

General Certificate of Education
January 2007
Advanced Subsidiary Examination



HISTORY

HS1C

Unit 1

Alternative C: Absolutist States in Europe, 1640–1725

Friday 12 January 2007 1.30 pm to 3.00 pm

For this paper you must have:

- a 12-page answer book

Time allowed: 1 hour 30 minutes

Instructions

- Use blue or black ink or ball-point pen.
- Write the information required on the front of your answer book. The *Examining Body* for this paper is AQA. The *Paper Reference* is HS1C.
- Answer **two** questions.
- Answer Question 1 and **one** other question.
- In answering the questions you must use your own knowledge and understanding of the period.

Information

- The maximum mark for this paper is 50.
- The marks for questions are shown in brackets.
- There are 25 marks for each question.
- You will be marked on your ability to use good English, to organise information clearly and coherently and to use specialist vocabulary where appropriate.

Advice

- You are advised to spend about 45 minutes on each question.

Answer Question 1 and **one** other question.

1 Study the following source material and then answer the questions which follow.

Source A Louis XIV believed that his real achievements were enhancing his own glory, adding territory to France in order to create a more defensible frontier, and survival in an age of disorder.

Adapted from PR CAMPBELL, *Louis XIV*, 1993

Source B Louis XIV's resentment at Dutch 'ingratitude', combined with his obvious desire to use his military might, led to an assault on the Dutch in 1672, for which neither he nor his allies were able to give any real justification. Over previous years a struggle had been going on in the Royal Council as one

5 group of ministers argued against a war of this type. Louis had repeatedly backed off in the face of strong arguments against war, but after the death of the foreign minister de Lionne in 1671 the peace party seems to have been fatally weakened.

Adapted from R BRIGGS, *Early Modern France 1560–1715*, 1998

Source C Between 1668 and 1672 Louis XIV prepared openly and vindictively for the invasion of Holland, while his ministers stifled whatever reservations they may have felt about the rightness of this course. The Dutch were to be

5 taught a lesson so that they would never again interfere in the Spanish Netherlands. If their trade could also be ruined, this would please Colbert who had become a late convert to the war against the Dutch.

Adapted from R WILKINSON, *Louis XIV, France and Europe 1661–1715*, 2005

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

Explain briefly the importance of 'a more defensible frontier' (lines 2 and 3) in the context of Louis XIV's foreign policy aims. (3 marks)

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

Explain how **Source C** differs from the views put forward in **Source B** about the reasons for the Dutch War of 1672 to 1678. (7 marks)

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

Explain the importance of Louis XIV's pursuit of personal glory, in relation to other factors, in the aims of his foreign policy in the years 1661 to 1688. (15 marks)

EITHER: Brandenburg-Prussia 1640–1688

Answer **either** Question 2 **or** Question 3.

2 Read the following source and then answer the questions which follow.

Louis XIV's mounting attacks on his Calvinist Huguenots, culminating in the 1685 Revocation of the Edict of Nantes, led to mass flight. Frederick William had immediately responded by issuing his own Edict of Potsdam.

Adapted from D McKAY, *The Great Elector*, 2001

- (a) Explain briefly what is meant by 'his own Edict of Potsdam' (line 3) in the context of the religious policies of Frederick William. (3 marks)
- (b) Explain why Frederick William was keen to encourage immigration to his lands. (7 marks)
- (c) 'By 1688, the most successful areas of Frederick William's economic policy were trade and communications.'
Explain why you agree or disagree with this view. (15 marks)

3 Read the following source and then answer the questions which follow.

Frederick William had learned the lesson that a standing army was a symbol of power and prestige, a key to political power. By the end of the Northern War 1655–1660, the army had reached a total of 22 000 men.

Adapted from M SHENNAN, *The Rise of Brandenburg Prussia*, 1994

- (a) Explain briefly what is meant by 'a standing army' (line 1) in the context of Frederick William's army reforms. (3 marks)
- (b) Explain why the development of a standing army helped to increase Frederick William's authority in his territories. (7 marks)
- (c) 'By 1660, Frederick William's aims in foreign policy had largely been achieved.'
Explain why you agree or disagree with this view. (15 marks)

Turn over for the next question

OR: Russia 1690–1725

Answer **either** Question 4 **or** Question 5.

4 Read the following source and then answer the questions which follow.

A brief text extract from A LENTIN, *Russia in the Eighteenth Century*, Heinemann, 1973, p27 discussing the foundation of Peter the Great's new capital - not reproduced here, due to third-party copyright constraints.

- (a) Explain briefly what is meant by 'the new capital' in the context of Russia in the early eighteenth century. (3 marks)
- (b) Explain why many Russians did not welcome Peter the Great's new capital. (7 marks)
- (c) 'Peter the Great failed to strengthen the Russian economy in his reign.'
Explain why you agree or disagree with this view. (15 marks)

5 Read the following source and then answer the questions which follow.

A brief text extract from P DUKES, *The Making of Russian Absolutism*, Longman, 1990, p78 discussing Peter the Great's system of military recruitment - not reproduced here due to third-party copyright constraints.

- (a) Explain briefly what is meant by 'the recruiting system' in the context of Peter the Great's military reforms. (3 marks)
- (b) Explain why Peter the Great wanted 'a window on the west'. (7 marks)
- (c) 'In the north, Peter the Great's foreign policy achieved its aims; however, his policy towards Turkey failed.'
Explain why you agree or disagree with this view. (15 marks)

END OF QUESTIONS

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Question 1 Source A: PR CAMPBELL, *Louis XIV*, Pearson Education, 1993.

Source B: R BRIGGS, *Early Modern France 1560–1715*, OUP, 1998.

Question 2: D MCKAY, *The Great Elector*, Pearson Education, 2001.

Question 3: M SHENNAN, *The Rise of Brandenburg Prussia*, Routledge, 1994.

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