



A-level HISTORY 7042/1E

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

Mark scheme

June 2023

Version: 1.0 Final



2 3 6 A 7 0 4 2 / 1 E / M S

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 Examiner.

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.

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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, ie 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.

Section A

- 0 1** Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to Catherine the Great's policy towards Turkey.

[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 interpretations/arguments/views.

In their identification of the argument in Extract A, students may refer to the following:

- Catherine's policy objectives regarding Turkey were traditional Russian aims and she achieved these
- Russia's geographical position partly determined objectives: accessing the sea to the south for strength, security and prosperity
- as well as, this her objectives were based on relationships with other powers, ie the threat from the Tatars
- between 1768 and 1791 Catherine's military actions and diplomacy ensured these aims were achieved.

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

- to support the arguments in the extract students may refer to: Russia's position in 1762 – the lack of access to the sea in the south; previous attempts to secure/expand the Russian border in the south
- to support the arguments in the extract students might refer to: details of Russian conflict with Turkey during Catherine's reign and the subsequent treaties
- to challenge the arguments in this extract students might refer to other priorities: Catherine's initial avoidance of conflict; war with Turkey being unplanned in 1768; the impact of the war on Catherine's domestic aims
- to challenge the arguments in this extract students might refer to: Catherine's opportunism in foreign policy; the development of non-traditional objectives, ie the Greek Project.

In their identification of the argument in Extract B, students may refer to the following:

- Catherine's original objective in the conflict with Turkey was limited and achieved quickly but later goals were more ambitious and unsuccessful
- the original objective of access to the Black Sea was achieved by the Treaty of Kutschuk Kainardzhi by 1774
- Catherine's ambitions later developed into the Greek Project, which was based on the belief of the supremacy of the Russian Orthodox Church
- these ambitions were unrealistic, unpopular and unachieved.

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

- to support the arguments in the extract students may refer to: details of the Russian Turkish War 1768–1774 and details of the Treaty of Kutschuk Kainardzhi to demonstrate success in early goals
- to support the arguments in the extract students might refer to: details of the Greek Project; beliefs about the primacy of Russian Orthodoxy, Potemkin's influence; the lack of support from allies such as Joseph II
- to challenge the arguments in this extract students might refer to ongoing success against the Turks after 1774: the annexation of the Crimea; the Treaty of Jassy
- to challenge the arguments in this extract students might refer to: Catherine's realism despite the rhetoric around the Greek Project.

In their identification of the argument in Extract C, students may refer to the following:

- Catherine's policy toward Turkey was based on a belief that success in war would strengthen her own position as Empress
- she welcomed war with Turkey, because it would neutralise the army, deflect internal problems and enhance her own reputation
- the support of Voltaire in her conflict against the Turks added to her image as an Enlightened ruler
- as Empress she saw that success against Turkey would enable Russian imperial expansion into the south.

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

- to support the arguments in the extract students may refer to: Catherine's imperial ambitions, especially in the south; the development of the Greek Project, inspired by Voltaire and encouraged by Potemkin
- to support the arguments in the extract students might refer to successes demonstrated by gains in 1774, 1783, 1791
- to challenge the arguments in this extract students might refer to: Catherine's self-perception as peaceful; war as a distraction from domestic priorities; negative effects of war on Russia and Catherine's position
- to challenge the arguments in this extract students might refer to the limits to success: Potemkin villages; the lack of realism of the Greek Project; opposition to Catherine's policies.

Section B

- 0 2** To what extent was the Russian economy transformed by Peter the Great in the years 1698 to 1725?

[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 Russian economy was transformed by Peter the Great in the years 1698 to 1725 might include:

- development of industry: iron foundries; ship-building; mining, wood; some luxury goods, ie glass, porcelain
- transformation of trade: St Petersburg and access to the Baltic; naval developments
- active state involvement to support change: granting of monopolies; use of state serfs; tightening of serfdom to provide workforce; encouragement of noble involvement, ie Single Inheritance
- growing economic strength; Russia's ability to support war effort as well as Peter's other reforms, ie infrastructure projects – canals, St Petersburg.

Arguments challenging the view that the Russian economy was transformed by Peter the Great in the years 1698 to 1725 might include:

- geographical limitations: size; lack of infrastructure; problems of communication
- limits to agricultural reform: conservatism; inertia; apathy, ie reluctance to utilise scythe
- the persistence of the traditional Russian social structure: the lack of a middle class/entrepreneurialism; noble traditional interests and the dependence on the state extending serfdom
- unresolved problems in economic governance: the persistence of corruption, inefficiency, and conservatism
- focus on war: economic development limited to areas needed to support war effort, ie iron production.

Students may argue that the growth in industrial production, particularly in iron, combined with new trade routes amounts to a transformation of the Russian economy. Others may argue that although there was change it was quite limited, did not properly challenge longstanding economic problems and was mainly limited to areas that supported the war effort and so therefore cannot be seen as a transformation. Better answers will properly assess the extent of change to conclude whether or not this can be judged as a transformation.

0 3 'The main reason why Peter the Great introduced westernisation was to increase his own power.'

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 main reason why Peter the Great introduced westernisation was to increase his own power might include:

- reforms to the Church to remove alternative centres of power: the influence of western protestant states, especially England; the failure to replace the Patriarch; attacks on monasticism
- relationship with the nobility to limit influence of traditional noble families and increase support for Peter: the Prussian influenced Table of Ranks; western education practices to encourage noble support for reform; decline of old nobility and rise of new men
- reforms to government and administration to increase Peter's authority: the College system; local government reform; replacement of Duma with the Senate
- decline of Muscovy and traditional limits of Tsar: Peter's dislike of Moscow and its connection with opposition and threat; building of St Petersburg and development of a western Russia court life
- the limits of westernisation: ie western reforms which might have weakened Peter's power were not introduced; serfdom was retained and absolutism strengthened.

Arguments challenging the view that the main reason why Peter the Great introduced westernisation was to increase his own power might include:

- his personal interest in the west encouraging western reform: childhood in the western quarter; Great Embassy; education/training
- influence of war necessitating western reform, ie greater efficiency in government and administration; finance; industry; military reform
- the use of western reforms to modernise Russia: Russia's backwardness in 1682 and the need to change this; industry/education
- the introduction of western cultural changes which had limited impact on Peter's power: fashion/terem/calendar/art and architecture
- Peter's ability to use existing Russian traditions to increase power: the service state; serfdom; Russian Orthodoxy and Tsarist authority. Western reforms were not necessary to increase his power.

Students' answers may argue that Peter the Great's western reforms were introduced to increase his own power, particularly with reference to reforms to government and the Church that diminished the potential of alternative centres of power. Equally students may argue that Peter's enthusiasm for western practices evolved during his childhood and hence it is unsurprising that he took every opportunity to introduce western reforms once he had established his authority. Or they may argue that Peter's reforms are better understood as a response to war. Better answers will recognise the way these motivations are linked together, noting that Peter's enthusiasm for western reforms did not extend to anything that would threaten his position.

0 4 'Tsarina Elizabeth's greatest achievement was the restoration of stability to Russia.'

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 Tsarina Elizabeth's greatest achievement was the restoration of stability to Russia might include:

- the stability brought by Elizabeth's position and longevity: framed as successor to Peter I; comparison to predecessors – ie the short-lived reigns of Catherine I, Peter II, Ivan VI; her own 20-year long reign; her success in the reinstatement of Peter I's governmental system
- the stability brought by the lack of opposition: her popularity with the Russian population, especially in comparison to Anna; support of the nobility and guards; her ability to mediate between rival Russian noble factions; good relationship with the Russian Orthodox Church
- the success of Elizabeth's succession planning: identification of Peter III; grooming of him as successor; arranging marriage, role in bringing up Paul I
- Elizabeth's limited other achievements: her reputation as frivolous, extravagant and only interested in parties and fashion, criticism of her as lazy, indecisive and uninterested in governing; seen as reliant on ministers, eg Bestuzhev, for any achievements.

Arguments challenging the view that Tsarina Elizabeth's greatest achievement was the restoration of stability to Russia might include:

- limits to the stability her reign brought: the palace coup that brought her to power; ongoing concerns over the legitimacy of her rule, ie Ivan VI; problems in the relationship with Peter III
- Elizabeth's success in other reforms demonstrating greater achievements: groundwork of legal codification; education reforms, the University of Moscow; economic stability
- Elizabeth's achievements in foreign affairs: success in the war with Sweden; Seven Years War; growing diplomatic influence in Europe
- Elizabeth's encouragement of cultural improvements in Russia: the development of a western court life; architecture including the Winter Palace; support for literature and music.

Students may argue that Elizabeth's reign saw an end to the instability that had followed since Peter the Great's death in 1725. She remained popular throughout her reign and was able to engineer a peaceful succession despite having no children of her own. Equally students may argue that her accession in a coup and the problems with her successor challenge this. There is likely to be some debate about the extent of Elizabeth's other achievements. Some students may argue that these were limited given her twenty years in power or were due to the ability of her ministers; others may argue that her achievements in education, law and in enhancing Russia's growing international reputation in this period is testament to her qualities as Tsar. Better answers will be able to judge her achievements in the context of Russia in this period.