



**General Certificate of Education
June 2011**

AS History 1041

HIS2C

Unit 2C

The Reign of Henry IV of France, 1589–1610

Final

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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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

June 2011

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 royal authority at the beginning of Henry IV's reign. (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

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the levels scheme.

Candidates will need to identify differences between the views of the two sources. For example:

- **Source B** indicates that the crown was weak at the very beginning of the reign but **Source A** suggests that Henry had 'absolute powers'
- **Source B** describes 'the complete collapse of authority' but **Source A** describes an 'impressive demonstrations of royal authority'
- **Source B** suggests that the lack of authority was evident in 'large areas of France' but **Source A** suggests that the 'king's image' was used to stress his authority

- **Source B** indicates that the monarchy was the only potential source of authority but **Source A** suggests that the abjuration, truce and coronation were also important
- **Source B** suggested that Henry considered he should not be too hasty in making changes to avoid harmful opposition, whereas **Source A** suggests that Henry wanted to act quickly to ensure wide support.

Candidates will need to apply their own knowledge of context to explain these differences. They might, for example, refer to:

- the Wars of Religion had initially weakened the Crown; however by the end of the wars there was less opposition to the crown; war weariness led to a need and support for peace and an opportunity to rebuild
- Henry, as king, had considerable support in some areas of the country although not in others
- the religious issue had to be resolved in order to generate peace
- Henry was also aware of 'over-mighty' nobles who should be 'tamed'
- Henry realised that he had to take some immediate conciliatory action but also recognised that he had to demonstrate that he would not brook opposition.

To address 'how far', candidates should also indicate some similarity between the sources. For example:

- both sources agree there was some loss of royal authority although assessment of the extent differs, e.g. **Source B** discusses this as an issue before Henry became king, and **Source A** suggests weaknesses by reference to the need to emphasise Henry's personal qualities
- both sources agree paradoxically that there were some improvements, e.g. **Source B** directly suggests that 'only the monarchy remained as a potential source of order and authority' and **Source A** emphasises 'the absolute powers of the king'.

In making a judgement about the degree of difference, candidates may conclude that **Source A** considers the issue only in terms of Henry's political needs and the consequent impact on the lower classes, whereas **Source B** considers the situation from both the political and religious viewpoint.

Question 1

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

How important was Henry's conversion to Catholicism in securing his position as King of France by 1594? (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

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Candidates should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question.

Candidates should use the sources as evidence in their answer.

Relevant material from the sources would include:

- **Source A:** this source emphasises Henry's conversion as a significant factor in securing his position
- **Source B:** in this source, it is suggested that Henry could not win the throne simply through battle; however, although religion was important Henry was aware that his conversion might not be seen as sincere
- **Source C:** in this source, the need for religious order is again emphasised, but despite the conversion there was concern, particularly from Spain and the papacy, that Henry would not maintain his commitment.

From candidates' own knowledge:

Factors suggesting the importance of Henry's conversion might include:

- it was a significant propaganda exercise with full ceremony, and was reported throughout France
- Henry swore an oath to keep the peace, dispense justice and remove heretics from France; a considerable commitment as he was once one of the heretics.
- it was an opportunity to promote the authority and majesty of the crown
- the nobles swore allegiance to Henry as king, including previous members of the League
- the Pope recognised Henry as a Catholic and gave him absolution; this gave credence to his conversion and more general acceptance
- Henry's conversion gave him parity, in religious terms, with other European monarchs and thus made France and his own position more secure.

Factors suggesting limited importance of the conversion and greater significance of other issues might include:

- Henry raised his own profile by his attitude towards the Croquants, also in 1594; his concern was to restore order by 'as gentle means as possible'
- he also set out to gain the support of the towns; historians such as Braudel see this as a major factor in the pacification of France following the Wars of Religion
- he constantly promoted the message of peace (although not always ensuring it) which was quite contrary to the more aggressive approach of the League
- his extensive campaigns against aristocratic unrest had some effect, e.g. in relation to the League, 1594 marked the turning point leading to treaties of pacification and offers of pensions
- the working relationship with Sully promoted both finance and the economy and thus greater financial stability.

Good answers are likely to/may conclude that Henry IV's conversion paved the way to his acceptance as King and his coronation clearly into his role as monarch and was a highly significant factor. However, Henry still had to show that he was an effective monarch and it was probably more due to the breadth of his achievements in the period that he secured his position as King of France.

Question 2

03 Explain why Henry IV issued the Edict of Nantes in 1598. (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

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should include a range of reasons as to why Henry issued the Edict of Nantes in 1598.

Candidates might include some of the following factors:

- Henry was originally a Protestant; although he converted in 1593, this removed Catholic objections to his succession but did not necessarily convince Protestants that they would be protected
- Henry had to fight for his right to the throne following the assassination of Henry III; he could not issue an Edict until his throne was secure
- by 1598, he was a proven leader and military commander having been successful in the Wars of Religion and gained the throne
- nevertheless, negotiations were difficult and drawn out as Catholics were not supportive of the change
- meanwhile the Huguenot national assemblies became stronger after 1594 and were more able to put stronger pressure on the King

- the edict was intended to end 'past disorders' and was thus complex – both sides were needed to give agreement to the main initiatives.

OR Candidates may refer to some of the following long-term factors:

- the country needed peace after the long period of the Wars of Religion
- war with Spain was still on-going and Catholic invasion a possibility.

And some of the following short-term/immediate factors:

- there were many sensitive factors, e.g. the extent of 'toleration' which had to be decided, whether Catholics and Protestants would be buried in the same cemeteries etc
- Henry still needed to satisfy a vast range of social groups, not just the religious issues, and to prove that he had the ability/experience to govern the kingdom following years of civil war; he was relatively unknown and untried.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given. For example, they might link Henry's success in the ending of the internal wars with the opportunity to sort out his religious policies to provide some stability after the long years of war; there was greater readiness to accede to a new regime.

Question 2

- 04** 'Despite the Edict of Nantes, Huguenots had little influence in France in the years 1598 to 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**
- 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

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Candidates should be able to make a judgement by balancing evidence which both supports and challenges the view given.

Evidence which agree(s) might include:

- the Edict placed restrictions on Huguenots in terms of where they could worship
- royal officials attended religious discussions
- Huguenots could not discuss political issues, even in their own assemblies
- there were a limited number of garrisons/places of safety which were funded by the King – in total 50 garrisons, 80 forts and 150 other places of refuge; the Huguenots were still seen as a threat and capable of upsetting the balance of power in both religious and political affairs
- they had limited guarantees about their right to freedom of worship
- they could not form a separate house/chamber in the States General
- they were totally dependent on the goodwill of the King who could revoke the Edict at any time; if/when he died, the 'brevets' would have no authority; the Edict was seen as a truce rather than an authoritative decree
- the clergy in the Estates General regularly objected to the Edict of Nantes – so its impermanence was constantly emphasised
- the growth of religious brotherhoods created a focus of opposition to the Huguenots; these groups were prepared to fight and support the League.

Evidence which disagree(s) might include:

- Henry IV still had the support of most Huguenots and regarded this as important
- Henry tried to be even handed with Catholics and Huguenots and was angered by those who did not follow his example; Rady comments that the King did ensure religious peace
- Huguenots were eager to take their place in society and wanted to be included in routine political affairs; their own assembly was in session permanently from 1597; they were active in, e.g. challenging taxation levels (which benefited other groups); a good number of Huguenots did hold office
- the *chambres-mis-parties* were given legal protection
- Schools for Protestants were established, e.g. in Nimes and Montpellier; Huguenots were allowed to attend universities
- many Huguenots attended court
- the 'brevets' allowed pastors to be paid from public funds.

Good answers are likely to/may conclude that, at best, the Huguenots were 'a privileged group' (Knecht). After Henry's death and by 1614, the view of 'one king, one faith, one law' was generally accepted... and the outlook for the Huguenots became much less secure.

Question 3**05** Explain why Henry IV regarded Spain as a threat. (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

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should include a range of reasons as to why Spain was perceived as a threat to the French crown in the reign of Henry IV.

Candidates might include some of the following factors:

- Spain was a Catholic state and France was divided in religion
- Spain was fighting a war in the Netherlands against Protestant forces; they used a route through the eastern borders of France to reach the Netherlands; there were tensions because Spain needed to keep this route open; France felt open to potential attack
- the situation was complicated by French financial support for the Protestant rebels of up to 2 million livres per year; this made the Spaniards more convinced that France was a potential enemy.

OR Candidates may refer to some of the following long-term factors:

- The Peace of Vervins 1598: this was criticised for being too favourable to the Spanish and left the eastern border too exposed
- the religious issue was also unsatisfactory; Spain still considered Henry's conversion unreliable; he was never fully trusted as a Catholic and was therefore vulnerable
- Henry's own action contributed to the threat, e.g. he had been building up a series of alliances which threatened Spain, e.g. in Italy; the duchy of Milan was a strong ally with good troops; he gained the support of the Pope by helping him annex Ferrara and some of the Swiss cantons; he married Marie de Medici and gained another strong ally; he intervened successfully in a quarrel between the Pope and Venice and gained support from both of them; he also renewed the pre-existing alliance with the Swiss Confederation.

And some of the following short-term/immediate factors:

- The Cleves-Jülich affair: Spanish forces invaded the Duchy on the death of the Duke in order to prevent the Duchy becoming the target of a Protestant challenge to the throne; Henry intervened and proposed to invade the Duchy unless the Spanish troops left. His plans were cut short by his assassination
- Henry eventually threatened to invade the Netherlands (as a warning action) but was assassinated before he could take action.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given. For example, they might indicate that Henry IV's actions in building up alliances challenged Spain directly and provoked conflict; the emergence of the Cleves-Jülich affair provided a direct threat and also an opportunity to demonstrate strength. Answers might also comment on the geopolitical situation and Henry's concern not to be surrounded by enemy states.

Question 3

- 06** 'Henry's achievements in foreign affairs were limited by finance.'
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

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Candidates should be able to make a judgement by balancing points which agree/disagree with the view that the treaty brought an end to conflict.

Points/factors/evidence which agree(s) might include:

- Henry had significant debts when he came to the throne, most of which had been accumulated by his predecessor
- he was unable to follow up his victory at Ivry because his troops were demanding more money before they would move on
- in 1593, Henry's creditors in England and the Palatinate refused to give him any more credit
- in 1595, he had to stop the campaign in Burgundy because he could not pay his Swiss troops
- the war against Spain was prolonged by lack of funds and allowed Spain to capture Amiens in 1597
- internal inflation was also a significant issue affecting taxation rates, which in turn, influenced the value of the 'war chest'.

Points/factors/evidence which disagree(s) might include:

- alliances were difficult to make at first as Henry was not trusted in view of his religious stance rather than because of financial issues; he was seen as someone who would work with Protestants rather than Catholics. However, after 1598, he did construct alliances with, e.g. the United provinces and Protestant princes in Germany. He had to wait for endorsement of his religious credentials until the Pope allowed Jesuits into France in 1603
- personal issues were also significant such as the Cleves-Jülich affair when he invaded to force the return of Charlotte Montmorency, making an alliance with German princes to enable him to do so
- finances and the economy were not always a limiting factor but actually supported achievements abroad following a substantial improvement after 1598 because of Sully's 'prudent husbandry', e.g. increased taxation, codes of procedure, better budgeting. By 1608 there were 32.5 million livres in account and Henry was thus able to consider war against Spain by 1610
- in addition to financial constraints, Henry's own origins initially worked against him.

Good answers are likely to/may conclude that, overall, Henry could not always manipulate situations and financial problems were common in this period across Europe. Despite these shortcomings, France did emerge as a strong European power under his control.

Converting marks into UMS marks

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator: www.aqa.org.uk/umsconversion

