



**General Certificate of Education
June 2013**

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 2013

GCE AS History Unit 1: Change and Consolidation

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

Question 1

01 Why did Colbert want to reform the taxation system 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 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 Colbert wanted to reform the taxation system in France.

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

- at the start of Louis XIV's reign the crown was in c.450m. livres of debt. Colbert needed to raise money to deal with this
- the Estates system in France meant that each estate had a role to play in society. According to this system the First and Second Estates did not pay direct taxes and so

the burden fell upon the Third Estate; those most incapable of paying it. This meant that there was often a shortfall in what the Crown needed and how much was actually levied

- Colbert initially increased income through selling offices and negotiating loans but even this could not provide enough for Louis XIV's expensive foreign policy. A major problem with resorting to venality was that the new office holders would now also have tax exemptions

and some of the following short term/immediate factors:

- Louis XIV's foreign policy required an increasing amount of money; especially during the Dutch War. Colbert was forced to look for new revenue
- under Fouquet a great deal of corruption within the taxation system had gone unchecked
- by reforming the system of tax collection, into the General Farm, Colbert hoped that the cost of collection would decrease and that this would mean more money for the Crown.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might argue that the system was inherently unequal and Colbert needed to try and raise as much money as he could to pay for Louis XIV's foreign policy ambitions, but that he could not simply change the system of tax exemptions as Louis XIV would not allow for such an attack on privileges. Colbert needed to make much more subtle changes.

Question 1

- 02** How important was Colbert's support for French industry in strengthening the French economy in the years 1661 to 1683? (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 Colbert's support for French industry was important might include:

- Colbert believed that mercantilism was important – that money needed to be gained from other countries and then kept inside France. The development of industries helped this as French products could be exported
- despite initial conservatism the development of state-subsidised industries was successful, for example the Gobelins tapestry works
- Colbert's support meant that industry was stimulated more generally; for example the Van Robais woollen factory at Abbeville became the largest industrial business in France
- Colbert brought in experts and foreign entrepreneurs so as to improve the quality of the products being produced in state-subsidised industries. The quality of the finished products meant that they were able to compete in the foreign market
- state-subsidised industries often manufactured the equipment needed by Louis XIV's rapidly expanding armies. This would clearly strengthen France's economy
- state-subsidised industries were helped by tariffs being imposed on foreign luxury products. This helped to stimulate France's internal economy.

Factors suggesting that Colbert's support for French industry was not important/that other factors were more important might include:

- despite state investment in industries there remained little independent enthusiasm for industry and so innovations did not continue to appear. This was partly a result of the attitude of the nobility towards industry
- the creation of overseas trading companies was another method used to improve the French economy
- the development of internal communications such as the Canal des Deux Mers and the attempt at a universal system of weights and measures combined with a new postal service, did much to provide the first steps to economic development
- the eradication of some internal tolls and reduction in custom duties may have further stimulated the economy
- the economy was strengthened partly through Colbert's work on the taxation system. By cutting down corruption through the Chambres de Justice and the use of the Intendants, the total revenue collected by the crown increased in this period. This meant that the Crown could invest more in economic improvements
- the French economy was actually damaged by some of Colbert's work. For example the heavy burden of the Taille and gabelle taxes meant difficult living conditions for many.

Good answers are likely to/may show an awareness that Louis XIV inherited a throne in 400 m. livres of debt and yet he successfully pursued an active foreign policy in the years 1661–1683. This would suggest that the French economy was strengthened in this period, especially under Colbert as finance minister. State-subsidised industries were an important part of this but other factors also contributed. Some students may wish to argue that the French economy was not strengthened in this period. This is a valid line of argument if backed up with evidence.

Question 2**03** Explain why Louis XIV moved his court to Versailles. (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 moved his court to Versailles.

Students might include some of the following factors:

- by centralising government around himself at Versailles, Louis XIV ensured that he could play a central role in the affairs of his kingdom. This helped to extend his royal authority which had been eroded during the Frondes
- Provincial government in France had been difficult to control using a travelling court. By moving the court to Versailles, Louis XIV could meet representatives from the provincial elite in one place. This made logistics easier to manage
- Louis XIV could use Versailles to effectively control the nobility. They felt the need to be present at Versailles in order to receive patronage
- Louis XIV filled Versailles with art work which glorified his image as the 'Sun King' Nobles, officials and foreign visitors were constantly exposed to his propaganda
- Louis had a personal dislike of Paris after the Frondes of his childhood.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might argue that Louis XIV had both personal reasons for wanting to leave Paris for Versailles but also practical reasons which enabled the government of the country to run more effectively.

Question 2

- 04** How successful was Louis XIV in maintaining royal authority within France after 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 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 maintained royal authority might include:

- the domestic stability of France was never really jeopardised and the borders remained secure
- Louis XIV managed to tax the nobles through emergency taxes like the Capitation and the Dixième
- the power of the Paris parlement remained constrained by his changes to their right to remonstrance
- the revolt in the Cévennes was relatively easy to suppress
- Louis's confidence in his authority shines through in the terms of his will – where he attempted to dictate the terms of the future Regency.

Factors suggesting that Louis XIV failed to maintain royal authority might include:

- Louis XIV struggled to impose his will over religious matters, especially with relation to Unigenitus
- after the Revocation of the Edict of Nantes, Louis failed to prevent a mass Huguenot exodus and subsequent revotes also suggest a loss of royal authority
- Louis XIV could only tax the nobility for short periods despite his desperation for money to fund his foreign policy
- Versailles lost much of its importance in the latter years of Louis XIV's life and many of the elite came to prefer Paris
- growing criticism of the regime, e.g. Fénelon.

Good answers are likely to/may show awareness that Louis XIV did not face any serious revolts against him and so, despite some limits, he did largely maintain his royal authority.

Question 3**05** Explain why Louis XIV established *Chambres de Réunion*. (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 established *Chambres de Réunion*.

Students might include some of the following factors:

- the wording of the Treaties of Westphalia and Nymegen was vague and open to interpretation. Louis XIV felt he had a justified claim to the territories taken in the Reunions and that to ignore these claims would be potentially damaging for his image
- Louis XIV was keen to secure his north eastern borders and to create a pré-carré. The Reunions allowed him to continue in this policy by claiming territories such as Alsace and Metz
- as soon as Strasbourg had been taken Louis XIV had the *Te Deum* sung in the Protestant Cathedral there and had this returned to Catholic worship. Therefore it is possible to argue that Louis XIV was partly motivated by religion
- *Gloire* can be seen as a motivating factor for Louis XIV and is well illustrated by his triumphal entry into Strasbourg in a golden coach pulled by eight horses

- Louis XIV was partly opportunistic and took advantage of the distraction of other powers provided by the expanding Ottoman Empire
- Louis XIV was encouraged by advisors such as Colbert de Croissy, who was keen to prove his worth, and Vauban.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might show that primarily Louis XIV had defensive and strategic reasons for starting the Reunions but that they had other positive effects, such as expanding his *gloire*.

Question 3

- 06** How far was the failure of French foreign policy in the years 1685 to 1715 due to the over-confidence of Louis XIV? (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's over-confidence caused the failure of foreign policy might include:

- Louis XIV was determined to force the other European powers to accept the agreements made at Ratisbon as permanent. This was viewed by the other powers as overtly aggressive and unacceptable. Louis seems to have been over-confident here
- Louis XIV's treatment of the Huguenots in the Edict of Fontainebleau meant a stream of exiles from France, with stories of mistreatment at the hands of French soldiers in the *dragonnades*. This was viewed unfavourably by France's enemies
- Louis XIV acted provocatively in the years after Ratisbon; for example gains that were meant to be temporary for 20 years were fortified by Vauban in a distinctly permanent manner
- the League of Augsburg- formed by Spain, Bavaria, Sweden and the Palatinate in 1686- was intended to block any French aggression that might occur
- Louis XIV alienated Pope Innocent XI by threatening to invade Avignon in 1686
- Louis XIV's devastation of the Palatinate alienated his former allies, the German princes and eventually led to the start of the Nine Years War.

Factors suggesting that other factors were more important in explaining the failure of foreign policy might include:

- Louis XIV's support for King James II of England was ultimately a disaster but seems to have been caused by a sense of loyalty rather than over-confidence. Louis XIV could not have foreseen that William of Orange would emerge victorious
- there was a lack of a decisive victory during the campaigns of the Nine Years War but this was not really Louis XIV's fault – it was simply the case that both sides were fairly evenly matched and had established excellent defensive tactics
- Louis XIV did agree to concessions at Ryswick but this was partly because he knew that Carlos II of Spain was ailing and he hoped to make gains in this area instead. His involvement in the War of Spanish Succession may have been deemed necessary for dynastic reasons but it was a war that France could ill afford
- the French ability to sustain the wars in the second half of Louis XIV's reign were affected by trade recessions and poor harvests
- many of Louis XIV's best generals, for example Luxembourg, died and proved difficult to replace.

Good answers are likely to/may show an awareness that there are a range of reasons why Louis XIV's later foreign policy is often considered to be a failure. Louis XIV certainly provoked a war with the League of Augsburg which he did not intend, by being over-confident and domineering but his failure to end this war quickly and the prolonged struggle in the War of Spanish Succession is often seen to be a result of bad luck for Louis XIV and the difficulties he faced in raising enough money from France. Students may wish to argue that Louis XIV's foreign policy was not a total failure- this is valid if supported with evidence.

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