

A-LEVEL HISTORY

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

1041
June 2014

Version 1.0: Final

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 2014

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 the threat to Peter the Great's reforms from Tsarevich Alexis. **[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 argues that Alexis becoming Tsar was a great threat to Peter's reforms whereas Source B says that 'not much would have changed' even if Alexis succeeded him
- Source A argues that Alexis would lead a conservative revolt against Peter's legacy whereas Source B says that Alexis was himself quite westernised.

- Source A says that Alexis was a threat even after renouncing the succession where as source B says Alexis did not have the energy or desire to be a threat.

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

- Peter's well-documented frustration with Alexis' attitude to his reforms which led to Peter's fear that they would be reversed
- Alexis' flight to Vienna and Peter's perception of a plot against him
- the 'evidence' given by Alexis' mistress that confirmed Peter's suspicion of a plot.

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

- both sources agree that Alexis was believed to be popular in Russia
- both sources agree that Alexis would have tempered Peter's reforms though to different degrees.

In making a judgement about the degree of difference, students may conclude that Source A concentrates on Peter's fears that his reforms would be undone by Alexis' succession whereas Source B recognises that these fears may have been exaggerated.

Question 1

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

How far was resistance to Westernisation the reason for opposition to Peter the Great?

[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

- supporting the focus: Alexis’ support from the Church; the fear that reforms such as ‘foreign customs’ would be ‘swept away’
- opposing the focus: other unpopular policies – ‘conscription, forced labour, increased taxes’.

Source B

- supporting the focus: not all of Peter’s reforms would have been carried through and some things would have slipped backward
- opposing the focus: a recognition that many of the nobility (like Alexis) had become westernised.

Source C

- supporting the focus: the conservative and xenophobic nature of Russia
- opposing the focus: other unpopular policies – lifetime service, crushing taxes, religion.

From students’ own knowledge:

Factors suggesting that opposition to Peter was based on resistance to westernisation might include:

- dislike of St Petersburg
- resistance to western innovations: nobles reverting to traditional dress etc. when Peter was away; peasants refusing to change to western agricultural techniques
- the influence of the Church
- the Streltsy revolts
- details of the support for Alexis.

Factors suggesting other reasons for opposition might include:

- the flight of peasants escaping forced labour and taxation
- other grievances of the Streltsy
- the grievances that lay behind the revolts in Astrakhan, the Bashkirs and the Don Cossacks – conscription, taxation, forced labour, religion.

Good answers are likely to/may conclude that because of the conservative nature of Russia, westernisation was a significant reason for opposition to Peter the Great. However, this was only part of the issue; the demands of war, the broader modernisation programme and the speed of change also created opposition.

Question 2

03 Explain why Peter the Great was able to defeat the Swedes at the Battle of Poltava in 1709. **[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 Peter the Great was able to defeat the Swedes at the Battle of Poltava in 1709.

Students might include some of the following factors:

- Russian military reforms: weapons; tactics
- Swedish under-estimation of Russia after Narva
- the Swedes getting cut off from their supplies
- Russia's scorched earth policies
- Charles XII's injury
- the harsh winter preceding the battle
- the failure of Mazeppa to support Charles.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might link Sweden under-estimating Russia after Narva with Charles XII's errors:

marching into Russia away from supply lines over winter; and/or a failure to recognise Russian military improvements since Narva; or the harsh winter combining with scorched earth policies to weaken the Swedish armies by the time of the battle.

Question 2

04 'Gaining access to the Baltic Sea was the most important result for Russia of the Great Northern War of 1700–1721.'

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 given against that which does not.

Evidence which agree(s) might include:

- access to the Baltic Sea enabled Peter to improve trade and contact with the West
- it enabled Peter to build St. Petersburg, his 'window on the west' which symbolised his reforming programme
- it allowed Peter to create a formidable navy
- it was one of Peter's major foreign policy aims.
- Failure to get access to Black Sea
- Candidates may argue that it was his greatest success personally

Evidence which disagree(s) might include:

- the reform of the army made Russia one of the most powerful military states
- the Great Northern War drove other domestic reforms in finance and government which modernised Russia
- defeating the Swedes meant that Russia was the predominant power in north eastern Europe
- Russia's success improved her diplomatic status in Europe.

Good answers are likely to/may conclude that access to the Baltic Sea was crucial to Russia and that it was this which enabled Russia to be taken seriously as a European power.

Question 3

05 Explain why Peter the Great reformed local government in Russia. **[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 Peter the Great reformed local government in Russia.

Students might include some of the following factors:

- the voevody were corrupt and inefficient
- the demands of the Great Northern War
- the need for efficient tax collection
- to cope with the flight of peasants
- later reforms were necessary because of the limitations of his first attempts at reform.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might link the demands of war with the need to improve tax collection and prevent peasants escaping conscription.

Question 3

- 06** 'Peter the Great's government reforms failed because of the poor quality of his officials.'
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's government reforms failed because of the quality of his officials.

Points/factors/evidence which agree(s) might include:

- the lack of training/education/experience that officials had at the beginning of Peter's reign
- Senators brawling; the build-up of cases; Peter having to install a Procurator General
- the colleges employing the same inefficient personnel of the Prikazy
- the difficulty of recruiting local administrators
- the limitations of the Table of Ranks in creating a meritocracy
- the tradition of corruption which Peter was unable to combat.

Points/factors/evidence which disagree(s) might include:

- Peter's interference and fear of him
- the transplantation of foreign institutions which did not necessarily suit Russia
- a lack of planning and constant change.
- Lack of support/revenue/focus
- Passive resistance

Good answers are likely to/may conclude that the lack of quality officials was an ongoing problem throughout Peter's reign but that this was exacerbated by constant reform and Peter's interference.

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