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# A-level HISTORY 7042/1E

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

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Mark scheme

June 2024

Version: 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 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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

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

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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 and opposition.

**[30 marks]***Target: A03*

*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:**

- the question of the succession that undermined Catherine's authority as tsar throughout her reign
- this exacerbated the threat of the opposition she faced from plots and rebellions
- there were two kinds of opposition: elite conspiracies, and unrest at the edges of the Russian empire
- Catherine was fearful of opposition and was particularly concerned that a rebellion might combine the elites and frontiers as this would prove a significant threat.

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

- to support the argument students may refer to examples of the opposition and rebellions that Catherine faced during her reign: the number of pretenders; resistance at the borders including the Cossacks, the Ukraine; the impact of and attitude towards Catherine's foreign policy; Catherine's fear demonstrated in her policies towards serfdom and in response to the French Revolution
- to support the argument students may refer to Catherine's potentially weak position on the throne: the coup that removed Peter III and placed her on the throne; Ivan VI; support for Paul, his rival court and the pressure to co-rule; Catherine's Testament
- to challenge the argument students may refer to the support that Catherine enjoyed: her relationship with the Guards; support from the nobility and towns which strengthened her position; the nature of policies which bolstered this support, ie the Charter of the Nobility/Charter of the Towns
- to challenge the argument students may refer to the ease with which Catherine was able to put down any rebellions/silence any dissent, ie Pugachev, Ivan VI's death; the imposition of censorship in response to the French Revolution.

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

- Catherine saw herself as the autocrat of Russia and behaved as such in her attitude to any opposition she perceived as a threat
- Catherine the Great faced a lot of opposition due to the weakness of her claim to the throne which led to a number of pretenders, some of which were perceived as serious threats,
- she ruthlessly removed potential rivals, such as Ivan VI, and put down rebellions, such as Pugachev
- despite her ruthlessness, popular opposition survived even when uprisings were put down.

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

- to support the argument students may refer to the ability of Catherine to remove threats to her position: the assassination of Ivan VI; the neutralising of Paul as a threat; military victory over Pugachev
- to support the argument students may refer to Catherine's attitude to absolutism: her support for the Russian social structure, especially after Pugachev; her own writing on the subject, including her correspondence with the Voltaire; her attitude to the French Revolution
- to challenge the argument students may refer to the lack of opposition to Catherine: support from the Guards and nobility; popular attitudes to Catherine

- to challenge the argument students may refer to the limits to Catherine’s power: her dependence on the nobility; the restrictions this placed on her actions; they may dispute her ruthlessness and give evidence for greater pragmatism on her part.

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

- absolutism as a system of government was broadly supported in Russia, by people, the social structure and the nature of Russian politics
- however, there was opposition to Catherine from those who believed that she had usurped the throne and/or that her son should be Tsar
- there was also opposition by some, such as Panin, who sought to improve their own position, or in response to particular policies
- Catherine protected her own position by protecting (and enhancing) Russian absolutism as it meant that there no mechanisms for opposition to become effective.

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

- to support the argument students may refer to the way Catherine usurped the throne, the weakness of her claim to the throne: details of the Guard’s rebellion; Catherine’s background; her relationship with Paul, discontent especially over foreign policy
- to support the argument students may refer to the stability of the absolutist regime: the partnership between the Tsar and the nobles that Catherine maintained; the lack of progress of the Nakaz; the impact of Pugachev; the Charter of the Nobility
- to challenge the argument students may refer to the personal support Catherine enjoyed: popular support; the importance of the Guards; leading noble families; success in policies
- to challenge the argument students may refer to the pressures on absolutism: calls for reform including the abolition of serfdom; the ideas of the enlightenment and their influence on Catherine; the French Revolution.

**Section B**

**0 2** To what extent did Peter the Great's domestic reforms westernise Russia?

**[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 domestic reforms westernised Russia might include:**

- the creation of a western nobility: social and cultural changes stimulated by the Grand Embassy – fashion; the ending of the terem; the changing of the calendar; the building of St Petersburg
- western reforms of the economy: use of western craftsmen and experts in industry and their impact, ie in iron and silk industries; educational reforms to support economic development, ie the creation of academies
- western reforms of government, bureaucracy and the Church: the College system replacing the Prikazy; the introduction of the Table of Ranks and its impact; the subordination of the Church to the State
- the impact of western military reforms: western officers; uniforms; tactics; navy, ie success in the GNW.

### **Arguments challenging the view that Peter the Great's domestic reforms westernised Russia might include:**

- the superficial spread of western ideas: limited scope/spread geographically and amongst different classes; the difference between Moscow and St Petersburg: lack of longevity
- the persistence of Russian social structures: the strengthening of serfdom; noble privilege; the failure to develop a middle class
- persistent opposition/resistance: innate conservatism from the Church, some nobles, serfs
- the debate about westernisation vs modernisation: Russian influences on reform.

Students may argue that by the end of Peter the Great's reign, Russia had been substantially westernised. There was evidence of western influence in almost all spheres from fashion to finance, and from government to the Church. However, students may disagree and argue that the superficial nature of much westernisation, its lack of spread and minority support meant that westernisation was limited. Stronger answers will emphasise change, though their interpretation of how great that was will, in part, depend on the significance they attach to different changes.

- 0 3** How important were financial and economic reforms to the success of Peter the Great's 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 financial and economic reforms were important to the success of Peter the Great's foreign policy might include:**

- reforms to the finance and taxation system that enabled Peter's foreign policy to be paid for: the Ratusha and subsequent tax collecting reforms to local govt; the introduction of new taxes; devaluation of the currency
- the development of industries that assisted the success of Peter's foreign policy: cloth and wool; iron; weapons production; ship building; the importance of State direction
- the opening up of trade routes: ideas and goods from abroad; balance of payments
- the continuation (and strengthening) of serfdom: the ability to target labour where it was needed – industry/army/navy.

**Arguments challenging the view that financial and economic reforms were important to the success of Peter the Great's foreign policy might include:**

- the ongoing weaknesses of Russia's financial and economic system: endemic corruption; paucity of officials; lack of efficiency
- the failures of economic and industrial policies: lack of a middle class; lack of interest and initiative amongst the nobility; Peter's interference
- other policies that were important to Peter's foreign policy success: reform of the army; development of the navy; reforms to government
- other reasons for foreign policy success: mistakes of Charles XII; the weakness of the Swedish Empire during the Great Northern War; Peter's military tactics and strategies; the importance of allies.

Students might argue that financial and economic reforms were crucial to Peter's foreign policy success agreeing that 'money is the artery of war'. They may give evidence of the improved tax collections or advances in industry and their impact in the Great Northern War in particular. However, students may argue that other reasons were more important: they may give evidence of the ongoing shortcomings in the Russian economy and instead identify Peter's military reforms or Swedish errors as more significant. Stronger answers will recognise links between these; for example, that more secure finances allowed Peter to make the necessary reforms and to take advantage of Swedish errors.

**0 4** How effectively did the rulers of Russia maintain tsarist authority in the years 1725 to 1762?

**[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 rulers of Russia effectively maintained tsarist authority in the years 1725 to 1762 might include:**

- the survival of the absolutist regime throughout: the longevity of Anna and Elizabeth's reigns; the endurance of the idea of a Service State
- the abilities of each ruler including their capacity to determine policy: i.e., changes in foreign policy based on ruler's preferences; Anna/Peter III pro German, Elizabeth anti German
- the lack of any substantial popular rebellion and the ease with which revolts were put down; the strengthening of the secret police; the imposition of harsh punishments for treason
- the muzzling of potential opposition: ie the Church and nobility: oppression of Old Believers under Anna and Elizabeth; the treatment of opposing nobility – Menshikov, the Dogulrukiis etc.

**Arguments challenging the view that the rulers of Russia effectively maintained tsarist authority in the years 1725 to 1762 might include:**

- ongoing questions about the succession: Peter I's legacy; coups against Ivan VI and Peter III; the power of the Guards; the role of the Supreme Privy Council in the accession of Anna
- the power and influence of advisors/leading nobles: Catherine I (Menshikov); Peter II (Dolgurokov); Anna (Ostermann); Elizabeth (Bestuzhev)
- the concessions offered to the nobility over the period: repeal of some of Peter's reforms; reduction of State service; concessions to noble privilege
- levels of unrest and discontent: anti-German arson protests against Anna's rule in 1730s – Kronstadt, Yaroslav, Moscow, St Petersburg; pretenders to the throne, i.e., Alexis; economic distress and famine across the period.

Students may argue that Russian rulers in these years effectively retained their authority pointing to the length of Anna's and Elizabeth's reigns; the lack of serious rebellions and the compact between the nobility and the Tsar. However, students may also argue that these years saw a gradual lessening of authority. They may identify the fear of coups that forced the rulers to seek to retain their position by making concessions. Stronger answers will be able to put the reigns of the rulers into the broader conceptual context of the development of Russian absolutism during the eighteenth century.