



## **General Certificate of Education**

# **AS History 1041**

### **Unit 1: HIS1E**

#### **Absolutist States:**

#### **The Reign of Louis XIV, 1661–1715**

## **Mark Scheme**

*2009 examination - June series*

**This mark scheme uses the [new numbering system](#) which is being introduced for examinations from June 2010**

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the operational exams.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://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)**

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##### **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

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**Specimen Mark Scheme for examinations in June 2010 onwards**
**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 carried out the policy of *Reunions* in the years 1679 to 1684. (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**

There are a full range of motives that might explain Louis XIV's interest in the Reunions:

- the international situation after Nymegen was very favourable to France with many European powers keen to recover after the trials of the Dutch War
- Louis' advisers and especially Colbert de Croissy were keen to prove their worth to Louis XIV by developing a means for him to realise his military and personal objectives
- Louis was keen to secure his eastern borders and especially to create the pre-carre, achieved in part by Vauban's defensive fortresses
- entry into Strasbourg in 1681, and the singing of a Catholic *Te Deum* in a Protestant cathedral might indicate a religious motive. Similarly, Louis' entrance into the city in a golden coach pulled by eight horses might indicate the importance of La Gloire
- Louis may have consciously taken advantage of the threat posed by an expanding Ottoman Empire and the consequent distraction of many European powers

- Louis may well have been motivated by a genuine belief in the validity of his legal claims. For a monarch to wilfully ignore such claims could prove damaging.

### Question 1

- 02** How successful was Louis XIV in achieving the aims of his foreign policy in the years 1661 to 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

Very effective responses are likely to establish a clear indication of what Louis XIV's foreign policy aims were. These might include some of the following: the pursuit of La Gloire; natural frontiers/defensible borders; dynasticism; religious uniformity and economic factors.

Possible indications of success:

- the military continued to expand in this period, in stark contrast to the experiences of many other European powers. By 1685 the French army stood at well over 270 000 men – itself an indication of French success. 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 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-Comte was ceded as were a number of barrier towns along the coast, as was Haiti. In addition, the French Navy had dealt a considerable blow to the Dutch in 1676
- the Reunions 1679–1685 did have notable successes, most obviously the capture and fortification of Strasburg. The Peace of Ratisban allowed France to retain Strasbourg and Luxembourg for 20 years, although it was unclear if they would ever realistically be relinquished.

Possible indications of failure:

- 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 failure 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 Johan de Witt – 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'
- the Revocation of the Edict of Nantes, may also be used as an indicator of a badly directed foreign policy. Whilst strictly a domestic event, Louis was motivated at least in part by international concerns.

Candidates might conclude that Louis XIV's policy had largely been successful. Potential enemies had yet to work cohesively together, and despite obvious disappointments and the increasing damage to his reputation, Louis did achieve territorial expansion and increased security.

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**Question 2**

- 03** Explain why there was a need to reform the trade and industry of France in 1661. (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**

There should be a clear focus on trade and industry, i.e. economic rather than financial developments. However, candidates that argue a link between the need for greater state revenue and an expanding economy should be duly credited:

- in common with most of Europe in the seventeenth century, France faced continued economic pressure. The population was falling and yet France still struggled throughout Louis XIV's reign to feed its own people. Most French people still lived an agrarian lifestyle at subsistence level
- France had little tradition of agricultural investment. Land was as much a status symbol as it was a serious economic investment
- trade and industry was seriously bridled by the existence of the guilds and served to stifle innovation, in addition to a restrictive system of local tolls and custom duties
- there was little prestige in doing well economically, with many successful French businessmen keen to quickly buy their way into the nobility via venal office
- an expensive domestic and foreign policy would require strong state income; this would require higher rates of tax which would in turn require a strong economic base
- the prevailing theory of mercantilism would require a shift in the direction of French economic policy, France was to rely less on foreign imports and aim to develop its own skills base. This might especially be relevant in the later development of state directed industries such as the Gobelins Tapestry Works.

**Question 2**

- 04** How successful were Colbert's reforms 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**

There should be a strong focus on economic rather than on financial reforms, although candidates that explicitly link economic success with increased state revenue should be given credit. Possible evidence of success:

- despite initial conservatism, the development of domestic industry was successful in achieving its limited aims. The establishment of state run industries such as the Van Robais woollen factory at Abbeville and the Gobelins tapestry works was very successful. The Van Robais Factory easily became the largest industrial business in France. The merchants of Languedoc had restrictive duties lifted, and consequently proved highly successful in competition against the Dutch and the English. The

successful encouragement of foreign craftsmen under Colbert was especially successful in the short-term

- the creation of the overseas trading companies further stimulated overseas trade and clearly encouraged private merchants to believe in the new direction of a France keen to compete with the Dutch
- the need of war, and especially the development of a navy and large ports such as Rochefort and Brest further stimulated the economy. The huge expansion in forestry, textiles and the metallurgical industries can be directly attributed to the needs of an expanding military machine
- France successfully established a series of overseas colonies. This was especially true in Quebec where the Canadian fur trade did exceptionally well
- 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.

Possible evidence of lack of success:

- state regulations was in many ways counter-productive and served to stifle innovation even further. Despite continued effort, there remained little individual innovation
- the overseas trading companies were largely unsuccessful, with only the French East India Company surviving
- restrictive trade barriers simply led to retaliatory measures from foreign powers
- the effort to limit internal custom duties such as the Cinq Grosses Fermes were geographically limited
- Colbert's attempt to standardise weights and measures merely antagonised local interests and the proposals were withdrawn
- The guilds remained immensely powerful
- The successful still focused on elevating themselves out of the merchant class.

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**Question 3**

**05** Explain why there was some toleration of Huguenots in France before 1685. (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**

Candidates should provide some reasons why a range of factors might explain toleration, the best answers might offer priority. In addition, some candidates may challenge the premise of toleration before 1685 and these responses should be awarded credit.

- The encouragement of foreigners, such as lace workers, to settle in France remained a clear policy of Colbert up to his death in 1683. Combined with a policy of reducing the Taille and providing accommodation for families, religious toleration remained an important economic policy, rather than an ideological position, for Colbert. Until Colbert died in 1683 Huguenots were tolerated.
- Domestically Louis XIV was concerned to avoid a repeat of the civil strife of his minority, and may well have been far keener to establish his position before embarking on a state led policy of persecution. Louis XIV's apparent initial indifference to local persecution and especially the Dragonnades may indicate that it was not a lack of inclination to persecute that explains his toleration.
- Far more important might be considered Louis XIV's occupation with foreign affairs. Only after the end of the Dutch War in 1678 did Louis XIV turn considerable attention to the domestic position of the Huguenots. Some candidates may mention a fear of international consequences, although considering Louis XIV's eventual motives for revocation and the general direction of foreign policy, this perhaps seems unlikely.

- Candidates might identify the Edict of Nantes as the most significant factor. The Edict, established by Henry IV in 1598 provided for certain limited rights of worship and settlement. In addition, Huguenots were allowed to build fortified towns in prescribed areas and were allowed access to professions and the trades. Whilst Louis XIV may not have agreed with the Edict, there was little that he could legally do apparently until the Edict was revoked.

### Question 3

- 06** How important was Louis XIV's desire for popularity in explaining his persecution of religious minorities 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

Candidates should provide clear material on the focus of popularity, although there should also be a good range of other factors offered. Whilst some candidates might attempt to challenge

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the premise of the question, it is clear that minorities were persecuted throughout the period and there should be focus on the issue – however, credit should be awarded if the candidate challenges the premise.

- Louis XIV's desire for popularity might reasonably be divided into domestic and foreign factors.
- The revocation of the Edict of Nantes might reasonably be considered to have been motivated by a desire to appease the majority of Catholics within France that had become increasingly dismayed by the actions of the *caisse de conversions* and by the favourable treatment given to converting Protestants. Certainly the revocation was widely welcomed within France.
- Internationally, and certainly within the context of the previous siege of Vienna, Louis XIV was keen to acquire the title of foremost Christian monarch of Europe; the rivalry between himself and Leopold may be significant. The developing domestic controversy over Jansenism and the need for papal support may also be a factor.
- However, it is hard to dismiss Louis XIV's own religious beliefs. His coronation oath to extirpate heresy may well explain both his earlier and more peaceable policy towards the Huguenots as motivated solely by a desire for popularity. Yet, Louis XIV's rather manipulative use of the Gallicans and his willingness to jettison their cause once the regale issue seemed over, perhaps indicates a less than doctrinaire approach to religious policy in his early reign.
- Louis XIV's political motives and certainly his much quoted aim of political and religious uniformity may be considered significant. Whilst the Huguenots merely presented diversity, the Jansenists presented a political problem especially considering their close, although still nascent connection with Parlement. It was difficult for Louis to claim effective absolute government in the presence of unwanted religious minorities.
- The death of the Duchesse de Longueville in 1629 may be taken by some to mark the beginning of the persecution of the Jansenists, and indeed as evidence that Louis XIV was careful not to advance against the Jansenists whilst Jansenism had the support of such a popular domestic figure. However, other candidates may suggest that it was Louis XIV's preoccupation with the Huguenots that explains his initial reluctance to deal with Jansenism rather than any concerns over popularity.
- However, it may be hard to view the destruction of Port Royal in 1711 and the disinterment of over 3000 corpses as anything other than motivated by an increasingly obsessive devotion to the Catholic Church. All that happened to the Jansenists might easily be viewed as motivated by a simple desire amongst the Jesuits for revenge.
- The role of advisers should not be discounted too lightly. The Huguenots survived in France before 1685 in part due to the attitude of Colbert. The later persecution of both the Huguenots and also the Jansenists might be attributable to the role of Madame de Maintenon and to Louis XIV's own Jesuit confessors.
- Reasonable argument might consider how much Louis deliberately persecuted especially the Huguenots, suggesting that revocation was merely a reflection of Louis' belief that the problem had already been solved.