AQA

AS
History

The Sun King: Louis XIV, France and Europe, 1643–1715
7041/2F The Sun King, 1643–1685
Mark scheme
June 2016

Version: 1.0 Final

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

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

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June 2016

The Sun King: Louis XIV, France and Europe, 1643–1715

AS History Component 2F The Sun King, 1643–1685

Section A

01 With reference to these sources and your understanding of the historical context, which of these two sources is the more valuable in explaining Mazarin's role as Chief Minister during the minority of Louis XIV? **[25 marks]**

Target: AO2

Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within the historical context.

Generic Mark Scheme

L5: Answers will display a very good understanding of the value of the sources in relation to the issue identified in the question. They will evaluate the sources thoroughly in order to provide a well-substantiated conclusion. The response demonstrates a very good understanding of context. **21-25**

L4: Answers will provide a range of relevant well-supported comments on the value of the sources for the issue identified in the question. There will be sufficient comment to provide a supported conclusion but not all comments will be well-substantiated, and judgements will be limited. The response demonstrates a good understanding of context. **16-20**

L3: The answer will provide some relevant comments on the value of the sources and there will be some explicit reference to the issue identified in the question. Judgements will however, be partial and/or thinly supported. The response demonstrates an understanding of context. **11-15**

L2: The answer will be partial. There may be either some relevant comments on the value of one source in relation to the issue identified in the question or some comment on both, but lacking depth and have little, if any, explicit link to the issue identified in the question. The response demonstrates some understanding of context. **6-10**

L1: The answer will either describe source content or offer stock phrases about the value of the source. There may be some comment on the issue identified in the question but it is likely to be limited, unsubstantiated and unconvincing. The response demonstrates limited understanding of context. **1-5**

Nothing worthy of credit. **0**

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 must deploy knowledge of the historical context to show an understanding of the relationship between the sources and the issues raised in the question, when assessing the significance of provenance, the arguments deployed in the sources and the tone and emphasis of the sources. Descriptive answers which fail to do this should be awarded no more than Level 2 at best. Answers should address both the value and the limitations of the sources for the particular question and purpose given.

In responding to this question, students may choose to address each source in turn or to adopt a more comparative approach in order to arrive at a judgement. Either approach is equally valid and what follows is indicative of the evaluation which may be relevant.

Source A: **in assessing the value of this source as an explanation, students may refer to the following**:

Provenance and tone

- it is an extract from a memoir long after the event but Madame de Motteville was a courtier and so able to know what was happening
- as a courtier and supporter of Anne of Austria, Madame de Motteville should be expected to support Mazarin as Anne's Chief Minister; however, the fact that she was arrested during the Frondes may have led her to look for a scapegoat
- the tone is measured and the accusations are specific.

Content and argument

- Mazarin is accused of not knowing how France should be governed because he 'did not know our customs'. Motteville is referring to the fact that he is an Italian of low birth and so did not know the balance between the French Crown and its subjects
- Mazarin was financially incompetent and allowing his supporters to waste money; however much of this spending was not incompetence but necessary due to the wars
- he was using his influence as Cardinal and first minister to make unsuitable appointments within the Church, such as getting his brother Michael appointed as Cardinal; however, patronage was the dominant system in France and most criticism focused on Mazarin's centralising policies.

Source B: **in assessing the value of this source as an explanation, students may refer to the following**:

Provenance and tone

- this source was published at the time as a response to the mazarinades and was publicly distributed
- clearly the authorship indicates that this was published on behalf of and in support of Mazarin
- the source is well-written, selecting some accurate facts, looking at and explaining opposition to Mazarin and using a good analogy, comparing Mazarin to a doctor.

Content and argument

- the source shows the ways in which Mazarin's powers were limited both in relation to the royal family and in terms of the period of his appointment although the powers of the Council were limited
- Mazarin was disliked by many people at the court, especially those who were not in his faction as they were deprived of the benefits of patronage
- the author accepts that Mazarin is more generally hated but attributes this to the fact that he has to do harsh things for the benefit of France despite the war and other problems. However, the war's continuation was due to Mazarin's own decision which led to rebellions and ultimately to the Frondes.

In arriving at a judgement as to the relative value of each source, students may conclude that both Sources A and B are prejudiced – both have reasons to distort the view of Mazarin's role as Chief Minister. While the author of Source A is attacking Mazarin in part because she is seeking a scapegoat for the criticism of her mistress, Mazarin's librarian it can be inferred (and this was in fact the case) that he was employed to plead his master's case. Source A seems to have less reason for deceit than Source B as it was not written for immediate publication. Both sources are based on accurate facts but Source A's accusations seem far more serious and sustained than Source B's defence which is largely based on defining Mazarin's theoretical rather than actual powers and looking at a context over which he had some control. Contextual own knowledge and the more potent evidence reflects the fact that Source A is probably more valuable for a very simple reason that Mazarin was forced to flee from France for a period due to the Frondes; a chief minister who has to flee does suggest that his role as Chief Minister was not successful.

Section B

02 'Commercial rivalry was the most important cause of the Franco-Dutch War of 1672–1678.'

Explain why you agree or disagree with this view. **[25 marks]**

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

L5: Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21-25**

L4: Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**

L3: The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**

L2: The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**

L1: The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**

Nothing worthy of credit. **0**

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.

Arguments suggesting that commercial rivalry was the most important cause of the Franco-Dutch War of 1672–1678 might include:

- the Dutch were major commercial rivals of France
- the war was the culmination of a commercial war fought with tariffs; Colbert became persuaded to support the war as a quick victory would be less harmful than a long tariff war
- Mercantilist theory meant that the Dutch domination of the carrying trade was harmful to the French economy
- Louis XIV disliked the Dutch because of their business culture.

Arguments challenging the view that commercial rivalry was the most important cause of the Franco-Dutch War of 1672–1678 might include:

- Louis began the war in 1672 because he had managed to isolate the Dutch through treaties with England, Sweden and several German princes and so had gained powerful allies, giving France a strong chance of success
- Louis wanted to fight the Dutch so he could extend his north eastern borders to the Rhine, and wanted 'gloire' to sustain his image as the Sun King
- Louis wanted revenge on the Dutch because they had protected the Spanish in the War of Devolution by creating the Triple Alliance; this was seen as particularly offensive as France had helped the Dutch greatly in their wars of independence from the Spanish
- Louis disliked the Dutch because they were Protestant while he was a Catholic.

Better students will establish a mechanism for comparing factors. They might argue that while there were cogent territorial and commercial reasons for the war, Louis' personal reasons dominated matters as he aspired to be an absolute monarch.

03 'Versailles was built solely to control the French nobility.'

Explain why you agree or disagree with this view. **[25 marks]**

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

L5: Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21-25**

L4: Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**

L3: The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**

L2: The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**

L1: The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**

Nothing worthy of credit. **0**

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.

Arguments suggesting that Versailles was built solely to control the French nobility might include:

- the nobility had caused Louis enormous problems during his minority and he needed to take actions to deal with this; Versailles was large enough for Louis to move his court there and so serve as a 'gilded cage' for his nobility
- the court ritual at Versailles would psychologically condition the nobility into subservience to Louis
- the iconography of the murals and paintings served to establish Louis' pre-eminence over his subjects generally but his nobility in particular
- to be influential or part of the patronage system, the nobility had to be at Versailles where their actions could be monitored.

Arguments challenging the view that Versailles was built solely to control the French nobility might include:

- it was built to commemorate his father. Louis chose the unpromising site because he remembered being there with his father when a young child
- it was built to be far enough away from Paris to limit the influence of the Paris Mob which had been a major issue during Louis' childhood
- it was built as a showcase for French culture, arts and industry and so promoted the idea that France was the greatest country in the world and hence Louis was truly the 'Sun King'
- it served to centralise the administration, although the seat of government was only moved to Versailles in 1682. This would reduce the danger to government from Paris and the mob.

Good students will tend to show balance by seeing that Versailles was built for a variety of reasons of which controlling the nobility was one. Better students may also see that the reasons overlap or recognise that they changed over time – for example Versailles was built in stages and the reasons for doing so changed over time from simply improving a hunting lodge to becoming the seat of government. Also centralising the administration would not only make government more efficient and limit the influence of the Mob – it would also serve to limit the powers of the aristocracy.