



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 2022**

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

<p>C</p>	<p>Continuity/Change</p>
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**12. Subject Specific Marking Instructions**



Question	Answer	Mark	Guidance
1	<p><b>Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of the development of Mercian supremacy in the reign of Athelbald.</b></p> <p><b>In locating the Interpretations within the wider historical debate,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might suggest</b> that Interpretation A argues that Mercian overlordship was extended across all of the Southumbrian kingdoms in Athelbald's reign.</li> </ul> <p><b>In evaluating Interpretation A,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that this view is valid as Athelbald's reign was indeed exceptionally long, lasting 41 years (716 to 757) – significantly longer (by at least 10 years) than all his predecessors – during which time Mercian power extended in the south (maybe including London and Middlesex).</li> <li>• <b>Answers might argue that</b> Interpretation A is valid as Mercian power in this period is evident in the economic might of Mercia (e.g, increased amount of coinage in circulation; growth of markets/towns) and the political/ military might of Mercia (e.g. in the evidence of Tribal Hidage; in the building of dyke defences) – established in the reign of, or, at least, building on the achievements of, Athelbald.</li> <li>• <b>Answers might argue that</b> Interpretation A is valid as three successive archbishops of Canterbury in Athelbald's reign were of Mercian origin - Tatwine, Nothelm and Cuthbert.</li> <li>• <b>Answers might argue that</b> Interpretation A is not valid as it does not consider the difficulties inherent in taking Bede's testimony as reliable historical</li> </ul>	30	<p>The indicative content lists features of the period studied that relate to the question set.  <b>Neither significance nor relative importance are attributed to the features listed.</b></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"> <li>• No set answer is required.</li> <li>• 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</li> <li>• To be valid, judgements must be supported by relevant and accurate material</li> <li>• 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 the descriptions in the levels mark scheme.</li> </ul>

		<p>evidence.</p> <ul style="list-style-type: none"> <li>• <b>Answers might argue that</b> Interpretation A is not valid as it ignores issues such as continuing resistance to Mercian overlordship, including the revolt of King Cuthred of Wessex (740-756), and resistance to Athelbald's overlordship within his own kingdom, leading to revolt and his death in 757.</li> </ul> <p><b>In locating the Interpretations within the wider historical debate,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue that</b> Interpretation B argues that, under Athelbald, Mercian supremacy across the Southumbrian kingdoms was relatively limited.</li> </ul> <p><b>In evaluating Interpretation B,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> it is valid as charters most frequently titled Athelbald as simply 'king of the Mercians'.</li> <li>• <b>Answers might argue that</b> Interpretation B is valid as the kings of Kent continued to grant land in their own names without reference to the consent or witness of the Mercian king.</li> <li>• <b>Answers might argue that</b> Interpretation B is valid as Athelbald's own involvement was indirect, consisting chiefly of grants to religious houses in Kent, either of toll exemptions or of land outside Kent.</li> <li>• <b>Answers might argue that</b> Interpretation B is valid as it highlights the inadequacies of Bede's <i>History</i> which provides no useful detail regarding Athelbald's power.</li> </ul>		
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2	<p><b>'The extent of the power of early Anglo-Saxon kings did not significantly increase in the period c.400-800.'</b> How far do you agree?</p> <p><b>In supporting the hypothesis that the power of early Anglo-Saxon kings did not greatly increase,</b></p> <ul style="list-style-type: none"> <li>• <b>It might be argued</b> that England still comprised a patchwork of kingdoms in c.800, much as it was in c.600.</li> <li>• <b>Answers might argue</b> that the aspirations of kings throughout the period were constrained by the strength of their neighbours and potential opponents and that the heptarchy remained more or less intact, the vulnerability of which would be revealed by the Viking invasions of the ninth century.</li> <li>• <b>Answers might consider</b> that kings did not have standing armies and their power was always both made and constrained by principles such as that of kinship and the ability to bestow gifts.</li> <li>• <b>Answers might consider</b> the Church as a force to be reckoned with and one that might undermine as well as enhance the power of kings.</li> <li>• <b>Answers might consider</b> the difficulty faced by kings (e.g. Offa) of establishing the principle of hereditary monarchy in the period.</li> </ul> <p><b>In challenging the hypothesis that the power of early Anglo-Saxon kings did not significantly increase,</b></p> <ul style="list-style-type: none"> <li>• <b>It might be argued</b> that by c.800 five or six kingdoms with the characteristics of states had emerged.</li> <li>• <b>Answers might consider that</b> this is evident in the development of high status, presumably royal, burials such as those at Sutton Hoo.</li> <li>• <b>Answers might consider</b> that the power and wealth</li> </ul>	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><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></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"> <li>• No set answer is expected.</li> <li>• At higher levels answers might establish criteria against which to judge.</li> <li>• To be valid judgments must be supported by relevant and accurate material.</li> <li>• 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.</li> </ul>
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		<p>of kings and kingdoms is evident in the building of royal halls (e.g. Yeavering; Northampton) and the development of political and economic centres of power (e.g. Winchester).</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the evidence for overkingship and the histories of the ascendancy of the Northumbrian, Mercian and West Saxon kings.</li> <li>• <b>Answers might consider</b> the significance of royally sanctioned coinage.</li> <li>• <b>Answers might consider</b> the importance of the building of dykes and forts as evidence for the developing power of kings.</li> <li>• <b>Answers might consider</b> Christianisation and the place of the Church in the development of the power of kings at home and abroad.</li> </ul>		
3		<p><b>‘In the period c.400-800 the Roman Church had a greater impact upon Britain and Ireland than the Celtic Church.’ How far do you agree?</b></p> <p><b>In supporting the hypothesis that the Roman Church had the greater impact,</b></p> <ul style="list-style-type: none"> <li>• <b>It might be argued that</b> by the end of the period the Roman was the principal faith in Anglo-Saxon England.</li> <li>• <b>Answers might consider</b> the impact of Augustine’s Mission (597) upon the conversion to Christianity of Anglo-Saxon England.</li> <li>• <b>Answers might argue</b> that the Synod of Whitby (664) represented the final triumph of the Roman Church over the Celtic Church in England.</li> <li>• <b>Answers might argue</b> that Rome had a great impact upon the creation of English law-codes from the seventh century.</li> </ul>	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><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></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"> <li>• No set answer is expected.</li> <li>• At higher levels answers might establish criteria against which to judge.</li> <li>• To be valid judgments must be supported by relevant and accurate material.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that adherence to Rome was a vital element in the development of political relationships between Britain and continental Europe.</li> </ul> <p><b>In challenging the hypothesis that the Roman Church had the greater impact,</b></p> <ul style="list-style-type: none"> <li>• <b>It might be argued</b> that the Celtic Church remained highly influential, even dominant in parts of Britain (notably Ireland), throughout the period.</li> <li>• <b>Answers might argue that</b> the Celtic Church maintained Christianity in Britain in the fifth and sixth centuries.</li> <li>• <b>Answers might consider</b> British monasticism in the period owed a great deal to Celtic foundations at such places as Iona, Whitby and Lindisfarne.</li> <li>• <b>Answers might consider</b> the influence of the Celtic Church and its monasteries upon the growth of literacy in early medieval Britain.</li> <li>• <b>Answers might consider</b> the importance of the cults of British missionaries and saints (e.g. Patrick, Cuthbert, Oswald) in the development of the Church and British kingdoms in the fifth and sixth centuries.</li> </ul>		it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.
4		<p><b>To what extent was there social and economic progress in Britain and Ireland in the period c.400-800?</b></p> <p><b>In supporting the hypothesis that there was social and economic progress,</b></p> <ul style="list-style-type: none"> <li>• <b>It might be argued</b> that there was significant expansion, from the 670s, of internal and external trade.</li> <li>• <b>Answers might consider</b> the introduction in the late sixth century of systematic coinage and its</li> </ul>	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><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></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>

		<p>implications regarding commerce and taxation/tribute.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the proliferation of new settlements, particularly in those areas occupied by Anglo-Saxons.</li> <li>• <b>Answers might consider</b> the growth of towns (e.g. Winchester) and ‘-wic’ emporia (e.g. Ipswich, Southampton).</li> <li>• <b>Answers might consider</b> the evidence for the increasing concentration of wealth in elite hands (e.g. with reference to Tintagel or Sutton Hoo).</li> </ul> <p><b>In supporting the hypothesis that there was limited social and economic progress,</b></p> <ul style="list-style-type: none"> <li>• <b>It might be argued</b> that life and work for the majority was unchanged.</li> <li>• <b>Answers might argue</b> that farming remained the principal economic activity throughout the period and that most people lived on the land (as opposed to towns).</li> <li>• <b>Answers might argue</b> that social conditions remained poor throughout the period (poor nutrition, high infant mortality, short lives etc.)</li> <li>• <b>Answers might argue</b> that the fundamental social structure (lordship, families, kinship) did not change and that it remained stratified, hierarchical and paternalistic.</li> </ul>		<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels answers might establish criteria against which to judge.</li> <li>• To be valid judgments must be supported by relevant and accurate material.</li> <li>• 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.</li> </ul>
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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>
	<b>Generic mark scheme for Section A, Question 1: Interpretation [30]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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>
	<b>Generic mark scheme for Section B, Questions 2, 3 and 4: Essay [25]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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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