
AS-LEVEL HISTORY

Unit HIS1E: Absolutist States: The Reign of Louis XIV, 1661–1715
Mark scheme

1041
June 2015

Version V1: Final Mark Scheme

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from aqa.org.uk

Generic Introduction for AS

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level students. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Students who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Students who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which students meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a student performing at the highest AS level is already well prepared for the demands of A2.

CRITERIA FOR MARKING GCE HISTORY:**AS EXAMINATION PAPERS****General Guidance for Examiners (to accompany Level Descriptors)**

Deciding on a level and the award of marks within a level

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that students might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other students' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Students should never be doubly penalised. If a student with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a student with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- Appropriate references to historical interpretation and debate
- The conclusion

June 2015

GCE AS History Unit 1: Change and Consolidation

HIS1E: Absolutist States: The Reign of Louis XIV, 1661–1715

Question 1

01 Explain why the Nine Years War began in 1688. **[12 marks]**

Target: AO1(a), AO1(b)

Generic Mark Scheme

Nothing written worthy of credit. **0**

L1: Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**

L2: Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**

L3: Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**

L4: Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should include a range of reasons as to why the Nine Years War began in 1688.

Students may refer to some of the following long-term factors:

- France's enemies within Europe, notably the Holy Roman Empire, were in a much stronger position by 1688 than they had been earlier in Louis' reign. The Habsburg victory at Mohacs meant that Leopold was more likely to deal decisively with any perceived aggression from Louis

- Louis had created a number of enemies in Europe with his foreign policy, especially his actions during the Reunions, such as the taking of Strasbourg
- Louis' religious persecution of the Huguenots had helped to swell the armies of his enemies and had provided important technological information, such as the bomb-ketch. This might have meant that his rivals felt more confident in opposing him

and some of the following short term/immediate factors:

- Louis acted provocatively in the immediate run-up to the outbreak of war in 1688. He attempted to force his German neighbours into making the Truce of Ratisbon permanent by issuing an ultimatum. This helped to bring his enemies closer together
- other provocations by Louis included his demands over the Archbishopric of Cologne and his quarrel with the Papacy
- Louis began hostilities himself by marching his troops into the Palatinate and devastating it. This helped to completely alienate the German princes and push them towards a wide European alliance against France.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might argue that Louis had been creating enemies across Europe since his early campaigns in the 1660s. However, the main reason why war on such a large scale broke out in 1688 is Louis' attempt to take preventative action. This had the opposite effect and, in fact, pushed his enemies closer together.

Question 1

- 02** How far was Louis XIV's foreign policy in the years 1661 to 1685 driven by a desire for 'la gloire'? **[24 marks]**

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme

Nothing written worthy of credit. **0**

- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views.

Factors suggesting that 'la gloire' was the main motive behind Louis XIV's foreign policy might include:

- the War of Devolution came early into Louis' reign and suggest that he was attempting to prove his greatness to Europe. It would also allow him to showcase his newly reformed army
- Louis had tenuous dynastic claims which formed the pretext of the War of Devolution and it can be argued that Louis pursued these claims, as well as the later Reunions, as a way of strengthening his dynasty and, thus, achieving 'la gloire'
- the length of the Dutch War. By 1672 Louis had achieved many of his territorial objectives and yet he continued to wage an expensive campaign, partly out of a desire to punish the Dutch for forming the Triple Alliance against France
- the Reunions policy allowed Louis to demonstrate his power and 'la gloire' to Europe and it seemed that nobody could effectively oppose him. This is highlighted by his ceremonial procession into Strasbourg.

Factors suggesting that 'la gloire' was not the main motive might include:

- Louis was clearly concerned about his borders, especially in the North East, and he was keen to prevent Hapsburg encirclement. This can be viewed through a number of his foreign policy decisions, such as his attempts to take fortresses in the Spanish Netherlands in the War of Devolution and many of his Reunion acquisitions. The construction of a 'pré carré' by Vauban also supports this
- Louis had economic concerns and the Dutch War might have been partially motivated by a desire to try and reduce Dutch monopoly of overseas trade
- a number of Louis' enemies, like the Dutch or some of the German rulers, were Protestants. Louis was perhaps motivated by religion in some of his actions.

Good answers are likely to/may show an awareness that 'la gloire' was very definitely an important motive for Louis XIV. This is underlined by the paintings and statues produced of him at the time; the imagery of Louis as the 'sun king' was endemic. However, Louis does seem to have had genuine territorial concerns, hence his preoccupation with securing France's borders and preventing invasion by the Hapsburgs. His main motive was probably driven by a desire to defend France, with 'la gloire' being a pleasant by-product. Some students might choose to argue that a different factor is the most important, but the best answers will make a clear decision.

Question 2

- 03** Explain why new taxes were introduced in France in the later years of Louis XIV's reign. **[12 marks]**

Target: AO1(a), AO1(b)

Generic Mark Scheme

Nothing written worthy of credit. **0**

L1: Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**

L2: Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**

L3: Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**

L4: Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should include a range of reasons as to why new taxes were introduced in the later years of Louis' reign.

Students may refer to some of the following long-term factors:

- the taxation system in France was inherently unfair and inefficient. The main burden of direct taxation fell on those least able to pay it, the Third Estate. This meant that tax yields were often much lower than expected
- it was difficult for the crown to effectively exploit the wealth of the First and Second Estates as they were exempt from the taille. The First Estate did contribute via the 'Don Gratuit' and money was taken from the nobility through indirect taxes and sales of offices, but this did not guarantee a steady income

- throughout Louis' reign he was heavily in debt and this was only made worse by an ambitious and expensive foreign policy. Louis also had extravagant tastes, as evidenced in the building of Versailles. He needed to find ways of bringing in more revenue

and some of the following short-term/immediate factors:

- the 'capitation' was levied in 1695 as a way of trying to tax the nobility and thus raise funds for the Nine Years War which had virtually stagnated and was costing France huge sums of money. The need was exacerbated by the difficult winter of 1693–1694
- the 'dixième' was levied in 1710, to raise funds for the War of Spanish Succession. Controller-General Desmarets had been attempting to raise money by an increased sale of offices, but this was not bringing in enough revenue. Hence he attempted to tap the rich with this tax and by reimposing the 'capitation'.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might organise the factors into long and short term reasons as detailed above. Other students might prioritise the reasons by arguing that the need to finance war was the most important factor for the introduction of new taxes. Louis always needed extra money but he was traditionally opposed to taxing the nobility; by the 1690s he was desperate.

Question 2

- 04** How far were Louis XIV's financial problems in the years 1661 to 1685 due to corruption? **[24 marks]**

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme

Nothing written worthy of credit. **0**

- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views.

Factors suggesting that corruption was the main cause of Louis' financial problems might include:

- Louis had corrupt ministers who embezzled money from the crown in huge sums, thus making his financial problems worse. The most notable of these was Fouquet. The 'chambres de justice' were set up to prosecute many of the corrupt financiers, but many remained after they were finished as the main targets had been men outside of Colbert's circle
- Colbert did much work to tackle corruption by the tax farmers who were responsible for collecting the taxes. The 'intendants' did help in this respect but there was still a shortfall between the levy and the actual yield (8m. livres deficit in 1670, for example)
- the need to utilise 'recherches de noblesse' highlights the problem that there were many within France who were claiming noble status as a way of avoiding paying taxes
- sometimes the 'intendants' themselves were corrupt and many ended up staying beyond the ideal term of three years. This meant that they had more vested interests in an area and would work to keep corruption hidden.

Factors suggesting that corruption was not the main cause of Louis' financial problems might include:

- Louis inherited a huge debt of 451m. livres when he assumed personal control in 1661. This meant that he would struggle throughout his reign to balance the books
- Louis had an ambitious and incredibly expensive foreign policy across the whole course of his reign. The Dutch War completely negated the financial gains made by Colbert
- the inequitable taxation system made it difficult to collect taxes effectively. The burden of payments fell on those least able to pay. This situation was worsened by the muddled situation in the 'pays d'état' and the 'pays d'élection'
- there was an overreliance on the selling of offices as a way of raising revenue. However, this only brought in a short term sum and actually reduced the number of people who could be taxed in the future
- there was no real attempt to improve France's agriculture and Colbert's experiments in industry and overseas trade had limited successes. This limited the revenues which could be drawn from France
- there was no attempt to develop a National Bank, such as in Holland or England.

Good answers are likely to/may show an awareness that Louis did have serious problems with corruption. However, Colbert had managed to deal with some of the most blatant examples and had achieved a much healthier balance sheet through his numerous reforms. It was Louis' foreign policy and extravagant building schemes which placed a huge strain on Crown Finances. Some students might choose to argue that a different factor is most important, but the best answers will make a clear decision.

Question 3

05 Explain why war broke out over the Spanish Succession. **[12 marks]**

Target: AO1(a), AO1(b)

Generic Mark Scheme

Nothing written worthy of credit. **0**

L1: Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**

L2: Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**

L3: Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**

L4: Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students may try to write about the War of Devolution (1667–1668) as a war over succession as it was prompted by the death of Philip IV in 1665. However, the dispute was specifically about inheritance of parts of the Spanish Netherlands not of Spain. Therefore such answers are limited to Level 1,

Answers should include a range of reasons as to why war broke out over the issue of the Spanish Succession

Students may refer to some of the following long-term factors:

- Louis had long had designs on parts of the Spanish Empire. Whilst he does not seem to have wanted the throne for himself, he did want to secure his own borders with the Spanish Netherlands and prevent encirclement by the Habsburg family

- the death of Carlos II, leaving no children, made war increasingly likely. The negotiation of several partition treaties in the years before Carlos II's death suggested that there was a high chance of war breaking out after he died
- Spain and her empire were an attractive prize in terms of size, location and resources. Possession of all, or part of, these territories could alter the balance of power and so war was perhaps to be expected

and some of the following short-term/immediate factors:

- Carlos' second will left the entire Spanish Empire to Louis' great-grandson, Philippe. Louis perhaps felt honour bound to protect his family's dynastic claim and the other vested interests in Europe felt that they had to react to prevent French domination in Western Europe. As such, war became increasingly likely. The death of the Bavarian claimant then made a conflict almost inevitable
- Louis took decisive action to ensure the implementation of the will. He therefore sent troops into the Spanish Netherlands. This provocation was unacceptable to many of his enemies and the Grand Alliance was formed against him.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might organise their response into long and short-term reasons as detailed above.

Question 3

- 06** How far did Louis XIV's foreign policy in the years 1685 to 1715 strengthen France? **[24 marks]**

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme

Nothing written worthy of credit. **0**

- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful' questions, the answer could be (but does not need to be) exclusively based on the focus of the question

Factors suggesting that Louis' foreign policy strengthened France might include:

- Louis maintained French borders as he had inherited them and he did make some important defensive acquisitions; most notably Strasbourg and Franche-Comté
- Louis largely prevented invasions into France, which had been a real fear at the start of his reign
- the War of Spanish Succession concluded with a Bourbon king of Spain. This limited the possibility of Hapsburg encirclement of France and meant that Spain was now a potential ally rather than a potential enemy
- other powers were financially weak and exhausted at the end of the War of Spanish Succession. This meant that, in the near future, no other European country was capable of dominating Europe like France had dominated for the past fifty years. This would help maintain French security in the future.

Factors suggesting that Louis' foreign policy did not strengthen France might include:

- in 1697 Louis signed the Treaty of Ryswick, partly because of financial constraints and partly because he could not force a victory after many years of war. The terms of the treaty were such that Louis conceded much of the strategically important territory that he had gained over his reign. Of his gains since 1679 he kept only Strasbourg and Alsace
- Louis was forced, in 1697, to accept that William of Orange was the legitimate King of England. This strengthened one of France's biggest enemies and could cause problems in the future
- some of Louis' actions were extremely provocative and meant that he embroiled France in costly wars that he was not prepared for. Examples might include the devastation of the Palatinate or the marching of his troops into the Spanish Netherlands in 1701. Ultimately Crown debt had reached 2000 million livres by the end of Louis' reign and many within France were living in abject poverty; the result of an overextended foreign policy.

Good answers are likely to/may show an awareness that Louis' foreign policy strengthened France in terms of securing his borders and preventing encirclement, but that the financial impact was extremely damaging and would have lasting consequences for Louis' successors.

Converting marks into UMS marks

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator: www.aqa.org.uk/umsconversion