



General Certificate of Education

AS History 1041

Unit 2: HIS2E

Absolutist States: The Reign of Peter the Great of Russia, 1682–1725

Mark Scheme

2009 examination - June series

This mark scheme uses the [new numbering system](#) which is being introduced for examinations from June 2010

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the operational exams.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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Generic Introduction for AS

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level candidates. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses candidates' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how candidates have demonstrated their abilities in the Assessment Objectives. Candidates who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Candidates who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Candidates who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which candidates meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a candidate performing at the highest AS level is already well prepared for the demands of A2.

CRITERIA FOR MARKING GCE HISTORY:

AS EXAMINATION PAPERS

General Guidance for Examiners (to accompany Level Descriptors)

Deciding on a level and the award of marks within a level

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that candidates might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other candidates' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Candidates should never be doubly penalised. If a candidate with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a candidate with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- Appropriate references to historical interpretation and debate
- The conclusion

Specimen Mark Scheme for examinations in June 2010 onwards

GCE AS History Unit 2: Historical Issues: Periods of Change

HIS2E: The Reign of Peter the Great of Russia, 1682–1725

Question 1

01 Use **Sources A** and **B** and your own knowledge.

Explain how far the views in **Source B** differ from those in **Source A** in relation to Russian motives for fighting the Turks during Peter the Great's reign. (12 marks)

Target: AO2(a)

Levels Mark Scheme

- | | | |
|------------|--|--------------|
| | Nothing written worthy of credit. | 0 |
| L1: | Answers will either briefly paraphrase/describe the content of the two sources or identify simple comparison(s) between the sources. Skills of written communication will be weak. | 1-2 |
| L2: | Responses will compare the views expressed in the two sources and identify some differences and/or similarities. There may be some limited own knowledge. Answers will be coherent but weakly expressed. | 3-6 |
| L3: | Responses will compare the views expressed in the two sources, identifying differences and similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed. | 7-9 |
| L4 | Responses will make a developed comparison between the views expressed in the two sources and will apply own knowledge to evaluate and to demonstrate a good contextual understanding. Answers will, for the most part, show good skills of written communication. | 10-12 |

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Candidates will need to identify differences between the views of the two sources, for example:

In Source B there is a strong religious emphasis given to Russian motives. Peter refers to the Turks attacking 'the faith' (Orthodoxy), seizing Holy Christian sites and destroying religious property. Peter promises aid to the Balkan Christians. In contrast, Source A does not mention religion and focuses much more on personal, political and strategic motives. A restless Tsar wanted to use his energies and test his army. Russia needed a warm water port, and therefore secure access to the Black Sea. There was a danger that if Peter did nothing, he would lose the alliance of the Poles, and increase Russia's isolation.

To address 'how far' candidates should also indicate some similarity between the sources, for example, in Source A the Tatar raids are highlighted as a regular and major problem to Russian security. Likewise Source B gives Turkish incursions as a reason for Peter's 'crusade'. Candidates will need to apply their own knowledge of context to explain these differences. The difference in the date of the two sources is noteworthy. Source A concerns the earlier period of Peter's reign. The Turkish Empire was still very powerful, despite its recent defeat outside Vienna. Soon afterwards, in 1685, the Poles were heavily beaten by the Turks and in consequence made an alliance with Russia. But in return Russia had to agree to declare war on Turkey, the Khan of the Crimea – an abrupt change in Russian foreign policy. Russia did fear the Crimean Tatars, Muslim descendants of the Mongols. They periodically raided Russian and Ukrainian lands, despite tribute paid by the Tsar to the Khan. The Russians had already attacked in 1687 in an attempt to snuff out the problem at its source in the Crimea. Peter could not feel secure until he too acted against the Turks through their Tatar vassals.

Source B concerns a very different situation. In 1711 Peter was very much in control of Russia. In 1710 Peter's truce with Turkey had lasted 10 years, and he had been fighting the Swedish War. In 1709, fleeing Poltava, Charles and the Cossack rebel Mazeppa entered Turkish territory. Charles stayed and conspired to bring Turkey into war against Russia in order to resurrect his own fortunes. In November 1710, Turkey declared war on Russia. Peter, confident after his recent successes against the Swedes, accepted the challenge of war and planned boldly to take his army into the Balkans and possibly threaten Constantinople itself. He was long used to appeals from Orthodox Christians in the Balkans (Serbs, Montenegrins, Moldavians etc.) but had previously been wary of breaking his 1700 truce with the Ottomans. Now he saw the means of stirring up the Balkan peoples, aiding the Russian attack, and hence the proclamation in Source B. Although the war was really forced, Peter was ready to accept the challenge at the time.

In making a judgement about the degree of difference, candidates may comment on the fact that one source is primary and one secondary, but the most important factor is the context of the two campaigns against the Turks, in different circumstances and at different times. Candidates could also comment on the purpose of Source B – it is designed to gain support for his attack on the Turks.

Question 1**02** Use **Sources A, B and C** and your own knowledge.

How successful was Peter the Great in making Russia a great European power by 1725? (24 marks)

*Target: AO1(b), AO2(a), AO2(b)***Levels Mark Scheme**

- Nothing written worthy of credit. **0**
- L1:** Answers may be based on sources or on own knowledge alone, or they may comprise an undeveloped mixture of the two. They may contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers may be based on sources or on own knowledge alone, or they may contain a mixture of the two. They may be almost entirely descriptive with few explicit links to the focus of the question. Alternatively, they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question using evidence from **both** the sources **and** own knowledge. They will provide some assessment backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence from the sources and own knowledge, and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence from the sources and own knowledge, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Relevant material from the sources would include:

Source A is about Peter's motives in attacking the Turks, but it clearly indicates what Peter would need to achieve if Russia were to become a great power: a warm water port, security in the South, and possibly a satisfied ally (Poland).

Source B, by Peter, expresses concern about helping fellow Christians facing Muslim persecution. However, his main concern at the time was to defeat the Turks who had recently declared war on Russia as part of their support for the Swedish King who had sought refuge on their territory. Peter talks of his 'great empire', and presents the war as a religious crusade that is part of his objective to make Russia a great European power.

Source C, concerning the situation towards the end of Peter's reign, presents a very different scenario. Peter had been trying to achieve his ambition of making Russia a great European power. He had failed to do so on his Southern frontiers, but he had defeated Sweden and got his foothold on the Baltic. Russia no longer had a serious 'Polish problem', and he had secured some dynastic alliances albeit with minor players. By the end of his reign there was recognition from other states in Europe that the balance of power had changed and that Russia was now a state that needed to be involved in European affairs.

Own knowledge should flesh out the sources. Factors suggesting that Peter the Great was successful in making Russia a great European power might include:

- the Russian victory over Sweden at Poltava in the Ukraine in 1709 effectively solved the Polish issue, since it destroyed the Swedish party in Poland. Augustus II was restored to the Polish throne in 1710
- Russia seized Sweden's eastern Baltic provinces of Viborg, Reval and Riga
- Russia had become an important power in the Baltic replacing Sweden and had to be taken seriously by other European powers
- Russia had over 20 permanent embassies by the end of Peter's reign
- Peter was able to make some dynastic alliances with European alliances.

Factors suggesting that Peter was not successful in making Russia a great European power might include:

- Peter was not able to make the strategic alliances he wanted. He was uncomfortable with diplomacy. The treaty with France was limited
- the Ottoman Empire remained powerful and prevented Russia's access to the sea in the South
- Russia remained unimportant in comparison to other European powers; the War of Spanish Succession was a greater priority for most of Europe than the Great Northern War.

Candidates should recognise what Peter's foreign policy objectives were and what was needed to achieve the status of a great European power. This could include some domestic reform if it is made relevant to Russia's international position. They can then assess what was achieved by this criteria. Good answers may argue that Russia still had some way to go in achieving great European power status, or that Russia had become an important player on the European stage but there should be some recognition of the progress that was made during Peter's reign.

Question 2

- 03** Explain why, in 1703, Peter the Great began the construction of St. Petersburg. (12 marks)

Target: AO1(a), AO1(b)

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should include a range of reasons as why the construction of St. Petersburg was begun.

Candidates might include some of the following factors:

- Peter wanted to break Sweden's dominance of Baltic trade and gain better access to the Baltic than Russia had from existing ports like Archangel, for the export of Russian goods – he needed a commercial port as well as a naval base
- Peter's first thought was a fort to guard the mouth of the Neva and the site of St Petersburg was simply the first point that Peter reached on the coast
- Peter wanted to break with Muscovy – and Moscow held bad associations for Peter from the time of his insecure minority
- Peter wanted to assert his determination that Russia would be a modern, westernised power; a new city was part of Peter's ambition to 'civilise' Russians, especially the nobility. St Petersburg would be a symbol of the modern Russian state Peter was trying to create

- Peter wanted somewhere where he could try out the techniques he had learned in Western Europe, especially in the construction of a naval base, and a new city would be the best place to do this
- Peter wanted to imitate or surpass the buildings of Western monarchs such as Louis XIV of France.

To reach higher levels, candidates will need to show the interrelationship of the reasons given. For example, they might link Peter's aims to westernise Russia, with his bad childhood experiences in Moscow or they might link Peter's aims to both westernise and modernise Russia.

Question 2

- 04** 'The most important motive behind Peter the Great's policy of Westernisation was to strengthen his personal power.'
Explain why you agree or disagree with this view. (24 marks)

Target: AO1(a), AO1(b), AO2(b)

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Candidates should be able to make a judgement by balancing points which agree with the view that the most important motive for Peter the Great's policy of Westernisation was to strengthen his personal power against others which do not.

Points which agree that strengthening his personal power was Peter's most important motive for his policy of Westernisation might include:

- Peter's main concern early in his reign had to be his security as Russia's monarch. His minority was traumatic, and he might easily have been killed. He had to deal with treacherous relations, a nobility fighting its own factional disputes, and groups like the Streltsy with their own expectations of a Tsar. Increasing his power was certainly part of Peter's policy of Westernisation
- the building of St Petersburg gave Peter his 'window on the west' but also distanced him from the factions and traditionalists in Moscow
- many of the models on which Peter based his reforms were western and did attempt to strengthen his personal position, e.g. the Church, central and local government, the table of ranks.

Points which disagree that strengthening his personal power was Peter the Great's most important motive for his policy of Westernisation – other motives might include:

- Peter's enthusiasm for western ideas and methods demonstrating innate interest
- the superficial nature of some of the reforms – dress, the calendar etc
- Westernisation was above all a method of strengthening Russia so that it could develop successfully, learn from the West and then compete with it. Westernisation was more directed by the need to modernise rather than for political strength
- Westernisation was an attempt to overcome traditional weaknesses such as Russian dependence on primitive agriculture and limited industry; few towns; relying on the export of raw materials; lack of a navy; lack of accessible ports; reliance on foreign expertise.

Good answers may conclude that Peter's policies are difficult to disassociate from his need for personal power.

A good, balanced answer is likely to be one which will examine the motives for Westernisation (with its various connotations), and Peter's own advancement and control over Russia, and determine the degree to which they were closely linked. It is perfectly possible for candidates to argue that Peter's motives for Westernisation were not solely, or even mainly, designed to strengthen his personal position, but that they did have this effect in some areas.

Question 3**05** Explain why Peter the Great reformed the Russian Orthodox Church. (12 marks)*Target: AO1(a), AO1(b)***Levels Mark Scheme**

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should include a range of reasons as to why Peter reformed the Church. Candidates might include some of the following reasons:

- it is likely that he resented its power as a potential rival authority – Peter did not appoint a successor to the Patriarch who died in 1700. It might well be a source of potential opposition, and Peter was intent on absolute power – Patriarchs had often obstructed Tsars in the past. Having the Church on his side would immeasurably increase his authority, especially over ordinary God-fearing Russians who would listen to the clergy
- the Church was traditionally conservative and at odds with the spirit of Peter's policy of Westernisation, however superficial the latter might be in some respects. Peter believed in God but was a rationalist at heart
- the Church was very wealthy and could be a valuable source of revenue
- there was corruption in the Church as in all Russian institutions
- Peter probably also had a genuine interest in reforming the Church, which had been riven with the problem of the Old Believers, who had split from the main Church in response to Patriarch Nikon's ritual reforms. This split had helped to paralyse the

government of Moscow before Peter's reign. Peter initially tolerated the Old Believers, but he had reservations about particular groups like monks, and he was hostile to some other religious groups like the Jesuits

- Peter believed strongly that the Church should not just be a spiritual body, but must have a practical use in society, especially to teach, and Peter wanted a more educated clergy for this task.

To reach higher levels, candidates will need to show the interrelationship of the reasons. For example, they might argue that Peter wanted to enhance his own authority and limit potential opposition from the Church because of his broader desire to modernise Russia. Or candidates could argue that Peter's desire to modernise and Westernise Russia were the main motives for reform.

Question 3

- 06** 'State control over the Church was the most important factor in ensuring loyalty to Peter the Great's regime.'
Explain why you agree or disagree with this view. (24 marks)

Target: AO1(a), AO1(b), AO2(b)

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating

well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary.

22-24

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Candidates should be able to make a judgement by balancing points which agree with the view that state control over the Church was the most important factor in ensuring loyalty to Peter the Great's regime against others which do not.

Points which agree that state control over the Church was the most important factor in ensuring loyalty to Peter the Great's regime might include:

- not replacing the Patriarch immediately in 1700 and instead creating a temporary guardian, who did not have all the powers of the Patriarch, certainly increased Peter's personal authority, since it left him with no major rival. The 1721 Ecclesiastical Regulation made the Church an arm of the government, with the Holy Synod acting as a ministry of religion organised in the same way as the other colleges of civil government. The Chief Procurator replaced the Patriarch so there was no longer a separate focus for power
- State control over the Church meant that Peter gained control of the Church's wealth and its organisation. The Church's wealth helped to finance other of Peter's reforms which helped ensure loyalty
- small monasteries were closed and turned into parish schools; those that survived were placed under the Monastery Office. There were a number of attempts to produce an educated clergy: training schools for priests were set up and priests were expected to study history, geography, arithmetic, geometry and physics
- Peter certainly subordinated the Church to the state. Importantly, however, Peter was careful not to tamper with ritual and dogma, which would have brought more protest. Peter established the modern Russian tradition whereby the Orthodox Church concerned itself with spiritual, personal matters and did not stand up to the state. Priests had to swear loyalty to the Tsar. Peter probably would not have attempted all the modernising policies he did without neutralising the Church first. Although some clergy protested against their new, reduced status, Peter was spared a major religious revolt against his rule.

Points which disagree that state control over the Church was the most important factor in ensuring loyalty to Peter the Great's regime might include:

- administrative reform at central and local government level
- his economic and financial reforms
- his ruthless handling of opposition like the Streltsy
- the prestige gained through successes in foreign policy.

Good answers may conclude that the Church reforms were more a case of neutralising a potential rival institution rather than something which positively encouraged support for Peter's regime, and that the other factors were more important. Candidates may also question the level of loyalty Peter was shown. However, it should not be forgotten that the Church reforms, even though not totally effective, were possibly the longest-lasting of Peter's reforms, and had the

Church issue not been addressed, Peter's other policies might have been much more difficult to implement.

A good, balanced, analytical answer should certainly evaluate Peter's religious policy against the other factors, and reach a substantiated judgement for the highest levels.