

A-LEVEL HISTORY

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

1041
June 2014

Version 1.0: Final

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

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

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

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 2014

GCE AS History Unit 1: Change and Consolidation

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

Question 1

01 Explain why, in 1661, Louis XIV's authority in France was limited. **[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 Louis XIV had limited authority within France in 1661.

Students might include some of the following factors:

- Louis had a limited army when he took personal control in 1661, which meant that he might struggle to suppress revolts and impose his royal will
- the Crown was in a debt of over 400m livres when Louis assumed personal control in 1661

- the Crown faced financial problems as a result of the inequitable taxation system and widespread corruption
- there was widespread tax evasion and it was also difficult to impose royal authority in the provinces because of poor communications, infrastructure and regional variations
- overreliance on the nobility to fulfil roles in government, especially in the provinces, meant that they were difficult for the crown to control
- the existence of the Huguenots, protected by the Edict of Nantes, meant that there was some religious tension in France.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example they might argue that there were long term reasons, such as the privileges held by the nobility, but that the problems caused by these had been worsened by the long years of war and of Louis XIV's minority. Many students will reference material from before 1661, such as the legacy of the *frondes* or the 30 Years War. This is perfectly acceptable, but should not be expected.

Question 1

- 02** How important was the construction of the Palace of Versailles in extending royal authority within 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 the Versailles was important in extending royal authority might include:

- the scale and style of building adopted at Versailles was an obvious statement about the power of the monarchy
- from 1682 Versailles was the centre of the governmental system. Here the nobility would come to attend upon the king and the daily business of the court was also conducted. This helped to break down the power of the nobility in the provinces
- Versailles was decorated with art and sculptures which all underlined order, hierarchy and the power of Louis, the 'Sun King'. Louis was often depicted as, or compared to, mythical gods such as Apollo or Mars. Operas, plays and ballet performed at the palace further underlined this
- ceremonies such as the *lever* and *coucher* saw the nobles competing to attend upon the king. To gain the king's patronage attendance at Versailles was imperative
- the display and use of the products of French industry was effective in showing the economic power of the state.

Factors suggesting that Versailles was not important might include:

- Versailles could only house c3,000 of the nobility and their retinues. This meant that the vast majority remained in their provinces where they were difficult to control from the centre
- as the King aged he tended to reside away from Versailles. Paris became an important social hub once again
- Versailles did not help Louis in the collection of any taxes, a system that was inherently corrupt
- the splendour of Versailles was more criticised at the end of the reign.

Factors suggesting that there were other reasons to explain the extension of royal authority might include:

- the extended use of the intendants in the provinces undoubtedly helped to extend royal authority here. They were essentially the 'eyes and ears' of the court and also supervised the collection of taxes
- Louis' insistence on being involved with the everyday business of the court meant that he had great personal involvement. He tended to use the nobles of the robe rather than nobles of the sword. This meant that he had more control over the bureaucracy
- successes in foreign policy helped to extend royal authority, as did reform of the army
- Louis also used the army to enforce royal authority, e.g. the dragonnades
- Louis successfully extended his authority by removing *parlement's* Right of Remonstrance.

Good answers are likely to/may show an awareness that there is often a disparity between the image projected by Louis XIV and the reality. As such, it might initially appear that Versailles contributed more to the extension of authority than it did in reality.

Question 2

03 Explain why Louis XIV went to war with the Dutch in 1672. **[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 Louis XIV went to war with the Dutch.

Students might include some of the following factors:

- desire to punish the Dutch for their perceived treachery during the War of Devolution
- as part of a wider policy of strengthening the vulnerable North-Eastern frontier
- the theory of mercantilism suggested that France could only increase her share of world trade by taking it from the successful Dutch
- he was encouraged by warmongers like Conde. and even Colbert was eventually persuaded that it would be a short, successful war. La *gloire* would be enhanced and Louis could display his reformed army and navy
- Louis disliked the Protestant religion of the Dutch as he was a devout Catholic.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might show that Louis XIV had strategic reasons which dealt with trade and the economy but in reality he had a desire for revenge. This is indicated by his refusal to seek terms in the early years of the war.

Question 2

04 How successful was Louis XIV's foreign policy in the years 1672 to 1697? **[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 XIV's foreign policy was a success include:

- the Dutch War allowed Louis to show off his newly reformed army and was also important for his *gloire* – he needed to punish the Dutch for allying against him
- the Treaty of Nijmegen saw France take a number of strategically valuable territories such as Franche-Comte, Cambrai and Ypres
- France's borders were extended and much strengthened by Vauban's extensive fortification system
- important areas of land, such as Strasbourg, were gained during the Reunions at little financial cost
- Louis had military success in Italy and Spain during the Nine Years War, e.g. the capture of Namur in 1692 which enhanced his *gloire*.

Factors suggesting that it was not a success might include:

- the Dutch War was extremely expensive and Colbert's attempts to reform the financial system in France were irreparably damaged
- Louis became increasingly disliked and distrusted by other powers for actions such as failing to send aid to the Emperor in Vienna which meant that he was labelled as "Most Christian Turk"
- pre-emptive actions such as the devastation of the Palatinate actually dragged Louis into the 9 Years War – a war which he did not want and could not afford
- years of stalemate and limited victories ended with the less favourable Treaty of Ryswick. The Treaty of Ryswick saw Louis having to return key acquisitions such as Lorraine
- Louis was forced to recognise William of Orange as William III and he had to promise not to help James II in the future
- the huge cost of the Nine Years War put a massive strain on the inequitable taxation system and directly increased the Crown's debt.

Good answers are likely to/may show an awareness that Louis XIV's policies were generally successful until the outbreak of the Nine Years War. However, things rapidly changed from 1688 onwards.

Question 3

05 Explain why Huguenots were tolerated in France before 1685. **[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 Huguenots were tolerated in France.

Students might include some of the following factors:

- until his death in 1683, Colbert had championed the economic benefits of the religious toleration of Huguenots. Huguenots were actually encouraged to settle in France as they were often skilled craftsmen who could help improve the French economy
- Louis was wary of restarting any wars of religion and perhaps wanted to firmly establish his royal authority before risking civil strife
- In the first half of his reign, Louis was almost solely preoccupied with foreign policy. By 1685 he could concentrate more fully on domestic issues
- the Edict of Nantes provided legal protection for the Huguenots. Louis had to tread more carefully in any persecution of them in the years before the Edict of Fontainebleau

- Louis seems to have been happy with a slow policy of conversion. His intendants reported back that conversion figures were good and so Louis did not initially turn to more drastic persecution
- Louis only became a *dévo*t in the 1680s.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might argue that Louis was distracted by other matters during the first half of his reign and so the Huguenots were not removed by default, but that this also fits in with a change in attitude from Louis around 1685. Some students might point out that there was some persecution before 1685. This is relevant context only; the Huguenots were still legally allowed various freedoms and so they should focus on what had changed by 1685 and the issuing of the Edict of Fontainebleau.

Question 3

- 06** How far was Louis XIV's desire for absolutism responsible for the persecution of religious minorities in France in the years 1685 to 1715? **[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**
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- 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**
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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 desire for absolutism was important might include:

- Louis believed in ‘One King, One Faith, One Law’ and aimed at creating an absolute monarchy. This was untenable if there were religious minorities within the kingdom
- the Jansenists were an implicit threat to the crown as they repeatedly criticised the Society of Jesus and their theology could be seen as rejecting the idea of absolute monarchy. In reality there were too few of them to provide much of a political threat but Louis became convinced that the Jansenists had influenced some of the rebels in the *frondes*. This fear was exacerbated by support for the Jansenists in the Parlement of Paris
- events in Britain seemed to confirm Louis’ suspicions about the dangers of religious difference
- Louis was concerned by the role played by his outspoken critic, Archbishop Fenelon, in the Quietist affair. Fenelon criticised Louis for many of his actions, including the Dutch War. The king could not ignore this political challenge if he was to claim absolutist rule.

Factors suggesting that there were other motives for religious persecution might include:

- a desire for increased popularity within France. The vast majority of Louis’ subjects were Catholic and had resented the financial incentives offered to Huguenots in the *caisse de conversions*. By revoking the Edict of Nantes, Louis’ popularity soared
- Louis was a devout Catholic and believed strongly that it was his duty to fulfil his coronation oath where he had promised to extirpate heresy within his kingdom. This was encouraged by those closest to the king; his Jesuit confessors and his wife Mme. De Maintenon
- Louis was concerned that he was responsible for the salvation of his subjects. The only way in which he could ensure this was to promote orthodox religion within his country
- Louis had limited understanding of theology and genuinely did not understand the need for other religions than the Catholic Church now that the Counter Reformation had addressed much of the corruption that had led to the founding of Protestantism in the first place
- Louis was concerned to try and improve relations with the Papacy. This was especially true after his failure to provide help to Leopold in fighting the Turks. His attack on Luxembourg whilst the Emperor was battling in Vienna had given Louis the nickname of ‘Most Christian Turk’. He hoped to reverse this by issuing the Edict of Fontainebleau.

Good answers are likely to/may show an awareness that Louis’ motives seem to have differed depending upon the group that he was targeting. He was most concerned about the Jansenists for political reasons whereas there were alternative approaches used against other organisations. However, he did desire a uniform faith as he believed that this would reflect his absolute rule.

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