



GCE

History A

Unit **Y240/01**: Russia 1645–1741

Advanced Subsidiary GCE **H105**

Mark Scheme for June 2016

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.















All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Simple comment
	Unclear
	View

1. Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix
2. Here is the mark scheme for this question paper.

Question	Answer/Indicative content	Mark	Guidance
1*	<p>How far was the Russia of 1696 a backward country?</p> <p>In arguing that it was backward</p> <ul style="list-style-type: none"> • Answers might consider economic backwardness, such as the role of serfdom, the ineffective three field system and the severity of famine. • Answers might consider the lack of a developed middle class and the impact on the economy that this had. • Answers might consider the isolation brought about by its focus on the Orthodox religion, rituals and tradition and the historical division with Western Christianity. • Answers might discuss foreign policy and the lack of foreign embassies; for instance the humiliations at the hands of the Swedes (1656-1661) and the Poles (Treaty of 1667). • Answers might consider the role of the Tsar and his boyars in controlling the country; for instance the role of the <i>zemsky sobor</i> and the <i>boyar дума</i>. <p>In arguing that it was progressing</p> <ul style="list-style-type: none"> • Answers might consider the successes of Alexei's foreign policy, for instance the recapture of Smolensk and Kiev, the influx of mercenaries and the expansion of diplomatic and cultural contacts. • Answers might consider the few Russians sympathetic to the West, for example Golitsyn. • Answers might consider the attempt to establish industry before Peter the Great, such as the fact 	30	<ul style="list-style-type: none"> • No set answer is expected • At Level 5 there will be judgement as to the extent it was backward. • At higher levels, answers might establish criteria against which to extent and 'backward'. • To be valid, judgements must be supported by relevant and accurate material. If not, they are assertions. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

Question	Answer/Indicative content	Mark	Guidance
	<p>that there were 20 private and state owned iron works in 1672.</p> <ul style="list-style-type: none"> • Answers might consider the victories at Azov in 1695-6. 		
2*	<p>‘Opposition to the rulers of Russia between 1645 and 1741 was ineffective.’ To what extent do you agree?</p> <p>In arguing that opposition was ineffective,</p> <ul style="list-style-type: none"> • Answers might consider the nobility, in that many of the them conformed to his reforms • Answers might consider the peasantry and the penalties imposed for defiance • Answers might consider the ineffective opposition shown by Alexei towards Peter • Answers might consider the streltsy revolts of 1682 and 1698 and Peter’s crushing of the latter. • Answers might consider opposition during the Great Northern War and the ineffectiveness of revolts in Astrakhan in 1705 and the Bashkir rebellion of 1707 • Answers might consider the economic impracticalities of disobeying Peter’s rule. • Answers might consider the whole period, up to 1741 and might include reference to ineffective opposition after the death of Peter, such as the lack of opposition towards Catherine or the role of the <i>Bironovshchina</i> under Anna. <p>In arguing that there was effective opposition,</p> <ul style="list-style-type: none"> • Answers might consider the fact that the seventeenth century is called the “rebellious century” and consider the Moscow revolt of 1648 and Stenka Razin’s uprising of 1670-71. 	30	<ul style="list-style-type: none"> • No set answer is expected • At Level 5 there will be judgement as to whether opposition was ineffective. • At higher levels, answers might establish criteria against which to judge if it was ineffective. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

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	<ul style="list-style-type: none"> • Answers might consider the fact that the Old Believers were granted land and some freedom under Peter's rule. • Answers might consider the fact that whilst the nobility in St Petersburg conformed to edicts, in the hinterlands, or when Peter was away, they openly defied him. • Answers might consider the tradition of peasant flight as an effective form of resistance. • Answers might consider the success of the streltsy revolt in 1682 or the Don Cossack revolt in 1707. • Answers might consider the term "effective" and assess whether opposition to Peter was effective as he deemed it a threat, such as Alexis. • Answers might consider the deposing of Ivan VI in 1741 as effective opposition from within the royal line. 		
3	<p>'Of all Peter's economic achievements, the growth of industry was the greatest. It opened up a new chapter in the economic history of the country.'</p> <p>Evaluate the strengths and limitations of this interpretation about the development of the Russian economy under Peter the Great, making references to other interpretations that you have studied.</p> <p>The historical debate centres around the success of Peter the Great's economic policy.</p> <p>In analysing and evaluating the strengths and limitations of the interpretation, alongside the main line of argument that it was due to industry, answers might consider the role of light industry, the impact of taxation</p>	20	<ul style="list-style-type: none"> • No set answer is expected. • Candidates must use their knowledge and understanding of the historical context and the wider historical debate surrounding the issue to analyse and evaluate the given interpretation. • Candidates must refer to at least one other interpretation. • The quality of analysis and the evaluation of the interpretation should be considered when assigning answers to a Level, not the quantity of other interpretations included in the answer. • Other interpretations considered as part of evaluation and analysis of the given interpretation do not need to be attributed to specific named historians, but they must be recognisable historical interpretations, rather than the candidate's own viewpoint.

Question	Answer/Indicative content	Mark	Guidance
	<p>and foreign loans and the role of transport. Answers may also challenge the interpretation by considering Peter's economic policy in context, judging it against previous policies and its long term effect.</p> <p>In analysing and evaluating the strengths of the given interpretation, answers might use knowledge and understanding of:</p> <ul style="list-style-type: none"> • the rise in production of iron, so that by Peter's death Russia was a net exporter and by the middle of the 18th century was the world's largest exporter. • the growth of the textile and leather industries and the continued prosperity of them after Peter's death. • the rise of foreign trade, especially in iron and copper. • the lack of foreign loans and the role of the College of Mining and Manufacture in providing start-up costs. • the increase of suitable transportation system such as the Neva-Volga canal and the canal around Lake Ladoga. <p>In analysing and evaluating the limitations of the given interpretation, answers might use knowledge and understanding of:</p> <ul style="list-style-type: none"> • The fact that industry had begun under Alexis, such as in Tula. • that light industry failed to develop at the same pace as heavy, due to a greater focus on industry required for war. • the poor quality of goods, such as wool and cloth. • that state control led to a lack of entrepreneurs and private enterprise, especially due to high taxation. 		<ul style="list-style-type: none"> • Answers may include more on strengths or more on limitations and there is no requirement for a 50/50 split in the evaluation, however, for Level 5 there should be well-supported evaluation of both, in line with Levels descriptors. Candidates are not required to construct their own interpretation.

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> • that some industries collapsed after Peter's death due to lack of military contracts, such as the silk industry. • the role of foreign craftsmen who failed to spread knowledge of their craft. • the issues with the canal system, e.g. the abandonment of the Volga-Don canal. • the lack of foreign trade with China and India. <p>Other interpretations that might be used in evaluation of the given interpretation are:</p> <ul style="list-style-type: none"> • Interpretations which acknowledge the success in industry, but which take a broader view, encompassing the fuller picture of the wider economic growth. • Interpretations that focus on the failures, such as in state control and the lack of independent entrepreneurs. • Interpretations that place great emphasis on foreign investment and craftsmen. • Interpretations that assess the extent of growth. 		

APPENDIX 1 – this contains the generic mark scheme grids

	<i>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.</i>
	Generic mark scheme for Section A, Questions 1 and 2: Essay [30]
Level 5 25–30 marks	There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
Level 4 19–24 marks	The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
Level 3 13–18 marks	The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
Level 2 7–12 marks	The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
Level 1 1–6 marks	The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis. Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

	<i>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	Generic mark scheme for Section B, Question 3: Interpretation [20]
Level 5 17–20 marks	The answer has a very good analysis of the interpretation. It uses detailed and relevant knowledge of the historical context and shows thorough understanding of the wider historical debate, in the form of detailed examination of other interpretations, in order to produce a well-supported evaluation of both the strengths and weaknesses of the given interpretation.
Level 4 13–16 marks	The answer has a good analysis of the interpretation. It uses relevant knowledge of the historical context and good understanding of the wider historical debate, in the form of examination of other interpretations, in order to produce a supported evaluation of both the strengths and weaknesses of the given interpretation.
Level 3 9–12 marks	The answer has a partial analysis of the interpretation. It uses some relevant knowledge of the historical context and shows partial understanding of the wider historical debate, in the form of reference to other interpretations, in order to evaluate the strengths and weaknesses of the given interpretation. The evaluation may be un-even with only limited treatment of either limitations or strengths, but both will be addressed.
Level 2 5–8 marks	The answer has a limited analysis of the interpretation. It uses generalised knowledge of the historical context and shows limited understanding of the wider historical debate, in the form of generalised reference to other interpretations, in order to produce a limited evaluation of the given interpretation. The evaluation may deal with either strengths or limitations in a very superficial way, or may only address limitations or strengths.
Level 1 1–4 marks	The answer has a very limited analysis of the interpretation which may be descriptive and relate more to the topic area than the detail of the interpretation. It uses very limited and generalised knowledge of the historical context and shows very limited or no understanding of the wider historical debate, with reference to other interpretations being implicit or lacking, in order to produce a very simplistic, asserted evaluation of the given interpretation.
0 marks	No evidence of understanding or reference to the interpretation.

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