



**General Certificate of Education  
June 2011**

**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 candidates' 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 candidates' 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 candidates' 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](http://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 candidates. 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 candidates' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how candidates have demonstrated their abilities in the Assessment Objectives. Candidates who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Candidates 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. Candidates 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 candidates 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 candidate 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)**

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#### **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 candidates 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 candidates' 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*. Candidates should never be doubly penalised. If a candidate 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 candidate 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

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June 2011

**GCE AS History Unit 2: Historical Issues: Periods of Change**

**HIS2E: The Reign of Peter the Great of Russia, 1682–1725**

**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 the Battle of Narva in 1700. (12 marks)

*Target: AO2(a)*

**Levels Mark Scheme**

|            |  |              |
|------------|--|--------------|
|            | Nothing written worthy of credit.  | <b>0</b>     |
| <b>L1:</b> | Answers will <b>either</b> briefly paraphrase/describe the content of the two sources <b>or</b> identify simple comparison(s) between the sources. Skills of written communication will be weak.   | <b>1-2</b>   |
| <b>L2:</b> | 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.   | <b>3-6</b>   |
| <b>L3:</b> | Responses will compare the views expressed in the two sources, identifying differences <b>and</b> similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed.                                       | <b>7-9</b>   |
| <b>L4:</b> | 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. | <b>10-12</b> |

**Indicative content**

**Note: This content is not prescriptive and candidates 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.**

Candidates will need to identify differences between the views of the two sources. For example:

- **Source A** concentrates on the inexperience of the Russian troops in comparison to the Swedes
- **Source B** blames the leadership of the Russians, including Peter himself, in comparison to the leadership of Charles XII; both in the declaration of war and in the actual battle
- in **Source A** the officers lack experience; in **Source B** they are incompetent
- **Source B** mentions the luck that Charles had in the battle whereas in **Source A** Peter argues it was good fortune that Russia lost
- generally **Source B** is much more critical than **Source A** of Russia's role in its defeat.

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

- Peter would be unlikely to dwell on his own failings in his reflections
- Peter chose to declare war on Sweden, was keen to try out his army and underestimated the teenage Charles XII
- with the benefit of hindsight, and subsequent victory over the Swedes, Peter is able to show the defeat at Narva as almost necessary for this ultimate success.

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

- both sources recognise that the Swedish army was skilled, experienced and disciplined
- both sources recognise that the Russian army was inexperienced.

In making a judgement about the degree of difference, candidates may conclude that, whilst the differences in the experience and skill levels of both troops and officers was fundamental to explaining the Russian defeat in both sources, **Source A**, written by Peter himself, ignores the reasons for this mismatch as he was, at least, in part, responsible for this situation.

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

How far was Russia's success at the Battle of Poltava in 1709 due to lessons learned at the Battle of Narva? (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**
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## Indicative content

**Note: This content is not prescriptive and candidates 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.**

Candidates 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.

Candidates should use the sources as evidence in their answer.

Relevant material from the sources would include:

- **Source A**  
Peter states that the experience at Narva forced the Russians to be industrious and gain experience
- **Source B**  
This states that Peter introduced extensive military reforms after the Battle of Narva; in addition Charles XII then considered Peter no threat
- **Source C**  
This states that it was reforms in the 9 years that preceded Poltava which led to success; it mentions tactics, artillery, the creation of a regular army; to counter the focus the source also mentions other factors such as Swedish mistakes and misfortunes and the 'Russia factor'.

From candidates' own knowledge:

Factors suggesting the experience of Narva was important in the Russian success at Poltava might include:

- Charles XII's choice to concentrate on Poland after Narva believing Peter could be beaten at will
- details of Peter's military and naval reforms
- the use of foreign ideas and technology in these reforms.

Factors suggesting that the experience of Narva was not important might include:

- details of Swedish mistakes/misfortunes
- Charles' embroilment in Poland
- the 'Russia factor' and luck
- the introduction of reform before the Battle of Narva.

Good answers are likely to/may conclude that Narva was important in showing the Peter the shortcomings of Russia which had been masked by success at Azov; this accelerated the pace of reform. Peter himself remarked that the Swedes would teach the Russians how to beat them.

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**Question 2**

**03** Explain why Peter the Great went on the Great Embassy in 1697. (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 candidates 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 went on the Great Embassy.

Candidates might include some of the following factors:

- his curiosity about the West
- his desire to learn about new ideas and technologies
- to gain allies in his conflict with the Turks
- some candidates may comment on a lack of responsibility to his role or his energetic personality which meant he wanted to go himself
- a desire to make diplomatic/trade links with the West as Russia had previously been quite isolated
- the influence of his childhood: the German quarter; his dislike of Muscovy.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given. For example, they might comment that Peter's curiosity about the west was born out of his belief that the West was technologically superior to the Russia and that he and Russia needed

to learn these skills to thrive. Similarly, candidates may comment that war underlay both the want to learn new technology and the need for allies.

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**Question 2**

- 04** 'Peter the Great's westernising reforms increased divisions in Russian society.'  
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 candidates 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.**

Candidates 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:

- only the nobles were affected by some of Peter's western reforms, particularly the cultural ones – beards, clothes, living in St. Petersburg
- the peasants were suspicious of western agricultural practices whereas noble landowners favoured them
- nobles were more likely to be educated by westerners or travel to the west under Peter's reforms
- Peter's desire to modernise Russia to be more like the West required money and labour, the impact of which was felt disproportionately by the peasants
- specific groups which rejected Peter's reforms – the Streltsy/'Old Believers'
- candidates might make general points about people liking/disliking western reforms – but should be more highly rewarded for being specific.

Evidence which disagree(s) might include:

- even nobles were able to ignore cultural reforms when they were away from Peter
- in theory, innovations like the Table of Ranks were open to all classes
- the strengthening of serfdom and the use of serf labour was not a western reform
- opening up of educational opportunities in theory
- some candidates may comment that Peter largely eliminated divisions within the peasantry and within the nobility.

Good answers are likely to/may conclude that people from all classes were, in some cases, resistant to western reform but that the peasantry were less affected by it directly and so ultimately western ideas and practices did become a symbolic of difference between classes.

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**Question 3**

- 05** Explain why there was limited opposition to Peter the Great's religious reforms. (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 candidates 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 there was little opposition to the reform of the Church.

Candidates might include some of the following factors:

- Peter did not interfere with religious beliefs or practice in the main, concentrating on the structure and power of the Church
- the death of the Patriarch meant that there was no significant focus for disapproval and Peter was able to put people who agreed with him in positions of authority
- fear of the consequences of opposing Peter's reforms
- there was division in the Church going back to the Great Schism.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given. For example, they might comment that long term divisions meant the Church was not able to resist reform and that there were supporters of Peter's reforms.

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**Question 3**

- 06** 'The main way Peter the Great improved education in Russia was through his reform of the Church.'  
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**
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- 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 candidates 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.**

Candidates should be able to make a judgement by balancing points which agree with the view that the main way the education system improved was through reforms of the Church.

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

- Peter's wish to make the Church useful
- Peter's attempts to try and ensure that the clergy were better educated
- curriculum reforms in Church schools.

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

- the use of cipher schools
- the setting up of academies
- bringing foreigners into Russia
- sending Russians abroad
- the development of printing etc.

Good answers are likely to/may conclude that the reforms made through the Church were only part of a broader attempt to improve education. Candidates might also comment that removal of the Church as a hindrance was important.

## **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](http://www.aqa.org.uk/umsconversion)