 4
✓ 5	Level 5
✓ 6	Level 6
SEEN	Noted but no credit given
NAQ	Not answered question
~~~~	Extendable horizontal wavy line

## 1. 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

**Question 1 – 3 marks**

- a) Give one example of an item that Volga Vikings brought back to their homes from the Byzantine Empire or Arab World.
- b) Name one kingdom in England attacked by the Great Heathen Army between 865 and 879.
- c) Identify one country ruled over by King Cnut.

Guidance	Indicative content
1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<i>For 1(a), likely valid responses include: silk, spices, wine, silver, glass. Do NOT allow items the Volga Vikings took WITH them, e.g., Honey, furs, amber, walrus ivory, falcons, swords.</i>
1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<i>For 1(b), likely valid responses include: Mercia, Northumbria, East Anglia. Accept Wessex</i>
1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<i>For 1(c) likely valid responses include: England, Denmark, Norway. Accept (part of) Sweden.</i> Any other historically valid response is acceptable and should be credited.

<b>Question 2 – 9 marks</b> <b>Write a clear and organised summary that analyses the Viking kings' approach to Christianity in the period c950 -1030.</b> <b>Support your summary with examples.</b>	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 3 marks</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 3 (7–9 marks)</b> 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).	<i>Answers should show connections in the situation defined in the question and use these to organise the answer logically.</i> <i>Answers could consider aspects of one or more of the following: the reasons for Harald Bluetooth's conversion of the Danes to Christianity, including pragmatism with much of Europe already Christianised (causation/ change); Svein Forkbeard's reluctance towards the new religion and maintenance of alliances with pagan chiefs (change); Cnut's complex relationship with the English Church, having overthrown a ruling Christian dynasty, e.g. reasons for his restoring churches and monasteries and his journey to Rome in 1027, i.e. to make up for previous plundering by Vikings (causation/ consequence).</i>
<b>Level 2 (4–6 marks)</b> 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).	<i>Answers may show understanding of second order concepts such as diversity, cause and consequences; continuity and change; significance, development through time. Candidates may choose to take each king in turn to draw out parallels and contrasts. Equally they may look at reasons why Viking kings chose to Christianise.</i>
<b>Level 1 (1–3 marks)</b> 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).	<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> <i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i>
<b>0 marks</b> No response or no response worthy of credit.	

Question 2–9 marks	
Write a clear and organised summary that analyses Viking kings' approach to Christianity in the period c.950–1030. Support your summary with examples.	
Guidance and indicative content	
Level 3 (7–9 marks)	<p>Summary based on second order concept(s) with two or more valid supporting examples, e.g.</p> <p><b>[Change]</b>  <i>Even though by c.950, the rest of Europe had converted to Christianity, the Viking kings in Denmark were still pagans who believed in Viking gods and goddesses like Odin, Thor and Frey. When Gorm the Old died in around 958, he was buried in a chamber in a stone ship in Jelling, in a traditional pagan ritual. However, this changed under Harald Bluetooth who was baptised as a Christian in 965. This led to Christianity becoming the official Danish religion. Churches were built and priests were appointed. [9]</i></p> <p><b>NOTE: Change involves saying from what to what.</b></p> <p><b>[Consequence]</b>  <i>In some ways, Harald's approach to Christianity had a big impact on Denmark. For example, churches were built, and Christian baptisms and weddings became the normal custom. However, its impact was limited to begin with. For example, we know that when Svein Forkbeard seized the throne off his father, he was supported by the pagan chiefs who were resisting the introduction of Christianity. [8]</i></p> <p><b>NOTE: Consequence means saying what impact or effect on society/people.</b></p>
Level 2 (4–6 marks)	<p>Summary based on a second order concept with one valid supporting example, e.g.</p> <p><b>[Causation]</b>  <i>Harald Bluetooth became the first Christian king when he converted in 965. One of the reasons he did this was because his father had struggled to defend Denmark against Christian kings from Germany, so he thought it might prevent further attacks. (4)</i></p> <p><b>NOTE: Causation means saying why something happened. If you are still left asking the question 'Why?', this is an assertion.</b></p>
Level 1 (1–3 marks)	<p>Lists/descriptions of Viking religion/ relevant events with no organising concept, e.g.</p> <ul style="list-style-type: none"> <li>When Harald Bluetooth converted to Christianity, he built a church in Jelling and it's likely that he moved his father's body to the church. He also put up a runestone with a Christian cross.</li> <li>The rest of Europe was already Christian in c.950 but the kings of Denmark were pagans.</li> </ul> <p><b>ANSWERS WHICH DON'T FOCUS ON KINGS' APPROACHES, BUT JUST VIKINGS GENERALLY, AND ALSO ANSWERS WHICH MAKE A TOKEN REFERENCE TO CHRISTIANITY BUT THEN JUST DESCRIBE PAGANISM should be awarded Level 1 only.</b></p>

<b>0 marks</b>	

<b>Question 3 – 10 marks</b> <b>Why did Vikings find settling in Greenland and North America so difficult?</b> <b>Explain your answer.</b>		<b>Notes and guidance specific to the question set</b>
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b>		
<b>Level 5 (9–10 marks)</b> 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: <b>distance</b> from Scandinavian homelands and extant settlements in places such as Iceland, consequent <b>isolation, and lack of support</b>, particularly in North America. The settlements were on a small scale and/or short-lived – America never became a permanent settlement. <b>Climatic factors</b> and the inhospitable climate, particularly Greenland; potential evidence for a 'little Ice Age' around 1150. The Vikings would have struggled to grow crops and to feed themselves. <b>Contact and skirmishes with native Americans</b> which discouraged more permanent settlement. <b>Limited resources</b> for production, trade or survival, limited trade contact in any case for both areas. Greenland was for a long time the centre of the walrus ivory market but relied too heavily on that single commodity; this ultimately contributed to the collapse of the settlement. Some candidates may refer to the lack of available evidence and the uncertainty around many of the reasons above, for example conjecture that Native Americans may have driven the Vikings out of America.</i>
<b>Level 4 (7–8 marks)</b> 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).		<i>Comparisons may be made with settlements that did last indefinitely, such as in Iceland or even Anglo-Saxon England and the Viking assimilation through the Danelaw, but the thrust of the answer must remain on the two named settlements.</i>
<b>Level 3 (5–6 marks)</b> 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).		<i>Explanations are most likely to show understanding of the second order concepts of causation and consequence but reward appropriate understanding of any other second order concept.</i>
<b>Level 2 (3–4 marks)</b> 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).		
<b>Level 1 (1–2 marks)</b> 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).		
<b>0 marks</b> No response or no response worthy of credit.		

Question 3–10 marks	
Why did Vikings find settling in Greenland and North America so difficult? Explain your answer.	
Guidance and indicative content	
Level 5 (9-10 marks)	<p>Two or more reasons that settlement(s) failed identified and fully explained e.g.</p> <p><i>One reason that the Viking found settling in Greenland so difficult was because of the <b>lack of decent land for settlement</b>. Although some of the land was fertile, most of the <b>land was ice</b> and the settlers only managed to establish some <b>small farms rather than any towns</b>. This meant that they had to <b>rely on trade</b> with Iceland and Europe for most things such as timber, grain and metal. <b>So, it was very difficult</b> to establish sustainable larger settlements.</i></p> <p><i>One reason the Vikings found settling in North America so difficult was that it was <b>too remote</b> and impossible to get a working population established <b>so far from their homelands</b>. The archaeological evidence seems to suggest that the settlement was more of a trading station or a place for ship repairs rather than a permanent community. The <b>Atlantic was very rough and a constant danger</b> for sailors so again importing food would have been difficult. <b>So, it was difficult because</b> it was not sustainable so far from Scandinavia. [10]</i></p> <p><b>NOTE 1:</b> There is no requirement to cover both Greenland and North America</p> <p><b>NOTE 2:</b> Allow answers which discuss Viking attempts to settle Newfoundland as part of the attempts on North America. See textbook p79</p>
Level 4 (7-8 marks)	<p>One reason that settlement(s) failed identified and fully explained e.g.</p> <p><i>One reason they found it so difficult was because the <b>conditions on the Atlantic were so rough</b>. Only <b>14 out of the original 25 ships made</b> it to Greenland. <b>So, they found it difficult to</b> trade safely and reliably with places like Iceland and Europe. [7]</i></p>
Level 3 (5-6 marks)	<p>Identifies one or more valid reason(s) but no supporting evidence OR full explanation, e.g.</p> <ul style="list-style-type: none"> <li>• <i>They found it difficult in Greenland because the climate began to get colder.</i></li> <li>• <i>They found it difficult because they were too isolated and far from their homelands.</i></li> <li>• <i>They found it difficult because they had to rely too much on imports and couldn't sustain themselves.</i></li> <li>• <i>They found it difficult in North America because of contact and skirmishes with Native Americans.</i></li> <li>• <i>They found it difficult because they had limited opportunities to trade in both areas.</i></li> </ul> <p><b>NOTE:</b> 5 marks for one reason identified; 6 marks for two or more</p>
Level 2 (3-4 marks)	<p>Describes journeys, settlements in Greenland/ North America, or relevant events without identifying/explaining reasons they found settling difficult, e.g.</p> <ul style="list-style-type: none"> <li>• <i>Vikings first settled in Greenland around 983 when a criminal called Erik the Red was banished from Iceland for three years.</i></li> <li>• <i>The Vikings established 190 farms at the Eastern Settlement and around 90 at the Western Settlement in Greenland.</i></li> <li>• </li> </ul>

<b>Level 1 (1–2 marks)</b>	<b>Valid but general assertion(s), e.g.</b> <ul style="list-style-type: none"><li>• <i>It was too cold.</i></li><li>• <i>The land wasn't suitable.</i></li></ul>
<b>0 marks</b>	

<p><b>Question 4* – 18 marks</b>  <b>The most important achievement of the Volga Vikings was simply reaching the Arab world and Constantinople’.</b></p> <p><b>How far do you agree?</b></p> <p><b>Give reasons for your answer.</b></p>	
<p><b>Levels</b>  <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.  <b>Maximum 6 marks</b>  <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b></p> <p><b>Level 6 (16–18 marks)</b>  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></p> <p><b>Level 5 (13–15 marks)</b>  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></p> <p><b>Level 4 (10–12 marks)</b>  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></p> <p><b>Level 3 (7–9 marks)</b>  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></p> <p><b>Level 2 (4–6 marks)</b>  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></p> <p><b>Level 1 (1–3 marks)</b>  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><b>0 marks</b>  No response or no response worthy of credit.</p>	<p><b>Notes and guidance specific to the question set</b></p> <p><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 highest two levels answers must consider both that reaching the Arab World was the greatest achievement as well as considering other factors before reaching a conclusion.</i></p> <p><i>Answers are most likely to show understanding of the second order concept of significance; diversity, change and continuity may also be addressed but reward appropriate understanding of any other second order concept.</i></p> <p><i>Grounds for agreeing include: the feat of covering such a distance with all its attendant challenges at that time in history, for example overwintering, hostility of climate and inhabitants along the way; carrying boats across land where rivers became unnavigable; keeping trade items intact throughout the journey; crossing the Caspian Sea. Managing cultural differences to successfully trade with Arabs and Byzantine people. Trade routes and the variety of items traded both developed further as a result of this initial contact.</i></p> <p><i>The feat of reaching Constantinople was arduous. The journey down the Dnieper had many challenges and, as with the Arab world, necessitated staying away from Scandinavia for more than one year. Subsequent relations with Constantinople were long-lasting as the Vikings became an accepted permanent presence in the city as traders.</i></p>

	<p><i>Grounds for disagreeing include: Students may focus on the nature of the goods traded/brought back to Scandinavia.</i></p> <p><i>Other factors that may be considered: the settlement of the Rus and the achievements of Viking kings such as Rurik, Oleg and Vladimir in developing the Viking kingdom of Novgorod and Kiev. Candidates may also point to the Christianisation of the Rus through Vladimir or even the existence of the Varangian guard as other alternatives.</i></p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Question 4* – 18 marks 'The most important achievement of the Volga Vikings was simply reaching the Arab world and Constantinople.' How far do you agree? Give reasons for your answer. Guidance and indicative content	
Level 6 (16-18 marks)	<p>Balanced argument, two valid supporting examples each side (or three on one side and one on the other). Clinching argument = 18 marks, e.g.</p> <p><i>I agree with this statement because of the journey, which was long, difficult, and dangerous. For example, the rivers were challenging because there were 40 miles of rapids, and a section where they had to haul their boats overland. The Volga Vikings faced similar challenges on the rivers. The distances involved in travelling from Staraya Ladoga to Constantinople were enormous – over 1,600 miles in total. So, this was an important achievement because it shows the Vikings were able to overcome great challenges to reach Constantinople.</i></p> <p><i>However, it could be argued that their most important achievement was the development of their ships. The Kvalsund ship had a shallow draught, enabling it to travel quite a long way up rivers or muddy estuaries. These ships were also lightweight enough to be pulled onto a beach or bank. This design allowed them to haul their boats overland using ropes and logs. This was an important achievement because without these kinds of ships, the Volga would not have been able to reach Constantinople and the Arab world.</i></p> <p><i>I also agree because reaching the Arab world meant that the Volga Vikings were able to trade for goods which they could not have acquired elsewhere. For example, it was only in the Muslim bazaars where they could obtain silver, which the Vikings were keen to get their hands on because there were no silver mines in Scandinavia. Arab dirhams were widely used as currency in Scandinavia before they began to mint their own. So, reaching the Arab world was a remarkable achievement because it meant they were able to bring back precious items.</i></p> <p><i>However, I also think that the Viking establishment of settlements in western Russia was an important achievement. These started out just as places to repair boats and collect supplies, but they gradually became small towns and by the middle of the ninth century, the Volga Vikings able to control the towns and surround them with strong defences. This was important as towns Novgorod and Kiev allowed them to control the river routes from north to south.</i></p> <p><i>Overall, I think that the most important achievements were all to do with trade – controlling trade in Russia, and trading in precious items. These were more lucrative achievements than simply reaching a destination. However, none of that would have been possible without first arriving in these places, so I would agree with the statement because the trade was dependent on the ability to negotiate the enormous challenges of the journey.</i></p> <p><b>NUTSHELL 2-2 OR 3-1</b></p> <p><b>NOTE: The answer must focus on the VOLGA Vikings.</b></p>
Level 5 (13-15 marks)	<p>Balanced argument supported by three valid supporting examples (i.e., two on one side and one on the other), e.g.</p> <p><i>I agree with this statement because of the journey, which was long, difficult, and dangerous. For example, the rivers were challenging because there were 40 miles of rapids, and a section where they had to haul their boats overland. The Volga Vikings faced similar challenges on the rivers. The distances involved in travelling from Staraya Ladoga to Constantinople were enormous – over 1,600 miles in total. So, this was an important achievement because it shows the Vikings were able to overcome great challenges to reach Constantinople.</i></p> <p><i>I also agree because reaching the Arab world meant that the Volga Vikings were able to trade for goods which they could not have acquired elsewhere. For example, it was only in the Muslim bazaars where they could obtain silver, which the Vikings were keen to get their hands on because there were no silver mines in Scandinavia. Arab dirhams were widely used as currency in Scandinavia before they began to mint their own. So, reaching the Arab world was a remarkable achievement because it meant they were able to bring back precious items.</i></p> <p><i>However, I also think that the Viking establishment of settlements in western Russia was an important achievement. These started out just as places to repair boats and collect supplies, but they gradually became small towns and by the middle of the ninth century, the Volga Vikings able to control the towns and surround them with strong defences. This was important</i></p>

	<p>as towns Novgorod and Kiev <b>allowed them to control the river routes</b> from north to south.</p> <p><b>NUTSHELL 2-1</b></p>
Level 4 (10-12 marks)	<p><b>One sided argument, supported by two examples, e.g.</b></p> <p><i>I agree with this statement because of the journey, which was long, difficult, and dangerous. For example, the rivers were challenging because there were <b>40 miles of rapids</b>, and a section where they had to <b>haul their boats overland</b>. The Volga Vikings faced similar challenges on the rivers. The distances involved in travelling from Staraya Ladoga to Constantinople were enormous – <b>over 1,600 miles</b> in total. So, this was an <b>important achievement</b> because it shows the Vikings were able to overcome great challenges to reach Constantinople.</i></p> <p><i>I also agree because reaching the Arab world meant that the Volga Vikings were able to <b>trade for goods</b> which they could <b>not have acquired elsewhere</b>. For example, it was only in the Muslim bazaars where they could obtain <b>silver</b>, which the Vikings were keen to get their hands on because there were <b>no silver mines in Scandinavia</b>. <b>Arab dirhams</b> were widely used as currency in Scandinavia before they began to mint their own. So, reaching the Arab world was a <b>remarkable achievement</b> because it meant they were able to bring back precious items.</i></p> <p><b>Alternatively, a balanced argument, supported by one example on each side, e.g.</b></p> <p><i>I agree with this statement because of the journey, which was long, difficult, and dangerous. For example, the rivers were challenging because there were <b>40 miles of rapids</b>, and a section where they had to <b>haul their boats overland</b>. The Volga Vikings faced similar challenges on the rivers. The distances involved in travelling from Staraya Ladoga to Constantinople were enormous – <b>over 1,600 miles</b> in total. So, this was an <b>important achievement</b> because it shows the Vikings were able to overcome great challenges to reach Constantinople.</i></p> <p><i>However, I also think that the Viking establishment of <b>settlements in western Russia</b> was an important achievement. These started out just as places to <b>repair boats and collect supplies</b>, but they gradually <b>became small towns</b> and by the middle of the ninth century, the Volga Vikings able to <b>control the towns</b> and surround them with strong defences. <b>This was important as towns Novgorod and Kiev allowed them to control the river routes</b> from north to south.</i></p> <p><b>NUTSHELL 1-1 OR 2-0</b></p>
Level 3 (7-9 marks)	<p><b>One sided argument, supported by one example, e.g.</b></p> <p><i>I agree with this statement because of the journey, which was long, difficult, and dangerous. For example, the rivers were challenging because there were <b>40 miles of rapids</b>, and a section where they had to <b>haul their boats overland</b>. The Volga Vikings faced similar challenges on the rivers. The distances involved in travelling from Staraya Ladoga to Constantinople were enormous – <b>over 1,600 miles</b> in total. So, this was an <b>important achievement</b> because it shows the Vikings were able to overcome great challenges to reach Constantinople.</i></p> <p><b>NUTSHELL 1-0</b></p>
Level 2 (4-6 marks)	<p><b>Identification of reason(s) to support/challenge without full explanation, e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>No, I disagree because I also think the development of the Kvalsund ship was an important achievement.</i></li> <li>• <i>Yes, I agree because it was a remarkable achievement to travel over 1,600 miles.</i></li> <li>• <i>Yes, I agree because once in the Arab world, the Vikings were able to trade for silks and silver.</i></li> </ul> <p><b>Alternatively, description of Volga Vikings/journey / settlements/ trade/ Arab world relevant events without linking this to the question or without full explanation, e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>The journey to Constantinople was difficult and dangerous. There were 40 miles of rapids, and a section where they had to haul their boats overland.</i></li> <li>• <i>The Volga Vikings traded with Muslims in the Arab world for silks and silver.</i></li> </ul>

Level 1 (1-3 marks)	<p><b>Valid but general assertion(s), e.g.</b></p> <ul style="list-style-type: none"><li>• <i>Yes, I agree because it took so long to get there.</i></li><li>• <i>No, the most important achievement was trade.</i></li></ul>
---------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p><b>Question 5* – 18 marks</b>  <b>'The main reason why Vikings left their homelands was the problems they faced in Scandinavia'.</b></p> <p><b>How far do you agree?</b></p> <p><b>Give reasons for your answer.</b></p>	
<p><b>Levels</b>  <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.  <b>Maximum 6 marks</b>  <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b></p> <p><b>Level 6 (16–18 marks)</b>  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></p> <p><b>Level 5 (13–15 marks)</b>  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></p> <p><b>Level 4 (10–12 marks)</b>  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></p> <p><b>Level 3 (7–9 marks)</b>  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></p> <p><b>Level 2 (4–6 marks)</b>  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></p> <p><b>Level 1 (1–3 marks)</b>  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><b>Notes and guidance specific to the question set</b></p> <p><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 some of the grounds for arguing the opposite point of view to the one that they finally support.</i></p> <p><i>Answers are most likely to show understanding of the second order concepts of causation and significance, but reward appropriate understanding of any other second order concept.</i></p> <p><i>Grounds for agreeing include: geographical limitations - fjords in Norway, forests in Sweden, lack of usable land for arable farming. Limited availability and diversity of foodstuffs – long, harsh winters necessitating extensive pickling and preserving and the very real risk of starvation. Land hunger – including the factor concerning younger sons, who would essentially be landless and so felt they could only really hope to gain land by venturing from their homelands. Any growth in population placed pressure upon Viking society.</i></p> <p><i>Grounds for disagreeing include: adventure and fighting overseas; the warrior-like Viking society was attracted to the idea of getting to Valhalla through a glorious death, which could be achieved in battle through raiding and invading outside their homelands; also attractive was the potential for finding riches and plunder; more attractive potential settlements such as England would have been attractive as a 'pull' perhaps stronger than 'push' factors such as the less hospitable climes of</i></p>
<p><b>Question 5* – 18 marks</b>  <b>'The main reason why Vikings left their homelands was the problems they faced in Scandinavia'.</b></p> <p><b>How far do you agree?</b></p> <p><b>Give reasons for your answer.</b></p>	
<p><b>Levels</b>  <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.  <b>Maximum 6 marks</b>  <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b></p> <p><b>Level 6 (16–18 marks)</b>  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></p> <p><b>Level 5 (13–15 marks)</b>  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></p> <p><b>Level 4 (10–12 marks)</b>  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></p> <p><b>Level 3 (7–9 marks)</b>  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></p> <p><b>Level 2 (4–6 marks)</b>  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></p> <p><b>Level 1 (1–3 marks)</b>  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><b>Notes and guidance specific to the question set</b></p> <p><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 some of the grounds for arguing the opposite point of view to the one that they finally support.</i></p> <p><i>Answers are most likely to show understanding of the second order concepts of causation and significance, but reward appropriate understanding of any other second order concept.</i></p> <p><i>Grounds for agreeing include: geographical limitations - fjords in Norway, forests in Sweden, lack of usable land for arable farming. Limited availability and diversity of foodstuffs – long, harsh winters necessitating extensive pickling and preserving and the very real risk of starvation. Land hunger – including the factor concerning younger sons, who would essentially be landless and so felt they could only really hope to gain land by venturing from their homelands. Any growth in population placed pressure upon Viking society.</i></p> <p><i>Grounds for disagreeing include: adventure and fighting overseas; the warrior-like Viking society was attracted to the idea of getting to Valhalla through a glorious death, which could be achieved in battle through raiding and invading outside their homelands; also attractive was the potential for finding riches and plunder; more attractive potential settlements such as England would have been attractive as a 'pull' perhaps stronger than 'push' factors such as the less hospitable climes of</i></p>

**0 marks**

No response or no response worthy of credit.

*Scandinavia. Skills in shipbuilding and seafaring allowed them to be able to leave their homelands at all in the first place. Answers may veer towards the Raiders and Invaders unit in some of their responses, but this is acceptable in line with the question.*

Question 5* – 18 marks 'The main reason why Vikings left their homelands was the problems they faced in Scandinavia.' How far do you agree? Give reasons for your answer. Guidance and indicative content	
Level 6 (16-18 marks)	<p>Balanced argument, two valid supporting examples each side (or three on one side and one on the other). Clinching argument = 18 marks, e.g.</p> <p><i>In some ways I disagree with this statement. The Volga Vikings left their homelands and travelled east to Constantinople and the Arab world in order to trade. At their trading town of Staraya Ladoga, they had heard of the exotic goods on offer in the bazaars of Baghdad and Constantinople. They were particularly interested in silver because they had no silver mines of their own. Viking merchants brought back Arab coins called dirhams. So, they left mainly because of the attraction of precious goods which would increase their wealth.</i></p> <p><i>However, there were problems in Scandinavia which led to Vikings from Norway and Denmark leaving their homelands in the eighth and ninth centuries. For example, there was a shortage of good farmland. Scandinavia was huge but lots of the land wasn't good farmland. Some historians think that there was an increase in population in Scandinavia at this time, which put pressure on the scarce farmland available. So, the Vikings travelled overseas to other places in western Europe to find fertile farmland and settle there.</i></p> <p><i>On the other hand, the Vikings often left to plunder and raid rather than settle, so their leaving was more do with the wealth of other lands. Scandinavian traders had seen the monasteries on the coasts and knew that they were not well defended, and that they contained lots of gold and silver. They brought home this information. This led to attacks on places such as Lindisfarne in England in 793, followed by around 30 years of small hit-and-run raids.</i></p> <p><i>Nevertheless, one of the reasons the raiding trips were so attractive was that Viking jarls had faced the problem of kings growing more powerful in Scandinavia. Some jarls resented the loss of their own independence and power. This led them to try to enhance their reputation by raiding. So many Vikings left to raid coastal towns and monasteries in the hope of gaining glory and being able to provide their followers with silver and gold.</i></p> <p><i>In conclusion, I think that the draw of wealth was the main reasons the Viking left their homelands; we can see that through both their trading and raiding. However, one of the underlying reasons that this was such an attractive prospect was actually because of problems at home like overpopulation, meaning they had to secure livelihoods elsewhere.</i></p> <p><b>NUTSHELL 2-2 OR 3-1</b></p>
Level 5 (13-15 marks)	<p>Balanced argument supported by three valid supporting examples (i.e., two on one side and one on the other), e.g.</p> <p><i>In some ways I disagree with this statement. The Volga Vikings left their homelands and travelled east to Constantinople and the Arab world in order to trade. At their trading town of Staraya Ladoga, they had heard of the exotic goods on offer in the bazaars of Baghdad and Constantinople. They were particularly interested in silver because they had no silver mines of their own. Viking merchants brought back Arab coins called dirhams. So, they left mainly because of the attraction of precious goods which would increase their wealth.</i></p> <p><i>However, there were problems in Scandinavia which led to Vikings from Norway and Denmark leaving their homelands in the eighth and ninth centuries. For example, there was a shortage of good farmland. Scandinavia was huge but lots of the land wasn't good farmland. Some historians think that there was an increase in population in Scandinavia at this time, which put pressure on the scarce farmland available. So, the Vikings travelled overseas to other places in western Europe to find fertile farmland and settle there.</i></p> <p><i>On the other hand, the Vikings often left to plunder and raid rather than settle, so their leaving was more do with the wealth of other lands. Scandinavian traders had seen the monasteries on the coasts and knew that they were not well defended, and that they contained lots of gold and silver. They brought home this information. This led to attacks on places such as Lindisfarne in England in 793, followed by around 30 years of small hit-and-run raids.</i></p> <p><b>NUTSHELL 2-1</b></p>

Level 4 (10-12 marks)	<p><b>One sided argument, supported by two examples, e.g.</b></p> <p><i>I disagree. The Volga Vikings left their homelands and travelled east to Constantinople and the Arab world in order to trade. At their trading town of Staraya Ladoga, they had heard of the exotic goods on offer in the bazaars of Baghdad and Constantinople. They were particularly interested in silver because they had no silver mines of their own. Viking merchants brought back Arab coins called dirhams. So, they left mainly because of the attraction of precious goods which would increase their wealth.</i></p> <p><i>Furthermore, the Vikings often left to plunder and raid rather than settle, so their leaving was more do with the wealth of other lands. Scandinavian traders had seen the monasteries on the coasts and knew that they were not well defended, and that they contained lots of gold and silver. They brought home this information. This led to attacks on places such as Lindisfarne in England in 793, followed by around 30 years of small hit-and-run raids.</i></p> <p><b>Alternatively, a balanced argument, supported by one example on each side, e.g.</b></p> <p><i>In some ways I disagree with this statement. The Volga Vikings left their homelands and travelled east to Constantinople and the Arab world in order to trade. At their trading town of Staraya Ladoga, they had heard of the exotic goods on offer in the bazaars of Baghdad and Constantinople. They were particularly interested in silver because they had no silver mines of their own. Viking merchants brought back Arab coins called dirhams. So, they left mainly because of the attraction of precious goods which would increase their wealth.</i></p> <p><i>However, there were problems in Scandinavia which led to Vikings from Norway and Denmark leaving their homelands in the eighth and ninth centuries. For example, there was a shortage of good farmland. Scandinavia was huge but lots of the land wasn't good farmland. Some historians think that there was an increase in population in Scandinavia at this time, which put pressure on the scarce farmland available. So, the Vikings travelled overseas to other places in western Europe to find fertile farmland and settle there.</i></p> <p><b>NUTSHELL 1-1 OR 2-0</b></p>
Level 3 (7-9 marks)	<p><b>One sided argument, supported by one example, e.g.</b></p> <p><i>I disagree because the Volga Vikings left their homelands and travelled east to Constantinople and the Arab world in order to trade. At their trading town of Staraya Ladoga, they had heard of the exotic goods on offer in the bazaars of Baghdad and Constantinople. They were particularly interested in silver because they had no silver mines of their own. Viking merchants brought back Arab coins called dirhams. So, they left mainly because of the attraction of precious goods which would increase their wealth.</i></p> <p><b>NUTSHELL 1-0</b></p>
Level 2 (4-6 marks)	<p><b>Identification of reason(s) to support/challenge without full explanation, e.g.</b></p> <ul style="list-style-type: none"> <li>• Yes, I agree because Scandinavia had become overpopulated, so they left to settle elsewhere.</li> <li>• No, I think the wealth and vulnerability of the monasteries was the main reason.</li> <li>• No, it was mainly because they developed better ships which could travel faster.</li> </ul> <p><b>Alternatively, description of Viking raids/ settlements/ trading/ other relevant events without linking this to the question or without full explanation, e.g.</b></p>

	<ul style="list-style-type: none"><li><i>In 865, the Great Heathen Army from Denmark launched a full-scale attack on England. Between 865 and 878, much of England was under Viking rule, including Northumbria, East Anglia and parts of Mercia.</i></li><li><i>Vikings mainly from Norway began to settle in Iceland after around 870.</i></li></ul>
<b>Level 1 (1-3 marks)</b>	<b>Valid but general assertion(s), e.g.</b> <i>No, they left for a better life and adventure.</i>

## Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

### Call us on

**01223 553998**

Alternatively, you can email us on

[support@ocr.org.uk](mailto:support@ocr.org.uk)

For more information visit

-  [ocr.org.uk/qualifications/resource-finder](http://ocr.org.uk/qualifications/resource-finder)
-  [ocr.org.uk](http://ocr.org.uk)
-  [Twitter/ocrexams](http://Twitter/ocrexams)
-  [/ocrexams](http://ocrexams)
-  [/company/ocr](http://company/ocr)
-  [/ocrexams](http://ocrexams)



OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2022 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA.

Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up-to-date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.