

General Certificate of Education  
June 2006  
Advanced Level Examination



**HISTORY**  
**Unit 4**

**HS4C**

**Alternative C: Monarchy in the Age of Enlightenment**

Monday 19 June 2006 9.00 am to 10.30 am

**For this paper you must have:**

- a 12-page answer book

Time allowed: 1 hour 30 minutes

**Instructions**

- Use blue or black ink or ball-point pen.
- Write the information required on the front of your answer book. The *Examining Body* for this paper is AQA. The *Paper Reference* is HS4C.
- Answer **two** questions.
- Answer Question 1 and **one** other question.
- In answering the questions you must use your own knowledge and understanding of the period.

**Information**

- The maximum mark for this paper is 50.
- The marks for questions are shown in brackets.
- You are reminded of the need for good English and clear presentation in your answers. All questions should be answered in continuous prose. Quality of Written Communication will be assessed in all answers.

**Advice**

- You are advised to spend about 45 minutes on each question.
- In answering both Question 1(b) in Section A and your choice of question from Section B, you are advised to draw upon an appropriate range of historical knowledge and skills, to demonstrate overall historical understanding for the synoptic assessment requirements for this question paper.

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Answer Question 1 and **one** other question.

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**SECTION A: THE CRISIS OF THE FRENCH MONARCHY, 1688–1789**

All candidates must answer this question.

You are advised to spend about 45 minutes on this question.

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1 Study the following source material and then answer the questions which follow.

**Source A** Royal support for the papal bull *Unigenitus*, more than any other action taken by the kings of France, undermined the very basis of the French state. In particular, the parlements moved away from an ideology tying the king to the Church. Parlements used the renewed right of remonstrance to great effect throughout the remainder of the Ancien Régime. If the state no longer rested on the king's role as God's anointed, then it could only rest on law. Thus the key political conflict of the eighteenth century became obvious: who would make the law?

Adapted from JB COLLINS, *The State in Early Modern France*, 1995

**Source B** Adapted from the *Grandes Remonstrances* of the Parlement of Paris, presented to Louis XV in April 1753

Our sacred duty is to work for the safety of the State and the preservation of your Crown, to honour the solemn oath we have taken and be worthy of the trust placed in us at all times by your predecessors and by your Majesty. You, Sire, are in duty bound to maintain the rights attached to your Crown, which belongs to you and your people together. Subjects owe their Prince devotion and obedience and the Prince owes his subjects protection and defence. Subjects cannot, in any way whatsoever, remove themselves from the obedience they owe their king, and in return the king must not neglect or abandon them: for in the same way as they owe him loyalty and support, he owes them justice.

**Source C** Adapted from the *Remonstrance* of the Parlement of Paris, delivered to Louis XVI on 4 May 1788

The firmness of your Parlement is not broken. The silence of Parlement would betray the most vital interests of Your Majesty by delivering the kingdom to all the abuses of arbitrary power. If your ministers were to succeed in applying them, our kings would no longer be monarchs, but despots. Ambitious ministers are faithful to the old and evil method of trying to extend their power whilst sheltering under the king's name. On the other hand, your Parlement, enlightened by the facts, proves that it is more attached to the rights of the Nation than to its own precedents. Is it a certainty that the King will never abuse the rights that he claims to hold? Will he always be just, will his laws and decrees always respect the rights of every man? Your Parlement, Sire, will be forced to reply that kings are men, and that there is no infallible man.

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- (a) Use **Sources B** and **C** and your own knowledge.

How useful are **Sources B** and **C** in explaining the attitude of parlements towards the monarchy in the second half of the eighteenth century? *(10 marks)*

- (b) Use **Sources A, B** and **C** and your own knowledge.

‘Finance played a part, but the real crisis of the French monarchy was the growing confidence of the privileged.’

Assess the validity of this view of the years 1688 to 1789. *(20 marks)*

**Turn over for the next question**

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## SECTION B: THE PRACTICE OF ENLIGHTENMENT

Answer **one** question from this section.

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### Option A: Brandenburg-Prussia under Frederick II, 1740–1786

- 2 ‘Between 1756 and 1786, any success in Frederick II’s foreign policy was the result of luck rather than judgement.’  
How far do you agree with this statement? (20 marks)
- 3 To what extent were the domestic policies of Frederick II more despotic than enlightened? (20 marks)
- 4 ‘I labour with both hands: one for the army, the other for the people and the arts.’  
To what extent did the domestic policies of Frederick II reflect this professed division of labour? (20 marks)

### Option B: Russia under Catherine II, 1762–1796

- 5 To what extent did Catherine II’s policies towards Turkey serve the interests of Russia more effectively than her policies towards Poland? (20 marks)
- 6 To what extent were the domestic policies of Catherine II more despotic than enlightened? (20 marks)
- 7 ‘Catherine II’s greatest achievement lay in retaining rather than extending her power.’  
How far do you agree with this statement? (20 marks)

### Option C: Enlightenment in Theory and Practice

- 8 To what extent were the Philosophes reformers rather than revolutionaries? (20 marks)
- 9 ‘Their only claim to enlightenment was in their policies towards religion.’  
How far is this a valid assessment of **both** Frederick II **and** Catherine II? (20 marks)
- 10 To what extent did **both** Frederick II **and** Catherine II demonstrate that preservation of the social structure of their states was their priority, rather than any enlightened reform? (20 marks)

## END OF QUESTIONS

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Question 1 Source A: JB COLLINS, *The State in Early Modern France*, Cambridge University Press, 1995.

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