



A-level HISTORY 7042/1E

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

Mark scheme

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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, 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 Peter the Great's reforms of the Russian Church.

[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:

- Peter the Great's motive behind reform of the Russian Church was to subordinate it under state control
- the status of the Russian Church – its power and wealth 'its own administrative, judicial and fiscal offices' that had the potential to challenge the Tsar
- the conservatism of the Church that Peter feared might stymie reform: criticism of Peter and his western preferences
- Peter taking the opportunity presented by the death of Adrian to weaken the power of the Church with his decision to not replace the Patriarch in 1700 and the appointment of Yavorsky as a temporary guardian who would not challenge Peter's authority.

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

- in support of the argument, students may refer to the relationship between the Tsar and the Patriarch: the position of the Patriarch as the spiritual leader of Russia; Peter's reforms to ensure that the Church strengthened his rule, ie reporting of dissent
- in support of the argument students may refer to how the Church threatened Peter and his reforms: Peter seen as the Antichrist; religious arguments used in the Streltsy uprising and Astrakhan rebellion; support for Tsarevich Alexis
- to challenge the argument students may refer to the lack of opposition to Peter's reforms: the ease with which the Church became a part of state apparatus
- to challenge the argument students may refer to other motives for reform: the influence of Western churches, the need to harness the wealth of the Church to support the war effort; Peter's belief in state service for all.

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

- Peter's motives for reform being to ensure that the Russian Church was useful to Russian society
- the influence of western protestant churches on reform where the head of state was also the head of the Church
- the importance of the secular role of the Church, rather than its spiritual role
- Peter's belief in the value of service to the state across the whole of society and how reform of the Church was a part of this broader ambition.

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

- in support of the argument students might refer to Peter's use of Western ideas: the Great Embassy and its lessons; reforms, across society, that mirrored what he saw, including in the Church
- in support of the argument students might refer to Peter's practical, pragmatic and utilitarian attitudes to reform and how this affected religious reform: attitude to monasteries; the use of the Church for education and welfare provision; the sequestration of Church finances

- to challenge the argument students might refer to Peter’s concerns about the quality of the Church: the importance of education; his challenge to superstitious belief and practice: his own religious beliefs
- to challenge the argument students might refer to Peter’s concerns about how the Church might undermine his authority: its resistance to western ideas; its conservatism; the importance of the Church in Russian society and its influence over the people.

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

- Peter wanted to reform the Russian Church to improve it and to rid it of abuses
- the importance of the Church in society and the high quality of clergy that Peter believed was needed to ensure good subjects and good government
- the influence of the Orthodox Church in Ukraine, demonstrated by Peter’s use of Yavorsky and Prokopovich
- the aims of the Spiritual Regulation of 1721 and the purpose of the Governing Synod as a spiritual counterpoint to the senate.

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

- in support of the argument students might refer to Peter’s own religious belief: his attendance and participation in religious services; the lack of doctrinal reform
- in support of the argument students might refer to Peter’s reforms to improve the Church: his insistence on better educated clergy; his repudiation of superstition
- to challenge the argument students might refer to his relationship with Yavorsky: its deterioration as Peter’s aims diverged with Yavorsky’s attempts to renew the Church: Prokapovich as a propagandist for Petrine reforms
- to challenge the argument students might refer to how Peter’s reforms affected the Church: the way the Spiritual Regulation effectively relegated the Church into a department of state.

Section B

- 0 2** To what extent did the conservatism of Russian society hinder the development of the Russian economy in the reign of Peter the Great?

[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 conservatism of Russian society hindered the development of the Russian economy in the reign of Peter the Great might include:

- the attitude of the nobility was conservative and did not favour economic innovation: the importance of land and serfs to status; the relative poverty of many nobles; the traditional dislike of trade and industry that was felt to be beneath the nobility; endemic corruption that discouraged economic investment; the power and status of the nobility in the provinces that gave them the ability to resist reform
- the lack of a middle class who might otherwise have driven economic development; the lack of interest/investment in trade and industry; lack of an entrepreneurial class; the persistence of traditional views of status and advancement
- the persistence of serfdom disincentivised economic development: it led to weak markets for products; cheap labour meant there was a lack of incentive for innovation; it limited the growth of a middle class
- insularity of Russia limited the impact of foreign ideas: isolationist attitude; traditional views led to both a resistance of contact with other countries hindering trade and learning and a lack of enthusiasm for these ideas.

Arguments challenging the view that the conservatism of Russian society hindered the development of the Russian economy in the reign of Peter the Great might include:

- the long-standing belief in service to the state that Peter was able to harness for economic development: the ability of the Tsar to direct reform – incentives to trade and set up industrial projects
- the growth of 'new men' who had different ideas to the traditional nobility: entrepreneurs like Menshikov; the willingness of some nobles to embrace change
- the benefits of serfdom for economic development: the ability to direct labour to chosen projects – factories, foundries, St Petersburg
- other reasons that explain the problems in developing the Russian economy: the pressures of the war effort; problems in the structure and organisation of government; Peter's mercurial nature, examples of progress made

Students may argue that the conservatism of Russian society, particularly the existence of serfdom, did hinder the development of the Russia economy. There was a lack of incentive for the nobles to innovate and no other class had the resource to do so. However, other students may argue that although serfdom was damaging to the Russian economy in the long run, it did enable Peter to bring in rapid reform that meant there were significant advances during his reign. Some students may argue that the progress made demonstrates that the conservatism of Russia society did not wholly hinder economic development but will need to ensure that the extent of hindrance is properly addressed. Better answers will recognise how Russian society effected economic for good and ill in the context of rapid change.

0 3 To what extent did the foreign policies of Russian rulers strengthen their country 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 foreign policies of Russian rulers strengthened their country in the years 1725 to 1762 might include:

- Russia was strengthened by more secure Russian borders: success in war with Sweden; border skirmishes with Ottoman empire – Azov
- Russia's position as a great north-eastern power was consolidated: dominance of the Baltic; influence over Poland and involvement in Polish succession
- Russia's military power was strengthened: size and capabilities of navy/army; military successes against Sweden, against the Ottomans, in the Seven Years War, 1756–63
- Russia had a strengthened diplomatic presence: growing diplomatic involvement, ie maintaining the balance of power in Europe: relations with Great Britain, France, Prussia and Austria.

Arguments challenging the view that the foreign policy of Russian rulers strengthened their country in the years 1725 to 1762 might include:

- the limits of Russia as a great power: inconsistency in alliances; impact on relationships with other great powers; change of foreign policy direction, 1762
- the limits of military success: the failure to expand; the Russian-Turkish wars 1730s; the failure to maintain Peter's gains, ie the loss of Persian territories
- the social and economic cost of foreign policy on Russia: the 'dark era' under Anna; financial pressures; strengthening of serfdom
- the impact of foreign policy on the power/authority of Russian leaders: loss of popularity of Tsars/ ministers; anti-German feeling under Anna/Peter III.

Students will need to define what they mean by strengthened for Russia in this period. Some may see it as merely military strength and point to victories against Sweden and the strength of Russian forces demonstrated in the Seven Years War. Equally, students may see the failures in the Crimea as evidence that Russia was not strong enough to threaten the Ottoman Empire. Others may argue that the growing Russian involvement in European diplomatic affairs and evidence of Russia's strength as a Great European power whilst others might see the instability of alliances and recognise that Russia was still relatively less important than other states. Students may argue that within this period Russia's strength varied as some rulers were more successful than others, most likely comparing Elizabeth's successes to Anna and/or Peter III. Students may equally discuss the effect of foreign policy on the situation within Russia, recognising the social and economic impact and its bearing on the popularity and authority of the government. Better answers will recognise differing objectives and be able to put the conclusion in the context of change over time.

0 4 'The most important impact on Catherine the Great's reforms to government and society after 1773, was the Pugachev Revolt.'

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 most important impact on Catherine the Great's reforms to government and society after 1773, was the Pugachev Revolt might include:

- the Pugachev Revolt's impact on Catherine's perception of her security: increased fear of further revolts; a new fear of the 'mob' seen in Pugachev; the legacy of Catherine's rise to power and perceived lack of legitimacy
- the impact of the Pugachev Revolt on Catherine's willingness to enact social and governmental reform: the lack of progress of the Legislative Commission; the failure to enact ideas from the Nakaz; the lack of a previously planned Charter of Serfs
- the Pugachev Revolt's demonstration of the importance of the nobility and the impact on Catherine's attitude and policy towards the nobility: Catherine's growing understanding of the need for nobles to retain order in the countryside; the subsequent Charter of the Nobility
- the Pugachev Revolt's demonstration of the need for State authority in towns across the empire and the impact on policy: reforms to local government: Charter of the Towns.

Arguments challenging the view that the most important impact on Catherine the Great's reforms to government and society after 1773, was the Pugachev Revolt might include:

- the argument that Pugachev was no real threat so had limited impact on reform: the ease with which Pugachev was resisted; the lack of any other significant rebellions; the support Catherine had
- evidence of lack of change in the nature of Catherine's policies after Pugachev: support for noble status/continuance of serfdom pre-1775
- the greater impact of the nature of Russian society and geography in determining reform: size; rural; lack of urban centres
- the influence of the Enlightenment thinkers on Catherine's reforms: Baccaria, Diderot, Montesquieu, Voltaire and the extent of their influence on reforms to law and order, education and governance; the influence of the French Revolution on Catherine's attitude to Enlightened thought.

Students may argue that the Pugachev Revolt significantly influenced all Catherine's subsequent reform of government and society; that the fear engendered by it directly led to a shake-up of local government, the role of nobility in governing the provinces and the continuation of serfdom. Others may argue that the role of the Pugachev Revolt can be overstated; that it did not really threaten Catherine and that her reforms were more influenced by her existing beliefs about good governance. Better answers may recognise that Pugachev was important in symbolising the difficulties of ruling Russia.