



**General Certificate of Education
June 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.

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 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

June 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 was keen to promote the principles of the Divine Right of Kings 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 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 why Louis XIV was keen to promote the Divine Right of Kings.

Candidates might include some of the following factors:

- Louis XIV was himself a devout Christian and had been brought up to believe in the religious justification for the rule of a monarch.

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

- the years previous to 1661 had been riddled by faction and the ambitions of the privileged. Louis XIV was keen to distance himself from such instability and to justify the inviolable nature of kingship in France
- the principle of Divine Right was merely one component of Louis XIV's centralisation of authority and desire to humble especially the local nobility

and some of the following short term/immediate factors:

- Louis XIV was far from the richest or perhaps the most powerful individual at the start of his reign. If he was to rule alone, without a principal minister, he needed a clear basis of authority
- individuals such as Fouquet were close to being king in all but name. The principle of Divine Right separated Louis XIV from these influential and potentially troublesome individuals. Moreover, Divine Right gave Louis the authority to punish those who transgressed.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might prioritise factors by suggesting that whilst Louis XIV genuinely believed in Divine Right, the major motive for him was the need, rather than desire, to establish his authority in the aftermath of the Frondes.

Question 1

- 02** How important was Versailles for the image of Louis XIV at home and abroad?
(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 *the significance of Versailles* might include:

- the obvious imagery of Versailles including specific examples such as the Hall of Mirrors, Louis as Apollo/Sun King, the Ambassadors' staircase. All designed to send a particular message of authority and separation
- Versailles was copied around Europe, most notably in Prussia
- Versailles was the setting of elaborate ritual, for example the levée, which was deliberately deployed as a visual reinforcement of Louis XIV's authority within France
- the expense and apparent frivolity of Versailles emphasised the position of the court within France.

Factors suggesting *other factors/alternative view* might include:

- Louis XIV's religious policy had a generally positive effect on Louis XIV's image at home yet a wholly negative effect abroad. The emergence of the protestant alliances is possible evidence of this
- Louis XIV's foreign policy was possibly the most significant factor for imagery both at home and abroad. Louis sought to use success as the means of reinforcing his position. Some passing reference might be made to a period of earlier success to contrast with the failures of the period set by the question and the resultant damage to imagery
- the failure to support the Christian monarchs at Vienna led to the title 'the most Christian Turk' which was reinforced by the publication of seditious literature abroad
- Madame de Maintenon did little to help the image others had of Louis XIV, in fact by the end of the reign the court had become renowned as a (lacklustre) and rather dull affair
- Towards the end of Louis XIV's reign, Versailles had become much less popular amongst the fashionable elite. Indeed, Paris had overtaken Versailles as the centre of noble intrigue and interest
- Versailles failed to ever attract the majority or even a large number of nobility. The sheer expense of staying at Versailles limited the number that could afford such extravagance.
- Versailles was not occupied officially by the court until the 1680s; candidates may suggest that it therefore had a limited chronology.

Good answers are likely to/may show an awareness that Versailles and other factors also contributed to a negative imagery, or that the role of Versailles changed over time so that by the end of Louis XIV's reign the court had largely abandoned Versailles for Paris.

Question 2

- 03** Explain why, in 1661, Louis XIV wanted France to play an active role in foreign affairs.
(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 held such a belief.

Candidates might include some of the following factors:

- the end of the Thirty Years War had left a number of issues unresolved for example, Alsace, Strasbourg and Lorraine
- events during the minority had demonstrated the vulnerability of the north-eastern frontier and the need for natural or at least defensible frontiers
- general commentary about the desire for glory and the traditional role of kingship
- Louis XIV's personality as a young and ambitious individual

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

- the increasing popularity of mercantilism did seem to suggest that foreign markets should be seized aggressively.

- a power vacuum had developed as a result of exhaustion after the Thirty Years War, France was ideally placed to profit from this
- a desire to utilise the reforms to the military that had already been implemented in France.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might prioritise factors by perhaps suggesting that it was more Louis XIV's personal desire for image on the international stage, rather than France's own strategic interests that provided the dominant motive.

Question 2**04** How successful was Louis XIV's foreign policy in the years 1661 to 1684? (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 *success* might include:

- the military continued to expand in this period, in stark contrast to the experiences of many other European powers. In addition Louis had developed an impressive series of military fortifications under the direction of Vauban in order to secure his frontiers
- the War of Devolution 1667–1668 was also successful if the motive is taken to be the strengthening of frontiers. The Treaty of Aix-la-Chapelle gave to Louis 12 fortresses in the Spanish Netherlands and had proven the effectiveness of Louis' use of bribery
- the Dutch War 1672–1679 is perhaps more difficult to qualify as truly successful. Louis was certainly disappointed by the terms of Nymegen dismissing the French negotiator, Pomponne. However, French gains were still substantial. Franche-Comté was ceded as were a number of barrier towns along the coast. In addition, the French Navy had dealt a considerable blow to the Dutch in 1676
- the Reunions did have notable successes, most obviously the capture and fortification of Strasburg. The Peace of Ratisbon, August 1684, allowed France to retain Strasburg and Luxembourg for 20 years, although it was unclear if they would ever realistically be relinquished.

Factors suggesting a lack of success might include:

- the War of Devolution had alarmed foreign powers, and encouraged the English, Dutch and Swedish to form the Triple Alliance. This was clearly a portent of future problems
- the Dutch War dragged on far longer than Louis had anticipated, and in doing so did little to further his *Gloire* abroad. Louis was perhaps unfortunate in the election of William of Orange, but this itself had been prompted by the assassination of Jan de Wilt – an event perhaps attributable to the humiliation handed out by Louis. Nymegen forced Louis to return many of his previous gains, including the towns captured during the War of Devolution. The Dutch had been helped by the Habsburgs – a worrying development
- the Policy of Reunions had territorial successes, but the effect on Louis' international reputation was little short of disastrous. Louis had become the 'Most Christian Turk'.

Good answers are likely to/may show an awareness of a consistent argument establishing clearly either success or failure throughout the response in a balanced manner.

Question 3

05 Explain why there were inequalities in the system of taxation in France. (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.

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

- the Estates system in France established the principle of each Estate playing their role in society. The First Estate prayed, the Second fought and the Third worked. Hence, it was unreasonable for the First and Second Estate to pay direct tax at the same level as the Third Estate
- Fundamental Law suggested there were a whole series of privileges. Corporate society was indeed based on such principles. To undermine one area would be to undermine all

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

- Louis XIV was reluctant to tax the nobility as he relied upon their co-operation in governing the provinces. He possibly was wary of a repeat of the Frondes. However, much more likely was his own personal support for the notion of privilege. He failed to permanently tax the privileged because he lacked the desire to do so

- at least initially, Colbert seemed able to provide for the King's demands through loans and increased levels of indirect taxation. In this sense the privileged were paying tax. In later years, emergency taxation such as the *Dixième* and *Captitation* were payable by all and seemed to provide the finances necessary
- at no time was Louis XIV unable to pursue his objectives because of a lack of finance, there simply was no need to broaden the scope of taxation
- later in the reign, financial privilege was used as a tool in the effort to convert Huguenots to Catholicism. In addition, those who set up state industries would be granted various exemptions.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might suggest the most important reason for privileged exemptions or they might establish the inter relationship between the different privileged groups, suggesting that exemptions were not always as pervasive as is assumed.

Question 3

- 06** How successful was the system of taxation in providing for the needs of the monarchy 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 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 *success* might include:

- Louis XIV was able to finance all of his adventures. The legacy he left of debt might well be considered a problem post 1715, but seemed not to trouble financiers and creditors before. Credit was always available
- Colbert's policy of reducing the Taille, yet increasing indirect taxation, did bring in more revenue and was much more conducive to social tranquillity
- economic reforms, such as the encouragement of state run industries, did bring in more revenue for the state in the means of tariffs and tax on goods
- the early trial of Fouquet may have gone some way, along with Chambres de Justice, in ensuring more of the tax collected actually reached central government.

Factors suggesting *failure* might include:

- indirect taxation was hardly fair. The heavy tax on the Gabelle seemed to hit the poor hard, whilst luxury goods remained under taxed
- the Don Gratuit offered by the Church, and indeed by other corporate bodies, failed to provide enough money
- corruption was rife. The system of farming out tax collection actively encouraged pilfering
- emergency taxes were just that – temporary and therefore did nothing to solve the underlying financial problems of the state
- Louis XIV was forced to extreme measures such as the melting of the royal silver, although some candidates may suggest that this was a deliberate act of propaganda rather than a measure of fiscal emergency.

Good answers are likely to/may show an awareness that success or lack of it varied over the course of the reign. Colbert might have had some success, but the work of Pontchartrain and of Desmarets did little more than stall a crisis. There might even be some suggestion that the needs of the monarchy were different from those of the country.

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