

GCE

History A

Y210/01: Russia 1645-1741

Advanced GCE

2021 Mark Scheme (DRAFT)

This is a DRAFT mark scheme. It has not been used for marking as this paper did not receive any entries in the series it was scheduled for. It is therefore possible that not all valid approaches to a question may be captured in this version. You should give credit to such responses when marking learner's work.

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

© OCR 2021

Annotations

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

Subject Specific Marking Instructions

Question		Answer	Mark	Guidance
1	(a)	Which of the following was the more successful campaign for Peter the Great? (i) The Great Northern War (ii) The campaign in Persia • In dealing with the Great Northern War, answers might argue that the Battle of Poltava was a major victory, as were the conquests of Estonia, Ingria and Livonia. • Answers might argue that it led to increased political control over his Polish allies. • Answers might suggest that the War led to a change in the balance of power in the Baltic in Russia's favour. • Answers might however argue that Peter was not consistently victorious (eg Narva) • Answers might consider the extent to which the Peace of Nystad constituted a success for Peter. • In dealing with the campaign in Persia, answers might discuss the significance of the capture of Petrovsk, Baku and Shirvan. • Answers might discuss the significance of the Treaty of St Petersburg of 1723. • Answers might however argue that the human loss to Russia, both from military casualties and from disease, was considerable. • Answers might argue that the Treaty of Ganja undid many of Peter's previous successes.	10	The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u> The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set. • No set answer is expected. • Judgement must be supported by relevant and accurate material. If not, mark as assertion. • Only credit material relevant to the success of Peter's campaigns. • Answers may deal with each factor in turn, then compare them to make 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 descriptions in the levels mark scheme.

1	(b)*	How successfully did Tsars Alexis and Feodor deal with the problems facing Russia in the years from 1645 to 1682? • In arguing that they did successfully deal with the problems facing Russia, answers might argue that Alexis successfully reformed the Russian army. • Answers might argue that Alexis dealt swiftly and effectively with the rebellions in Pskov and Novgorod and that, other than Stenka Razin, Alexis's later years were relatively quiet. • Answers might discuss Feodor's range of reforms, and in particular the abolition of 'place priority' in the military and civil service. • Answers might consider that Feodor started the development of Westernisation, setting a precedent for later, more widespread, support. • In arguing that they did not successfully deal with the problems facing Russia, answers might suggest that many Russia's fundamental economic and social difficulties continued. • Answers might suggest that the number of rebellions under Alexis was partly as a result of the failure to deal with these fundamental difficulties. • Answers might consider the strain put upon Russian finances by war with Poland in the 1660s and the subsequent minting of copper coins leading to the Copper Riot. • Answers might argue that Feodor's reforms were limited in scope and primarily focused on the Church.	20	The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u> The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set. • No set answer is expected. • At higher levels there will be focus on 'how successfully', but at Level 4 may simply identify problems. • At Level 5 and above there will be a judgement as to the extent of success. • At higher levels candidates might establish criteria against which to judge 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.
---	------	---	----	---

2	(a)	Which of the following rulers faced the more effective opposition? (i) Alexis (ii) Peter the Great • In dealing with Alexis, answers might consider the threat posed by the Old Believers, and their public rejection of all ecclesiastical support. • Answers might consider the significance of the Copper Riots. • Answers might argue that Stenka Razin triggered widespread peasant violence. • Answers might however suggest that Razin lacked coherent political aims. • In dealing with Peter the Great, answers might argue that Mazeppa gained the support of the Zaporozhian Host and there was a risk his actions could have led to the creation of a united Ukrainian state. • Answers might equally consider that Mazeppa fled in the face of Peter's swift response, and that the bulk of the Ukrainian population failed to support Mazeppa. • Answers might consider the threat posed by the Streltsi Revolt of 1682, citing the mob violence in Moscow and the relegation of young Peter and the appointment of sister as regent. • Answers might consider the extent of the ongoing opposition of the Old Believers.	10	The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u> The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set. • No set answer is expected. • Judgement must be supported by relevant and accurate material. If not, mark as assertion. • Only credit material relevant to the effectiveness of opposition. • Answers may deal with each factor in turn, then compare them to make 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 descriptions in the levels mark scheme.
---	-----	---	----	--

2	(b)*	‘Peter the Great’s foreign policy greatly improved Russia’s international position between the years 1682 and 1725.’ How far do you agree? • In arguing that it did greatly improve Russia’s international position, answers might argue that a ‘window to the West’ was gained in the Baltic and that Russia successfully challenged the dominance of Sweden in the Baltic Region, shifting the balance of power. • Answers might consider the growing prestige of Russia as a European diplomatic power, and the establishment of Russian Embassies across Europe. • Answers might discuss the significance of Russia’s Grand Alliance. • Answers might consider the improvements made by Peter to the size and professionalism of the Russian army and navy. • In arguing that it did not greatly improve Russia’s international position, answers might consider the loss of Azov which blocked Russian access to the Black Sea (although they might equally consider this of less strategic significance than the gains made in the Baltic). • Answers might argue that Peter’s colonial policy was largely unsuccessful and saw failure in India.	20	The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed. <u>Neither significance nor relative importance are attributed to the features listed.</u> The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set. • No set answer is expected. • At higher levels there will be focus on ‘how far’, but at Level 4 may simply identify problems. • At Level 5 and above there will be a judgement as to extent of improvement. • At higher levels candidates might establish criteria against which to judge the extent of improvement. • 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 a generic mark scheme grid

	<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)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored