

Oxford Cambridge and RSA Examinations
General Certificate of Secondary Education

HISTORY A (SCHOOLS HISTORY PROJECT)

1935/22

PAPER 2 (CRIME AND PUNISHMENT THROUGH TIME)

Specimen Paper 2003

Additional materials:
Answer booklet.

TIME 1 hour 30 minutes.

INSTRUCTIONS TO CANDIDATES

- Write your name, Centre number and candidate number in the spaces on the answer booklet.
- Study the Background Information and the Sources carefully. You are advised to spend at least ten minutes doing this.
- Answer **all** questions.
- Write your answers, in blue or black ink, in the answer booklet provided.
- Read each question carefully and make sure you know what to do before starting your answer.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **50**.

Study the Background Information and the Sources carefully. You are advised to spend at least ten minutes doing this and then answer ALL the questions.

In answering the questions, you will need to use your knowledge of the topic to interpret and evaluate the Sources. When you are asked to use specific Sources you must do so, but you can also use any of the other Sources if they are relevant.

1 Study Source A.

What can we learn about witchcraft from this Source?

Use your knowledge to help you answer this question.

[6]

2 Study Source B.

Do you agree that the jury in this case was bound to find the old woman guilty of witchcraft?

Explain your answer. Use your knowledge to help you answer this question.

[8]

3 Study Sources C and D.

Do you think these Sources provide an accurate picture of attitudes to witchcraft in the sixteenth century? Use your knowledge to help you explain your answer.

[9]

4 Study Source E.

Does this Source prove that those accused of witchcraft were unfairly treated?

Explain your answer. Use your knowledge to help you answer this question.

[8]

5 Study Source F.

How useful is this Source to an historian studying witchcraft? Explain your answer.

Use your knowledge to help you answer this question.

[7]

6 Study all the Sources.

‘Essex was obviously a county where witchcraft was very common in the period 1560-1700.’

How far do these Sources support this interpretation? Explain your answer using the Sources and your own knowledge.

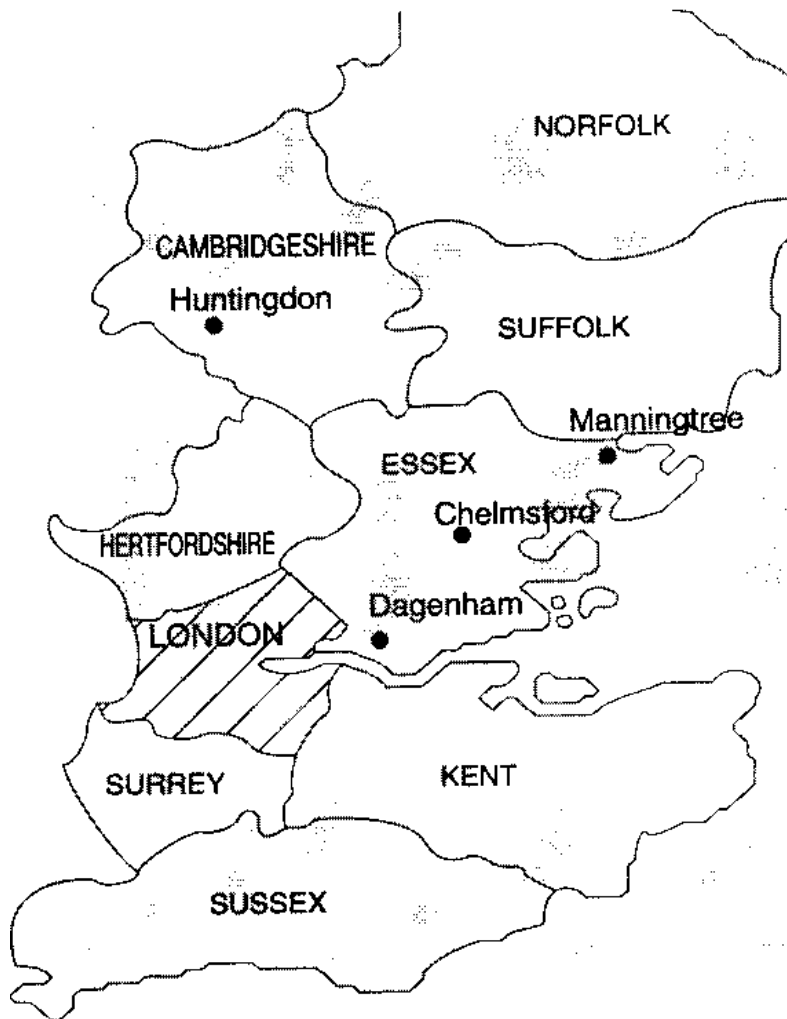
[12]

CRIME AND PUNISHMENT THROUGH TIME WITCHCRAFT IN ESSEX

Background Information

During the sixteenth and seventeenth centuries, there was a renewed interest in the pursuit of witches. Suspected witches, usually women, found themselves being questioned, sometimes tortured, or even put to death.

It is difficult now to understand fully the motives of those who persecuted the alleged witches. However, an investigation of witchcraft in the county of Essex has provided some useful insights into people's attitudes. It seems that witchcraft was a major issue in Essex. But was witchcraft really all that common?



A map showing the location of places mentioned in the Sources.

SOURCE A

Mother Waterhouse confessed that she had received a cat from Elizabeth Francis which she called Satan. She asked the cat to kill one of her pigs. When the cat did so, she gave it a chicken to eat, and a drop of her blood, which it asked for. Later Mother Waterhouse fell out with a neighbour and had the cat kill three of his pigs. She also confessed that she had the cat kill her husband and so had been a widow for the past nine years.

A twelve-year-old girl, Agnes Brown, told how she had been churning butter when a dog with a face like an ape came in with a knife between its teeth. It said it was going to kill her. When she asked who its mistress was, the animal wagged its head towards Mother Waterhouse's house.

At this, Mother Waterhouse asked what the knife was like. Agnes Brown said it was a dagger, and Mother Waterhouse said she was lying because there was no dagger in her house.

An account of the first major witch trial in Essex. The account was written shortly after the trial, which took place in 1565. Amongst the judges was the most senior law officer in the government. Mother Waterhouse was found guilty and hanged. Elizabeth Francis was imprisoned for one year.

SOURCE B

I was on a jury a few years ago, when an old woman appeared charged with witchcraft. Between eight and ten people gave evidence against her.

One said that her husband claimed on his death-bed that he had been bewitched by the woman, who had asked to borrow five shillings from him, but he had refused. So she bewitched him.

Another witness said that the woman came to ask to borrow some herbs, but he refused. The next day he had a terrible pain in his back and a local woman said he had been bewitched.

Then came three honest men and testified that she was a well-known witch.

We found her guilty, for what else could we do? She was condemned and executed, though she claimed to the last that she was innocent.

A juror describes a witch trial in Essex. This account was written in 1587.

SOURCE C



The hanging of three witches at Chelmsford in 1589. The small animals are the witches' familiars who helped them perform their magic. This picture appeared in a pamphlet published at the time.

SOURCE D

So listen Christians to my song,
The hangman's swung his rope
And on these gallows hath been done
An end to Satan's hope

Give the news to Chelmsford town
To all the world be spread
A crew of evil witches have gone down
Hang'd by the neck, all three are dead.

Part of a ballad composed shortly after the hanging of three witches from Dagenham in Essex following their trial at Chelmsford Court in 1589. In those days ballads were often written and sold to commemorate interesting events.

SOURCE E

Hopkins' method was to 'walk' a suspect witch up and down a room, without food or sleep, for twenty four hours. At the end of this period he often found the suspect willing to confess. Should this process not succeed Hopkins was not afraid (in the cause of justice, of course) to submit his victims to other forms of suffering. His theory was that if a witch was watched, her 'imps' would appear for feeding. They would suck blood from a spot which had been made on the body by the devil. If no imp appeared, the suspect was 'swum'. The woman's thumbs were tied to her toes and she was thrown into any convenient body of water. If she sank she was innocent. If she swam it could only be with devil's aid.

An account of the work of Matthew Hopkins, from a book on the history of witchcraft published in 1962.

SOURCE F

County	Persons	Number Accused	Executions of trials
Sussex	17	13	1
Surrey	54	71	5
Hertfordshire	52	81	8
Kent	91	132	16
Essex	299	473	82
Total	513	770	112

*Trials for witchcraft heard in some counties
of southern England 1560-1700.*

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HISTORY A (SCHOOLS HISTORY PROJECT)

1935/22

PAPER 2 (CRIME AND PUNISHMENT THROUGH TIME)

MARK SCHEME

Specimen Paper 2003

INSTRUCTIONS TO EXAMINERS

- 1 When marking this paper examiners should remember that the weightings for the assessment objectives in Paper 2 are: AO1 25%, AO2 and AO3 75%.
- 2 The mark scheme is graded in ascending order from the lowest level of response to the highest. It is not cumulative and candidates should be rewarded at the highest level reached. They do not have to reach the lower levels before they can be rewarded at the higher.
- 3 The examiner's first task is to establish the appropriate level at which the candidate is to be rewarded. Then the number of marks is allocated according to the quality (not quantity, unless specifically indicated) of response. Examiners should also take note of where marks within a band are determined by the quality of the candidate's supporting historical detail.

Marks are to be shown in the right hand margin with level followed by mark, e.g. L2/6. Examiners should underline or annotate an answer to indicate which part is considered worthy of the mark allocated. Where a question has several parts the total for the complete question should be shown and ringed.

- 4 The mark scheme is intended as a guide to marking and there will almost certainly be answers which do not fit exactly into the levels. In such circumstances please allocate a mark in keeping with the level of understanding shown in the answer (show as = L2/6). If in doubt consult your team leader.
- 5 Please take care not to over-reward learned responses that are not directly linked to the Sources. Unless answers such as `It depends what you want to know` are supported by reference to the Sources they should be rewarded at a low level. Equally, care should be taken not to over-reward candidates for their skills in literacy. Flowing prose does not necessarily produce a better historical answer than a more deliberate style.
- 6 Paper 2 is the vehicle through which the majority of assessment of Objectives 2 and 3 takes place. Examiners should ensure that they bear this in mind when applying the mark scheme. They should also take careful note of the targets at the beginning of each individual question's mark scheme to see which AO is the focus of the question. Guidance is provided in the mark schemes for individual questions on how questions addressing more than one AO should be marked.
- 7 The quality of written communication covers clarity of expression, structure of arguments, presentation of ideas, grammar, punctuation and spelling. It is one of the criteria used to determine the place of a response within a level in mark schemes. In general, an answer displaying good quality written communication skills should score more marks than an answer displaying poor quality written communication skills.

**CRIME AND PUNISHMENT THROUGH TIME
WITCHES IN ESSEX**

- 1 Study Source A. What can we learn about witchcraft from this Source? Use your knowledge to help you answer this question.**

Target: AO1 (2 marks) and AO2 (4 marks)

To be awarded marks in AO2 candidates will be expected to demonstrate a comprehension of Source A in the context of the history of witchcraft and to make inferences from it.

Level 1: Answers based on information about what witches/Mother Waterhouse did [1-2]

e.g. 'We can learn that a witch called Mother Waterhouse got her cat to kill her husband.'

Level 2: The Source tells us what people believed about witches/witchcraft [3-4]

e.g. 'From what is described here it is obvious that people believed that witches could do all sorts of things. This witch has got her cat to kill three pigs and her husband and is supposed to have had a dog which threatened people with a dagger.'

Level 3: The Source tells us that people were falsely accused [5-6]

At this level candidates make the inference that since the accusations are so unlikely people must have been falsely accused.

OR

The Source tells us how important witchcraft was [5-6]

e.g. 'Witchcraft must have been taken very seriously because the most senior law officer was a judge at the trial.'

- 2 Study Source B. Do you agree that the jury in this case was bound to find the old woman guilty of witchcraft? Use your knowledge to help you answer this question.

Target: AO1 (2 marks) and AO3 (6 marks)

To be awarded marks in AO3 candidates will be expected to use their knowledge of the period to show how this interpretation of witches has come about and why it was produced.

Level 1: Answers based on the weight of evidence [1-2]

e.g. 'I don't see that they had any choice. There were eight to ten people giving evidence of how the woman had bewitched people.'

Level 2: Answers which attempt to reject evidence [3-4]

e.g. 'I don't see why they had to convict her. All she is said to have done is `bewitch' people. The husband who was dying was probably dying of something else and the only other problem she is said to have caused is back pain!'

Level 3: Yes because this is what they believed at the time – unsupported [5-6]

OR

Yes because they would have been frightened not to [5-6]

e.g. 'I think they did this because they were frightened they would have been accused themselves, or there would have been a riot.'

Level 4: Uses cross-reference or contextual knowledge to place answer in context of what someone in 16th Century would think, so guilty was only possible verdict [7-8]

e.g. 'If you look at what was going on at the time, it seems they didn't have much choice. Source A talks of how a senior government law officer helps convict someone because her cat kills people. If people in the sixteenth century were so frightened of witches that they did things like that then a woman with eight to ten people against her (including three honest men!) stood no chance.'

Level 5: No I think the juror knew she was not guilty [8]

Answers note defensive tone of account, for example, 'What else could we do?' must be developed or mark at Level Two.

- 3 Study Sources C and D. Do you think these Sources provide an accurate picture of attitudes to witchcraft in the sixteenth century? Use your knowledge to help you answer this question.

Target: AO1 (4 marks) and AO2 (5 marks)

To be awarded marks in AO2 candidates will be expected to demonstrate a comprehension of Sources C and D in the context of the history of witchcraft. They will also evaluate the Sources in terms of their reliability.

Level 1: Answers based on superficial provenance or Source type/date [1-2]

e.g. 'Yes I think they do because they are from the time and so give a contemporary view of witches.'

Level 2: Answers which use detail with the Sources to show attitudes [3-6]

e.g. 'I think they do provide accurate information. Source C shows them being hanged and Source D tells us that witches were evil and in some way connected with Satan.'

Level 3: Uses cross-reference or own knowledge to establish reliability of Sources [7-8]

e.g. 'They do provide us with accurate information. They show detail of witches being hanged in Chelmsford in 1589. We know from Sources A and B that witchcraft took place in Essex and that people so disapproved of it that witches were executed – just like in these two Sources.'

Level 4: Answers which note didactic purpose of Sources [9]

Candidates argue that the Sources are both trying to frighten/intimidate people against witchcraft or show how good triumphs over evil.

4 Study Source E. Does this Source prove that those accused of witchcraft were unfairly treated? Use your knowledge to help you answer this question.

Target: AO1 (2 marks) and AO2 (6 marks)

To be awarded marks in AO3 candidates will be expected to use their knowledge of the period to show how this interpretation of witches has come about and why it was produced.

Level 1: Answers based on Source type/reliability. [1]

e.g. 'It's a historian and he must have researched it, so it's true.'

Level 2: Answers which reject the existence of witches [2-3]

e.g. 'Yes – there are no such things as witches.'

OR

Accept the need for such treatment [2-3]

e.g. 'They have to make them confess somehow.'

Level 3: Answers which use evidence from the Source to prove that treatment was unfair [4-6]

e.g. 'I think that they were really badly treated. What chance did they have? If they drowned they were innocent, if they swam they were hanged.'

Level 4: Answers based on Hopkins' beliefs [6]

e.g. 'It depends whether Hopkins genuinely believed they were witches.'

Level 5: Answers based on typicality [6-7]

e.g. 'This Source shows that Hopkins got up to some very nasty stuff, but the question asks about 'those accused of witchcraft'. Well I don't know anything about the area where Hopkins didn't operate or the period before or after his 'work'. So the Source does not prove it.'

Level 6: Uses cross-reference or knowledge to put Source in historical context [7-8]

Not unfair in circumstances of the time.

e.g. 'You have to look at things from the seventeenth century point of view. Harsh punishments like flogging and branding were not uncommon and you could be hanged for virtually anything Hopkins was only doing what a lot of people wanted him to do, why else did people write ballads about witchcraft unless they believed in it?'

'We would think so, they wouldn't' unexplained should be marked at Level 3-4 marks.

**5 Study Source F. How useful is this Source to an historian studying witchcraft?
Use your knowledge to help you answer this question.**

Target: AO2

Level 1: Answers based on Source type [1]

e.g. 'It is very useful because it is a set of figures which are easy to read.'

Level 2: Answers based on information provided by the Source [2-3]

e.g. 'I think it's a very useful Source because it tells me that there were nearly three hundred people accused of witchcraft in Essex between 1560 and 1700.'

OR

Answers which note limitations of information provided [2-3]

e.g. 'If I wanted to know about how witches were executed, or even why, it would not tell me that.'

Level 3: Answers which make inferences from the Source [3-4]

e.g. 'There were more witches in Essex than elsewhere.'

Level 4: Answers which show how Source can be used to check/support/extend other Sources/issues [5]

e.g. 'It would be very useful for checking other Sources. Sources C and D talk about witchcraft in Essex and this Source shows that there were more executions there than anywhere else.'

Level 5: Answers which note the failings of the Source as evidence [6-7]

At this level candidates may comment on the limited time-span, geographical coverage etc or the apparent contradiction in having more trials than accused.

- 6 Study all the Sources. 'Essex was obviously a county where witchcraft was very common in the period 1560-1700.' How far do these Sources support this interpretation? Explain your answer using the Sources and your own knowledge.

Target: AO1 (2 marks), AO2 (4 marks) and AO3 (6 marks)

To be awarded marks in AO2 candidates will be expected to demonstrate a comprehension of Sources A to F and to make inferences from them. They will also evaluate the Sources in terms of their reliability.

To be awarded marks in AO3 candidates will be expected to use their knowledge of the period to explain how the individual Sources contain/don't contain interpretations of the place of witchcraft in Essex and why those interpretations might have been produced.

Sources must be identifiable by reference to Source letter or quote.

Level 1: Answers which do not use Sources [1-3]

At this level candidates will relate details of witchcraft but no Sources will be identified.

Level 2: Answers which use Sources to show that witchcraft was/was not common [4-8]

Reserve highest marks for answers with clearly defined conclusion (7-8)

Candidates do NOT have to address both sides to score high marks. Mark is decided by number of Sources addressed and quality of argument.

e.g. 'Source A shows that witchcraft existed in Essex because a witch was found guilty. Source B shows that ... If we look at Source F we can see that witchcraft was common because it shows that...'

**Bonus: An understanding that some of the Sources cannot be used to answer the question because they are not about Essex.
Show as +1R. (Maximum 2).**

**An attempt show how non-Essex Sources can be made relevant.
Show as +2R. (Maximum 2).**

**Up to +2 bonus for valid evaluation of Sources (one for each).
Show as +1E.**

Note: Do not award more than four bonus marks.