

GCE

History A

Unit **Y240/01**: Russia 1645–1741

Advanced Subsidiary GCE **H105**

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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Question	Answer	Marks	Guidance
1*	<p>To what extent was Russia isolated from the West in the period 1645-1698?</p> <ul style="list-style-type: none"> • In arguing that Russia was isolated answers might consider military isolation, for example in the Swedish War of 1656-1661. • Answers might consider the lack of permanent diplomatic embassies (only 1 under Alexei). • Answers might consider the attitude towards foreigners and the virulent xenophobia. • Answers might consider the political backwardness and the lack of a political structure on the basis of the West. • Answers might consider the role of the Orthodox Church as an isolating factor. • In arguing that Russia was not isolated answers might consider the fact that mercenaries and technical advisers were present in Russia by 1689 and that they inhabited an area known as the German Quarter. • Answers might consider the fact that Alexei had tried to cultivate interest in the sea, for example the purchasing of the ship Orel. • Answers might consider the establishment of industry by westerners, for example at Tula. • Answers might consider the role of Golitsyn in westernising Russia during the regency period. • Answers might consider the Grand Embassy of Peter the Great 1587-8. 	30	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be a judgement as to the level of isolation. • At Level 5 answers might establish criteria against which to judge isolation. • To be valid, judgements 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 mark scheme.

Question	Answer	Marks	Guidance
2*	<p>“Opposition from the peasantry was always a threat in the period 1645-1725.” How far do you agree?</p> <ul style="list-style-type: none"> • In arguing that it was a threat, answers might consider the various peasant uprisings, for example Stenka Razin (1670-1) and Bulavin (1707-8). • Answers might consider threat posed by flight, for example the mass migration between 1719 and 1725. • Answers might consider the opposition to Peter’s decrees, such as the Poll Tax (1718) and the decree on sythes (1721). • Answers might consider opposition to his demands for service in the army, or the consolidation of the various serf classes into one. • In arguing that they were not a threat, answers might consider the fact that Alexei and Peter were not overthrown. • Answers might consider the use of force and other such penalties which stopped the threat from emerging. • Answers might consider that some peasants supported Peter, especially due to his military victories. • Answers might consider the role of the Preobrazhensky prikaz and that it was unable to discover any widespread conspiracies towards Peter. 	30	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be a judgement as to the level of threat. • At Level 5 answers might establish criteria against which to judge the level of threat • To be valid, judgements 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 mark scheme.

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3	<p>A strong source of support (for Peter) came from the...nobility. Their tradition of service...and social standing made them essential to Peter” From J Swift, Peter the Great, 2000</p> <p>Evaluate the strengths and limitations of this interpretation, making references to other interpretations that you have studied.</p> <ul style="list-style-type: none"> • The historical debate centres around the level of support from the nobility. • In analysing and evaluating the strengths and limitations of the interpretation, alongside the main line of argument that the nobility supported Peter due to traditional reasons, answers might argue that a new breed of nobility supported Peter due to his military victories. Answers may also argue that there was a new class of nobility who supported Peter due to loyalty, competence and perhaps corrupt reasons. Answers may also challenge the interpretation by considering the opposition shown to Peter from the nobility, particularly in the peripheries. Answers may also argue that Opposition arose due to his treatment of Alexei and the lack of succession. • In analysing and evaluating the strengths of the given interpretation, answers might use knowledge and understanding of: <ul style="list-style-type: none"> • Support from the old nobility such as Golytsin and Sheremetev • Support from the new nobility such as Menshikov and Shafirov • Support from the Guards Regiment and those promoted through the Table of Ranks • Support from foreigners created nobles 	20	<ul style="list-style-type: none"> • No set answer is expected. • Candidates must use their knowledge and understanding of the historical context and the wider historical debate surrounding the issue to analyse and evaluate the given interpretation. • Candidates must refer to at least one other interpretation. • The quality of analysis and evaluation of the interpretations should be considered when assigning answers to a level, not the quantity of other interpretations used in the answer. • Other interpretations considered as part of evaluation and analysis do not need to be attributed to specific named historians, but they must be recognisable historical interpretations, rather than the candidate’s own viewpoint. • Answers may include more on strengths or more on limitations and there is no requirement for a 50/50 split in the evaluation, however for level 5 there should be well supported evaluation of both and for level 4 supported evaluation of both, in line with levels descriptors. • Candidates are not required to construct their own interpretation.

Question	Answer	Marks	Guidance
	<p>such as Ostermann and Romodanovskiy</p> <ul style="list-style-type: none"> • In analysing the limitations of the given interpretation, answers might use knowledge and understanding of: <ul style="list-style-type: none"> • The disregarding of <i>ukazy</i>, for instance over beards and western dress • Resistance due to his treatment of Alexei • The 1697 case of boyar resistance • The resistance shown through the compulsion to move to St. Petersburg • The resistance shown to service reforms, especially from the old nobility as it impinged on the traditional way of earning commissions. • Peter's educational reforms and the low level of completion rates amongst the nobility. • Other interpretations that might be used in evaluation of the given interpretation are: <ul style="list-style-type: none"> • interpretations which acknowledge the changing nature of service in Peter's Russia, and the reactions of the nobility towards it. • interpretations that focus on Peter's westernizing reforms and the way in which the nobility adapt to these situations. • interpretations that argue that the new nobility were only interested in supporting Peter for their own personal gain. • interpretations that assess the impact of Alexei's death on the nobility. 		

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

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Telephone: 01223 553998

Facsimile: 01223 552627

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Head office
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