

**GCE**

**History A**

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

Advanced GCE

**Mark Scheme for June 2019**

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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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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
<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

2. Here is the mark scheme for this question paper.

**MARK SCHEME Section A**

Question	Answer/Indicative content	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 increase in the persecution of witches in Southern Germany in the period from c1590 to 1630.</b></p> <ul style="list-style-type: none"> <li>• <b>In locating the Interpretations within the wider historical debate</b>, answer might argue that Interpretation A argues it was the lack of unity within the Holy Roman Empire that was the main reason for the increase in persecutions.</li> <li>• <b>In evaluating Interpretation A</b>, answers might argue that this view is valid as the autonomy of many small South German states, which were ruled over by prince bishops, witnessed the greatest intensity of persecutions.</li> <li>• Answers might argue that Interpretation A is valid as states where there was greater central judicial control, such as Bavaria, saw less persecution.</li> <li>• Answers might argue that Interpretation A is not valid as it ignores the religious struggle between Catholics and Protestants in these regions during the Thirty Years War.</li> <li>• Answers might argue that Interpretation A is valid as the judicial environment allowed persecution to continue unchecked and the judges were obliged to follow the lead of witch hunters who were highly regarded.</li> </ul>	30	<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 locating the Interpretations within the wider historical debate</b>, answers might argue that Interpretation B puts forward the view that religious conflict and passions encouraged the witch hunts.</li> <li>• <b>In evaluating Interpretation B</b>, answers might argue it is valid as the most intense phase of witch hunting coincided with the Edict of Restitution of 1629 in which Ferdinand called for the conversion of Protestants to Catholicism.</li> <li>• Answers might argue that Interpretation B is valid as bishops had the opportunity to destroy the threats of heresy and sorcery.</li> <li>• Answers might argue that Interpretation B is invalid as it ignores the importance of the personalities of the prince bishops.</li> <li>• Answers might argue that Interpretation B is invalid as it ignores the increasing amount of power that had been centralized in the hands of prince-bishops. The old structures that had kept bishops in check were neutralised and under the control of the bishops so there was no opposition.</li> </ul> <p><b>To what extent did participation in popular culture change in the sixteenth and seventeenth centuries?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis in the question</b>, it might be argued that participation in popular culture by the elite declined by the end of the period.</li> <li>• <b>Answers might consider</b> the impact of religious changes on the participation of the elite in</li> </ul>	25	<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</li> </ul>
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<p>3</p>		<p>popular culture.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the period of the Enlightenment as one which saw withdrawal by some groups, because it dispelled some elements of popular culture as pagan and superstitious.</li> <li>• <b>Answers might consider</b> the refinement of behaviour, with the nobility withdrawing into their own homes.</li> <li>• <b>Answers might consider</b> that literate groups withdrew from popular culture because books put forward the idea of good moral behaviour.</li> <li>• <b>Answers might consider</b> how the elites of France and England withdrew from participation.</li> <li>• <b>In challenging the hypothesis in the question,</b> it might be argued that the pattern of withdrawal varied across Europe.</li> <li>• <b>Answers might consider</b> that the elite in Southern Europe took longer to withdraw and still participated in Carnival.</li> <li>• <b>Answers might consider</b> that the elite took part in pageants and festivals.</li> <li>• <b>Answers might consider</b> participation in religious festivals throughout the period.</li> </ul> <p><b>How far did the geography of the European witchcraze change in the sixteenth and seventeenth centuries?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis that the geography of witch hunting did change it</b></li> </ul>	<p>25</p>	<p>levels mark scheme.</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</li> </ul>
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	<p>might be argued that most witch hunts took place to the west of the River Elbe in the period 1500-1650, but to the east of it after 1650.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that witch hunting was extended to North America by settlers of European origin at the end of the period.</li> <li>• <b>Answers might consider</b> that witch hunting in Scandinavia did change, Denmark in the 1540s but Sweden started much later.</li> <li>• <b>Answers might consider</b> that hunts in Eastern Europe started much later.</li> <li>• <b>Answers might consider</b> that witch hunting did change in England with the only major hunt in East Anglia.</li> <li>• <b>Answers might consider</b> that some places saw prosecutions throughout the period, whilst for others a much smaller period saw prosecutions.</li> </ul> <ul style="list-style-type: none"> <li>• <b>In challenging the hypothesis that the geography of witch hunting changed,</b> it might be argued that most witch hunts were to the west of the Elbe.</li> <li>• <b>Answers might consider</b> that most witch hunts in the period 1590 to 1650 were in German-speaking areas close to religious or political borders.</li> <li>• <b>Answers might consider</b> that most witch hunting in the Holy Roman Empire was in the south and west.</li> <li>• <b>Answers might consider</b> that most witch hunting in France was close to the border regions.</li> <li>• <b>Answers might consider</b> that there was little witch hunting in southern Europe.</li> </ul>	<p>relevant and accurate material.</p> <ul style="list-style-type: none"> <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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4		<ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that witch hunting was ever present in Scotland after 1590.</li> </ul> <p><b>How important was the use of torture in the development of witch hunts in the sixteenth and seventeenth centuries?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis in the question,</b> it might be argued that torture ensured that people were accused as accomplices, which increased the numbers accused and therefore the scope of the hunt.</li> <li>• <b>Answers might consider</b> that when torture was restricted by the papacy in 1623 the number of prosecutions declined, and that torture was not allowed in England and that prosecutions and conviction rates were lower.</li> <li>• <b>Answers might consider</b> that torture was widely used in South Germany where rates were high.</li> <li>• <b>Answers might consider</b> the importance and use of torture where central authority had collapsed as in England during the Civil War and how that increased prosecutions.</li> <li>• <b>Answers might consider</b> that where central authority was strong there was less torture.</li> <li>• <b>Answers might consider</b> the impact of denunciations after torture.</li> <li>• <b>In challenging the hypothesis in the question,</b> it might be argued that it was legal developments that determined the scale of the hunts, the</li> </ul>	25	<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>inquisitorial system allowed cases to be initiated.</p> <ul style="list-style-type: none"><li>• <b>Answers might consider</b> the impact of campaigns against superstition and white magic.</li><li>• <b>Answers might consider</b> the impact of religious developments and changes on prosecutions.</li><li>• <b>Answers might consider</b> that the increased level of proof required had an impact on the scale of hunts.</li><li>• <b>Answers might consider</b> there was a growing unwillingness to accept spectral evidence.</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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