



Edexcel – GCSE History – Paper 1

Walking Talking Mock

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produced by the exam board.**



Thematic study and historic environment

- Option 10: Crime and punishment in Britain, c1000 – present and Whitechapel, c1870 – 1900: crime, policing and the inner city
- Option 11: Medicine in Britain, c1250 – present and the British sector of the Western Front, 1914-18: injuries, treatment and the trenches
- Option 12: Warfare and the British society, c1250 – present and London and the Second World War, 1939-45



Question 1 – Describe two features of... (4)

For Example:

Describe two features of the support trench system on the Western Front.

Important prompt words

Describe – Use your precise historical knowledge

Two – Give more than one (not the same twice)

Support trench system – This is the topic of the question (i.e. the feature to describe)

Key Requirements of the Question:

- Two different features
- Feature, plus support
- The use of precise historical evidence such as dates, names, places, statistics, etc.
- At least two paragraphs (2 sentence min)
- Max of 6 mins on this question



Question 1 – Describe two features of... (4)

Type of Answer:	Marks	Description:
Average	1 - 2	Describes one feature fully or mentions two features, without describing them.
Perfect	3 - 4	Describes two features fully with precise supporting knowledge.



Question 1 – Describe two features of... (4)

For Example:

Describe two features of the support trench system on the Western Front.

Your task – (In pairs)

- One person give a feature
- Swap, and the second must then add supporting knowledge

Question 2a – How useful are Sources A and B for an enquiry into ...? (8)

For Example:

How useful are Sources A and B for an enquiry into the problems involved in performing operations on the Western Front? Explain your answer using Sources A and B and your knowledge of the historical context.

Important prompt words

How useful – Consider the information given in the content of the sources and the impact of their provenance

Sources A and B – You must use both sources.

Your knowledge – You must use your own knowledge

The problems involved in performing operations on the Western front – This is the focus of your enquiry

Key Requirements of the Question:

- An analysis of the usefulness of both sources
- Consider content and provenance of each.
- The use of precise historical knowledge to put the sources in context
- At least two paragraphs (1 for each source)
- Max of 12 mins for this question



Question 2a – How useful are Sources A and B for an enquiry into ...? (8)

Type of Answer:	Marks	Description:
Basic	1 – 2	You will make a simple judgement on utility, and support with undeveloped comment on the content of both sources and/ or provenance. You will use limited contextual knowledge.
Good	3 - 5	You will make judgements on the source utility, supported by developed comment related to the content of the sources and/or their provenance. You will use contextual knowledge to directly support your comments.
Excellent	6 - 8	You will make judgements on the source utility with developed reasoning which takes into account how the provenance affects the usefulness of the source content. You will use contextual knowledge to interpret the sources and apply criteria for judgements on their utility.



Question 2a – How useful are Sources A and B for an enquiry into ...? (8)

For Example:

How useful are Sources A and B for an enquiry into the problems involved in performing operations on the Western Front? Explain your answer using Sources A and B and your knowledge of the historical context.

Your task – (In groups of four)

- One person analyse the utility of the content of Source A
- The second person analyse the utility of the provenance of Source A
- The third person analyse the utility of the content of Source B
- The fourth person analyse the utility of the provenance of Source B

Question 2b – How could you follow up Source B to find out more about ...? (4)

For Example:

How could you follow up Source B to find out more about the problems involved in performing operations on the Western Front?

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

Important prompt words

How could – Consider the different ways

Follow up – Think about what extra information you would like

Source B – You must use Source B

The problems involved in performing operations on the Western front – This is the focus of your enquiry

Key Requirements of the Question:

- Select a detail from the source
- Ask a closed question
- Detail the source that would answer your question
- Explain how this source would answer your question
- Max of 6 mins for this question



Question 2b – How could you follow up Source B to find out more about ...? (4)

Type of Answer:	Marks	Description:
Average	1 - 2	Selects a detail to follow up and asks a closed question.
Perfect:	3 - 4	Identifies an accurate source to use to answer their question and explains how this source would answer the question.



Question 2b – How could you follow up Source B to find out more about ...? (4)

For Example:

How could you follow up Source B to find out more about the problems involved in performing operations on the Western Front?

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

Your task – (In pairs)

- One person selects the detail in Source B and writes a question for the follow up enquiry.
- The second person identifies a source that could answer the question and explains how.

Question 3 – Explain one way in which ... were similar/ different in ... (4)

For Example:

Explain one way in which people's reactions to the plague in Britain were similar in the fourteenth and seventeenth centuries.

Important prompt words

Explain – *Say what happened AND why*

People's reactions to the plague in Britain – *The focus of the question*

Similar – *Show how they were the same and why*

Fourteenth and seventeenth centuries – *The time periods to compare*

Key Requirements of the Question:

- *At least two sentences on the first time period*
- *At least two sentences on second time period*
- *Throughout your sentences, refer to similarity/ difference.*
- *The use of precise historical evidence*
- *Max of 6 mins for this question*



Question 3 – Explain one way in which ... were similar/ different in ... (4)

Type of Answer:	Marks	Description:
Basic	1 – 2	You will write a generalised answer about similarity/ difference. This will include limited knowledge and understanding of the time periods.
Good	3 - 5	You will describe the features of both periods to explain a similarity/ difference. You will use precise historical knowledge to support your comparison, showing good knowledge and understanding of the periods.



Question 3 – Explain one way in which ... were similar/ different in ... (4)

For Example:

Explain one way in which people's reactions to the plague in Britain were similar in the fourteenth and seventeenth centuries.

Your task – (In pairs)

- One person describes people's reactions to the plague in Britain in the fourteenth century.
- The second person describes people's reactions to the plague in Britain in the seventeenth century.
- Together explain the similarity.

Question 4 – Explain why... (12)

For Example:

Explain why there was rapid change in the treatment of illness in Britain during the twentieth century.

You may use the following points in your answer to help you:

- Magic bullets
- High-tech treatment

You must also use information of your own.

Important prompt words

Explain why – Give the reason and be clear why it led to the event in the question

Rapid change/ treatment of illness/ twentieth century – This is the topic of the question and you need to show the causes of

May – What you can use (and probably should)

Must – What you have to use

Key Requirements of the Question:

- Three key causes
- The use of precise historical evidence
- A clear explanation showing how each one led to the event in the question
- Show links between the different causes.
- Write in order of significance
- Max of 6 mins per cause (paragraph)



Question 4 – Explain why... (12)

Type of Answer:	Marks	Description:
Basic	1-3	Up to three causes are given with no explanation.
Okay	4-6	One or two different reasons are given with some explanation of how each led to the outcome in the question. Little or no historical evidence is used.
Good	7-9	Two or three different reasons are given with an explanation of how each one led to the outcome in the question. Historical evidence is used in each and there are some links between the different reasons.
Perfect	10-12	Three different reasons are given with a very clear explanation of how each one led to the outcome in the question. More than one piece of historical evidence is used in each paragraph and there are clear links between all the different reasons.

Question 4 – Explain why... (12)

For Example:

Explain why there was rapid change in the treatment of illness in Britain during the twentieth century.

You may use the following points in your answer to help you:

- Magic bullets
- High-tech treatment

You must also use information of your own.

Your task – (In threes)

- Each agree on one cause.
- One person give at least two pieces of evidence about that cause (e.g. dates, names, statistics, etc.)
- The second person must then explain exactly why that cause led to the outcome in the question.
- The final person must then say why this cause was more and/or less significant than another cause.



Question 5/ 6 – ‘Statement’

Explain how far you agree... (16)

For Example:

‘There was little progress in medicine in Britain during the Renaissance period (c1500 – c1700).’

Explain how far you agree with the statement.

You may use the following points in your answer to help you:

- The work of William Harvey
- Bloodletting and purging

You must also use information of your own.

Important prompt words

Explain how far – Show how much you agree AND disagree with statement

Statement – Make sure your whole answer is focussed on points related to this sentence

May – What you can use (and probably should)

Must – What you have to use

Key Requirements of the Question:

- An introduction answering the question and outlining your arguments about progress/ lack of progress
- A full paragraph explaining each progress/ lack of progress
- A judgement about nature/ extent of progress
- Check SPAG
- Max of 25 minutes for this question



Question 5/ 6 – ‘Statement’

Explain how far you agree... (16)

Type of Answer:	Marks	Description:
Basic	1-4	One long paragraph that gives up to four correct pieces of information related to the question.
Okay	5-8	At least two paragraphs are given (most likely one on each bullet point). The paragraphs have little or no historical evidence and the link back to the question is not clear.
Good	9- 12	At least three paragraphs are given (one of which includes information other than the two bullet points). The paragraphs contain at least one piece of historical evidence (each) and each one links back to the question. There will also be an introduction or conclusion.
Perfect	13-16	At least three paragraphs are given. Each paragraph contains at least two pieces of historical evidence (each) and very clearly links back to the question. Paragraphs are discussed in the order they are given in the introduction and conclusion. There is a clear judgement showing what you think overall and how significant each factor is in making your judgment.



Question 5/ 6 – ‘Statement’

Explain how far you agree... (16)

For Example:

‘There was little progress in medicine in Britain during the Renaissance period (c1500 – c1700).’ Explain how far you agree with the statement.

You **may** use the following points in your answer to help you:

- The work of William Harvey
- Bloodletting and purging

You **must** also use information of your own.

Your task – (Individually)

- Make a list of key facts and evidence that is relevant to this question.
- Then try and group similar pieces of evidence together (e.g. progress, lack of progress).
- Then try and come up with three arguments about progress/ lack of progress. You can disregard some evidence.
- Come up with a judgement. Was there more progress in one area? Why?