

AS

History

Russia in the Age of Absolutism and Enlightenment, 1682–1796

Component 1E Peter the Great and Russia, 1682–1725

Mark scheme

June 2016

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.

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June 2016

Russia in the Age of Absolutism and Enlightenment, 1682–1796

AS History Component 1E Peter the Great and Russia, 1682–1725

Section A

- 01** With reference to these extracts and your understanding of the historical context, which of these two extracts provides the more convincing interpretation of Russian economic growth in the years 1701 to 1725? **[25 marks]**

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

- L5:** 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. **21-25**
- L4:** 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. **16-20**
- L3:** 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. **11-15**
- L2:** 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. **6-10**
- L1:** 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. **1-5**
- Nothing worthy of credit. **0**

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 Troyat’s argument, students may refer to the following:

- the success of Peter the Great in improving the Russian economy
- that this success happened despite the pressures of war
- the development of industry and agriculture; improvements in trade; increased revenue from taxation which supported economic growth
- what the improvements to the Russian economy and finances meant – the army, navy, construction projects.

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

- developments in industry and agriculture: iron works, new industries such as cloth and hemp, silk, crystal and their success/failure; scythes, selective breeding and their success/failure
- increased trade, especially in raw materials, and the creation of a new commercial class
- assessment of the success of construction projects: St Petersburg, canals, roads.

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

- the limited success of Peter the Great in improving the Russian economy and finances
- increases in production, factories, trade
- remaining problems: lack of enterprise, reliance on foreigners, under development of towns,
- economic improvement relied on increasing the burden placed on the population which then limited further economic growth.

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

- examples of new production – factories, iron works, new industries such as cloth and hemp, silk, crystal and their success/failure
- examples of problems/limitations: the lack of interest from the nobility; the failure to create a middle-class
- the impact of serfdom on economic development.

Students may show that both extracts recognise that the Russian economy did grow during this period. They may identify that Extract A measures success by what Peter was able to achieve in the short-term, i.e. Peter was able to raise enough money and increase production sufficiently for his needs; whereas Extract B has a greater concentration on the limits of the reforms in failing to solve the long-term underlying problems. Which they feel is the best measure of success may influence their conclusion.

Section B

02 ‘The most important impact of westernisation by 1707 was on the Russian nobility.’

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**

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 suggesting that the most important impact of westernisation by 1707 was on the Russian nobility might include:

- cultural changes: dress, beards, the position of women, manners, language, St. Petersburg
- the attempt to introduce meritocracy: education, reforms in Russia and the sending of nobles abroad
- the lack of western reform for serfs: i.e. the extension rather than abolition of serfdom.

Arguments challenging the view that the most important impact of westernisation by 1707 was on the Russian nobility might include:

- the ability of the nobility to ignore/circumvent Peter's reforms
- that westernisation policies affected institutions more than society: the army, navy, Church; administrative and government structures.
- the impact of westernisation on other sections of society, even if indirectly i.e. the use of serfs to introduce westernisation i.e. in the building of St Petersburg; the clergy,

Students may or may not argue that the main impact of westernisation was on Russian nobility in this period. They may note that the cultural changes affected mainly the Russian nobility, but in the short-term this was a less important part of westernisation. The impact on the military overall was greater, particularly in the context of the Great Northern War and that the impact of cultural reform, beyond the superficial, and in particular the widening gulf between the nobility and the peasants, would take longer to be felt.

03 ‘Peter the Great’s foreign policy after 1707 had made Russia a European power by 1725.’

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**

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 suggesting that Peter the Great's foreign policy made Russia a European power in the years 1707 to 1725 might include:

- success in the Great Northern War: dominance of the Baltic; replacing Sweden as the pre-eminent power of North Eastern Europe; the terms of the Treaty of Nystadt
- Russia's military and naval power in this period, particularly the change over this period
- diplomatic relations including dynastic marriages and embassies.

Arguments challenging the view that Peter the Great's foreign policy made Russia a European power in the years 1707 to 1725 might include:

- failure to solve the Turkish border problem (Pruth)
- limitations of diplomatic position: minor alliances i.e. Mecklenburg; lack of military treaties with other great powers, i.e. 1717 treaty with France
- the difficulty in bringing the Great Northern War to an end i.e. unable to provide the 'knock-out' blow
- comparison with the more recognised great powers i.e. Britain and France.

Answers may provide balance by arguing that other policies were more important in making Russia a European power and where these comments are relevant and convincing, they will be given credit.

Answers may or may not conclude that Peter the Great's foreign policy did make Russia a European power in this period; this may depend on how they define European power. Whatever they conclude they should recognise the progress made under Peter the Great.