



AS History

7041/1E-Russia in the Age of Absolutism and Enlightenment, 1682–1796

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

Mark scheme

June 2018

Version/Stage: 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

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, i.e. if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Russia in the Age of Absolutism and Enlightenment, 1682–1796**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 the reasons for opposition to Peter the Great before 1707? **[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 Hughes's argument, students may refer to the following:

- opposition to Peter the Great was caused by modernisation that increased burdens on his people but this discontent was often justified by ideological arguments
- taxes and changes to the Streltsy's role was unpopular
- complaints were made about westernisation.

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

- the Streltsy: material discontent based on Peter's treatment; their loss of privilege, the preponderance of Old Believers in their ranks; their demands in 1689
- religious tension: Old Believers and the new faith; Peter's attitude and behaviour towards the Church and the Patriarch's response; resistance to Peter's western and modernising reforms
- Peter's policies: westernisation; cultural changes; increased taxes; service including conscription.

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

- opposition to Peter was due to dislike of his westernising policies
- the influence of foreigners: dislike of advisors; cultural reforms – dress, calendar, women
- abandonment of traditional Russian and orthodox behaviour: holy beards, Antichrist.

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

- traditional distaste of foreign influences: dislike of advisors – Lefort, Menshikov
- belief that his unorthodox behaviour meant that he was a changeling; response of the Patriarch
- material concerns shown in a number of revolts/rebellions: loss of privilege; tax and service demands.

In arriving at a judgement as to which extract provides the more convincing interpretation, students might recognise that many people in Russia were unhappy with Peter's reforms and that there were a variety of reasons for this. However, even where opposition was appeared to be based on dislike of the westernising reforms set out in Extract B, these tended to be underpinned by social and economic concerns better reflected in Extract A.

Section B

02 Peter the Great's domestic reforms were unplanned.'

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 domestic reforms were unplanned might include:

- Peter's early reforms tended to be reactive: after the Great Embassy; defeat at Azov 1695; defeat at Narva 1701
- many early reforms had to be revisited/consolidated later in his reign: Church reform; financial reform; government reform
- Peter's mode of working: disinterested before 1695; impatient, impulsive.

Arguments challenging the view that Peter the Great's domestic reforms were unplanned might include:

- Peter's reforms dated back to his long-term interests that developed in his childhood: military; western
- Peter's early experiences led to an over concentration on policies that enhanced his own position: religious reform; military reform
- events in his reign accelerated existing trends of reform rather than initiated it: Great Embassy/military defeat
- later reforms showed more evidence of planning and forethought: Table of Ranks; College Reform; Ecclesiastical Regulation.

Students are likely to agree that Peter's early reforms were largely unplanned in a strategic sense, although they tended to reflect long-standing interests. However, higher level answers may recognise that after the defeat at Azov in 1695, through the early part of the Great Northern War, the demands that fighting placed on Russia largely determined the nature and scope of reform. Later reforms showed more evidence of planning and students might see Poltava as a turning point.

03 'Peter the Great created an effective 'service state' in Russia.'

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 created an effective ‘service state’ in Russia might include:

- Service demanded of the nobility: educational; military and administrative involvement; Table of Ranks
- Service demanded of the serfs: projects using state serfs; Poll Tax; passports
- Service demanded of the Church: social role in schools and welfare; subordination to the State; role in suppressing dissidence.

Arguments challenging the view that that Peter the Great created an effective ‘service state’ in Russia might include:

- difficulties in imposing ukaz: the size of Russia, endemic corruption; incompetence of officials
- people’s ability to resist demands: inertia; passive resistance; flight – nobles on their estates, serfs across the Volga
- failure to effect cultural change: the failure of the Table of Ranks in practice to alter status or progression, superficial acceptance.

Peter did succeed in making service much more explicit, and extended the range and scope of service that was expected, at least in theory. However, difficulties in enforcing this and the abilities of people to resist meant that in practice the Service State was less successful. Higher level answers might differentiate and recognise that the loss of the Church’s independence meant that it had become part of the Service State by 1725 whilst the nobility, and to a lesser extent the serfs, were better able to resist.