

Mark scheme

Sample assessment materials for  
first teaching September 2015

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

## 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 enquiries 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 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> <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>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 and evaluate the source to consider its value in revealing the popular attitude to witches and the approaches of courts to their prosecution in early seventeenth century England. The author of the extract is named in the specification; candidates can therefore be expected to know about him and should be aware of the context, namely the events that led to the trials and the named individual known as 'Old Demdike'.</p> <ol style="list-style-type: none"> <li>1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences: <ul style="list-style-type: none"> <li>• The position of the author as a well-informed observer, who had sat through all the trials and was a court official</li> <li>• The account had been checked by Sir Edward Bromley, a professional judge, and was designed to disseminate the court's findings</li> <li>• Large numbers had attended the trials, which were not held in secret, and this would suggest that Potts's account should be accurate</li> <li>• It was written in the immediate aftermath of the trials with the express purpose of publicising the threat posed by witches.</li> </ul> </li> <li>2. The following inferences and significant points of information could be drawn and supported from the source: <p><b>Popular attitudes to witches:</b></p> <ul style="list-style-type: none"> <li>• The number of spectators suggests a widespread interest in the subject</li> <li>• It suggests that there is a widespread acceptance that witches exist and can cause harm to their neighbours</li> <li>• It indicates a belief that witches' techniques can be identified and hence their identity discovered</li> <li>• It indicates a belief that witches were connected to the Devil</li> <li>• It suggests that witchcraft was associated with remote and mysterious places like Pendle Forest.</li> </ul> <p><b>Approaches of the court:</b></p> <ul style="list-style-type: none"> <li>• The large numbers spectators suggests prosecutions were not common</li> <li>• It suggests that it was very unusual to have so many accused in one trial</li> <li>• It suggests that confession was a key part of evidence</li> <li>• It indicates that those accused could be found not guilty and released, and that this could cause popular resentment</li> <li>• It suggests that having official accounts of witch trials was not normal practice, being done to correct false accounts and to justify their actions.</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the popular attitude to witches and the approaches of the court to their prosecution. Relevant points may include: <ul style="list-style-type: none"> <li>• Knowledge of how the case developed</li> <li>• Knowledge of the central importance of 'old Demdike'</li> <li>• Knowledge of the 1604 statute under which the accused were charged</li> <li>• The lack of torture and the importance of confessions</li> <li>• The widespread popular fear of witchcraft and the usual reticence of the courts in responding to these popular fears.</li> </ul> </li> </ol>

## 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 how accurate it is to say that it was the zeal of Mathew Hopkins that accounts for the extent of witch persecutions in East Anglia in the years 1645–47.</p> <p>Arguments and evidence that support the view that it was Mathew Hopkins's zeal that accounts for their extent in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The upsurge in persecutions coincided with Hopkins's sudden interest in March 1645</li> <li>• The tempo of persecutions was associated with Hopkins's movements round East Anglia in 1645–47</li> <li>• There was a decline following his death from consumption in August 1647</li> <li>• John Gaule, the leading contemporary critic of the persecutions, singled out Hopkins for blame</li> <li>• Hopkins's obsession with finding teats to suckle imps proved effective in convincing many</li> <li>• Although formal torture was not legal, Hopkins's use of sleep deprivation, tight binding or constant walking were effective in eliciting confessions used in court.</li> </ul> <p>Arguments and evidence against the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• John Stearne played a significant part and continued after Hopkins's death to initiate persecutions</li> <li>• The period was marked by a breakdown in the traditional authority exercised by the established clergy and many of the gentry</li> <li>• The royal courts were not operating with the same effectiveness because of the Civil War</li> <li>• It was a time of particular economic hardship with many people seeking scapegoats.</li> </ul> <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 it was the unusual political conditions operating in Massachusetts in 1692 that explains the extraordinary events in Salem.</p> <p>Arguments and evidence supporting the proposition that the events at Salem can be explained in political terms should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Witch hunting was not common in New England and the extent of this outburst was very unusual</li> <li>• There was real concern about Indian attacks on the Maine frontier and deep pessimism about the future of the colony</li> <li>• The court system had broken down and there was a large backlog of cases.</li> </ul> <p>Arguments and evidence for other factors should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The role of Cotton Mather in popularising European models of witch hunting</li> <li>• The role of Tituba as a catalyst for the witch hunt</li> <li>• The position of the Reverend Parris and his relationship with the community</li> <li>• The role of social tensions within the community, often associated with land disputes and inheritance</li> <li>• The role of children either as hysterics or as enjoying celebrity status.</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 trial and release of Jane Wenham in 1712 can be seen as the key turning point in belief in the power of witchcraft in England in the years c1580–c1750.</p> <p>The evidence for the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The trial led to the last guilty verdict on a charge of witchcraft</li> <li>• The presiding judge ridiculed most of the evidence from neighbours, thus creating a well-publicised, serious clash between the law and popular belief</li> <li>• Despite a guilty verdict the judge released her</li> <li>• The case led to a celebrated sceptical book by Francis Hutchinson in 1718: <i>An Historical Essay Concerning Witchcraft</i>.</li> </ul> <p>The evidence contradicting or modifying the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• There had been a significant decline in prosecutions since 1660</li> <li>• There had been a series of well-received books before this that denounced beliefs in witchcraft, e.g. that of Reginald Scot in 1584</li> <li>• The Lord Chief Justice from 1689–1710 had been very critical of witch prosecutions</li> <li>• The 1604 statute was not repealed until 1736, which could be considered a more significant turning point</li> <li>• Several writers after 1712 still wrote showing support for a belief in witchcraft, e.g. John Wesley.</li> </ul> <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 suggestion that belief in magic and the supernatural declined steadily in Britain in the years c1580–1780 as genuine understanding of the natural world increased.</p> <p>The evidence for the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• There were remarkable breakthroughs in understanding the nature of the cosmos hitherto associated closely with magic</li> <li>• 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</li> <li>• Some influential thinkers like Hobbes were complete materialists, leaving no room for magic and the supernatural</li> <li>• The growing interest in deductive logic had a damaging effect on many popular supernatural beliefs.</li> </ul> <p>The evidence against the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The decline in these years was not steady – the decline was much more rapid after 1660 than before, but even in the 1660s the picture was confused with writers such as Joseph Glanville, a member of the new Royal Society, defending demonic intervention in the world</li> <li>• There remained widespread popular belief in magic and the supernatural</li> <li>• Many of the leading lights in the advance of science and reason still believed in arcane knowledge, e.g. Newton and his interest in prophecy and numerology</li> <li>• Other factors besides the advance of understanding of the natural world contributed to a decline in beliefs in the supernatural, e.g. the greater security brought about by the spread of insurance.</li> </ul> <p>Other relevant material must be credited.</p>