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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 2020

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.

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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, 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.

**Section A**

- 0 1** Using your understanding of the historical context assess how convincing the arguments in these three extracts are in relation to state service by the nobility in the years 1725 to 1762.

**[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.

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

- the nobility gradually reduced their service obligations in the period 1725–62
- evidence of a greater noble consciousness emerged, i.e. in the crisis in 1730 and measures unpopular with the nobility, such as single inheritance, were abolished
- the changes reflected both the nobility and the State's wishes
- the reduction in service obligations culminated in Peter III's Manifesto that released nobles from service.

**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 the nobility's dislike of service and attempts to reduce this: the decline of Petrine reforms under Peter II; the conditions attached by the Supreme Council in 1730; reductions of scope and nature of service under Anna, Elizabeth and Peter III
- to support the arguments in the extract students might refer to: the weaknesses of the Tsars to resist the nobility in this period: the contested claims of Catherine I, Peter II, Anna and Elizabeth; the coups and revolts – the overthrow of Ivan VI and Peter III; the role of the Supreme Privy Council, the dominance of the cabinet
- to challenge the arguments in this extract students might refer to: the 1730 crisis as a factional dispute; Anna's ability to repudiate the conditions attached to her accession and her reluctance to grant concessions; reforms of Elizabeth/Peter III for broader social and economic reasons
- to challenge the arguments in this extract students might refer to: noble involvement in all key areas of Russian political life – the government; central and local administration, the military.

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

- the principle of nobility service remained intact until the 1760s
- noblemen were expected to give service of at least 20 years
- Anna's concessions to the nobility were a choice not made under pressure from the nobility
- any changes were made at the behest of the State and concessions made by the State, could be removed.

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

- to support the arguments in this extract students might refer to: the long accepted tradition of service obligation; the importance of service in understanding the structure of Russian society
- to support the arguments in this extract students might refer to how/why Tsars addressed the obligations of nobility service: Anna's repudiation of the conditions attached to her accession; reduction of service terms or support of noble privilege under Anna/Elizabeth reflected the needs of the State, i.e. to prevent serf unrest/increase stability/improve the economy; Peter III's Manifesto reflected a broader domestic reform agenda

- to challenge the arguments in this extract students might refer to: the weaknesses of the Tsars to resist the nobility in this period: the contested claims of Catherine I, Peter II, Anna and Elizabeth; the coups and revolts – the overthrow of Ivan VI and Peter III; the role of the Supreme Privy Council in 1730
- to challenge the arguments in this extract students might refer to the reduction of service obligation and support for noble privilege throughout the period: the reduction in length of service; the exemption for under 25s; serf owning and tax exemption privileges.

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

- whilst service was unpopular with some noblemen who tried to avoid it, many nobility supported it throughout the period
- Peter's aim of creating a 'Service State' drew on previous Russian traditions
- the State encouraged noble service by emphasising how nobles benefited from it
- many nobility saw service as positive: they gained an income; they accepted there was a moral obligation; service gave personal satisfaction.

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

- to support the arguments in this extract students might refer to: the long accepted tradition of service obligation: dislike of Peter's Service State was always based more on nature and scope than service itself; the importance of service in understanding the structure of Russian society
- to support the arguments in this extract students might refer to the benefits of noble service: the poverty of many nobles and the importance of government income; the opportunities for influence and promotion through service, i.e. the Table of Ranks
- to challenge the arguments in this extract students might refer to expectations of State Service: compulsion until 1762: expectations of noble roles in the provinces as well as service in government/administration/the military
- to challenge the arguments in this extract students might refer to the ongoing reluctance of the Russian nobility to participate without compulsion: avoidance; attitudes to the military and government (outside of the Senate/Privy Council/Senate).

**Section B**

- 0 2** How important was Church opposition in limiting Peter the Great's domestic reforms? **[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 Church opposition was important in limiting Peter the Great's domestic reforms might include:**

- the traditional position and authority of the Church: the Patriarch as equal to Tsar; criticisms of Patriarch Adrian and Yavorsky; rumours of Peter as the anti-Christ
- religion as a basis of opposition to Peter: the Bashkirs; the Streltsy; support for the Tsarevich
- the conservatism of the Church: the idea of Russian Orthodoxy as the purest form of Christianity; beliefs about traditional dress, beards, the calendar, the terem rooted in faith
- the reach of the Church: Peter's difficulty in implementing change across Russia; the importance of the Church for ordinary Russians; the power of the pulpit.

### **Arguments challenging the view that Church opposition was important in limiting Peter the Great's domestic reforms might include:**

- the failure to prevent westernisation and modernisation reforms that threatened traditional conservative Russian traditions: St Petersburg and the introduction of western culture
- Peter the Great's subordination of the Church: the failure to replace the Patriarch; the creation of the Holy Synod; reforms to the monastic system; support from within the Church, i.e. Prokopovich
- the poor reputation of the Church: the weakness of the Church since the Great Schism; the paucity of many churchmen; the Drunken Synod as satire
- comparison with other opposition including other reasons for opposition: inertia and apathy; flight of serfs; the challenge of the Tsarevich; rebellions by the Cossacks, Streltsy; threats to privilege.

Students may argue that the Church and its influence was important in limiting the effectiveness of Peter's domestic reforms as its conservatism and beliefs about Russian Orthodoxy's supremacy increased suspicion and resistance to Peter the Great's westernising and modernising reforms. Conversely, students may argue that Peter's subordination of the Church demonstrates its limited importance in opposing Peter's reforms. Better students may recognise that religion often provided a justification or succour for opposition grounded in more prosaic concerns.



**0 3** 'Peter the Great's foreign policy towards Turkey was a complete failure.'

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 foreign policy towards Turkey was a complete failure might include:**

- failure to achieve Peter's objective of access to the Black Sea: defeat in 1695; limited gains in 1696; loss of all gained territory
- the cost of the campaigns: military losses in 1695 and 1711; the destruction of the Taganrog fortress, and the Southern fleet after Pruth
- evidence of Peter's weak international position: the failure to gain allies on the Great Embassy against Turkey; the lack of expected support from Moldavia and Wallachia at Pruth; loss of reputation after the scale of defeat at Pruth
- failure to secure Russian borders and prevent Ottoman raids.

**Arguments challenging the view that Peter the Great's foreign policy towards Turkey was a complete failure might include:**

- the effect on Peter's position as tsar: continuity with traditional Russian foreign policy objectives; relative success in comparison to predecessors; the securing of borders
- the impact on Peter/Russia's international reputation: the spur of Azov to form international alliances; the impact of early successes on Peter's reputation; Russia being seen as giving explicit support for Christians; the marker for future Russian foreign policy; the importance of alliance with Turkey in the Persian conflict
- the opportunity to put early military reforms into practice: the comparison between the Streltsy and Peter's new regiments; the use of new tactics, particularly the use of the navy
- the impact of the 30-year truce and Russian presence on the Black Sea in the Great Northern War: the importance of the truce in the context of Russia's precarious position 1701–9; the presence of the Southern fleet in maintaining the truce; the limited damage done to Russian interests at the Treaty of Pruth.

Students should recognise that, overall, Peter failed to achieve any of his key objectives in the South. Any gains were limited and ultimately lost. Some students may argue that the scale of this failure means that it is legitimate to see Peter's Turkish foreign policy as a complete failure. However, other students may recognise other gains that Peter and Russia made as a result of his policy in the South, particularly in experience and in reputation. Better students may be able to see the links between Peter's Turkish foreign policy and his success in the Great Northern War and be able to assess the importance of the Turkish campaigns in this broader context.

- 0 4** To what extent were Catherine the Great's social and economic policies influenced by the ideas of the Enlightenment in the years to 1789?

**[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 Catherine the Great’s social and economic policies were influenced by the ideas of the Enlightenment in the years up to 1789 might include:**

- Catherine’s key aims and priorities: the Instruction to the Great Commission as a reflection of Catherine’s aims; the influence of Montesquieu and Beccaria; intimations about the abolition of serfdom
- reforms to society, including education and religion that reflected Enlightenment ideas: Statute of National Education 1786; Boards of Welfare; Smolney Institute; ‘Toleration of all Faiths’; reform to local government and the criminal justice system
- the use of Physiocratic ideas in the development of the economy: the creation of the Free Economic Society; Charter of the Towns, 1785
- Catherine’s support for, and contact with Enlightenment thinkers: Diderot; Voltaire.

**Arguments challenging the view that Catherine the Great’s social and economic policies were influenced by the ideas of the Enlightenment in the years up to 1789 might include:**

- the ultimate failure of the Great Commission: the watering down of ideas, i.e. serfdom; the failure to gain consensus; the distraction of foreign policy
- limits to the scope and nature of Catherine’s ‘enlightened’ reforms: treatment of the Jews; the lack of money to support educational reforms; the Charter of the Nobility 1785
- the strengthening of serfdom: lack of reform; the use of serfs as rewards; the expansion of serfdom into gained territory
- the limits of Catherine’s support for Enlightened thought: Catherine’s position as Tsar; the structure of Russian society; the impact of the Pugachev Revolt.

Students may argue that Enlightenment ideas were a key influence on Catherine’s domestic policies and give lots of examples from education, religion or the economy as evidence for this. Conversely, students may argue that Catherine’s adoption of Enlightenment ideas was done for political purposes so its actual practical influence was limited. Better answers may put Catherine’s reign and her reforms into the context of Russia and her position as Tsar at that time, before arriving at a judgement into the extent of the influence of Enlightenment ideas.