

AS

# History

Russia in the Age of Absolutism and Enlightenment, 1682–1796

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

Mark scheme

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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.

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June 2017

Russia in the Age of Absolutism and Enlightenment, 1682–1796

AS History 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 importance of Peter's conflicts with Turkey in the years 1695 to 1711? **[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**

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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.**

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 Massie's argument, students may refer to the following:**

- despite the fact that Peter did not gain access the Black Sea, the Turkish campaigns were still positive for Russia
- strength in the south had helped Peter in the Great Northern War by ensuring that Turkey did not assist Sweden
- Peter's forays into the south provided a starting point for future foreign policy and international relationships.

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

- the precarious position Russia was in during the early part of the Great Northern War
- lessons learned: the importance of a navy; clear lines of command; the inadequacies of the Russian army and the need for reform
- the value of early military success to Peter: comparisons with Golytsin; consolidation of position; international prestige.

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

- Peter's attempts at southwards expansions were an overall failure
- Pruth showed that Peter was unable to create reliable allies with the Balkan Christians and was a blow to Russia's reputation in Europe
- the peace that followed the Pruth campaign meant that Peter had to destroy his southern fleet and lost the territory gained in 1696.

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

- the precarious position Peter was in after the disaster at Pruth and the terms of the peace
- details of relations with the Balkan Christians: i.e. their ambivalence towards Russia; their disunity
- the end of Peter's southern ambitions and the shift of focus to the Baltic which students might argue happened before 1711.

Students could argue that either of these interpretations is the more convincing. There is no doubt that, as Extract B argues, Peter did not realise his southern ambitions, despite the energies and resources he put into it and for this reason the Turkish campaigns can ultimately be seen as a

failure. However, equally, students could agree with Extract A and argue that including the impact of the conflict in terms of prestige for Peter and Russia and the lessons learned there that were successfully applied in the Great Northern War mean that the Turkish campaigns can be viewed more positively. Whether or not students assess the importance of the Turkish campaigns narrowly or more broadly, might determine which extract they feel is the more convincing.

**02** ‘The main aim of Peter the Great’s religious reforms was to extend the power of the Tsar.’

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**

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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.**

**Arguments suggesting that the main aim of Peter the Great's religious reforms was to extend the power of the Tsar might include:**

- the failure to appoint a Patriarch and the appointment of Iavorsky as interim leader meant there was no spiritual rival of authority to the Tsar
- the creation of the Holy Synod, similar to other colleges, meant that the Church became merely an institution of the state
- the use of the Church to enhance the position of the Tsar and to suppress opposition: the use of Inquisitors; the responsibility of priests to report dissent.

**Arguments challenging the view that the main aim of Peter the Great's religious reforms was to extend the power of the Tsar might include:**

- the aim of increasing the utility of the Church: restrictions on monastic life; the use of Church resources to provide schools, hospitals etc; access to the Church's wealth
- the aim to westernise Russia and its institutions: the influence of France and England
- the aim of modernising Russia: religious tolerance; educational reform; rationality rather than superstition; efficient use of Church resources.

Students might argue that the key aim of religious reform was to promote royal authority and suppress opposition and that during Peter's reign the Church was effectively subordinated to the state. Equally students might argue that Peter's religious reforms aimed to ensure that the Church was part of, and supported, Peter's broader modernisation programme. Higher level answers might recognise links and argue that extending the power of the Tsar over the traditional Church would be necessary if Russia were to be successfully modernised.

**03** ‘There was very little change to Russian society during the reign of Peter the Great.’

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**



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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.**

**Arguments suggesting that there was very little change to Russian society during the reign of Peter the Great might include:**

- Peter did not make any real explicit change to the structure of society: serfdom remained; the nobility's position did not change
- Peter's attempts to create a middle class failed
- the size of Russia and the inefficiencies of its governance meant that evasion and avoidance of demands was widespread.

**Arguments challenging the view that there was very little change to Russian society during the reign of Peter the Great might include:**

- distinctive types of serfs disappeared and their position worsened
- the attempts to make all Russian people useful to the state did have an impact on society: conscription; passport system; the emphasis on meritocracy; the Table of Ranks and the service state; economic reforms
- Peter's modernisation and westernisation programme had an impact on some parts of society: dress and beards; language; manners; education; St Petersburg as a symbol of these changes.

Students should recognise that whilst there were some obvious superficial changes to society, mainly affecting the nobility, the structure of Russian society remained unchanged. Higher level answers may argue that in fact Peter's methods and policies reinforced the society he inherited by creating greater differences between nobles and the rest of the population.