



## **General Certificate of Education**

# **History 1041**

## *Specification*

### **Unit HIS2E**

# **Report on the Examination**

## *2010 examination – June series*

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## Unit HIS2E

### Unit 2E: The Reign of Peter the Great of Russia, 1682–1725

#### Question 1

- 01** Most candidates were able to pick out differences between the two sources although some candidates found it more difficult to find any similarity. Candidates were able to bring some own knowledge about Russian attitudes, particularly Russian xenophobia but candidates are reminded that they should use this knowledge to help develop the comparison. Some answers consisted of a summary of Source A followed by sometimes huge swathes of own knowledge, followed then by a summary of Source B. In some of these instances the own knowledge was not always helpful as candidates sometimes forgot to make comparative points and comparisons were sometimes only implicit. The best answers were able to use their contextual understanding to start to explain the similarities and differences: Peter was voicing frustration or indeed trying to encourage more positive attitudes to the west in order to achieve his objectives.
- 02** Some candidates were able to show impressive levels of knowledge about Peter's westernisation policies and link these successfully to the demands of war. Weaker answers wrote generally about reforms rather than specifically selecting example of western reforms. A few answers just described either the Great Embassy and /or the battles of Narva and Poltava and made only a few links to the focus of the question. All of the sources could be used in answering this question and the best answers integrated these well with their own knowledge. It was pleasing to note that the vast majority of candidates did refer to sources in their answer though there were a very few who did not and so were limited to Level 2. Answers which either relied on the sources wholly or structured their answers through a summary and expansion of each source tended to lack range and/or depth as few exemplified how war affected the reforms that took place. The best answers showed judgement, by, for example, noting how the demands of war eased over the course of Peter's reign.

#### Question 2

- 03** Most candidates were able to identify some reasons why the Streltsy rebelled in 1698 and many candidates reached Level 3 by providing a range of reasons with some developed support. A few candidates mixed this rebellion up with the one that took place in 1692; credit was given if they made points valid to the later rebellion such as factional disputes but candidates needed to be aware of the specific issues which existed in 1698 in order to reach the higher levels. The best answers were able to link or prioritise their reasons, however candidates must support this judgement rather than just stating it if they are to reach the highest marks.
- 04** Candidates approached this question either by examining groups in Russia that opposed Peter and/or the rebellions and revolts that took place during his reign. Either approach was acceptable as long as candidates were able to support their arguments. Most candidates realised that the focus of the question was after 1698 and did not spend time discussing the Streltsy revolt of 1698; those that discussed the aftermath of this rebellion and argued that the severity which Peter showed in dealing with the rebels limited further opposition were credited but lacked range unless they went onto discuss later events.

Weaker answers tended to describe policies which were unpopular. Better answers discussed the seriousness of the opposition as well as identifying it and were able to come to judgements based on the context in which the rebellions took place and/or the perceptions of the severity of the opposition.

### **Question 3**

This question was probably slightly less popular than Question 2 but seemed to be a preference for some centres.

- 05** Most candidates were able to identify some reasons why the Table of Ranks was introduced in 1722. Weaker answers tended to make very general points about Peter wanting people to work their way up the ranks. Better answers were more precise, recognising that the Table was introduced specifically to encourage the nobility to serve the state; they provided a range of reasons and supported their explanations. Some candidates argued that the Table of Ranks was introduced to assist in the Great Northern War and whilst candidates who pointed out the emphasis on military and naval advancement were credited, candidates are encouraged to have a secure chronology of the events of Peter's reign to avoid this type of error.
- 06** Some candidates who did this question found it hard to identify policies which affected the nobility in any way and instead just picked out some domestic reforms that they had knowledge about and made general assertive statements about whether or not they benefitted the nobility. Better answers were able to identify specific policies – for example, the Table of Ranks, educational and cultural reforms, Single Inheritance, government, changes in serfdom etc and produce supported answers which met the demands of the question. (These policies are exemplars only and any areas of change that candidates could identify and assess were credited.) These answers sometimes differentiated between the effects on different groups of nobles or the effects of different kinds of policies to show clear judgement.

### **Mark Ranges and Award of Grades**

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.