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AS

# History

Paper 1E Russia in the Age of Absolutism and Enlightenment, 1682–1725  
Additional Specimen Mark scheme

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Version: 1.0

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Mark schemes are prepared by the Lead Assessment Writer 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 associates 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 associate understands and applies it in the same correct way. As preparation for standardisation each associate 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, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

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 from [aqa.org.uk](http://aqa.org.uk)

## AS History Paper 1 Specimen Mark Scheme

### 1E Russia in the Age of Absolutism and Enlightenment, 1682–1725

#### Section A

- |          |          |   |                   |
|----------|----------|---|-------------------|
| <b>0</b> | <b>1</b> | With reference to these extracts and your understanding of the historical context, which of these two extracts provides the more convincing interpretation of Peter the Great's impact on Russia? | <b>[25 marks]</b> |
|----------|----------|---|-------------------|

*Target: AO3*

*Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.*

#### Generic Mark Scheme

- |            |   |              |
|------------|---|--------------|
| <b>L5:</b> | Answers will display a good understanding of the interpretations given in the extracts. They will evaluate the extracts thoroughly in order to provide a well-substantiated judgement on which offers the more convincing interpretation. The response demonstrates a very good understanding of context.   | <b>21-25</b> |
| <b>L4:</b> | Answers will display a good understanding of the interpretations given in the extracts. There will be sufficient comment to provide a supported conclusion as to which offers the more convincing interpretation. However, not all comments will be well-substantiated, and judgements may be limited. The response demonstrates a good understanding of context. | <b>16-20</b> |
| <b>L3:</b> | The answer will show a reasonable understanding of the interpretations given in the extracts. Comments as to which offers the more convincing interpretation will be partial and/or thinly supported. The response demonstrates an understanding of context.  | <b>11-15</b> |
| <b>L2:</b> | The answer will show some partial understanding of the interpretations given in the extracts. There will be some undeveloped comment in relation to the question. The response demonstrates some understanding of context.  | <b>6-10</b>  |
| <b>L1:</b> | The answer will show a little understanding of the interpretations given in the extracts. There will be only unsupported, vague or generalist comment in relation to the question. The response demonstrates limited understanding of context.  | <b>1-5</b>   |
|            | Nothing worthy of credit.   | <b>0</b>     |

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**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.**

In responding to this question, students may choose to respond to each extract in turn, or to adopt a more comparative approach to individual arguments. Either approach could be equally valid, and what follows is indicative of the evaluation which may be relevant.

Students must assess the extent to which the interpretations are convincing by drawing on contextual knowledge to corroborate or challenge.

**Extract A: In their identification of Anderson's argument, students may refer to the following:**

- Peter the Great was more evolutionary than revolutionary
- the speed of the change was the key element of Peter's impact
- change would have occurred anyway.

**In their assessment of the extent to which the arguments are convincing, students may refer to the following:**

- westernisation occurring under his predecessors i.e. Sophia
- traditional Russian foreign policy objectives in the north and south i.e. during Sophia's regency
- the problems in Russia i.e. vastness/corruption etc that meant reform was necessary
- the limits to Peter's changes – in terms of effectiveness, resistance, longevity etc
- the extent and reach of westernisation under Peter was much greater than under his predecessors
- the creation of the navy and the importance of a warm water port did adjust the focus of foreign policy under Peter
- the reform of the Church was a fundamental change both in religious administration and political governance
- the extent and speed of change means that the changes were revolutionary in context.

**Extract B: In their identification of Hughes' argument, students may refer to the following:**

- Peter was the catalyst for change
- the actual nature of the changes was revolutionary, at least to contemporaries.

**In their assessment of the extent to which the arguments are convincing, students may refer to the following:**

- Peter's behaviour which was different from previous tsars i.e. Great Embassy which helped to fuel the rhetoric about Peter and his image both in Russia and abroad
- fundamental reforms such as to the Church or the creation of the navy which might have appeared revolutionary
- the extent and speed of change that meant to contemporaries his reforms appeared revolutionary

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- differences between Peter and his predecessors which were in style rather than substance
  - westernisation occurring under his predecessors including Sophia
  - traditional Russian policy objectives in the north and south that Peter's policies followed
  - the limits to Peter's changes – resistance, effectiveness
  - the lack of longevity to some of his reforms.

Students may show that both extracts acknowledge that the impact that Peter had on Russia was great. They may identify that Extract B argues that Peter was revolutionary to contemporaries whereas Extract A assesses the impact in hindsight. Which extract they argue is more convincing may be determined by whether they see speed as revolutionary in itself.

**Section B**

- |          |          |
|----------|----------|
| <b>0</b> | <b>2</b> |
|----------|----------|
- 'Peter the Great's westernisation reforms were driven by the demands of war.'

Explain why you agree or disagree with this view.

**[25 marks]**

*Target: AO1*

*Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

**Generic Mark Scheme**

- |            |  |              |
|------------|--|--------------|
| <b>L5:</b> | Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement.   | <b>21-25</b> |
| <b>L4:</b> | Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated.   | <b>16-20</b> |
| <b>L3:</b> | The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question.   | <b>11-15</b> |
| <b>L2:</b> | The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. | <b>6-10</b>  |
| <b>L1:</b> | The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment.   | <b>1-5</b>   |
|            | Nothing worthy of credit.  | <b>0</b>     |

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**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.

**Arguments supporting the view that Peter the Great's westernisation reforms were driven by war might include:**

- the use of foreigners and western techniques and weapons in the army and navy
- the dire straits Russia was in between Narva and Poltava that meant all resources were directed towards the war effort
- the ad hoc financial and economic reforms to pay for war
- the building of St Petersburg as a strategic site
- Peter's personal interests.

**Arguments challenging the view that Peter the Great's westernisation reforms were driven by war might include:**

- Peter's interest in the west from childhood
- the influence of the Great Embassy
- western reforms which were not geared towards the war effort – culture etc
- later reforms once the Great Northern War was largely won – religion/colleges etc.

Answers may or may not conclude that Peter's westernisation reforms were driven by war but good answers are likely to recognise that war was a significant influence and at certain points, when Russia was most under threat i.e. between Narva and Poltava it did have a greater significance.

- 0 3** 'The Streltsy were the most serious opposition that Peter the Great faced during his reign.'

Explain why you agree or disagree with this view.

**[25 marks]**

*Target: AO1*

*Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

### Generic Mark Scheme

- L5:** Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21-25**
- L4:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**



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**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.

**Arguments supporting the view that the Streltsy were the most serious opposition Peter the Great faced might include:**

- their rejection of his reforms, particularly in the military
- the revolt in 1682: the subsequent joint tsarship & the regency of Sophia
- the revolt in 1698 and its consequences
- their involvement in Astrakhan
- Peter's attitude towards the Streltsy.

**Arguments challenging the view that the Streltsy were the most serious opposition Peter the Great faced might include:**

- other revolts: Don Cossacks; Bashkir
- Tsaravich Alexis and the suspected coup of 1718
- opposition and criticism from the Church and nobility
- passive resistance.

Answers may or may not conclude that the Streltsy was the most serious opposition and this may partly be determined in how they measure the seriousness. The Streltsy were extremely dangerous in terms of armed resistance; however, students may argue that the potential of Alexis was more serious; or equally validly, that the impact of passive resistance means that it was the most serious.