



# Mark Scheme (Results)

Summer 2023

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

Paper 3: Themes in breadth  
with aspects in depth

Option 33: The witch craze 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.

## 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"> <li>• 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.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li> <li>• 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.</li> </ul>
2	4–7	<ul style="list-style-type: none"> <li>• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question.</li> <li>• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.</li> <li>• 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.</li> </ul>
3	8–12	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li> <li>• 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.</li> </ul>
4	13–16	<ul style="list-style-type: none"> <li>• 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 sources may be uneven.</li> <li>• 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.</li> <li>• 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.</li> </ul>
5	17–20	<ul style="list-style-type: none"> <li>• Interrogates the evidence of both sources 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>

## 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"> <li>Simple or generalised statements are made about the topic.</li> <li>Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>The overall judgement is missing or asserted.</li> <li>There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
2	4–7	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.</li> <li>The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
3	8–12	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
4	13–16	<ul style="list-style-type: none"> <li>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.</li> <li>Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>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.</li> <li>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.</li> </ul>
5	17–20	<ul style="list-style-type: none"> <li>Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.</li> <li>Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.</li> <li>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.</li> <li>The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</li> </ul>

## Section A: Indicative Content

Question	Indicative content
1	<p><b>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.</b></p> <p>Candidates must analyse the source to consider its value for an enquiry into revealing the nature of beliefs about the Devil and the justification given for the witch hunt in Salem. The author of the source is named in the specification, and candidates can therefore be expected to know about him and be aware of the context.</p> <ol style="list-style-type: none"> <li>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"> <li>The pamphlet is dated 1693, at the end of the Salem witch trials, when the extent of the witch hunt was apparent</li> <li>Cotton Mather was a well-known preacher, and the pamphlet is written in the style of a sermon with the intention of convincing his audience</li> <li>Mather's pamphlet is intended to defend his role in the witch hunt.</li> </ul> </li> <li>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>Nature of beliefs about the Devil:</p> <ul style="list-style-type: none"> <li>The source claims that the Devil was present in New England and had been <b>disturbed by the arrival of the colonists ('which once belonged to the Devil.')</b></li> <li>It suggests that beliefs about the Devil were strongly embedded in New England society</li> <li>It claims that the Devil and his demons make use of disguise and possession to carry out their activities</li> <li>It claims that the Devil has recruited witches to do his bidding, through the act of making a <b>pact ('signed a book')</b> and that the witches have not acted <b>alone ('dangerous group...persuaded their spirits')</b>.</li> </ul> <p>Justification given for the witch hunt in Salem:</p> <ul style="list-style-type: none"> <li>The source claims that New Englanders <b>are God's chosen people and they have a religious duty to root out witches on his land ('soon enjoy days of glory.')</b></li> <li>It implies that there is a satanic plot, which threatens New England, which puts the Christian faith of the colonists under <b>threat ('destroy the faith of all')</b></li> <li>It claims that witches have already threatened the English and implies that the same happened in Salem (<b>'as the people of God in England have been persecuted.'</b>)</li> <li>It claims that the Devil and his followers will destroy New England if left <b>unchecked ('if it were not quickly discovered')</b></li> <li>It implies that the activities of the Devil and his followers were spreading elsewhere and this further increased the need for the colonists to take action (<b>'has made its progress into some other places'</b>).</li> </ul> </li> </ol> <p>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:</p> <ul style="list-style-type: none"> <li>The nature and extent of the witch hunt at Salem, including the role of children and the types of evidence that were accepted at the trials</li> </ul>

	<ul style="list-style-type: none"><li>• The temporary disruption of governance and judicial procedures</li><li>• The location of Salem as a relatively newly-established settlement, in proximity to native Americans</li><li>• The relationship between Cotton Mather and his father Increase Mather, and <b>Cotton Mather's</b> earlier writings, particularly <i>Memorable Providences relating to Witchcraft and Possessions</i>.</li></ul>
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## Section B: Indicative content

Question	Indicative content
2	<p>Answers will be credited according to candidates' <b>deployment</b> 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 far Prince-Bishop von Dornheim was responsible for the extent of the Great Witch Hunt in Bamberg.</p> <p>Arguments and evidence that demonstrate how far Prince-Bishop von Dornheim was responsible for the extent of the Great Witch Hunt in Bamberg. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Von Dornheim's <b>position</b> as the Prince-Bishop and his absolute belief in witches enabled extensive witch-hunting to take place, with about 900 witches killed during his time as Prince-Bishop</li> <li>• The complete judicial control that the Prince-Bishops had increased the levels of persecution in Bamberg</li> <li>• The construction of a '<b>witch-house</b>', which incorporated a torture chamber, on the orders of von Dornheim, further encouraged and enabled the hunting of witches</li> <li>• Von Dornheim used sermons on witchcraft and magic given by Forner, vicar-general of Bamberg, to justify the extent of the Witch Hunt.</li> </ul> <p>Arguments and evidence that factors other than von Dornheim were responsible for the extent of the Great Witch Hunt in Bamberg, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The location of Bamberg as a Catholic state near to a number of Protestant areas meant that religious tension was a significant cause of witch hunts in the area</li> <li>• Economic hardship was caused by adverse weather conditions in Bamberg, e.g. the cold and wet 1620s and the frost in 1629 that destroyed fruit crops, which added to a sense of misfortune and witches were blamed</li> <li>• The Thirty Years War disrupted the norms of everyday life and enabled the Witch Hunt to occur. The War weakened both Imperial control, and the control of the Church, over von Dornheim</li> <li>• The Carolina Law code, which permitted the use of torture, and the belief that witches did not act alone, meant that those accused had to name accomplices, which increased the extent of the Witch Hunt in Bamberg.</li> </ul> <p>Other relevant material must be credited.</p>



Question	Indicative content
3	<p><b>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</b></p> <p>Candidates are expected to reach a judgement on the suggestion that the re-establishment of traditional authority was the main reason for the end of the witch craze in East Anglia.</p> <p>Arguments and evidence that it was the re-establishment of traditional authority that was the main reason for the end of the witch craze in East Anglia should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Traditional forms of authority, which had been missing in East Anglia creating a vacuum within which witches were hunted, returned following the surrender of Charles I in 1646</li> <li>• The re-establishment of the assizes following the end of the civil war meant that witches were more likely to be acquitted, e.g. Godbold at Ely in September 1646</li> <li>• During the Civil War, Royalist clergy had been replaced by Puritans who had made a connection between Royalists, superstition and witchcraft; with the return of Royalist gentry, the influence of the Puritans abated</li> <li>• The witchfinders were less likely to achieve convictions in trials where traditional authority figures such as the mayor and JPs were present, e.g. <b>King's Lynn in September 1646</b></li> <li>• The local minister John Gaule preached against blaming witches for misfortune and made a number of attacks on witch finders, which helped to bring an end to the hunts.</li> </ul> <p>Arguments and evidence that challenge the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The amount that Sterne and Hopkins charged for their services became increasingly controversial and was too high for communities to pay</li> <li>• The death of Hopkins, <b>the 'witchfinder general', in 1647</b>, led to a decline in the number of hunts</li> <li>• The hunts had taken place at a time of economic hardship and during periods of very bad weather when witches had been made scapegoats</li> <li>• The end of soldiers needing food and supplies and the disorder caused by the Civil War eased the pressure on the region.</li> </ul> <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 how far the publication of Samuel Harsnett's <i>A Discovery of the Fraudulent Practices of John Darrel</i> (1599) had the most significant impact on changing attitudes to witchcraft in Britain in the years c1580-c1750.</p> <p>Arguments and evidence that the publication of Samuel Harsnett's <i>A Discovery of the Fraudulent Practices of John Darrel</i> (1599) had the most significant impact on changing attitudes to witchcraft in Britain in the years c1580-c1750 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Samuel Harsnett, in <i>A Discovery of the Fraudulent Practices of John Darrel</i> (1599), renewed the debate about the nature of witchcraft</li> <li>• In the second section of Harsnett's publication, Harsnett gave an account of how Darrell had instructed Somers to fabricate his demonic possession and questioned whether or not it was even possible</li> <li>• Harsnett's publication discredited the confessions made by those involved in the Boy of Burton case and raised the possibility that fraudulent cases were prevalent</li> <li>• Harsnett, in his publication, went beyond the specific case of Darrel, and gave natural explanations for supposedly supernatural phenomena, which had a significant impact on changing attitudes to witchcraft.</li> </ul> <p>Arguments and evidence that challenge the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• <b>Reginald Scot's</b> <i>The Discoverie of Witchcraft</i> (1584) was the first major English work of scepticism and started changing attitudes to witchcraft in Britain</li> <li>• Charles I questioned the accused women involved in the Pendle Swindle and his scepticism marked a shift in elite beliefs</li> <li>• <b>Ady's</b> questioning of how witches were defined in <i>A Candle in the Dark</i> (1656), as those who tempted others to be ungodly, influenced the steep decline in witch trials in Britain from the 1660s</li> <li>• Fraudulent cases, e.g. the Demon Drummer of Tedworth (1662), contributed to the growth of scepticism in the period</li> <li>• <b>Bekker's</b> <i>The Enchanted World</i> (1691) sold 4000 copies in the first two months and was translated into a number of European languages, meaning it had a more widespread influence on beliefs</li> <li>• That the conviction of Jane Wenham, who had been convicted of witchcraft in 1712, was overturned by the judge, influenced the outcome of subsequent trials for witchcraft in the 18th century.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
5	<p>Answers <b>will be credited according to candidates' deployment of material in relation</b> 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 extent to which Kepler, Galilei and Newton had a limited impact on ideas and understanding of the universe in the years c1580-c1750.</p> <p>Arguments and evidence that Kepler, Galilei and Newton had a limited impact on ideas and understanding of the universe in the years c1580-c1750 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Many of the leading figures in the advancement of science and reason still believed in arcane knowledge themselves, e.g. Kepler aimed to confirm the power of astrology</li> <li>• Scientists and their understandings of the universe were not supported by elites and the Catholic Church, e.g. the condemnation of Galilei in 1633, which limited his impact</li> <li>• Kepler, Galilei and Newton had a limited impact on the ideas of the universe held by many members of the Royal Society, e.g. Joseph Glanville combined a belief in science with a defence of demonic intervention in the world</li> <li>• Witchcraft acts continued to be enforced, showing that the impact of the findings of scientists about the universe were limited on the elites, e.g. the 1604 statute in England was not repealed until 1736</li> <li>• Many older beliefs current in 1580 lived on side by side with the new approach, as Newton into the eighteenth century remained fascinated by mysterious knowledge and numerology in the Bible.</li> </ul> <p>Arguments and evidence that challenge the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Kepler, Galilei and Newton were part of the scientific revolution in Europe that undermined beliefs in magic and witchcraft and helped to make sense of the universe</li> <li>• This scientific revolution was more significant in bringing to an end beliefs in <b>the supernatural, e.g. Kepler's focus on the importance</b> of observation (1609)</li> <li>• Kepler created a model of the solar system and his laws on planetary motion developed understanding of the universe</li> <li>• The scientists made use of inductive reasoning, i.e. the observation of facts and evidence before creating theory, which could be used to explain supernatural physical phenomena, making more sense of the universe</li> <li>• <b>Galilei's</b> contributions included observational astronomy through developments of the telescope; he argued for a separation of science from philosophy and religion</li> <li>• The Royal Society attracted the membership of the social and intellectual elite of England including the King. It was responsible for the printing of Newton's <i>Principia Mathematica</i> in 1687, giving support and patronage to his findings</li> <li>• <b>Newton's</b> <i>Principia</i> formulated laws of motion and gravitation and built on <b>Kepler's laws</b>, significantly making sense of the universe.</li> </ul> <p>Other relevant material must be credited.</p>

