



**General Certificate of Education
June 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 events which all examiners 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 examiner understands and applies it in the same correct way. As preparation for standardisation each examiner 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, examiners encounter unusual answers which have not been raised 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

June 2012

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 began the War of Devolution in 1667. (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 fought the War of Devolution

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

- the death of Philip IV of Spain led to a weakened throne which Louis XIV felt able to exploit
- Louis XIV had long realised the vulnerability of the North East Frontier – it had been the theatre of war during previous invasion attempts, most notably the Frondes

- fear of Habsburg encirclement had been growing for some time – the temporary weakening seemed an opportunity too good to miss
- lack of clarity in marriage treaties enabled Louis XIV to resurrect claims that had passed some time previously
- Europe was struggling to recover from the consequences of the Thirty Years War.

and some of the following short term/immediate factors:

- Louis XIV seeking to put his reformed army to use
- the ambitions of a glory-seeking young man
- the aggressive manifesto that Louis XIV sent to the Spanish Court
- the opportunism of an army 50,000 strong facing one of 20,000.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might emphasise that the needs of France's security and the ambitions of a vainglorious king were not mutually exclusive and in fact complemented each other.

Question 1

- 02** How important was dynastic ambition to Louis XIV's foreign policy in the years 1679 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 dynastic ambition might include:

- the Wars of Reunions which were at least in theory motivated by Louis XIV's desire to see the dynastic rights of his family honoured
- Louis' involvement in the election of the new Archbishop of Cologne in 1688 might reasonably be considered to have been motivated by dynastic principles
- the various partition treaties and the subsequent War of Spanish Succession were motivated at least in part by the desire to advance the claim of Philip of Anjou and that of the Bourbons. At the very worst the partition treaties were to prevent the dynastic claims of any potential rivals.

Factors suggesting alternative motives might include:

- a general pursuit of glory, although this might more reasonably be associated with Louis XIV's earlier period, and anyway should be supported by specific examples – e.g. entry into Strasbourg
- the pursuit of defensible frontiers. This is especially true as a long term aim, but students might suggest that both the Nine Years War and also the War of Spanish Succession were in fact defensive wars; for example, Louis laid waste to the Palatinate in order that it would be useless as a base for enemy troops
- the need to defend against the strengthening coalitions forming against him, especially as Europe emerged from the exhaustion of the Thirty Years War
- the need to persuade other powers to make the terms of the Treaty of Ratisbon permanent.

Good answers are likely to/may show an awareness that these factors interacted and that no one factor alone accounts for foreign policy in this period. Some of the very best responses may offer some sort of hierarchy of importance.

Question 2

03 Explain why Louis XIV revoked the Edict of Nantes. (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 revoked the Edict of Nantes.

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

- Louis XIV's coronation oath to 'extirpate heresy'
- the increasing influence of Madame de Maintenon and Louis XIV's gradual conviction that he was not favoured by God
- increasing discontent from the populace of France concerning the previous policy of toleration and especially the apparent bribery of the *Caisse de Conversions*
- the previous policy was producing conversions but at a slow rate that would clearly not result in the eradication of Huguenots before Louis XIV's death.

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

- the death of Colbert in 1683 removed a key defender for the Huguenots

- the Siege of Vienna, Louis XIV's opportunism and subsequent reprimand by the Pope led Louis XIV to search for effective ways to merit the title 'Most Christian King'
- Louis XIV genuinely believed that his intendants were correct – there were few Huguenots remaining in France and therefore the Edict of Nantes had become redundant.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might link the personal motives of Louis XIV with external factors. More pertinently students at the higher end will establish reasons why it took so long for Louis XIV to address the issue of the Huguenots – perhaps the very best answers might suggest that the revocation was the culmination rather than the beginning of persecution.

Question 2

- 04** How successful was Louis XIV in achieving religious unity in France in the years 1661 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 that Louis XIV's successfully achieved religious unity might include:

- the gradual policy of gentle coercion pre-1685 was clearly bringing results. The *Caisse de Conversions*, although unpopular amongst Catholics, resulted in a steady pace of conversion
- the Edict of Fontainebleau was popular with the majority of French people who agreed with Louis that there should only be one religion
- the Jansenists and the Quietists were not a major threat, they were numerically in the minority and were Catholics. They were more of a political threat than a religious one
- the Gallican articles of 1682 united many of the French bishops behind Louis and his attempts to lessen the power of the Papacy – but did cause problems for Louis in the long term when he needed Papal support.

Factors suggesting a lack of success in achieving religious unity might include:

- the failure to convert the Huguenots over the length of the reign. What had been a successful policy became a disastrous one once the shift was made to outright persecution through the dragonnades and the Edict of Fontainebleau. 200,000 Huguenots chose to flee rather than convert
- Some Huguenots remained in France; the biggest threat to unity came from the Camisards
- Louis engaged in prolonged disputes with the papacy which harmed the chances of religious unity in France, for example bishops appealed to Rome in the 1670s when Louis tried to extend the *regale* to the whole of France
- Louis made a problem out of the Jansenists when they posed a limited threat. Religious disunity is clear when the French bishops refused to recognise the papal bull *Unigenitus*. This dispute was not solved within Louis XIV's lifetime
- Louis XIV had clearly failed to achieve religious uniformity by the end of his reign.

Good answers are likely to/may show an awareness that the level of success changed over time and that indeed before 1685 one might consider Louis XIV's policies to have been broadly successful. It is only when the reign is taken as a whole that most will argue for failure.

Question 3

05 Explain why Louis XIV dismissed Fouquet. (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 dismissed Fouquet.

Students might include some of the following factors:

- Fouquet had clearly enriched himself at the expense of the state; his expenditure on projects like Vaux-le-Vicomte was overtly ostentatious
- Louis needed a high profile example in order to try and stem the corruption that was endemic within the French financial system
- Colbert influenced Louis' actions. He was, in part, motivated by a desire to replace Fouquet as *Surintendant des Finances*
- Fouquet clashed with Colbert over direction of policy
- Louis XIV was keen to assert his personal authority. He had professed a desire to rule alone and was unhappy at Fouquet's obvious assumption that he would replace Mazarin as chief minister
- Fouquet's dismissal would mean that the French crown could confiscate his considerable personal wealth, which would boost the state coffers.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might prioritise a particular factor as being the most significant. This may well be Louis XIV's desire to exert personal authority, which was somewhat lacking when he assumed personal rule in 1661.

Question 3

- 06** How far were the financial problems of the French Crown in the years 1661 to 1715 due to war? (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**
- 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 the financial problems were the result of war might include:

- the start of Louis' personal rule was clouded by debts built up during the war with Spain- approximately 451m. *livres*
- during war time years trade tended to contract and therefore income fell
- Louis' huge army (both in peacetime and during wars) was a drain on the Crown
- The Dutch war was especially disastrous for the French Crown; the successes of Colbert's reforms were reversed as a result
- Louis was forced to negotiate unfavourable terms at Ryswick in 1697 as he could not afford to continue the Nine Years War
- The War of the Spanish Succession exhausted Louis financially – he tried to sue for peace as early as 1708. By 1714 France had to accept peace which vastly reduced her influence- mainly because he could not afford to continue the war.

Factors suggesting that financial problems were the result of other reasons might include:

- there was a long standing problem within the French taxation system- the *taille* was the only assured revenue and this was levied mainly upon the peasants. The nobility claimed exemption from direct taxes
- the church was immune from direct taxation and would only grant money at its quinquennial Assembly
- taxation operated differently across the provinces and varied between *pays d'état* and *pays d'élection*
- many taxes were collected by tax farmers- who were often corrupt. This meant that the crown did not receive all of the money levied
- some ministers were corrupt and embezzled money – for example Fouquet.

Good answers are likely to show that the French fiscal system was corrupt and inefficient throughout the whole period; however the wars of Louis, especially from 1684 onwards, exacerbated the problems and undid the successes of the earlier reforms of Colbert.

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