



**General Certificate of Education
January 2012**

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 students' 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 students' 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 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 to download from the AQA Website: www.aqa.org.uk

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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 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

January 2012

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 reasons why Russia was weak at the beginning of Peter the Great's reign. (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:

- in Source A Russia's isolation is because of the lack of military knowledge whereas as Source B recognises the powerful empires which surrounded Russia
- Source B recognises the geographical difficulties such as the frozen port of Archangel whereas Source A blames the Russians for not developing a navy
- Source B recognises the vast size of Russia which was under-populated as a problem whereas Source A criticises the lack of industrial and agricultural development.

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

- Russians are perceived to be responsible for the weaknesses of Russia in Source A in order to emphasise the role of Peter the Great as a revolutionary leader. Students may make reference to the historiographical debate but this should not be expected
- the examples given in Source A where previous Russia rulers had failed are areas which Peter subsequently reformed: the navy; industry; military knowledge; contact with the west
- students might develop the points in Source B explaining Russian suspicion of foreigners and its lack of diplomatic traditions.

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

- Russia was isolated geographically, politically, diplomatically, economically
- Russians tended to be resistant to change.

In making a judgement about the degree of difference, students may conclude that whilst both sources agree to an extent about the issues which Russia faced at the end of the seventeenth century, the difference is in the emphasis in Source A on the failure of previous Russian rulers to tackle these and the positive impact that Peter the Great had.

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

How far was Peter the Great able to improve Russia's position as a European power by 1725? (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**
Voltaire says that it was Peter who reversed Russia's position: 'At last Peter was born and Russia became a civilised state'. Source A also gives information regarding Russia's position when Peter came to the throne and student might refer to this when explaining how Russia's status increased.
- **Source B**
Again reference might be made from this source to Russia's position at the beginning of Peter's reign and how this changed: for example, the defeat of the Swedes under the Peter and subsequent control of the Baltic Sea which Russia gained.
- **Source C**
This source gives examples of the changed status of Russia: how it was both more feared and respected after Poltava; diplomatic and dynastic links. However, the source also argues that there were limitations to this increased status: limited treaties.

From students' own knowledge:

Factors suggesting Russia's status was raised might include:

- the Treaty of Nystadt, gain of Baltic provinces, Russian control of the Baltic, and Russia replacing Sweden as the most powerful Northern European power.
- details of the dynastic unions – Mecklenburg/Brunswick etc
- after Poltava, Russia received overtures from both sides in the War of Spanish Succession and Peter offered to be involved in the discussions preceding the Treaty of Utrecht
- Russia stated to be perceived as a threat by Britain both in the Baltic and to Hanover by the end of 1710s
- students might include some information about elements of domestic reform which enabled Russia's change in position. This will be credited if it is clearly linked to an assessment of a change in Russia's position in Europe – for example reforms which helped create a powerful navy/army. Mere description of such reforms will gain less credit.

Factors suggesting that Russia's position in Europe remained limited might include:

- dynastic unions with only minor German states
- Russia still not perceived as a suitable ally; French treaty very limited terms – no military terms
- Russia had to retreat from Mecklenburg and agree to terms of Treaty of Nystadt under British pressure
- limited headway made against the Ottoman Turks.

Good answers are likely to/may conclude that Peter did raise the importance and status of Russia within Europe quite significantly. However, this was from an extremely low base so Russia remained less important than other powers such as Britain and France. Nevertheless

this did become a springboard from which Russian international power could develop later in the century.

Question 2

03 Explain why Peter the Great introduced the Senate in 1711. (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 Senate was introduced in 1711.

Students might include some of the following factors:

- the catalyst for the introduction of the Senate was the Pruth Campaign as Peter was concerned that the government would not function in his absence
- the context of Peter modernising Russia and trying to make its structures more efficient, particularly during war
- Peter hoped the Senate would make revenue collection better telling the Senate that 'money is the artery of war'
- as an effective replacement for the Duma which had fallen into disuse
- strengthening Peter's absolute position as senate was appointed by the Tsar.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might explain how though the Pruth campaign initiated the reform the fact

that it remained a permanent institution after Peter's reform shows how it fitted into his more general modernisation programme.

Question 2

- 04** 'Peter the Great's reforms made the government of Russia effective.'
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 agrees might include:

- the improvements made by the replacement of the prikazy system by the colleges

- reforms of local administration
- increases in revenue
- reforms to the civil service and education to improve the quality of personnel.

Evidence which disagrees might include:

- problems which remained including: criticisms made of the Senate; high levels of corruption
- fear of Peter and the inertia this engendered
- resistance of the nobles to reforms
- the difficulties of using 'foreign' structures and foreigners in Russia
- the difficulties of administering such a large state and the limitations of local government reform
- a lack of planning and the ad hoc nature of much reform.

Good answers are likely to/may conclude that the government that Peter inherited was cumbersome and inefficient. Peter did strive to improve this, but his main consideration was always success in war which at certain points meant governmental reform tended to be ad hoc. Later reforms which were better planned such as the college system were more successful. Whilst there were improvements to the efficiency of government during Peter's reign he was unable to completely overcome some inherent problems such as the size of Russia which limited his attempts to root out corruption etc.

Question 3

- 05** Explain why the new capital city at St. Petersburg was unpopular with many people 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 the construction of St. Petersburg was unpopular.

Students might include some of the following factors:

- nobles forced to move to 'western' St. Petersburg – had to wear western clothing, build western houses (at own expense) etc.
- serfs forced to build St. Petersburg – many deaths. This use of manpower not popular with nobles either
- geographical factors – weather, marshland leading to flooding/disease
- Moscow neglected along with traditional Russian culture.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might comment on the dislike of westernising policies generally and that St. Petersburg symbolised this shift.

Question 3

- 06** 'Peter the Great never succeeded in westernising Russia.'
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**
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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.

Students should be able to make a judgement by balancing points which agree with the view that westernisation was only superficial.

Points/factors/evidence which agree might include:

- cultural westernisation – dress, beards etc only affected a minority of Russians

- much resistance to western innovation both from nobles (e.g. dress) and serfs (e.g. scythes) which was difficult to overcome
- social structures were largely unchanged especially serfdom
- students might comment on the decline of some 'western' innovations after Peter's death.

Points/factors/evidence which disagree might include:

- the college system which was based closely on Sweden became an inherent part of Russian administration
- greater contact between Russia and the west meant ideas and techniques were exchanged
- although the navy declined after Peter's death, western military reforms had helped lead Russia to success in the Great Northern War
- even cultural western reforms such as dress, calendar etc. were symbols of Russia's engagement with the west and some, like the end of women's seclusion, lasted
- economic development – iron; changes to Patriarchate; service nobility.

Good answers are likely to/may conclude that although not all of Peter's 'western' reforms were far-reaching or deeply embedded, Russia did not return to its previous insularity.

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