



General Certificate of Education

AS History 1041

Unit 2: HIS2C

The Reign of Henry IV of France, 1589–1610

Mark Scheme

2009 examination - June series

This mark scheme uses the [new numbering system](#) which is being introduced for examinations from June 2010

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 operational exams.

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 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)

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

Specimen Mark Scheme for examinations in June 2010 onwards
GCE AS History Unit 2: Historical Issues: Periods of Change**HIS2C: The Reign of Henry IV of France, 1589–1610****Question 1**

01 Use **Sources A** and **B** and your own knowledge.

Explain how far the views in **Source B** differ from those in **Source A** in relation to the threat posed to the government of France by the nobles after the Wars of Religion.

(12 marks)

Target: AO2(a)

Levels Mark Scheme

- | | |
|--|--------------|
| Nothing written worthy of credit. | 0 |
| 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. | 1-2 |
| 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 suggests that duelling was commonplace and widespread amongst nobles, i.e. that they were lawless and unlikely to keep the peace. Source B agrees that there was conflict but suggests that the nobility were not aiming to bring down the government, although they did wish to control it. Level 2 responses will explore this theme more thoroughly, perhaps linking to the comment in Source A that Henry IV had to impose the death penalty for lawless acts such as duelling, whereas Source B suggests that most nobles were too dependent on the government which funded the roles of many of their supporters: if the money ceased so would the support. Answers will reach Level 3 if they show understanding, e.g. that it was rivalry between the nobles which generated the problems not any real desire to bring down the government; the wars had generated rivalry through religious and political allegiances. For Level 4, answers will recognise that both sources, whilst acknowledging that there were certain levels of threat, show understanding that this was mediated by the new government, e.g. in creating academies for

nobles to learn the softer arts and aided by the fact that the nobles wanted the favour of the monarchy rather than to destroy it; their conflict was internal.

Question 1

02 Use **Sources A, B and C** and your own knowledge.

How important was Henry's treatment of the nobles in enabling him to establish his authority in France during the 1590s? (24 marks)

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

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- 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. **1-6**
- 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**

Indicative content

Source A suggests that Henry IV was prepared to 'domesticate' the nobility by whatever means was available. He is quoted as introducing the death penalty for duelling on the one hand and creating academies to educate and socialise on the other. Source B indicates that although the nobility might appear to be threatening the crown, their reliance on positions in government meant that they could only challenge so far. Source C suggests that Catholic nobles were the most difficult group with concerns about Henry's religious pedigree. Henry walked a fine line between giving the Catholic nobles concessions to generate their loyalty and losing the support of Huguenot nobles who saw the pacifying of the Catholics, the award of pensions and titles and Henry's conversion as a threat. Therefore a workable solution was paramount if Henry was to achieve peace and establish his authority. Source C additionally indicates Henry's personal touch in reconciling the nobles to his rule through private/individual meetings. With respect to Huguenot nobility, they were allowed to remain armed and to hold fortified towns on a temporary basis for eight years; it was made clear this was to keep the peace. Although Catholic nobles were not happy about this, Henry was firm in his resolve and this probably generated respect for his decisions.

However, these changes alone could not have led to the establishment of his authority as nobles and others still had the capacity to rebel. One such was the Duke de Biron who liaised with Spanish agents in a conspiracy to assassinate Henry; he was betrayed and subsequently executed in 1602.

Other factors which strengthened Henry's authority were, e.g. his ability to persuade the Parlements to accept his proposals; this was very important in relation to the Edict of Nantes of 1598 – Paris was the first to accept the Edict but not until 1599, followed by many such as Toulouse in 1600 and finally Rouen in 1609; his reaction to the Croquant revolts in agreeing not to collect arrears of taxes; his ability to gain support across a broad spectrum of his subjects through, e.g. the concern he showed for the peasants' livelihood in his famous statement that he did not want any peasant 'without a chicken in his stewpot'. Additionally, his partnership with Sully resulted in a reduction in the taxation system.

Overall, Henry's reign brought greater order and stability to the country, there was no outbreak of war on his death and Louis XIII succeeded without challenge to the throne.

Question 2

03 Explain why foreign policy posed problems for Henry IV on his accession. (12 marks)

Target: AO1(a), AO1(b)

Levels 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

On Henry's accession the Catholic League was being financially supported by the pope, Spain was openly committed to more practical support for Catholics and various other neighbours tried to take advantage of the situation, e.g. the ruler of Savoy seized Provence. Troops were difficult to raise and Henry lost more territory, e.g. Calais in 1596, Amiens in 1597; not until 1598 and the Treaty of Vervins was he really free from a foreign threat. By attempting to win over some of his enemies in the Treaty, which was necessary if he was to keep France safe from attack, Henry lost some support from Huguenots. On the other hand, Catholics in France did not like alliances with Protestant states but Henry saw that links with the Dutch, England and Germany would enable a strong front against the Habsburg/Spanish threat. Henry's own need for an heir meant that he had to maintain good relations with the pope so that the pope would dissolve his first marriage. In conclusion, Henry needed to have good relations with both Catholic and Protestant states and this was a difficult balancing act.

Question 2

- 04** 'Henry IV's foreign policy was entirely driven by religious motives.'
Explain why you agree or disagree with this view. (24 marks)

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

Levels 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 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. **1-6**
- 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**
- 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

Religious motives were evident in the Cleves-Julich dispute in 1609; this was a succession dispute and Henry prepared to campaign in support of the Protestant claimant to the throne, although his assassination meant that the matter was unresolved (although successfully dealt with by the Regency which followed). Religious motives may be construed in relation to relations with Spain and the Holy Roman Empire but the issue of encirclement was also significant. Religion was also a motive in the policy of giving subsidies to the United Provinces.

However, there were other motives, e.g. the need to defend the borders (fear of encirclement); from Lorraine to Savoy there was a series of small states, e.g. Lorraine, Alsace, Franche Comte, Savoy which willingly played off one major power against another to retain their

independence or increase territory; if Henry could support these states it reduced the threat from Spain which needed the route along the Rhine to maintain communications and supplies to the Spanish Netherlands. This concept is sometimes referred to as 'the Grand Design'. Fear of encirclement also played a part, e.g. the acquisition of Bresse, Bugey and Gex in 1601; this punched a hole in the 'Spanish Road' from Italy to the Netherlands and made Spanish access to the Netherlands even more difficult. Financial issues might also be discussed; when Henry gained the throne finances were weak and it was not until 1610 that the crown was solvent.

Overall, Henry's foreign policy could be perceived as a reaction to events rather than a planned activity with clear goals. He may have been driven by purely internal political motives, e.g. there were divisions in France, for example in religion, which could not be easily resolved, there was no clarity about the succession until 1601 and there was a degree of war-weariness as a consequence of the Wars of Religion which may have made Henry more cautious.

Question 3

- 05** Explain why trade and industry in France were in decline at the beginning of Henry IV's reign. (12 marks)

Target: AO1(a), AO1(b)

Levels 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

An obvious factor was the effect of the internal Wars of Religion and the disruption caused, e.g. Catholic towns on the Atlantic coast were blockaded by Huguenot privateers; although taxation was at a high level, it was used for the war production rather than investment in production of ordinary goods; internal transportation was also disrupted. The mortality rates in the war

affected manpower. Additionally peasant unrest, e.g. in Normandy and Brittany (the *Bonnets Rouge*) inhibited trade. Added to these factors were the usual cyclical events such as plague which affected work forces, and the general rise in prices in this period which affected most of Europe. Finally there was no co-ordinated approach to the development/support of commerce and industry and it took some time for Sully's appointment in 1599 to make a difference.

Question 3

- 06** 'Ten years of peace was the most important factor in bringing about an economic revival in France by 1610.'
Explain why you agree or disagree with this view. (24 marks)

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

Levels 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 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. **1-6**
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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

There was an element of internal peace in France during Henry's reign in comparison to what had gone before during the worst period of the Wars of Religion. Henry IV's accession marked an end to the war with Spain in 1598 and agreement reached over Saluzzo by 1600. The

religious conflict was reduced through the conclusion of the wars, and the Edict of Nantes also in 1598 reduced religious tensions. Freedom from fear of invasion or internal uprisings provided, in general, a degree of stability necessary for the economy to develop and encouraged population growth, particularly in towns.

War in some respects could be a positive factor, e.g. war with Spain led to the acquisition of Bresse, Bugey and Gex. These territories were considered useful in economic terms, e.g. the building of frontier defences and the need to supply these bases encouraged commercial enterprise. Despite this example, war was more frequently a negative, consuming large sums, e.g. subsidies were given to the Dutch rebelling against Spain and, in 1601, the Moriscos were also given financial incentives to challenge the Spanish government thus diverting resources with limited outcome for the French in economic terms.

There were other factors which contributed more to economic development, e.g. the work of Sully from 1597. He gained control of finances, kept meticulous records and aimed to impose some kind of uniformity of taxes across France, although this was never completely realised. He was also, as *grand voyeur*, responsible for the infrastructure, e.g. roads, canals, bridges and the planning of towns. Local tolls were abolished to make longer distance trade profitable. Systems were put in place to support this regeneration, e.g. accurate book keeping, annual budgeting etc. A range of officials were appointed to report back to Sully on work done. Diversification in industry was encouraged, e.g. spinning wool and linen became a major activity and supplied the cities. Industrial development was promoted through the Council of Commerce established in 1602 by means such as imposing taxes on imports and removing them on exports; the establishment of new industries such as silk, tapestry making.

Henry's support was also essential for economic development; he recognised Sully's potential and gave him a great deal of freedom to develop the economy. He was personally interested in agriculture and subsidised the publication of farming manuals. Henry's reign did see some economic revival, probably through a combination of peace, Sully's expertise and his support.