



Mark Scheme (Results)

Summer 2019

Pearson Edexcel GCE
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"> • 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. |
| 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 the beliefs in the power of witches and the organisation of witch-hunts in early seventeenth-century Lancashire. The individuals referred to in the source are named in the specification, and candidates can therefore be expected to know about them and be aware of the context.</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 observed the trials and heard the confession • The account was checked in the knowledge that the account would be shared • The account was published almost immediately after the trials to share/ explain the peril of witches • The account comes from a text that covered the entire witch-hunt. 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>Beliefs in the power of witches:</p> <ul style="list-style-type: none"> • The source indicates that a pact was made with the Devil, which was confirmed through sucking and implies that this act gave a witch her power • It claims that witches were able to entice other women with evidence of the role of Demdike in seducing Chattox • It indicates that witches could call on familiars, 'the devil called Fancy, and the other spirit calling himself Tibb' • It claims that witches were capable of bewitching people to their death. <p>Organisation of the witch-hunts:</p> <ul style="list-style-type: none"> • The source claims that the confession was freely given to two witnesses • It indicates that the naming of other participants prompted witch-hunts/ seeking, e.g. the questioning about who else was involved in witchcraft • It provides evidence that a feature of the hunts was confirmation of interaction (often physical) with the Devil 'Devil appeared... part of her body for him to suck upon' • It suggests that confessions were a key piece of evidence. 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"> • Details of the Witchcraft Act (1604) and its impact on the local area • Knowledge of the meeting at Malkin Tower and how events at Pendle developed • The climate of anti-Catholic hysteria in the 1620s in the region • The relationship between those who lived in Pendle Forest. |

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 mainly economic factors that prompted witch-hunting in Bamberg in the years 1623-32.</p> <p>Arguments and evidence that it was mainly economic factors that prompted witch-hunting should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • 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 • Inflation occurred throughout the 1620s and accused witches cited this economic tension in their confessions, e.g. entering into a pact with the Devil due to poverty • There were high levels of plunder and the widespread requisition of resources during the Thirty Years War and witches were blamed for these challenges • High debts stemming from the Thirty Years War led to an increase in taxes and it was essential if the state was to recover from the war that witches were eliminated • Witch-hunting was a source of great profit and the Prince-Bishops benefitted financially from this. <p>Arguments and evidence that other factors were behind the witch-hunts should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Within the Holy Roman Empire, it was those areas controlled by Catholic Prince-Bishops, such as Bamberg, that experienced witch-hunts • The complete judicial control that the Prince-Bishops had increased the levels of persecution in these areas • 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 • Individuals, e.g. von Aschhausen and von Dornheim, enabled witch-hunting to take place • The Thirty Years War disrupted the norms of everyday life and enabled a witch-hunt to occur. <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 whether the severity of the trials at Salem was the result of the involvement of children.</p> <p>Arguments and evidence that the severity of the trials at Salem was the result of the involvement of children should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The perceived bewitching of children prompted the investigations into witchcraft at Salem • Children were used as witnesses at the trials and their evidence was believed, e.g. their actions/performances in court • When they were too young to testify, the accusations of the children were endorsed by adults, which added weight to their evidence, e.g. in the cases of Elizabeth Parris and Abigail Williams • Families used children to accuse their enemies, e.g. Ann Putman provided with names by her parents • The role of children either as hysterics or as enjoying celebrity status. <p>Arguments and evidence that other factors were behind the severity of the witch-hunts at Salem should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The witch-hunts were supported by a belief in spectral evidence • The revolution in England in 1688 had produced a political vacuum in Massachusetts with no acknowledged governor till May 1692, this allowed the trials to continue • There was real concern about Indian attacks on the Maine frontier and deep pessimism about the future of the colony, which added to the severity of the trials • The role of Tituba as a catalyst for the witch-hunt • The role of social tensions within the community, often associated with land disputes and inheritance, helped create an environment that was well suited to trials. <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 as to whether it was the work of Balthasar Bekker that was the key development in the growth of scepticism in the years c1580-c1750.</p> <p>Arguments and evidence that the work of Balthasar Bekker was the key development in the growth of scepticism in the years c1580-c1750 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Bekker's <i>The Enchanted World</i> sold 4000 copies in the first two months and was translated into a number of European languages • The extent of Bekker's influence in England can be demonstrated by his posthumous acceptance as a Fellow of the Royal Society in 1689 • Bekker's suggestion that when accusations of witchcraft were made, the accusers should be prosecuted rather than the accused • Bekker's use of reason to argue against the influence of the Devil on Earth and his rational arguments marked a clear development in sceptical arguments. <p>Arguments and evidence that the work of Balthasar Bekker was not the key development in the growth of scepticism in the years c1580-c1750 and/or that other developments were more important should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Bekker's arguments were not new and built on those of Weyer and Webster and an intellectual debate on witchcraft had already started in Britain • Reginald Scot's <i>The Discoverie of Witchcraft</i> (1584) was the first major English work of scepticism and started changing attitudes to witchcraft in Britain • Harsnett (1599) was more influential as he started the debate about the nature of witchcraft and questioned the possibility of demonic possession • Ady's 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 • Fraudulent cases, e.g. the Demon Drummer of Tedworth (1662), contributed to the growth of scepticism in the period • Scientific discoveries, e.g. the work of Isaac Newton, also led to the development of more sceptical attitudes. <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 as to whether the influence of Lord Chief Justice Holt was the most significant factor in changing attitudes to witchcraft in the years c1580-c1750.</p> <p>Arguments and evidence that the influence of Lord Chief Justice Holt was the most significant factor in changing attitudes to witchcraft in the years c1580-c1750 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Holt presided over at least 11 witchcraft trials and he acquitted all of those accused, e.g. in 1695 in Launceston, Cornwall • In 1701 Holt put on trial and convicted the accuser of Sarah Murdock • His opinions as Chief Justice shaped the attitude of lower courts who no longer charged witches • Holt adopted a critical approach to evidence and was sceptical of the supernatural, marking a shift in attitudes. <p>Arguments and evidence that the influence of Lord Chief Justice Holt was not the most significant factor in changing attitudes to witchcraft in the years c1580-c1750 and/or that other developments were more important should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • There had been a series of well-received books before this that denounced beliefs in witchcraft, e.g. that of Reginald Scot in 1584 • Holt was building on the work and attitudes of Sir George Mackenzie in Scotland • Fraudulent cases, e.g. the Pendle Swindle (1634), contributed to changing attitudes towards witches • The 1604 Witchcraft Statute was not repealed until 1736, which could be considered a more significant turning point • Several writers after 1712 still wrote showing support for a belief in witchcraft, e.g. John Wesley. <p>Other relevant material must be credited.</p> |