



Pearson

Mark Scheme

Summer 2018

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

Unit 3: 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"><li data-bbox="371 125 1374 264">• 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,<li data-bbox="371 271 1350 409">• 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 data-bbox="371 416 1385 551">• 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 the conduct of the trials at Salem and the reasons why they came to an end. The author of the extract, Phips, is named in the specification, and candidates can be expected to know about him and should be aware of the context, namely the trials at Salem.</p> <p>The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:</p> <ul style="list-style-type: none"> • Phips was writing to a person in a position of authority, and although it was a private letter it would need to take a polite tone • The intention of Phips' letter was to justify his actions to the Earl of Nottingham • The authoritative position of Phips as Governor of Massachusetts • The author's judgements are based on his concerns with the nature and conduct of the witch trials at a local level, following his recent arrival in Salem. <p>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> <p>How trials were conducted at Salem:</p> <ul style="list-style-type: none"> • The source suggests that the evidence against those accused was unreliable and a key component of the trials • The source states that Phips introduced the Court of Oyer and Terminer to deal with the high number of prisoners • The source claims that spectral evidence was enough for a conviction • The source suggests that some trials and proceedings had been badly run, e.g. incorrect arrest warrants. <p>Why they came to an end:</p> <ul style="list-style-type: none"> • The source claims that there was increasing public dissatisfaction with the trials and the verdicts passed • The source suggests that as the trials were not being conducted properly it was necessary to bring them to an end • The source states that Phips himself was responsible for bringing the trials to an end. <p>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"> • The court of Oyer and Terminer had been established by Phips in May 1692 to deal with the numbers of those accused • Phips had appointed William Stoughton, Lieutenant Governor, as chief judge at the trials, who was a keen believer in witches and the use of spectral evidence • About 20 people were killed during the Salem witch trials of 1692–93 and more than 200 people were accused. <p>Other relevant material must be credited.</p>

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 whether it was the lack of a strong central government that was responsible for the outbreak of the North Berwick witch hunt in 1590 and the spread of witch hunts in Scotland in the years to 1597.</p> <p>Arguments and evidence that the lack of strong central government was responsible for the outbreak of the North Berwick witch hunt and the spread of witch hunts in Scotland should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The limited number of royal agents throughout Scotland enabled a witch panic to spread more quickly across the country as this lack of central control allowed local tensions to become manifest • The enthusiasm of the local magistrate in the case of Gilly Duncan demonstrated the ineffective nature of royal control over accusations of witchcraft • There were no instructions from central government on how to carry out the witch hunts and reports back to the Privy Council were limited, which allowed the number of trials to expand unchecked • Attempts by James to reduce witch hunts in 1597 were unsuccessful and interrogations and trials continued to be carried out a local level • Magistrates used torture at a local level without authority to extract confessions even though the Privy Council was supposed to grant permission for this process. <p>Arguments and evidence that weaknesses in central control were not responsible for the outbreak of the North Berwick witch hunt and the spread of witch hunts in Scotland and/or that other factors were more responsible should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • James's own enthusiasm for witch hunting, culminating in the publication of <i>Daemonologie</i> in 1597, created a climate where witch hunting flourished • The continental belief in the diabolical pact and the contribution of ideas on witchcraft from Denmark in 1590 occurred at the same time as the North Berwick trials started • Aspects of the legal system, for example majority verdicts, made hunts easier and convictions more likely • The confession of Gilly Duncan, including the implication of others, meant that the North Berwick case expanded from one accusation to a hunt. <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 statement that it was the growing cost of witch hunting that brought an end to the East Anglian witch hunts.</p> <p>Arguments and evidence that it was the cost that brought an end to the witch hunts in East Anglia should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • In Aldeburgh the witch hunt cost most than £40, this was 1/7 of the town's annual budget, and was unsustainable • Sterne and Hopkins charged highly for their services, which were increasingly controversial • Imprisonment was a significant expense both in terms of accommodating and feeding prisoners, and collections had to take place in order to feed the accused, e.g. in Bury St Edmunds bread money was collected • The trial of witches was another expense with payment, accommodation and food needed for judges and other court officials. <p>Arguments and evidence that suggest other factors were more significant in bringing an end to the witch hunts should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The death of Hopkins the 'witchfinder general', in 1647, led to a decline in the number of hunts • Traditional forms of authority, which had been missing in East Anglia, returned following the surrender of Charles I in 1646 • 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 • The 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. <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 the Pendle Swindle of 1634 was the most significant development in the growth of scepticism in the years c1580–c1750.</p> <p>Arguments and evidence that the Pendle Swindle of 1634 was the most significant development in the growth of scepticism should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Charles I questioned the accused women and his scepticism marked a shift in elite beliefs • It became clear that the accusations of witchcraft made at Pendle were motivated by revenge and financial reasons and this increased scepticism about witches • Witch hunting declined swiftly in England following the case, until the disruption of the Civil War • Despite Johnson's voluntary confession, the witches were found innocent once sent to London and this suggests a shift in emphasis from confession to proof of guilt. <p>Arguments and evidence that counter the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Sceptic publications, e.g. Reginald Scot's <i>The Discoverie of Witchcraft</i> in 1584, showed that scepticism predated the Pendle Swindle • Witch hunting continued following the Pendle Swindle and the most significant bout of witch hunting in England took place in 1645–47 • Critical reviews of other cases played a more significant role in the growth of scepticism, e.g. <i>The Demon Drummer</i>, 1662 • Witch trials took place until that of Jane Wenham in 1712 • The Witchcraft Act was not repealed until 1736, a century after the Pendle Swindle. <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 the significance of the writings of Thomas Hobbes and John Locke in the process of undermining the belief in magic and witchcraft in the years c1580–c1750.</p> <p>Arguments and evidence that the writings of Thomas Hobbes and John Locke did undermine the belief in magic and witchcraft should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Thomas Hobbes held a mechanistic view of nature, which was incompatible with a belief in witches • Thomas Hobbes' belief in materialism influenced the writing of John Webster and Balthasar Bekker who wrote sceptical books about witches in 1677 and 1691 respectively • John Locke's <i>Essay Concerning Human Understanding</i> (1690) discounted the supernatural as it could not be proved • John Locke shared Thomas Hobbes' belief in materialism, which led to a decline in belief in magic and witchcraft. <p>Arguments and evidence that suggest other developments were more important and/or that beliefs in magic and witchcraft persisted should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Scepticism existed before the writings of Hobbes and Locke, e.g. Reginald Scot's <i>The Discoverie of Witchcraft</i> (1584) • The scientific revolution was more significant in bringing to an end beliefs in the supernatural, e.g. Kepler's focus on the importance of observation (1609) • The decline in beliefs was not steady after the writings of Hobbes and Locke were published and beliefs continued to be widely held • Other factors besides the writings of Hobbes and Locke led to decline in beliefs, e.g. improved economic wellbeing meant fewer accusations of witchcraft were made • The growing belief in empiricism eradicated many popular supernatural beliefs. <p>Other relevant material must be credited</p>

