



**General Certificate of Education
June 2010**

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 meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting 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 candidates' 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.

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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

June 2010

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 attitudes to contact with the West. (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.

In Source A, Peter is discussing the influx of foreigners into Russia whereas in Source B the emphasis is on Russians going abroad to learn ‘western’ ideas.

In Source A, Peter identifies two types of his people; one group who recognise that Russia could learn a great deal from the foreigners he has encouraged, and another group who are resistant to change and reform. Source B is much more positive; Pavlov-Sil’vanskii claims that Russia was ‘swept with a desire to become acquainted with western life’.

In Source A Peter's own attitude is one of pragmatism – he sees that the use of foreign ideas will improve Russia. However, Source B argues that although Peter's desire for contact with the west, began with clear practical purposes, this developed into a broader recognition of the benefits.

However, there are also some similarities between the sources. Although Pavlov-Sil'kovskii emphasises a positive attitude to the west, he does make the point that some Russians went abroad on the Tsar's orders or through state service rather than personal choice. And whilst Peter berates his 'foolhardy and wicked' subjects who reject foreign ideas, he recognises that some Russians were more accepting.

Candidates could develop these points using their own knowledge. Whilst Peter's reign did see a greater exchange of people and ideas with the West, this was often because of the Tsar's urging. Nobles who went abroad could rise higher so their 'personal choice' was affected by the climate of reform that Peter instigated. Acceptance of 'western ideas' was superficial in many ways. Candidates could also make the point that Peter's comments at the time reflect his frustration in the slow nature of making the changes in Russian society he was attempting.

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

How far were Peter's Westernisation policies driven by the needs of war? (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.

Sources:

In **Source A**, Peter is clear that he wants to introduce western ideas into Russia to improve the state. He argues that the aid of foreigners was necessary to help Russia against its enemies.

Source B makes the point that initially Peter sent Russians to the west in order to learn sea faring techniques. His creation of a Russian navy was important in his success in the Great Northern War. However, it also points out that Peter came to recognise broader cultural benefits to contact with the West.

Source C identifies the needs of war – lack of resources, poor military provision, administrative disorganisation. It argues that this speeded up the pace of reforms. However, it also makes the point that Peter had started westernisation reforms before the outbreak of the Great Northern War and had been inspired by the Great Embassy.

Own Knowledge

Candidates can use their own knowledge to both support and refute the premise that westernisation was driven by the demands of war. Some western reforms, particularly the cultural ones (beards, fashion, etc) had little to do with the war. However, the use of foreigners in industrial and economic reform, the reform of the army, the creation of the navy etc. were clearly responses to the demands of war.

Good answers may conclude that Peter wanted to introduce elements of westernisation into Russia but that war both increased the pace of these reforms and meant that their nature was geared towards the weaknesses Russia was shown to have by the pressures of war.

Question 2**03** Explain why the Streltsy rebelled in 1698. (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.

There are a number of reasons that the Streltsy rebelled in 1698:

- the Streltsy had been successful in their rebellion of 1682. This demonstrated the influence they had traditionally enjoyed
- Peter was away on the Great Embassy at this time so there was a vacuum of authority
- there were rumours during Peter's absence that Peter would reject Muscovite traditions on his return and that he had turned his back on the Orthodox Church. The Streltsy were concerned about some of the reforms that Peter was introducing. In their eyes Peter did not fulfil traditional ideas of Tsardom
- Ivan had died in 1694 making Peter sole Tsar, which allowed Peter to implement reforms with no check
- Peter had humiliated the Streltsy, for example they always took the part of the losing side in his war games
- the battles at Azov had showed Peter that his inherited regiments, such as the Streltsy, were not as good as his new regiments. Following this the Streltsy found themselves in unfamiliar roles such as building fortifications and garrisoning the town rather than

marching back to Moscow in triumph. Not returning to Moscow also meant that the Streltsy had lost their traditional role of guarding Moscow

- the final trigger was a decree which would have dispersed the Streltsy companies into garrisons in towns around Moscow and the Polish-Lithianium border.

These could be linked together or prioritised. For example, Peter's treatment of the Streltsy after the Azov campaign was seen a particularly insulting given the Streltsy's traditional role and influence. The fact that Peter was now in sole control exacerbated the fears of the Streltsy about Peter's reforms.

Question 2

- 04** 'Peter the Great faced little serious opposition to his rule after 1698.'
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.

This question examines Peter's reign after the successful quelling of the revolt of the Streltsy in 1698 so candidates are not expected to include material on this rebellion. Reference to the threat of foreign powers must be put into the context of opposition to Peter's rule to be relevant.

Evidence that there was little serious opposition to Peter's rule after 1698 may include:

- the reform of the Russian Church and the abolition of the Patriarch meant there was no alternative spiritual power
- the Streltsy's role as 'policeman' was undertaken by the new Secret Office of Preobrazhenskoe who also had jurisdiction over "treason by word or deed" which was dealt with harshly preventing opposition from becoming serious
- Peter's ability to put down the rebellions in Astrachan, the Bashkirs and the rebellion of the Cossacks
- Peter's success in extinguishing Alexis as a focus for discontent
- the failure of these uprisings to gain foreign support
- Peter's ability to implement the reforms he wanted.

Evidence that there was some serious opposition to Peter's rule after 1698 may include:

- the perceived threat of Alexis
- the rebellion of the Cossacks in 1707, the revolt of Astrachan in 1705, the uprising of the Bashkirs in 1708 especially in context of an ongoing war
- the limits to Peter's reforms because of the reluctance of his people to engage with them.

A valid approach may be to assess the level of opposition to Peter's rule by groups in society such as the Church, the peasantry, the nobility. However, answers should assess this opposition rather than just describe it.

Good answers may conclude that resistance is different to opposition and whilst there was some opposition this did not prove to be a serious threat; more problematic was the reluctance of many Russians to engage with his reforms, which while it posed no threat to Peter, did limit the implementation of his reforms.

Question 3

05 Explain why Peter the Great introduced the Table of Ranks in 1722. (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.

There are a number of reasons why Peter introduced the Table of Ranks:

- it was part of his broader aim to modernise Russia
- he wanted to strengthen concepts of state service in Russia and make the nobility useful
- it strengthened his own personal power
- it was an example of his modelling reforms in Russia on other European states, in this case on Prussia
- he wanted to introduce elements of meritocracy into Russia
- it established equity in terms of type of state service – i.e. between traditional forms of service and the modern forms of service that Peter wanted to support.

These should be prioritised or linked together. For example, this introduction of meritocracy was pragmatic rather than principled and Peter's main objective was to modernise Russia. Enforcing state service on the nobility and providing inducements in the Table of Ranks was a method of achieving this. Equally answers may prioritise, for example, arguing that modernisation was the main aim; that this is reflected in all areas of Peter's reforms and that the

Table of Ranks was Peter's attempt to modernise the relationship between the nobility and the state.

Question 3

- 06** 'The nobility benefited from Peter the Great's domestic reforms.'
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**
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- 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.

Evidence that supports the statement that Peter's reforms mainly benefited the nobility may include:

- even after the introduction of the Table of Ranks the higher echelons of the Table were dominated by the traditional nobility

- the nobility became a more unified class following the ending of the distinction between those nobles who held their estates as a condition for service and those estates that were wholly inherited
- Peter's reforms such as the introduction of the Poll Tax strengthened the grip that the nobility had over their serfs
- Peter also gave state serfs to the nobility in large numbers – 44000 between 1682 and 1710 in return for service.

Evidence that refutes the statement that Peter's reforms mainly benefited the nobility may include:

- the nobility resented the 'state service' that they were now expected to undertake
- elements of meritocracy were apparent under Peter and some of his closest advisers were 'commoners' – such as Menshikov
- the Boyar Duma was replaced by the Senate undermining a traditional forum where the nobility advised the Tsar. The Boyars declined in number and whereas they had been the highest noble group they ceased to be distinct or influential
- the nobility resented the move from Moscow to St. Petersburg
- many of the nobility were unhappy with the cultural changes and were particularly resistant to Peter's attempts to enforce education and the changes made to inheritance law.

Good answers may conclude that although many nobles resented the imposition of service to the state, Peter offered powerful inducements to get them to accept; there was a great deal of continuity in their status, and that they certainly fared better than the peasantry.