
AS HISTORY

Paper 1E Russia in the Age of Absolutism and Enlightenment, 1682–1725

Mark scheme

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

AS History Paper 1 Specimen Mark Scheme

1E Russia in the Age of Absolutism and Enlightenment, 1682–1725

Section A

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|---|---|--|------------|
| 0 | 1 | With reference to these extracts and your understanding of the historical context, which of these two extracts provides the more convincing interpretation of the effectiveness of the Table of Ranks? | [25 marks] |
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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

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|------------|---|--------------|
| 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 of individual arguments. Either approach could be equally valid, and what follows is indicative of the evaluation which may be relevant.

Extract A

Students could assess the extent to which the interpretation is convincing by drawing on contextual knowledge to corroborate as follows:

- corroborate through knowledge of context that Peter was fully committed to the Table of Ranks and was, in some ways, the culmination of a series of reforms aimed at strengthening the power of the Tsar
- similarly, corroborate that Peter wanted to transform the basis of service to the state, through his use of 'new men'
- corroborate that the Table of Ranks became a permanent feature. It remained in place, albeit amended and developed, until the end of Tsardom.

Students could assess the extent to which the interpretation is not convincing by drawing on contextual knowledge to challenge as follows:

- use of knowledge of context to assess whether the Table of Ranks operated through meritocracy as suggested
- similarly challenge whether nobility was of little importance.

Extract B

Students could assess the extent to which the interpretation is convincing by drawing on contextual knowledge to corroborate as follows:

- corroborate through knowledge of context that meritocracy did not apply
- similarly corroborate that the central aspect of the reform was to make state service more efficient.

Students could assess the extent to which the interpretation is not convincing by drawing on contextual knowledge to challenge as follows:

- use of knowledge of context to assess whether this was Peter's 'most important reform' or was one of several reforms aimed at strengthening the Tsar and that it should not be seen in isolation
- similarly challenge the view that any idea of meritocracy is misguided; Peter did raise up men according to ability and was willing to advance those who were able but not necessarily of noble birth
- some students could note that it is anachronistic to expect the application of 'modern

concepts' in early eighteenth century Russia.

Section B

0 2 'Peter's success in foreign policy was due to the Russian navy.'

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

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|------------|--|--------------|
| 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 that might be used in support of the importance of the navy to Peter's success in foreign policy:

- the 2nd Azov campaign
- the Battle of Cape Hango
- the dominance of the Baltic Sea
- the capture of the Aaland Islands
- the bombardment of the Swedish mainland
- favourable terms at the Treaty of Nystadt.

Alternative arguments might include:

- the failure to sustain a navy in the south
- the importance of the Battle of Poltava and the land campaigns
- Peter's reforms to the army
- Peter's other domestic reforms which supported the war effort: economic and financial, administrative and governmental.

Good answers may conclude that in the south the navy helped Peter gain a foothold, however, it did not allow him to gain the access to the Black Sea he wanted. In the first half of the Great Northern War, the navy was of less importance, but after 1712 it became increasingly important and its power was crucial in the signing of the Treaty of Nystadt.

0 3 'Peter the Great's domestic reforms were determined by what he saw on the Great Embassy.'

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 that might be used to support the view that Peter the Great's domestic reforms were determined by the Great Embassy might include:

- on his return he forcibly shaved the beards of nobles and encouraged Western dress
- he based his reform of the church partly on the organisation of the Church of England
- his creation of a navy using the experts he brought back and the skills he learned
- reforms to the army
- some economic and financial reforms, including foreign entrepreneurs he brought back.

Alternative arguments might include:

- his use of spies that taught him about, for example, the Swedish college system
- he ignored some aspects of what he saw, e.g. democratic institutions
- he strengthened serfdom
- some of his reforms pre-date the Great Embassy.

Good answers might conclude that whilst the Great Embassy was hugely important in shaping Peter's reforms, it only built on his existing ideas and moreover Peter did not copy everything he saw but adapted it to what, he felt, was appropriate to Russia.

