



**General Certificate of Education
January 2012**

History 1041

Unit HIS2C

Report on the Examination

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Unit HIS2C

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

General Comments

Most students taking this unit answered the required number of questions, although there was a very small number of unfinished responses and a few incomplete scripts. Most students dealt sensibly with the source question although there was sometimes an over-mechanistic approach to questions and in 01, for example, the differences and similarities were sometimes stated but not fully explained.

Most students chose Question 2 rather than Question 3, although those that attempted the latter usually answered well. Most students offered a degree of analysis/evaluation in their 24 mark answers and there were very few narrative or descriptive answers. It was also encouraging to see that the majority of candidates possessed a sound depth of knowledge and could support the arguments they made with some precise examples. Centres may like to be reminded of some new materials that have recently become available for this topic, including Greengrass's latest edition of *France in the age of Henry IV*, V J Pitt's new biography of Henry IV: *Henry IV of France* and the film *Henry of Navarre*.

Question 1

- 01** Most responses were able to identify the intrinsic 'views/differences' between the sources and many also addressed 'How far' by pointing out that both sources acknowledge the uncertainty Henry's conversion generated and his pragmatic approach. There were a few examples of simple description of sources and the best answers showed some sensible application of the candidates' own knowledge in relation to his conversion and the context of the need to reconcile Catholics and Huguenots in order to explain the source difference.
- 02** Most students assessed 'importance' by looking at the wider context and considering other factors. The majority made good use of information from the sources to support their arguments and very few ignored the sources or failed to exploit their value. Well-balanced answers looked at a range of issues perhaps arguing that the Edict was more of an opportunity for Henry to seek peace than made from a desire for greater toleration within France. The best produced supported and sustained judgments, sometimes concluding that while the conversion was instrumental in weakening the sectarian divide, the Edict was by no means the sole unifying agent. Some suggested that Henry's personality was a key factor.

Question 2

- 03** Most students were able to identify why Henry IV supported the reconstruction of Paris and a pleasing number reached the higher levels by showing the inter-relationship of the reasons offered, not simply in the conclusion, but by making direct causal links throughout the answer.

- 04** Most students made a real, if not wholly convincing, attempt to provide a balanced answer by challenging the issue of Sully 'single handedly' achieving the financial recovery of France by 1610. Such answers recognised that Sully alone was not responsible and that others, especially Henry IV, Charles Paulet and Giles de Maupeou in Brittany, played a significant role. Sadly, there were some who, whilst clearly able to provide copious information and evidence of the work of Sully, struggled with the focus of the question which required some challenge to the 'single handed' achievement of Sully. There were also some students who took the opportunity to write extensively about Sully's economic policies. Such responses failed to take on board the question's demands.

Question 3

- 05** Answers to this question were attempted well, showing clear knowledge and understanding in the majority of cases. Candidates offered explanation rather than description, although some lacked specific supporting evidence, and there were those that failed to show the inter-relationship of the reasons given.
- 06** Good answers were able to discuss the domestic situation in France before the Edict of Nantes and the Treaty of Vervins in 1598 within the context of Henry's need to seek recovery and reconstruction. Most agreed that the need to secure internal peace was vital to Henry's position and authority but weaker responses tended to give a narrative description with only brief links and largely unsupported statements lacking development.

Mark Ranges and Award of Grades

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