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# A-level History

7042/1E-Component 1E Russia in the Age of Absolutism and  
Enlightenment, 1682–1796  
Mark scheme

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June 2018

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Version/Stage: 1.0 Final

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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, i.e. if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

**Component 1E Russia in the Age of Absolutism and Enlightenment, 1682–1796**

**Section A**

- 01** Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to the reign of Elizabeth, Empress of Russia. **[30 marks]**  
*Target: AO3*

*Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.*

**Generic Mark Scheme**

- L5:** Shows a very good understanding of the interpretations put forward in all three extracts and combines this with a strong awareness of the historical context to analyse and evaluate the interpretations given in the extracts. Evaluation of the arguments will be well-supported and convincing. The response demonstrates a very good understanding of context. **25-30**
- L4:** Shows a good understanding of the interpretations given in all three extracts and combines this with knowledge of the historical context to analyse and evaluate the interpretations given in the extracts. The evaluation of the arguments will be mostly well-supported, and convincing, but may have minor limitations of depth and breadth. The response demonstrates a good understanding of context. **19-24**
- L3:** Provides some supported comment on the interpretations given in all three extracts and comments on the strength of these arguments in relation to their historical context. There is some analysis and evaluation but there may be an imbalance in the degree and depth of comments offered on the strength of the arguments. The response demonstrates an understanding of context. **13-18**
- L2:** Provides some accurate comment on the interpretations given in at least two of the extracts, with reference to the historical context. The answer may contain some analysis, but there is little, if any, evaluation. Some of the comments on the strength of the arguments may contain some generalisation, inaccuracy or irrelevance. The response demonstrates some understanding of context. **7-12**
- L1:** **Either** shows an accurate understanding of the interpretation given in one extract only **or** addresses two/three extracts, but in a generalist way, showing limited accurate understanding of the arguments they contain, although there may be some general awareness of the historical context. Any comments on the strength of the arguments are likely to be generalist and contain some inaccuracy and/or irrelevance. The response demonstrates limited understanding of context. **1-6**
- Nothing worthy of credit. **0**

## Indicative content

**Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Students must assess the extent to which the interpretations are convincing by drawing on contextual knowledge to corroborate and challenge the interpretation/arguments/views.

**Extract A: In their identification of Sebag Montefiore's argument, students may refer to the following:**

- Elizabeth was more successful than she is often given credit but this was at a high cost to the serfs
- her reputation had suffered by comparison with Catherine the Great and by a concentration on her more frivolous interests
- she brought stability to the Russian government and her favourites and ministers were popular and well-chosen
- the position of the nobility was enhanced as expectations of state service was reduced and their control over serfs intensified
- the condition of the serfs worsened which led to flights and revolts.

**In their assessment of the extent to which the arguments are convincing, students may refer to the following:**

- examples of Elizabeth's enthusiasm for fashion and cultural activities (two balls held a week; one French play performed a week; owning a reported 150 000 dresses on her death)
- the enhancement of the Tsar's authority: support of the guards in the coup against Ivan; gaining support of the nobility through the lessening of state service; the succession of Peter and Paul
- the end of the Russian-Sweden war; the diplomacy of Bestuzhev
- the work of ministers, e.g. Shuvalov's reforms to trade and finance
- the changes in the position of serfs and their reaction: the dual role of nobility as serf-holders and magistrates; serf revolts, mutinies and flight such as the mine mutiny of Shuvalov's serfs in 1752.

**Extract B: In their identification of Anisimov's argument, students may refer to the following:**

- whilst Elizabeth aimed to return Russia to Peter the Great's blueprint she was unable to do so
- she believed that the influence of foreign advisors who had undermined Peter the Great's intentions was the cause of problems in Russia and that reverting to following Peter the Great's regulations would solve the problem
- Elizabeth did not have sufficient capacity or interest to make the changes necessary
- this was exacerbated by her more frivolous interests which garnered more of her attention.

**In their assessment of the extent to which the arguments are convincing, students may refer to the following:**

- the importance of being Peter the Great's daughter for her legitimacy and authority
- attitudes to foreign influences: the use of German officials under Empress Anna; Elizabeth's expulsion and punishment of Anna's former ministers; Elizabeth's ongoing suspicion of Prussia
- examples of her seeking to restore Petrine reforms (the Senate) or shift away from them (the removal of the obligation for state service for nobles; religious intolerance)
- comments/examples of her lack of interest in government (irregular attendance at Senate; indecision) and/or examples of her enthusiasm for fashion and court life (two balls held a week; one French play performed a week; owning a reported 150 000 dresses on her death).

**Extract C: In their identification of Talbot Rice's argument, students may refer to the following:**

- Elizabeth's achievements have not been properly recognised
- her rule ensured that Russia was largely at peace and was politically stable
- she also laid down the foundations of reform that Catherine II was able to build on
- this included reforms in government, the legal system and to the position of the nobility.

**In their assessment of the extent to which the arguments are convincing, students may refer to the following:**

- comments/examples of her lack of interest in government (irregular attendance at Senate; indecision) and/or examples of her enthusiasm for fashion and court life (two balls held and one French play performed a week; owning a reported 150 000 dresses on her death)
- diplomacy: the end of the Russian-Sweden War; Treaty of Versailles with France and Austria; acceptance of imperial title in Europe
- the enhancement of the Tsar's authority: support of the guards in the coup against Ivan; gaining support of the nobility through the lessening of state service; the succession of Peter and Paul
- examples of reform: the restoration of the Senate; the increased role of the nobility in the countryside; agricultural improvements; restrictions on the use of capital punishment and torture; encouragement of culture and the arts.

**Section B**

- 02** 'Peter the Great's response to the Streltsy revolt of 1698 was the key factor in the consolidation of his power in the years 1682 to 1703.'

Assess the validity of this view.

**[25 marks]**

*Target: 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.*

**Generic Mark Scheme**

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information, which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way, although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

**Indicative content**

**Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

**Arguments supporting the view that Peter the Great's response to the Streltsy revolt of 1698 was the key factor in the consolidation of his power in the years 1682 to 1703 might include:**

- before 1698 Peter's position as Tsar was not secure: although chosen to be Tsar on the death of his half-brother, Feodor, Peter had been side-lined after the revolt of the Streltsy in 1682
- as joint Tsar, he was junior to his half-brother Ivan and the two Tsars were firstly dominated by the Regent, Sophia, and after 1689 and the overthrow of Sophia, by Peter's mother
- Peter's actions had led to disquiet and rumours of his illegitimacy: his interest in the West; foreign favourites; the Great Embassy
- Peter's swift return and brutal reaction demonstrates both his fear about his position and the signalling of his authority to any future potential threats
- the lack of a significant threat to Peter's position as Tsar after this point.

**Arguments challenging the view that Peter the Great's response to the Streltsy revolt of 1698 was the key factor in the consolidation of his power in the years 1682 to 1703 might include:**

- he had been recognised as the most appropriate heir since 1682: the weaknesses of the claims of Ivan and Sophia
- his authority was accepted before the Streltsy revolt: the Great Embassy; reforms to the military
- the ease with which the Streltsy revolt was put down even before Peter's return
- criticism and opposition continued after 1698: the Patriarch; traditionalists
- other points could be seen as more important in Peter's consolidation of his position: the overthrow of Sophia in 1689; military success in 1696; the death of Ivan in 1697; the death of the Patriarch in 1700; the founding of St Petersburg in 1703.

The nature of the suppression of the Streltsy rebellion in 1698 was important in demonstrating Peter's unwillingness to allow any threats to his authority, but there are other points that are important in the consolidation of Peter's position, particularly the overthrow of Sophia. Students could argue either way but may recognise the symbolism of the failure of the Streltsy revolt in 1698 in the context of the success of the Streltsy in 1682.



**03** How successful was Peter the Great in fulfilling the aims of his foreign policy? **[25 marks]**

*Target: 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.*

### **Generic Mark Scheme**

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information, which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way, although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

**Indicative content**

**Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

**Arguments supporting the view that Peter the Great was successful in fulfilling the aims of his foreign policy might include:**

- access to the sea: Russia's landlocked position before the Great Northern War: the limitations of Archangel; the development of a navy; St Petersburg; Cape Hango; trade and the impact on Russia's economic development
- Russian power and reputation in Europe: the regaining of lost lands; defeat of Sweden; dominance of the Baltic; influence over Poland; perceived threat to Hanover
- Westernisation: the establishment of St Petersburg; cultural links with the West
- Russia's international position: changing diplomatic status: embassies; dynastic marriages; alliances.

**Arguments challenging the view that Peter the Great was successful in fulfilling the aims of his foreign policy might include:**

- failure to gain access the Black Sea: the limitations of Azov; the failure of Pruth
- limitations to international position: minor marriages and alliances; Russia's reputation; still a lesser state in comparison to Britain/France
- limits to westernisation: resistance; failure outside St Petersburg
- the cost in comparison to the gain: the time spent at war and the economic, financial and individual costs set against the land gained.

Students are likely to recognise that Peter made enormous strides toward achieving his foreign policy aims, particularly in the Great Northern War. Access to the sea and Russia's status as the pre-eminent North Eastern European power were certainly achieved. However, this needs to be balanced against the failures in the South and the limits to the gains in reputation and cultural change. Higher level answers will be able to evaluate the different levels of success to reach a convincing judgement, perhaps recognising that the initial aims were too ambitious to all be wholly achieved in Peter's reign.

- 04** ‘The reforming ideas set out in Catherine the Great’s Instruction to the Great Commission in 1766 had not been achieved by 1789.’

Assess the validity of this view.

**[25 marks]**

*Target: 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.*

### Generic Mark Scheme

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information, which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way, although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

**Indicative content**

**Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

**Arguments supporting the view that the reforming ideas set out in Catherine the Great's Instruction to the Great Commission in 1766 had not been achieved by 1789 might include:**

- the limitations of the Great Commission: it was closed down in 1768 when war broke out with the Ottoman Empire, Catherine had been disappointed with its lack of progress
- attitudes to serfdom did not change significantly across the period: use of serfs to reward supporters; concerns about maintaining noble support, i.e. after Pugachev; limited legislative change – Charter on State peasantry, drafted 1785, never promulgated
- capital as well as corporal punishment and torture remained
- Catherine's own later acceptance that the Great Instruction was too ambitious and represented her naivety about the reality of ruling Russia at the beginning of her reign.

**Arguments challenging the view that the reforming ideas set out in Catherine the Great's Instruction to the Great Commission in 1766 had not been achieved by 1789 might include:**

- the Gubernii Reform 1775: reform of local government including welfare
- the Police Code 1782: beginnings of the codification of the legal system
- the Nobility Charter, 1785: the role of the nobility in local government and in performing state service
- the Towns Charter, 1785: directly responded to issues raised in the nakazy to the Great Commission; privileges given to guilds; reforms to urban governance; the aim to create a third estate
- the Great Instruction helped to foster Catherine's image as an enlightened monarch.

Whilst the Great Legislative Commission failed, some aims of the Great Instruction were realised, though the more contentious areas tended to be avoided. The significance that students place on the changes that were or were not made may determine whether or not they argue that overall Catherine's Great Instruction did come to fruition.