



**General Certificate of Education
June 2012**

AS History 1041

HIS2E

Unit 2E

**The Reign of Peter the Great of Russia,
1682–1725**

Final

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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 students. 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 students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Students 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. Students 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 students 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 student 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 students 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 students' 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*. Students should never be doubly penalised. If a student 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 student 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

June 2012

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 Peter the Great's rule. (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 students 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 levels scheme.

Students will need to identify differences between the views of the two sources. For example:

- Source A highlights problems that existed in Russia at the end of Peter's reign whereas Source B talks of the 'heroic achievement' performed by Peter to improve Russia
- Source A says Russia is in a state of 'chaos' at Peter's death whereas Source B states that Peter was the 'greatest leader in history'
- Source A argues that 'speedy correction' is needed to improve Russia after Peter's rule whereas Source B implies Peter reformed Russia to bring it out of its previous 'sad condition'

- Source A blames Peter for the 'wretched' condition of the peasants and comments that they might return from flight when they hear of Peter's death whereas Source B implies that Peter understood that the Russian people had the 'strength' to make the necessary sacrifices.

Students will need to apply their own knowledge of context to explain these differences. They might, for example, refer to:

- the desire of Peter to emulate the West which led to reform
- the need for Russia to introduce reform quickly to fight the Great Northern War
- the impact of specific policies such as the Poll Tax
- problems in the later years of Peter's reign – harvest failures, famine etc that may have prompted the complaints made in Source A.

To address 'how far', students should also indicate some similarity between the sources. For example:

- Source A concentrates largely on the bad condition of the people and whilst Source B perceives Peter as a great ruler it does recognise that there were 'sacrifices' made by the Russian people
- also implications in Source A of achievements by Peter, e.g. reference to 'our great army', fleet plus the implication of sacrifice at least by the peasantry.

In making a judgement about the degree of difference, students may conclude that Peter wanted to make great changes to Russia but this was often at a cost to his people. Those who had concerns about his rule might try and persuade a new ruler to make changes. Moreover, views about his rule can differ depending on whether this cost was considered worthwhile for the results.

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

How far was Russia changed during the reign of Peter the Great? (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 students 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.

Students should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question.

Students should use the sources as evidence in their answer.

Relevant material from the sources would include:

Source A

- the effect on peasants
- the development of the army and navy
- the fact that any reform was incomplete and there were still problems in areas such as commerce and justice.

Source B

- the 'genius' of Peter, 'the great deeds' and 'heroic feats',
- the backward nature of Russia at the beginning of his reign.

Source C

- turning point for the Church
- spectacular industrial advances
- but no change to social structure and kept parts of Russian admin.

From students' own knowledge:

The sources provide much guidance on the areas students could refer to so own knowledge might be developing and/or expanding on the information contained in the sources. Students should not be expected to necessarily refer to all of the areas referred to in the sources; they may choose to develop a couple of areas in detail or produce a more wide ranging answer with less development. Either approach is acceptable and should be credited.

Factors suggesting that there was great change might include:

- military reforms/creation of the navy
- involvement with and contact with the West
- reforms such as the college system or the Table of Ranks
- students might give details of the reforms of the Church or industry developing Lee's arguments

Factors suggesting that change was limited might include:

- some continuation of policies started earlier – Western influences under Sophia
- superficial nature of some reforms – cultural etc only affected some
- the failure of some reforms i.e. admin
- students might give detail of a lack of change in social structure/government developing Lee's arguments.

Question 2

03 Explain why Peter the Great undertook the Pruth campaign in 1711. (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 students 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 the Great embarked on the Pruth campaign in 1711.

Students might include some of the following factors:

- Peter feared a recurrence of a Turkish conflict
- the Turks had declared war in 1710 and in early 1711 began a series of Tartar raids between the middle Dneiper and the upper Don
- Charles XII of Sweden had fled there after the Battle of Poltava; Charles wanted to reverse his losses with the help of the Turks and the Turks had refused Peter's request to expel Charles
- after his success at Poltava, Peter was confident of easy victory
- Peter was concerned that Ottoman attacks could stir up further trouble with the Cossacks especially after the devastation wrought by the Great Northern War
- Peter had received appeals from Orthodox groups in the region and declared himself the 'liberator of the Balkan Christians'

- Peter still wanted access to the Black Sea given the limits of the Azov campaign.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might show how the Tartar raids both worried Peter but also enabled him to declare himself as 'liberator' or they might put the campaign in the context of the Great Northern War: i.e. Peter's confidence after victory at Poltava and his desire to stop Charles gaining an alliance with the Turks which might change the balance of the war.

Question 2

04 'Peter the Great failed to gain access to the Black Sea for Russia because of his own mistakes.'

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 students 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.

Students should be able to make a judgement by balancing evidence which supports the view given against that which does not.

Evidence which agree(s) might include:

- the premature declaration of war in 1695 and subsequent failure in the 1st Azov campaign
- the limits of the 2nd Azov campaign
- Peter's mistakes during the Pruth Campaign
- embarking on the Pruth campaign in the middle of the Great Northern War
- the perilous position of Peter after Pruth meant that Peter was unlikely to resume war against the Turks
- strategic mistakes in both campaigns.

Evidence which disagree(s) might include:

- the weaknesses of the army and lack of navy Peter inherited which limited early success
- the failure to gain allies against the Turks in the Great Embassy and a lack of uprisings from Balkan Christians during the Pruth campaign
- poor intelligence which led to failures in the Pruth campaign
- the prioritisation of the Great Northern War and access to the Baltic Sea
- geographical problems
- the relative strength of the Ottoman Empire.

Good answers are likely to/may conclude that although access to the Black Sea and war with the Turks was Peter's initial foreign policy objective, this was overtaken in importance by the Great Northern War against Sweden. Thus access to the Black Sea was less of a priority than access to the Baltic and whilst Peter's mistakes might have contributed to the failure of individual campaigns there was no concerted effort in this area for much of his reign.

Question 3

- 05** Explain why, in 1698, Peter the Great ordered the abolition of the Streltsy regiments. (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 students 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 ordered the abolition of the Streltsy in 1698.

Students might include some of the following factors:

- Peter perceived the Streltsy as old-fashioned, inefficient, and unnecessary after his military reforms
- the Streltsy had not performed well in the Azov campaigns which cemented Peter's attitude
- the Streltsy were opposed to modernisation and westernisation and were hostile to the reforms Peter wanted to make
- Peter had witnessed the Streltsy murdering members of his family as a child
- the Streltsy had proved a threat to the power of the Tsar and to Peter in particular – rebellions in 1682, 1698
- students might explain the particular circumstances in 1698 – having to end his Great Embassy early in order to deal with their uprising

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might explain how the traditional nature of the Streltsy made them resistant to western innovation. This exacerbated Peter's suspicion of them, caused by witnessing the 1682 rebellion as a child; these suspicions were seemingly proved correct by their actions in 1698.

Question 3

- 06** 'The most serious opposition to the rule of Peter the Great after 1698 came from Tsarevich Alexis.'
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 students 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.

Students should be able to make a judgement by balancing points which agree and disagree with the view that Tsarevich Alexis was the biggest threat to Peter after 1698.

Points/factors/evidence which agree(s) might include:

- as the male heir, Alexis was the focus of those discontented with Peter's rule
- Alexis was at best uninterested in Peter's reforms, and at worst opposed to them
- Alexis had some support from members of the church and some of the old traditional nobility
- when Alexis fled to Vienna, Peter feared he would gain foreign support.

Points/factors/evidence which disagree(s) might include:

- there was little evidence of a conspiracy surrounding Alexis and Peter was able to suppress it easily
- rebellions in Astrakhan and the Cossack uprising could be seen as more dangerous especially taking place in the context of the Great Northern War
- students might argue that passive resistance and opposition was most damaging as it prevented Peter from achieving all his goals.

Good answers are likely to/may conclude that whilst other rebellions might have been more dangerous Peter certainly perceived Alexis as a great threat, if not to Peter's life then to his legacy as he feared that if Alexis succeeded him then he would undo the Petrine reforms.

Converting marks into UMS marks

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator: www.aqa.org.uk/umsconversion