



**General Certificate of Education
January 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

January 2013

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 did not appoint a principal minister 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

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 did not appoint a principal minister in 1661.

Students might include some of the following factors:

- Louis XIV believed strongly in the Divine Right of Kings and that the king alone had the authority to rule without interference

- Louis XIV had been traumatised by his experiences during his minority, especially the *Fronde*, and felt that strong and centralised authority needed to be emphasized in order to stabilise domestic politics.

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

- Louis XIV's childhood made him wary of the power of the nobles of the sword and he sought to limit their power by extending his own royal authority. By emphasising Divine Right it was difficult for the nobility to question his decisions
- there was much corruption within France and Louis XIV had a clear desire to tackle this by being personally in control of all affairs of government

and some of the following short term/immediate factors:

- Fouquet was the most likely candidate to succeed Mazarin. The fall of Fouquet had much to do with the ambition of Colbert and also Louis XIV's own jealousy of his wealth and status. It was an ideal opportunity to establish royal authority over that of the nobility
- Louis XIV was young and ambitious when he began his personal rule in 1661; he desired to emulate his grandfather Henri IV and so wished to end the practice of having a powerful principal minister like Mazarin or Richelieu
- Louis XIV's desire for international glory and recognition might also have been a motivating factor.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might suggest that Louis XIV had strong personal feelings that only the King had the authority given by God to rule but that he was primarily motivated by his own ambition and his desire to limit the power of the nobility.

Question 1

- 02** How successful was Louis XIV in establishing the absolute authority of the monarchy within France 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

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 successfully established the absolute authority of the monarchy might include:

- the relative peace and order of Louis XIV's reign in this period, especially given the background of civil strife (e.g. the *Fronades*), suggests that Louis XIV had established his authority, especially over the nobility. Louis XIV can be seen to have controlled the nobility, especially after relocation of the court to Versailles in 1682
- Louis XIV ruled personally and refused to appoint a chief minister and the trial/humiliating treatment of Fouquet shows Louis XIV's desire to exert monarchical authority
- intendants were used in the localities and really became indispensable as the 'eyes and ears' for central government – they reported back on local economies and local power structures. Their most important role was in ensuring effective revenue collection
- Louis XIV spent extensively on buildings, art and architecture (e.g. statues of the king placed in provincial towns) which underlines his power
- defence of Catholic religion at the expense of the Huguenots
- the Chambre de Justice was used to tackle corruption in the localities.

Factors suggesting that Louis XIV did not successfully establish the absolute authority of the monarchy might include:

- there were undoubtedly attempts made at domestic reforms in terms of government and finance but these were sporadic and ad hoc and often ignored because of Louis XIV's preoccupation with foreign policy
- the majority of the French population remained in the countryside where a feudal system remained in place – royal control here was tenuous
- the tax system was fundamentally flawed – this meant that the monarchy had to rely heavily on the nobility for loans and purchases of venal offices. This obviously reduced the power of the monarch as they had to handle the nobility carefully. Added to this, extensive use of indirect taxes and tax farming was very corrupt and it was difficult for the central government to do anything about this
- Louis XIV had to work hard to balance the ambitions of key families – this does not sit well with the idea of an 'absolute' monarch
- parlements and provincial estates still remained powerful – there were only around 30 intendants and their principal role was to observe; their freedom of manoeuvre in the provinces was limited. Geography and limited communication/transportation meant that in practical terms the provinces would be largely independent
- Louis XIV had to use extensive propaganda to try and convince people of the power of the monarchy – this has convinced those who came after more than contemporaries
- it is possible to argue that key ministers, e.g. Colbert, were really in charge of royal government and bureaucracy
- the importance of Versailles can be debated as it could only house a small proportion of the nobility at any one time.

Good answers are likely to/may show an awareness that a traditional approach to Louis XIV's reign would see it as a 'triumph of absolutism'. However, historians now often argue that the imagery projected by Louis XIV, the 'Sun King', was more powerful than he was in reality. The limits to his absolutism are mainly seen in the localities, where local customs and government prevailed and with his relations with the nobility.

Question 2

03 Explain why Louis XIV wanted religious uniformity 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 Louis XIV wanted religious uniformity in France.

Students might include some of the following factors:

- Louis XIV was a Catholic and believed that achieving religious uniformity would aid the souls of his subjects after death
- Louis XIV's coronation oath referred specifically to the 'extirpation of heresy'
- Louis XIV often identified religious difference with political threat. This was backed up by his experience during the *Frondes* and his belief that the Jansenists had played a key role
- he wanted to prove his worth as 'the Most Christian monarch of Europe'. This was especially true after his failure to help repel the Turks from Vienna.
- later in life Louis XIV's religious policies were heavily influenced by Mme. de Maintenon.

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 a deep seated belief that other forms of religion were wrong but that his primary aim involved his desire for political security and control.

Question 2

- 04** How successful was Louis XIV in achieving religious uniformity within France in the years 1685 to 1715? (24 marks)

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and 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 did achieve his objectives in religious policy might include:

- the Revocation of the Edict of Nantes through the Edict of Fontainebleau helped to achieve religious uniformity as official toleration for the Huguenots, which had been gradually declining in Louis XIV's reign, was now formally ended
- Louis XIV was personally influenced by the Counter Reformation and his Jesuit confessors. He largely managed to pursue their aims with regards to the suppression of other groups who differed in their religious message, e.g. the Quietists
- Louis XIV was mostly successful in manipulating his relationship with the Papacy in terms of his domestic religious policies. This meant that he supported Gallicanism when it suited him but became quite pro-Papacy from the 1690s onwards when he needed help against the Jansenists and Quietists
- the perceived threat from Jansenism was partially dealt with by Louis XIV by such actions as removing the nuns from Port Royal and raising it to the ground.

Factors suggesting that Louis XIV did not achieve his objectives in religious policy might include:

- Huguenots did still exist in France even after the Edict of Fontainebleau. This is proven by revolts of isolated protestant communities during the War of Spanish Succession
- the emigration of c200,000 Huguenots after the Edict of Fontainebleau damaged the French economy and was condemned by many foreign powers. Louis XIV had misjudged the situation. He felt that the reasons for becoming a Huguenot had now been removed through the Counter Reformation and he seems to have genuinely underestimated how many had not yet converted to Catholicism
- religious difference was not eliminated in France; as evidenced by the issue of Unigenitus. Louis XIV's inability to fully implement the papal bull meant a leaving a problematic legacy.

Good answers are likely to/may show an awareness that success was variable depending upon definition of Louis XIV's objectives. He does largely seem to have been in control of religion domestically and did not face any major problems from any religious minorities. However, he did fail to ensure complete religious uniformity and so overall probably failed more than he succeeded.

Question 3**05** Why did Louis XIV make the Peace of Ryswick in 1697? (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 made the Peace of Ryswick in 1697.

Students might include some of the following factors:

- the Nine Years War became a war of attrition, especially in Flanders where the preponderance of fortresses and defensive lines made a breakthrough difficult
- France suffered as a result of the long drawn out war – high taxes and war casualties crippled the economy, for example winter 1693–1694. By 1697 France was on the verge of bankruptcy
- Louis XIV had been willing to consider peace as early as 1694 but had, at that point, been unwilling to recognise William of Orange as King of England
- the news that Carlos II of Spain was ailing and soon to die meant that Louis XIV wanted to be able to turn his attention to the Spanish inheritance.

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

- Louis XIV had not intended to be drawn into a long and drawn out war in the first place; his actions in 1688–1689 had been intended to force the other powers to make the Truce of Ratisbon permanent. Therefore he was more inclined to accept the terms offered in 1697
- France could not economically support such a war without internal reform to the taxation system – something Louis XIV was reluctant to do

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

- Louis XIV was increasingly devout as he aged and it is possible that he saw his lack of an outright victory as a sign of divine condemnation; hence he was more willing to reach a peace
- Louis XIV's best general, Luxembourg, had died in 1695.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might consider that the economic and social impact of the war in France was an important consideration for Louis XIV by 1697, however his willingness to cede the majority of gains made since Nijmegen suggests that he had one eye on the Spanish Succession and he wished to have his attention free to deal with this.

Question 3

- 06** How far was the desire for defensible borders the main motive for Louis XIV's foreign policy in the years 1661 to 1688? (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 the main motive for Louis XIV's foreign policy was to create defensible borders might include:

- a general overview of Louis XIV's policy (which he had inherited from Mazarin) shows that he most feared the power of Spain and the Habsburgs of Austria and so his policies can be viewed in these terms: his desire to prevent encirclement
- attempts to grab the Spanish Netherlands and the Franche Comte (e.g. war of Devolution) can be seen as part of a general policy of trying to isolate Spain as a threat to the French borders
- the policy of Reunions is probably the best example of Louis attempting to strengthen the borders, especially in the east. Taking key entry points such as Strasbourg and Luxembourg would enable Vauban to extend his system of defensive fortresses. If Louis XIV had been purely after land/glory he might not have settled with the Peace of Ratisbon, that he was happy to do this speaks volumes
- under Le Tellier France's standing army grew to c200,000 in peace time. This suggests a preoccupation with defence
- in 1687–1688 Louis XIV was increasingly concerned about the Austrian Hapsburgs and so tried to force them into making the Truce established at Ratisbon in 1684 permanent. This desire to reinforce French security explains events such as the devastation of the Palatinate.

Factors suggesting that Louis XIV had other reasons behind his foreign policy might include:

- Louis XIV was almost obsessive about the glory of himself and of the French monarchy (see his building of Versailles as indicative of this). Glory can also be seen as a motive in foreign policy. For example the War against the Dutch seems to have been primarily about getting revenge on them for abandoning a former ally. Louis XIV had achieved most of his territorial objectives by 1672, but he still refused to cease hostilities
- if Louis was solely focused on a defensible border then his gains after the Treaty of Aix-La-Chapelle make no sense – parts of the Spanish Netherlands (e.g. Lille and Tournai) provided greater power and prestige for France but created an enclave and so would require further territorial expansion
- dynasticism was also possibly a reason. Louis XIV was perhaps convinced that the French had legally valid claims to parts of the Spanish Empire. This is evidenced by the legal basis for the War of Devolution and the secret partition treaty which he signed in 1668 with Austria
- the Dutch War could have also been provoked for economic reasons
- religion could have been a motivating factor; illustrated by the Te Deum held in Strasbourg cathedral or his desire to defeat the Dutch.

Good answers are likely to/may show an awareness that it is difficult to assign one single motive for Louis XIV's foreign policy as it was often partially determined by the domestic situation (especially in terms of finance) and was sometimes opportunistic (e.g. taking advantage of the Turkish invasion). However, the fact that Louis XIV did reach agreements with the other powers and did not continually push to extend France at the expense of others suggests that defensible borders were a very important consideration.

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