# Mark Scheme (Results)

## Summer 2024

Pearson Edexcel
In 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.

## How to award marks when level descriptions are used

### 1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

### 2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

#### Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

#### Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

## Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

## 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** | • 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.<br>• Some relevant contextual knowledge is included, with limited linkage to the source material.<br>• 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** | • Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question.<br>• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.<br>• 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** | • 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.<br>• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.<br>• 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** | • 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.<br>• 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.<br>• 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** | • 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.<br>• 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.<br>• 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** | • Simple or generalised statements are made about the topic.<br>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.<br>• The overall judgement is missing or asserted.<br>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision. |
| **2** | **4–7** | • 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.<br>• 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.<br>• An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.<br>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision. |
| **3** | **8–12** | • 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.<br>• 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.<br>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.<br>• 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** | • 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.<br>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.<br>• 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.<br>• 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** | • Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.<br>• 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 |
|---|---|---|
| | | • 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.<br>• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision. |

| Question | Indicative content |
|---|---|
| 1 | 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.<br><br>Candidates must analyse the source to consider its value for an enquiry into revealing the beliefs about the nature of supernatural powers and the role of judges in Scotland in the late sixteenth century. *Daemonologie* is a text named in the specification and candidates can be expected to be aware of it.<br><br>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:<br>• The author was the King of Scotland, and this was the only study of witchcraft written by a monarch. As he was in a position of authority, this meant that his ideas were widely accepted and followed<br>• *Daemonologie* was written during the first outbreak of witch hunts in Scotland and published during the rise of the second, with the intention of James expressing his support for the flushing out of witches from Scotland<br>• James used his first-hand experience of witches to demonstrate that witchcraft was not only an act against God but also an act of treason against the King<br>• James wrote *Daemonologie* as a way to present himself as an educated, authoritative individual who could speak on the issue of the supernatural beliefs through the use of science and logic.<br><br>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:<br><br>**The beliefs about the nature of supernatural powers:**<br><br>• It claims that a key element of the work of witches is the ability to travel using supernatural powers<br>• It claims that witches are able to make themselves invisible by changing the air so that 'they are invisible.'<br>• It suggests a belief that witches can take the form of animals, or familiars, in order to enter buildings where 'ordinary entrances be closed.'<br>• It claims that this process takes place by the spirit leaving the human body behind in order to travel.<br><br>**The role of judges:**<br><br>• The treatise indicates the only suitable punishment for witches is that they be put to death, and that not doing so is itself a sin<br>• It indicates that judges need to ensure the guilt of those accused and 'beware whom they condemn.'<br>• It indicates that judges need to hear from a number of witnesses, suggesting a desire to provide sufficient proof of a person's guilt, particularly given the nature of the accusation, which is 'treason against the Prince'<br>• The treatise claims that the word of another witch should be considered by judges to have the highest status as a piece of evidence ('are they the best witnesses of the actions of other witches?'). |

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|---|---|
| | 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:<br>• James had personally overseen the trials by torture of the individuals implicated in the North Berwick witch hunt<br>• The limited number of royal agents throughout Scotland and the enthusiasm of local magistrates, which enabled a witch panic to spread quickly across the country<br>• The continental belief in the diabolical pact and the contribution of ideas from Denmark in 1590<br>• The influence of *Daemonologie* on the confessions secured at North Berwick and the nature and conduct of the trials. |

Section A: Indicative Content

| Question | Indicative content |
|---|---|
| 2 | 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<br><br>Candidates are expected to reach a judgement on the suggestion that it was the beliefs and conduct of Judges Bromley and Altham that determined the outcome of the trial of the Lancashire witches in 1612.<br><br>Arguments and evidence that the beliefs and conduct of Judges Bromley and Altham determined the outcome of the trial of the Lancashire witches in 1612 should be analysed and evaluated. Relevant points may include:<br>• Sir Edward Bromley had been made Serjeant-at-Law and knighted by the King in 1610. Sir James Altham had been knighted by James I and had a distinguished legal career. As such, their conduct would have demonstrated an awareness of the King's beliefs<br>• Altham and Bromley had already found Jennet Preston guilty of witchcraft at the York assizes in July 1512, demonstrating a belief in witchcraft<br>• The Judges were willing to hear evidence from the nine-year-old Jennet Device. Bromley also organised an identity parade with identifications made by Jennet and her evidence was crucial in securing convictions against the accused<br>• The interest of the judges in the case and their role in handling the trials of witches was further demonstrated by their extraordinary ordering of the Clerk of the Court, Thomas Potts, to write an account of the trials. This was published in 1613.<br><br>Arguments and evidence that challenge the proposition should be analysed and evaluated.<br>Relevant points may include:<br>• The ambitions of the local magistrate, Roger Nowell, drove the witch hunt and were crucial in the accusations reaching a trial at Lancaster<br>• The legal framework for the trial was provided by the Witchcraft Statute of 1604, which legislated that conjuring spirits was a capital offence<br>• The confession provided by Old Demdike before she died was central in the conviction of Old Chattox, as confessions had high status as evidence<br>• Confessions before the trial determined the guilt of some of those accused. James Device had confessed to two murders through witchcraft and also implicated others in his statement, including Alice Nutter.<br><br>Other relevant material must be credited. |

Section B: Indicative content

| Question | Indicative content |
|---|---|
| 3 | 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<br><br>Candidates are expected to reach a judgement on the suggestion that it was the impact of Cotton Mather that led to the severity of the Salem witch hunt.<br><br>Arguments and evidence that it was the impact of Cotton Mather that led to the severity of the Salem witch hunt should be analysed and evaluated. Relevant points may include:<br>• Cotton Mather's *Memorable Providences* defended the existence of witches and diabolical possessions. This was used as the intellectual basis and guidance for the hunt at Salem<br>• Mather was a well-known authority on Puritanism and had published widely on witchcraft. His assertion that events in Salem were proof of a plot by witches increased the severity of the witch hunt<br>• Cotton Mather popularised European models of witch hunting, where witches were believed to act in covens, a belief that increased the number of people accused<br>• Mather wrote a letter to one of the magistrates in the trial and sent a report to the judges. He advised caution in the use of spectral evidence, but these interventions were taken as approval for the trials to continue.<br><br>Arguments and evidence that challenge the proposition should be analysed and evaluated.<br>Relevant points may include:<br>• Belief in spectral evidence supported the witch hunts and this broadened the investigations into witches<br>• The aim of Mather's request that a cautious approach to the use of spectral evidence was to reduce the severity of the witch hunt<br>• The belief that children had been bewitched and the use of children as witnesses at the trial, which led to the severity of the hunt due to the number they accused<br>• The challenging political situation in Salem underpinned the witch hunt with Massachusetts having no acknowledged governor till May 1692, following the revolution in England in 1688<br>• Fear of Indian attacks on the Maine frontier, and profound pessimism about whether the colony would survive, added a sense of urgency to the witch hunt<br>• Social tensions within the community, often connected to land and inheritance disputes, added to the sense of tension that fed into the witch hunt.<br><br>Other relevant material must be credited. |

Section C: Indicative content

| Question | Indicative content |
|---|---|
| 4 | 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<br><br>Candidates are expected to reach a judgement on the suggestion that the impact of sceptic publications on attitudes to witchcraft in Britain, in the years c1580-c1750, was limited.<br><br>Arguments and evidence that the impact of sceptic publications on attitudes to witchcraft in Britain, in the years c1580-c1750, was limited should be analysed and evaluated.<br>Relevant points may include:<br>• Witch hunting continued, despite the publication of sceptic publications, until the mid-eighteenth century<br>• Rebuttals were published of sceptical treatises, e.g. against Reginald Scot's *The Discoverie of Witchcraft.* The sceptic publications had limited impact on popular attitudes<br>• Several prominent writers wrote into the eighteenth century, demonstrating a belief in witchcraft, e.g. John Wesley, who argued that giving up a belief in witches was a step towards giving up religion<br>• Juries continued to return guilty verdicts despite the publication of sceptic tracts. The last successful prosecution in England was in 1712<br>• The Witchcraft Act (1604) was not repealed until 1736, suggesting that beliefs in witchcraft continued throughout most of this period.<br><br>Arguments and evidence that challenge the proposition should be analysed and evaluated.<br>Relevant points may include:<br>• The number of sceptic publications written in this period combined with the growth of rationalism and empiricism that underpinned the Scientific Revolution<br>• The first major English work of scepticism was Reginald Scot's *The Discoverie of Witchcraft* (1584), which started changing attitudes to witchcraft in Britain, shown by the contrast in attitudes of Stuart England to those of their King<br>• Samuel Harsnett (1599) started the debate about the nature of witchcraft and questioned the possibility of demonic possession; this contributed to the growth of scepticism<br>• Thomas Ady in *A Candle in the Dark* (1656) questioned how witches were defined and this influenced the steep decline in witch trials in Britain from the 1660s<br>• A celebrated sceptical book by Francis Hutchinson in 1718, *An Historical Essay Concerning Witchcraft,* was published following the Jane Wenham case. This book coincided with a decline in witch-hunting in Britain.<br><br>Other relevant material must be credited. |

| Question | Indicative content |
|---|---|
| 5 | 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<br><br>Candidates are expected to reach a judgement on the suggestion that Hobbes and Locke did little to diminish beliefs in magic and the supernatural in the years c1650-c1750.<br><br>Arguments and evidence that Hobbes and Locke did little to diminish beliefs in magic and the supernatural in the years c1650-c1750 should be analysed and evaluated.<br>Relevant points may include:<br>• The decline in beliefs was not steady after the writings of Hobbes and Locke were published and beliefs continued to be widely held<br>• It was the growing belief in empiricism that played a greater role in undermining many popular supernatural beliefs<br>• The scientific revolution played a more significant part in ending beliefs in the supernatural, e.g. Newton's *Principia* (1687)<br>• The foundation of the Royal Society (1662) advanced a focus on experimental knowledge, counteracting beliefs in magic and the supernatural. The membership of the King added significant credibility to the institution and its workings<br>• Witchcraft acts continued to be enforced, showing that the impact of Hobbes and Locke had little impact on beliefs in magic and witchcraft, e.g. the 1604 statute in England was not repealed until 1736.<br><br>Arguments and evidence that challenge the proposition should be analysed and evaluated.<br>Relevant points may include:<br>• The publications by Hobbes in the 1650s and Locke in 1690 did much to shape a new consensus on the basis of knowledge rather than belief<br>• Thomas Hobbes held a mechanistic view of nature. This was incompatible with a belief in magic and the supernatural<br>• John Webster, writing in 1677, and Balthazar Bekker, writing in 1691, were heavily influenced by Hobbes' belief in materialism<br>• John Locke, in his *Essay Concerning Human Understanding* (1690), dismissed the supernatural as it could not be proven. This contributed to a climate where beliefs in magic were increasingly dismissed<br>• Locke shared Hobbes' belief in materialism and this intellectual shift helped to diminish beliefs in magic and the supernatural.<br><br>Other relevant material must be credited. |

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