



**General Certificate of Education
January 2013**

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 students' 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 students' 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 students' 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 students. 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 students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Students 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. Students 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 students 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 student 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 students 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 students' 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*. Students should never be doubly penalised. If a student 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 student 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

January 2013

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 siege of Paris in 1590. (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 students 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.

Students will need to identify and explain differences between the views of the two sources. For example:

- Source A is openly hostile to the ‘hated Henry of Navarre’; Source B represents the view of a moderate Catholic royalist
- in Source A there is an admiring tone to the description of the preachers and it is clearly implied that the ‘great crowds’ were united in determination. Source B regards the preachers as offering ‘dishonest pretexts’ and says they ‘move the people’ by manipulation

- Source A gives a positive impression of the morale of the people in spite of the bombardment and the hunger; Source B is much more negative, saying 'nothing more deplorable was ever seen'. More emphasis on hunger in Source B – explicit – implicit in Source A.

Students will need to apply their own knowledge of context to explain these differences. They might, for example, note that these sources reflect the differences between the radical elements of the League in Paris, the Sixteen, as opposed to moderates like the author of Source B whose position regarding Henry of Navarre was potentially compromised.

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

- both sources agree that the preachers were extremely active and there were lots of ceremonies and processions
- both sources agree about the hardships: in Source A, 'the number of beggars was growing daily'; Source B emphasises how 'hunger and need grew'.

In making a judgment about the degree of difference, students may conclude that there are significant differences in tone and emphasis as well as specific differences of view.

Question 1**02** Use **Sources A, B and C** and your own knowledge.

How important was Paris for Henry of Navarre's establishment of control over France in the years 1589 to 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 students 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.**

Students 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 (but does not need to be) exclusively based on the focus of the question.

The key issue of Paris as a key city and as a symbol must be addressed. Paris indeed could provide the basis for most of the answer, though it is possible that many students will focus their arguments on other factors deemed to be more important. These factors include the actions of key individuals – especially Henry of Navarre's conversion in 1593 – but also the contextual factors that weakened and divided the League.

Students should use the sources as evidence in their answer.

Relevant material from the sources would include:

- **Source A** – shows the patriotic and religious enthusiasm among the people of Paris and how difficult it was for Navarre to take the city because of the massive popular support for his enemies.
- **Source B** – could be used to show similar problems as Source A but also reveals some of the divisions within the Catholic cause in Paris – and has a negative implication about the influence of the papal legate.
- **Source C** – is full of evidence on the factors eventually favouring Henry IV: 'agitating for peace'; 'war weariness'; 'the peace and order people longed for'; the implication that as soon as Henry converted he was pushing at an open door. It also shows the force of his 'astute policies' and how cunning was the timing and presentation of his abjuration. The last lines show how vital Paris was in opening the way for other cities and towns to follow.

From students' own knowledge:

Factors suggesting Paris was really important might include:

- this is where it all started in 1589, with the joint campaign by Henry III and Navarre, before the assassination of the King lifted the siege
- the fact that Paris was always vital in French history and politics, more so than other countries with more diversified centres of power. Paris was the virtual HQ of the Catholic League and where its most radical elements were concentrated. (And towns and cities in general were hugely important to the power struggle between Henry and the League)
- the fact that the siege of Paris was renewed again in 1591–92
- the fact that Henry IV calculatedly managed his abjuration in Saint-Denis – close to Paris and ready to move into the city as soon as the time was right. (Henry probably never did say 'Paris is worth a mass' but the idea behind the legend is true enough)
- the fact that once Paris gave in to Henry, lots of other cities followed suit.

Factors suggesting other factors were more significant might include:

- weak military and political leadership by Mayenne and other League leaders. Also the ideological differences within the League – especially moderates being alienated by the radical extremism of some of the Sixteen
- the central importance of the succession and the absence of a single credible claimant to the throne on behalf of the League

- resentment and suspicion of 'foreign' Spanish influence, especially when it was proposed to make a marriage treaty with the Spanish Infanta
- Henry IV's military and political strengths, especially the skilful way he played his cards over the conversion in 1593
- war weariness reducing the will to fight on
- the rebellion of the Croquants by 1594 undermined Henry's establishment of control and remained unresolved by the end of 1594
- yet Mayenne's growing rapprochement with Henry in the face of growing suspicions of Spanish intentions was considerable mitigating the League's influence.

Good answers may show skill in assessing the relative importance of a wide range of factors; or good understanding of links between different factors.

Question 2

- 03** Explain why Sully made changes to taxation in France in the years from 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 students 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 Sully's motives for the changes in the tax system, especially the *pauvette* in 1604. (Note that the focus of the question is on explaining *why* the changes were made, not *what* the policies were or how they were implemented).

Students might include some of the following contextual factors:

- the state of the tax system was already bad in 1589 the following years if civil war made things worse. The *taille* was inefficient as well as unfair and there was little incentive to enforce collection
- the Crown had accumulated massive debts and the financial system needed a drastic overhaul
- Sully was in a strong enough position by 1598 to take control of policy and carry through change. Henry had previously relied on a number of influential ministers but by 1598 Sully had amassed real power.

Students may refer to some of the following factors influencing Sully:

- direct taxation fell hardest on people least able to pay. Through indirect taxes Sully was able to milk the nobles and the richer townspeople
- reform was not just about raising money – policies like the *paulette* were also designed to give greater political control over the nobility and the towns, important for Henry's authority
- Sully was not averse to making money for himself – many of his tax changes resulted in him gaining a huge fortune by 1610
- the *Pancarte* was another indirect tax designed to raise income but short-lived.

To reach the higher levels, students will need to show the inter-relationship of the reasons given. For example, they might analyse the relationship between Sully and Henry IV and the reasons why Sully had so much power to bring in changes.

Question 2

- 04** 'The development of industry was the main reason for economic recovery 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 students 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.

Students should be able to make a judgement by balancing evidence that supports the view given against those which does not. Many answers will put forward arguments that industry was not the main factor at all: for example, that economic recovery was all about the absence of war; or Sully's financial reforms; or the rebuilding of agriculture rather than industry. It is likely that many answers will see industry as having limited importance and will focus on other factors.

This is a valid approach as long as industry is adequately addressed. (Note that the term 'industry' can be interpreted flexibly. If students want to define infrastructure improvements, roads, canals, bridges, etc., as industry that should be accepted as valid.)

The focus of the question is on economic recovery by 1610 – this is taken as a given. Evaluation of the *extent* of recovery might be addressed effectively but it is not a requirement.

Factors supporting the importance of industry might include:

- the infrastructure improvements (roads, canals, bridges and so on) that revitalised towns and trade including the Reconstruction of Paris
- the rebuilding of towns and productive enterprises through special arrangements with town councils
- the growth of specific industries, especially silk and textiles
- encouragement of wider markets abroad and trading companies.

Evidence to support the view that other factors were more important might include:

- there is evidence that economy was recovering before Sully's appointment
- recovery was all about the absence of war. Once Henry tamed the religious conflict and made peace with Spain in 1598, the way was open for the French economy to rebound naturally
- recovery was all about Henry and the towns – but this was about politics and stability, not industry
- the infrastructure improvements did far more to help agriculture than industry
- recovery was all about Sully's financial and tax reforms boosting the royal finances. Industrial activity was small-scale
- Henry's personal contribution was important.

Good answers are likely to explain how various factors were interrelated, perhaps concluding, for example, that although industry was important up to a point it was not the main concern of royal policy and the economy benefited (often indirectly) from other more important aspects of policy.

Question 3

- 05** Explain why France made peace with Spain by the Treaty of Vervins 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 students 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 France was ready to end war against Spain by 1598. Some students may use their knowledge of developments after 1598 to explain what the motives were at the time – this could be relevant and effective but only if directly applied to the question of motives in 1598.

Students might include some of the following factors:

- the situation in France in 1598 was unstable in political and religious terms. Henry wanted peace abroad as well as peace at home – he was preparing to float his religious settlement through the Edict of Nantes
- the economic situation was very bad and the costs of war against Spain were crippling. Sully told Henry there could be no economic recovery without an end to war spending
- Henry had established his power by 1598. The Catholic League had been marginalised and many towns and cities had come over to support the King. The threat of Spain helping to overthrow Henry and install a Catholic, pro-Spanish claimant had been dispelled

- the diplomatic situation was favourable. Phillip II was close to death and Spain was equally financially crippled and ready to make a deal.

To reach higher levels, students will need to show the interrelationship of the reasons given. For example, they might differentiate between, or make connections between, long-term and short-term factors; or show depth of understanding in linking the reasons **why** Henry wanted to make peace and the contextual factors that made it possible.

Question 3

- 06** 'Henry IV's foreign policies in the years 1598 to 1610 were very successful.'
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 students 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.

Students should be able to make a judgement by balancing points which support the view that foreign policy was very successful against points indicating failure or only limited success. Many, perhaps most, students may agree with the view, citing the argument that Vervins achieved its objectives and provided lasting peace with the great enemy, Spain, but there is indeed a balance of evidence on either side.

Evidence to support the view that foreign policy was successful might include:

- international security was crucial to Henry, especially the fear of encirclement by Spain and support for domestic threats posed by the League. The Treaty of Vervins, 1598 returned to France all frontier possessions seized since 1559. An undoubted success
- the notion of a 'Patriotic War' equally strengthened Henry's domestic security appealing to disaffected Huguenots and Catholic politiques. This proved a success
- Henry's foreign policy after 1598 successfully avoided open confrontation, the expense and potential for defeat
- Henry increasingly adopted a more diplomatic approach and sought out successfully a series of foreign alliances counteracting Spanish influence in European affairs
- alliances with major strategic states allowed for a successful counter to Spanish influence; Netherlands, the Rhine principalities bordering France; by 1599 the important duchy of Jülich-Cleves was guaranteed
- successful dynastic marriage with Marie de Medici provided a powerful ally in Northern Italy; he further gained Papal approval by supporting Clement VIII
- Henry successfully arbitrated and mediated between the Pope and Venice, gaining the friendship of both
- Henry successfully secured Alpine passes strengthening control over the 'Spanish Road'
- through further treaties with Savoy and a brief war, Henry gained Bresse, Burgundy and Gex
- by the end of his reign Henry had successfully used foreign policy to turn the tables on Spain in Italy and by 1610 Spain in Northern Italy was encircled.

Evidence suggesting that foreign policies were not successful might include:

- Vervins was a treaty with a shelf life. Confrontation with Spain had a certain inevitability and this failure is seen in the Jülich-Cleves Crisis of 1609
- by early 1610 Henry had mustered 50,000 French troops in alliance with some Protestant Princes for war against Spain
- Henry's death prevented this, the outcome of which remains conjecture
- by 1610 France had re-emerged as a major force in Europe but the position was unstable – suspicions of allies of Henry's intentions, fear of a return to war, the good work of Nantes and Vervins seemingly at risk
- Henry did not receive back all territories from Spain. Later foreign policy was often determined by Henry's own caprice.
- yet compared to the start of Henry's reign, France had re-emerged as a powerful international force.

Good answers may show skill and balance differentiating between degrees of success and failure; or they may show depth of understanding of the links between various factors.

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