
AS-LEVEL

History

Unit HIS2E: The Reign of Peter the Great of Russia, 1682–1725

Mark scheme

1041

June 2015

Version 1: Final Mark Scheme

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

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 2015

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 St Petersburg. **[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 says that St Petersburg was described as a 'paradise', 'heaven', 'Eden' whereas Source B says that it was marshy, infertile and evil
- Source A indicates that St Petersburg was an improvement on Moscow: 'its shadowy intrigue', 'its tiny windows' whereas Source B laments the leaving of Moscow: 'Alas! Peter left Moscow'; and Moscow being left to ruination.

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

- Peter's childhood which meant that he disliked Moscow
- Peter's interest in both the sea and the West – St Petersburg became his 'window on the West'
- the conservatism in Russia which meant that St Petersburg was imposed – forced moves to live there.

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

- both sources agree on the importance of St Petersburg both personally to Peter and as a symbol of his reform
- both sources recognise the cost to the Russian people.

In making a judgement about the degree of difference, students may conclude that whilst Peter's enthusiasm for St Petersburg was not shared by the Russian people, they could also see its symbolic importance for Peter's reign.

Question 1

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

How successful was Peter the Great in westernising Russia?

[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 building of St Petersburg as ‘a window on the west’
- the leaving behind of Moscow
- opening up of Russia to Western culture and technology.

Source B

- the leaving of Moscow and its ‘ancient customs’
- new trade and the navy
- but tone of source is against the change.

Source C

- shaving of beards, Western dress, women out of the terem, St Petersburg
- changes that last
- but conformity not conversion
- still long for Moscow
- only a westernised elite.

From students’ own knowledge:

For the statement:

- could develop the points in sources regarding dress and culture
- other western reforms which changed society: calendar; architecture; the Church; Table of Ranks
- young Russians visiting/being educated in the West.

Against:

- could develop the points from Source C about conformity, i.e. only in Peter’s presence
- very limited impact on serfs
- the continuation and strengthening of serfdom also made Russian society less Western.

Good answers are likely to conclude that Peter did create a westernised elite. Whilst some nobles did long for Moscow and revert to kaftans and beards outside of St Petersburg, there were others that embraced the changes and the fact that these changes were not abandoned after Peter’s death shows that they had become fairly widely accepted. However, this only affected the elite so in the long term this widened and entrenched the divisions between the nobility and serfs.

Question 2

03 Explain why the Treaty of Nystadt was signed in 1721. **[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 the Treaty of Nystadt was signed in 1721.

Students might include some of the following factors:

- suspicion of Russia's growing power after 1715 had led to an anti-Russian alliance which could prove dangerous for Russia
- Charles XII had died in 1718 and Sweden was internally less stable and was thus less able to continue a war and more dependent on her allies
- British interests in the Baltic and Hanover, especially after 1714, meant that she was putting pressure on Sweden to end the war
- Russia had threatened Sweden itself: the Aaland islands and launching landing parties to within a few kilometres of Stockholm which meant Sweden was willing to agree terms favourable to Russia.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might argue that Russia and Sweden both realised that a stalemate had been reached: Russia had gained all it could and Sweden would have to accept what it had lost. This coupled with international pressure meant peace was inevitable by 1721.

Question 2

- 04** 'Peter the Great's years of warfare had achieved little for Russia by 1725.'
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 that Peter the Great's years of warfare had achieved little for Russia by 1725.

Evidence which agree(s) might include:

- the strain of the years of warfare on the Russian people: taxes, conscription
- failure to gain anything from the conflict with the Turks
- the concentration on war that led to other chaotic/ad hoc domestic reform
- limited land gain for the years of warfare.

Evidence which disagree(s) might include:

- access to the Baltic
- Russia became a military power: a reformed army and the creation of a navy
- war drove domestic reform: e.g. government; education; finance; industry
- usurping Sweden as the dominant north European power
- international and diplomatic recognition.

Good answers are likely to/may conclude that whilst the physical gains for Russia in terms of land mass were not that great considering the bulk of Peter's reign was spent at war, what was achieved was considerable: Russia had become recognised as a European power in little more than a generation. Nevertheless whilst Russia gained international prestige, it was arguably at great cost to her people.

Question 3

05 Explain why the Poll Tax (soul tax) was introduced in 1718. **[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 the Poll Tax (soul tax) was introduced in 1718.

Students might include some of the following factors:

- he was influenced both by the taxation system in Sweden and also by the tax system he had seen in France in 1717
- to replace the Household Tax which was easier to avoid/evade, i.e. with temporary overcrowding/demolition of dwellings
- Peter believed it would be fairer: 'no more than is possible and no less than is proper'
- Peter's constant need to find ways to raise revenue especially to support the demands of the Great Northern War which was ongoing
- the register for the poll tax would make it harder to evade conscription
- the later years of Peter's reign show more systemic reform such as this, as the pressures of war eased.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might highlight Peter's aims both to make his tax collection more efficient and effective, and to raise extra finance for the demands of war.

Question 3

- 06** 'Peter the Great failed to solve Russia's financial and economic problems.'
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 with the view that Peter failed to solve Russia's economic problems against the view that his economic reforms were successful.

Russia's economic problems might be identified as the backwardness of trade and industry, the structure of society and attitudes to economic affairs; difficulties in the governance of Russia; and all in the context of the demands that Peter placed on the economy.

Evidence which agree(s) might include:

- the growth in the number of taxes and the need for extraordinary taxes to be levied every year shows that the financial system struggled to cope with the demands placed on it throughout Peter's reign
- he was always short of money: wages were sometimes delayed and in 1723 salaries were cut by 25%
- the inefficiency of both local and central government meant that Peter was unable to prevent evasion or corruption. It is estimated that about 30% of taxes did not reach the state treasury
- in addition, the poll tax which tied serfs to the land even more tightly, arguably hindered broader economic and industrial development, which in the long-term, could have raised the tax-raising base.

Evidence which disagree(s) might include:

- Peter introduced many new taxes – on cheese, cabbages, coffins etc. to raise money
- he raised money from the Church
- he encouraged the growth of industry and factories and was especially successful in promoting ironworks
- increase in trade/building of St Petersburg raised revenue
- Peter was able to fight his wars and build his infrastructure projects without borrowing money from overseas.

Good answers are likely to/may conclude that whilst Peter's reforms ensured there was sufficient money during his reign, the limits to his economic reforms shows that Russia's financial and economic problems were not wholly solved; the economy remained unbalanced and was put under immense strain by the demands of war.

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