



**General Certificate of Education
January 2013**

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 2013

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 Peter the Great's attitude to religion. (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 implies that Peter was a religious man who attended church even though he was busy with ruling the country whereas Source B says that his behaviour in, for example, the Drunken Assembly meant there were doubts over his beliefs
- Source A indicates that Peter encouraged his people to share his enthusiasm for religion whereas in Source B it says that some of his people viewed him as the Antichrist

- Source A says that Peter believed that 'he who forgets God works without profit' whereas in Source B it says he believed that the 'church should serve the state not vice versa'.

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

- traditional Muscovite beliefs about the role and behaviour of the Tsar which contrasted with Peter's beliefs and behaviour
- Peter's actions such as failing to replace the Patriarch
- Peter's interest in religion and frequent use of prayers etc.

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

- both sources agree that Peter was a regular attendee at church
- Source A does concede that sometimes Peter did allow the needs of the state to take precedence ('most pressing times') – which shows some agreement with the view in Source B that for Peter the church should serve the state.

In making a judgement about the degree of difference, students may conclude that whilst Peter supported the Orthodox Church, he was not uncritical of it and did not want religion to hinder his attempts to modernise Russia.

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

How far were the religious reforms of Peter the Great due to a desire to increase his own power?
(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

- this disagrees with the statement and indicates Peter was a religious man and wanted to improve the Church in Russia
- it says he wanted to encourage religion in his subjects
- Peter set an example to his people 'attend religious services', 'no one work on Sundays' etc.

Source B

- this agrees with the statement by saying that the Church should serve the state
- but also disagrees by saying Peter wanted to defend the Church and protect his people from superstition.

Source C

- it agrees by saying suspicious behaviour could be reported
- it agrees with the statement by showing how the Church was subsumed into the state
- but disagrees in that he wanted the clergy to have high standards to better perform their duties.

From students' own knowledge:

For the statement:

- could develop the points in Source C explaining how the lack of a patriarch removed potential opposition
- the Church was used to support war effort – church bells etc.
- priests had to be loyal to the Tsar and agree to report dissidents
- the Church had the potential to restrict his other reforms of westernisation and modernisation so he needed to nullify this threat.

Against:

- Peter was impressed by the organisation of the Church in Great Britain so his religious reforms could be seen as part of his westernisation
- he wanted the Church to be useful – which was why he targeted religious institutions such as monasteries
- part of his modernising reforms
- could develop points about his wish to root out superstition, i.e. Peter wanted to protect his people; for example from false 'miracles'
- the traditional Church represented Moscow and the previous insular nature of Russia.

Good answers are likely to conclude that Peter's reforms of modernisation are reflected in his religious reforms. However, by increasing his own power at the expense of the Church enabled these agendas in other areas. Students might argue that his reforms affecting the structures rather than the doctrines of the Church shows either his genuine wish to improve the Church or his desire to increase his own power.

Question 2

03 Explain why Peter the Great introduced the Beard Tax in 1705. (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 introduced the Beard Tax in 1705.

Students might include some of the following factors:

- to encourage Russians to follow western fashions and accept western culture
- on Peter's return from the Great Embassy he had shaved Boyars' beards himself but despite this, beards remained favoured by many and he hoped this new tax might discourage them further
- beards were symbolic of traditional conservative Muscovy and the Old Believers which Peter perceived as the enemies of his reform and/or the Streltsy who had rebelled against him
- to raise money for the Great Northern War – the period 1705–09 was the most desperate point of the war.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might argue that Peter's desire to westernise Russia underlay this decree: it

would both help raise money for the war which he hoped would provide his 'window on the west', encourage Russians to be more western and isolate conservative opponents to reform.

Question 2

- 04** 'Peter the Great's economic reforms solved Russia's financial 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 evidence which supports the view given against that which does not.

Evidence which agree(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.

Evidence which disagree(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.

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.

Question 3

05 Explain why Peter the Great reformed the Russian army. (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 reformed the Russian army.

Students might include some of the following factors:

- Peter's interest in military affairs from boyhood when he raised his own regiments
- Peter's suspicion of traditional regiments such as the Streltsy
- Russian defeats – against the Turks under Golitsyn in 1687 and 1689; the failure of the 1st campaign at Azov; the defeat at Narva
- Peter's experience on the Great Embassy when he saw other European technologies and strategies
- his wish that Russia would challenge Sweden as the dominant north European power
- internal control and putting down rebellions.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might highlight Peter's general wish to modernise Russia and make Russia a western European power.

Question 3

- 06** 'The creation of the Russian navy was the most important reason for the success of Peter the Great's foreign policy.'
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 the creation of a Russian navy was the most important reason for the success of Peter the Great's foreign policy against those which do not.

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

- Peter created the Russian navy from scratch both in terms of building ships and training the navy
- initial success at Azov
- the opening of the Naval Academy and the 'encouragement' of nobles to attend shows that Peter felt the navy was important
- it enabled Peter to threaten and then supersede Sweden's dominance of the Baltic Sea – battle of Cape Hango 1714
- the Russian navy was able to threaten the Swedish mainland and force favourable peace terms at Nystadt
- the creation of the Russia navy forced other European powers to take more notice of Russia – particularly Britain and Hanover – and raise Russia's prestige in Europe.

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

- students might argue that army reform was more important especially in the years before Poltava; a Swedish victory at that point would have been devastating to Russia
- the naval base and ships at Azov had to be dismantled after Pruth and in any case were never able to gain Peter his access to the Black Sea
- some students may argue that the decline of the navy after Peter's death shows the limits of its importance to Russian foreign policy
- success of foreign policy also due to external factors such as errors of Charles XII
- students may refer to other domestic reforms but must clearly link these to success in foreign policy.

Good answers are likely to/may conclude that the navy became increasingly important during Peter's reign and was of greatest significance in the second half of the Great Northern War when its existence was able to ensure not only Russia's victory but its pre-eminent position in northern Europe.

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