



Mark Scheme (Results)

Summer 2022

Pearson Edexcel
In GCE History (9HI0/33)

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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Summer 2022

Question Paper Log Number P69343

Publications Code 9HI0_33_2206_MS

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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.

Level	Mark	Descriptor
5	17-20	<ul style="list-style-type: none"><li data-bbox="379 159 1410 259">• 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 data-bbox="379 271 1410 416">• 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="379 427 1410 560">• 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.

Level	Mark	Descriptor
		<ul style="list-style-type: none">• 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 beliefs about the threat to James VI posed by witches and the manner in which James VI was protected from this threat. 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> <p>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:</p> <ul style="list-style-type: none"> • The pamphlet is dated 1591, towards the end of the North Berwick witch trials, when the extent of the witch hunts was apparent • That the pamphlet was published suggests that there was interest in the nature of witches and the process of witch hunts • Although the author of the pamphlet is unknown, James VI approved of the content and descriptions contained within the pamphlet sufficiently to include it in his own publication on witchcraft. <p>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> <p>Beliefs about the threat to James VI:</p> <ul style="list-style-type: none"> • The source claims that there were a great number of witches who were embedded throughout society. This suggests a significant fear of the threat witches posed to James • The source suggests an absolute belief that witches existed as a threat and claims that they had made a pact with the Devil ('enticed by the Devil') • It claims that the location of the witches exacerbated the threat they posed to the King due to their proximity to his palace ('where King James VI has made his main residence') • It claims that the nature of the pact made with the Devil, a powerful and malevolent figure, meant that the witches would stop at nothing to carry out his demands ('cause utter destruction'). <p>The manner in which James VI was protected from this threat:</p> <ul style="list-style-type: none"> • The source claims that the King's vehement belief in God, who had superior power over the Devil, protected him from the threat of the witches ('King is the child and servant of God') • It indicates that his particular position as God's representative on earth granted him further protection ('God's anointed') • It claims that the King's courage and tenacity protected him from the threat of witches ('principled mind...determined in this') • It claims that God's protection also extended to the sea, rather than merely on land, and that this protected James on his voyage.

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:

- James's own enthusiasm for witch hunting, culminating in the publication of *Daemonologie* in 1597, created a climate where witch hunting could flourish
- The events surrounding the voyage and arrival of Anne of Denmark in Scotland
- The continental belief in the diabolical pact and the contribution of ideas on witchcraft from Denmark in 1590, which occurred at the same time as the North Berwick trials started
- The impact of the use of torture, the continued use and threat of which led to Gilly Duncan's naming of accomplices, meant that there were a number of accusations.

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 it was the role of Roger Nowell that was the most important factor in the extent of the witch hunt in Lancashire.</p> <p>Arguments and evidence that it was the role of Roger Nowell that was the most important factor in the extent of the witch hunt in Lancashire should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The ambitions and zeal of the local magistrate, Roger Nowell, drove the witch hunt and were crucial in the accusations reaching a trial • Nowell's actions following Alizon Device's confession to him, ensured that the witch hunt became more widespread • Nowell acted on rumours of meetings at Malkin Tower and resumed his investigations, reviving the hunt and resulting in eight further accusations • Nowell had strongly believed in the dangers of recusancy and this had an influence upon those he chose to question; Alice Nutter was a Catholic widow • Although Nowell could have tried the accused women himself, he chose to send the detained to Lancaster Assizes, which raised the profile of the cases • 11 people were detained as a result of Nowell's accusations. <p>Arguments and evidence that challenge the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Witchcraft Statute of 1604, which legislated that conjuring spirits was a capital offence, gave the public a mandate to fight witches and led to an increase in accusations • Religious tensions 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 • Some of those accused, e.g. Old Demdike, were said to be involved in 'white' magic as well as maleficium, so there was a strong local belief in magic and witchcraft, which helped create the climate for a witch hunt • Local rivalry and accusations led to the Lancashire witch hunt; 6 of the 11 witches on trial were from two rival families who had experienced poverty and were headed by widows. <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 the Salem witch hunt was primarily caused by social tensions.</p> <p>Arguments and evidence that the Salem witch hunt was primarily caused by social tensions should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Tensions existed between traditionalists and progressives, resulting from the establishment of a new church in Salem and the choice of minister, with the appointment of Reverend Samuel Parris, who promoted witch hunting • The Puritan theocracy that was followed in Salem promoted a belief that Eve had set a precedent where women were easily tempted by the Devil, a belief which underpinned the accusations made • Social tension existed between Salem Town and Salem Village where jealousies and tensions between families drove accusations • Social tensions within the community, often associated with land disputes and inheritance, helped create an environment that was well suited to a wider witch hunt. <p>Arguments and evidence that factors other than social tensions were the primary causes of the Salem witch hunt should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The revolution in England in 1688 had produced a political vacuum in Massachusetts with no acknowledged governor till May 1692, when a new one arrived with a new charter; this political vacuum allowed the trials to continue • The need for Governor Phips to deal with the Indian attacks on the Maine frontier meant that his absence from Salem allowed the witch hunts to increase in quantity and severity • The role of Cotton Mather in popularising European models of witch hunting, where witches were believed to act in covens, a belief which increased the number of people accused • The role of Tituba as a catalyst for the witch hunt • The perceived bewitching of children prompted the investigations into witchcraft at Salem. <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 the suggestion that there was a steady growth in scepticism about witchcraft in Britain in the years c1580-c1750.</p> <p>Arguments and evidence that there was a steady growth in scepticism about witchcraft in Britain in the years c1580-c1750 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • 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 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, rather as supernatural powers, influenced the steep decline in witch trials in Britain from the 1660s • Bekker's arguments in <i>The Enchanted World</i> built on those of Weyer and Webster, and developed an intellectual debate on witchcraft that had already started in Britain • The Lord Chief Justice from 1689–1710 was very critical of witch prosecutions, overseeing at least 11 trials of witches, all of which ended in acquittals • The Jane Wenham case led to a celebrated sceptical book by Francis Hutchinson in 1718 <i>An Historical Essay Concerning Witchcraft</i>. <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; witch hunting continued following the publication of Reginald Scot's sceptical treatise <i>The Discoverie of Witchcraft</i> (1584) • Official and unofficial witch hunting continued, despite the release of sceptic publications, until the mid-Eighteenth century • The impact of sceptic publications on popular attitudes was limited, e.g. trials for witchcraft took place in Devon in 1682, with three women executed • Despite sceptic publications, juries continued to return guilty verdicts, e.g. the last successful prosecution in England was in 1712 • 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). <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 far developments in making sense of the universe, in the years c1580-c1750, advanced human understanding and knowledge in Britain.</p> <p>Arguments and evidence that developments in making sense of the universe, in the years c1580-c1750, advanced human understanding and knowledge in Britain 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, e.g. the law of gravity and the beginnings of modern chemistry • There was a growing acceptance amongst the educated elite of scientific experiment to verify or challenge; this advanced human knowledge and understanding • Gresham College was hugely significant in the development of knowledge, it raised the status of astronomy and geometry, teaching them as formal studies • Kepler and Newton were part of the scientific revolution in Europe, which fundamentally transformed knowledge of the universe in Britain, e.g. the understanding of optics • The Royal Society advanced the belief in experimental knowledge, and was an effective propagandist for this approach, advancing human understanding. <p>Arguments and evidence that developments in making sense of the universe did not advance human understanding should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Many older beliefs current in 1580 coexisted with the new approach. Newton into the eighteenth century remained fascinated by arcane knowledge and numerology in the Bible • Although scientists were making discoveries in this period, e.g. Thomas Harriot made a drawing of the moon through a telescope in 1609, these discoveries were not understood and were only published posthumously • Some members of the Royal Society, e.g. Joseph Glanvill, combined a belief in science with a belief in witches and demons • The role of the Royal Society and Gresham College, in making sense of the universe, did not lead to a widespread decline in the belief in magic and the supernatural • The Witchcraft Act was not repealed until 1736. <p>Other relevant material must be credited.</p>