

GCE

History A

Y210/01: Non-British period study: Russia 1645-1741

A Level

Mark Scheme for June 2022

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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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MARKING INSTRUCTIONS

PREPARATION FOR MARKING
SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 6 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.

5. Crossed Out Responses

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.
9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*
10. For answers marked by levels of response: Not applicable in F501
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

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
	Provenance
	Simple comment
	Unclear
	View

12. Subject Specific Marking Instructions

Question	Answer	Mark	Guidance
1 (a)	1 (a) Which of the following reforms was more important in consolidating Peter the Great's power during the period from 1698 to 1725? (i) Reforms of the Church (ii) Reform of the army and navy • In dealing with the reforms of the Church answers might argue that reform of the Church strengthened Peter's financial position, for example through the establishment of the principle that monasteries forwarded revenues to the Crown (although might equally point out that this was not always well enforced). • Answers might argue that the Church became increasingly personally loyal to Peter, as evidenced by the oath of loyalty undertaken by parish priests. • Answers might argue that the church increasingly worked to help the state's law enforcement policy, for example by parish priests collaborating with the police. • Answers might argue that the abolition of the office of the Patriarch brought the Church under the close control of the state. • Answers might argue that Peter effectively neutralised the Church as an organ capable of providing opposition to the state. • In dealing with the reform of the army and navy, answers might discuss the	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. • 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.

		significance of the development of a standing army that made Russia the first country to practise systematic conscription and made the Russian army notable across Europe. • Answers might suggest that key military and naval victories were an important element of cementing Peter's legacy and reputation. • Answers might suggest that Peter only rarely used his navy, and that his naval reforms fulfilled his personal desires rather than any great military necessities. Answers might argue that Peter's military reforms were the driving force behind fiscal and social reforms which in turn increased his own political power.		
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Question	Answer	Mark	Guidance
1 (b)*	'Internal opposition posed a significant threat to Russia's rulers in years from 1645 to 1725?' How far do you agree? • In arguing that opposition to Russian rulers was significant, answers might argue that the Salt Riot posed a significant threat because of the involvement of the Streltsy. • Answers might argue that Alexis had to make significant concessions in order to put down the Novgorod and 1662-1664 Bashkir Rebellion. • Answers might argue that the 1704-1 Bashkir Rebellion was significant on account of its	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 candidates will focus on opposition but at Level 4 may simply list forms of opposition. • At Level 5 there will be judgement as to how far opposition posed a significant threat. • At higher levels candidates might establish criteria against which to judge achievement.

		length and the extent of the concessions forced from the government. • Answers might suggest that the uprising of Stenka Razin represented a significant threat because of the speed with which it spread, and the extent to which the peasantry were involved. • Answers might argue that the Bulvarin Rebellion represented a significant civil uprising against Peter the Great. • In arguing that opposition did not pose a threat to Russian rulers, answers might suggest that Alexis was able to strengthen his control over the serfs as a result of the Salt Riots. • Answers might argue that there was little opposition during the reign of Feodor III. • Answers might argue that the Bulvarin Rebellion had a number of significant weaknesses, including lacking co-ordination and a pretender to the throne. • Answers might suggest that the uprising of Stenka Razin was of limited significance because it lacked political aims and did not consciously challenge the political authority of the Tsar.		• To be valid judgements, claims must be supported by accurate and relevant 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 the descriptions in the levels mark scheme.
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Question		Answer	Mark	Guidance
2	(a)	Which of the following had a more significant impact on the Russia people during the reign of Tsar Alexis? (i) TThe legalisation of serfdom (ii) CChurch reform and schism	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>

		• In dealing with the legalisation of serfdom, answers might argue that it had a significant impact on the peasants themselves through the decline of the <i>mir</i>, with its sense of community and practical services. • Answers might argue that the introduction of open-ended searches for peasants who had fled had a significant impact on both peasants and their landlords. • Answers might argue that serfdom made both landlords and the serfs themselves politically conservative – it tightened the ties of the landowners to the tsar, and lifelong tenancies were a means of controlling serfs as well. • Answers might point out that the Code of 1649 was in many ways just a formalisation of a process that had been going on for many years beforehand. • In dealing with Church reform, answers might argue that the reforms significantly altered the ritualistic elements of Church services that were important to the Eastern Orthodox Russian people. • Arguments might discuss how there was opposition from many different strata of Russian society, suggesting widespread discontent, albeit with different motivations. • Arguments might argue that the reforms led to growing religious mania among the population of Russia. • Answers might argue that the reforms led to the Old Believers movement, with its consequent implications for the Russian		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. • 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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		population, in particular the increasing intensity of religious life.		
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Question	Answer	Mark	Guidance
2 (b)*	‘Peter the Great’s reforms had a greater impact on the position of the nobility than on the position of the peasantry.’ How far do you agree? • In arguing for the statement, answers might argue that Peter’s emphasis on education within the army led to significant opportunities for improvement and advancement among young Russian noblemen. • Answers might argue that Peter’s army reforms focused on increasing the number of Russians within the officer class, and therefore Russian nobility was increasingly militarised. • Answers might argue that Peter’s policy of westernisation was directed almost exclusively at the nobility, with resulting changes to fashion and social expectations. Westernisation had little impact on the peasantry. • Answers might suggest that the ‘Table of Ranks’ brought the nobility increasingly under the centralised control of the state. • In arguing against the statement, answers might argue that, given Peter’s expansion of the military depended on conscription of	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 candidates will focus on Peter the Great’s reforms but at Level 4 may simply list reforms. • At Level 5 there will be judgement as to the impact of the reforms on the nobility and peasantry. • At higher levels candidates might establish criteria against which to judge achievement. • To be valid judgements, claims must be supported by accurate and relevant 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 the descriptions in the levels mark scheme.

		peasants, this had as big or greater an impact on the peasantry as it did on the nobility. • Answers might suggest that recruitment was a severe blow to the peasantry, undermining family stability and local connections. • Answers might argue that the creation of 'state peasants' gave some peasants more extensive rights than serfs, albeit for a payment. • Answers might argue that under Peter the peasantry was increasingly brought under central control, so that their servitude was now not only to their masters but also to the state.		
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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.

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