

GCE

History A

Unit : Y210/01 Russia 1645 - 1741

Advanced GCE

Mark Scheme for June 2017

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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

Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix

MARK SCHEME Section A

Question	Answer	Marks	Guidance
1 (a)	<p>Which of the following was the greatest barrier to modernisation in Russia before 1682?</p> <p>(i) The nature of autocracy (ii) The Orthodox Church</p> <p>Explain your answer with reference to both (i) and (ii).</p> <p>In dealing with the nature of autocracy,</p> <ul style="list-style-type: none"> • Answers might consider the debasing of the nobility before the Tsar and that they were referred to as slaves, therefore not allowing freedom of thought. • Answers might argue that there were no limits to the personal power of the Tsar. • Answers might argue that everything within the country was decided by the Tsar and that the country was seen as his personal property. • Answers might argue that there was a <i>boyar дума</i> and the <i>zemsky sobor</i>, however they could not develop into any power which threatened autocracy and lead to modernisation. <p>In dealing with the Orthodox Church,</p> <ul style="list-style-type: none"> • Answers might regard the conservative nature of the Church and the elaborate rituals. • Answers might argue that the differences between the Orthodox Church and the Protestant/Catholic faiths prevented modernisation. • Answers might argue that the power of the Patriarch was the only challenge to the power of the Tsar and, indeed, had enormous influence, 	10	<ul style="list-style-type: none"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to question. • Answers may deal with each factor in turn, then compare them to reach a judgement, or take a continually comparative approach. Either approach is acceptable. • 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.

			<p>preventing modernisation.</p> <ul style="list-style-type: none">• Answers might argue that the schism under Nikon prevented further modernisation as it split the church and ingrained Orthodoxy amongst the Old Believers		
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1	(b)*	<p>To what extent were Peter the Great’s economic reforms a success?</p> <p>In arguing they were a success,</p> <ul style="list-style-type: none"> • Answers might argue that Peter was able to successfully fight a range of wars, utilising his new industries. This included silk, ribbon and velvet. • Answers might argue that a range of new iron works, foundries and factories were created, and by the middle of the century Russia became the world’s largest exporter of iron. • Answers might argue that Peter improved communications greatly, for example the connection of the Neva and Volga rivers • Answers might argue that Peter established Colleges geared towards developing industry, such as the College of Mining and Manufacture <p>In arguing that it was not a success,</p> <ul style="list-style-type: none"> • Answers might argue the fact that many industries failed, such as the woollen and linen industries. • Answers might argue that Peter failed to develop a middle class and a range of entrepreneurs. • Answers might argue that industry deteriorated after Peter’s death, reflected a lack of tradition and legacy. • Answers might argue that the role of the state led to dependency, especially through the principle of serfdom. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on “to what extent” but at Level 4 may simply list reasons. • At Level 5 and above there will be judgement as to the extent of success. • At higher levels candidates might establish criteria against which to measure “success”. • 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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2	(a)	<p>Which of the following events was the greatest success in terms of foreign relations? (i) The Battle of Poltava (ii) The War with Persia Explain your answer with reference to both (i) and (ii).</p> <p>In dealing with the Battle of Poltava, answers might argue the fact that, in the aftermath of this battle, Russia was now regarded as a major European power, especially in the Baltic.</p> <ul style="list-style-type: none"> • Answers might argue that it led to the destruction of Sweden. • Answers might argue that despite victory, war still lasted for another 11 years and Peter continued to make mistakes, as shown by the Pruth campaign • Answers might argue that it showed the development of Peter's tactical ability, following previous defeats <p>In dealing with the War with Persia,</p> <ul style="list-style-type: none"> • Answers might argue that the war reflects his improvement as a commander following the Pruth campaign. • Answers might argue that he seized Baku and three provinces on the Caspian coast. • Answers might argue that the cost of the campaign was extremely high, both financially and on his army, and that Anne eventually withdrew in 1732. • Answers might argue that the Turks threatened war if Peter moved into Georgia and Armenia, leading to a partition. 	10	<ul style="list-style-type: none"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to question. • Answers may deal with each factor in turn, then compare them to reach a judgement, or take a continually comparative approach. Either approach is acceptable. • 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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Question	Answer	Marks	Guidance
2 (b)*	<p data-bbox="349 236 1048 300">To what extent was Peter the Great threatened by opposition in the period 1682-1725?</p> <p data-bbox="349 339 1048 435">In arguing that he was threatened, answers might argue that the <i>streltsi</i> threatened him on numerous occasions, in 1682 and 1698.</p> <ul data-bbox="394 443 1048 786" style="list-style-type: none"> • Answers might argue that there were a great deal of other revolts, such as in Astrakhan in 1705, the Don Cossacks in 1707 and the Bulavin revolt in 1708. • Answers might argue that Peter was threatened by opposition from his son, Alexis, and the removal of a line of succession. • Answers might argue that opposition from the peasantry was continual, as represented by their flight. <p data-bbox="349 818 1048 946">In arguing that he was not threatened answers might argue the fact that Peter was not removed from power, nor experienced a revolt on the scale of his father, for instance Stenka Razin.</p> <ul data-bbox="394 954 1048 1294" style="list-style-type: none"> • Answers might argue that the extent of repression Peter employed suggests a lack of immediate threat to his regime. • Answers might argue that the ignoring of <i>ukazy</i> does not suggest a threat, merely non-compliance. • Answers might argue that there were a great deal of the nobility who supported Peter due to their own desires for power, thus removing the element of threat. 	10	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on “threatened” but at Level 4 may simply list reasons. • At Level 5 and above there will be judgement as to the level of threat • At higher levels candidates might establish criteria against which to measure the extent of the threat. • 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.

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 Question 1(a) and Question 2(a): Which of the following? [10]
Level 6 9–10 marks	Both factors are thoroughly analysed and evaluated using accurate and detailed knowledge and understanding of key features of the period, in order to reach a developed and substantiated judgement in relation to the question.
Level 5 7–8 marks	Both factors are analysed and evaluated using generally accurate and detailed knowledge and understanding of key features of the period, in order to reach a substantiated judgement in relation to the question.
Level 4 5–6 marks	Both factors are analysed and evaluated using relevant knowledge and understanding of key features of the period, however treatment of factors may be un-even with analysis and evaluation of one of the two being only partial. Analysis and evaluation is used to support a reasonable judgement in relation to the question.
Level 3 3–4 marks	Both factors are analysed and evaluated in a partial way, using some relevant knowledge of key features of the period, in order to make a basic judgement in relation to the question.
Level 2 2 marks	Limited and generalised knowledge of the period is used to attempt a limited analysis or evaluation of both factors, and this is linked to a very simplistic judgement.
Level 1 1 mark	Very limited and generalised knowledge of the period is used to attempt a very limited analysis or evaluation of one of the factors. The other factor is either not considered or there is very limited information or description of the factor with no attempt to use this knowledge. If there is a judgement, this takes the form of assertion.
0 marks	Nothing of any relevance to the factors.

	<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 Question 1(b) and Question 2(b): Essay [20]
Level 6 17–20 marks	There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
Level 5 13–16 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 10–12 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 7–9 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 4–6 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 1–3 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.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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Facsimile: 01223 552553

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