

## **GCE**

### **History A**

#### **Y312/01: Popular culture and the witchcraze of the 16th and 17th centuries**

Advanced GCE

#### **2021 Mark Scheme (DRAFT)**

This is a DRAFT mark scheme. It has not been used for marking as this paper did not receive any entries in the series it was scheduled for. It is therefore possible that not all valid approaches to a question may be captured in this version. You should give credit to such responses when marking learner's work.

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

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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**Annotations**

<b>Annotation</b>	<b>Meaning of annotation</b>
<b>BP</b>	Blank Page
	Highlight
Off-page comment	
<b>A</b>	Assertion
<b>AN</b>	Analysis
<b>EVAL</b>	Evaluation
<b>EXP</b>	Explanation
<b>F</b>	Factor
<b>ILL</b>	Illustrates/Describes
<b>IRRL</b>	Irrelevant, a significant amount of material that does not answer the question
<b>J</b>	Judgement
<b>KU</b>	Knowledge and understanding
<b>P</b>	Provenance
<b>SC</b>	Simple comment
	Unclear
<b>V</b>	View
<b>S</b>	Synthesis
<b>C</b>	Continuity/Change

## Subject Specific Marking Instructions

Question	Answer	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 of the reasons for the outbreak of witch persecutions in Salem in 1692.</b></p> <ul style="list-style-type: none"> <li>• <b>In locating the Interpretations within the wider historical debate</b>, answers might argue that Interpretation A puts forward the view that warfare and the inhabitants' world view, were the main causes.</li> <li>• <b>In evaluating Interpretation A</b>, answers might argue that this view is valid as a significant number of the population were killed and the wars also caused others to migrate to Salem.</li> <li>• Answers might argue that Interpretation A is valid as people were frightened by the Indian threat as many settlements were burned.</li> <li>• Answers might argue that Interpretation A is valid as the impact of the Scientific Revolution had not been felt within the colonies and therefore crop failures etc. were blamed on the devil.</li> <li>• Answers might argue that Interpretation A is not valid as it ignores the economic and social tensions within society.</li> <li>• <b>In locating the Interpretations within the wider historical debate</b>, answers might argue that Interpretation B puts forward the view that the persecutions were complex and multi-causal, and that traditional mono-causal explanations of political and social turmoil are insufficient.</li> </ul>	30	<p>The indicative content lists features of the period studied that relate to the question set.  <b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <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>

2*		<ul style="list-style-type: none"> <li>• <b>In evaluating Interpretation B</b>, answers might argue the interpretation is valid as William’s new charter took away the autonomy of Massachusetts.</li> <li>• Answers might argue that Interpretation B is valid as the theocracy was attacked, Puritan leaders lost influence and there was a lack of legal authority.</li> <li>• Answers might argue that Interpretation B is valid as the threats from Native Americans were perceived to be serious.</li> <li>• Answers might argue that Interpretation B is valid as there was local turmoil and internal disputes within Salem, particularly between the two main families.</li> <li>• Answers might argue that Interpretation B is invalid as it ignores the importance of individuals such as Parris, Tituba and the role of the children.</li> </ul> <p><b>To what extent did the reasons for the persecution of witches remain the same throughout the sixteenth and seventeenth centuries?</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing they remained the same</b>, it might be argued that the persecutions were always due to a mixture of religious, social, economic factors and natural disasters.</li> <li>• <b>Answers might consider</b> that the Reformation and religious divisions were crucial throughout the period.</li> <li>• <b>Answers might consider</b> that the sixteenth and seventeenth centuries were periods of economic change that led to the persecutions, with population pressure and price rises.</li> </ul>	25	<p>The indicative content lists features of the period studied that relate to the question set.  <b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</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</li> </ul>
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		<ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that social change was a cause throughout the period, with land pressure, the development of capitalism and class conflict.</li> <li>• <b>Answers might consider</b> that the impact of literature on beliefs about the devil was a constant throughout the period.</li> <li>• <b>Answers might consider</b> that misogyny and attitudes to women were causes of persecution throughout the period.</li> <li>• <b>Answers might consider</b> that natural disasters remained a cause throughout the period.</li> <li>• <b>Answers might consider</b> that warfare, such as the Thirty Years War, Civil war and Indian Wars were a consistent cause.</li> <li>• <b>In arguing that the reasons did not remain the same</b>, it might be argued that there were regional variations.</li> <li>• <b>Answers might consider</b> how the relative importance of factors changed over time, particularly with warfare and natural disasters.</li> <li>• <b>Answers might consider</b> that the role of socio-economic change was not consistent throughout the period as conditions did not remain the same.</li> <li>• <b>Answers might consider</b> that natural disasters such as the plague occurred in Germany once the decline in persecutions has started.</li> <li>• <b>Answers might consider</b> that the Reformation occurred long before the major persecutions.</li> <li>• <b>Answers might consider</b> that there were few persecutions during the French Wars of Religion.</li> </ul>		<p>for analysis and evaluation, in line with descriptions in the levels mark scheme.</p>
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<p>3*</p>		<p><b>‘Throughout the witchcraze of the sixteenth and seventeenth centuries, the persecution of witches was most consistently and intensely pursued in the Holy Roman Empire.’ How far do you agree?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis that the witchcraze was mostly focused on the Holy Roman Empire</b>, it might be argued that most witch hunts in the period 1500-1650 took place to the west of the River Elbe.</li> <li>• <b>Answers might consider</b> the intensity of hunts within the Empire in the south and west.</li> <li>• <b>Answers might consider</b> the number of hunts that took place in the small ecclesiastical territories.</li> <li>• <b>Answers might consider</b> that most hunts took place in German-speaking areas.</li> <li>• <b>In challenging the hypothesis that the Holy Roman Empire saw most hunts</b>, it might be argued that the witchcraze in the Empire was focused on the period 1590-1630.</li> <li>• <b>Answers might consider</b> that witch hunts after 1650 took place to the east of the Elbe.</li> <li>• <b>Answers might consider</b> the number of hunts in the border regions of France.</li> <li>• <b>Answers might consider</b> the hunts in England, Scotland and New England.</li> <li>• <b>Answers might consider</b> that there were a number of hunts in Scandinavia, particularly in Sweden in the second half of the seventeenth century.</li> <li>• <b>Answers might consider</b> that some states even in the south and west of the Empire escaped the witchcraze.</li> </ul>	<p>25</p>	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</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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<p>4*</p>		<ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that there were considerable local variations, in part due to the use of torture.</li> </ul> <p><b>How similar were the responses of different European states to the witchcraze of the sixteenth and seventeenth centuries?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the argument they were similar</b>, it might be suggested that there were campaigns against superstition and white magic.</li> <li>• <b>Answers might consider</b> that both Catholic and Protestant writers attacked witchcraft.</li> <li>• <b>Answers might consider</b> that torture was used to obtain confessions in continental Europe and even in England during the Civil War.</li> <li>• <b>Answers might consider</b> how states used denunciations and confessions.</li> <li>• <b>Answers might consider</b> that most witches were burned at the stake.</li> <li>• <b>In challenging the view that they were similar</b>, it might be argued that torture was generally not used in England.</li> <li>• <b>Answers might consider</b> that the legal system in different countries limited the use of torture.</li> <li>• <b>Answers might consider</b> that where regional courts had control prosecutions were more severe.</li> <li>• <b>Answers might consider</b> that where central authority was strong there was generally less torture, as was seen in the different areas of the Holy Roman Empire.</li> </ul>	<p>25</p>	<p>The indicative content lists features of the period studied that relate to the question set.  <u><b>Neither significance nor relative importance are attributed to the features listed.</b></u>          The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</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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			<ul style="list-style-type: none"><li>• <b>Answers might consider</b> how the use of torture varied between states.</li><li>• <b>Answers might consider</b> how the trials and evidence that was required varied in different areas.</li><li>• <b>Answers might consider</b> how there were variations in punishments.</li></ul>		
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APPENDIX 1 – this contains a generic mark scheme grid

	<i>AO3: 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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