



**General Certificate of Education
January 2011**

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 candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

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

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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 candidates. 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 candidates' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how candidates have demonstrated their abilities in the Assessment Objectives. Candidates who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Candidates 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. Candidates 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 candidates 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 candidate 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 candidates 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 candidates' 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*. Candidates should never be doubly penalised. If a candidate 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 candidate 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 2011

GCE AS History Unit 1: Change and Consolidation

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

Question 1

- 01** Explain why Louis XIV had only limited authority at the beginning of his 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 candidates 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's authority was limited and these should cover the beginning of his reign – however they do not need to be specific to it. No specific knowledge is expected of events before 1661, although a good understanding of the context of 1661 will probably prove beneficial.

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

- Louis XIV inherited a country wracked by the consequence of Civil War and of religious tension. The absolute authority of the monarchy as an institution was weak in 1661
- the use of Principal Ministers had further weakened the office of kingship
- financially France had suffered from previous war and an inequitable taxation system
- the widespread evasion of taxation was a consistent challenge to the authority of monarchy and proved the inability of the King to even tax his subjects effectively
- despite some reforms to the armed forces, they remained weak and authority in the localities poor
- structurally, France was unsuited to central rule, especially considering the poor infrastructure and communications.

and some of the following short term/immediate factors:

- despite Mazarin's efforts, Louis XIV was relatively inexperienced in government. His professed desire to rule alone seemed to reinforce this image and also the weakness of his authority
- individuals such as Fouquet sought to advance themselves at the expense of royal authority
- the lack of religious uniformity was made worse by Louis XIV's own pronouncements on this issue.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might integrate long term and short term or they might consider that 1661 was a year of considerable change and that the authority of monarchy in France might be considered to have been significantly weaker at the start of the year than at the end.

Question 1

- 02** How important was the use of intendants to the extension of Louis XIV's authority within France in the years 1661 to 1685? (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 candidates 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.

Candidates 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 *intendants were significant* might include:

- the care with which Colbert rotated the individuals holding these positions is alone evidence of how significant the intendants were in the local community
- the intendants rapidly became the key tool for Colbert in tax raising and also more significantly in determining the exact level of tax that each community might be subject to. The huge amounts raised in the localities are evidence of the influence of the intendants.
- apologists for the Revocation of the Edict of Nantes suggested that intendants had wrongly informed Louis XIV that the Huguenot threat had been removed from the provinces. If this is indeed the case, then the intendants had a significant local position.

Factors suggesting *that intendants were not as significant* might include:

- intendants were not as significant in tax collection as is often assumed. This was especially true in the geographically significant *pays d'etat*
- whilst the rotation of the intendants was an ideal, it was one rarely achieved with most staying in the same post for many years. This suggests that the intendants had a far less significant role than has perhaps been assumed
- the nobility remained highly significant. This is clearly seen by the care with which Louis XIV constructed a central court to which the nobility travelled. In a sense the provinces became much less important due to the success with which Louis XIV elevated the centre
- the army, good communications including the postal service, road and canal network ensured that local unrest was dealt with swiftly
- imagery of the Sun King combined with military success abroad, made it much less likely that the discontented would find support in the way that had been popular during Louis XIV's minority. There was possibly less reason to revolt.

Good answers are likely to/may show an awareness that [the problem of authority changed over time. Whilst some good responses might well challenge the premise of extension, there should nevertheless be a clear focus on the question. However, it is certainly possible to argue that the reasons for successful extension of authority differed considerably over the course of such a long reign and that the intendants were significant for some of the period at least.

Perhaps it could be said that in the period 1661–1672 at least Colbert was reluctant to over-use the intendant, warning them about creating a base in the provinces and creating their own officials, advising them to be careful of local susceptibilities etc.

Question 2

03 Explain why Louis XIV went to war against 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 candidates 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 against the Dutch.

Candidates might include some of the following factors:

- the theory of mercantilism and the consequent motivation to seize the trade and markets of the successful Dutch
- Louis XIV's desire to display his reformed army and navy and his general wish to advance la gloire

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

- Louis XIV's desire to avenge the perceived Dutch treachery during the War of Devolution 1667–1668
- the Dutch admission into the Triple Alliance
- fears for the security of the north eastern frontier

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

- the death of de Lionne in 1671 effectively ended the hopes of a nascent peace party at court
- Colbert's eventual conversion to the cause of a short war
- the encouragement of Conde, especially in order to prove the success of military reforms to date.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might combine the general ambitions of Louis XIV that might reasonably be applied to almost any conflict with the specific motivations of the Dutch War. The most obvious means of inter linking factors in this question will be prioritising factors possibly suggesting that revenge was the most significant motive in a conflict that had very uncertain military objectives.

Question 2

- 04** How successful was Louis XIV's foreign policy in serving the interests of France in the years 1661 to 1685? (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 candidates 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.

Candidates 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.

Some candidates might seek balance by arguing that foreign policy was or was not successful, but the focus on the needs of France should not be lost. It might be expected that very complete responses offer some definition of France's interests in this period. This might include France's financial, religious, strategic, economic, colonial and propaganda interests.

Factors suggesting *agreement with the question* might include:

- Louis XIV's entire foreign policy direction might be said to have rested upon the opportunity provided by a militarily and financially weakened Europe in the aftermath of the Thirty Years War. Louis XIV took advantage of favourable circumstance to serve France's interests
- the lack of defensible frontiers had clearly proven the weakness of France's borders even before 1661. Any monarch was obliged first and foremost to provide adequate defensive of his realm. The search for natural frontiers was thus something that was to a degree forced upon Louis XIV but was achieved at least in part by the acquisition of territory on the Rhine crossings
- the motivation for the War of Devolution and most certainly the reunions might be found in the discovery of legal precedent and excuse. A monarch that ignored such clear legal right did considerable damage to his reputation. Louis had no choice but to pursue these dubious claims. This was therefore in his own interest and was in the interests of France.
- the seizure of Strasbourg was only possible due to the distraction of the other great powers at the siege of Vienna. However, this was clearly in the interest of France in the short term
- the revocation of the Edict of Nantes in 1685 clearly had an impact on foreign policy – an impact that was largely predictable and which did not serve the strategic interests of France's foreign policy.

Factors suggesting *a challenge to the premise* might include:

- the Dutch War might be seen as simply a war of revenge. It was opposed by Colbert at least initially as he saw the damage that such a war would do financially to France. It did not serve the interests of France
- the reunions were based upon uncertain legal claims. Yet it is clear that these claims were researched upon the instructions of Louis XIV who was probably looking for an excuse for war. Despite this, the exploitation of Europe's preoccupation with the siege of Vienna did little to convince foreign powers of the intentions of France
- the emergence of hostile protestant alliances was the largely a reaction against Louis' own religious policy and did much damage to France's international position
- the seizure of Strasbourg was another example of opportunism which may have been strategically sound but did much damage to France's reputation.

Good answers are likely to argue a clear case, which in the main will probably support the interpretation that Louis XIV's early foreign policy was aggressive and successfully executed to the interests of France.

Question 3

05 Why did Louis XIV fail to convert the Huguenots to Catholicism 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 candidates 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's policy failed.

Candidates might include some of the following factors:

- Louis XIV was simply occupied with foreign affairs. He lacked the resources with which to pursue a concerted policy of conversion
- there was a lack of support from some ministers such as Colbert who saw the economic and skill value of many Huguenots
- Louis XIV was perfectly happy with a slow process of conversion, it was only later in his reign when favourites such as Maintenon had influence, that his opinions changed.

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

- it was difficult to establish exactly how many Huguenots there were in his realm. Poor communication and the dominance of local nobility ensured the survival of many protestant communities, especially in the South

- the Caisse de Conversions was widely unpopular amongst the Catholic population that did little to support its work. Tax exemptions were anyway very attractive to those who willingly professed one thing but secretly did another.

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

- the dragonnades proved effective in small areas, but probably had a negative overall effect. Protestants were allowed the privilege of martyrdom, or of pretend conversions, yet the policy gave Huguenots hope as they realised the terrible impact such a policy was having on Louis' international reputation. The dragonnades may have encouraged resistance
- the intendants may have reported faithfully, or alternatively may have feared for their positions if they revealed the true extent of Huguenot involvement in local life. Either way, the local structures lacked the means to reliably inform the centre on the effectiveness of policy and/or the need to change direction.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might argue that the dragonnades were in fact successful, but that Louis XIV became increasingly frustrated by the lack of immediate results. Alternatively, candidates might therefore argue the most significant reason for failure was Louis XIV himself.

Question 3

- 06** How far was Louis XIV's persecution of religious minorities in the years 1661 to 1715 due to his religious views? (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 candidates 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.

Candidates 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 *religious motives were important* might include:

- Louis was a devoutly Christian individual who genuinely believed in the oath that he took before God to extirpate heresy
- imagery was everything. To be seen not to care about this religious oath might give cause for others to doubt his word
- the influence of Madame de Maintenon and the supposedly more austere court meant that towards the end of his reign, Louis XIV became much more reflective and spiritually motivated
- Louis XIV genuinely felt responsible for the spiritual welfare of all French subjects and that he would be held to account on Judgment Day
- Jansenism was increasingly viewed by the Catholic Church as a distortion, Louis XIV genuinely believed this to be the case.

Factors suggesting *other factors* might include:

- Louis XIV's pursuit of religious uniformity as a manifestation of the uniformity and consistency of his own authority within France
- the influence of favourites at court and especially Madame de Maintenon probably had as much to do with the hold she had over Louis XIV and the assertion of her own authority
- the death of ministers such as Colbert removed the remaining obstacles to a more aggressive policy
- the pursuit of title and especially that of 'Most Christian Monarch'
- the desire to impress the papacy and to re-establish cordial relations after decades of tension over matters such as the Regale.

Good answers are likely to/may show an awareness that reasons changed over time, especially as the aged king considered his own mortality. In addition good answers are likely to consider minorities such as the Jansenists and Quietists in addition to the Huguenots.