

GCE

History A

Unit : Y210/01 Russia 1645 - 1741

Advanced GCE

Mark Scheme for June 2018

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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
BP	Blank Page
	Highlight
Off-page comment	
A	Assertion
AN	Analysis
EVAL	Evaluation
EXP	Explanation
F	Factor
ILL	Illustrates/Describes
IRRL	Irrelevant, a significant amount of material that does not answer the question
J	Judgement
KU	Knowledge and understanding
P	Provenance
SC	Simple comment
	Unclear
V	View

Here are the subject specific instructions for this question paper

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

Question		Answer/Indicative content	Mark	Guidance
1	(a)	<p>Which of the following was most affected by the demands of Peter the Great?</p> <p>(i) the nobility (ii) the peasantry</p> <p>Explain your answer with reference to both (i) and (ii)</p> <ul style="list-style-type: none"> • In dealing with demands on the nobility answers might consider the changes made to military service, extending the requirements and length of service. • Answers might argue that Peter changed the law on inheritance, altering it so that there was only one heir to the family fortune, • Answers might argue that Peter increased the educational opportunities available, through the School of Mathematics and Navigation and, eventually, the Naval Academy. • Answers might argue that the Table of Ranks altered Russia profoundly and changed the nature of the demands. • In dealing with the peasantry, answers might argue that the increased burden of military service was a great change. • Answers might argue that the introduction of the Poll Tax altered the way the peasantry paid for their land. • Answers might argue that the change in the power of the nobility over the peasantry altered their lives more, as it tied them to the land further. • Answers might argue that, whilst serfdom had existed for years, Peter altered the nature of serfdom by extending the remit to a greater number of classes. 	10	<ul style="list-style-type: none"> • No set answer is expected. • Judgement must be supported by relevant and accurate material. If not, mark as assertion. • Only credit material relevant to demands on the nobility and peasantry. • Answers may deal with each factor in turn, then compare them to reach a judgement, or may 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 the descriptions in the levels mark scheme.

Question		Answer/Indicative content	Mark	Guidance
1	(b)*	<p>Assess the importance of the church in opposing the reforms of Russian rulers in the period 1645-1725.</p> <ul style="list-style-type: none"> • In arguing it was the church, answers might argue that the historical tradition of the role of Orthodoxy and its relationship with the Tsar meant that there would be opposition to reforms. • Answers might argue that the schism under Alexei and Nikon was a great threat to Alexei as it created the Old Believers, a visible form of opposition. • Answers might argue that Peter's church reform effectively bound the Church to the state, removing any opportunity for opposition. • Answers might argue that, whilst the Old Believers defied Alexei, Peter's reforms were met with a lack of resistance and, indeed, a great deal of churchmen supported Peter, for instance Feofan Prokopovich. • In arguing that it was not the church answers might argue the fact that the <i>strel'tsi</i> were a greatly opposed the reform of Peter, but less so to Alexei, Feodor and Sofia. • Answers might argue that peasant rebellion was a sign of opposition, for instance Stenka Razin and Bulavin. • Answers might argue that there was resistance from the nobility and peasantry to Peter's reforms through inertia and evasion, for instance through the ignoring of decrees on western dress or the peasant flight in relation to the Poll Tax and military service. • Answers may argue that opposition was not technically present towards Russian rulers as autocracy was maintained. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on "the threat from the church" but at Level 4 may simply list reasons. • At Level 5 and above there will be judgement as to the level of extent. • At higher levels candidates might establish criteria against which to measure the threat level. • 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.

Question		Answer/Indicative content	Mark	Guidance
2	(a)	<p>Which of the following rulers experienced greater problems during their reign? (i) Catherine I and Peter II (ii) Anne and Ivan VI Explain your answer with reference to both (i) and (ii)</p> <ul style="list-style-type: none"> • In dealing with Catherine I and Peter II, answers might argue that Catherine experienced little problems as she had been appointed by Peter the Great. • Answers might argue that there were clear issues with succession, and mention the role of Menshikov, Ostermann and Dolgoruky. • Answers might argue that there were no major foreign conflicts under Catherine and Peter II. • Answers might argue that autocracy still flourished under both leaders. • In dealing with Anne and Ivan IV, answers might argue that the <i>Bironovshchina</i> led to many problems. • Answers might argue that the introduction of the Secret Chancellery, whilst not new, reflected the fact that problems existed. • Answers might argue that succession was secure under Anne, as she nominated the son of her niece and the Duke of Brunswick, Ivan as heir. • Answers might argue that Ivan IV's rule was beset by problems due to the regency of Biron (his subsequent arrest under the orders of Munnich) and then Anna Leopoldnova. 	10	<ul style="list-style-type: none"> • No set answer is expected. • Judgement must be supported by relevant and accurate material. If not, mark as assertion. • Only credit material relevant to problems between 1725 and 1741. • Answers may deal with each factor in turn, then compare them to reach a judgement, or may 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 the descriptions in the levels mark scheme.

Question	Answer/Indicative content	Mark	Guidance
2 (b)*	<p>To what extent did the West influence the rulers of Russia in the period 1645-1698?</p> <ul style="list-style-type: none"> • In arguing that there was influence, answers might argue that the German quarter existed under Alexei, that Peter visited it and made acquaintances such as Lefort and Gordon. • Answers might argue that the Grand Embassy influenced Peter greatly. For instance the development of the navy following Alexei's purchase of the Orel, Peter's ordering of the St.Paul and the experience gained in the shipyards of Amsterdam and London. • Answers might argue that there were a number of mercenaries and technical advisers present in Russia before 1698 who influenced, in particular, Golitsyn and Peter. • Answers might argue that there was some western influence in the economy, at Tula for instance. • In arguing that there was a lack of influence, answers might argue that autocracy was the dominant political creed and that there was no National Assembly on the lines of the West. • Answers might argue that there was no western influence in the Church, as Orthodoxy held great influence. • Answers might argue that there was no developed economic infrastructure or influence from the west, and that serfdom dominated the countryside. • Answers might argue that the West had little interest in Russia, as Russia was not part of diplomatic circles or the international alliance system, even following the Grand Embassy. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on "influence" but at Level 4 may simply list reasons. • At Level 5 and above there will be judgement as to the level of influence • At higher levels candidates might establish criteria against which to measure "influence. " • 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.

	<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.
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
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
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

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