

General Certificate of Education

History 5041/6041

Alternative C Absolutist States in Europe, 1640–1790

Mark Scheme

2006 examination – June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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.

CRITERIA FOR MARKING GCE HISTORY:

AS and A2 EXAMINATION PAPERS

General Guidance for Examiners

A: INTRODUCTION

The AQA's 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 specification. 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 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 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.

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.
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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.

June 2006

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 ‘weakening the French nobility’ (line 2) in the context of Louis XIV’s attitude to government. (3 marks)

Target: AO1.1, AO2

- L1: Demonstrates basic understanding of the issue using the source, e.g. to make the nobility serve his interests rather than their own, to strengthen his absolutism. **1**
- L2: Demonstrates developed understanding of the issue in relation to both the source and context, e.g. Louis XIV’s experience of the Frondes had made him determined to subordinate the nobility to his absolute power; to take away their independence in the provinces and any ability to raise troops in opposition to his government. **2-3**

- (b) Use **Source B** and **C** and your own knowledge.

Explain how **Source C** differs from the views put forward in **Source B** about the purpose of Versailles. (7 marks)

Target: AO1.2, AO2

Whilst candidates are expected to deploy own knowledge in assessing the degree to which the sources differ/the utility of the source, such deployment may well be implicit and it would be inappropriate to penalise full and effective answers which do not explicitly contain ‘own knowledge’. The effectiveness of the comparison/assessment of utility, will be greater where it is clear that the candidates are aware of the context; indeed, in assessing utility, this will be very significant. It would be inappropriate, however, to expect direct and specific reference to ‘pieces’ of factual content.

- L1: Extracts relevant information about the issue from both sources, with limited reference to the context, e.g. Source B only considers the future reputation of the monarch, Source C has a range of purposes such as to impress foreigners and to be the centre of government. **1-2**
- L2: Extracts and compares information about the issue from both sources, with reference to own knowledge, e.g. whilst in Source B Colbert is encouraging Louis XIV to build a grand palace as another means, apart from war, to demonstrate *La Gloire*. Source C shows a wider range of purposes once Versailles had been extended, with the main emphasis on control of the arts in the interests of royal authority and as the centre of

government. Both, however, agree on the purpose of impressing others, both in France and Europe. Own knowledge might detail the scale and costs of Versailles; compare it to other palaces in Europe; to supplant Italy as the most civilised; the deliberate symbolism of the Sun King; royal patronage of the arts and the control exercised through the Academies; the significance of moving government from Paris.

3-5

- L3: Extracts and compares information from both sources with reference to own knowledge and draws conclusions, e.g. that above all, Versailles's purpose was to epitomise Louis XIV's power and authority. **6-7**

- (c) Use **Source A, B and C** and your own knowledge.

Explain the importance of Versailles, in relation to other factors, in explaining Louis XIV's success in extending the power of the monarchy. *(15 marks)*

Target: AO1.1, AO1.2, AO2

- L1: 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, based either on 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 relevant 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 descriptions, but will have valid links.

Or

Demonstrates, by limited selection of material, *both* from the sources *and* from 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 the sources *and* from 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* from own knowledge, 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 and partial. **14-15**

Indicative content

Evidence can be selected from the sources to indicate the importance of Versailles: Sources A and C stress its role as the seat of government; Sources B and C the deliberate symbol of power and grandeur to overawe; Source A indicates the significance of patronage and control of the nobility.

From own knowledge, to support the importance of Versailles, candidates might show appreciation of the deliberate representation of order and discipline in its architecture and landscape; the symbolism in the decoration of Divine Right; Versailles as the very effective practical means to make the nobility servile courtiers: the daily ceremony from *lever* to *coucher* as part of the assertion of absolutism; Versailles's rigid etiquette and precedence as well as the financial costs to the nobles of remaining at Versailles; the necessity to remain to obtain offices, promotion, royal favour. Its importance as the centre of government and of Louis's total authority over the Secretaries of State.

Other factors of significance in extending the power of the monarchy: the basis already created by Henri IV and Richelieu; the example made of Fouquet; the use of *lettres de cachet*; Parlement's desire to avoid the anarchy of another Fronde; the support of the Church; the work of Colbert in regulating finance and in creating uniformity in the law; the extension of the role of the intendants in supervising local government and tax collection; army recruitment and its oath of loyalty was to the king; royal patronage; above all, perhaps, Louis XIV's own determination.

Answers at Level 1 are likely to be limited description of Versailles or thin assertions with heavy reliance on the sources. There will be greater range and selectivity at Level 2 and descriptive answers will try to link with the question although judgement on Versailles's importance will be bland. Level 3 answers will display greater accuracy, range and depth of knowledge and make judicious use of the sources. They may focus mainly on Versailles or on other factors but it will be clear that the question has been understood with the focus on extending the power of the monarchy. Level 4 answers will build on this with an analytical focus and consider a range of factors contributing to success with some assessment of importance. Level 5 answers will, in addition, be fully developed and contain some degree of judgement.

Question 2

- (a) Explain briefly what is meant by 'a sorry little ruin' (line 1) in the context of Frederick William's inheritance in 1640. (3 marks)

Target: AO1.1

- L1: Basic or partial definition of the term, largely based on the extract, e.g. it was weak and not seen as of any significance by the rest of Europe. 1
- L2: Developed explanation of the term, linked to the context, e.g. the effects of the Thirty Years' War on Brandenburg; it had been invaded and devastated by both Swedish and imperial forces despite its attempted neutrality; the army was more a threat to its own citizens than to Europe; Brandenburg's lack of resources; George William had to take refuge in Konigsburg. 2-3
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- (b) Explain why the Northern War (1655–1660) was useful to Frederick William. (7 marks)

Target: AO1.1, AO1.2

- L1: Demonstrates understanding of the issue through general and unsupported statements, e.g. he was able to build up his army; made gains from the peace treaty. **1-2**
- L2: Demonstrates understanding of specific factors explaining the development of the issue through relevant and appropriately selected material, e.g. faced with invasion the Estates of Brandenburg granted him more money; by 1657 he was using the emergency to levy taxes without consent; thus he was able to build up the army more rapidly; the quality of his army began to be recognised and subsidies were to follow the war; changing sides between Poland and Sweden and back again ensured that he gained the sovereignty of East Prussia at Oliva; he was then able to assert his authority over its Estates; Sweden was now less of a threat. **3-5**
- L3: Demonstrates explicit understanding of a range of factors explaining the development of the issue and prioritises, makes links or draws conclusions about their relative importance, e.g. Frederick William's determination to avoid a return to the 1640 conditions made him exploit every opportunity the war provided to the benefit of his authority. **6-7**

- (c) 'Building up his army was the main purpose of Frederick William's domestic and foreign policies.'
Explain why you agree or disagree with this view. (15 marks)

Target: AO1.1, AO1.2, AO2

- L1: 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. **1-4**
- L2: ***Either***
Demonstrates, by relevant selection of material, some understanding of a range of issues.
- Or***
Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by relevant 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 and 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 question enables candidates to consider the purpose of the full range of policies, both domestic and foreign. ‘Building up his army’ can be seen simply as its size but also as its quality. In support of military purpose candidates might consider: the 1653 Recess in Brandenburg; Frederick William’s administrative reforms and financial policies as geared towards revenue to support the army; similarly the development of the economy; his pursuit of foreign subsidies; religious toleration as a means to gain recruits; the military reforms as intended to build up discipline and loyalty with the 1640 condition as the spur; how far Brandenburg-Prussia was “an army with a state attached” by 1688.

Other purposes might be argued as of more significance: Frederick William’s determination to strengthen his own authority in his conflicts with the Estates and in his administrative reforms – using the army as a means in the GKK; to strengthen Brandenburg-Prussia’s economy for the general benefit of his state; toleration as principle; the army as a means towards the purpose of gaining respect in Europe and to gain West Pomerania.

Level 1 answers may consist of general assertions or limited consideration of one aspect of Frederick William’s policies with no clear link to the question. At Level 2 there should be greater range and some selectivity of points with some supportive description on the build up of the army or on other aspects of policy with some attempt at valid links, though these may be in the form of general statements with little support. Level 3 answers should cover a range of policies with some analytical focus on the issue of military and other purposes although not fully sustained and lacking balance. Level 4 answers will be more balanced with a clear analytical focus on Frederick William’s purpose and the criteria for its evaluation across a good range of aspects, including foreign policy. Level 5 answers will, in addition, contain judgement as demanded by the question and reach a conclusion, if not sustained, on the main purpose of the Great Elector.

Question 3

- (a) Explain briefly what is meant by ‘substantial concessions from the Elector’ (line 3) in the context of Frederick William’s negotiations with the Estates of Brandenburg in 1653. *(3 marks)*

Target: AO1.1

- L1: Basic or partial definition of the term, largely based on the extract, e.g. he gave in to the nobility. **1**
- L2: Developed explanation of the term, linked to the context, e.g. the Elector only gained agreement to regular income from taxation by confirming the nobility’s tax-exemption and their seigneurial rights were formally recognised; peasants had to prove their status or become serfs; the Estates’ rights to be consulted over the excise were confirmed. **2-3**
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- (b) Explain why Frederick William was able to strengthen royal finances. (7 marks)

Target: AO1.1, AO1.2

- L1: Demonstrates understanding of the issue through general and unsupported statements, e.g. he set up his own administration, he used the army. **1-2**
- L2: Demonstrates understanding of specific factors explaining the development of the issue through relevant and appropriately selected material, e.g. he had gained some additional territories at Westphalia, hence more to tax; the 1653 Brandenburg Estates' agreement to 6 years' taxation gave Frederick William time to build up his army and use the GKC as his efficient tax-gatherers; confirming all the nobility's privileges avoided their opposition; resistance to taxation, e.g. in East Prussia, was dealt with very firmly; adding the *modi generales*; improvements to the economy meant more tax potential; better management of Crown lands improved income. **3-5**
- L3: Demonstrates explicit understanding of a range of factors explaining the development of the issue and prioritises, makes links or draws conclusions about their relative importance, e.g. the most significant factor behind all the measures Frederick William adopted was his own determination to improve his income. **6-7**

- (c) 'Frederick William's achievement in domestic policy was the gaining of the loyalty of the nobility.'
Explain why you agree or disagree with this statement. (15 marks)

Target: AO1.1, AO1.2, AO2

- L1: 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. **1-4**
- L2: ***Either***
Demonstrates, by relevant selection of material, some understanding of a range of issues.
- Or***
Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by relevant 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 and 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 question enables candidates to consider a range of domestic policies and evaluate degrees of achievement. In support of gaining loyalty of the nobility as his greatest achievement: as the most powerful group their support was essential to all the Great Elector's policies; he was able to exploit the relative poverty of the nobility of Brandenburg to his advantage in the 1653 Recess; recognising and extending the privileges of the nobility in East Prussia and Cleves divided and weakened their Estates; ensuring the nobility's dominance of the army and having them swear allegiance to him as its leader; the integration of the nobility into Crown service. Candidates might make the valid point that Frederick William had not gained the total loyalty of all of the nobility, e.g. some gave support to the opposition in East Prussia and Cleves.

To support other achievements as of more significance: reform of government, comparing the weaknesses of the system in 1640 with the quality of that established by 1688 which ensured the Elector's full control of central government and its extension into the provinces; the military in bureaucracy created the most efficient in contemporary Europe and increased revenue; the strengths of economic reforms, again comparing 1640 and 1688 – development of trade, communications and industry aided by the policy of religious toleration; the creation of a sizeable standing army.

Level 1 answers may consist of limited narrative on one aspect of Frederick William's policies with no clear link to the question, or general assertions on achievements. At Level 2 there should be greater range and some selectivity of points with some supportive description on the loyalty of the nobility or on other aspects of policy with some attempt at valid links, though these may be in the form of general statements with little support. Level 3 answers should cover a range of policies with some analytical focus on the issue of achievements although not fully sustained and lacking balance. Level 4 answers will be more balanced with a clear analytical focus on achievements and the criteria for its evaluation. Level 5 answers will, in addition, contain judgement as demanded by the question and reach a conclusion, if not sustained, on the relative significance of the loyalty of the nobility in the achievements of the Great Elector.

Question 4

- (a) Explain what is meant by 'patriarch' (line 2) in the context of Russian society at the beginning of Peter the Great's reign. (3 marks)

Target: AO1.1

- L1: Basic or partial definition of the term, largely based on the extract, e.g. the patriarch was head of the Church and held as much importance as the Tsar. **1**
- L2: Developed explanation of the term, linked to the context, e.g. the patriarch was head of the Russian Orthodox Church; Russian society was very religious and held the Patriarch in great reverence; the spiritual authority of the Patriarch was a check on the temporal power of the Tsar; the Patriarch was the supreme judge of all ecclesiastical cases, the Tsar only enforced his decisions. **2-3**
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- (b) Explain why Peter the Great was determined to reform the Church. (7 marks)

Target: AO1.1, AO1.2

- L1: Demonstrates understanding of the issue through general and unsupported statements, e.g. he resented its power; Peter saw it as a source of potential opposition. **1-2**
- L2: Demonstrates understanding of specific factors explaining the development of the issue through relevant and appropriately selected material, e.g. it was part of his policy of creating absolutism; Peter recognised the advantages of no division of authority; having full control meant the clergy could be used to preach loyalty; the Church's conservatism was source of opposition to his westernisation; the Church's wealth, especially that of the monasteries would be a source of much needed revenue; Peter saw a parish priest as of more use to society than the monastic clergy; to end the problem of the Old Believers; to deal with corruption. **3-5**
- L3: Demonstrates explicit understanding of a range of factors explaining the development of the issue and prioritises, makes links or draws conclusions about their relative importance, e.g. Peter was most aware of his own practical interests of absolutism and revenue although he did wish to improve the quality of the Church. **6-7**

- (c) 'Reform of the Church was the most effective of Peter the Great's domestic policies.' Explain why you agree or disagree with this statement. (15 marks)

Target: AO1.1, AO1.2, AO2

- L1: 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. **1-4**
- L2: ***Either***
Demonstrates, by relevant selection of material, some understanding of a range of issues.
- Or***
Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by relevant 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 and 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 question enables candidates to consider a range of policies and evaluate relative effectiveness. In support of Church reform as the most effective policy, candidates might argue: it was the most long-lasting of Peter's reforms; not replacing the Patriarch had demonstrated and increased Peter's authority at a stroke; by letting patriarchal power lapse, Peter gained administrative control of the Church and its wealth; the Church's wealth was not only used to finance the army but also to set up hospitals, schools and almshouses; all clerical tax privileges were abolished; the 1721 Spiritual Regulation formalised the Church's position as an arm of government; the Church was the most direct means by which the tsar could reach his population; Peter could not implement western-style reforms without a major opponent. Candidates might point out that Church reform was not entirely effective in many of the aspects but it was the most well-grounded and long-lasting of Peter's reforms.

Other policies might be considered as more effective: administrative reform at both central and local level increased the Tsar's control over all aspects of government and ensured increased revenue, as did the introduction of the soul tax; economic reform, despite its shortcomings, was effective in creating industry and greater trade with Europe; army reforms.

Level 1 answers may consist of limited narrative on one aspect of Peter's policies with no clear links to the focus, or general assertions on the effectiveness of Church reform. At Level 2, there should be some understanding of the question and some selectivity of supportive material on the reform of the Church or on other aspects of policy with some attempt at valid links to effectiveness, though these may be in the form of general statements with little support. Level 3 answers should cover a range of policies with some analytical focus on the issue of effectiveness although not fully sustained and lacking balance. Level 4 answers will be more balanced with a clear analytical focus and some criteria for evaluating effectiveness across a good range of aspects. Level 5 answers will, in addition, contain judgement as demanded by the question and reach a conclusion, if not sustained, on the relative effectiveness of Peter's reforms.

Question 5

- (a) Explain briefly what is meant by 'the streltsy' (line 1) in the context of the early years of Peter the Great's reign. (3 marks)

Target: AO1.1

- L1: Basic or partial definition of the term, largely based on the extract, e.g. they were a threat to Peter the Great's authority and he wished to crush their power. **1**
- L2: Developed explanation of the term, linked to the context, e.g. a corps of 50,000 hereditary troops whose power had increased due to the rivalry of the Miloslavski and Naryshkin factions during the Regency of Sophia; their revolts of 1676, 1682, 1689 and, above all, in 1698 challenged Tsarist authority; Peter had witnessed the savagery of the 1682 revolt of the streltsy and held them responsible for his virtual exile as a child; their traditionalism stood in the way of his plans for reform. **2-3**

- (b) Explain why Peter the Great had undertaken the Great Embassy. (7 marks)

Target: AO1.1, AO1.2

- L1: Demonstrates understanding of the issue through general and unsupported statements, e.g. to visit the West and learn its skills. **1-2**
- L2: Demonstrates understanding of specific factors explaining the development of the issue through relevant and appropriately selected material, e.g. to gain allies for a crusade against the Turks; to study Western systems of government; to evaluate the strength and techniques of other armies, especially that of Sweden; to learn skills such as shipbuilding; to build on his education in the German Quarter; to gain the knowledge necessary to modernise Russia. **3-5**
- L3: Demonstrates explicit understanding of a range of factors explaining the development of the issue and prioritises, makes links or draws conclusions about their relative importance, e.g. above all, Peter had recognised Russia's relative backwardness and saw Europe as the means to its progress. **6-7**

- (c) 'The demands of Peter the Great's foreign policy was the most important reason for the domestic reforms in his reign.'
Explain why you agree or disagree with this view. (15 marks)

Target: AO1.1, AO1.2, AO2

- L1: 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. **1-4**
- L2: ***Either***
Demonstrates, by relevant selection of material, some understanding of a range of issues.
- Or***
Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by relevant 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 and 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 question enables candidates to consider the range of Peter's domestic reforms and to explore how far they were determined by foreign policy requirements. Clearly some knowledge of foreign policy objectives will be essential but the main focus should be on exploring its domestic effects in relation to other motives.

The demands of foreign policy can be defined as the need to raise armies to support Peter's aggressive and expansionist policies towards Turkey over the Black Sea and Sweden in the Baltic territories and, later, to support his newly formed navies and defend his gains. Candidates might add to this the need to impress the rest of Europe with Russia's newly gained power.

Some domestic reforms can be linked directly to the demands of foreign policy, e.g. conscription; the raising of revenue and administrative reforms for its supervision through the Colleges; economic developments such as mining and metallurgy; St Petersburg replacing Moscow as the seat of government. Most of these reforms, and others such as reform of the Church, can be argued to have been determined more by Peter's desire to increase his own absolutism and to modernise Russia in light of the events of his childhood. Other aspects of economic reform can be argued to have stemmed from the desire for a favourable balance of trade rather than from the demands of foreign policy.

Level 1 answers may consist of limited material on one aspect of Peter's policies with no clear links to the focus of the question, or general assertions on the demands of foreign policy. At Level 2 there should be some understanding of the question and some selectivity of supportive material on the demands of foreign policy or on other motivating factors for reform with some valid links although these may be in the form of general statements with little support. Level 3 answers should cover a range of reforms with some analytical focus on the issue of Peter's motives although this will not be fully sustained and lacking balance. Level 4 answers will be more balanced with a clear analytical focus and some criteria for evaluating reasons for reforms across a good range of aspects. Level 5 answers will, in addition, contain judgement as demanded by the question and reach a conclusion, if not sustained, on the relative significance of the demands of foreign policy in leading to reforms.

June 2006

Alternative C: Absolutist States in Europe, 1670–1790

A2 Unit 4: Monarchy in the Age of Enlightenment

Question 1

- (a) Use **Sources B** and **C** and your own knowledge.

How useful are **Sources B** and **C** in explaining the attitude of parlements towards the monarchy in the second half of the eighteenth century? *(10 marks)*

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 sources and to own knowledge. **6-8**
- L4: Uses material selected appropriately from both source and own knowledge to reach a sustained judgement on utility/sufficiency in relation to the issue. **9-10**

Indicative content

Answers at Level 1 might be restricted to a simple summary of the sources and/or assertion on their reliability. Level 2 responses may include some summary from the sources but will also indicate some limited knowledge, e.g. both show that the parlements were standing up to the Crown but Source B is more respectful in tone and more traditional than Source C which uses the language of enlightenment in challenge to the monarch yet still seeks to lay blame on ministers rather than the monarch directly. At Level 3, candidates will focus on utility and appreciate that parlements' attitude can only be inferred from the sources which refer to no specific issue, with some explicit linkage to own knowledge, e.g. the date context of each source and the specific issues under dispute, especially the significance of 1788, highlighting that these sources stem from moments of crisis in the relationship. Level 4 responses should show clear insight into the utility of the sources in their differing contexts and sustain judgement with clear awareness of the responses of Louis XV and Louis XVI to the parlements' attitude.

(b) Use **Sources A, B** and **C** and your own knowledge.

‘Finance played a part, but the real crisis of the French monarchy was the growing confidence of the privileged.’

Assess the validity of this view of the years 1688 to 1789. (20 marks)

Target: AO1.1, AO1.2, AO2

L1: Is able to demonstrate, by relevant selection of material, *either* from appropriate sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly, or wholly, narrative. **1-6**

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. **7-11**

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. **12-15**

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. **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**

Indicative content

This is a synoptic question and candidates’ responses should be rewarded for referring to aspects of change and continuity over a period of at least 100 years, as detailed in the specification for this particular Alternative, and to an appropriate range of factors as exemplified by the indicative content for each particular question.

To attain higher levels of award, candidates will need to consider some range of issues across the entire period which contributed towards crisis for the monarchy, as well as those highlighted in the quotation. Definition of “crisis” and challenge on its degree could also distinguish such responses where well-supported. Candidates should be able to deploy material from all of the sources to both support and challenge the statement: the focus in Source A on Gallicanism and Jansenism can be supported from the reigns of Louis XIV and, particularly, Louis XV as Source B results from it, but challenged on its effect on the confidence of Louis XIV, whilst religion can be argued to have ceased to be a major issue by the reign of Louis XVI; Sources A-C indicate the increasing confidence of Parlement as representative of privilege. Support for other factors is evident – the decline in Divine Right

as the foundation of the legitimacy of absolutism in Source A-C and the role of ministers in Source C – but the issue of finance is not addressed by any of the sources.

Own knowledge can be used to illustrate all of these aspects and to consider further issues affecting the confidence of privilege. Major financial aspects such as the debilitating cost of wars across the period, palaces and Court expenditure can be compared with the inequities and inefficiencies of the taxation system vigorously guarded by privilege, despite some royal efforts at reform. The controversy over religion can be argued to have been created by Louis XIV's suspicion of Jansenism but it was his successors who had to attempt to support Unigenitus against an increasingly resistant Parlement who proved victors over the Jesuits. The degree to which absolutism was dependent on the confidence and commitment of individual monarchs can be supported, e.g. if vigorous, monarchs could contain privilege, as Louis XIV had ably demonstrated, Louis XV acted firmly to abolish Parlement in 1771 and even Louis XVI could attempt it; Louis XIV's confidence in abolishing Parlement's right of remonstrance, rendering it acquiescent for the remainder of his reign, can be set against its restoration by Orleans and results; the monarchy's failure to undertake fundamental reform and deal with privilege; Louis XV and Louis XVI's failure to support reforming ministers such as Machault, Turgot and Calonne. The increasing confidence of privilege was evident in relation to all of these aspects and it was the privileged who, eventually, led the demand for representative government, using the language of enlightenment, to which Louis XVI capitulated in calling the Estates-General. Candidates should show appreciation that "crisis" was a matter of degree and the term is not wholly accurate across the full 100 years.

Level 1 responses may provide limited generalisations on aspects in the question, relying heavily on the sources or consider only one monarch. Level 2 answers will cover a wider period, though not necessarily the entire 100 years specified. Narrative answers are likely to have a limited reign by reign focus. More analytical responses may offer limited discussion of some of the relevant issues but coverage will be uneven. At Level 3, the full period should have been covered with links to the sources, and answers will give explicit consideration to all of the specified aspects although unbalanced with, perhaps, a light appreciation of other factors. Level 4 responses will consider some range of factors offering sound support, perhaps with some challenge to the question, and draw reasoned conclusions, although these will be limited in scope. Level 5 answers will show their quality by their precise selection of material used in a controlled answer which still ranges across the 100 year period and sustains judgement and relevance to the question.

Section B

Question 2 onward

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

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

Target: AO1.1, AO1.2, AO2

L1: ***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 responses will amount to little more than assertion, involving generalisations which could apply to almost 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, implicit 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**

Question 2

‘Between 1756 and 1786, any success in Frederick II’s foreign policy was the result of luck rather than judgement.’

How far do you agree with this statement? (20 marks)

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 of the success of Frederick’s foreign policy in this period might be given as a useful basis for assessment: surviving the Seven Years’ War and retaining Silesia at Hubertusberg; the Russian alliance of 1764 ending Prussian isolation and restraining Austrian opposition; the essential period of peace enabling Prussian recovery; First Partition of Poland; countering Austria over the Bavarian Succession and Prussia’s role in forming the League of Princes in the Empire.

To support luck as the major factor, candidates might consider: Britain’s subsidies to Prussia resulted from its anti-French policy; the relative ineffectiveness of the Austrian military during the Seven Years’ War in not decisively following up its victories; the accession of Peter meant peace with Russia in 1762, saving Prussia from total defeat as Britain had ended its subsidy to Prussia; Catherine’s motives for the 1764 alliance in which Prussia was undoubtedly the junior partner; her involvement in the Turkish War led Catherine to agree to the Partition of Poland; Maria Theresa after 1763 was committed to peace; having finally acknowledged the loss of Silesia in 1763 she was, eventually, persuaded that Polish territory was some compensation; Joseph II’s ineptitude as diplomat and military leader over the Bavarian Succession.

Judgement on Frederick’s part can be supported: choosing his moment for his pre-emptive strike against Saxony in 1756; by his superior military tactics, e.g. the oblique battle order, Rossbach and Leuthen; avoiding large-scale war after 1763; persuading Catherine II to partition Poland to his advantage in 1772; contesting the Bavarian Succession to weaken Joseph II in the Empire.

Other factors which might be argued as having significant influence on success: the ongoing strengths of Prussia; the absolutism and determination of Frederick II; retaining Silesia meant both its resources and stronger frontiers.

Level 1 answers are likely to be limited accounts of Frederick’s foreign policy or assertions on luck and judgement. Level 2 responses may offer fuller narratives with some awareness of the significance of luck or judgement. Where an analytical approach is attempted it will have limited range, with some slight attempt to assess factors. At Level 3 there will be a more direct analytical approach with sound supporting material but the answer will be unbalanced. Level 4 answers will be more balanced and offer clear criteria for evaluation of both luck and judgement with some appreciation of the linkage of factors and/or possible challenge. Level 5 answers will sustain an argument and reach a balanced conclusion.

Question 3

To what extent were the domestic policies of Frederick II more despotic than enlightened? (20 marks)

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 definition should be given of what constituted enlightened policy as a basis for assessment. Both parts of the statement can be challenged, perhaps with consideration of the difference between despotism and absolutism.

Despotism can be argued from consideration of aspects such as: total autocratic power was maintained over foreign policy and military, administrative and legal systems; bypassing of the General Directory; Frederick interfered with legal judgements; the arbitrary nature of punishments for “insubordination” from civil servants.

Frederick’s degree of commitment to the enlightenment can be considered from a range of policies: economic enlightenment in offering military exemption to immigrants, reciprocal free trade with America, some easing of excise duties; religious toleration perhaps aided social freedom and Frederick did assert its importance; legal codification was rational; humanitarianism was evident – e.g. state granaries to stabilise prices and avoid famine; easing the burden of Crown serf labour; compulsory primary education and school building; patronage of the arts; Frederick’s claim to be “first servant of the state” supporting the concept of a social contract.

It might be argued that traditional Hohenzollern concerns were more important than either concept: mercantilism predominated in economic policy; the total commitment to preserving the noble foundations of the state; a rigid social hierarchy was continued and even furthered in legal reforms; no attempt was made to extend freedom to serfs; education’s primary focus was to install loyalty to the state; religious toleration was continuation not innovation; support for the arts was personal indulgence, not to benefit society.

At Level 1, answers will deal superficially with a limited number of policies with assertion on enlightenment or despotism. Level 2 responses are likely to offer a fuller range of policies with some slight attempt at assessment but this will not be well-defined. Where an analytical approach is attempted, it will have limited range, probably focusing almost exclusively on one aspect. At Level 3 there will be an analytical approach with a clear attempt to define what constituted enlightened policy and despotism and to assess a good range of Frederick’s policies in their light, although treatment will be unbalanced. Level 4 answers will be more balanced and offer assessment of both propositions and perhaps, some consideration of other factors. Level 5 responses will sustain an argument and reach a balanced valid judgment.

Question 4

‘I labour with both hands: one for the army, the other for the people and the arts.’
 To what extent did the domestic policies of Frederick II reflect this professed division of labour? (20 marks)

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 well-known quotation offers candidates the opportunity to consider Frederick’s interpretation of his role and to assess how far he was even-handed in his commitment. Categories of “people” can be considered and comment made on the degree to which their interests were distinguished from those of the army or merely subordinate to it.

Policies and reforms which support Frederick’s labour for the army: it was certainly strengthened in numbers – immediate increase to 90,000 in 1740 and by 1786 to 200,000, although its efficiency was less enduring; the efficiency of government and financial policy was geared to serve the military interests of the state; the noble officer tradition was maintained and extended; efficient conscription was continued; gearing of the economy to provide military resources; even educational reforms to instil discipline and loyalty.

Frederick’s labour for the people: mercantilist economic policies such as subsidies and tax/conscription exemption to encourage industries; direct state ownership; transport improvement; stabilising the price of corn and state granaries; primary education made compulsory in 1763; continuing religious toleration and encouragement of immigration; labour service was limited on Crown lands. How far, however, were these policies pursued primarily to benefit the people? The welfare of the nobility was paramount, there was no attempt to ameliorate the lot of monorial serfs and all noble rights were maintained. Was their military role the foundation for Frederick’s labour? The non-noble were the most efficiently taxed in Europe as well as subjected to new taxes – to support this “army with a state attached”.

Labour for the arts: a very subsidiary endeavour and largely for Frederick’s own interest – the Anti-Machiavel; correspondence with Voltaire and other Philosophes building Sans Souci; interest in music, poetry, art, science – but limited patronage; building the Berlin Opera House; re-establishing the Berlin Academy.

Level 1 answers are likely to be either bland assertion on Frederick’s endeavours or limited description of a few of Frederick’s policies. At Level 2 answers may offer a wider range of relevant policies with slight links to the focus of the question. Level 3 answers will adopt a more analytical approach with some clear attempt to classify the purpose of a good range of policies, although this will be unbalanced and there may be some narrative. Level 4 answers will also attempt to differentiate between “people” and to consider the degree of Frederick’s commitment and the inter-linkage of policies. Level 5 responses will demonstrate an assured grasp of material in a sustained and logical argument.

Question 5

To what extent did Catherine II's policies towards Turkey serve the interests of Russia more effectively than her policies towards Poland? (20 marks)

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

Answers should offer some definition of the “interests of Russia” so that a reasoned judgement can be made on both aspects of foreign policy. These might be seen as: maintaining and extending strategic frontiers; increasing Russia's prestige and role in European diplomacy; protecting Orthodox Christians; economic and financial interests.

In support of policies towards Turkey serving the interests of Russia: finances and the army were not ready for war in 1768 so only limited engagement after Turkey declared war and Catherine waived Russian claims to Moldavia and Wallachia; rapid peace-making in 1774 because of Pugachev revolt; the terms of Kutchuk Kainardjii – territorial gains and Catherine as protector of Orthodox Christians – the potential this offered for later interference; careful preparation for a second Turkish war with Turkey, again, seen as the aggressor; the Peace of Jassy and Russia's gains. The potential for trade in the Black Sea and naval development. Demonstrating Russia's military capabilities – e.g. destruction of the Turkish fleet at Chesme, capture of Bucharest; Russia's strength in the Black Sea worried other European powers – e.g. Britain protested – but none aided Turkey. To challenge Turkish policy as beneficial to Russia, candidates might point to Catherine not fully retaining captured territories, the failure of her Greek Project and the costs of warfare.

Against policy towards Poland: Catherine sacrificed the informal hold over all of Poland which Russia had had since the early eighteenth century; ending the Saxon Kings of Poland aided Prussia more than Russia; the degree to which Catherine was the dupe of Frederick II in 1772; Russia now became a “partner in crime” with Prussia and Austria; costs of dealing with Polish opposition, e.g. Confederation of Bar, Kosciuszko; the effects on Catherine's Turkish ambitions and wars; comparison with the strategic value of Prussian gains and those of Austria in the Partitions; loss of a buffer state; insisting on religious toleration led to worse pogroms.

In support of policy towards Poland serving Russian interests: territorial gains from the Partitions of Poland; annexing provinces with a large Russian population in the 1st & 2nd partitions could be argued as beneficial to co-religionists, subjugating Poland enabled Catherine to concentrate on her Turkish ambitions; regaining the initiative over Prussia and Austria meant Russia was poised to dictate in Germany; the Second Partition was applauded in Europe as the quashing of revolution and the 1795 fait accompli; insisting on religious toleration in Poland aided Catherine's enlightened image.

Level 1 answers are likely to be limited accounts of policy towards either Turkey or Poland with assertions on success. At Level 2, there will be either a fuller account of policy across the period with limited comment on how the interests of Russia were served or an analytical focus with inadequate substance. At Level 3 there will be a clearly analytical focus with support across a range of aspects with some attempt to define the interests of Russia but this

will be unbalanced. Level 4 answers will be more balanced and offer well-supported evaluation of a range of aspects of policy and how Russia's interests were/were not served. Level 5 answers will, in addition, sustain argument and draw effective conclusions on the statement's validity.

Question 6

To what extent were the domestic policies of Catherine II more despotic than enlightened? (20 marks)

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

Sound responses should give clear indication of criteria on which to judge enlightenment and despotism in assessing a range of Catherine's policies and both aspects of the assertion can be challenged.

Catherine's enlightenment towards the nobility might be supported by consideration of policies related to freedom and equality before the law, e.g. recognition of inalienable property rights; the 1785 Charter of the Nobility; noble Assemblies; exemption from punishment.

In each area it might be argued that these were not enlightened policies but merely recognition by Catherine of existing noble privileges and, indeed, their extension: noble power to exploit the serfs was increased; exemption from punishment; noble military and administrative roles. How far this was despotic or the strengthening of Catherine's absolutism can then be assessed.

Despotism towards the remainder of Russian society, e.g. no implementation of Nakas proposals, response to the Pugachev revolt; failure to protect serfs, the vast majority of the Russian population, or improve their conditions; the seizure of Church property, including its serfs, for the Crown; the extension of serfdom to newly-gained territories.

Enlightenment in policies affecting the remainder of Russian society can be supported, at least in theory, e.g. the Legislative Assembly and Nakas; some aspects of economic policy; abolition of censorship; religious toleration and secularisation can be well-supported; removal of the legal disabilities of the Old Believers; legal recognition of the Catholic Church; Muslim Spiritual Assembly set up in 1786; the Pale of Settlement for Jews; in education the enlightened principles of extending knowledge and encouraging rational thought can be seen in setting up the Academies, Russia's first medical college, the Smolny Institute, Education Commission and 1786 free state co-education. Practice was not as radical but by previous Russian standards considerable progress had been made, even if it was the nobility and bourgeoisie which benefited.

Level 1 responses will be limited accounts of some aspects of policy with assertions on enlightened or despotic. At Level 2 a wider range of policies will be considered with slight

links to the focus of the question. Where analytical answers are attempted they will lack sufficient support or be one-sided. Level 3 answers will adopt a more analytical approach, using some definition of enlightened and despotic with a range of material on both aspects of the question although unbalanced. Level 4 answers will, in addition, examine both aspects with sound support, appreciating the linkage of policies and offering some challenge, leading to a valid conclusion. At Level 5 answers will offer substantiated argument and offer securely based judgement.

Question 7

‘Catherine II’s greatest achievement lay in retaining rather than extending her power.’
How far do you agree with this statement? (20 marks)

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

Candidates can be expected to deploy a wide range of knowledge on Catherine’s policies, both domestic and foreign, but criteria for assessing achievement need to be defined. These might be seen as military achievements; territorial gains; diplomatic repute and power; in the eyes of the Philosophes by introducing enlightened policies; as well as discussion of retaining/extending her power.

Gaining and retaining power: Catherine having no claim to the Russian throne; cultivating the image of a Russian in comparison to her husband’s attitude; role in the palace coup; taking the throne rather than acting as Regent for her son; Catherine’s self-interest and dependence on noble support; recognising the privileges of the nobility left her absolutism unchallenged but did not extend it; recognising and strengthening serfdom as the basis of stable society in Russia.

Areas where her absolutism was extended: central and provincial power; state governors were made firmly subordinate; handling of the Pugachev revolt and its effect on the nobility.

International achievements: going further than Peter the Great internationally; military victories, e.g. Chesme; territorial gains under the terms of Kutchuk Kainardjii and Jassy and from the Partitions of Poland; role in Europe, e.g. virtually imposing settlement of the Bavarian Succession, leadership of the Armed Neutrality in 1780.

Enlightened reputation as her greatest achievement: comparing the praise accorded Catherine by Voltaire, Diderot etc. with policies that had any practical impact; the image in Europe accorded her by calling the Legislative Assembly and the publicity sought for the Nakas; its borrowed terms; religious toleration; secularisation of Church property; education policy; Free Economic Society. Catherine’s personal degree of enlightenment can be seen as more than superficial, e.g. patronage of the arts, but greatest achievement?

Level 1 answers are likely to be limited description of some areas of Catherine’s policies with assertions on achievement. At Level 2 responses may offer fuller consideration of a range of

policies with some slight attempt at assessment but this will not be well defined. Where an analytical approach is attempted it will have limited range, probably focusing almost exclusively on one aspect of achievement. At Level 3 there will be a direct approach with some criteria for assessment of greatest achievements and appreciation of the scope of the issues, although treatment will be unbalanced. Level 4 answers will be more balanced and well-supported across a range of aspects with developed assessment. Level 5 responses will sustain an argument and reach a balanced valid judgement.

Question 8

To what extent were the Philosophes reformers rather than revolutionaries?(20 marks)

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

Candidates might consider all or some of the Philosophes, but some distinction between their key ideas will need to be made to address the focus of the question, as well as some definition offered on the distinction between reformer and revolutionary, e.g. the desire to modify society for the better in comparison to its complete change; the attitudes of contemporaries towards their ideas; the degree of change advocated; any direct actions to implement rather than theorise: all of the Philosophes displayed a commitment to change, in varying degrees, but few took any direct action, thus an argument can be forwarded that they were neither.

The Philosophes' shared advocacy of rationality, the perfectibility of man, belief in progress and religious toleration could be seen as revolutionary in the eyes of the Church, as could Deism, but few went as far as Holbach in supporting atheism. The majority remained Christians and simply wished to rid the Church of superstition and corruption – hence reformers not revolutionaries.

The shared desire to improve society: publication of the Encyclopaedia; Diderot, Voltaire, et al as publicists for a range of aspects: humanitarianism, equality before the law, education, economic freedom, abolition of censorship. Montesquieu's separation of powers did represent a revolutionary concept in absolute states. Voltaire took direct action in his pamphlet campaign on the Calas Case and the Chevalier de Barre but to little effect; his and Diderot's correspondence with Catherine II and Frederick II, visits and influence on their policies may have led to limited reform; Voltaire's veneration by France's later revolutionaries was at odds with his support for absolutism and lack of desire for full equality. Rousseau's Social Contract and General Will had far more revolutionary potential.

Level 1 answers may be thin description of some of the general ideas of the Philosophes or assertions on the terms of the question. Level 2 responses will consider some range of the ideas of the Philosophes with some links to the question but these will not be developed. At Level 3, analysis in line with the question, with clear definition of enlightened ideals, will predominate, although it will be unbalanced. Level 4 responses will be critical and focus clearly on how far a good range of ideas could be seen as reform or revolutionary. At Level 5 candidates will sustain argument to reach a well-reasoned conclusion.

Question 9

‘Their only claim to enlightenment was in their policies towards religion.’
How far is this a valid assessment of **both** Frederick II **and** Catherine II? (20 marks)

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

As both rulers are to be considered, less depth of knowledge on each state is expected than in Options A and B, but a range of policies should be considered.

Enlightened principles of religious toleration were shared by both rulers – as was their cynicism towards religion; for Frederick, religious toleration was established Hohenzollern policy, which he did not extend to Jews; Catherine’s religious toleration was more radical in Russia; removal of the legal disabilities of the Old Believers; legal recognition of the Catholic Church; Muslim Spiritual Assembly set up in 1786; the Pale of Settlement for Jews. There is less support for her genuinely enlightened practice: secularisation of Church property meant enormous revenue and a million serfs for the State; tolerance for Protestants and Catholics was already well-established; toleration was expedient in the increasingly multicultural Empire created by her expansionist foreign policy; there were no effective means to ensure implementation.

Other aspects which gave the rulers some claim to enlightenment. In Prussia: economic enlightenment in offering military exemption to immigrants; reciprocal free trade with America; some easing of excise duties; legal codification was rational; humanitarianism was evident – e.g. state granaries to stabilise prices and avoid famine; easing the burden of Crown serf labour; compulsory primary education and school building; patronage of the arts; Frederick’s idea of his role as “first servant of the state”. In Russia, the Legislative Commission and Nakas; education reforms; abolition of censorship; some free trade; the Charters of the Nobility and the Towns. In practice all were restricted in both states and no freedom was granted to the serfs.

Level 1 answers may be limited description of some aspects of both rulers’ policies on religion or other areas of reform or consideration of only one ruler. At Level 2, answers may also be descriptive but they will be fuller, considering both states, and offer some links with the question. At Level 3, analysis in line with the question will predominate, although lacking in weight and balance. Level 4 responses will be more balanced, offering well-supported comparisons between the states and the degree to which enlightened policy did exist. At Level 5, candidates will offer sustained and well-supported argument to reach a logical conclusion.

Question 10

To what extent did **both** Frederick II **and** Catherine II demonstrate that preservation of the social structure of their states was their priority, rather than any enlightened reform? *(20 marks)*

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

As both rulers are to be considered, less depth of knowledge on each state is expected than in Options A and B, but a range of policies should be considered.

The social structure of both states will need some definition to aid evaluation; this might be seen as militaristic absolutism resting on noble privilege and serfdom with a limited bourgeoisie, particularly so in Russia where only 4% of the population was urban. There was, initially, only slight religious tolerance in Russia, if more established in Prussia.

Preserving the social structure is most likely to be supported from both rulers' maintenance of the legal and tax privileges of the nobility and the continuation of serfdom, although Frederick's limitation of Crown serf labour might be compared to Catherine's extension of serfdom and the brutal suppression of the Pugachev revolt. Frederick continued religious toleration but Catherine was innovative in its extension.

Some other reforms can be seen as enlightened, e.g. both rulers gained the praise of Philosophes for cultural policies; some hesitant steps were taken towards free trade but, particularly in Prussia, mercantilism still predominated; the extension of education - perhaps more schools were built in Russia than under Frederick's supposedly compulsory state education; Frederick's considerable efforts to improve the economy after 1763 could be seen as humanitarian. Both, however, failed to merit approval for their policies on noble privilege and both maintained inequality before the law – although the law was at least codified, cheap and efficient in Prussia.

Neither ruler contemplated anything which might have undermined the power of the Crown – this can be argued as the over-riding priority for both which they increased rather than merely preserved; both rulers held firmly to the view that all rights of the state were vested in the monarch and their powers were unrestricted by any representative institutions. So, too, both rulers' commitment to military expenditure and foreign policy can be argued as of most importance and to which the social structure was subordinate if significantly linked.

Level 1 answers are likely to be limited narratives of some of the rulers' policies with no real link to the set question or consideration of only one ruler's degree of enlightenment. Level 2 answers will consider both states with attempts to focus on the terms of the question but with limited support or development. At Level 3, there will be a clear analytical focus with some attempt to establish criteria for both rulers' priorities and assessment of a range of policies but this will be unbalanced. Level 4 answers will be more balanced, well-supported and offer comparison on the rulers. At Level 5, candidates will, in addition, sustain judgement and reach a clear conclusion.

June 2006

Alternative C: Absolutist States in Europe, 1640–1790

AS Unit 6: Reform in the Habsburg Monarchy, 1765–1790

Question 1

- (a) Use **Source A** and your own knowledge.

Assess the validity of the view in **Source A** about Joseph II's motives for reform.
(10 marks)

Target: AO1.1, AO2

- | | | |
|-----|--|-------------|
| L1: | Summarises the content of the extract and the interpretation it contains. | 1-2 |
| L2: | Demonstrates understanding of the interpretation and relates to own knowledge. | 3-5 |
| L3: | As L2, and evaluation of the interpretation is partial. | 6-8 |
| L4: | Understands and evaluates the interpretation and relates to own knowledge to reach a sustained and well supported judgement on its validity. | 9-10 |

Indicative content

Answers at Level 1 will be based entirely on the source. They will be simple summary reiterating the points on Joseph's dogmatism and passionate, if insensitive, enthusiasm for imposing reform. Level 2 responses will show fuller understanding of the source and its views and provide some supporting knowledge but this will be undeveloped. Thus, they may explain that Joseph II wished to create a single, logical system of government so that his wider aims for reform, such as education, could be implemented to effect. His commitment sprang from his sense of duty to the state, his practical awareness of the need to counter the rise of Prussia by emulating the cohesion and efficiency of its system of government, as well as the desire to implement enlightened reforms. The source, however, stresses Joseph's authoritarianism as a motive in itself, stemming from his obsessive, dogmatic personality. At Level 3, having understood the interpretation given in the source, candidates will begin to assess the validity in relation to sound knowledge but judgement will be only partial, e.g. there may be some challenge to this narrow and largely critical interpretation, stressing Joseph's commitment to enlightened principles and the urgent need for improved finances as a primary motive. Level 4 responses will offer a more balanced, well-supported assessment and reach an argued conclusion.

- (b) Use **Source C** and your own knowledge.

How useful is **Source C** as evidence about the difficulties of Maria Theresa and Joseph II in reforming the Habsburg monarchy? (10 marks)

Target: AO1.1, AO2

- L1: Summarises the content of the extract in relation to the issue presented in the question. 1-2
- L2: Demonstrates some appreciation either of the strengths and/or of the limitations of the content of the source in relation to its utility/reliability within the context of the issue. 3-5
- L3: Demonstrates reasoned understanding of the strengths and limitations of the source in the context of the issue and draws conclusions about its utility/reliability. 6-8
- L4: Evaluates the utility/reliability of the source in relation to the issue in the question to reach a sustained and well supported judgement. 9-10

Indicative content

Level 1 answers will summarise the source or make simple statements related to the content, e.g. Maria Theresa is not considered, Joseph was naïve in expecting to be able to reform. Alternatively, a few general comments might be made on the value/flaws of secondary evidence. At Level 2 there may be a full summary of the content of the source in relation to some limited contextual knowledge with comment on either the strengths or limitations of the source, or briefly on both, e.g. it is useful in pointing to some major areas of reform attempted, at least by Joseph, but is assertive on its impossibility. Answers at Level 3 will consider both the strengths and limitations of the source and relate this to sound contextual knowledge, perhaps highlighting that the source does not consider that Maria Theresa did have some success in creating a more centralised administration which Joseph continued to develop. The choice of language might be used to support the dismissive nature of the source. At Level 4 explanation will be developed on both content and style and related to secure contextual knowledge to reach a sustained judgement.

- (c) Use **Sources A, B and C** and your own knowledge.

‘Only in areas of reform where he continued Maria Theresa’s policies did Joseph II achieve any success.’

Assess the validity of this statement with reference to the years 1765 to 1790. (20 marks)

Target: AO1.1, AO1.2, AO2

- L1: Is able to demonstrate, by relevant selection of material, *either* from appropriate sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly or wholly narrative. 1-6

- 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. **7-11**
- 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. **12-15**
- 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. **16-18**
- L5: As L4, but also shows appropriate conceptual awareness which, together with the wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Indicative content

The question allows candidates to cover a wide range of policies to support/challenge the quotation and the sources give candidates leads into answering the question but these should be integrated with own knowledge to attain higher levels of award. Continuity and success might be illustrated from improvements in education (Source A); increased State control of the Church; continuing to limit serf obligations with the Emancipation Patents of 1781/2. Some policies might be argued to have been continued yet resulted in failure or partial failure: Maria Theresa beginning to limit serf obligation and to scrutinise seigneurial authority had already aroused noble suspicion, Joseph not only continued but extended this to the Tax and Agrarian Regulation which failed; both rulers' commitment to reform stemmed from the challenge of Prussia but whilst Joseph continued to benefit from Maria Theresa's administrative consolidation in Austria-Bohemia, and did have some success in extending this to Milan, he failed in both Hungary (Source B) and the Austrian Netherlands. This was, partly, because of his inflexible attitude to government indicated in Sources A and B as well as the enormity of the task (Source C). Joseph can be argued to have succeeded in one area his mother would not consider: the Edict of Toleration was Joseph's innovation and a success.

Answers at Level 1 are likely to be limited description of a few policies and assertions or quotations from the sources without explanation. At Level 2 there may be fuller description of some range of both rulers' policies with only passing links to the question or responses which draw heavily on the sources to link with focus. Level 3 answers will adopt an analytical approach supported by a range of material both from own knowledge and sources either in support or challenge to the proposition. At Level 4, in addition, the statement will be challenged although the balance of the response may be uneven. At Level 5 there will be a more balanced case sustained on both continuity and success on the basis of a wide range of evidence and arriving at a logical conclusion.