



Oxford Cambridge and RSA

GCE

History A

Y301/01: Thematic study and historical interpretations: The early Anglo-Saxons c.400-800

A Level

Mark Scheme for June 2023

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

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

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

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MARKING INSTRUCTIONS**PREPARATION FOR MARKING
SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 6 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.

5. Crossed Out Responses

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:


- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.
9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*
10. For answers marked by levels of response: Not applicable in F501
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning of annotation
BP	Blank Page
	Highlight
Off-page comment	
A	Assertion
AN	Analysis
EVAL	Evaluation
EXP	Explanation
F	Factor
ILL	Illustrates/Describes
IRRL	Irrelevant, a significant amount of material that does not answer the question
J	Judgement
KU	Knowledge and understanding
P	Provenance
SC	Simple comment
	Unclear
V	View
S	Synthesis
C	Continuity/Change

12. Subject Specific Marking Instructions

Question	Answer/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 significance of Augustine’s mission in 597.</p> <p>In locating the Interpretations within the wider historical debate, answers might argue that Interpretation A claims Britain was not a ‘pagan wilderness’ before the arrival of the Roman missionaries in 597, and that the indigenous Celtic Church was a ‘powerful force’ and one that remained influential even after the Synod of Whitby in 664.</p> <ul style="list-style-type: none"> • In evaluating Interpretation A, answers might argue that it is valid because monasteries, such as the one founded by Ninian at Whithorn in Galloway in c.400, predated the Augustinian mission. • Answers might argue that it is valid because the Celtic Church was a powerful force in Britain long before Augustine, not least in St Patrick’s native Ireland. • Answers might argue that it is valid because the Gallic bishops, Germanus and Lupin, played an important part in the survival of Christianity in Britain in the fifth century in support of the author’s claim that ‘south-eastern Britain was far less ignorant and pagan than the missionaries had been led to expect’. 	30	<p>The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <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

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> • Answers might argue that it is valid because the split between Roman and Celtic churches was not entirely resolved by the Synod of Whitby. • Answers might argue that the Interpretation is invalid because it relies heavily on the implication of a problematical historical source (Bede) and draws inferences for south-east Britain which are not well supported by the archaeological record. <p>In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B implies that those large parts of Britain controlled by Anglo-Saxons, and the people living there, were pagan and their conversion in the seventh century was a direct consequence of Augustine’s mission.</p> <ul style="list-style-type: none"> • In evaluating Interpretation B, answers might argue that it is valid because in eastern Britain, prior to the seventh century, Christianity was virtually unknown (a position that can be supported by mortuary evidence). • Answers might argue that it is valid because the appeal of Christianity was political and pragmatic as well as theological (it could be argued, for example, that monotheism was better suited to the emerging concept of Anglo-Saxon kingship). • Answers might argue that it is valid because the conversion of the English was a gradual process and certain pagan traditions continued even after conversion (e.g. as indicated at Sutton Hoo). • Answers might argue that it is valid because the conversion of the English was ‘not all smooth sailing’ by reference, for example, to the reversion of Kent to paganism in 616. 		

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2*	<ul style="list-style-type: none"> • Answers might argue that the Interpretation is invalid because it neglects the existence and survival of the Celtic Church in Britain at the time of the Anglo-Saxon migrations. <p>To what extent were the reasons for the expansion of the Anglo-Saxon kingdoms during the period from c.400 to 600 the same as those during the period from c.600 to 800?</p> <p>In arguing that the reasons for development c.400-600 were the same as those during the period c.600-800, it might be argued that throughout the period warlords and warfare determined the expansion of the Anglo-Saxon kingdoms.</p> <ul style="list-style-type: none"> • Answers might consider the warlike relationship between the early Anglo-Saxon settlers and the Britons at the start of the period, and continuing conflict with Britons (e.g. the Welsh in Offa's reign) to 800. • Answers might consider the nature of Anglo-Saxon kinship and lordship (including, from the fifth century, <i>bretwaldas</i>) and the vital importance of kings and contenders, throughout the period, to be able to demonstrate their capability as warriors. • Answers might consider accounts of battles and warfare throughout the period in contemporary proto-historical sources (e.g. Gildas and the early 9th century <i>History of the Britons</i>) and later chronicles (e.g. the Anglo-Saxon Chronicle). • Answers might consider the archaeological evidence for the importance of the building of 	25	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <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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	<p>defensive structures throughout the period such as dykes and refortified Iron Age hillforts.</p> <ul style="list-style-type: none"> • Answers might consider the supposed careers of specific warrior-kings and chiefs (e.g. Hengist and Horsa, Offa, Raedwald) across the whole period. • Answers might consider the reliance of warrior-kings throughout the period on securing wealth and territory to reward their supporters. • Answers might consider, with examples, personal attributes of kings such as age, health, ability. • Answers might consider the importance of alliances between warlords in Britain throughout the period (e.g. the forming of the federation, the Gewisse, of Anglo-Saxons in the late sixth century; the marriage of Edwin of Northumbria to a Kentish princess in c.625; Penda of Mercia's alliance with the Welsh in the 630s). <p>In arguing that the reasons for development c.400-600 were not the same as those during the period c.600-800, it might be argued that revolt with and warfare against the Britons accounts for the creation of the heptarchy while other factors explain its subsequent development.</p> <ul style="list-style-type: none"> • Answers might consider the impact, prior to c.600, of the severance with Rome in c.410 in creating a power vacuum that enabled the establishment of emergent kingdoms. • Answers might consider expansion from a position of subservience (as in the tradition of Vortigern, Hengist and Horsa) in the fifth century AD and contrast this with expansion from a 		

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	<p>position of dominance by c.600 AD (as in the histories of Northumbria and Mercia)</p> <ul style="list-style-type: none"> • Answers might consider the evidence for piecemeal expansion into Romano-British territories by tribal pagan chieftains in the earlier period and contrast this with the expansion of influence by Christian kings over neighbouring Anglo-Saxon territories in the later. • Answers might consider Christianisation from c.600 and the developing relationship between kings and the Church as a factor in enhancing the authority of kings and the development of their kingdoms. • Answers might consider the development in the later period of legal, fiscal and administrative systems in the expansion of the Anglo-Saxon kingdoms (notably Mercia), and the reasons for these developments. • Answers might consider evidence for the expansion of trade and the concentration of material wealth in the hands of the ruling elite in state-formation in the later period. 		

Question	Answer/Indicative content	Mark	Guidance
3*	<p>‘The Church was hindered by its relations with kings throughout the period from c.400 to 800.’ How far do you agree?</p> <p>In supporting the hypothesis in the question, it might be argued that kings mostly hindered the work of the Roman and Celtic churches.</p> <ul style="list-style-type: none"> • Answers might consider the development of (pagan) Anglo-Saxon kingdoms in the fifth and sixth centuries and, according to Gildas, its devastating impact upon the Celtic Christian society prior to the conversions and reconversions of the late sixth and seventh centuries. • Answers might consider the resistance of early kings towards Christian conversion. • Answers might consider Boniface’s criticism of King Aethelbald and the ensuing Council of Clovesho. • Answers might consider the difficult relationship between kings and Wilfrid, Bishop of York, exiled for 30 years. • Answers might consider control of kings over and influence upon ecclesiastical affairs (e.g. Oswy’s rejection of the ‘Celtic’ position at Whitby). • Answers might consider the disastrous division of the Church by Offa at the councils of 787. <p>In challenging the hypothesis in the question, it might be argued that kings mostly advanced the work of the Roman and Celtic churches.</p> <ul style="list-style-type: none"> • Answers might consider the reliance of the churches (minsters and monasteries) on the gifts of kings (e.g. Offa). 	25	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <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.

Question	Answer/Indicative content	Mark	Guidance
4*	<ul style="list-style-type: none"> • Answers might consider the role of kings in the conversion of their subjects. • Answers might consider the value of royal charters in protecting church property. • Answers might consider the legal support provided by kings such as punishments for the non-payment of taxation to the Church. • Answers might consider Oswy's support of the Roman Church at the Synod of Whitby as a factor in promoting the unification of the Anglo-Saxon Church. <p><i>Candidates who consider valid relationships (other than with kings) within the context of the question should also be credited</i></p> <p>To what extent was Anglo-Saxon art and literature an expression of Christian belief in the period c.400 to 800?</p> <p>In supporting the hypothesis in the question, it might be argued that the Christian message was the most important factor in determining the content and character of Anglo-Saxon art and literature in this period.</p> <ul style="list-style-type: none"> • Answers might consider religiously-inspired paintings in illustrated manuscripts produced by monks (e.g. <i>Lindisfarne Gospels</i>). • Answers might consider examples of religiously inspired sculpture (e.g. the Ruthwell and Bewcastle crosses). • Answers might consider Christian verse (e.g. <i>The Dream of the Rood</i>). • Answers might consider Christian elements in epic literature (<i>Beowulf</i>) and early polemical 	25	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <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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	<p>histories (Bede).</p> <ul style="list-style-type: none"> • Answers might consider developments in pendants and other decorative items found in Anglo-Saxon graves (e.g. cross symbolism; 'thread-boxes'). • Answers might consider objects serving liturgical functions in Christian ceremonies including crosses, reliquaries, chalices (accept continental examples thought to have been made by or derived from Anglo-Saxon artists). <p>In challenging the hypothesis in the question, it might be argued that Anglo-Saxon art and literature was not exclusively Christian or religious in character.</p> <ul style="list-style-type: none"> • Answers might consider the role of Anglo-Saxon art (e.g. poetry) as entertainment (e.g. story telling). • Answers might consider the role of Anglo-Saxon art as decorative (e.g. jewellery). • Answers might consider the role of art in asserting wealth and power. • Answers might consider the relative absence of religious motifs in much Anglo-Saxon art (e.g. metalwork). • Answers might consider the abstract nature of much Anglo-Saxon art, even when found in religious contexts (e.g. 'carpet-pages' in the <i>Lindisfarne Gospels</i>). • Answers might consider the pre-Christian Anglo-Saxon art and the survival of pre-Christian / pagan motifs and symbols in later art (e.g. gravegoods at Sutton Hoo; the Franks Casket). • Answers might consider the difficulty in ascribing a purely Christian inspiration to <i>Beowulf</i> 		

Question	Answer/Indicative content	Mark	Guidance
	which is rich in a pre-Christian hero tradition.		

APPENDIX 1 – this contains a generic mark scheme grid

	<i>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	Generic mark scheme for Section A, Question 1: Interpretation [30]
Level 6 26–30 marks	The answer has a very good focus on the question throughout. It has thorough and sustained evaluation of the interpretations, using detailed and accurate knowledge of the historical context and the wider historical debate around the issue, in order to produce a convincing and supported analysis of them in relation to the question.
Level 5 21–25 marks	The answer has a good focus on the question throughout. It has good evaluation of the interpretations, using relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce a supported analysis of them in relation to the question.
Level 4 16–20 marks	The answer is mostly focused on the question. It has evaluation of the interpretations based on generally relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce an analysis of them in relation to the question.
Level 3 11–15 marks	The answer is partially focused on the question. It has partial evaluation of the interpretations based on some knowledge of the historical context and the wider historical debate around the issue. There may be some use of information from one of the two interpretations to support the evaluation of the other, but the evaluation will not rely on this. There is a limited analysis of the interpretations in relation to the question.
Level 2 6–10 marks	The answer has a limited focus on the question. Parts of the answer are just description of the interpretations, with evaluation in relation to historical context and the wider historical debate around the issue being weak, and evaluation relying heavily on information drawn from the other interpretation. There is a very limited analysis of the interpretations in relation to the question.
Level 1 1–5 marks	The answer has some relevance to the topic, but not the specific question. The answer consists mostly of description of the interpretations with very limited evaluation based on very generalised knowledge of historical context and minimal or no reference to the wider historical debate. Analysis of the interpretations in relation to the question is either in the form of assertion or lacking.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

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

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