



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# Mark scheme January 2003

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## GCE

### History

## Alternative C: Units 1 and 4

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## General Guidance for Examiners: AS and A2 examination papers

### A: Introduction

The AQA's revised AS/A2 History specification has been designed to be 'objectives-led' in that questions are set which address the assessment objectives published in the Board's specifications. These cover the normal range of skills, knowledge and understanding which have been addressed by AS and A2 level candidates for a number of years.

Most questions will address more than one objective reflecting the fact that, at AS/A2 level, high-level historical skills, including knowledge and understanding, are usually deployed together.

The revised specification has addressed subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that GCE History is concerned with the analysis of historical problems and issues, the study of which encourages candidates to make judgements grounded in evidence and information.

The schemes of marking for the new specification reflect these underlying principles. The mark scheme which follows is of the 'levels of response' type showing that candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History.

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a wide choice of subject content options or alternatives within the specification for AS and A2.

It is therefore of vital importance that assistant examiners apply the marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of other alternatives and across all the specifications offered by the Board.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall (Section B for AS and Section C for A2) and in deciding on a mark within a particular level of response (Section D).

**B: Exemplification of AS Level descriptors****Level 1:**

The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place.

**Exemplification/guidance**

Answers at this level will

- be excessively generalised and indiscriminating with little reference to the focus of the question
- lack specific factual information relevant to the issues
- lack awareness of the specific context
- be limited in the ability to communicate clearly in an organised manner, and demonstrate limited grammatical accuracy.

**Level 2:**

*Either*

Demonstrates by relevant selection of material some understanding of a range of issues.

*Or*

Demonstrates by relevant selection of material, implicit understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

**Exemplification/guidance**

*Either* responses will have the following characteristics: they will

- offer a relevant but outline only description in response to the question
- contain some irrelevance and inaccuracy
- demonstrate coverage of some parts of the question but be lacking in balance
- have some direction and focus demonstrated through introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically

*Or* responses will have the following characteristics: they will

- show understanding of some but not all of the issues in varying depth
- provide accurate factual information relevant to the issues
- demonstrate some understanding of linkages between issues
- have some direction and focus through appropriate introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically.

**Level 3:**

Demonstrates by selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight or balance.

**Exemplification/guidance**

These responses will have the following characteristics: they will

- present arguments which have some focus and relevance, but which are limited in scope
- demonstrate an awareness of the specific context
- contain some accurate but limited factual support
- attempt all parts of the question, but coverage will lack balance and/or depth
- demonstrate some effective use of language, be coherent in structure but limited grammatically.

**Level 4:**

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation.

**Exemplification/guidance**

These responses will have the following characteristics: they will

- be largely analytical but will include some narrative
- deploy relevant factual material effectively, although this may not be comprehensive
- develop an argument which is focused and relevant
- cover all parts of the question but will treat some aspects in greater depth than others
- use language effectively in a coherent and generally grammatically correct style.

**Level 5:**

As L4, but contains judgement as demanded by the question, which may be implicit or partial.

**Exemplification/guidance**

These responses will have the following characteristics: they will

- offer sustained analysis, with relevant supporting detail
- maintain a consistent argument which may, however, be incompletely developed and in places, unconvincing,
- cover all parts of the question with a reasonable balance between the parts
- attempt to offer judgement, but this may be partial and in the form of a conclusion or a summary
- communicate effectively through accurate, fluent and well directed prose.

**C: Exemplification of A Level (A2) descriptors**

The relationship between the Assessment Objectives (AOs) 1.1, 1.2 and 2 and the Levels of Response.

A study of the generic levels of response mark scheme will show that candidates who operate solely or predominantly in AO 1.1, by writing a narrative or descriptive response, will restrict themselves to a maximum of 6 out of 20 marks by performing at Level 1. Those candidates going on to provide more explanation (AO 1.2), supported by the relevant selection of material (AO1.1), will have access to approximately 6 more marks, performing at Level 2 and low Level 3, depending on how implicit or partial their judgements prove to be. Candidates providing explanation with evaluation and judgement, supported by the selection of appropriate information and exemplification, will clearly be operating in all 3 AOs (AO 2, AO1.2 and AO1.1) and will therefore have access to the highest levels and the full range of 20 marks by performing in Levels 3, 4 and 5.

**Level 1:***Either*

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly, or wholly narrative.

*Or*

Answer implies analysis but is excessively generalised, being largely or wholly devoid of specific information. Such answers will amount to little more than assertion, involving generalisations which could apply to almost any time and/or place.

**Exemplification/guidance**

Narrative responses will have the following characteristic: they

- will lack direction and any clear links to the analytical demands of the question
- will, therefore, offer a relevant but outline-only description in response to the question
- will be limited in terms of communication skills, organisation and grammatical accuracy.

Assertive responses: at this level, such responses will:

- lack any significant corroboration
- be generalised and poorly focused
- demonstrate limited appreciation of specific content
- be limited in terms of communication skills, organisation and grammatical accuracy.

IT IS MOST IMPORTANT TO DISCRIMINATE BETWEEN THIS TYPE OF RESPONSE AND THOSE WHICH ARE SUCCINCT AND UNDEVELOPED BUT FOCUSED AND VALID (appropriate for Level 2 or above).

**Level 2:***Either*

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but lack weight and balance.

*Or*

Demonstrates, by relevant selection of material, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

**Exemplification/guidance**

Narrative responses will have the following characteristics:

- understanding of some but not all of the issues
- some direction and focus demonstrated largely through introductions or conclusions
- some irrelevance and inaccuracy
- coverage of all parts of the question but be lacking in balance
- some effective use of the language, be coherent in structure, but limited grammatically.

Analytical responses will have the following characteristics:

- arguments which have some focus and relevance
- an awareness of the specific context
- some accurate but limited factual support
- coverage of all parts of the question but be lacking in balance
- some effective use of language, be coherent in structure, but limited grammatically.

**Level 3:**

Demonstrates by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial.

**Exemplification/guidance**

Level 3 responses will be characterised by the following:

- the approach will be generally analytical but may include some narrative passages which will be limited and controlled
- analysis will be focused and substantiated, although a complete balance of treatment of issues is not to be expected at this level nor is full supporting material
- there will be a consistent argument which may, however, be incompletely developed, not fully convincing or which may occasionally digress into narrative
- there will be relevant supporting material, although not necessarily comprehensive, which might include reference to interpretations
- effective use of language, appropriate historical terminology and coherence of style.

**Level 4:**

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope.

**Exemplification/guidance**

Answers at this level have the following characteristics:

- sustained analysis, explicitly supported by relevant and accurate evidence
- little or no narrative, usually in the form of exemplification
- coverage of all the major issues, although there may not be balance of treatment
- an attempt to offer judgement, but this may be partial and in the form of a conclusion or summary
- effective skills of communication through the use of accurate, fluent and well directed prose.

**Level 5:**

As Level 4 but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question.

**Exemplification/guidance**

Level 5 will be differentiated from Level 4 in that there will be:

- a consistently analytical approach
- consistent corroboration by reference to selected evidence
- a clear and consistent attempt to reach judgements
- some evidence of independence of thought, but not necessarily of originality
- a good conceptual understanding
- strong and effective communication skills, grammatically accurate and demonstrating coherence and clarity of thought.

**D: Deciding on marks within a level**

**These principles are applicable to both the Advanced Subsidiary examination and to the A level (A2) examination.**

Good examining is, ultimately, about the **consistent application of judgement**. Mark schemes provide the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in subjects like History, which in part rely upon different interpretations and different emphases given to the same content. One of the main difficulties confronting examiners is: “What precise mark should I give to a response *within* a level?”. Levels may cover four, five or even six marks. From a maximum of 20, this is a large proportion. In making a decision about a specific mark to award, it is vitally important to think *first* of the mid-range within the level, where the level covers more than two marks. Comparison with other candidates’ responses **to the same question** might then suggest that such an award would be unduly generous or severe.

In making a decision away from the middle of the level, examiners should ask themselves several questions relating to candidate attainment, **including the quality of written communication skills**. The more positive the answer, the higher should be the mark awarded. We want to avoid “bunching” of marks. Levels mark schemes can produce regression to the mean, which should be avoided.

So, is the response:

- precise in its use of factual information?
- appropriately detailed?
- factually accurate?
- appropriately balanced, or markedly better in some areas than in others?
- and, **with regard to the quality of written communication skills:**
  - generally coherent in expression and cogent in development (as appropriate to the level awarded by organising relevant information clearly and coherently, using specialist vocabulary and terminology)?
  - well-presented as to general quality of language, i.e. use of syntax (including accuracy in spelling, punctuation and grammar)? (In operating this criterion, however, it is important to avoid “double jeopardy”. Going to the bottom of the mark range for a level in each part of a structured question might well result in too harsh a judgement. The overall aim is to mark positively, giving credit for what candidates know, understand and can do, rather than looking for reasons to reduce marks.)

It is very important that Assistant Examiners **do not** always start at the lowest mark within the level and look for reasons to increase the level of reward from the lowest point. This will depress marks for the alternative in question and will cause problems of comparability with other question papers within the same specification.

**Alternative C: Absolutist States in Europe 1640-1790****AS Unit 1: Absolutist States in Europe 1640-1725****Question 1**

- (a) **Use Source A and your own knowledge.**  
**Explain briefly the importance of the concept of the “Divine Right of Kings” in relation to Louis XIV’s idea of Kingship.**

*Target: AO1.1, AO2*

- L1: Demonstrates basic understanding of the issue relating to the source and content, e.g. the King was chosen by God. **1**
- L2: Demonstrates more developed understanding of the issue relating to both the source and content, e.g. gives more detail on the concept – the King as God’s lieutenant on earth, Bossuet etc and at the top of the level how they affected Louis’ ‘absolute’ position. **2-3**

- (b) **Use Source B and C and your own knowledge.**  
**Explain how Source C challenges the view put forward in Source B in relation to Louis XIV’s claim to absolute control of government in France.**

*Target: AO1.1, AO2*

- L1: Extracts relevant information from both the sources with limited reference to context, e.g. in source B Louis says he will act for himself and his Chancellor and Secretaries will obey him. (By contrast) Source C shows some of the areas where royal authority is limited. There will be no links between the two sources. **1-2**
- L2: Extracts and compares information about Louis XIV’s personal position from both the sources and with reference to own knowledge. Thus source B shows Louis asserting his right to be in full control (some may say, even of trivial matters, using their own knowledge). Source C shows that this was not always the case and lists the areas where royal power was limited. Some summary of the sources can be allowed. **3-5**
- L3: Extracts and compares information from both sources with reference to own knowledge and draws conclusions, e.g. having recognised C as a secondary source and B as primary they may argue that in C the historian uses hindsight supported by accurate examples of examples of areas of policy as at L2, possibly regarding Louis’ youthful claim as self assertion, an attempt to show he was king. **6-7**

- (c) Use Sources A, B and C and your own knowledge to explain why Louis XIV had only limited success in establishing absolute government in France.

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and undiscriminating, amounting to little more than assertion, involving generalisations, which could apply to almost any time/and or place, based on *either* own knowledge *or* the sources. **1-4**
- L2: *Either*  
Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge some understanding of a range of issues.  
*Or*  
Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge implicit understanding of a wide range of relevant issues. Most such answers will be dependent on description, but will have valid links.  
*Or*  
Demonstrates, by limited selection of material, *both* from the sources *and* own knowledge, implicit understanding of the relevant issues. These answers, while relevant will lack both range and depth and contain some assertion. **5-8**
- L3: Is able to demonstrate, by relevant selection of material, *both* from source *and* own knowledge, some understanding of the demands of the question. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* own knowledge, explicit understanding of the demands of the question and provides a balanced explanation. **12-13**
- L5: As L4 but contains judgement as demanded by the question, which may be implicit or partial. **14-15**

### Indicative content

Source C should serve to identify some of the areas where royal power was limited and therefore establishing absolute control was difficult, i.e. continuing privileges of various social groups and geographical regions. The role of lawyers and in particular the parlements in frustrating royal power. The failure of the crown to solve the religious problems. The size of France as compared with the small bureaucracy to run affairs. Source A gives an indirect lead by reference to Divine Right which should remind candidates of the limitations this imposed. Reference might also be made to Bossuet's theory and the implied limitations on royal power. However, Source B clearly reveals that Louis wished to be seen to have full control. The question, however, seeks information on why Louis had only limited success in establishing absolute government in France and here candidates should use both extracts and own knowledge to analyse reasons for this. These might include:

- The King being answerable to God and not acting in an arbitrary fashion.
- The need for the king to respect ancient rights and privileges, e.g. of the nobles and the Parlements.
- The vast size of France which made absolute control a near impossibility – and the need in these circumstances to be able to command loyalty albeit by conciliation and compromise.

L1 answers will be mainly assertion, e.g. that Louis could never be fully absolute but with little or no explanation offered. L2 answers may lean heavily on Source C but will substantiate the reasons briefly. Some may resort to descriptions of Louis' policies with passing links. L3 answers will look at the reasons why Louis' success was limited but will not consider all aspects and will be unbalanced. L4 answers will be analytical clearly meeting the challenge of why Louis was unable to overcome the handicaps and obstacles in order to establish absolute control. L5 answers will be balanced and may argue that, in spite of handicaps and obstacles, Louis went a long way to making his rule more absolute.

**Brandenburg-Prussia 1640-1688****Question 2**

- (a) **Explain briefly what was meant by “his dominions” in the context of Frederick William, the Great Elector’s accession in 1640.**

*Target: AO1.1, AO2*

- L1: Basic or partial definition of the term or concept, largely based on the extract, e.g. it meant the lands he inherited in 1640. **1**
- L2: Developed explanation of the term or concept, linked to the context, e.g. naming the 3 main blocks of territory, i.e. Brandenburg with Pomerania, East Prussia, the Rhenish duchies. For full marks might show how these territories had to be freed from external control. **2-3**

- (b) **Explain why Frederick William, the Great Elector was only able to begin to organise his dominions after 1648.**

*Target: AO1.2, AO2*

- L1: Demonstrates implicit understanding, through general and unsupported statements, e.g. because some of his lands had been overrun/occupied by foreign troops, because he was no longer preoccupied with the 30 Years War. **1-2**
- L2: Demonstrates understanding of specific factors explaining why he had been unable to begin the task until after 1648 through relevant and appropriately selected material, e.g. because his lands, e.g. Brandenburg had been occupied (but giving details of the effects of this). Because of the scattered nature of his dominions – difficult to defend – Brandenburg had been overrun. Money was needed for the War – troops were fully occupied in defending the dominions. The Elector needed to gain respect e.g. from the Estates. **3-5**
- L3: Demonstrates explicit understanding of a range of reasons covering ‘why’ and prioritises making links or draws conclusions about their relative significance and also showing how the Peace Treaty made a difference. **6-7**

- (c) **“The reform of his dominions was the most important reason for the success of Frederick William, the Great Elector’s foreign policy after 1648.”**  
**Explain why you agree or disagree with this statement.**

*Target: AO1.1, AO1.2, AO2*

- L1: The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisation which could apply to almost any time and/or place. **1-4**
- L2: *Either*  
Demonstrates, by relevant selection of material, some understanding of a range of issues.
- Or*  
Demonstrates, by relevant selection of material, implicit understanding of a wider range of issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight or balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4 but contains judgement as demanded by the question, which may be implicit or partial. **14-15**

### **Indicative content**

The initial focus of the question should be on why the organisation of the dominions was essential if the Elector was to pursue a successful foreign policy. Given the extent and scattered nature of the dominions at certain key stages, e.g. 1640, 1648 and 1660 it can be argued that without administrative organisation the Elector could not hope to turn his attention to foreign affairs yet he could hardly afford to ignore foreign policy, part of which was essential to the unity of his dominions. Some may argue against the proposition and show that foreign affairs would never be static and that the organisation of the dominions had to adapt to changing circumstances and take into consideration new acquisitions, thus the organisation of the dominions was ongoing and as the stimulus says ‘a life long task’. The main organisation though, beginning with gaining control over the Estates in the 1650s only reached fruition after 1660 and in some cases toward the end of the reign. Moreover, other factors, played their part in the pursuit of foreign policy e.g. the army which was closely linked with the administration, the character of the Elector, his determination, luck and changing events in Europe.

L1 answers will be general assertion on the Elector, e.g. the Elector had to organise his scattered dominions (no details given) and/or he set up a new system of administration which was centralised (again, not expanded). Answers at L2 are likely to be narrative on policies either domestic or foreign or both. They will be fairly wide ranging and will have limited links to the question. Answers at L3 will focus on the importance of organising the dominions and the advantages of this in the light of the situation of Brandenburg-Prussia and the Elector’s aims and foreign policy. L4 answers will recognise that organisation was not the only contributory factor to the success of the Elector’s foreign policy but may be unbalanced. L5 answers will prioritise on the factors given at L4 and reach a partial judgement on whether the organisation of the dominions was the most important factor.

**Question 3**

- (a) **Explain briefly what was meant by “departure of the Huguenots from Louis XIV’s France” in the context of the religious policies of Frederick William, the Great Elector.**

*Target: AO1.1, AO2*

- L1: Basic or partial definition of the term or concept, largely based on the extract, e.g. this refers to the departure of the Huguenots after Louis XIV’s revocation of the Edict of Nantes. **1**
- L2: Developed explanation of the term or concept, linked to the context e.g. to the effect that after the Revocation of the Edict of Nantes many Huguenots left France because they could not practise their religion freely and were welcomed by the Great Elector (Edict of Potsdam) who granted them religious toleration. **2-3**

- (b) **Explain why Frederick William, the Great Elector welcomed immigrants to Brandenburg-Prussia.**

*Target: AO1.1, AO1.2, AO2*

- L1: Demonstrates implicit understanding of the issue or event through general and unsupported statements. e.g. because parts of his domains were sparsely populated, because he needed more people to build up his dominions. **1-2**
- L2: Demonstrates understanding of specific factors explaining the development of the issue or event through relevant and appropriately selected material, e.g. develops the idea of their utility, e.g. in companies to manufacture textile, glass ware, iron, copper and brass goods, candles, soap, paper, luxury goods etc. Useful to repopulate Brandenburg after the ravages of the Thirty Years War. **3-5**
- L3: Demonstrates explicit understanding of a range of factors explaining why he welcomed the immigrants (and gave them religious toleration), possibly with some expectation that this might produce increased trade etc and prioritises, making links or draws conclusions about their relative significance. The inter relationship of some factors may be recognised but this should not be turned into an account of the general results of economic policies. Candidates may however, conclude that population was an important factor in the Elector’s considerations. **6-7**

- (c) **“The religious and economic policies of Frederick William the Great Elector, successfully promoted the economic growth of Brandenburg-Prussia.” Explain why you agree or disagree with this statement.**

*Target: AO1.1, AO1.2, AO2*

- L1: The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisation which could apply to almost any time and/or place. **1-4**
- L2: *Either*  
Demonstrates, by relevant selection of material, some understanding of a range of issues.
- Or*  
Demonstrates, by relevant selection of material, implicit understanding of a wider range of issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight or balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4 but contains judgement as demanded by the question, which may be implicit or partial. **14-15**

### **Indicative content**

There should be no overlap with 3(b) which is on the reasons why the Elector welcomed/encouraged immigration. In 3(c) candidates should be assessing the outcome of the policies in the two areas specified. Answers should show sound knowledge of the policies as well as the ability to assess their value in promoting the economic growth of Brandenburg-Prussia. A variety of treatments can be expected from those who argue the policies did promote the economic growth of Brandenburg Prussia, e.g. religious toleration encouraged new industries leading to increased trade etc; economic policies leading to better communications and the development of Berlin as a commercial centre; financial policies (may be included as a part of the economic policies) enabling the army to be paid and provision made for farmers who had been adversely affected by the 30 Years War.

The negative side of the economic policies may be argued as the excessive government regulations, heavy taxes and tolls, the restrictions of mercantilism and the failure of some policies, e.g. in establishing colonies, commercial overseas companies and a mercantile marine.

Answers at L1 will be brief and may just deal with one or two areas of policy. Some will be very generalised and consist of bold undeveloped statements, e.g. he developed agriculture, he tried to develop industry with little to show these were not the policies of any ruler.

L2 answers are likely to be descriptions of economic policies with passing comments on their success/failure. By L3 answers should show awareness of the degree of success achieved. These answers are likely to concentrate on the successful policies in order to agree with the statement, e.g. the revival of agriculture, the development of industry, the improvement in communications. L4 answers will be more balanced looking at some reasons for agreement or disagreement with the statement. They will probably assess the successes (as at L3) and then discuss some of the limitations/failures. L5 answers will draw conclusions related to ‘success’ based on the comparative evidence presented.

**Russia 1690-1725****Question 4**

- (a) **Explain briefly what is meant by “westernisation” in the context of the Peter the Great’s aims.**

*Target: AO1.1, AO2*

- L1: Basic or partial explanation of the term or concept, largely based on the extract, e.g. it means that the reforms were based on ideas taken from Europe/the West. **1**
- L2: Developed explanation of the term or concept, linked to context e.g. examples of areas of western practices such as administration, army, dress replacing traditional Muscovite ideas. **2-3**

- (b) **Explain why Peter believed he should turn to Europe and the West.**

*Target: AO1.2, AO2*

- L1: Demonstrates implicit understanding, through general and unsupported statements, e.g. because he was interested in the navy or because he went on a trip to Europe and saw their ideas. **1-2**
- L2: Demonstrates understanding of specific factors explaining why Peter believed he should turn to the west through appropriately selected material. These might include:
- The usefulness of the West to Russia in terms of new techniques, methods, ideas (with examples given)
  - The needs of war, trade.
  - The need to gain allies against Turkey.
  - Peter’s desire to move forward, to modernise and make Russia self sufficient. **3-5**
- L3: Demonstrates explicit understanding of a range of reasons covering ‘why’ and prioritises making links or draws conclusions. The list might include the influences on Peter, e.g. of the intellectual leap forward which had already been made in the Ukraine, at the court of Sophia and Golitsyn etc but extensive background, which will be credited, is not essential for this top level. **6-7**

- (c) “The achievements of Peter the Great in his westernisation programme were limited.” Explain why you agree or disagree with this statement.

*Target: AO1.1, AO1.2, AO2*

- L1: The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisation which could apply to almost any time and/or place. **1-4**
- L2: *Either*  
Demonstrates, by relevant selection of material, some understanding of a range of issues.
- Or*  
Demonstrates, by relevant selection of material, implicit understanding of a wider range of issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight or balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4 but contains judgement as demanded by the question, which may be implicit or partial. **14-15**

### Indicative content

In support of the statement it might be argued that the effectiveness of the measures were limited due to corruption, conservatism, inertia, opposition to change, mistrust of foreigners, lack of money, expertise, size of country, many policies were superficial. Financial policies lacked perseverance and were unsystematic. On the other hand there were improvements in agriculture, industry, communications, education. Trade increased, the navy was developed and technical skills needed for war were successful, thus a degree of westernisation was achieved – a few measures survived after Peter’s death.

L1 answers will either be thin narrative with no attempt to say what the policies achieved or why the achievements were limited. They will contain generalised statements, e.g. he tried to develop industry, to make his people more like westerners but with no specific details given. Some will turn their answers into accounts of cutting off beards etc. L2 will either be wider ranging narrative on policies with brief links or some limited analysis, e.g. of why the achievements were limited with rather thin support. L3 answers will be positive and explicit – they will analyse some achievements/limitations but will be unbalanced. L4 will be more balanced and look at both agreement and disagreement with the statement showing why achievements were or were not limited. L5 answers will reach a judgement and may refer to Peter’s absolutism which, it may be claimed, limited his policies.

**Question 5**

- (a) **Explain briefly what is meant by “a diplomat” in the context of Peter the Great’s conduct of foreign policy.**

*Target: AO1.1, AO2*

- L1: Basic or partial definition of the term or concept, largely based on the extract e.g. a person engaged in diplomacy, e.g. negotiations with foreign powers. **1**
- L2: Developed explanation of the term or concept, linked to the context, e.g. looks at the types of negotiations undertaken such as agreements, treaties, marriage alliances. **2-3**

- (b) **Explain why Peter the Great was successful as a warrior.**

*Target: AO1.2, AO2*

- L1: Demonstrates implicit understanding through general and unsupported statements, e.g. because he was a good soldier who led his troops into battle. **1-2**
- L2: Demonstrates understanding of specific factors why Peter was successful as a warrior through relevant and appropriately selected material, e.g. he was confident in his role as a soldier particularly after the battle of Poltava, the defeat of Sweden and the acquisitions made as a result of force. He led his troops personally setting an example, he believed Russia could only be put on the diplomatic map by a show of force. Therefore he tended to send force to back up diplomacy, e.g. at the Nystadt negotiations. **3-5**
- L3: Demonstrates explicit understanding of a range of reasons covering ‘why’ and prioritises making links or draws conclusions about their relative significance. **6-7**

- (c) **“The most important achievement of Peter the Great’s foreign policy was in gaining recognition for his country from the West.”**  
**Explain why you agree or disagree with this statement.**

*Target: AO1.1, AO1.2, AO2*

- L1: The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisation which could apply to almost any time and/or place. **1-4**
- L2: *Either*  
Demonstrates, by relevant selection of material, some understanding of a range of issues.
- Or*  
Demonstrates, by relevant selection of material, implicit understanding of a wider range of issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight or balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4 but contains judgement as demanded by the question, which may be implicit or partial. **14-15**

### **Indicative content**

The initial focus should be on the importance for Russia of recognition by the West taking into account the position at the start of Peter’s reign and the length of time that it took to obtain such recognition and culminating in Peter’s celebratory acceptance of the title ‘the Great’. Answers should show the volume of the recognition in terms of growing contrast, trade etc and especially in the diplomatic and foreign field – a development which would eventually lead to Russia’s recognition as a power to be reckoned with.

However, other achievements need to be considered so that a judgement can be made. These might include:

- The outlet to the Baltic – its strategic, commercial and naval importance
- The acquisition of the Baltic provinces – areas of expansion
- The defeat of Sweden and Poland – the changing balance of power.

The essay is on achievements so candidates are unlikely to deal with other campaigns which were either failures or had only short term success e.g. the Pruth campaign, war against Turkey and the Persians etc although aspects can be linked to focus.

L1 answers are likely to be thin information only vaguely related to the question. Answers at L2 may be narrative especially on the war against Sweden with a few links on what it achieved for Russia. L3 answers will be more explicit, they will analyse some reasons why gaining respect from the West was important though they may be unbalanced. L4 answers will be more balanced, looking at some range of achievements. L5 answers will in addition make a judgement on which factor was the most important or at least will attempt to prioritise.

## A2 Unit 4: Monarchy in the Age of Enlightenment

### Section A: The Crisis of the French Monarchy, 1688-1789

In the mark scheme which follows the range of material (often given in the indicative content) refers to the synoptic focus of the question (especially for 1 (c) )whereby candidates must demonstrate an appreciation of the connections between separate historical perspective and how they inter-relate, e.g. between the individual and the influence of ideas, attitudes or beliefs; between the political and the social or the cultural and economic, or the religious and the technological.

#### Question 1

- (a) **Use Source A and your own knowledge.**  
**Explain what was meant by “the Parlement of Paris” in the context of the administration of France under the Ancien Régime.**

*Target: AO1.1, AO2*

- L1: Basic definition with limited exemplification, e.g. it was the main law court of France. **1**
- L2: Demonstrates understanding of the Parlement of Paris with supporting detail drawn from the source and/or from own knowledge, e.g. the source says it was the greatest of the 12 courts and in a sense it enhances its importance by referring to the large number of issues it dealt with over a long period. Own knowledge may lead to dealing with other functions it performed (as did the other parlements) e.g. it had extensive police powers over such matters as religion, trade, industry and censorship. **2-3**
- L3: As in L2 with developed references to both the sources and own knowledge and clearly placing it in the context of the administration of France under the Ancien Regime, e.g. its importance for the registration of royal edicts, ultimately its role in bringing down the monarchy. **4-5**

- (b) **Use Sources B and C and your own knowledge.**  
**How fully do these two extracts explain the different views of the Crown and the Parlement on their roles in making the law?**

*Target: AO1.1, AO1.2, AO2*

- L1: Identifies/extracts simple statements from the sources which demonstrate agreement/disagreement on the issue. **1-2**
- L2: Demonstrates explicit understanding of utility/sufficiency etc with reference to the sources and knowledge of the issue. **3-5**
- L3: Draws conclusions about utility/sufficiency in relation to the issue, with reference to both source and to own knowledge. **6-8**
- L4: Uses material selected appropriately from both sources and own knowledge to reach a sustained judgement on utility/sufficiency etc in relation to the issue. **9-10**

#### Indicative content

Answers at L1 may indicate by selection of simple statements, some brief points in which the sources agree or disagree, e.g. the King based his authority on God, the Parlement based its authority on powers given to it by past kings. L2 answers will examine the sources more thoroughly and by so doing, gain greater insight into them. They may include some summary/description from the sources on what the King and the Parlement believed their role to be – the Parlement defending fundamental rights, the King believing he

would allow the Parlement ‘a say’ in the form of remonstrance but would not share his authority or allow resistance to it.

L3 answers will begin to draw conclusions about the sources in terms of: the sufficiency of the information given – should there not be more on ‘Divine Right’ in C, and fundamental laws in B, does C give a fair picture in view of its omission to mention the lit de justice. Is it sufficient explanation of their roles for the sources to concentrate on a justification of it? – and if the two sides are justifying their position shouldn’t there be more in C on Divine Right and more in B on tradition etc. At L4 there will be some understanding of the different interpretations. Both are inevitably biased. The conclusion might be that the sources provide some useful explanations for the historian but that they have limitations.

- (c) **Use Sources A, B, C and D and your own knowledge.**  
**Consider the extent to which the Parlements can be blamed for the failure of the eighteenth century monarchy in France to solve its financial and constitutional problems in the years 1688-1789.**

*Target: AO1.1, AO1.2, AO2*

- L1: Is able to demonstrate, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly, or wholly, narrative. **1-4**
- L2: *Either*  
Demonstrates by relevant selection of material either from the sources or from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but will lack weight and balance.
- Or*  
Demonstrates, by relevant selection of material *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **5-8**
- L3: Is able to demonstrate, by relevant selection of material *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material *both* from the sources *and* from own knowledge, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **12-13**
- L5: As L4, but also shows appropriate conceptual awareness which, together with a selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **14-15**

### **Indicative content**

This is a synoptic question. Candidate should be rewarded for referring to aspects of change and continuity over the period 1688-1789, as detailed in the specification for this alternative and to the range of factors as exemplified in the indicative content given below.

Answers at the two lower levels are likely to conform to the mark scheme. Where narrative style answers occur they may be on one specific section e.g. Louis XV’s dealings with his parlements or Louis XVI and his controllers and finance. Alternatively there could be general assertion which might, at times, be misleading,

e.g. the Parlements can be blamed because they did not like the measures the monarchs proposed, for example more taxes. The kings could not then pay their debts. Answers like this will qualify for L1.

Answers at L2 will cover a whole period though not necessarily all 100/101 years specified in the question. Some will take the form of a reign by reign outline beginning with the situation c1715 and progressing through the various financial disputes in the reigns of Louis XV and Louis XVI. There will be passing comment to link to the question. Fewer candidates are likely to adopt the analytical approach which is more difficult. The concentration of the answer is likely to be on financial failure with, at best, a passing reference to constitutional aspects.

Answers at L3 should initially focus on the reasons why Parlements can at least be said to be partially to blame for the crown's financial failures and their opposition to reform/change – their objection to paying taxes and losing their privilege (by the time of Louis XV's reign most of the magistrates came from the nobility), their increasing demands for more say in government – all compounded by their growing power and the assertion of their position. Sources B and C can be used to illustrate the different views of king and Parlement. The close link between financial and constitutional aspects will have been recognised.

Answers at L4 will in addition to the initial focus, examine other factors which contributed to failure such as: the growing power of Parlement; the decline in respect for the monarchy which came with the decline in religious belief and acceptance of Divine Right – the Enlightenment. They may also point out that some financial ventures failed not because of parlement but because they were innovatory, e.g. the Polysynodie and the schemes of John Law at the time of the Regency.

L5 answers will show their quality by their precise selection of material used in a controlled answers which still range across the period and sustain judgement and relevance to the question. Material from Source D might be used in an effective conclusion showing how the crisis of the monarchy had been reached.

## Section B: The Practice of Enlightenment

Use the following generic mark scheme in conjunction with the indicative content for marking questions 2-10.

These questions are synoptic in nature and the rewarding of candidates should be clearly linked to the range of factors or issues covered in the question as indicated by the generic A2 level of response mark scheme and by the indicative content in each specific mark scheme for each question.

### Standard Mark Scheme for Essays at A2 (*without* reference to sources)

- L1: *Either*  
Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly or wholly narrative.
- Or*  
Answers implies analysis, but is excessively generalised, being largely or wholly devoid of specific information. Such responses will amount to little more than assertion, involving generalisations which could apply almost to any time and/or place. **1-6**
- L2: *Either*  
Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands, but will lack weight and balance.
- Or*  
Demonstrates, by selection of appropriate material, explicit understanding of a range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **7-11**
- L3: Demonstrates, by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**
- L5: As L4, but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

**Option A: Brandenburg-Prussia under Frederick II, 1740-86****Question 2**

**“Territorially and militarily Frederick II left a stronger state in 1786 than the one he inherited in 1740.”**

**Discuss the validity of this statement**

*Target: AO1.1, AO1.2, AO2*

Use standard mark scheme for essays at A2 (without reference to sources).

Marks as follows:

**L1: 1-6      L2: 7-11      L3: 12-15      L4: 16-18      L5: 19-20**

**Indicative content**

The question has been worded to try to ensure a synoptic approach and to direct the answer to the two specific areas of policy. Hopefully candidates will use the format to organise their answers.

As the specification indicates candidates are expected to study and compare situations at key stages, in this case Prussia in 1740 with Prussia in 1786. The better candidates will realise that the statement can be challenged. In 1740 the Prussian dominions were still scattered, the military machine unused. Territorially, it may be said that Frederick II increased the size of Prussia by the acquisition of Silesia and West Prussia, established a valuable link between Brandenburg and East Prussia, acquiring useful land on the Baltic coastline. Militarily he took the formidable military machine developed by his father and put it to use, added to it by his own genius and thus recognised its importance for Prussia. But taking into account the inherent weaknesses was Prussia stronger in 1786? Did more territory mean more strength? The army had not been modernised etc.

The weaker answers at L1 may consist of limited information – narrative style – on either domestic or foreign policy or both. Answers at L2 will be fuller and will cover both areas of the question. The most likely approach will be descriptive but there will be some links to the question. A few ‘braver’ candidates may try to compare the situation 1740 with that of 1786 but with limited support for the points of comparison. Answers at L3 will examine the situation in 1740 (as suggested above) and will then try to show that Prussia did appear to lie in the stronger position, analysing the reasons for this progress. These answers will be largely uncritical. L4 answers will be more critical and take up the challenge of the question as indicated above. At L5 a conclusion will be reached taking into account the evidence though judgement may be partial. Nevertheless the issue will have been debated.

**Question 3**

**How important were economic motives as opposed to personal ambition in the aims of Frederick II's foreign policy?**

*Target: AO1.1, AO1.2, AO2*

Use standard mark scheme for essays at A2 (without reference to sources).

Marks as follows:

**L1: 1-6      L2: 7-11      L3: 12-15      L4: 16-18      L5: 19-20**

**Indicative content**

This question identifies one of the motives to be considered initially and then evaluated vis a vis his personal ambition. Candidates should therefore place their initial focus on economic factors, e.g., motives might cover the need for Prussia to increase its population, the need for better resources. The best illustration for this might be Silesia as a rich prize for Prussia – its prosperity, raw materials, wool, cloth, vast coal resources, metals such as iron, zinc, lead. The possibility that most of the people were Protestants who were tired of Austria's Catholic rule and therefore would adapt easily, the value of the Oder valley as a link between the Baltic and a large part of Central and Eastern Europe, trade between Warsaw and Prague through Silesia, crossing the Oder at Breslau. Possession of Silesia would therefore give Frederick a considerably richer province than any he already had.

But the economic motives need to be balanced against personal ambition which might include:

- Geographical motives – his ambition to unify his dominions. The best illustration being Frederick's aim to acquire Polish Prussia – of great strategic and political importance to Prussia because it established a territorial connection between East Prussia and Brandenburg – thereby delivering Prussia from the fear of Russian aggression it gave her effective control of the basin of the Lower Vistula with the added economic advantage of its valuable grain trade – and it increased the population after the First Partition of Poland.
- Personal motives – e.g. Frederick's desire to demonstrate to Europe that he could not be ignored as his father had tended to be. Frederick's desire for fame – the need to establish his prestige and greatness (achieved in the Seven Years War).
- His youth – hot-headedness, his thirst for glory as a youth, linked with his desire for fame later.
- His desire to seize opportunities which presented themselves, e.g. 1740 on the death of Charles VI the accession of the young Maria Theresa – the desire of Frederick to make use of his well-trained army and overflowing treasury. Later in 1772 his alarm at the possible expansion of Russian power resulting from Catherine's Wars against Turkey etc.

Answers at L1 may be limited description without direct relevance to the question, e.g. of the attack in Silesia, or the campaigns of the Seven Years War. Answers at L2 will hopefully be guided by the question and discuss the two aspects indicated but these may only have thin support and be unbalanced. L3 answers will analyse the motives and discuss them. They will explain the motives in the light of Prussia's needs. At L4 these will better balanced between the two aspects of the question. At L5 there will be some attempt to prioritise and at least reach a partial judgement.

**Question 4**

**“Frederick II was steeped in Enlightenment ideas but they had no practical effect on his rule.”  
How far do you agree with this statement?**

*Target: AO1.1, AO1.2, AO2*

Use standard mark scheme for essays at A2 (without reference to sources).

Marks as follows:

**L1: 1-6      L2: 7-11      L3: 12-15      L4: 16-18      L5: 19-20**

**Indicative content**

There is abundant evidence to support the first part of the statement – his early studies, love of music, letters, correspondence with Voltaire, all of which gave the ‘Philosopher King’ a high reputation in Europe especially in the cultural field. Undoubtedly he would be well aware of enlightened ideas, e.g. the right to enjoy maximum freedom, religious toleration and the humanitarian policies advocated by the Philosophers and economic policies advocated by the Physiocrats but did he put them into practice?

On the positive side it might be argued that there is evidence of his enlightenment in his legal reforms and in his cultural and religious policies. On the negative side the contrast between his ideas/policies and those advocated by the Philosophers and Physiocrats might be noted.

e.g., the Philosophers’ faith in humanity – Frederick’s cynicism, the Philosophers’ advocacy of education as leading to man’s perfection – Frederick’s limited policies and belief that most men were stupid. The Physiocrats’ belief in free trade – Frederick’s support for mercantilist policies. Moreover although both kings and Philosophers made excuses for the wars, can Frederick be excused for his unprovoked attack on Silesia or his snatching of Polish territory in the 1<sup>st</sup> partition?

L1 answer are likely to be limited aspects of policies with no links to Frederick’s enlightened ideas. L2 may be heavily narrative e.g. on Frederick’s enlightenment and/or a few ‘enlightened’ policies. A few candidates may produce reasons on the 2<sup>nd</sup> part of the statement, i.e. nothing enlightened in practice using foreign policy as evidence but with weak support. L3 answers will adopt a more analytical approach though there may be some narrative, e.g. on Frederick’s enlightenment the analysis may be one sided, i.e. on one part of the statement but will be supported. L4 answers will examine both parts of the statement. Was Frederick really steeped in enlightenment ideas so much that he believed them or was it a propaganda exercise? Did he put enlightened ideas into practice in some policies? Has he been unjustly criticised etc? At L5 a judgement will be made though it may be partial and implicit.

**Option B: Russia under Catherine II, 1762-96****Question 5**

**To what extent was Catherine II successful in her legal, economic and educational policies?**

*Target: AO1.1, AO1.2, AO2*

Use standard mark scheme for essays at A2 (without reference to sources).

Marks as follows:

**L1: 1-6      L2: 7-11      L3: 12-15      L4: 16-18      L5: 19-20**

**Indicative content**

This is a synoptic question but in order to prevent outpouring it has been contained to three areas of policy. Answers need to apply to ‘successful’ in the light of what Catherine achieved, and to support this with adequate discussion based on evidence and to reach at least a partial conclusion.

In the legal field it might be said that Catherine did recognise the law needed modernising, she did use the Assembly to become better informed. She did reintroduce the abolition of torture. Some of the reforms of local government introduced in 1775 were based on the work of the assembly earlier. On the other hand ideas were discussed but not put into practice because the Assembly was a consultative body only. Nothing was discussed which might undermine Catherine’s authority or endanger her position. Equality before the law was not established – and contradicted later in the Charter of Nobility. The meetings of the Assembly were suspended in 1768 because of war and it was not reconvened.

In the economic field moves were made towards free trade 1767 and 1782, ports were opened e.g. Odessa. Attempts were made to improve industry and communications, skilled immigrants brought in, e.g. in Volga region. On the negative side: financial policy was a failure – refusal to tax the nobles, increased burden of poll tax on peasants; little done to develop new methods in industry, Catherine did leave healthy trade balances but she also left serious financial problems and declining industry.

In the field of education: Catherine showed interest in the 1760s and the 1780s – 1763 she forwarded the 1<sup>st</sup> medical college; 1764 the 1<sup>st</sup> girls school – the Smolny Institute; 1783 the 1<sup>st</sup> teacher training college. But she did nothing for the education of most Russians – a system of free state education established 1786 was not available to children of serfs and education was not compulsory; with only two per cent of government expenditure allocated to education only 300 schools had been built by 1796 – all were in towns and catered exclusively for the middle class.

L1 answers will be patchy with some observations on the policies the candidate knows a little about. L2 answers may still not be balanced and are likely to be descriptive but they will cover at least two of the areas mentioned in fair detail. L3 answers will be mainly analytical and will examine the extent of success achieved by the policies though they may be unbalanced. L4 answers will be more balanced. L5 answers will reach a conclusion.

**Question 6**

**How far did the European situation rather than Catherine II's determination to acquire a reputation for herself help her aim to expand Russian territory, 1762-96?**

*Target: AO1.1., AO1.2, AO2*

Use standard mark scheme for essays at A2 (without reference to sources).

Marks as follows:

**L1: 1-6      L2: 7-11      L3: 12-15      L4: 16-18      L5: 19-20**

**Indicative content**

The question invites candidates to discuss two possible factors which helped Catherine II's aim to expand Russian territory in order to reach a judgement on which might be considered to be the more important. Some may be aware of the famous cartoon 'the imperial stride' which is in some of the text books and may make use of this but knowledge of the cartoon is not essential. Discussion and debate are looked for and careful evaluation of the factors. Knowledge of both external events and internal factors is needed for a balanced case to be provided.

External factors which worked in Russia's favour might include:

- the growing rivalry between Austria and Prussia which prevented co-operation between the two
- colonial rivalry and overseas expansion which diverted the attention of Britain and France.
- the weakness of the Polish system of government which left the country defenceless
- Swedish decline
- Ottoman Empire corruption meant it could not deal with its own social and economic problems or suppress the provincial nobles

'Europe watching whilst Catherine conquered', Catherine's determination drove her on – her desire for renown, her boundless ambition to extend her greatness and power – the possible economic motives and gains for Russia – more population and land gained. From this some may conclude that characteristics such as self confidence, daring, energy, backed by good army commanders like Potemkin and Suvarov who distinguished themselves in the Crimea and Poland spurred her on.

L1 answers may be thin aspects of policy or may be assertions on Catherine's determination. L2 will be under-ranging narrative. L3 answer will be analytical but unbalanced between the two factors which are put forward for discussion. L4 answers will be analytical and more balanced. L5 answers will reach a judgement.

**Question 7**

**“Catherine II’s growing realism caused her to abandon the enlightenment thinking she had exhibited early in her reign in relation to domestic affairs.” Assess the validity of this statement.**

*Target: AO1., AO1.2, AO2*

Use standard mark scheme for essays at A2 (without reference to sources).

Marks as follows:

**L1: 1-6      L2: 7-11      L3: 12-15      L4: 16-18      L5: 19-20**

**Indicative content**

Some evidence of Catherine II’s enlightenment and the early actions which embodied Enlightenment aspirations may serve as a suitable opening for the answer, e.g. she dismissed censorship and re-introduced religious toleration. She embarked on the codification of the law and made it clear torture was not acceptable. However the focus of the question is on whether growing realism caused her to abandon enlightenment thinking and careful analysis of why this came with growing realism is desirable.

-her need to survive in the period 1762-67

-her subjection to the process of Russification making her more aware of the traditions and of the conservatism of Russia may be discussed as well as significant events like Pugachev’s rebellion and the outbreak of the French Revolution which are all factors worthy of consideration.

But did she abandon her enlightened thinking? Some of her policies indicate that she did not:

e.g. 1775 in the framework of order, efficient institutions and administrative changes proved a streamlining which was praised by the enlightened writers. 1785 in moves made to stimulate the urban economy free enterprise was stimulated (Charter of the Cities).

However, towards the end of the reign when she was secure no progress had been made in serfdom, the police were burning books, papers were censored so it might be concluded that Catherine had at least partially abandoned her enlightened thinking.

L1 answers may be mainly assertion to the effect that there had been prospects of reforms at the start of the reign and reaction to it at the end. They may assert that policy changed because of Pugachev and because of the French Revolution but no explanation will be given. L2 answers will either be narrative on a range of policies or outline of some events thought to be relevant. The links will be there but will be limited. At L3 there should be analysis of the factors of change. The quality of analysis and understanding of the interaction of events and policies may decide the mark within the level. At L4 in addition to a more balanced analysis (given for Level 3) candidates should recognise the challenge of the question, i.e. did she entirely abandon her enlightened thinking? At L5 a judgement will be reached. Most may decide that she partially abandoned her enlightened thinking on account of her realism.

**Option C: Enlightenment in Theory and Practice****Question 8**

**“The Philosophers needed the monarchs. The monarchs used the Philosophers.” How accurate is this assessment of the relationship between either the Philosophers and Frederick II or the relationship between the Philosophers and Catherine II?**

*Target: AO1.1, AO1.2, AO2*

Use standard mark scheme for essays at A2 (without reference to sources).

Marks as follows:

**L1: 1-6      L2: 7-11      L3: 12-15      L4: 16-18      L5: 19-20**

**Indicative content**

The quotation is in two parts and each part should be discussed regardless of whether Frederick II or Catherine II is chosen to illustrate the points made. The Philosophers needed the monarchs to enhance their reputation, sometimes to protect them from their own governments and to give credence to their writings in educated circles. The absolutist monarchs used the Philosophes for propaganda purposes, for added prestige and sometimes to give the right image to themselves or their country. Thus Catherine II used Voltaire to counter the idea that Russia was a barbaric country and to portray it and her regime as cultured and civilised.

But the quotation provides a simplistic view. The idea of a group of monarchs, influenced by the Philosophes and therefore putting their ideas into practice has occasioned much debate and criticism. There is no evidence that the range of policies usually described as policies of enlightenment, e.g. legal reform, religious toleration etc came from the Philosophes who did not advocate such a package. Although the monarchs may have advocated some policies which were in line with the Philosophes, the Philosophes never agreed on this and there is nothing to prove that any one of them actually influenced the monarchs to introduce such policies which, in any case, often followed the lines of development set out by their predecessors and were mainly policies to strengthen their states. Flattery on both sides distorted the nature of the relationship.

However, it could be argued that both Frederick II and Catherine II did have genuine enlightened views as a result of their studies prior to coming to power. A less cynical view of the quotation might be that whilst it has some truth, it was a relationship from which both sides benefited.

Answers at L1 may be simple assertion with statements on both parts of the quotation. These may include statement on Frederick II/Catherine II's friendship with the Philosophers but no direct application to the question. L2 answers will be wider ranging and examine evidence in support of each part of the quotation. L3 answers will similarly deal with both parts of the quotation and supply illustrations from their chosen monarch of the points made. They will begin to criticise the statement in the light of its inaccuracy etc. L4 answers will adopt a mainly critical approach and answers will be balanced. At L5 a conclusion will be reached.

**Question 9**

**“Faith in humanity was a key belief of the Enlightenment”. How far did the policies of eighteenth century rulers show that they had this faith?**

*Target: AO1.1, AO1.2, AO2*

Use standard mark scheme for essays at A2 (without reference to sources).

Marks as follows:

**L1: 1-6      L2: 7-11      L3: 12-15      L4: 16-18      L5: 19-20**

**Indicative content**

A definition to show what the candidate believes to be meant by ‘faith in humanity’ could be a good way to open the essay, e.g. a feeling of good will towards all men – closely associated with benevolence – rhapsodised by Diderot.

**Policies**

Frederick II – paternalistic attitude – legal reform – education policies to agriculture after Seven Years War – attempts to ensure basic standard of living – economic improvements might show some concern for his people but these could be set against the limited effect of reforms, the use of cruel and despotic orders, and his brutally aggressive policies abroad.

Catherine II – penal reform, education, attempts to help serfs on crown lands, religious toleration, granting of freedom, e.g. to writers might be cited. But failure to do anything of value to help the peasants and her policies after the outbreak of the French Revolution are an indictment against her.

The sincerity of both Frederick II and Catherine II can be questioned. Were the measures really designed to create the right image? To help the rulers? Or to help their state? Was their aim to create a compliant people? Could they have done more? Are they judged by modern rather than by eighteenth century values?

Answers at L1 are likely to be limited accounts of policy with bland assertion and no real links. L2 answers will be wider ranging – probably in a narrative mould e.g. description of social and economic policies and/or law reform. L3 answers will apply to the question of whether the measures showed faith in humanity but may be unbalanced. L4 answers will be more balanced and more critical. L5 answers will reach a judgement though it might be partial.

**Question 10**

**Assess the impact of the Enlightenment on the policies of eighteenth century monarchs and the concept of absolute rule. Illustrate your answers from both the policies of Frederick II and Catherine II.**

*Target: AO1.1., AO1.2, AO2*

Use standard mark scheme for essays at A2 (without reference to sources).

Marks as follows:

**L1: 1-6      L2: 7-11      L3: 12-15      L4: 16-18      L5: 19-20**

**Indicative content**

Some answers may point out the difficulty in making such an assessment as it is impossible to know the exact influence, e.g. the fact that Frederick and Catherine acknowledged their debt to the Philosophers and allowed their writings to be circulated in their states does not itself prove they were motivated by enlightened ideas. It is possible to argue some of the changes would have taken place anyway.

The Enlightenment's influence though limited in many respects, did have a long term effect which should be considered. Most answers, however, are likely to concentrate on the limited effect and analyse reasons for this:

- The nature of the Philosophes – idealists who could not agree amongst themselves and did not advocate actual policies
- The nature of the monarchs' dominions – geography preventing some measures being effective, noble privilege standing in the way of others
- The determination of the monarchs to only use those ideas which suited them.

These points should be illustrated from the policies of the monarchs.

The change in the concept of absolutism should be noted – the ruler becoming first servant of the state. Other long term results might be commented on such as the changes in the ways of warfare – the long term effects of education which might lead to the conclusion that the Philosophers were actually changing attitudes amongst monarchs far more than they themselves realised. Certainly the overall conclusions should be that the Enlightenment did have some influence – the Philosophers stressed natural rights, reason, the need for government by consent and the monarchs implemented some of their ideas. There was a definite change in the concept of absolutism.

Answers at the two lowest levels are likely to conform to the mark scheme. Where narrative responses occur, they are likely to be either general assertion or description of a few policies. L2 answers will be wider ranging narrative, probably along the same lines as L1 or there will be a few points analysed with this support. In both cases there will be brief links to the question. Answers at L3 will be mainly analytical but unbalanced. L4 answers will supply a more balanced view and will deal with both the policies and the change in concept. In addition, a judgement will be reached for L5.

Answers should be synoptic. They should draw conclusions from a broad and balanced discussion of a number of issues and perspectives including political, cultural, social and economic, and if they showed sustained judgement should be considered for L5. At this level they should show awareness of the debate on the Enlightenment and the absolute monarchs both by contemporaries and by historians. Conclusions will be according to the perspective considered, though most are likely to conclude that the Enlightenment had a limited effect except on the concept of absolutism.