



Oxford Cambridge and RSA

GCE

History A

**Y312/01: Thematic study and historical interpretations:
Popular culture and the witchcraze of the 16th and 17th
centuries**

A Level

Mark Scheme for June 2023

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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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**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 **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 6 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

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 40% 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 or the scoris messaging system, or by email.

5. Crossed Out Responses

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

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. Award No Response (NR) if:
- there is nothing written in the answer space

Award Zero '0' if:


- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

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: Not applicable in F501
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - 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 of annotation
BP	Blank Page
	Highlight
Off-page comment	
A	Assertion
AN	Analysis
EVAL	Evaluation
EXP	Explanation
F	Factor
ILL	Illustrates/Describes
IRRL	Irrelevant, a significant amount of material that does not answer the question
J	Judgement
KU	Knowledge and understanding
P	Provenance
SC	Simple comment
	Unclear
V	View
S	Synthesis
C	Continuity/Change

12. Subject Specific Marking Instructions

Question	Answer	Mark	Guidance
1	<p>Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of the witchcraft prosecutions in East Anglia in the period from 1645 to 1647.</p> <p>In locating the Interpretations within the wider historical debate, answers might suggest that Interpretation A argues that the prosecutions resulted from curiosity, a desire to exercise power and perform a public duty.</p> <p>In evaluating Interpretation A,</p> <ul style="list-style-type: none"> • Answers might argue that Interpretation A is not valid as Stearne and Hopkins made a considerable sum of money from the prosecutions: Ipswich had to raise a special tax to pay for them. • Answers might argue that Interpretation A is valid as Hopkins was concerned by the events at Manningtree which had kept him awake. • Answers might argue that Interpretation A is valid as they went only to towns to which they were invited. • Answers might argue that Interpretation A is not valid as most of the places where the prosecutions took place were noted for ‘godly enthusiasm’. • Answers might argue that Interpretation A is valid as concern spread rapidly round East Anglia. <p>In locating the Interpretations within the wider historical debate, answers might suggest that Interpretation B argues that there were material and ideological reasons for the witch hunt.</p>	30	<p>The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u></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"> • 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	Mark	Guidance
2*	<p>In evaluating Interpretation B,</p> <ul style="list-style-type: none"> • Answers might argue that the struggle was being seen as one between good and evil • Answers might argue that Interpretation B is valid as East Anglia was a parliamentary stronghold. • Answers might argue that Interpretation B is valid as the local judicial system had broken down during the civil war. • Answers might argue that Interpretation B is valid as the parishes were strongly Puritan. • Answers might argue that Interpretation B is valid as most of the villages had seen the destruction of church images in 1643-44. <p>'The withdrawal of the elite posed the greatest challenge to popular culture in the sixteenth and seventeenth centuries.' How far do you agree?</p> <p>In supporting the hypothesis in the question,</p> <ul style="list-style-type: none"> • It might be argued that during the period elites abandoned popular culture and separated from the lower classes. • Answers might consider the increasing education of the clergy. • Answers might consider that the nobility no longer ate with the peasantry in the great halls. • Answers might consider that the middle class followed the behaviour of the nobility. • Answers might consider that the elites believed that popular culture caused unrest and misbehavior, threatening social order. 	25	<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><u>Neither significance nor relative importance are attributed to the features listed.</u></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"> • No set answer is expected • At higher levels answers might establish criteria against which to judge the validity of the interpretation. • To be valid, judgements must be supported by relevant and accurate material.

Question	Answer	Mark	Guidance
3*	<p>In challenging the hypothesis in the question,</p> <ul style="list-style-type: none"> • It might be argued that religious changes, particularly puritanism and post-Trent Catholicism, challenged popular culture. • Answers might consider the desire to create a ‘godly’ society. • Answers might consider the changes to the economy and the social structure. • Answers might consider the importance of printing. • Answers might consider the extent to which this occurred throughout Europe, with the survival of popular culture in the Mediterranean. • Answers might consider the growth in towns and leisure facilities which led to changes in culture. <p>Changes and divisions within society were the most important reasons for the persecution of witches in the sixteenth and seventeenth centuries. How far do you agree?</p> <p>In supporting the hypothesis in the question,</p> <ul style="list-style-type: none"> • It might be argued that declining standards of living led to pressures for the better-off to help the poor, which resulted in conflict and anxiety. • Answers might consider that poverty may have created the conditions for accusations • Answers might consider the emergence of capitalism undermined charity and divided villages, with witch hunting used to control poorer elements. 	25	<ul style="list-style-type: none"> • 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. <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><u>Neither significance nor relative importance are attributed to the features listed.</u></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"> • No set answer is expected • At higher levels answers might establish criteria against which to judge the validity of the interpretation. • To be valid, judgements must be supported by relevant and accurate material.

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> • Answers might consider whether the witch hunts marked a transition from feudalism to capitalism. • Answers might consider that the hunts were used to divert attention from the economic dislocation taking place. • Answers might consider that communal solidarity was challenged by capitalism. <p>In challenging the hypothesis in the question,</p> <ul style="list-style-type: none"> • It might be argued that socio-economic changes had less impact than was claimed. • Answers might consider that conflicts in villages were constant features. • Answers might consider that religious divisions were important, with protestant attacks on superstition leading to a campaign against witches. • Answers might consider that witchcraft persecutions were most common where there were religious divisions. • Answers might consider the role of wars which created anxieties and tensions. • Answers might consider the impact of outbreaks of the plague. • Answers might consider the impact of weather and the mini ice age of the seventeenth century. 		<ul style="list-style-type: none"> • 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	Mark	Guidance
4*	<p>Regional variations in the persecution of witches suggests that there was not a European Witchcraze in the sixteenth and seventeenth centuries. How far do you agree?</p> <p>In supporting the view that the there was no European witch craze,</p> <ul style="list-style-type: none"> • It might be argued that the majority of the hunts were confined to border regions close to the Holy Roman Empire. • It might be argued that most took place between 1590 and 1650. • It might be argued most took place close to religious borders. • It might be argued that even within the Holy Roman Empire persecution was largely confined to the small ecclesiastical territories. • It might be argued that in some areas, such as the Low Countries or Southern Europe there was virtually no persecution. • It might be argued that in England there was only one mass hunt in East Anglia. <p>In arguing that there was a European witchcraze</p> <ul style="list-style-type: none"> • It might be argued that witch hunting continued from 1500-1750. • It might be argued that torture in many states ensured the hunts continued and developed. • It might be argued that a lack of central government allowed hunts to proceed. 	25	<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><u>Neither significance nor relative importance are attributed to the features listed.</u></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"> • No set answer is expected • At higher levels answers might establish criteria against which to judge the validity of the interpretation. • 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	Mark	Guidance
	<ul style="list-style-type: none">• It might be argued that religious divisions encouraged hunts in many areas.• It might be argued that the hunt spread across Europe with most to the west of the Elbe before 1650 and east of the Elbe in the hundred years after.• It might be argued that most countries in Europe saw some prosecutions.		

APPENDIX 1 – this contains a generic mark scheme grid

	<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.

	<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.

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