



Mark Scheme (Results)

November 2021

Pearson Edexcel GCE
In History (9HI0)

Paper 3: Themes in breadth with aspects in depth

Option 33: The witch craze in Britain, Europe and
North America, c1580–c1750 86

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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 sources 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 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. • 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 revealing criticisms raised with the Norfolk assize judges about witch-hunting and Hopkins' defence of his actions. The author is named in the specification and candidates can be expected to be aware of the context and the witch-hunts in East Anglia.</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"> • It is dated 1647, towards the end of the witch persecutions in East Anglia when the scale of the witch hunts had become apparent • That the pamphlet was published suggests that there was interest in witch hunts and their processes • The pamphlet is written by Matthew Hopkins; he is using the pamphlet to justify his own actions and beliefs. 2. The following inferences and significant points of information could be drawn and supported from the source: <p>Criticisms raised with the Norfolk assize judges about witch-hunting:</p> <ul style="list-style-type: none"> • The source suggests that there were concerns that a belief in the actions of witches leads to a belief that the Devil is stronger than God, which would be heretical • The source claims that there were concerns that the witch-finder is exploiting local communities financially ('He encourages them to invite him and he does nothing to justify it') • The source claims that the witch-finder encourages communities to believe they have so many witches that they have to employ him. <p>Hopkins' defence of his actions:</p> <ul style="list-style-type: none"> • Hopkins indicates that the Devil is so well educated ('he must be the best scholar in all knowledge of arts and languages') that he is able to tempt and persuade witches to act • The source indicates Hopkins only went to a community if he was sent for, not that he took his business to a community uninvited • The source suggests that Hopkins only accused someone of witchcraft after due process of 'trial by search, and her own confessions' • It indicates that Hopkins believes that he does not financially exploit communities but charges a flat fee for all his services, regardless of the number of witches he uncovers. 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"> • The chaotic state of England towards the end of the Civil War and the breakdown of traditional hierarchies on the revival of witch-hunting in East Anglia • Knowledge of the work of witch finders such as Matthew Hopkins and John Stearne • The return of assize judges to East Anglia and the impact of their return on judicial procedures in the region • The widespread economic and social deprivation in this period.

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 the cause of the Pendle witch hunts was economic.</p> <p>Arguments and evidence that the cause of the Pendle witch hunts was economic should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The suspects were accused of harming cattle, e.g. Old Chattox who was accused of bewitching cattle, demonstrating the importance of livestock to the economy of Pendle and that accusations were linked to economic issues • The region experienced inflation and rents had increased by 39 percent from 1507. The highest increases were experienced by subtenants which a number of those accused were • There was an increase in enclosures in this period, which brought with it the threat of eviction, adding to the economic tension which added to the climate of distrust and accusations of witchcraft • Population growth in Lancashire put further pressure on resources and increased poverty in the region; this tension encouraged the climate for a witch hunt • Accusations of witchcraft in Pendle stemmed from the events which followed Alizon Device's incident of begging. <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 publication of <i>Daemonologie</i> and 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 • Pendle had a number of Puritan gentry in the area and the publication of <i>More's A Discourse Concerning Possession</i> was used as a guide in the trial of 1612; one family whose members were accused (the Nutters) were Catholic • 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 • The ambitions and zeal of the local magistrate Roger Nowell prompted the witch hunt and he was particularly focussed on identifying non-conformists. <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 Great Witch Hunt in Bamberg ended as a result of the influence of Emperor Ferdinand II and the Imperial Chamber Court.</p> <p>Arguments and evidence that the Great Witch Hunt in Bamberg ended as a result of the influence of Emperor Ferdinand II and the Imperial Chamber Court should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Following the arrest of the wife of a Bamberg councillor, Dorothea Flock, in 1630, relatives appealed to the Emperor and the Pope who both requested that the trial be stopped, showing increased concern and scepticism • Tensions over the incorrect legal procedure brought increased attention in the Witch Hunt by Ferdinand, as the trials in Bamberg had not been carried out according to the terms of the Carolina Law Code • Cases of witchcraft, which should have been heard in civil courts, were heard in secret by commissioners, and a letter was sent to Ferdinand requesting his intervention • Growing scepticism was clear from 1627 from the complaints made to both religious and Imperial courts about innocent persons who had been accused, these complaints led the Emperor to take action to end the Hunt. <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 cost of trials over nine years was causing the town to go bankrupt • In July 1627 von Dornheim issued a proclamation against false accusations and punished those who made them, this proclamation was renewed in 1628, which suggests an awareness that there were false accusations • Witch-hunting was no longer a priority for the authorities with the impact of the Thirty Years War, nearby fighting and a declining population • The arrival of the Swedish Army who invaded Bamberg as part of the Thirty Years War, took over the administration of the city, resulted in von Dornheim fleeing the city in February 1632, which caused the end of the craze. <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 whether Reginald Scot's <i>The Discoverie of Witchcraft</i> (1584) had the most significant impact on changing attitudes to witchcraft in Britain in the years c1580-c1750.</p> <p>Arguments and evidence that Reginald Scot's <i>The Discoverie of Witchcraft</i> (1584) had the most significant impact on changing attitudes to witchcraft in Britain in the years c1580-c1750 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Scot's publication was the first major work of English scepticism, building on the work of Johann Weyer • Scot's arguments were based on scripture and he criticised the persecution of witches as un-Christian, which gave his arguments authority • Samuel Harsnett, who was the influential chaplain to the Bishop of London, supported Scot, which ensured that his arguments had a wider audience • Scot had a significant influence on later sceptics and was defended by Ady and Webster in their later works. <p>Arguments and evidence that contradict the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • In the short term, Scot's publication may have hindered any change in attitudes. James VI ordered all copies of books to be burnt and later denounced him in <i>Daemonologie</i> • Witch hunting continued following publication of Scot's book and his impact on popular attitudes was limited, as the most significant bout of witch hunting in England took place in 1645–47 • Critical reviews of sceptical cases played a more significant role in the growth of scepticism, e.g. <i>The Demon Drummer</i>, 1662 • Lord Chief Justice Holt played an important role in ending the persecution of witches, overseeing at least 11 trials of witches, all of which ended in acquittals • The Witchcraft Act was not repealed until 1736, nearly one hundred and fifty years after Scot's publication, and John and Ruth Osborne were subjected to the swimming test in 1751. <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 significance of the founding of Gresham College (1597) and the Royal Society (1662) in the changing approaches to human understanding and knowledge in Britain in the years c1580-c1750.</p> <p>Arguments and evidence for the significance of the founding of Gresham College (1597) and the Royal Society (1662) in the changing approaches to human understanding and knowledge in Britain in the years c1580-c1750 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Gresham College was hugely significant in the development of knowledge, it raised the status of astronomy and geometry, teaching them as formal studies • In 1645 natural philosophers, many from Gresham College, organised an 'invisible college' to develop interest in experimental investigation, this group played a significant role in the foundation of the Royal Society • The growing belief in empiricism encouraged by Gresham College and the Royal Society eradicated many popular supernatural beliefs • Gresham College and the Royal Society were both considered to be intellectual powerhouses, attracting intellectual elites and, in the case of the Royal Society, the King. <p>Arguments and evidence that the founding of Gresham College (1597) and the Royal Society (1662) were not significant and/or other developments were more significant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Francis Bacon's work, e.g. <i>Novum Organum</i> (1620), advocated the experimental method; this undermined a belief in the supernatural as it could not be proved • Hobbes and Locke were more significant in the changing approach to human understanding and knowledge, e.g. <i>Locke's Essay Concerning Human Understanding</i> (1690), which dismissed beliefs in the supernatural • The decline in beliefs was not steady after the opening of these institutions and beliefs continued to be widely held • The Witchcraft Act was not repealed until 1736 • Other factors besides Gresham College and the Royal Society led to changes in human understanding and knowledge, e.g. improved economic wellbeing meant fewer accusations of witchcraft were made • Some members of the Royal Society e.g. Joseph Glanvill combined a belief in science with a belief in witches and demons. <p>Other relevant material must be credited.</p>