



**General Certificate of Education**

**AS History**

**Unit 2: HIS2C**

**The Reign of Henry IV of France, 1589–1610**

**Specimen Mark Scheme**

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://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 candidates. 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 candidates' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how candidates have demonstrated their abilities in the Assessment Objectives. Candidates who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Candidates 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. Candidates 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 candidates 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 candidate 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)**

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**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 candidates 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 candidates' 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*. Candidates should never be doubly penalised. If a candidate 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 candidate 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

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## Specimen Mark Scheme

### GCE AS History Unit 2: Historical Issues: Periods of Change

#### HIS2C: The Reign of Henry IV of France, 1589–1610

#### Question 1

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

Explain how far the views in **Source A** differ from those in **Source B** in relation to the reasons why the Wars of Religion came to an end by 1598. (12 marks)

*Target: AO2(a)*

- L1:** Answers will **either** briefly paraphrase/describe the content of the two sources **or** identify simple comparison(s) between the sources. Skills of written communication will be weak. **0-2**
- L2:** Responses will compare the views expressed in the two sources and identify some differences and/or similarities. There may be some limited own knowledge. Answers will be coherent but weakly expressed. **3-6**
- L3:** Responses will compare the views expressed in the two sources, identifying differences **and** similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed. **7-9**
- L4** Responses will make a developed comparison between the views expressed in the two sources and will apply own knowledge to evaluate and to demonstrate a good contextual understanding. Answers will, for the most part, show good skills of written communication. **10-12**

#### Indicative content

Source A says that Henry IV considered that the wars were causing general unrest and he was concerned about the potential impact, whereas Source B indicates that the king's army was refusing to fight and he was being forced to retreat. Source A extends the argument by reference to peasant uprisings and internal affairs but Source B is more concerned with the involvement of Spain, foreign troops and the possibility of major international war. Source A states that Henry 'bought off' the leaders of the Catholic League and this is reflected in Source B's statement that 'Henry was aware that the sword alone could not win the kingdom'. Both sources indicate that Henry's desire to end conflict is significant; he wants to avoid 'social upheaval' as seen in peasant uprisings (Source A) and is clearly concerned about the greater forces of Spain which could destroy France in Source B. There is agreement that the conflict was not continuous and that Henry recognised that fighting alone would not secure a conclusion to hostilities.

Own knowledge might also link to other issues such as the economic effects of the wars, e.g. trade was disrupted as the cloth industry declined; the issue of inflation which was exacerbated by the production of money (coins), the real value of which was far less than indicated by their

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silver content; the spread of the plague and other diseases, encouraged by the movement of armies; peasant unrest; heavy taxation etc.

Overall, however, it is the actions of Henry which are the chief factor and his religious views are also a focus. His abjuration was probably the clincher as clearly stated in Source B as 'the enthusiasm of his enemies ebbed away'.

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

How important was the Edict of Nantes in enabling Henry IV to establish his authority in France by 1610? (24 marks)

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

- L1:** Answers may be based on sources or on own knowledge alone, or they may comprise an undeveloped mixture of the two. They may 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. **0-6**
- L2:** Answers may be based on sources or on own knowledge alone, or they may contain a mixture of the two. They may be almost entirely descriptive with few explicit links to the focus of the question. Alternatively, 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 using evidence from **both** the sources **and** own knowledge. 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 from the sources and own knowledge, 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 from the sources and own knowledge, 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**
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## Indicative content

Source A suggests that the Edict of Nantes was the means by which Henry ended the conflict; own knowledge could suggest this was because it provided a context in which both Catholics and Protestants could co-exist. The formal religion of France was Catholicism and Henry himself made a significant gesture when he became a Catholic as seen in Source B; but Huguenots were allowed the concessions outlined in Source C, e.g. liberty of conscience, freedom of worship in specific places where it could be proved that the religion was practised openly in 1596 and 1597 etc.

However, Source A also suggests that financial reward was also an important factor, e.g. in the reference to 'buying off the leaders of the Catholic League' to the tune of approximately 20 million, Source B claims that Henry's abjuration was the most crucial element as his enemies could no longer have a valid reason to oppose him; Source C indicates that the process was slow, there was 'hard bargaining' and 'a great deal of opposition' to the edict, suggesting that other factors may be more significant.

Own knowledge could also be deployed to assess the importance of the Edict, e.g. it was only a truce until a more lasting settlement could be agreed; the Protestants did not feel that the Edict went far enough; its effectiveness depended very much on the monarch and his 'personal promises' and it did not, on its own, guarantee religious peace.

Other factors which were significant in enabling Henry IV to establish his authority should be explained, e.g. the work of Sully in relation to the paulette, which went some way to breaking down the clientage system in France; this had helped to generate the Wars of Religion and was also a block to individual progress; Sully's work in developing the economy and particularly in encouraging trade; Henry IV's own character, e.g. his desire to enforce law and order, his constant statements about his authority and his and Sully's interest in improving the infrastructure, e.g. the building of roads and canals which encouraged trade and improved prosperity; the development of agriculture (*Le roi au poule a pot*) and of commerce; the making of peace with Spain which culminated in the Treaty of Vervins in 1598.

Good answers should refer to the sources and generate some balance between their content, e.g. the differing factors involved, and the need to explain the links to the question. A well-supported conclusion is essential.

## Question 2

- (a) Explain why, in the years 1598 to 1610, Sully made changes to taxation in France.

(12 marks)

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

**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. **0-2**

**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

- Sully became Superintendant of the royal finances in 1598. His first job was to review the current situation and systems. He addressed the issue of corruption, e.g. investigating tax-collection and enforcing repayment from those who had embezzled funds
  - His next move was to consider the royal debt and inform creditors that there were insufficient funds and part payment only would be made. This included not only Frenchmen but also foreign governments, e.g. of England. In some cases no payments were made at all
  - This was followed by a reduction in the taxation of the Third Estate and heavier taxation of the higher orders, e.g. the taille
  - An increase in the gabelle tax was imposed: this was a tax on salt which everyone paid
  - The introduction of the paulette in 1604 followed: this was a new tax on office holders; each paid one-sixtieth of the value of their job. This meant he had a regular flow of income; by enabling holders of these offices to pass them on to the person of their choice, he ensured that the tax was paid without complaint
  - Finally, the powers of the regional assemblies over taxation were given to officers appointed by the crown
  - Commissioners were appointed to check up on, e.g. local councils to ensure there was no or limited avoidance of the regulations
- (b) 'The development of industry was Sully's most important contribution to the economic recovery of France by 1610'.  
Explain why you agree or disagree with this view. (24 marks)

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

- 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 limited part of the period 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. **0-6**
- L2:** Answers will show some understanding of the demands 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**



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- 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**

Sully was very important in generating the infrastructure which allowed the economy to grow, e.g. he supported the building of bridges and waterways, reduced interest rates, and amended the commercial laws, especially on bankruptcy to enable entrepreneurs to succeed. He supported the idea of guilds for merchants to improve standards and protect native industries. He was careful to budget on an annual basis and ensure accurate book-keeping so that funds were available for new ventures. He worked hard to ensure a predictable income for the crown. There was also heavy investment, up to 8% all revenue, in the building of roads, bridges and canals to facilitate the transportation of goods. Canals were a particularly successful development and were constructed to join up the major rivers. The currency was devalued so that French goods could become more competitively priced. Sully also encouraged the development of industry, e.g. silk, muslin. A council of commerce was established in 1601 to assess and encourage new ventures and a national bank in 1608. Unfortunately the French East India Company was limited in its success. Sully also created a network of local officers who identified work to be done, put out contracts and put together the accounts. This provided for a co-ordination of activity which was unprecedented.

However, there were other factors, e.g. Henry IV's ambitious projects in developing Paris, attracted a wide range of ventures, e.g. tapestry, carpets, ceramics, clock-making. His personal interest meant that entrepreneurs were encouraged. The building of 3 new squares in Paris, including the Place des Vosges, not only encouraged commerce but was a showcase for Henry's success as King of France. Henry also ensured the construction of a Mediterranean fleet and the development of ports such as St Malo and La Rochelle from which valuable trade with Spain grew.

Circumstances also aided this revival, e.g. the end of the wars, the development of mercantilist ideas and demographic growth. Without Henry's support Sully could not have achieved so much; the extent of his authority was significant.

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**Question 3**

- (a) Explain why Henry IV made alliances with the United Provinces and German protestant princes. (12 marks)

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

**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. **0-2**

**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**

- Henry decided to go to war with Spain in 1595; he won the war and regained land seized by Spain since 1559 under the terms of the Treaty of Vervins, 1598
- Henry then began to build up alliances to reduce Spanish influence in Europe and provide support; these alliances included the United Provinces, the German Protestant princes, and in particular the Duchy of Cleves-Julich
- He also tried to increase his influence in the Italian peninsula as a means of keeping Spain out, e.g. through his marriage to Marie de Medici (of the royal family of the Duchy of Tuscany); maintaining good relations with the Pope, e.g. through allowing the Jesuits back into France; gaining the support of Venice by acting as mediator in a dispute between Venice and the papacy etc.
- He sent subsidies to the Dutch who were fighting Spain in the Netherlands from 1598 onwards, encouraged the Turks to attack the Spanish coast and in 1601 banned trade with Spain
- He took strong action against Biron (execution) in 1602 after conspiracy between Spain and Biron, but his lenient treatment of conspirators in 1604 suggested that the threat from Spain was no longer seen as serious.

- (b) 'Henry IV's greatest achievement in foreign affairs was the avoidance of War'. Explain why you agree or disagree with this view. (24 marks)

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

- 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 limited part of the period 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. **0-6**
- L2:** Answers will show some understanding of the demands 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**
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- 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

Henry IV is generally seen as a monarch who tried to avoid war. The main threat was thought to be from the Habsburgs who encircled France from Spain and the Holy Roman Empire. However, he had limited funds; expenditure was far greater than income and the debt alone was in the region of 200 million livres. The army was often unpaid. There was much internal opposition to raising money e.g. the pancarte of 1596 generated rebellion in Poitiers and La Rochelle. Regional assemblies often refused to pay taxes in the early years of the reign. In addition the crown was in debt to, e.g. England, some of the Swiss cantons. Sully had to devise means of avoiding repayment, e.g. paying back only a proportion of the loan. Steps were taken to improve finances, e.g. the implementation of the paulette but the effects were not immediate and it was only in the latter part of his reign that financial matters eased.

However, there were other reasons why Henry was reluctant to go to war. He did not want to provoke a Catholic alliance against France by challenging any one Catholic power. He therefore, tried to build alliances, e.g. with the Italians through his marriage to Marie de Medici. He tried to build bridges with the Papacy, e.g. by mediating a quarrel between Venice and the Pope. He also perceived there to be a threat from the Habsburgs who encircled France and

because Philip II had supported the Catholic League during the Wars of Religion. In order to strengthen defences, he constructed a network of barrier fortresses and defensive positions to prevent attack

He did not, however, succeed totally in avoiding war. In 1600, he invaded Savoy, and seized large amounts of territory. In 1606 he attacked Sedan and in 1609 he became involved in the Cleves-Julich dispute. The latter issue collapsed when Henry died in 1610.