



**General Certificate of Education
January 2012**

AS History 1041

HIS1E

Unit 1E

Absolutist States:

The Reign of Louis XIV, 1661–1715

Final

Mark Scheme

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 students' 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 students' 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 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 to download from the AQA Website: www.aqa.org.uk

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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

January 2012

GCE AS History Unit 1: Change and Consolidation

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

Question 1

- 01** Explain why the economy of France was weak at the start of Louis XIV's personal rule in 1661. (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 economy might be considered to have been weak.

Students might include some of the following factors:

- the period leading up to 1661 had been far from peaceful in Europe. The impact of the Thirty Years War and the lengthy conflict with Spain had cost money and seriously disrupted international trade

- the dominance of the Dutch combined with the weaknesses of France's merchant fleet hindered international trade as did the lack of a uniform system of weights and measures
- factors affecting internal trade might include the deteriorating infrastructure and the increasing reliance of local nobility on tariffs and customs duties.

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

- the reluctance of the nobility to become involved in mercantile activity and the lack of interest from the Court
- the development of agriculture was hindered by the dominance of conservative patterns of land ownership and a reluctance to experiment
- industry lacked investment, whilst the Guild structure tended to prevent innovation.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might suggest that weakness was relative and that whilst the economy had been weakened by previous wars, it was the strains that Louis XIV looked to place upon the economy that weakened it further.

Question 1

- 02** How successful was Colbert in strengthening royal finances and the French economy in the years 1661 to 1683? (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 objectives achieved might include:

- Louis XIV was never obliged in this period to change policy as a result of a lack of finance. Indeed, Louis XIV was able to embark upon costly foreign adventure and also build Versailles on the back of Colbert's financial policies
- economically the establishment of the Overseas Trading Companies, the development of a merchant marine, attempts to reform the weights and measures of France, the development of state run industries all had their successes
- financially tax revenues increased. The use of indirect taxation and the reduction of the Taille not only eased social unrest but also brought in more income. Attempts to stop corruption were also successful.

Factors suggesting a lack of success might include:

- much of the foreign adventure and domestic programme was funded through loans. There was no attempt by Colbert to deal with the inequitable taxation system. He did little but tinker with the fundamental problems facing the French Financial system
- the economy suffered from Colbert's misdirection. An over-emphasis on luxury goods damaged the more important agricultural interests. State regulation did little but stifle competition. Only one of the Trading Companies survived Colbert's death.

Good answers are likely to/may show an awareness that economic and financial measures were linked. Success economically meant higher revenues for the French State.

Question 2

03 Explain why France became involved in the War of 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.

Answers should include a range of reasons why France became involved in the War of Spanish Succession.

Students might include some of the following factors:

- the widespread expectation of the death of Carlos II had prepared most countries for some sort of crisis
- the acquisition of the Spanish Netherlands remained a long term goal for France
- the personal motivation of Louis XIV, but especially the degree to which France was dragged into this conflict.

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

- the pursuit of natural frontiers, especially in relation to the NE frontier
- Louis XIV and La Gloire; dynasticism

- the desire of some foreign powers to avenge earlier defeats and to keep an apparently aggressive France in check.

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

- the Will of Carlos II made it difficult for Louis XIV to do anything but to support Philip's claim to the Spanish throne
- Louis XIV's provocative actions in proclaiming Philip's title, and the failure to renounce any claim to the throne of France inevitably increased tension and made war much more likely.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might prioritise factors and suggest that whilst the war was not one sought after by Louis XIV, the terms of the Will of Carlos II made it impossible for conflict to be avoided.

Question 2

- 04** How important was the strength of Louis XIV's enemies in explaining the failure of French foreign policy in the period 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**
- 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 strength of enemies might include:

- the development of alliances against Louis XIV – such alliances were formed in the face of perceived territorial, dynastic or religious threats. Such cooperation became increasingly common as Louis XIV's foreign policy developed and seemed to become more aggressive and arrogant
- the weaknesses of Europe following the Thirty Years War had limited the ability of individual states to thwart the designs of Louis XIV. Europe slowly emerged from this restraint
- Louis did not intend to spark a long term war after the Truce of Ratisbon, he was concerned about France's borders. However, he miscalculated as his actions in the Palatinate and the attack on Philippsburg alienated German opinion. This, combined with the timing of the Imperial victory against the Turks and William of Orange's success against James II, meant that the League of Augsburg was much stronger than Louis might have anticipated
- Louis' opponents had brilliant generals such as Marlborough who routed the French at Blenheim (1704), killing and capturing 30,000 of the French. Other defeats included Ramilles (1706) and Oudenarde (1708)
- Louis had few allies in the War of Spanish Succession- only the electors of Bavaria and Savoy (the latter of whom defected to the enemy in 1703). Louis' provocative actions after his acceptance of Carlos' will encouraged his enemies to join with Leopold.
- by 1710 there were widespread appeals from within France to end the war- it continued because the various members of the large coalition would only consider terms which would never be acceptable to Louis. Hence the war continued for longer than Louis wanted.

Factors suggesting other reasons for failure might include:

- Louis XIV's lack of diplomatic skill angered foreign powers. He can be accused of acting with over-confidence and arrogance which alienated and threatened foreign powers and drew them together against him. For example, his demands in his manifesto of 1688 and threats towards the Pope over the Archbishopric of Cologne were viewed badly by foreign powers. He recognised James II's son as James III in 1701 which encouraged the English to join with Leopold
- the stalling of military reform and the inability to maintain the reforms established pre 1683 effectively prevented the development of resounding French strength
- The Nine Years' War was a war of attrition. Louis' troops actually had many successes but it was difficult to force an outright victory, especially in Flanders where the fortifications of Vauban and the Dutch limited the chances for pitched battles
- the death of key French generals such as Luxembourg and the relative paucity of French tactical understanding under men like Tallard as a consequence stood in stark contrast to the success of the earlier period. Louvois was never adequately replaced as Secretary for War
- famines and financial crises in France also did not help – especially in the harsh winters of 1693/4 and 1709/10. Even the introduction of new taxes (e.g. the *capitation* which taxed the rich) struggled to pay for France's huge army of c400,000 men. The country was still exhausted from the Nine Years' War when the War of Spanish Succession began.

Good answers are likely to/may show an awareness of priority and may attempt to argue reasons why one factor was much more significant than any other.

Question 3

- 05** Why did Louis XIV want to reduce the power of the nobility at the start of his personal rule? (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 why the nobility may have been perceived as a threat.

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

- the childhood of Louis XIV and his experiences during the Frondes did little to reassure him of the allegiance of the nobility
- Louis XIV was easily convinced that the established nobility had used France for their own ends – much of this had been suggested by Mazarin.

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

- it was easy to convince Louis XIV of the corrupt nature of many of the higher nobility. Ambitious individuals such as Colbert did much to reinforce this view

- the ambition of Fouquet and the struggle for the position of Principal Minister reinforced this view.
- local authority required a dominance over the local nobility. In 1661, their dominance seemed complete
- Louis refused to allow princes of the blood or nobles of the 'sword' in his government. Instead he depended heavily on nobles of the robe like Colbert and Le Tellier. This is a result of his desire to limit power of the 'old' aristocracy after their actions in the Frondes
- Louis also reduced power of the nobility by setting up 'recherchés de noblesse' to investigate claims of noble status. This had a practical function as nobles claimed tax exemptions
- Louis wanted to extend royal power (at the expense of the nobles) in the provinces. Hence extensive use of intendants who were royal appointees and could be the 'eyes and ears' of the crown.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might suggest that whilst there was a genuine desire to tackle the social pretensions of some of the higher nobility, Louis XIV did little to undermine the social structure of France – he had little desire to. It was some of the nobility that seemed to threaten some of his domestic ambitions.

Question 3

- 06** How successful was Louis XIV in maintaining royal authority 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**
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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 maintained royal authority might include:

- the domestic stability of France was never really jeopardised and the borders remained secure
- Louis XIV managed to tax the nobles (exempt from other taxes like the *taille*) through emergency taxes like the *Capitation* and the *Dixieme*
- the power of the Paris parlement remained constrained by his changes to their right to remonstrance – the parlement had to register edicts before it prepared remonstrances
- the revolt in the Cevannes was relatively easy to suppress
- Louis confidence in the extent of his authority shines through in his will, where he attempted to dictate the terms of the future Regency.

Factors suggesting that Louis failed to maintain royal authority might include:

- Louis struggled to impose his will over religious matters, especially with relation to Unigenitus
- after the Revocation of the Edict of Nantes Louis failed to prevent a mass Huguenot exodus and subsequent revolts also suggest a loss of royal authority
- Louis XIV failed to introduce a taxation system that was more equitable – despite the need for such a system to fund his foreign policy. He could only tax the nobility for short periods using emergency taxes
- Versailles lost much of its attractiveness and many of the elite came to prefer Paris as a base in Louis XIV's later years.

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