

Accredited

A LEVEL

Delivery Guide

H505

HISTORY A

Theme: Russia 1645–1741

June 2015



OCR
Oxford Cambridge and RSA

We will inform centres about any changes to the specification. We will also publish changes on our website. The latest version of our specification will always be the one on our website (www.ocr.org.uk) and this may differ from printed versions.

Copyright © 2015 OCR. All rights reserved.

Copyright

OCR retains the copyright on all its publications, including the specifications. However, registered centres for OCR are permitted to copy material from this specification booklet for their own internal use.

Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered company number 3484466.

Registered office: 1 Hills Road
Cambridge
CB1 2EU

OCR is an exempt charity.

CONTENTS

Introduction	Page 4
Curriculum Content	Page 5
Thinking Conceptually	Page 6
Thinking Contextually	Page 7
Learner Resources	Page 9



Introduction

Delivery guides are designed to represent a body of knowledge about teaching a particular topic and contain:

- Content: a clear outline of the content covered by the delivery guide;
- Thinking Conceptually: expert guidance on the key concepts involved, common difficulties students may have, approaches to teaching that can help students understand these concepts and how this topic links conceptually to other areas of the subject;
- Thinking Contextually: a range of suggested teaching activities using a variety of themes so that different activities can be selected that best suit particular classes, learning styles or teaching approaches.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resources.feedback@ocr.org.uk.

KEY



Click to view associated resources within this document.



Click to view external resources



AS Level content only



Curriculum Content

Unit Y210: Russia 1645–1741

Key topics	Content – learners should have studied the following:
Russia 1645–1698	Russia in 1645, social and economic backwardness, problems with the Tsar; personality and rule of Alexis, legalisation of serfdom 1649, church reform and schism 1649, growth of western influence and trade; rule of Feodor, Golitsyn and relations with the Boyars; accession of Peter and Ivan, 1682 and regency of Sophia, role of Streltsi; early life and upbringing of Peter at Preobrazhenskoe, his character and personality; attempted coup of Sophia 1689; direct rule of Peter and campaigns against Azov; embassy to the West 1697–1698.
The reforms of Peter the Great 1698–1725	Consolidation of Peter's power, relations with boyars, reform of dress and beards, Table of Ranks; modernisation of alphabet and calendar; reforms in central and local administration, Senate, colleges, new provinces, fiscal reforms, municipal government; reforms of the Church; reform of army and navy; census of 1719; education; developments in industry and agriculture; position of peasants; St Petersburg.
Foreign relations 1645–1725	Alexis's relations with Zaporozhian Cossacks and Poland; influence of Golitsyn and expedition to Crimea; relations with China and Treaty of Nerchinsk; Peter's aims in the Baltic; war against Sweden, defeat at Narva, invasion of Ingria and Livonia; Swedish invasion 1707; Turkish war and loss of Azov 1711; military successes in the Baltic and the Battle of Poltava and the Treaty of Nystadt 1721; reasons for Russian successes and consequences of territorial gains; Peter's campaign in Persia and capture of Derbent and Baku.
Opposition and reaction 1645–1741	Revolt of Stenka Razin; resistance to westernisation; revolt and destruction of the Streltsi; the Old Believers; Mazeppa; Tsarevitch Alexis; extent of westernisation by 1725; problems of Russia in the reigns of Catherine I and Peter II, Anne and Ivan IV 1725–1741, the 'German period'.



Thinking Conceptually

Approaches to teaching the content and common misconceptions or difficulties students may have

As with any module, there are many different ways in which the content for this early Modern Russia module can be taught. This is a time period that almost all will never have explored, or indeed, know about, so it is imperative that this background is given at the outset. The 17th and 18th centuries in Russia are a turbulent time and it is imperative that political, religious and economic situations are conveyed to the students. The role of autocracy, the position of the Orthodox Church, the geography of Russia and the purported isolation from the West at the start of Alexei's reign need to be made clear. Furthermore, students may well struggle with the variety of Russian names and the interrelationship between families – a family tree may well be useful here. Finally, although not part of the examination, students would be well advised to form links across the whole period. It will undoubtedly aid them in their evaluation if they can analyse the reasons for change taking place within the period, but also the key reasons for continuity.

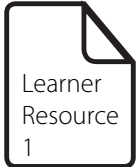
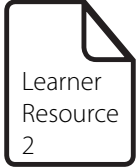
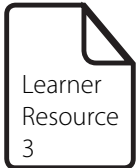
Conceptual links to other areas of the specification – useful ways to approach this topic to set students up for topics later in the course

This course is excellent for developing essay writing and analytical skills, which will also be useful for Units 1, 3 and 4. It is imperative that students are taught to structure their writing correctly; this can be done by exploring different themes or factors behind an event taking place – which will directly link into the work done in Unit Three. Finally, it is imperative that judgements are reached; developing a hierarchy will be crucial for all modules and students should be urged to focus on arguing and justifying their thoughts appropriately.



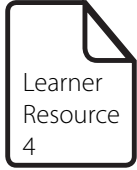
Thinking Contextually

The following activities are designed to be used across the whole specification. They can be adapted as required for any subject matter.

Activities	Resources
<p>Activity 1: quotable quotes</p> <p>The quotes in Learner Resource 1 are all taken from Riasanovsky's <i>The Image of Peter the Great in Russian History and Thought</i>.</p> <p>This exercise can either be used at the beginning of the study of Peter or, indeed, at the end.</p> <p>Students are given a list of quotable quotes about Peter the Great. They need to cut up these quotes and group them into themes. These themes could be as simple as 'good' and 'bad' or expansive such as 'political, economic, social, other'. Students should be encouraged to pick their own themes.</p> <p>These are then stuck onto large (A0) paper in these themes.</p> <p>Finally, students peer-assess each other's work. They should question each other about their choice of themes and why they have positioned each quote in each area. At the upper end, students will formulate links between historians; find quotes that directly contradict or support each other and question different interpretations of Peter.</p>	 <p>Learner Resource 1</p>
<p>Activity 2: foreign policy rollercoaster</p> <p>This activity is to be used at the end of a unit on Peter the Great's foreign policy. Students are informed that they will be creating a foreign policy rollercoaster. They need to decide on what is represented by the high points (perhaps victory in battle or relations with the West) and what represents the low points (this could be not succeeding in aims). Students then have to construct a rollercoaster detailing Peter's foreign policy across the whole of his rule. At each stage, students will need to explain why they have placed each event at the relative point on the rollercoaster.</p>	 <p>Learner Resource 2</p>
<p>Activity 3: inference square creation</p> <p>Most students will be familiar with the concept of inference squares. However, many will not have created their own. Students are given a copy of Learner Resource 3. Within the internal box, they have to create their own source in relation to (for this exercise) the situation in Russia in 1698. These are then dispersed throughout the class for analysis. Through their evaluation, students will be able to question the views of other students, formulate their own opinions and come to judgements about the situation in Russia in 1698.</p>	 <p>Learner Resource 3</p>



Thinking Contextually

Activities	Resources
<p>Activity 4: diamond 9</p> <p>This activity can be used for a number of time periods. In this instance, students are given a copy of Learner Resource 4. They will have just completed a unit of work on Peter's reforms. Firstly, students have to come up with a list of nine different reforms that Peter implemented. They are then given a statement (for example, <i>most successful reforms or reforms that aroused opposition</i>). Students then have to write the reforms in their diamond to answer and analyse the statement. The reform at the top will be the most important/successful depending on the statement. Students can then formulate links between the nine and also evaluate and explain why they have placed their reforms in the positions that they have.</p>	 <p>Learner Resource 4</p>
<p>Activity 5: hot seating</p> <p>Students form five groups, representing five different groups of opposition to Russian governments: these are Stenka Razin, the streltsy, the Old Believers, Mazeppa and Alexis. Within these groups, they have to formulate a two-minute speech explaining who they are, what they did and why they opposed the government. At the end of their speech, the other groups have the opportunity to pose questions (for example, in regards to the extent of their opposition or their success). Extensions to this task could include the use of historians and their relative views to each group, or the groups creating their own success/failure opinion line following the hot seating activity.</p>	



Learner Resource 1 Activity 1 quotable quotes



The following quotes are taken from Riasanovsky, N.V. (1985), *The Image of Peter the Great in Russian History and Thought*, Oxford University Press.

Soloviev: 'the greatest leader of history, for no one can claim a place of higher significance in the history of civilisation.'

Lentin: 'Peter was both the agent and symbol of change... he was above all a man of action... People to him were little more than cogs in a machine, functional and expendable.'

Florinsky: Peter was 'savagely cruel'

Durant: 'Peter's almost personal massacre of the *streltsy* suggests a sadistic pleasure in cruelty, an orgasm of blood.'

Massie: 'He did not enjoy seeing people tortured... He tortured for practical reasons of state: to extract information. To him these were natural, traditional and even moral actions.'

Massie: Peter applied the judicial procedure to Alexis (his son, whom he killed) as 'the final, legal step required in his legitimate defence of the state and his life work. It was prompted by political necessity.'

Anderson: 'he showed little deliberate brutality, no taste for cruelty.'

De Jonge: (Narva) 'Peter's courage was unequal to the equation. He displayed his occasional capacity for panic and decided that it was imperative that he be in Moscow as soon as possible.'

De Jonge: (Poltava) 'Long-term strategy which had helped manoeuvre Charles into a position in which he could not win.'

Anderson: 'His Persian War proved an expensive failure.'

Massie: (Pruth) 'Peter had adopted Charles' role and plunged impetuously into the Ottoman Empire, trusting for support and provisions from an ally who proved unfaithful.'

Lentin: 'The changes wrought by Peter between 1700 and 1709 stemmed... from the immediate exigencies of war.'

Anderson: 'War and the demands it generated were the mainspring of much of Peter's innovating and creative activity in Russia.'

Williams: Reacting to the military situation was the 'raison d'être of all other reforms.'



Learner Resource 1

Dukes: 'Peter's reform in government as elsewhere were improvised rather than carefully planned, particularly in the beginning.'

Raeff: Peter brought about one of the five great revolutions experienced by Russia, 'the Russians felt that they had not only undergone institutional changes but that, as a people, they had been transformed spiritually, culturally, psychologically.'

Raeff: 'It is hardly an exaggeration to speak of Peter the Great as the founder of the modern Russian state who set the framework of its institutional development for the entire course of the 18th and 19th centuries.'

Berdyayev: (comparing Peter to Lenin) 'the same barbarity, violence, application of certain principles from above downwards, the same rupture of organic development and repudiation of tradition...'

Platonov: 'Peter's reforms were not a revolution, either in their substance or their results. Peter was not a "Royal revolutionary".'

Grey: His reforms 'affected every part of Russian life. They were the work of a careful legislator determined to introduce an efficiency, wealth and well being into his country. To this end he issued a stream of *ukazi* (edicts) which, gathering in a tidal wave, surged over Russia, transforming her irrecoverably.'

Anderson: 'Russia under Peter can thus be regarded as undergoing, in the main, a process of forced and greatly accelerated evolution rather than of true revolution.'

Lentin: 'Peter was a catalyst, speeding up policies already underway. However, he acted with such vigour and energy that his actions certainly seemed revolutionary to those who were subjected to them... It was, then, the pace, volume and eternal aspects of reform that were revolutionary.'

Sumner: changes that had no roots in the past which were 'the education of Russians abroad, the abolition of the Patriarchate, the creation of the navy, and the making of a new capital, St. Petersburg.'

Yaney: 'Peter's army dominated the entire government on all its levels until the 1960s.'

Raeff: 'Peter introduced the concept of the active, creative, goal-directed state... The goal was to maximise the power of the state, which in turn was to enhance the welfare of the nation.'

Anderson: 'For many years efforts to improve the administration were partial, hasty and unconsidered, the work of a man preoccupied by other pressing tasks...' [there was] more time to plan in the latter half of reign.

Peterson: 'The systematic reconstruction of the administration system coincided chronologically with the final consolidation of the permanent regular military forces in the Russian Empire.'



Learner Resource 1

Sofronenko and Steshenko: 'Peter's collegial reforms were the outcome of a long-term progression towards centralisation, and that previous institutions already had collegial elements within them.'

Yaney: 'The unplanned, spontaneous development of Peter's institutions suggests that their introduction was not simply a matter of transplanting Western institutions into Russian government.'

Anderson: 'Of all his reforms, this (the colleges) is one of those in which foreign influence is the most obvious.'

Peterson (Swedish historian): 'Not only was the framework of the administrative structure borrowed from Sweden, but the internal organisation and activities of the various administrative organs were also patterned on those of their Swedish counterparts... there were connecting links to the comparable Swedish organs within each sector of the Russian administrative system that began to take form in 1718.'

Massie: 'On balance, Peter's new governmental system was an improvement. Russia was changing, and the Senate and the colleges administered this new state and society more efficiently than would have been possible under the old boyar council and government prikazy.'

Williams: 'Most of the other transformations that Peter brought about in Russian life stemmed from the necessity of recruiting the men for these forces and raising the revenue for financing the wars they fought.'

Massie: 'After Poltava, the emphasis changed. As the demands of war diminished, Peter became more interested in other kinds of manufacturing, those designed to raise Russian life to the level of the West and to make Russia less dependent on imports from abroad.'

Anderson: 'Peter's economic policies were as intelligent, as consistent and as successful as those of any ruler of the age in Western Europe.'

Miliukov: 'Peter introduced no social reforms as such, the changes affecting the social classes were merely the indirect by-products of his legislation.'

Anderson: 'The Table of Ranks accelerated the replacement of the old nobility, proud of its descent and jealous of its privileges, by a new privileged class which reckoned social status essentially in terms of rank in the official hierarchy.'

Florinsky: 'It (Table of Ranks) has a claim to being one of Peter's most lasting reforms.'

Massie: 'It (Table of Ranks) survived inevitable corrosion by special favours and promotions won by bribes' to remain "the basis of class structure in the Russian Empire.'

Raeff: 'Of all the reforms of Peter the Great, the abolition of the Patriarchate and the establishment of the Holy Synod was the most radical in form.'



Learner Resource 1

Raeff: 'Modern Russian culture dates from the 18th century and is intimately related to Peter's reforms.'

Anderson: 'A far reaching transformation of the intellectual and cultural aspects of Russian life was well under way long before Peter was born.'

Dukes: 'The professional and primary schools created during the reign of Peter constituted a firm beginning for Russia's education system.'

Anderson: Peter 'lacked almost completely the intellectual equipment of a modern revolutionary.'



Learner Resource 2 Activity 2 foreign policy rollercoaster

See
page 7

This activity is to be used at the end of a unit on Peter the Great's foreign policy. Students are informed that they will be creating a foreign policy rollercoaster. They then have to construct a rollercoaster detailing Peter's foreign policy across the whole of his rule. At each stage, students will need to explain why they have placed each event at the relative point on the rollercoaster. The following instructions should help:

The rollercoaster should show the ups and downs of Peter the Great's foreign policy. You have been given a list of dates, these must be used but you can add to them as you wish.

1. **The highest points should be where Peter's foreign policy is very successful. The low points should reflect where he is suffering defeats.**
2. **The carriages on the rollercoaster should reflect who Peter is fighting at each stage, and perhaps include Peter plus any generals that are aiding him on campaign.**
3. **You should use speech bubbles so Peter can explain his relative success/failure.**
4. **You should use the sky to show weather that shows the mood of the country – sunny = happy, rain = unhappy, stormy = unsettled etc.**
5. **Underneath the rollercoaster should be scenes of 'ordinary' Russia: churches, celebrations, ordinary people – what would be happening to them at each stage of the rollercoaster, e.g. scorched earth policy, peasants fleeing, foreign generals?**

Peter the Great: key foreign policy dates

Azov campaigns of 1695
Azov 1696
Grand Embassy 1697–1700
Battle of Narva 1700
Battles of Erestfer and Hummelshof in 1702
Founding of St Petersburg in 1703
Swedish offensive of 1708
Battle of Poltava in 1709
Pruth campaign of 1710
Victory at Hango in 1713
Treaty of Nystadt and the end of the war (1721)
Persian Expedition 1716
Persian Expedition 1719
Invasion of Persia 1722
Bering Expedition 1724



Learner Resource 3 Activity 3 inference squares creation



Can you refute or support this passage with evidence?

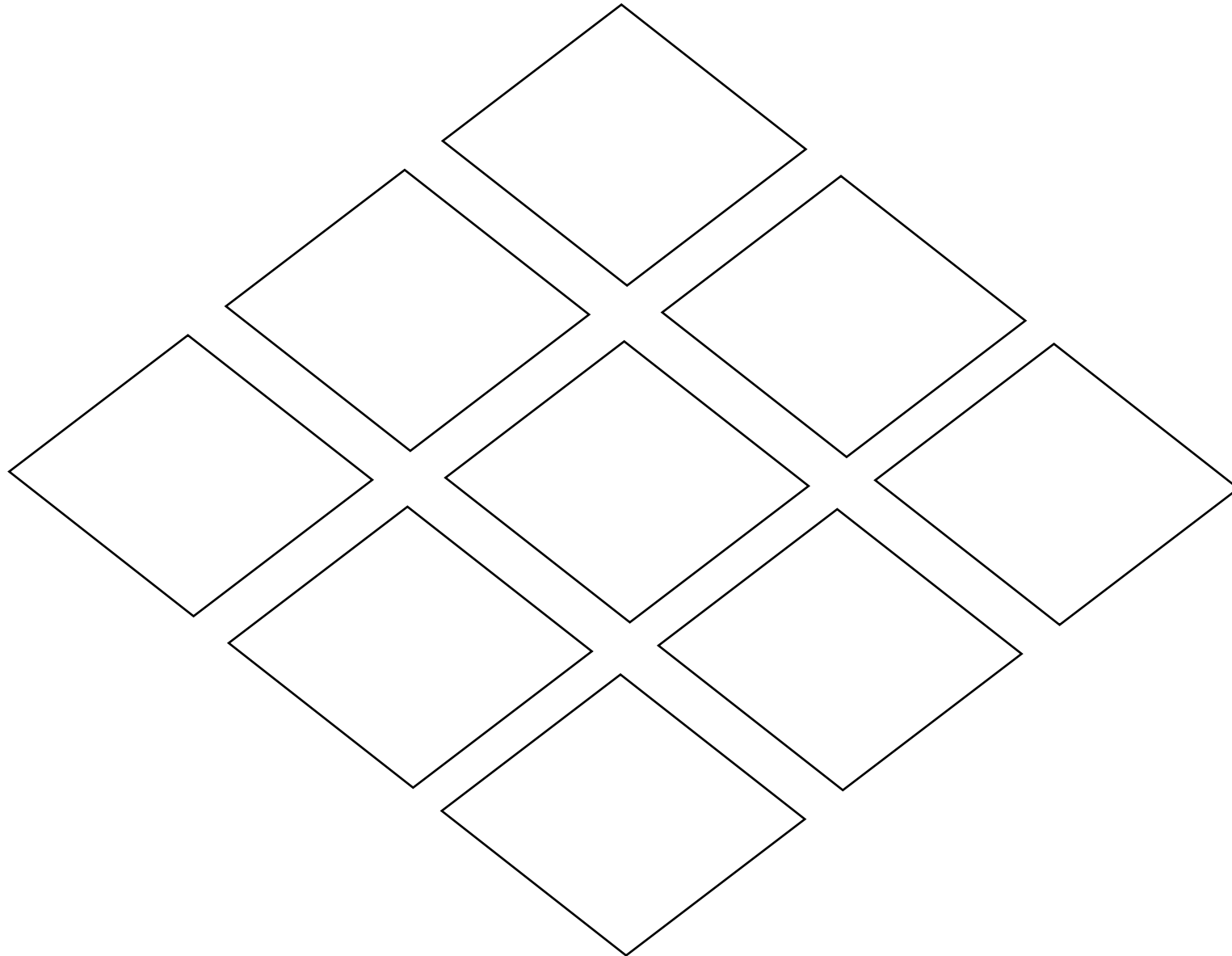
What does this passage suggest about the extent of Russia's backwardness in the late 17th century? (please use quotes)

What is the key view point of this passage?



Learner Resource 4 Activity 4 diamond 9

See
page 8





We'd like to know your view on the resources we produce. By clicking on the 'Like' or 'Dislike' button you can help us to ensure that our resources work for you. When the email template pops up please add additional comments if you wish and then just click 'Send'. Thank you.

If you do not currently offer this OCR qualification but would like to do so, please complete the Expression of Interest Form which can be found here:

<http://www.ocr.org.uk/qualifications/expression-of-interest/>

OCR Resources: *the small print*

OCR's resources are provided to support the teaching of OCR specifications, but in no way constitute an endorsed teaching method that is required by the Board and the decision to use them lies with the individual teacher. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources. We update our resources on a regular basis, so please check the OCR website to ensure you have the most up to date version.

© OCR 2015 - This resource may be freely copied and distributed, as long as the OCR logo and this message remain intact and OCR is acknowledged as the originator of this work.

Please get in touch if you want to discuss the accessibility of resources we offer to support delivery of our qualifications: resources.feedback@ocr.org.uk

OCR customer contact centre

General qualifications

Telephone 01223 553998

Facsimile 01223 552627

Email general.qualifications@ocr.org.uk



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

©OCR 2015 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee, Registered in England.
Registered office 1 Hills Road, Cambridge CB1 2EU. Registered company number 3484466. OCR is an exempt charity.