



Oxford Cambridge and RSA

A Level History A

Unit Y312

Popular Culture and the Witchcraze of the 16th and 17th Centuries

Sample Question Paper

Version 0.14

Date – Morning/Afternoon

Time allowed: 2 hours 30 minutes



OCR supplied materials:

- 12 page Answer Booklet

Other materials required:

- None



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|----------------------|--|--|--|--|--|--|-------------------------|--|--|--|--|
| First name | | | | | | | | | | | |
| Last name | | | | | | | | | | | |
| Centre number | | | | | | | Candidate number | | | | |

INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- Answer Question 1 in Section A and any 2 questions in Section B.
- Write your answer to each question on the Answer Booklet.
- Do **not** write in the bar codes.

INFORMATION

- The total mark for this paper is **80**.
- The marks for each question are shown in brackets [].
- Quality of extended responses will be assessed in questions marked with an asterisk (*).
- This document consists of **8** pages.

Section A

Read the two passages and then answer Question 1.

- 1 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 persecutions in Salem.

[30]

Passage A

Only a unique set of political events allowed the Massachusetts witch hunt to proceed on the scale it did. Before 1692, witchcraft cases in New England had usually involved only one or two defendants. Most accusations did not lead to trial or ended in acquittal. Before 1692, there were 93 defendants in witch cases in New England; only 16 were executed. Moreover there had been no death sentence in the region for witchcraft since 1663 except for a case in Boston in 1688. Witch hunting on a large scale, was not the norm.

However, a new governor arrived in Boston, he brought with him a new charter for the colony. The colonists, especially those around Salem, had grown increasingly nervous about the possibility of witches. The court system had come to a halt by 1692, so that in the early stages of the uproar the local authorities had no choice but throw suspects in jail and await the new governor. Besides the constitutional crisis, the times were marked by wars and epidemics. It seemed to many people that there was 'a general movement of Divine Providence against the region.' The situation of the whole colony was still perilous: so the white inhabitants felt. Beyond it lay savagery, which could unleash death from the forest at any time in the form of Indian attacks. A number of girls living in Salem in 1692 had recently been orphaned in Indian forays in Maine; some had witnessed the slaughter of their families. This fluid, dangerous situation added greatly to the tension over witchcraft charges in the village, and perhaps only such a context could have prepared the ground for a sympathetic response to the girls' claims in the first place. The political and military position of the colony was uncertain and tense in 1621–92, already deeply troubled by that, and by recent waves of disease, the inhabitants of Salem were unusually willing to listen to bizarre tales of witchcraft and possession from young girls, a source in which they would not have put great stock during calmer times.

Adapted from: R. Thurston, *The Witch Hunts: A History of the Witch Persecutions in Europe and North America*, published in 2013

Passage B

Social and economic tensions within Salem Village resulted in the witch hunt of 1692. There was a deep rift in Salem Village between those who supported the ministry of Samuel Parris as well as the witch hunt and those who objected to or withheld support from Parris and the pursuit of witches.

Salem Village's factional strains were rooted in religious tensions. Analysis of both the pro- and anti-Parris petitions as well as the village's committee membership discloses a sharp division in Salem Village between church members, strongly associated with their minister, Samuel Parris, and non-church members, who dominated the anti-Parris committees of 1691–1693 and signed the petition of 1695 requesting that Parris be removed from his position. Church members composed a much greater proportion of pro-Parris petition signers as well as of pro-Parris committee members.

Although Salem Village's turmoil over its church and minister might not account for events elsewhere, Salem Village's longstanding religious tensions seem likely to have significantly contributed to the initial afflictions in Parris's own household and to the conclusion that they were caused by agents of the Devil. Once evidence came to light that the Devil's agency was not limited to Parris's household or to Salem but was designed to destroy the entire Puritan community, some religious and secular leaders determined to root out the Devil's minions, and the witch hunt became widespread.

Adapted from: R.B. Latner, *Salem Witchcraft: Explorations and Discoveries*

Section B

Answer **TWO** of the following three questions.

- 2*** 'Consistently used as a means of social control by the authorities.' How far do you agree with this view of the festival of misrule in the period? **[25]**
- 3*** 'Throughout the period the main reason for the persecution of women was their economic position.' How far do you agree with this view? **[25]**
- 4*** 'Throughout the witch craze of the sixteenth and seventeenth centuries the authorities were reluctant to use torture.' How far do you agree with this view? **[25]**

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Passage A: Adapted from: Thurston, R. (2013), *The Witch Hunts: A History of the Witch Persecutions in Europe and North America*. Routledge, an imprint of Taylor and Francis, London, UK. Reproduced by permission of Taylor and Francis Group through PLS Clear.

Passage B: Latner, R.B., *Salem Witchcraft: Explorations and Discoveries*. Available at www.tulane.edu/~salem, accessed March 2014.

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...day June 20XX – Morning/Afternoon

A Level History A

Unit Y312 Popular Culture and the Witchcraze of the 16th and 17th Centuries

MARK SCHEME

Duration: 2 hour 30 minutes

MAXIMUM MARK 80

MARKING INSTRUCTIONS**PREPARATION FOR MARKING****SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

TRADITIONAL

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the scoris messaging system.

5. Work crossed out:
 - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
 - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. There is a NR (No Response) option. Award NR (No Response)
 - if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
 - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
8. The scoris **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your Team Leader, use the phone, the scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **To determine the mark within the level**, consider the following:

| Descriptor | Award mark |
|---|---|
| On the borderline of this level and the one below | At bottom of level |
| Just enough achievement on balance for this level | Above bottom and either below middle or at middle of level (depending on number of marks available) |
| Meets the criteria but with some slight inconsistency | Above middle and either below top of level or at middle of level (depending on number of marks available) |
| Consistently meets the criteria for this level | At top of level |

11. Annotations

| Annotation | Meaning |
|-------------------|----------------|
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12. Subject-specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

| | |
|----------------------------------|--|
| | <i>A03: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i> |
| | Generic mark scheme for Section A, Question 1: Interpretation [30] |
| Level 6 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. |
| Level 5 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. |
| Level 4 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. |
| Level 3 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. |
| Level 2 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. |
| Level 1 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. |

| | |
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| | <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> |
| | Generic mark scheme for Section B, Questions 2, 3 and 4: Essay [25] |
| Level 6 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. |
| Level 5 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. |
| Level 4 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. |
| Level 3 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. |
| Level 2 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. |
| Level 1 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. |

Section A

| Question | Answer | Marks | Guidance |
|----------|---|-------|--|
| 1 | <p>Evaluate the interpretations in both of the two passages and explain which you think is more convincing as explanation of the reasons for the persecutions in Salem.</p> <ul style="list-style-type: none"> • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation A argues that a series of political and military events caused the persecutions and note that it mentions the precarious situation of the colony in support of this claim. • In evaluating Interpretation A, answers might argue that it is valid because it is supported by the difficulties faced by the new governor and the Indian threat. • Answers might argue that Interpretation A is correct to emphasise the political situation, as there were problems caused by the Anglo-French war in America and fears of attacks by Native American tribes which created panic. • Answers might consider the evidence from the trials in support of A, that they listened to evidence from those they would normally have ignored, even convicting some as young as 4. • Answers might consider that the argument in A explains the long-term reasons for the witch hunt. | 30 | <ul style="list-style-type: none"> • No set answer is expected. • 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. • To be valid, judgements must be supported by relevant and accurate material. • 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. |

| Question | Answer | Marks | Guidance |
|----------|---|-------|----------|
| | <ul style="list-style-type: none"> • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B argues that social and economic tensions caused the witchcraze and note that it mentions Parris and the problems within his own household in support of this claim. • In evaluating Interpretation B, answers might argue that it is less valid because it ignores the fact the trials went beyond Salem village and included several towns in the province of Massachusetts Bay. • Answers might argue that Interpretation B is correct in that there were long-standing religious tensions within the village, between Puritans and Church of England, which had not been aided by Parris delaying acceptance of his job. • Answers might consider that Interpretation B is correct as there was long-standing economic rivalry with the more prosperous Salem Town. • Answers might consider that the first accusations came from Parris' daughter and niece as evidence to support the view of Interpretation B. • Answers might consider that the focus of Interpretation B is on the short-term hysteria, which A made credible. | | |

Section B

| Question | Answer | Marks | Guidance |
|----------|--|-------|--|
| 2* | <p>‘Consistently used as a means of social control by the authorities.’ How far do you agree with this view of the festivals of misrule in the period?</p> <ul style="list-style-type: none"> • In arguing why they were used as a means of control, answers might consider that they were a safety valve for grievances and protest and prevented disquiet turning into rebellion. • Answers might consider that they were an opportunity to express communal values and customs, often of the peasantry who made up 80–90% of the population, and therefore help maintain order. • Answers might consider that they were a form of moral regulation, to humiliate wrongdoers, force penance on those who broke moral codes. • Answers might consider that they were used to reaffirm allegiance, as the use of kings and abbeys emphasised to whom the peasants owed allegiance, and therefore uphold traditional order. • Answers might consider that misrule was used to uphold the natural order and was better than having discussions about seditious ideas in taverns that might lead to rebellion. • It might be argued that in some areas, like Carnival, everyone was involved, in Ferrara, the duke joined the festivities, so it was a bringing together of different social groups. • Answers might consider that they were part of popular culture. | 25 | <ul style="list-style-type: none"> • No set answer is expected. • At higher levels answers might establish criteria against which to judge. • To be valid, judgements must be supported by relevant and accurate material. • 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. |

| Question | Answer | Marks | Guidance |
|----------|--|-------|--|
| | <ul style="list-style-type: none"> • Answers might consider that they reflected distinct cultures, such as shepherds, miners. • Answers might consider that chevaucee was used to repress the temerity and audacity of women. • Answers might consider that it was an opportunity to involve large numbers of the community, particularly women. | | |
| 3* | <p>‘Throughout the period the main reason for the persecution of women was their economic position.’ How far do you agree?</p> <ul style="list-style-type: none"> • In arguing that it was the economic position of women, responses might consider the jobs that were done by women and how magic entered the world; midwives, cooks. Women also did the jobs by which people could die. • Answers might consider the economic position of women which made them vulnerable to accusations. • Answers might consider the age at which women were persecuted, often elderly, been widowed and therefore lived alone and therefore poor and more vulnerable. • In arguing that it was not the economic position of women, answers might consider that elderly single women were on the margins of the society and were a threat to order and hierarchy. • Answers might consider that many believed that women needed to be subject to men and therefore widows were seen as suspicious. • Answers might consider that women were prosecuted because they were often reported by other women who sought revenge. | 25 | <ul style="list-style-type: none"> • No set answer is expected. • At higher levels answers might establish criteria against which to judge. • To be valid, judgements must be supported by relevant and accurate material. • 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. |

| Question | Answer | Marks | Guidance |
|----------|---|-------|--|
| | <ul style="list-style-type: none"> • Answers might consider that those persecuted were seen as the weaker sex and the Biblical representation of women, but also menopausal women where it was believed that the body was withering away. • Answers might consider the social position of women in a misogynistic society in which women were seen as more likely to sin, had more carnal desires and point to Eve in the Bible. • Answers might consider that demonologists did not believe that men could be witches. • Answers might consider that women were perceived to be less rational. | | |
| 4* | <p>‘Throughout the witch craze of the sixteenth and seventeenth centuries the authorities were reluctant to use torture.’ How far do you agree with this view?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, it might be argued that although large numbers were prosecuted there were few executions, although there were regional variations. • Answers might consider that the Inquisition was more concerned with enforcing orthodoxy than locating diabolism. • Answers might consider that the legal system in some countries restricted and then forbade the use of torture; Spain 1614, Italy 1620, Scotland 1660, Germany 1630. • Answers might argue that there was only torture when authorities lost control, during English Civil War. • Answers might consider that in England common law procedures did not permit the use of torture, except in | 25 | <ul style="list-style-type: none"> • No set answer is expected. • At higher levels answers might establish criteria against which to judge. • To be valid, judgements must be supported by relevant and accurate material. • 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. |

| Question | Answer | Marks | Guidance |
|----------|--|-------|----------|
| | <p>treason cases; national courts were usually less severe in their prosecution; and responses might compare the Parlement of Paris with provincial parlements.</p> <ul style="list-style-type: none"> • In challenging the hypothesis in the question, it might be argued that in Italy tortures such as sleep deprivation were used. • Answers might consider the number who were burnt for witchcraft, but may also consider the regional variations. • Answers might consider that those convicted of witchcraft were usually tortured to a higher degree than other criminals. • Answers might consider the role of the Inquisition and the extent to which it encouraged or prevented prosecutions. • Answers might consider the hysteria that was created and the demand for confessions which led to torture, encouraged by sermons. | | |

Assessment Objectives (AO) Grid

| Question | AO1 | AO2 | AO3 | Total |
|-----------------|------------|------------|------------|--------------|
| 1 | | | 30 | 30 |
| 2/3/4 | 50 | | | 50 |
| Totals | 50 | | 30 | 80 |

Summary of updates

| Date | Version | Change |
|---------------|----------------|-------------------------------------|
| November 2020 | 0.14 | Updated copyright acknowledgements. |