



## Mark Scheme (Results)

October 2020

Pearson Edexcel  
in GCE History (9HI0/33)

Paper 3: Themes in breadth with aspects  
in depth

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

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October 2020

Publications Code 9HI0\_33\_2010\_MS

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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
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-3</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li> <li>• 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.</li> </ul>
<b>2</b>	<b>4-7</b>	<ul style="list-style-type: none"> <li>• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question.</li> <li>• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.</li> <li>• 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.</li> </ul>
<b>3</b>	<b>8-12</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li> <li>• 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.</li> </ul>
<b>4</b>	<b>13-16</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>

Level	Mark	Descriptor
5	17-20	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>

## 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.
<b>1</b>	<b>1-3</b>	<ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
<b>2</b>	<b>4-7</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
<b>3</b>	<b>8-12</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
<b>4</b>	<b>13-16</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• 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.</li> <li>• 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.</li> </ul>

<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
<b>5</b>	<b>17-20</b>	<ul style="list-style-type: none"><li>• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.</li><li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.</li><li>• 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.</li><li>• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</li></ul>

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 an enquiry into the process of accusations in Bamberg and the nature of beliefs in witches. The individuals referred to in the source are not named in the specification, but candidates can be expected to be aware of the context and the witch-hunts at Bamberg.</p> <ol style="list-style-type: none"> <li>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"> <li>• Junius was Mayor of Bamberg, which was a position of authority and status with first-hand experience of the process of accusations, and he and his family were literate and educated</li> <li>• This was a private letter written to his daughter; it was not to be shared and Junius freely explained his decisions and experiences</li> <li>• Central to Junius' letter is the stating of his innocence; he wants to ensure that his daughter understands why he made the decision he made.</li> </ul> </li> <li>2. The following inferences and significant points of information could be drawn and supported from the source: <p><b>Process of accusations in Bamberg:</b></p> <ul style="list-style-type: none"> <li>• The source claims that the use of witnesses was part of the process of accusation</li> <li>• It indicates that torture was used to extract confessions, and that there was no chance of an individual maintaining their innocence</li> <li>• It indicates that those accused had to name others, they were not allowed to just confess their own sins and suggests that the naming of others was motivated by ulterior motives</li> <li>• It indicates that even the Mayor and the Chancellor could be accused, showing that accusations could affect all, regardless of their status</li> <li>• The source suggests that those accused were chosen arbitrarily and that once accused, individuals were inevitably found guilty.</li> </ul> <p><b>Nature of beliefs in witches:</b></p> <ul style="list-style-type: none"> <li>• The source indicates that a core belief was that witches participated in improper behaviour such as dancing outside</li> <li>• It suggests a belief that those accused of witchcraft had renounced God and had liaised with the Devil</li> <li>• It indicates that there was a belief that witches did not act alone</li> <li>• It suggests that witches were believed to commit infanticide</li> <li>• It claims that all members of society could be accused of witchcraft, even</li> </ul> </li> </ol>



	<p>noblemen.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• The complete judicial control that the prince-bishops had increased the levels of persecution in these areas</li> <li>• The location of Bamberg as a Catholic state near to a number of Protestant areas meant that religious tension was a significant cause of witch-hunts in the area</li> <li>• Individuals, e.g. Von Dornheim, enabled witch-hunting to take place</li> <li>• The Thirty Years War disrupted the norms of everyday life and enabled a witch-hunt to occur.</li> </ul>
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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 case of Gilly Duncan was responsible was for the spread of witch hunting in Scotland in the years 1590-97.</p> <p>Arguments and evidence that the case of Gilly Duncan was responsible for the spread of witch hunting in Scotland in the years 1590-97 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The confession of Gilly Duncan, including the implication of others, confirmed suspicions that witches did not act alone and meant that the North Berwick case expanded from one accusation to a hunt</li> <li>• The enthusiasm of the local magistrate in the case of Gilly Duncan supported further accusations of witchcraft</li> <li>• The impact of the use of torture, the continued use and threat of which led to Gilly Duncan's naming of accomplices, meant that there was a number of further accusations</li> <li>• The finding of the 'Devil's mark' gave witch hunters something to search for in subsequent accusations/inspections of women</li> <li>• That Gilly Duncan, the servant of the Deputy Bailiff, was found to be a witch meant that the menace of witches was widespread and confirmed beliefs that they needed to be hunted.</li> </ul> <p>Arguments and evidence that contradict the proposition should be analysed and evaluated.</p> <p>Relevant points may include:</p>

- The continental belief in the diabolical pact and the contribution of ideas on witchcraft from Denmark in 1590 occurred at the same time as Gilly Duncan's confession
- James VI's own enthusiasm for witch hunting, with the examination of Agnes Sampson and culminating in the publication of *Daemonologie* in 1597, created a climate where witch hunting flourished
- The lack of central control and the limited number of royal agents throughout Scotland enabled a witch panic to spread more quickly across the country
- Aspects of the Scottish legal system, for example majority verdicts, made hunts easier and convictions more likely.

Other relevant material must be credited.

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 that the causes of the East Anglian witch craze were primarily economic.</p> <p>Arguments and evidence that that the causes of the East Anglian witch craze were primarily economic should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Crop failures in the mid-1640s, as a result of disease and heavy rain, were viewed as a punishment from God by Puritans and witches were blamed</li> <li>• The impact of enclosures and subsequent evictions created a climate of tension, rivalry and denunciations</li> <li>• Poor rates issued to older women, who were viewed with some suspicion, caused contention as economic hardship spread; these women fitted the criteria of witches</li> <li>• Inflation, the confiscation of resources, e.g. food and horses, taxes to cover costs of war all caused poverty and created a climate of suspicion and accusation</li> <li>• Hopkins was very well paid for his services (£23 at Stowmarket and £6 at Aldeburgh) and this may have motivated him to accuse more women.</li> </ul> <p>Arguments and evidence that contradict the proposition should be analysed and evaluated.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Long-standing suspicions and rivalry were brought to the fore through the chaos of civil war which enabled the witch hunt to develop</li> <li>• The absence of senior judges and the lack of assizes meant that the witch hunt spread rapidly throughout the region</li> <li>• Stearne offered his service as a witchfinder and was motivated by Puritan zeal to destroy the works of the devil</li> <li>• Gentry away fighting meant that the breakdown of traditional authority allowed more frequent accusations of witchcraft.</li> </ul> <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 the extent to which the case of the Boy of Burton (1597) was the most significant reason for the growth of scepticism in the years c1580-c1750.</p> <p>Arguments and evidence that the case of the Boy of Burton (1597) was the most significant reason for the growth of scepticism in the years c1580-c1750 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Scepticism was encouraged by the discovery that Thomas Darling had confessed to having lied about his accusation of Alice Gooderidge, which discredited the actions of John Darrell</li> <li>• Darrell was examined by Samuel Harsnett, chaplain to the Bishop of London, who published sceptical works following this meeting</li> <li>• The exposure of Darrell and subsequent disclosure of the fraud limited belief in exorcism and led to a growth in scepticism</li> <li>• The exposure of a member of the clergy lying in the case caused questioning of the nature and course of witchcraft accusations</li> <li>• The Bishop of London passed a canon forbidding clergy to practise exorcisms without a license following Darrell's confession.</li> </ul> <p>Arguments and evidence that contradict the proposition should be analysed and evaluated.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Sceptic publications, e.g. Reginald Scot's <i>The Discoverie of Witchcraft</i> in 1584, showed that scepticism predated the Boy of Burton case</li> <li>• Witch hunting continued following the Boy of Burton case and the most significant bout of witch hunting in England took place in 1645–47</li> <li>• Critical reviews of other cases played a more significant role in the growth of scepticism, e.g. <i>The Demon Drummer</i>, 1662</li> <li>• 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</li> <li>• The Witchcraft Act was not repealed until 1736, over a century after the Boy of Burton case and John and Ruth Osborne were subjected to the swimming test in 1751.</li> </ul> <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 how significant Francis Bacon and the development of empiricism were to the ending of beliefs in magic and witchcraft in the years c1580-c1750.</p> <p>Arguments and evidence that Francis Bacon and the development of empiricism were significant in the ending of beliefs in magic and witchcraft in the years c1580-c1750 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The growing belief in empiricism and the modern scientific method challenged many popular supernatural beliefs</li> <li>• Inductive reasoning, i.e. the observation of facts and evidence before creating theory, could be used to explain supernatural physical phenomena, discrediting beliefs in magic and witchcraft</li> <li>• Bacon's work, e.g. <i>Novum Organum</i> (1620), advocated the experimental method and was referenced at the foundation of the Royal Society in 1660; this undermined a belief in the supernatural as it could not be proved</li> <li>• Bacon's method of empirical thinking was adopted by thinkers whose rational interpretation of the bible led to a belief in religious toleration – a consequence was less scapegoating and accusations of witchcraft.</li> </ul> <p>Arguments and evidence that contradict the proposition should be analysed and evaluated.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Scepticism existed before the writings of Francis Bacon, e.g. Reginald Scot's <i>The Discoverie of Witchcraft</i>(1584)</li> <li>• The work of Hobbes and Locke was more significant in bringing to an end beliefs in the supernatural, e.g. Locke's <i>Essay Concerning Human Understanding</i> (1690) which dismissed beliefs in the supernatural</li> <li>• The decline in beliefs was not steady after the writings of Bacon were published and beliefs continued to be widely held</li> <li>• The Witchcraft Act was not repealed until 1736</li> <li>• Other factors besides the writings of Bacon and the empirical method led to decline in beliefs, e.g. improved economic wellbeing meant fewer accusations of witchcraft were made.</li> </ul> <p>Other relevant material must be credited.</p>

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