



**General Certificate of Education  
June 2012**

**History 1041**

**Unit HIS2C**

***Report on the Examination***

Further copies of this Report on the Examination are available from: [aqa.org.uk](http://aqa.org.uk)

Copyright © 2012 AQA and its licensors. All rights reserved.

**Copyright**

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales (company number 3644723) and a registered charity (registered charity number 1073334).  
Registered address: AQA, Devas Street, Manchester M15 6EX.

---

## *Unit HIS2C*

### **Unit 2C: The Reign of Henry IV of France, 1589–1610**

#### **General Comments**

There was a slight decrease in the entry this summer. The vast majority of the students answered the required number of questions, although there was a very small number of unfinished responses and incomplete examination scripts. Students were able to access the sources with skill and apply own knowledge within an appropriately secure context. There were a few examples of description of sources and paraphrasing in 01 in particular with a proportion of students failing to reach Level 4 through a lack of linkage of the factors identified, whilst there appeared to be something of a mechanistic approach in the search for difference and similarity of view; the vast majority were clearly well prepared by their teachers and achieved Level 4. This was evidenced especially where the need to indicate three differences and at least one similarity of view with explicit links to own knowledge meant that a large proportion of students achieved maximum marks. Interpretation of the full range of comparatively accessible sources in 02 was very well-attempted with only a few students ignoring their use or failing to exploit their value sufficiently

The vast majority of students attempted questions 03 and 04, the lure of Sully clearly too much to resist for the majority. Whilst there were proportionally fewer responses to 05 and 06 on Henry IV's foreign policy they were on the whole done well, many achieving into Level 4 plus and therefore not the target of under prepared students. Centres are reminded again that foreign policy is a key area of the specification and that its assessment may not always be restricted to questions two and three in the future. It remains clear that centres are, despite the paucity of in-depth sources and texts, well able to prepare their students for the demands of the specification and examination with increasing confidence and success and this has been acknowledged at awarding meetings.

#### **Question 1**

**01** This question was based on the need to identify difference and similarity in the views expressed in Sources A and B in relation to the Edict of Nantes in 1598 and with evidence of good understanding and links to own knowledge to explain these differences and similarities in support the question of "how far". The higher levels required the need to identify the extent of difference and similarity between the sources and support with good understanding and reference to own historical knowledge.

Most responses were able to identify "views/differences", e.g. Source B suggests that the Edict fell far short of what many Huguenots expected whilst Source A maintains that the Edict tackled a range of sensitive issues between the two religions Source B maintained Huguenots could only worship in certain well defined places whereas source A says Huguenot worship was allowed anywhere where Huguenots could prove they had worshiped between 1596 and 1597: The view expressed in Source B contends that the Edict solved the religious problems was false, whereas source A suggests a clear level of toleration albeit enforced and lastly Source B maintains that the Edict did not put the Huguenots on a similar footing as the Catholics whereas source A contends that Clause 27 satisfied the Huguenots by removing the religious qualification needed to hold or inherit any public office.

---

Similarity could be found: Both sources maintain that there was a provision for the building and rebuilding of religious houses and the restoration of feast days and other ceremonials. Similarly both sources maintain the Edict was a success: it allowed the Edict to adjust to local conditions and Source B says it could be counted a success for open war had been replaced by uneasy peace, both acknowledging the potential for conflict had been replaced by greater co-existence. The vast majority of students were able to gain very good marks through consistent application of requisite similarity and difference, supporting own knowledge and contextual understanding making this a successful question. The topic of the Edict is well known and students were more than capable of demonstrating their evidential skills and their clear factual knowledge.

- 02** This question was based on the importance of the Edict of Nantes in explaining domestic stability within a wider context of other factors in order to reach a secure and supported judgment using the range of sources and student own knowledge. The use of sources combined with considerable own knowledge promoted a very good response from the vast majority of the students achieving at or above Level 3. Clearly a demonstrable knowledge of the Edict of Nantes was combined with a balanced view of additional factors which promoted effective evaluation leading to secure judgment.

Relevant information from the sources could include: **Source A:** The importance of the Edict in ending the Wars of Religion which had devastated France leading to foreign intervention and occupation. The Edict offered clear concessions to the Huguenots whilst seeking to resolve the sensitive issues between the two religions militated against antagonisms and encouraging peaceful co-existence. **Source B** maintained the Edict fell far too short of what the Huguenots would have liked, it did not give religious parity with the Catholics and in this sense it did not resolve the religious problems of France. Having said this, the Edict contributed significantly to the domestic stability of France. **Source C** acknowledged the importance of the Edict in bridging the country's religious divisions yet additionally offers alternative reasons to help explain domestic stability: the restoration of finances, developing economic prosperity, relative peace in international affairs after the equally important Treaty of Vervins and the personal contribution of Henry IV towards the restoration of royal authority. Whilst the Edict is very important the contextualisation of additional factors in explaining domestic stability needs to be explicitly evaluated. The vast majority of students were able to effectively combine sources, own knowledge and judgment.

## **Question 2**

- 03** This question allowed students to explore the reasons behind the sale of offices by the crown in the reign of Henry IV. Most students were able to recognise the Paulette and some additional offices. The need for revenue after the years of war was at the heart of the question but additionally it encouraged students to consider the crown's need to control the noble clientage system and to embrace a growing element of social engineering. The crown's enthusiastic use of offices was not just financial but based on the need to empower a growing social and professional elite in the regions replacing the traditional power and privileges of the nobility whilst strengthening royal authority. Most students were able to identify and explain two effective reasons whilst less than half expressed full cognizance with the parameters of the question. In this sense it proved to be an effective discriminator

- 
- 04** The question on Sully remained again the most popular question. The question was designed to offer students the opportunity to make clear distinctions between economic and financial issues and the contribution made by Sully. The focus was primarily the economy of France and economic prosperity, though there was some recognition that finance would have some contextual overlaps however, explained and explicit links between the two were looked for to advance beyond Level 3. Taxation on its own was not sufficient to progress a response and required linkage to the economy through recognition of investment for example. The January 2011 paper had covered finance, so it was not unreasonable that the summer 2012 question would focus on the economy. The challenge of the question was to place Sully's contribution within a context of additional support, from others, such as Henry IV who was more economically motivated than Sully actually was. Whilst many students understood the demands of the question, knowledge of the economy took second place in some students' responses to that of finance; in this sense the answers lacked a degree of balance and coherence. The involvement and encouragement of Henry IV to the question was important.

Many students were able to conclude that Sully was incredibly hard working but equally maximised his own opportunities whilst trying to oversee France's economic reconstruction. There are links between the economy and finance but the focus of the question was economic prosperity. A proportion of the students wrote lengthy descriptions of financial reforms and clearly all they knew on taxation but without explicit linkage were rewarded to a maximum of level three. Students who equally understood the contribution of Henry IV and the limitations of Sully to restore the economy similarly accessed level 4 plus if their responses dealt with both the economy and financial context.

### **Question 3**

- 05** Students were invited to explain why the French frontiers were fortified by Henry IV: a well-attempted question by the minority of students who opted for Question 3. Foreign policy remains the least attractive option for the majority of students when given alternative choices. Students who did attempt the question showed a sound knowledge and understanding of a range of factors, using secure own knowledge and demonstrable contextual appreciation. The fear of Hapsburg encirclement was at the heart of the question – the vulnerability of the frontier zones prone to attack before 1595 and the need to create buffer states such as Savoy to protect the Alpine passes. Henry's knowledge of the impressive fortifications constructed by Maurice of Nassau in the Netherlands saw him invest in similar defences.
- 06** This question was based on the Treaty of Vervins and how successfully it resolved tensions between France and Spain after 1598. Students were expected to make a judgment by balancing points which agreed with the view that the Treaty resolved the tensions which existed between France and Spain but that conversely the tensions were by no means resolved as a consequence. Most students who attempted this question did so very effectively, offering good factual knowledge, appropriate context and secure evaluation; the majority were awarded Level 4 plus. All students were able to explain the resolution of tensions the Treaty encouraged whilst equally offering a good range of factors which disagreed before presenting secure and supported judgments. The Treaty ended the war between France and Spain which had begun officially in 1595. The tensions were consequently resolved. It ended Spanish involvement in French affairs and their support for the Catholic League, which had already been undermined by the Edict of Nantes. The Treaty returned important and historically significant fortresses to France, strengthening France's important frontiers facing Hapsburg-controlled territories. Henry emerged from the peace with a clear sense that what had been something of a gamble

had paid off. Financial constraints left Henry consciously defensive, and such defensive posturing helped to resolve the tensions. Henry's diplomacy was based on an equally conscious desire to forge alliances to counteract Spain's influence in European affairs. The death of Philip II added to the quest for peace and Spain's own financial problems help to defuse the situation. The Treaty had resolved the long and protracted war and Spanish support for the Leaguers. Tensions had been calmed but had by no means been eradicated. Students were invited to offer a range of factors which disagreed with the Treaty's resolution of tensions. These included: the power of Spain whilst not recognised at the time was in decline and that power contributed to the tensions. The Spanish still held key garrisons which the Treaty had not resolved in the Pyrenees and Flanders and Luxembourg, Lorraine, Franche Comte and Savoy remained under Spanish influence. Spanish influence in Italy remained a key issue for Henry IV where most of the region remained under Spanish domination. Importantly Milan and its strategic position to the Spanish Road remained to threaten France and tensions here were not resolved by the Treaty. Consequently Italy became an area of tension which, despite Henry's efforts remained unresolved. Henry IV similarly raised tensions with Spain over his desire for papal approval and alliance with Venice. His attempts to ally with the Swiss Confederation raised the tension with Spain. The Treaty of Vervins had merely postponed what was an inevitable confrontation between France and Spain.

## **Conclusion**

Most responses were of a very good quality reflecting the work of centres which clearly prepare their students for foreign policy questions. The point has been made previously in the Principal Examiner's report that foreign policy could, according to the specification and guidelines, become the focus of the compulsory Question One and that centres should prepare their students accordingly, equally Sully will not necessarily feature every year. AQA remain steadfast in its recognition and acknowledgment of the hard work that both teachers and students clearly put into preparing for this paper without a recognisable textbook and a continuing paucity of sources students continue to raise the bar annually and all concerned are to be congratulated.

## **Mark Ranges and Award of Grades**

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.

**UMS conversion calculator:** [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion)