



Mark Scheme

Summer 2017

Pearson Edexcel
GCE In History (9HI0/33)
Advanced

Unit 1: Themes in breadth with aspects in depth

Option 33: The Witchcraze in Britain, Europe and
North America c1580-c1750

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

Generic Level Descriptors: Section A

Target: AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none">• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.• Some relevant contextual knowledge is included, with limited linkage to the source material.• Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
2	4–7	<ul style="list-style-type: none">• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question.• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.• Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	8–12	<ul style="list-style-type: none">• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.• Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria but with limited justification.
4	13–16	<ul style="list-style-type: none">• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two enquiries may be uneven.• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.• Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.

Level	Mark	Descriptor
5	17–20	<ul style="list-style-type: none">• Interrogates the evidence of the source in relation to both enquiries with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion,• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.• Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.

Sections B and C

Target: AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	4–7	<ul style="list-style-type: none"> • There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	8–12	<ul style="list-style-type: none"> • There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	13–16	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.
5	17–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section A: indicative content

Question	Indicative content
1	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse the source to consider its value for an enquiry into revealing what people thought about witches and the punishment of witches in late Sixteenth century Scotland. Daemonologie is a text named in the specification and candidates can be expected to be aware of it.</p> <ol style="list-style-type: none"> 1. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: <ul style="list-style-type: none"> • The author was the King of Scotland, this was the only study of witchcraft written by a monarch – position of authority meant that ideas were widely accepted • James' treatise was an intellectual investigation exploring witchcraft as a crime against God • James suggests that his duty as a King is to explain the dangers of witches and to protect his people from them • It was written in the immediate aftermath of the North Berwick trials with the express purpose of publicising the threat posed by witches. 2. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source: <p>What people believed about witches:</p> <ul style="list-style-type: none"> • It clearly indicates a belief that witches were connected to the Devil • It claims that the majority of witches were women because they are more corruptible and open to the advances of the Devil • It suggests that a belief in witches was not universal • It indicates a belief that witches can be identified and hence their identity discovered. <p>Punishment of witches:</p> <ul style="list-style-type: none"> • The treatise indicates that the punishment is legal and in accordance with the Bible • James claims that all should be punished regardless of their gender, age or status but that children should be exempt • It implies that witches should be severely punished to ensure that other witches ceased their activities • The treatise suggests that witches can be identified through a mark or through the swimming test and that these tests can be used to bring witches to trial. 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: <ul style="list-style-type: none"> • James had personally overseen the trials by torture of the individuals implicated in the North Berwick Witch Trials • Knowledge of the accusations and judgements made at North Berwick • James published Daemonologie (1597) as a rebuttal of Reginald Scott's sceptical treatise The Discoverie of Witchcraft (1584) • Royal Commissions were sent around Scotland in 1597 to investigate sorcery • The terror of witch covens shaped the hunts of the late 16th century • James' descriptions of the practices of witches formed the basis of subsequent witch trials and the confessions which were sought.

Section B: indicative content

Question	Indicative content
2	<p>Answers will be credited according to candidates deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the suggestion that the Witchcraft Act of 1604 was the principal cause of the Lancashire witch trials.</p> <p>Arguments and evidence that the Act of 1604 was the principal cause should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The 1604 Act was harsher than the Elizabethan statute of 1563 and stated that the conjuring up of spirits or exhuming corpses was a capital crime• The Act encouraged communities to hunt for witches by drawing attention to the phenomenon and the Lancashire hunt was a response to this• The King was head of the Judiciary and the judges (Sir James Altham and Sir Edward Bromley) may have wanted to reflect the King's attitude to witchcraft, this was the same for Nowell (the local magistrate)• The demonic pact formed part of English law in the 1604 Act for the first time. <p>Arguments and evidence that other factors were of greater significance should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Beliefs in witchcraft and experience of witches, primarily as healers, existed before the passing of the statute and were not unusual in 16th century England• 6 of the 11 witches on trial were from 2 rival families who had experienced poverty and were headed by widows suggesting that local tensions caused the Lancashire witch trials• The ambitions of the local magistrate Roger Nowell drove the witch hunt and were crucial in the accusations reaching a trial• Religious tensions rather than the statute were central to the accusations, three of the accused women were able to convince the judge that they were victims of a Catholic plot and were let off. <p>Other relevant material must be credited</p>

Question	Indicative content
3	<p>Answers will be credited according to candidates deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the suggestion that Governor Phips played a significant role in ending the Salem witch hunt (1692-93)</p> <p>Arguments and evidence that Governor Phips was important in ending the Salem witch hunt should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Governor Phips dissolved the Court of Oyer and Terminer on 29 October 1692 which was replaced with a Superior Court of Judicature 25 November 1692 • The superior court did not allow 'spectral evidence' which had been used against most of those previously accused • Phips believed that the court was making mistakes (in agreement with Mather) • Phips banned witchcraft books which had an influence both on the nature of accusations and on proceedings at the trial • The status of those accused increased from Tituba (a slave) the first to be accused, to Philp's own wife being accused of witchcraft, suggesting he had a personal and social motive in bringing the trials to an end. <p>Arguments and evidence that suggest other factors were more important in bring the Salem witch hunt to an end should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Many people stopped hunting for witches owing to the extent of the trials and the loss of friends and family • Doubts grew over quality of evidence given in court, particularly over 'spectral evidence' which was considered to be not practical enough to prove someone was a witch • Reverend Increase Mather was more significant in bringing about an end to the Salem witch trials than Phips with his sermons demanding caution in making accusations • Witch hunting was not common in New England and the extent of these witch trials was unusual which meant that there were external pressures which helped bring the trials to an end • Public confidence in the legality and legitimacy of the trials declined as the numbers of those accused increased. <p>Other relevant material must be credited</p>

Section C: indicative content

Question	Indicative content
4	<p>Answers will be credited according to candidates deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether Sceptic publications had a significant impact on attitudes to witchcraft in Britain in the years c1580-c1750.</p> <p>Arguments and evidence that sceptic publications had a significant impact on attitudes to witchcraft should be analysed and evaluated.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none">• Sceptic publications were part of the spirit of rationalism that underpinned the Scientific Revolution• Sceptic publications brought about a change in attitude which led to reforms of the law which in turn led to a decline in witch-hunts• Reginald Scot's <i>The Discoverie of Witchcraft</i> (1584) guide criticised the persecution of witches as un-Christian• The impact of sceptic publications was greater after the English Civil War (1640s)• Jane Wenham's case led to a celebrated sceptical book by Francis Hutchinson in 1718: <i>An Historical Essay Concerning Witchcraft</i>, which coincided with a decline in witch-hunting in Britain• Changes in the law (e.g. the Witchcraft Act of 1736) reflected the growing influence of sceptic publications. <p>Arguments and evidence that contradict the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The impact of sceptic publications was not instant e.g. James VI published <i>Daemonologie</i> (1597) as a rebuttal of Reginald Scott's skeptical treatise <i>The Discoverie of Witchcraft</i> (1584)• Witch-hunting continued despite the publication of sceptic publications until the mid-Eighteenth century, their impact on popular attitudes was limited e.g. Salem witch trials (1692)• Several writers after 1712 still wrote showing support for a belief in witchcraft, e.g. John Wesley (who argued giving up belief in witches was a step towards giving up religion)• Despite sceptic publications juries continued to return guilty verdicts e.g. the last successful prosecution in England in 1712. <p>Other relevant material must be credited.</p>

Question	Indicative content
5	<p>Answers will be credited according to candidates deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how significant the impact of scientific discoveries were on ideas during the period c1580-c1750.</p> <p>Arguments and evidence that scientific discoveries had a significant impact on ideas should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • There were remarkable breakthroughs in understanding the nature of the universe hitherto associated closely with magic • There was a growing acceptance amongst the educated elite of scientific experiment to verify or falsify; this had a damaging effect on belief in magic and the supernatural • Kepler, Galilei and Newton were part of the scientific revolution in Europe which undermined beliefs in magic and witchcraft and developed understanding of the universe • Galilei's contributions included observational astronomy through developments of the telescope; he argued for a separation of science from philosophy and religion • Kepler was an astronomer who created a model of the solar system and his laws on planetary motion developed understanding of the universe • Newton's Principia in 1687 formulated laws of motion and gravitation and built on Kepler's laws. <p>Arguments and evidence that suggest that scientific discoveries did not have a significant impact on ideas should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • There remained widespread popular belief in magic and the supernatural e.g. Salem Witch trials in 1692 suggesting that understanding of the universe was not widespread • Many of the leading figures in the advancement of science and reason still believed in arcane knowledge, e.g. Newton and his interest in prophecy and numerology / Kepler aimed to confirm the power of astrology • Scientists and their understandings of the universe were not supported by elites and the Catholic Church e.g. condemnation of Galilei in 1633 • Members of the Royal Society e.g. Joseph Glanville combined a belief in science with a belief in witches and demons • Witchcraft acts continued to be enforced throughout the period showing that elites were slow to act on the findings of the scientists e.g. 1604 statute in England was not repealed until 1736. <p>Other relevant material must be credited</p>

