

GCE

History A

Y301/01: The Early Anglo-Saxons c.400–800

Advanced GCE

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.

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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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Annotations

| Annotation | Meaning of annotation |
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| 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 |
| E | Continuity/Change |

Subject Specific Marking Instructions

| Question | Answer/Indicative content | Mark | Guidance |
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| 1 | <p>Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of the nature of lordship in Anglo-Saxon England.</p> <p>In locating the Interpretations within the wider historical debate, answers might argue that Interpretation A identifies the intimidation and violence of individual warrior-lords as a principal factor in determining spheres of lordship in the early Anglo-Saxon period.</p> <p>In evaluating Interpretation A,</p> <ul style="list-style-type: none"> • Answers might argue that there is ample evidence for the warlike nature of early Anglo-Saxon society, both archaeological and historical. • Answers might argue that lordship is indicated by high-status burials from the period such as the Peak District barrow burials (7C) and the Swallowcliffe noble-woman's grave (7C). • Answers might argue that the 'concentration of resources in a few lucky hands' was the foundation of the emerging kingdoms and it is most evident in the spectacular ship burials of the period (notably Sutton Hoo). • Answers might argue that lordship was advanced by cooperation as well as conflict and examples of strategic marriages survive in the historical record. • Answers might argue that the principle of kinship, evident in, for example, early legal charters, was a vital element in determining spheres of lordship; the influential kin of Penda of Mercia could be mentioned as a good example. | 30 | <p>The indicative content lists features of the period studied that relate to the question set. Neither significance nor relative importance are attributed to the features listed. 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 |

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| | | <p>In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B identifies the rewards given by kings as a principal factor in determining spheres of lordship.</p> <p>In evaluating Interpretation B,</p> <ul style="list-style-type: none">• Answers might argue that the generosity of kings/lords was an essential element in the early Anglo-Saxon world and it is reflected in the surviving literature, notably <i>Beowulf</i>.• Answers might argue that evidence for royal endowments survives in contemporary charters such as those of Egbert II of Kent in 778 and 779.• Answers, with reference to examples (eg Mercia), might argue that as kingdoms became more established and absorbed neighbouring territories, the control of regions formerly controlled directly by kings became spheres of lordship for his kin and followers.• Answers might argue that peasants formed the basis of regional Anglo-Saxon society in which peasant obligations to a lord and the protection of peasants by a lord were fundamental principles. | | |
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| 2* | <p>'The early Anglo-Saxon kingdoms were disunited throughout the period from c.450 to 800.' How far do you agree?</p> <p>In supporting the hypothesis in the question, it might be argued that disunity defines the age better than unity.</p> <ul style="list-style-type: none"> • Answers might consider the history of political division of parts of Britain into a heptarchy of independent kingdoms. • Answers might consider the evidence of historical sources (eg Bede) of continuing warfare between Anglo-Saxon kingdoms throughout the period (e.g. Aethelbald's attacks on the West Saxons; Offa's campaigns in Kent and Sussex). • Answers might consider the ethnic distinctions between the early Anglo-Saxon kingdoms. • Answers might consider religious divisions such as pagan and Christian ones in the seventh century, and between the Roman Church and the Celtic Church thereafter. <p>In challenging the hypothesis in the question, it might be argued that unity defines the age better than disunity.</p> <ul style="list-style-type: none"> • Answers might consider the unifying effects of certain acts of diplomacy such as Offa's marriage alliances with Wessex and Northumbria. • Answers might consider the unifying effect of conversion to Christianity of Anglo-Saxon kings in the seventh century. • Answers might consider the extent of unity within the kingdoms in relation to, for example, the place of written law in strengthening Mercian government and the authority of Mercia's kings. • Answers might consider the shrinking of the heptarchy and the expansion of kingdoms (notably Mercia and Offa's domination of the Midlands and the South as far as Kent). | <p>25</p> <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>Neither significance nor relative importance are attributed to the features listed.</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>3*</p> | <p>‘Between c.400 and 800 the most important turning point in the development of the Christian Church in Britain and Ireland was the Synod of Whitby (664).’ How far do you agree?</p> <p>In supporting the hypothesis in the question, it might be argued that the synod was the single most important episode in the Romanisation of the Church in Britain.</p> <ul style="list-style-type: none"> • Answers might consider the importance of the Synod in promoting liturgical conformity. • Answers might consider the importance of the Synod in consolidating relations between the Church and Rome. • Answers might consider the importance of the Synod as a force of unification among the various peoples and kingdoms of Britain. • Answers might consider the Synod as being, despite its limited impact in the first instance, an important episode in paving the way for future relations abroad, notably in Alcuin’s residency at the court of Charlemagne. <p>In challenging the hypothesis in the question, it might be argued that the Synod had a limited impact and a range of other ‘turning points’ can be identified.</p> <ul style="list-style-type: none"> • Answers might consider Augustine’s mission and the conversion of English kings in the seventh century; some might contrast the partial conversion of Raedwald with the full Christianisation of his successors. • Answers might consider the development of monasticism and key events, notably the founding of the community at Iona by Columba in 563. • Answers might consider the fifth century Christian missions to the North associated with | <p>25</p> <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>Neither significance nor relative importance are attributed to the features listed.</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>4*</p> | | <p>Ninian in c.400 and the Gallic bishops Germanus and Lupus in 429, and the special place of St Patrick in the history of the Church in Ireland in the mid-fifth century.</p> <ul style="list-style-type: none"> • Answers might consider the arrival of Theodore in Canterbury in 669 who helped transform the English Church. • Answers might consider the limited impact of the Synod and the continuing influence of the Celtic Church in Britain. <p>Assess the impact of the Anglo-Saxons upon culture in Britain and Ireland between c.400 and 800.</p> <p>In discussing the extent of impact of the Anglo-Saxons, it might be argued that those areas that came under their control experienced considerable cultural change.</p> <ul style="list-style-type: none"> • Answers might consider the negative impact of the Germanic paganism upon fledging British Christianity. • Answers might consider the introduction of distinct forms of Germanic design in fields such as architecture (notably <i>grubenhäuser</i>) and clothing. • Answers might consider the literary achievements of the Anglo-Saxons, notably <i>Beowulf</i>. • Answers might consider developments in education and learning and the intellectual and philosophical achievements of Anglo-Saxons such as Bede and Alcuin. • Answers might consider the expression of Anglo-Saxon artistic traditions in such masterpieces of early medieval illumination as the <i>Book of Durrow</i>, | <p>25</p> | <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>and the quality of Anglo-Saxon craftsmanship evident in the artefacts found in graves.</p> <p>In discussing the limited impact of the Anglo-Saxons, it might be argued that those areas not taken over were relatively unaffected and in those that were aspects of British culture survived.</p> <ul style="list-style-type: none"> • Answers might consider the survival of the Celtic Church throughout the period and the growth of the Roman Church in the seventh century. • Answers might consider the great literary and artistic achievements associated with the Celtic world rather than that of the Anglo-Saxons – e.g. Gildas, <i>Book of Kells</i>. • Answers might consider the evidence (e.g. archaeological) for cultural assimilation and survival of British culture in Anglo-Saxon contexts. • Answers might consider the cultural impact of conflict e.g. the alleged slaughter of 200 Welsh monks by Aethelferth in 604; burning of Oundle monastery in early 8C. | | |
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APPENDIX 1 – this contains a generic mark scheme grid

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| | <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. |

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| | <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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