

**GCE**

**History A**

**Unit : Y312/01 Popular Culture and the Witchcraze of the 16<sup>th</sup>  
and 17<sup>th</sup> Centuries**

Advanced GCE

**Mark Scheme for June 2017**

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Continuity/Change
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Simple comment
	Synthesis
	Unclear
	View

## MARK SCHEME Section A

Question	Answer/Indicative content	Mark	Guidance
1	<p><b>Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation for the Essex witch hunts of the seventeenth century.</b></p> <p><b>In locating the Interpretations within the wider historical debate,</b> answer might argue that <b>Interpretation A</b> argues that it was religious divisions and the impact of the civil war which caused the Essex witch hunts.</p> <p><b>In evaluating Interpretation A,</b></p> <ul style="list-style-type: none"> <li>• Answers might argue that the view is valid as witch hunts also occurred in Europe during times when authority was under pressure.</li> <li>• Answers might argue that Interpretation A is valid in that areas where there were economic crises often saw witch hunts.</li> <li>• Answers might argue that Interpretation A is not valid as it ignores the role of Hopkins in the persecution.</li> <li>• Answers might argue that interpretation A is not valid as it does not consider the delay in the resumption of the judicial machinery in Essex.</li> </ul> <p><b>In locating the Interpretations within the wider historical debate,</b> answers might argue that <b>Interpretation B</b> argues that it was the result of a heightened threat in Essex because of previous trials and an outbreak of moral panic.</p>	30	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At Level 5 and above answers will evaluate both interpretations, locating them within the wider historical debate about the issue and using their own knowledge, and reach a balanced judgement as to which they consider the most convincing about the issue in the question.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the interpretations, in line with descriptions in the levels mark scheme</li> </ul>

		<p><b>In evaluating Interpretation B,</b></p> <ul style="list-style-type: none"><li>• Answers might argue that it is not valid as it ignores the impact of the civil war.</li><li>• Answers might argue that interpretation B is valid as it considers the role of the judicial system, which had not been restored after the civil war and could therefore be exploited by Hopkins.</li><li>• Answers might argue that interpretation B is not valid as it ignores the economic conditions in the county.</li><li>• Answers might argue that interpretation B is not valid as it ignores the financial motive for Hopkins.</li></ul>		
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2*		<p><b>Mark Scheme Section B</b></p> <p><b>‘Religious attitudes were the most important reason for the persecution of witches throughout the sixteenth and seventeenth centuries.’ How far do you agree?</b></p> <p><b>In supporting the hypothesis in the question,</b> it might be argued that people in Europe accepted the practices and beliefs of the Catholic Church.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the impact of the Protestant Reformation, which attacked the world-view of magic and superstition.</li> <li>• <b>Answers might consider</b> the impact of the Counter Reformation.</li> <li>• <b>Answers might consider</b> that religious authorities blamed society’s misfortune on witchcraft.</li> <li>• <b>Answers might consider</b> the general belief in witchcraft and the view of them as heretics.</li> </ul> <p><b>In challenging the hypothesis in the question,</b> it might be argued that political developments were important, particularly state building.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the quest for social discipline.</li> <li>• <b>Answers might consider</b> the changes in the legal systems, particularly the use of torture.</li> <li>• <b>Answers might consider</b> the impact of epidemics and climate change.</li> <li>• <b>Answers might consider</b> socio-economic developments, such as the rising population, inflation and poverty.</li> </ul>	25	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At higher levels answers might establish criteria against which to judge</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>
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<p>3*</p>	<p><b>Assess the reasons why some areas saw more persecution of witches than others in the sixteenth and seventeenth centuries.</b></p> <p><b>In supporting the hypothesis that the political situation was the most important factor,</b> it might be argued that most prosecutions took place in borderlands where central authority was weaker or lacking.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that many prosecutions took place where the political structure was loose or semi-autonomous, as in the Holy Roman empire or parts of France.</li> <li>• <b>Answers might consider</b> that these regions lacked a centralized judicial system.</li> <li>• <b>Answers might consider</b> the attitudes of the elites and magistrates in different regions.</li> <li>• <b>Answers might consider</b> that persecution took place in areas where localities had more autonomy.</li> </ul> <p><b>In challenging the hypothesis in the question,</b> it might be argued that social issues, such as failed harvests or plague, could cause persecution</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the role of individuals, usually judges in bringing about prosecutions.</li> <li>• <b>Answers might consider</b> the role of the Inquisition, which was more concerned with orthodoxy than witchcraft and required higher levels of evidence.</li> <li>• <b>Answers might consider</b> the nature of the legal system and the use of torture.</li> <li>• <b>Answers might consider</b> the degree of religious zeal.</li> <li>• <b>Answers might consider</b> whether witchcraft was associated with maleficia or diabolism</li> </ul>	<p>25</p>	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At higher levels answers might establish criteria against which to judge</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>
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4*	<p><b>'Large scale trials and persecutions characterised the response of the authorities to witchcraft in the sixteenth and seventeenth centuries.' How far do you agree?</b></p> <p><b>In supporting the hypothesis in the question,</b> it might be argued that there were mass trials as in southern Germany.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the response in areas of the Holy Roman Empire and France.</li> <li>• <b>Answers might consider</b> the response of areas of England, such as East Anglia, at the end of the civil war.</li> <li>• <b>Answers might consider</b> that authorities used trials to deflect criticism.</li> <li>• <b>Answers might consider</b> that large scale hunts occurred where local judicial authorities had the power to bend legal procedures.</li> </ul> <p><b>In challenging the hypothesis in the question,</b> it might be argued that in most instances trials and executions were isolated</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that mass panics, as in South Germany were the exception.</li> <li>• <b>Answers might consider</b> that few people were actually condemned and less than for moral crimes.</li> <li>• <b>Answers might consider</b> responses depended on the attitude of judges.</li> <li>• <b>Answers might consider</b> that some areas were more concerned with enforcing orthodoxy than locating diabolism.</li> <li>• <b>Answers might consider</b> that large scale persecutions did not occur where the demonic concept of witchcraft did not take hold.</li> </ul>	25	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At higher levels answers might establish criteria against which to judge</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>
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APPENDIX 1 – this contains the generic mark scheme grids

	<i>A03: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	<b>Generic mark scheme for Section A, Question 1: Interpretation [30]</b>
<b>Level 6</b> 26–30 marks	The answer has a very good focus on the question throughout. It has thorough and sustained evaluation of the interpretations, using detailed and accurate knowledge of the historical context and the wider historical debate around the issue, in order to produce a convincing and supported analysis of them in relation to the question.
<b>Level 5</b> 21–25 marks	The answer has a good focus on the question throughout. It has good evaluation of the interpretations, using relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce a supported analysis of them in relation to the question.
<b>Level 4</b> 16–20 marks	The answer is mostly focused on the question. It has evaluation of the interpretations based on generally relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce an analysis of them in relation to the question.
<b>Level 3</b> 11–15 marks	The answer is partially focused on the question. It has partial evaluation of the interpretations based on some knowledge of the historical context and the wider historical debate around the issue. There may be some use of information from one of the two interpretations to support the evaluation of the other, but the evaluation will not rely on this. There is a limited analysis of the interpretations in relation to the question.
<b>Level 2</b> 6–10 marks	The answer has a limited focus on the question. Parts of the answer are just description of the interpretations, with evaluation in relation to historical context and the wider historical debate around the issue being weak, and evaluation relying heavily on information drawn from the other interpretation. There is a very limited analysis of the interpretations in relation to the question.
<b>Level 1</b> 1–5 marks	The answer has some relevance to the topic, but not the specific question. The answer consists mostly of description of the interpretations with very limited evaluation based on very generalised knowledge of historical context and minimal or no reference to the wider historical debate. Analysis of the interpretations in relation to the question is either in the form of assertion or lacking.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

	<i>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.</i>
	<b>Generic mark scheme for Section B, Questions 2, 3 and 4: Essay [25]</b>
<b>Level 6</b> 21–25 marks	The answer has a very good focus on the question. Detailed and accurate knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a fully developed synthesis supporting a convincing and substantiated judgement. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
<b>Level 5</b> 17–20 marks	The answer has a good focus on the question. Generally accurate and detailed knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a developed synthesis supporting a substantiated judgement. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
<b>Level 4</b> 13–16 marks	The answer is mostly focused on the question. Relevant knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a synthesis supporting a reasonable judgement. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
<b>Level 3</b> 9–12 marks	The answer has a partial focus on the question. Some relevant knowledge and understanding is used to analyse and explain key features of the period studied in order to attempt an undeveloped synthesis, which is linked to a judgement, though the supporting explanation may lack detail and clarity. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
<b>Level 2</b> 5–8 marks	The answer has only a limited focus on the question. Limited relevant knowledge and understanding is used to give a limited explanation and analysis of key features of the period studied. There is a judgement but this may not be clearly linked with the supporting explanation. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.

<b>Level 1</b> 1–4 marks	The answer has a limited focus on the topic, but not the specific question. The answer is largely descriptive, with only very generalised knowledge of the period studied being used to attempt basic explanation and very limited analysis. Judgements are unsupported and are not linked to analysis. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	The answer contains no relevant information.

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