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AS

# History

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

Component 2F The Sun King, 1643–1685

Mark scheme

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June 2017

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

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

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June 2017

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

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

**Section A**

- 01** With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining the reasons for the Revocation of the Edict of Nantes in 1685? **[25 marks]**

*Target: AO2*

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

**Generic Mark Scheme**

- L5:** Answers will display a very good understanding of the value of the sources in relation to the issue identified in the question. They will evaluate the sources thoroughly in order to provide a well-substantiated conclusion. The response demonstrates a very good understanding of context. **21-25**
- L4:** Answers will provide a range of relevant well-supported comments on the value of the sources for the issue identified in the question. There will be sufficient comment to provide a supported conclusion but not all comments will be well-substantiated, and judgements will be limited. The response demonstrates a good understanding of context. **16-20**
- L3:** The answer will provide some relevant comments on the value of the sources and there will be some explicit reference to the issue identified in the question. Judgements will however, be partial and/or thinly supported. The response demonstrates an understanding of context. **11-15**
- L2:** The answer will be partial. There may be either some relevant comments on the value of one source in relation to the issue identified in the question or some comment on both, but lacking depth and have little, if any, explicit link to the issue identified in the question. The response demonstrates some understanding of context. **6-10**
- L1:** The answer will either describe source content or offer stock phrases about the value of the source. There may be some comment on the issue identified in the question but it is likely to be limited, unsubstantiated and unconvincing. The response demonstrates limited understanding of context. **1-5**
- Nothing worthy of credit. **0**

## Indicative content

**Note:** This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

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

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

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

### Provenance and tone

- it is an official document drawn up by King and Council; its purpose is to explain why the edict is to be revoked and its audience, the provinces of France, where the King's word is to be made clear
- the date – 1685 – is important as France was now at peace and suggests why the edict was passed at this point
- it has a legal tone as a formal edict.

### Content and argument

- the source states that there is now peace which enables Louis to turn to the issue of the revocation. Warfare had just ended in the War of Réunions 1683–4 and more seriously the Dutch War 1672–9
- it alleges that ending the existence of the Huguenots was the aim of both Henry IV and Louis XIII. As the former had been a Huguenot who came up with the original Edict as a compromise, and the latter had only altered the Edict to reduce the Huguenots' political power, this is doubtful
- it further claims that the 'better' and 'greater' part of the Huguenots had been converted. There had been large-scale conversions largely by intimidation and inducements but the number of Huguenots had only dropped from 950,000 in 1660 to some 700,000 according to one detailed estimate
- it also claimed that there was confusion about the law. There had been many legal disputes about the rights of Huguenots but these were largely due to efforts by Louis to reduce Huguenot privileges.

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

**Provenance and tone**

- as a close relation of Louis XIV, Liselotte would have good ability to know what was in the mind of Louis in 1685
- however, this was written as memoir over thirty years after the event and this reduces its value due to possible problems with the accuracy of her recall
- the tone is clearly disrespectful of Louis who had never read the Bible and his second wife 'the old trollop'. Thus it seems to be prejudiced against Louis and thus it is not neutral and undermines its usefulness in assessing the true reasons.

**Content and argument**

- the Duchess claims that Louis' decision came about due to the personal influence of his new wife and his confessor. In terms of personal influences, others may point to the role of Louvois and the death of Colbert who preferred a gradualist approach as being equally as important
- it argues that Louis had become much more religious in his old age and was repenting of his sins. Certainly Louis did become much more religious and sober in his behaviour at this point and had no other mistresses
- the document claims that Louis had little knowledge or understanding of religion. This seems very unlikely as Louis was brought up a Catholic and would have read the Bible in his education
- Louis' ambitions to put an end to the Huguenots was far more long standing than implied here as his attempts to persecute and convert them go back to the start of his personal reign in 1661.

Students should be able to see that both sources have strengths and weaknesses as to why Louis revoked the Edict. Some may argue that Source A is a legal document and as such as greater validity than gossip memories. In addition, it may be argued that although the Huguenots had not decreased in number, it was what Louis believed which was the most important. Alternatively students may argue that Source B is more believable because it was based on someone who knew Louis and his life intimately rather than a legal document which needed to give publicly acceptable reasons for the revocation. Any supported argument which addresses the question will be fully rewarded.

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**Section B**

**02** ‘The Treaty of the Pyrenees in 1659 established France as a great power.’

Explain why you agree or disagree with this view.

**[25 marks]**

*Target: AO1*

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

**Generic Mark Scheme**

- L5:** Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21-25**
- L4:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

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**Indicative content**

**Note:** This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

**Arguments suggesting that the Treaty of the Pyrenees in 1659 established France as a great power might include:**

- the treaty confirmed the fact that France had emerged victorious after more than twenty years of wars against most of the leading powers of Europe
- the gaining of Rousillon meant that the Spanish border was now effectively the Pyrenees. A great power can be argued to be one able to gain secure borders
- the marriage of Louis to the Spanish Infanta meant that he now had links with the Habsburg family
- Louis secured several towns and forts on his north east border which strengthened this from attack and made future attacks on the Spanish Netherlands easier.

**Arguments challenging the view that the Treaty of the Pyrenees in 1659 established France as a great power might include:**

- the treaty ended an expensive war which had left France financially weak with huge debts. France was not able to mount an aggressive war until 1667
- France was still very vulnerable to invasion along its northern and eastern borders
- France had not broken free of Hapsburg encirclement
- alternatively it could be argued that France was already established as a great power through its gains at the Peace of Westphalia in 1648, or indeed its record of successes in the wars to 1659.

Better students will probably establish the criteria for judging what would constitute France as being a great power and form a judgement accordingly. Certainly it is possible both to argue the case for 1659 being the final stage of France's arrival as a great power, or that this had already occurred during the wars, or that the internal weaknesses which remained in France meant that it was not yet a great power. Even if students argue that France was confirmed as a great power in 1659, they should balance this by considering the fact that considerable work in improving state finances and re-establishing internal control after the Frondes was needed before France could become the dominant power in Europe.

- 03** 'The policy of Reunions after 1679 was entirely due to Louis' desire for the security of France's borders.'

Explain why you agree or disagree with this view.

**[25 marks]**

*Target: AO1*

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

### Generic Mark Scheme

- L5:** Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21-25**
- L4:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**



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## Indicative content

**Note:** This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

**Arguments suggesting that the policy of Reunions after 1679 was entirely due to Louis' desire for the security of France's borders might include:**

- Louis' previous behaviour showed that he certainly desired gaining security by expansion generally; all of his previous wars were targeted to gain territory on his vulnerable borders
- Reunion allowed Louis to gain full and permanent control over territories gained in previous wars and so enlarge and strengthen his state. This in itself would make France's borders more secure by having greater resources to defend them
- most of the lands concerned would certainly strengthen France's security; for example the territories in Flanders enabled the building of a series of fortresses to make his north east border secure
- other gains would increase French security by giving him control over the River Rhine. Strasbourg controlled a vital river crossing over the Rhine and had been used previously as a means of invading France.

**Arguments challenging the view that the policy of Reunions after 1679 was entirely due to Louis' desire for the security of France's borders might include:**

- Louis had legal reasons connected with absolutism as he wanted full authority over all of his territories as part of his desire to be an absolutist monarch
- Louis had religious reasons for his actions as some of these territories were Protestant and it gave Louis the chance to expand the Catholic faith – a Te Deum for example was said in the previously Protestant Cathedral of Strasbourg
- Louis also gained gloire from his actions – he had medals struck to commemorate his capture of Strasbourg
- Louis had dynastic reasons for the policy so that his heirs would have full control over lands whose ownership was debatable.

Good students should realise that security of his borders was certainly one of Louis' aims in the policy of Reunion but that others may have been present and indeed they overlap; secure borders would protect his heirs as well as himself. Also the other suggested motives have weaknesses. For example, Louis was probably using the legal issue as a pretext to seize the lands – after all the courts set up were his. Good students may also argue that Louis was seeking to secure these lands as a springboard for further expansion rather than as a barrier.