

A-level
HISTORY
7042/2F

Component 2F The Sun King: Louis XIV, France and Europe, 1643-1715

Mark scheme

June 2020

Version: 1.0 Final



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

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, i.e. if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section A

- 0 1** With reference to these sources and your understanding of the historical context, assess the value of these three sources to an historian studying the formation of the Regency Council in 1643.

[30 marks]

Target: AO2

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

Generic Mark Scheme

- L5:** Shows a very good understanding of all three sources in relation to both content and provenance and combines this with a strong awareness of the historical context to present a balanced argument on their value for the particular purpose given in the question. The answer will convey a substantiated judgement. The response demonstrates a very good understanding of context. **25-30**
- L4:** Shows a good understanding of all three sources in relation to both content and provenance and combines this with an awareness of the historical context to provide a balanced argument on their value for the particular purpose given in the question. Judgements may, however, be partial or limited in substantiation. The response demonstrates a good understanding of context. **19-24**
- L3:** Shows some understanding of all three sources in relation to both content and provenance together with some awareness of the historical context. There may, however, be some imbalance in the degree of breadth and depth of comment offered on all three sources and the analysis may not be fully convincing. The answer will make some attempt to consider the value of the sources for the particular purpose given in the question. The response demonstrates an understanding of context. **13-18**
- L2:** The answer will be partial. It may, for example, provide some comment on the value of the sources for the particular purpose given in the question but only address one or two of the sources, or focus exclusively on content (or provenance), or it may consider all three sources but fail to address the value of the sources for the particular purpose given in the question. The response demonstrates some understanding of context. **7-12**
- L1:** The answer will offer some comment on the value of at least one source in relation to the purpose given in the question but the response will be limited and may be partially inaccurate. Comments are likely to be unsupported, vague or generalist. The response demonstrates limited understanding of context. **1-6**
- 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.

Source A: Provenance, tone and emphasis

- Louis XIII was the father of the infant Louis XIV who had poor relations with his wife, Anne of Austria
- the King was dying and wanted to ensure that his wife did not dominate the government after his death. As he was near death he was more likely to reveal his true feelings, albeit in a reasoned argument, without direct criticism of the Queen
- the purpose was to establish a Regency Council to govern France and the will would be published publicly. Thus, the tone is formal
- the emphasis is on explaining the reasons why he did not wish Anne to be the regent due to her lack of experience – although Anne had some political acumen and interest.

Source A: Content and argument

- the King stresses the great responsibility of a regent and so someone with experience is needed. This was particularly the case due to the recent death of Richelieu, the Chief Minister
- this was especially the case in a period of 'great and important events' as France had been involved in the Thirty Years War since 1635. Although France had gained the upper hand from 1640, in 1643 the major Battle of Rocroi was fought
- the Queen will not have the position of regent and her powers will be limited as Louis XIII and his wife had been at loggerheads during their marriage
- the Council will be named by the King and will determine policy by a majority decision. This ensured that no one faction would dominate. The later period of Louis XIII's reign had been bedevilled by plots like Cinq Mars in 1642 and factionalism.

Source B: Provenance, tone and emphasis

- Gaston, duc d'Orléans was Louis XIII's younger brother and the 'first Prince of the Blood' and had been a focus of discontent for the opposition to Louis XIII
- the lit de justice was held soon after the King's death, at Anne's request, to overturn the terms of her late husband's will
- this was a public speech to the Parlement of Paris and was reported in the official record and is thus a reliable account of what he said. Thus, the tone is persuasive and supportive
- the support shown to the Queen 'approve her conduct', 'sympathise' shows that he had already agreed to the change although he had been given the role of Lieutenant General in Louis' original will.

Source B: Content and argument

- the duc d'Orléans was supporting the Queen's attempt to overturn the King's will
- he was subordinating himself to the Queen, advocating that the existing Regency Council should be disbanded and that he would serve her as she wished
- the Queen was entitled to 'all honours and privileges' which belonged to a regent, not just because she was Louis' mother but because of her own 'virtue' or personal qualities
- the duc d'Orléans (and the Queen by extension) was recognising the role and power of Parlement – who would have to ratify Anne's changes – which would lead them to support this action.

Source C: Provenance, tone and emphasis

- Omer Talon was the leading law officer in the Parlement of Paris which was essentially the leading court of France
- the memoirs were written shortly after the events described and have the mixed benefit of hindsight. Talon would later play a leading role in the Fronde
- these memoirs were intended for publication, as can be seen from the style of writing as a history with context 'with the deaths', 'expected', 'this did not happen'
- Talon felt that he and the Parlement had been betrayed after expecting a 'transformation' so the tone is critical.

Source C: Content and argument

- Talon is arguing that Parlement and the political elite in France supported the change because they hoped it would bring a change of government
- in particular, they thought it would see the end of the influence of Richelieu and his supporters
- however, Parlement had made a mistake in allowing Mazarin to be included in the council. This enabled him to become the dominant force in the Regency which was a major complaint among Frondeurs
- Mazarin protected all of Richelieu's party and indeed the rewards to the exiles in particular was leading to the ruin of France. This led to increasing tax demands like the toisé in 1644.

Section B

- 0 2** To what extent was the decline of Spanish power the reason for France's success in the War of Devolution in the years 1667 to 1668?

[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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way, although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

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

Arguments/factors suggesting that the decline of Spanish power was the reason for France's success in the War of Devolution in the years 1667 to 1668 might include:

- Spain's population decline – it was two fifths of France's size in 1600 but only a third in 1665
- Spain's economic and financial resources were declining – for example bullion from South America had fallen by 75% by 1660 from sixteenth century levels
- Spain had huge debts from the extended wars against France – 221 million ducats in 1667. It was bankrupt in 1666
- Spain's political weakness; Phillip IV had declining health and died in 1665 and left a long regency with a three-year old heir who faced challenges to the throne from family members and rebellion in Portugal which only ended in 1668.

Arguments/factors challenging the view that the decline of Spanish power was the reason for France's success in the War of Devolution in the years 1667 to 1668 might include:

- the rise of the French army from 72 000 in 1661 to 134 000 in 1667; while the soldiers were also better paid, many of the army reforms of Le Tellier had not time to bed in
- France's economic strength due to Colbert's reforms meant that they were well-placed to fund a war
- Spain lacked allies due to the diplomacy of Lionne who also gave the Portuguese rebels an annual subsidy of 2 million livres. The non-intervention of Spain's fellow Habsburgs was a crucial factor, again due to Lionne's diplomacy
- French military skill with the rehabilitation of Condé who rapidly conquered Franche Comté and Turenne in the Spanish Netherlands
- geographic factors favoured France; France for example had a direct border with the Spanish Netherlands whereas Spain found it difficult to move its troops about its scattered territories.

Clearly the weakness of Spain and its armies was a major factor for France's success but better students will see that it takes two sides to win or lose a war and the factors strengthening France's military power were more important relatively but only really in the size of the army as the other military reforms had not taken place yet or had not had time to bed in. After all, the French had struggled only seven years before to defeat a similarly positioned Spanish army. Students could also point out that allies often turn wars and without Spanish isolation, the outcome of the war would not be so easy. Spain also proved able to raise considerable funds in 1668 so the economic cause of its military weakness can be questioned. Good answers may well comment that it was not just the absolute decline of Spanish military power but its relative decline compared to France which is a better way of viewing France's success in the war.

- 0 3** To what extent were the costs of war responsible for the financial problems of France in the years 1688 to 1697?

[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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way, although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

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

Arguments supporting the view that the costs of war were responsible for the financial problems of France in the years 1688 to 1697 might include:

- taxes increased to pay for the Nine Years War – military spending rose to 78% of all government expenditure
- the loss of manpower to the army rising to 400 000 meant that there was a shortage of labour in agriculture and industry
- the period of war coincided with rising debts – by 1697 these had totalled 138 million livres which was a quadrupling over the course of the war
- interruption to trade and revenue from tariffs reduced the ability of French people to pay tax; French West Indian sugar refineries decreased in number by 21%
- the unsustainable cost of war led in part to Louis agreeing to the Peace of Ryswick.

Arguments challenging the view that the costs of war were responsible for the financial problems of France in the years 1688 to 1697 might include:

- the failure to tax the first and second estates properly; the capitation of 1695 was small and ineffective and venality soared; in 1689 tax farm charges formed 48% of the sum reaching the treasury: by 1697 it was 265% (in other words the tax farm charges were two and a half times larger than the actual revenue received)
- the loss of Huguenots from the economy led to the exile of many skilled workers and entrepreneurs. Lyons had lost 75% of its silk workers by 1702
- the lack of skill of Pontchartrain in comparison to Colbert – Britain and the Dutch had state banks and national debts which reduced interest payments for example; France did not; Pontchartrain increased sale of offices which brought short-term gains but longer-term problems
- France's inability to modernise its agriculture – the estates system meant that French agriculture did not modernise, for example, by enclosure or the use of well capitalised tenant farmers
- bad harvests – there was a severe famine in 1692–4.

The costs of war made a major contribution to the financial problems faced by France during the Nine Years War and most students will probably conclude that it was the main reason. However, better students will at least consider the case that France would have been far better able to face the costs of war with better fiscal and economic management. Indeed, it could be argued that this was the fundamental reason why 'feudal' France lost to the 'capitalist' Dutch and Great Britain in the war and was the root cause of France's economic and financial problems.

0 4 'The War of the Spanish Succession was more successful for French interests outside Europe than within Europe itself.'

Assess the validity of 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

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- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way, although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

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

Arguments supporting the view that the War of the Spanish Succession was more successful for French interests outside Europe than within Europe itself might include:

- in the West Indies, while France lost St Christopher without a shot being fired in 1702 France arguably inflicted greater damage on the British, Dutch and Portuguese colonies by raids
- in America ‘Queen Anne’s War’ was rather a stalemate in terms of conflict. The French colonists defended their settlements well against larger opposition
- foreign trade – in terms of the West Indies, the sugar and other trading assets were thriving after 1702 and France retained key fishing rights in Newfoundland. The economic results in France itself were more severe. Debts grew out of hand to around 2 billion livres and industries declining by three quarters in some cases
- although the French lost St Christopher in the West Indies in 1702, this was no great loss and its output was replaced with increased production on Martinique
- while France itself did not gain territory, the fact that a Bourbon ruled Spain was a major success for France.

Arguments challenging the view that the War of the Spanish Succession was more successful for French interests outside Europe than within Europe itself might include:

- in terms of fighting, although the French met defeat by Marlborough, the war in Europe actually ended in a stalemate and France was never conquered, due in part to Britain’s departure and Vauban’s defences. Indeed, France was able to regain ground after 1710 and the reputation of the French army remained intact
- the major gain for France in Europe was dynastic – there was a Bourbon king on the Spanish throne and the Habsburg encirclement in Europe was broken. This was the key French objective from the war
- while there was considerable loss of territory too in Europe, such as Lille on the North East border, a lot of key territories were retained, such as the iconic city of Strasbourg and the pre-carré was largely intact. Moreover, the war did lead to a considerable loss of territory in North America with Hudson Bay, Newfoundland and Acadia being given to the British
- the war did lead to a division of France’s European enemies. The Treaty of Utrecht was actually a series of treaties made with France’s opponents which they exploited to gain better terms
- the war was also very destructive to France’s European enemies; the Dutch, for example, were severely weakened and would never again be the same force in Europe.

Good students will go beyond a rehearsal of separate gains and losses in each theatre of the war with a short judgement and actually start to compare the successes and failures of France at home and abroad. Students will probably conclude that the view in the question is correct – two of the easiest comparators like loss of territory and the effectiveness of the armed forces were similar but the damage to France’s economic and fiscal position was the consequence of its failure in Europe not in the global conflict. Good answers will also see that although in terms of Europe, Spain was now ruled by a Bourbon, so too in terms of the global conflict, was the Spanish Empire.