



## GCSE History Paper 1 Q2(b) follow-up an enquiry source question: guidance for teachers

### Purpose of this guidance

We know that for many teachers the 4-mark 'follow up an enquiry' source question on Paper 1 is one which they find challenging to teach and mark. The purpose of this guidance is to explain the rationale for the question and to demonstrate how the mark scheme operates in order to give teachers more understanding and confidence in teaching and assessing students.

### Background to the follow up an enquiry question 2(b)

The 'follow up an enquiry' question is the last question in Section A: Historic Environment:

	Total marks	AO	Question description	Example question stem
<b>Section A: historic environment</b>				
<b>1(a)</b>	2	AO1	Description of a feature	Describe <b>one</b> feature of...
<b>1(b)</b>	2	AO1	Description of a feature	Describe <b>one</b> feature of...
<b>2(a)</b>	8	AO3	Analysis and evaluation of source utility	How useful are Sources A and B for an enquiry into...?
<b>2(b)</b>	4	AO3	Framing historical questions	How could you follow up Source [A/B] to find out more about...?

The question might look simple at first glance, partly due to the low number of marks and the layout of the answer space in the question paper, but teachers should understand that this is intended to be the most challenging question on this section of the paper.

The question is specifically designed to meet the following part of the Ofqual subject-level conditions and requirements for GCSE History:

<https://www.gov.uk/government/publications/gcse-9-to-1-subject-level-conditions-and-requirements-for-history>

3. GCSE specifications in history should enable students to:
- develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience
  - engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
  - develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context
  - develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them
  - organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions



## Breaking down the question

This question follows on from the source utility question 2(a).

The four parts of question 2(b) ask students to:

- ❖ select a detail from the source,
- ❖ propose a follow-up question,
- ❖ identify a relevant source that could be consulted, and
- ❖ explain that choice.

This should be seen as a package **relating to the enquiry in the question**.

Students must therefore address the specific enquiry in the question to be rewarded:

### (b) Study Source A.

How could you follow up Source A to find out more about the effectiveness of the police in Whitechapel in 1888?

In your answer, you must give the question you would ask and the type of source you could use.

Complete the table below.

(4)

Detail in Source A that I would follow up:

.....  
.....  
.....

Question I would ask:

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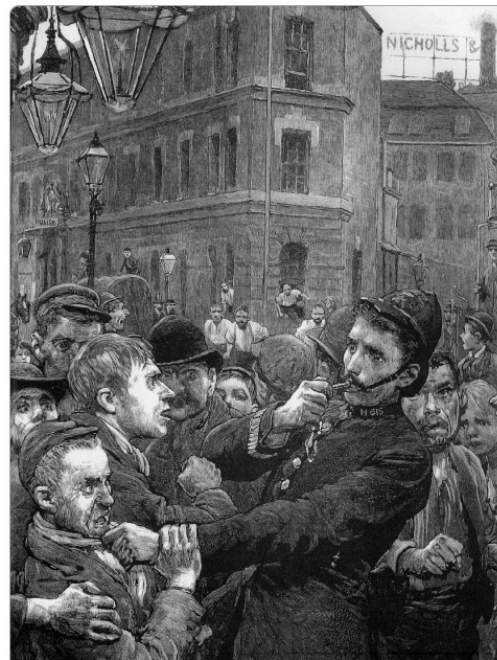
What type of source I could use:

.....  
.....  
.....

How this might help answer my question:

.....  
.....  
.....  
.....

Source A: An artist's impression of a scene in the Whitechapel district of London in 1888. It was printed in the *Penny Illustrated Paper*, a cheap weekly newspaper. The police constable is from H Division. The building behind him is a police station.



A mob in Spitalfields

The question asks students to show an understanding of the way historians research an enquiry.

The word 'enquiry' means investigation, so students will need to think like a real historian and see the source as **evidence** which they can use to find things out about the past.

The four stages of the question should be seen as a package.

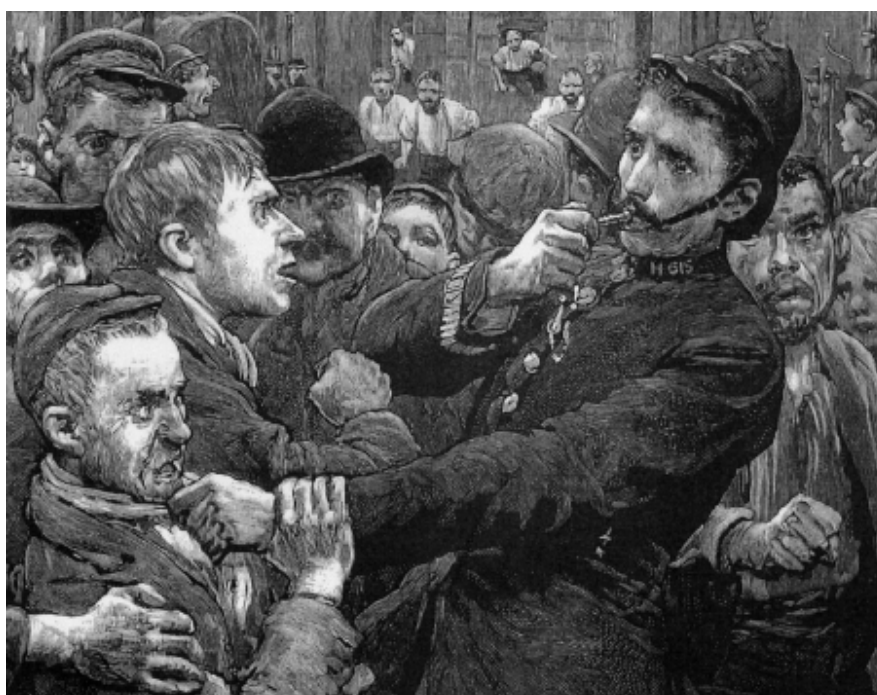
Students are awarded 1 mark for each of the four parts to the question.



## Part 1 – Detail in Source A that I would follow up:

Students need to identify a specific detail in the source that could prompt / form the basis of a wider follow up enquiry. The question does not ask students to identify any detail from the source – the detail must relate to the overall enquiry in the question.

There is not one single correct answer to this question and examiners will reward a variety of appropriate responses. Below is an example of a valid response to this question from the sample assessment materials for Crime and Punishment: How could you follow up Source A to find out more about **the effectiveness of the police in Whitechapel in 1888?**



Question	Possible answer
Detail in Source that I would follow up:	The police constable is heavily outnumbered.

In responding to this task students should focus on the content of the source and not the provenance – the question specifically asks students to identify a detail in the source.

Students do not have to provide a direct quotation when identifying a detail from a written source. If the student has paraphrased or identified a detail in the source that should be followed up, then the mark can be awarded; it doesn't have to be a quotation from the source as long as the examiner can clearly tell which bit of the source they are referring to.

**Marking tip:** If a student selects an appropriate quotation/detail from Source A in part 1, but fails to include a valid question in part 2, they can still receive 1 mark for part 1 as a valid detail has been included. The 2023 Migration Examiner Report contains an example: <https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/exam-materials/1hi0-13-pef-20230824.pdf>



## Part 2 – Question I would ask:

Having identified a specific detail in the source to follow up (e.g. the police constable is heavily outnumbered), the next stage asks students to **think about a question** they would ask of the source that would provide an appropriate line of research.

Once again, the student's question must relate to the overall enquiry (e.g. the effectiveness of the police in Whitechapel in 1888) and not just check the accuracy of the detail identified in step 1. For example:

Question	Possible answer
Question I would ask:	How many police were patrolling Whitechapel at the time?

Since the proposed question should be related to the enquiry in Question 2(b), it should be broader than following up a personal experience. Students can fall into the trap of asking a personal question of the source such as: "why didn't you ask for help?" This type of question will not really tell us how effective the police in Whitechapel were in 1888 and so cannot be rewarded. In addition, no mark can be awarded for a question that does not follow up on Source A simply because it would be an interesting question to ask! A question checking the accuracy of the source will also not be valid if it does not relate to the broader enquiry of the question.

The questions that students pose in part 2 should still follow on from the specific detail identified in part 1. Remember, the intention of this question is that students will see the different parts as a package, and the mark scheme does state: '1 mark for an appropriate follow up question'. Therefore, if a student was to identify a valid detail in part 1 and ask a valid question which was related to the enquiry but not linked to the detail in part 1, they could not score 2/2 for this part of the question. In this instance the student would only score 1/2 marks for the second part of the question.

**Marking tip:** Students can still receive a mark for part 2, even if they leave part 1 blank or identify a detail that is not relevant or valid. This is a result of a change to the mark scheme introduced in 2022 which is explained later in this document.

Students should be reminded to phrase their response to part 2 as a question; however, they can still receive a mark if they fail to include a question mark at the end.

**Proposing a valid follow up question in part 2 is key to opening up the marks in parts 3 and 4 of the question!**

A mark can only be rewarded in part 3 and part 4 if the student has asked a valid question in part 2 (see marking scenario towards the end of this document).



### Part 3 – What type of source I could use:

Students need to **identify a type of source** from the period that could provide them with useful information to help answer their question posed in part 2. For example:

Question	Possible answer
What type of source I could use:	H Division police records showing the number of police in the force and details of their beats at the time.

The source identified in part 2 should be as specific as possible. Generic sources, e.g. newspapers, diaries, government records, army records, etc, are too broad to be suitable but they can be validated in Part 4 if the explanation is specific. For example:

- ❖ the source of 'workhouse records' with the explanation that 'they would contain the information I need' is too generalised;
- ❖ the source of 'workhouse records of admissions' with the explanation 'they would tell me how many people were in the workhouse and how long they stayed' is a valid answer.

The source identified should be a **primary or contemporary source**, i.e. something likely to **already exist from the period** (e.g. a newspaper article containing an interview from the time) which the historian could possibly consult. Sources such as 'the internet' are not appropriate. The source identified **should not be something the historian could create**, for example the suggestion that a historian should conduct an interview with someone from Whitechapel in the 1880s is not appropriate. Even in a more recent topic such as Notting Hill, the type of source needs to be something that might already exist – so a researcher could access an existing oral record from an archive, but suggesting that a historian could conduct an interview with a local resident would not be accepted. Therefore, students should be familiar with the types of sources available for their Historic Environment.

The specification content for the Historic Environment contains a specific section on the types of sources students should be familiar with and how they can be used for historical enquiries, e.g. this is from Crime and Punishment – please note this is not an exhaustive list to be 'ticked-off' and teachers may find other types of contemporary source relevant to the period which would be appropriate for students to refer to in their answers:

<b>2 Knowledge, selection and use of sources for historical enquiries</b>	<ul style="list-style-type: none"><li>• Knowledge of local sources relevant to the period and issue, e.g. housing and employment records, council records and census returns, Charles Booth's survey, workhouse records, local police records, coroners' reports, photographs and London newspapers.</li><li>• Knowledge of national sources relevant to the period and issue, e.g. national newspapers, records of crimes and police investigations, Old Bailey records of trials and <i>Punch</i> cartoons.</li><li>• Recognition of the strengths and weaknesses of different types of source for specific enquiries.</li><li>• Framing of questions relevant to the pursuit of a specific enquiry.</li><li>• Selection of appropriate sources for specific investigations.</li></ul>
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### Teaching tips to help students use valid examples of sources ([Paper 1 guide](#))

- Teach students to see the whole question as a package and consider the end idea, rather than starting with a detail with no plan to move forward.
- Provide lists of possible sources, perhaps on a large bank of options on the wall or on the desk, to help students have something to choose from initially.
- In pairs, give students a set of cards, each one with a different source type on it. Then name an enquiry question and get students to pick out a source that might be useful. This is especially helpful if there is more than one possible answer from the available cards.
- Having completed the four steps of Q2(b) as a class or individually, change the focus of the enquiry which students are asked to investigate, and repeat the four steps. With a different enquiry focus, students will need to pick a different detail in the source and create a different question, meaning that they will likely need to choose a different source for the third step. This should help them to see how the choice of source for the third step is dependent on both the task enquiry focus, and the detail and question that they create.

Remember: a mark can only be rewarded in part 3 if the student has asked a valid question in part 2. This scenario demonstrates the importance of proposing a valid follow-up question in part 2 in enabling students to access the remaining marks:

Four parts of question	Scenario
(a) select a detail from the source	No relevant detail identified in the source...
(b) propose a follow-up question	...a mark can still be awarded if the question is valid*
(c) identify a relevant source that could be consulted	...a mark can be awarded provided they have proposed a valid follow-up question (b)
(d) explain that choice	...a mark can be awarded only if the explanation shows how the source could be expected to provide information that would answer the proposed question (b).

In the scenario above, the student could be awarded 3/4 even if they have not identified a relevant detail from the source (a).

In the scenario above, if the student failed to propose a valid follow-up question in (b), they cannot be awarded marks for parts (c) and (d).

Proposing a valid follow-up question in (b) is therefore key!

As a result of changes to the mark scheme\* and better understanding of the question requirements, we saw an improved performance on this question compared to 2019.



## Part 4 – How this might help my question:

Students need to state how the source identified in part 3 might help answer their question in part 2... a mark can only therefore be awarded if the explanation shows how the source could be expected to provide information that would answer the question posed in part 2. Therefore, students can only be awarded a mark for part 4 if they have posed a valid question in part 2 and identified a valid source in part 3.

Question	Possible answer
Detail in Source that I would follow up:	The police constable is heavily outnumbered.
Question I would ask:	How many police were patrolling Whitechapel at the time?
What type of source I could use:	H Division police records showing the number of police in the force and details of their beats at the time.
How this might help my question:	It would show whether there were enough police available to patrol the area effectively at the time.



## Repeating the enquiry question as the last step of the question

A common problem is that in step 4 of Question 2(b) students simply paraphrase the question they set in step 2 as the answer. For example, if the question they chose was “I would ask why X?” then they might write for step 4 “This would tell me why X.” Students should use step 4 to identify how the piece of evidence would answer the question, e.g. what would it tell them or show them that would respond to the question they set?

To help students to think about the source, have subsidiary questions to discuss in class, like “what do you think would be in that source when you looked at it?”. When using sources in lessons, pose questions of the type created in step 2, and ask students how the source they are looking at answers this question.

**Marking tip:** students should be reminded of the importance of responding to each part of the question in the correct space on the answer booklet. This will make it clear to the examiner. Examiners will try to award marks for individual parts that are written in the wrong place provided they are clearly addressing the relevant question parts. E.g. valid answers to parts 1 and 2 written in the same answer space would usually be credited. Examiners would award marks for parts 3 and 4 if a valid answer to these parts is given in either part 1 or part 2 of the answer space – but if parts 1 and 2 are left blank, no marks can be awarded for parts 3 or 4.



## The mark scheme

The following mark scheme example is taken from the Crime and Punishment sample assessment materials:

Question	
2 (b)	<p>How could you follow up Source A to find out more about the effectiveness of the police in Whitechapel in 1888? In your answer, you must give the question you would ask and the type of source you could use.</p> <p><b>Target:</b> Source analysis and use (the ability to frame historical questions). <b>AO3:</b> 4 marks.</p>
Marking instructions	
	<p>Award 1 mark for selecting a detail in Source A that could form the basis of a follow-up enquiry and 1 mark for an appropriate follow-up question. e.g.</p> <ul style="list-style-type: none"><li>• <i>Detail in Source A that I would follow up: The indication in the illustration that the constable is heavily outnumbered. (1)</i></li><li>• <i>Question I would ask: How many policemen were there patrolling Whitechapel compared to other areas in London? (1)</i></li></ul> <p>(No mark for a question that is <b>not</b> linked to following up Source A, e.g. 'because it would be an interesting question to ask'.)</p> <p>Award 1 mark for identification of an appropriate source to use in a follow-up enquiry and 1 mark for an answer that explains how the information it contains could help answer the chosen follow-up question. e.g.</p> <ul style="list-style-type: none"><li>• <i>What type of source I could use: H Division police records showing the number in the police force and details of their beats compared to another division's police records. (1)</i></li><li>• <i>How this might help answer my question: It would show whether there were enough policemen to patrol the area effectively. (1)</i></li></ul> <p>Accept other appropriate alternatives.</p>

In 2021 we updated the specification to Issue 3 (first assessment Summer 2022) and took the opportunity to make a minor amendment to the mark scheme for Question 2(b) in order to clarify how the mark scheme is applied:

- The **first marking instruction** '...1 mark for a question which is linked to it' was amended to '...1 mark for an appropriate follow up question'.
- The **second marking instruction** was amended from '...an appropriate source and 1 mark for an answer that shows how it might help answer...' to '...an appropriate source to use in a follow up enquiry and 1 mark for an answer that explains how the information it contains could help answer...'.

The impact of these minor mark scheme amendments on student performance was quite significant:

- The first marking instruction amendment meant that students could now be awarded a mark for their question in part 2, even if they provided an invalid detail (or no detail) in part 1. Note the new wording of 'an appropriate follow up question' still means the question needs to be linked to the broad enquiry in the question and needs to be following up on the part 1 detail in order to score 2/2 for parts 1-2 of the question.
- The second marking instruction made explicit the links between the question in part 2, and parts 3–4 of the question. This meant that students could not access the marks for parts 3 and 4 without proposing a valid enquiry question in part 2. By giving more students access to part 2 of the question we helped improve the overall performance.





This table shows how the mean mark on Question 2(b) has improved since the amendment:

Series	Mean mark / 4	Mean mark as a %
2018	1.99	49.8%
2019	1.87	46.7%
2022	2.50	62.5%
2023	2.35	58.8%
2024	2.40	60.1%

This table shows how the number of students getting 0/4 dropped, and 4/4 rose:

Series	% students scoring 0/4	% students scoring 4/4
2018	23.2%	23.4%
2019	26.7%	24.9%
2022	8.8%	36.3%
2023	10.1%	32.3%
2024	8.3%	33.8%

This is a direct result of the amendment to the mark scheme, as well as a greater understanding among teachers and students about the demands of the question. Because of this change to the mark scheme, more students were able to gain marks for part 2 (and hence parts 3–4), even if they didn't identify a valid detail in part 1.

### Marked exemplars and other useful support materials

The [Examiner reports](#) for each exam series contain useful advice, as well as marked exemplars for this question type.

You can also find marked exemplars in the following training packs:

- [Summer 2024 exam insights/feedback](#)
- [Paper 1 marking training](#) (Dec 2024)
- [Teaching and assessing sources training](#) (Feb 2025)

We have also created support materials aimed at students:

- Summer 2024 student walkthrough [videos](#) and [presentations](#)
- A new set of student walkthrough videos for Summer 2025 to support students will be available from April 2025
- [Command word guidance for students](#)