



A-level HISTORY 7042/1E

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

Mark scheme

June 2019

Version: 1.0 Final

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

System Name	Description
?	Questionable or unclear comment or fact
^	Omission – of evidence or comment
Cross	Inaccurate fact
H Line	Incorrect or dubious comment or information
IR	Irrelevant material
SEEN_BIG	Use to mark blank pages or plans
Tick	Creditworthy comment or fact
On page comment	Use text box if necessary to exemplify other annotations and add further comment. Always provide a text box comment at the end of each answer.

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 development of the economy during the reign of Catherine II. **[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 Ræff's argument, students may refer to the following:

- Catherine sought reform in agriculture to stimulate economic growth but was limited by the attitude and capabilities of the nobility
- Catherine's establishment of the Free Imperial Economic Society and the encouragement of radical debate, including about the future of serfdom
- the failure of the nobility to engage with the suggestions, with only few exceptions.

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

- in support of the argument in the extract students might refer to the influence on Catherine of Enlightenment ideas on the economy in theory including the physiocrats and cameralists; they may also give examples of free market reforms in practice – the ending of monopolies, the encouragement of commerce and industrial growth, support for banking
- in support of the argument in the extract students might refer to the nature of Russian society: its structure including the position of nobles and serfs and the lack of a middle class; traditional attitudes to economic development; the nature of education
- in support of the argument in the extract students might refer to Catherine's own views on serfdom including the Instruction, the Charter to the peasants; reforms made to ease serfdom
- to challenge the argument in the extract students might point out Catherine's limited action on serfdom, including the impact of Pugachev and the expansion of serfdom and the reliance on the serf economy
- to challenge the argument in the extract students might discuss Catherine's relationship with the nobility including in the context of her own position on the throne, the Charter to the Nobility and reforms made to central and local governance.

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

- Catherine emphasised the support of agriculture over other economic activities and wanted only limited change to this structure
- Catherine's view of agriculture as a moral activity which she identified as the bulwark of the state's stability; this included the continuation of serfdom
- Catherine's dislike of urbanisation and the limits on the encouragement of free commerce.

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

- to support the argument in the extract students might refer to the nature of Russian society and its structure and comment on the limited ways that Catherine tried to challenge this: i.e. the continuation (and expansion) of the serf economy; limited reforms to the economy and governance of Russia; Catherine's preference for small-scale industry and the limitations on serf labour

- to support the argument in the extract students might refer to Catherine's position on the throne including the context of her accession, her need to maintain noble support, the impact of the Pugachev revolt
- to challenge the argument in the extract students might refer to the influence of the physiocrats and cameralists and give evidence about free market reforms that she introduced, such as the removal of monopolies, support for commercial and banking activities, the establishment of the Free Imperial Economic Society, the Charter of the Towns
- to challenge the argument in the extract students might refer to the influence of the Enlightenment on Catherine including her dislike of serfdom, her reformist ideas set out in The Instruction; the Charter to the Peasants; reforms to serfdom including the encouragement of education and commercial activity.

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

- the serf economy was sufficient for Russia's needs in the eighteenth century
- Russia's territorial expansion enabled growth in agricultural productivity
- this led to a lack of impetus to invest in, or grow, other economic activities such as industry.

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

- to support the argument in the extract students might refer to the impact of Russian expansion including access to fertile land after the annexation of the Crimea; the establishment of New Russia and Potemkin's new cities; the encouragement of migration to counter Russia's under-population
- to support the argument students might refer to the lack of reform in agriculture and industry including the continuation and expansion of serfdom and the lack of any industrial revolution and the continuing dominance of cottage industry; the limitations on the transfer of serfs to industry
- to challenge the argument in the extract students might refer to the influence of Enlightenment thought on Catherine and her policies, such as the Free Imperial Economic Society and free market reforms: the ending of monopolies; reforms to tariffs
- to challenge the argument in the extract students might give evidence about industrial growth including in mining and textiles: the Manifesto 1775; rebuilding of industrial enterprise after Pugachev; the encouragement of nobles to exploit raw materials.

Section B

- 02** How influential was the Great Embassy on Peter the Great's westernisation of 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 the Great Embassy influenced Peter the Great's policies of westernisation might include:

- Peter made immediate changes on his return from the Great Embassy: beards, clothes, calendar
- the ongoing encouragement of education in western ideas/techniques as Peter sought to disseminate ideas seen on the Great Embassy: schools and academies; use of foreigners brought back from Embassy; ongoing sending of nobility to the west
- the nature of Peter's activities on the Great Embassy which can be directly seen in subsequent reforms: ship-building and the creation of a Russian navy; St Petersburg; military reform
- changes to Russian governance that can be argued to be influenced by from examples seen on the Great Embassy: Table of Ranks; relationship with the Church.

Arguments challenging the view that the Great Embassy influenced Peter the Great's policies of westernisation might include:

- Peter's existing interest in westernisation that preceded the Great Embassy: childhood in German quarter; foreign friends and advisers
- Peter's tendency to ignore elements of what he had seen on the Great Embassy if they did not suit his aims: i.e. in politics
- the importance of the war effort, rather than the Great Embassy, in determining the nature and direction of reform: i.e. reforms to governance, the economy, the military, were in response to Russia's tenuous position, especially before 1709
- the debate about what the real purpose of Peter's reforms were: were they modernising or westernising or about enhancing his position?

Students are likely to recognise that the Great Embassy did have some influence on Peter the Great's reforms, especially in the cultural changes to Russia he made on his return, but they should also identify both other influences and the limits of influence of the Great Embassy. How influential they see the Great Embassy is likely to depend on the importance they attach to the other influences.

03 How successful were Peter the Great’s reforms of central and local government? **[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 reforms of central and local government were successful might include:

- the clarification of the role of the Tsar: autocracy for the benefit of Russia; direct involvement and regulation of senate, local government etc
- improvements in the ability of government to finance its needs: the establishment of the ratusha; the ability to fund Peter's reforms and foreign policy through taxation; the lack of borrowing
- improvements in the efficiency of government: the creation of the Senate and Fiskals; reforms to local government to ensure consistency across the empire; the use of Governors
- more effective administration: the replacement of the prikazy with the college system 1718; the establishment of schools and academies; the encouragement of the service state – Single Inheritance 1714, Table of Ranks, 1722, the strengthening of serfdom.

Arguments challenging the view that Peter the Great's reforms of central and local government were successful might include:

- the unchanging nature of Russian state and society which limited success: geography; social structure; traditional attitudes toward modernisation and westernisation
- the failure to solve ongoing problems: lack of resource; corruption; lack of support; incompetence; inefficiencies
- confusion in the structure of the bureaucracy of the State: the role of the Tsar; the failure to codify law; the lack of separation between judicial and administrative functions
- the nature of reforms that indicates limitations: unplanned; reactive to pressures, particularly the impact of war in the period up to 1709; the need to revisit initial reforms i.e. Landrats 1713; Provintsi 1719.

Students may or may not argue that Peter the Great's reforms to government were successful. They should recognise the extent of the reform and an improvement to the inefficient, traditional Muscovite system. Some students may see that the ongoing problems show the limits to the success of this reform; others may argue that the extent of improvement is evidence of success, despite the limitations.

04 'Russian foreign policy did not change in the years 1725 to 1762.'

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 Russian foreign policy did not change in the years 1725 to 1762 might include:

- Russia's aim to expand southwards throughout the period: continuing attempts to access the Black Sea; Russo-Turkish War 1735–39
- Russia's continued aim to build trade and commerce links throughout the period: trade with Great Britain, Persia, France
- Russia's ongoing aim to protect her interests by maintaining the balance of power in central Europe: involvement in Poland, including the War of Polish Succession 1733–35; relations with Prussia and Austria and the Seven Years War 1756–63
- Russia's persistent desire to enhance its status in Europe: the legacy of Peter the Great and recognition of the Russian empire; ongoing involvement in international affairs, including marriage alliances and international treaties; the continuing importance of the military.

Arguments challenging the view that Russian foreign policy did not change in the years 1725 to 1762 might include:

- the personal impact of individual Tsars on the direction of Russian foreign policy: changing relationship with Germany (influence under Anna and Peter III, the dislike of Elizabeth); indecision and confusion, e.g. Elizabeth and Sweden; Elizabeth's illness during the Seven Years War
- the transfer of focus away from the north as the situation there stabilised: from ongoing tension and the legacy of Peter the Great to the consolidation of Gt. Northern War gains and alignment in the Seven Years War, 1756–63
- the views and interests of key advisors: Menshikov, Biron, Ostermann, Bestuzhev and their impact on international affairs
- the impact of Russia's growing influence in international affairs during the period which led to wider interests and involvement in foreign policy affairs: the legacy of Peter the Great and Russia's relationship with other European powers; diplomacy leading to the Seven Years War.

Students may comment on whether there was change or continuity with Peter the Great's foreign policy but this must be in the context of the period 1725-62 to be credited.

Students may or may not argue that Russia foreign policy priorities did not change in the period 1725–62. They are likely to recognise the ongoing importance of protecting and enhancing Russia's international position throughout the period. However, they may also recognise the importance of specific rulers' attitudes, i.e. to Germany, as highly influential, which did lead to change. Higher level answers may begin to argue that whilst underlying principles tended to remain similar, policy was sometimes affected by domestic considerations both in Russia and also wider European issues, signalling Russia's growing importance as a European power.