

# A-LEVEL HISTORY 100 AI PROMPTS

for Smarter Revision *and* Exam Prep

*Active recall, exam technique, and mark-scheme  
thinking – without cheating.*



by James R. Martin

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This book is intended to support revision and exam preparation. It does not replace formal teaching, textbooks, or official specifications. Students are responsible for ensuring that all work submitted for assessment is their own.

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## How to Use This Book

For a long time, high-quality tutoring has been a major contributor to elite academic achievement. Used well, AI can now act as a powerful tutor that most students and parents could not previously afford.

This book is a **starting point**, not a rulebook. Each prompt is designed to help you revise, test your understanding, and think more clearly — not to give perfect answers. You are encouraged to **adapt, improve, and remix** these prompts.

You are learning how to think carefully about the questions you ask — a skill that will matter far beyond these exams.

## **Note on Exam Boards and Syllabi**

A-Level History is offered by AQA, Edexcel, and OCR, and each board structures its qualification differently. AQA requires students to study a breadth study, a depth study, and a historical investigation (coursework). Edexcel combines a breadth study with options, a depth study, and a coursework component. OCR offers thematic studies, period studies, and a topic-based essay. The specific content you study will depend entirely on which modules your school has selected, and these vary widely from Tudor England to modern Russia, from the French Revolution to the Cold War.

Despite these structural differences, the higher-order historical skills tested at A-Level are consistent across all three boards. Every specification demands that students analyse and evaluate primary sources and historical interpretations, construct sustained analytical arguments, assess the relative significance of multiple causal factors, and reach substantiated judgements supported by precisely deployed evidence. These skills operate at a level well beyond GCSE, requiring genuine historiographical awareness and the ability to engage with competing scholarly perspectives.

A-Level History rewards students who can think like historians rather than simply recall content. Examiners want to see you interrogate evidence critically, situate sources within their historical context, challenge or support named historians' arguments with your own reasoning, and write essays that sustain a coherent analytical line from introduction to conclusion. Narrative and description without analysis will not reach the higher mark bands at this level.

The prompts in this book are designed to develop these transferable analytical skills across a range of popular A-Level topics. Each prompt asks you to apply a specific skill — source evaluation, historiographical debate, causal analysis, essay planning, synoptic thinking — using content drawn from commonly studied periods. Whether you are studying AQA's Tudors, Edexcel's Russia, or OCR's Cold War, the skills practised here will strengthen every answer you write.

Always consult your own specification, mark schemes, and examiner reports to understand the precise assessment objectives and question formats your board uses. Use these prompts to sharpen your analytical thinking and exam technique, then apply that sharpened thinking to the specific content and question styles you will face in your papers.

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# Section 1

## Tudor England 1485-1603

The Tudor period is one of the most popular A-Level History options, studied across AQA, Edexcel, and OCR specifications. It spans the establishment of the Tudor dynasty under Henry VII, the religious and political upheavals of Henry VIII's reign, the mid-Tudor crisis under Edward VI and Mary I, and the long and complex reign of Elizabeth I.

Understanding this period requires you to grapple with questions of monarchy, religion, faction, foreign policy, and social change across more than a century of dramatic transformation.

At A-Level, you are expected to move well beyond a narrative of events. Examiners want you to analyse the nature of Tudor government and the relationship between Crown and Parliament, evaluate the causes and consequences of the English Reformation, assess the significance of key individuals and factions, and engage with historiographical debates about the extent of change and continuity across the period. You must be able to deploy precise factual evidence to support analytical arguments.

These prompts will test your knowledge of the Tudor period while developing the analytical skills you need for exam success. They cover the key themes of royal authority, religious change, faction and counsel, rebellion and disorder, and England's place in Europe. Use them to build both your factual recall and your ability to construct the kind of evaluative arguments that reach the top mark bands.

### **Prompt 1: Tudor Knowledge Rapid Fire**

**Copy this prompt into your AI tool:**

*Run a rapid-fire knowledge test on Tudor England 1485–1603. Give me 20 quick questions covering key dates, individuals, Acts of Parliament, rebellions, religious changes, and foreign policy events. Mix factual recall questions with short analytical ones such as 'Give one reason why...' or 'Name the historian who argues...'. Present each question one at a time, mark my answer immediately, and keep a running score. At the end, identify my three weakest areas and suggest specific topics to revise.*

**What this helps you practise:**

Rapid factual recall and short analytical responses across Tudor England content.

**How to use it well:**

Time yourself and aim for no more than 30 seconds per answer. Gaps in your factual knowledge will undermine the quality of your analytical essays.

**Prompt 2: Henry VII's Consolidation of Power**

**Copy this prompt into your AI tool:**

*Act as my A-Level History tutor. Quiz me on Henry VII's consolidation of power after 1485. Ask me to explain three specific methods he used to secure the throne, such as the use of bonds and recognisances, his management of the nobility, or his marriage to Elizabeth of York. For each method I describe, ask me to evaluate how effective it was and what risks it carried. Wait for my answer each time before giving feedback on whether my evaluation goes beyond description to genuine analysis.*

**What this helps you practise:**

Evaluating the effectiveness of Henry VII's strategies for consolidating Tudor authority.

**How to use it well:**

Focus on weighing up the strengths and limitations of each method rather than simply describing what

Henry did. Examiners reward evaluation, not narrative.

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**Prompt 3: The Break with Rome**

**Copy this prompt into your AI tool:**

*Test me on the causes of the English Reformation under Henry VIII. Present me with the following factors one at a time: Henry's desire for an annulment, the influence of reformist ideas, the role of Thomas Cromwell, financial motivations, and the weakness of papal authority. For each factor, ask me to explain its role and assess its relative importance compared to the others. After all five, ask me to reach an overall judgement about which factor was most significant and why. Give feedback on the quality of my analysis.*

**What this helps you practise:**

Multi-causal analysis and relative significance judgement on the causes of the Henrician Reformation.

**How to use it well:**

Practise linking factors together rather than treating them in isolation. The strongest answers show how causes interconnected and reinforced each other.

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**Prompt 4: The Mid-Tudor Crisis Debate**

**Copy this prompt into your AI tool:**

*Act as my A-Level tutor. Present me with the historiographical debate about whether the reigns of Edward VI and Mary I constituted a genuine 'mid-Tudor crisis'. Give me the names and key arguments of historians on both sides, such as Whitney Jones, David Loades, and revisionist scholars. Then ask me to construct a balanced argument that engages with at least two named historians. Wait for my answer before evaluating whether I engaged critically with*

*the historiography rather than simply summarising it.*

**What this helps you practise:**

Engaging with historiographical debate and constructing arguments that reference named historians.

**How to use it well:**

You must go beyond saying 'Historian X argues...!' and actually evaluate the strength of their argument using your own evidence and reasoning.

**Prompt 5: Elizabethan Religious Settlement**

**Copy this prompt into your AI tool:**

*Quiz me on Elizabeth I's religious settlement of 1559. Ask me to explain the key features of the Acts of Supremacy and Uniformity, then challenge me with the following questions one at a time: Why did Elizabeth choose a middle way? How far did the settlement satisfy Catholics and Puritans? What threats to the settlement emerged during her reign?*

*For each answer I give, push me to consider counter-arguments and alternative interpretations.*

*Assess whether my responses demonstrate the analytical depth expected at A-Level.*

**What this helps you practise:**

Analysing the nature and effectiveness of Elizabeth's religious settlement and the challenges it faced.

**How to use it well:**

Always consider the perspective of different groups — Catholics, Puritans, conformists — when assessing the settlement. A one-sided answer will not score highly.

**Prompt 6: Tudor Rebellions Comparison**

**Copy this prompt into your AI tool:**

*Act as my examiner. Present me with three Tudor rebellions from across the period, such as the*

*Pilgrimage of Grace (1536), Kett's Rebellion (1549), and the Northern Rebellion (1569). For each one, ask me to identify the causes, the level of threat it posed to the Crown, and how effectively the government responded. Then ask me to compare all three and reach a judgement about which posed the greatest threat to Tudor authority. Give me feedback on whether my comparison is genuinely analytical rather than descriptive.*

**What this helps you practise:**

Comparative analysis of Tudor rebellions assessing causes, threat level, and government response.

**How to use it well:**

Set up clear criteria for comparison — causes, scale, leadership, government response, outcome — and apply them consistently to all three rebellions.

**Prompt 7: Tudor Foreign Policy Assessment**

**Copy this prompt into your AI tool:**

*Test me on Tudor foreign policy by presenting me with key foreign policy decisions from across the Tudor period. Cover Henry VII's marriage alliances, Henry VIII's wars with France, the Spanish Armada, and Elizabethan involvement in the Netherlands. For each, ask me to explain the aims, actions, and outcomes, and to assess how successfully the monarch achieved their objectives. After all four, ask me to identify the most important continuity in Tudor foreign policy across the period. Give feedback on my analytical quality.*

**What this helps you practise:**

Assessing the aims and outcomes of Tudor foreign policy and identifying continuities across the period.

**How to use it well:**

Link foreign policy decisions to domestic concerns — religion, finance, dynastic security — to show deeper understanding of how these areas interconnected.

### **Prompt 8: Tudor Government and Parliament**

#### **Copy this prompt into your AI tool:**

*Act as my A-Level History tutor. Quiz me on the changing relationship between the Crown and Parliament across the Tudor period. Ask me to explain how Henry VII, Henry VIII, and Elizabeth I each used Parliament, and to assess whether Parliament's power grew or declined during the Tudor era. Challenge me to engage with the debate between Elton's 'Tudor revolution in government' thesis and revisionist arguments. Wait for my answers before giving detailed feedback on my historiographical engagement.*

#### **What this helps you practise:**

Analysing the evolving relationship between Crown and Parliament and engaging with Elton's thesis.

#### **How to use it well:**

Be specific about which Acts of Parliament and which parliamentary sessions you reference. Vague generalisations about Parliament will not impress examiners.

### **Prompt 9: The Role of Key Individuals**

#### **Copy this prompt into your AI tool:**

*Present me with four key Tudor figures one at a time: Thomas Wolsey, Thomas Cromwell, William Cecil, and Robert Dudley. For each, ask me to explain their role, their relationship with the monarch, their major achievements, and their eventual fall or fate. Then ask me to compare two of them and assess which exercised greater genuine influence over policy. Give feedback on whether my comparison is sustained and evaluative rather than a pair of separate descriptions placed side by side.*

**What this helps you practise:**

Assessing the political significance of key Tudor advisors and comparing their influence.

**How to use it well:**

When comparing, use explicit comparative language: 'whereas', 'in contrast', 'similarly'. This signals to the examiner that you are genuinely comparing rather than describing sequentially.

**Prompt 10: Tudor Social and Economic Change**

**Copy this prompt into your AI tool:**

*Act as my tutor and test me on social and economic change in Tudor England. Ask me about the dissolution of the monasteries and its social impact, enclosure and agrarian change, the growth of the gentry, population growth and price inflation, and the Poor Laws. For each topic, ask me to explain the key changes and assess their significance. Then give me a 25-mark essay question on Tudor social change and ask me to produce a detailed essay plan with a clear argument. Evaluate my plan against A-Level mark scheme criteria.*

**What this helps you practise:**

Understanding Tudor social and economic change and planning a sustained analytical essay.

**How to use it well:**

Your essay plan should have a clear thesis in the introduction, analytical topic sentences for each paragraph, and a conclusion that reaches a substantiated judgement.

**Prompt 11: Tudor England Synoptic Themes**

**Copy this prompt into your AI tool:**

*Challenge me to identify and analyse synoptic themes across the entire Tudor period from 1485 to 1603. Present me with three themes one at a time: the power of the monarchy, the role of religion in*

*politics, and the management of opposition. For each theme, ask me to trace its development across the reigns of Henry VII, Henry VIII, Edward VI, Mary I, and Elizabeth I, identifying key turning points and assessing the extent of change and continuity. Give detailed feedback on whether my analysis is genuinely synoptic rather than a reign-by-reign narrative.*

**What this helps you practise:**

Synoptic analysis tracing themes across the full Tudor period with attention to change and continuity.

**How to use it well:**

Resist the temptation to go through each reign in order. Instead, organise your answer around the theme itself, drawing evidence from across the period to support your argument.

## Section 2

### **The French Revolution and Napoleonic Europe**

The French Revolution is one of the great turning points in modern history, and it features prominently in A-Level specifications across all major boards. Whether studied as a depth study or as part of a broader European history option, the Revolution demands that students grapple with complex questions of ideology, political change, social upheaval, violence, and the contested legacies of revolutionary transformation. The period from 1789 to the fall of Napoleon in 1815 covers an extraordinary range of political systems, from absolute monarchy through constitutional monarchy, republic, the Terror, and military dictatorship.

A-Level study of this period requires you to go far beyond a narrative of events. You must analyse the structural, ideological, and contingent causes of the Revolution, evaluate the roles of key individuals from Louis XVI to Robespierre to Napoleon, assess the significance of popular participation and the crowd, and engage with major historiographical debates between Marxist, revisionist, and post-revisionist interpretations. The ability to situate events within their broader European context is also essential.

These prompts will test your understanding of the Revolution's causes, course, and consequences while sharpening your ability to construct the kind of evaluative arguments that A-Level examiners reward. They cover the Ancien Regime, the radical phase, the Terror, the rise of Napoleon, and the long-term legacy of the Revolution for France and Europe.

**Prompt 12: Causes of the French Revolution**  
**Copy this prompt into your AI tool:**

*Act as my A-Level History examiner. Present me with the following categories of causes of the French Revolution one at a time: long-term structural causes (social inequality under the Ancien Regime), financial causes (the fiscal crisis), intellectual causes (the Enlightenment), political causes (the weakness of Louis XVI), and short-term triggers (the Estates-General and the events of 1789). For each category, ask me to explain specific evidence and assess its relative importance. After all five, ask me to reach an overall judgement about which cause was most significant. Evaluate the quality of my argument.*

**What this helps you practise:**

Multi-causal analysis and relative significance judgement on the origins of the French Revolution.

**How to use it well:**

Avoid treating each cause in isolation. Show how they interconnected — for example, how Enlightenment ideas gave intellectual justification to grievances that the fiscal crisis made urgent.

**Prompt 13: The Radical Phase 1792-1794**

**Copy this prompt into your AI tool:**

*Test me on the radicalisation of the French Revolution from 1792 to 1794. Ask me to explain the key developments: the fall of the monarchy, the declaration of the Republic, the execution of Louis XVI, the role of the sans-culottes, and the rise of the Jacobins. For each development, challenge me to assess whether it was an inevitable consequence of revolutionary dynamics or the result of contingent factors and individual decisions. Give feedback on whether my analysis shows the sophistication expected at A-Level.*

**What this helps you practise:**

Analysing the process of revolutionary radicalisation and assessing the roles of structure and contingency.

**How to use it well:**

Consider whether the Revolution had an inherent logic that drove it towards radicalism, or whether different outcomes were possible at key moments.

This is a central debate in the historiography.

**Prompt 14: The Terror: Ideology or Circumstance?**

**Copy this prompt into your AI tool:**

*Act as my tutor and present me with the historiographical debate about the causes of the Terror. On one side, present the 'circumstantialist' argument that the Terror was a response to war, civil war, and counter-revolution. On the other, present the 'ideological' argument that the Terror was inherent in revolutionary ideology from 1789.*

*Ask me to evaluate both interpretations using specific evidence from 1793-1794, including the role of Robespierre, the Committee of Public Safety, and the Law of Suspects. Assess whether my answer engages critically with both sides.*

**What this helps you practise:**

Engaging with historiographical debate on the causes and nature of the Terror using specific evidence.

**How to use it well:**

Name specific historians where you can — Furet, Soboul, Schama — and explain how their interpretations differ. This demonstrates the historiographical awareness that A-Level mark schemes reward.

**Prompt 15: Napoleon: Revolutionary or Dictator?**

**Copy this prompt into your AI tool:**

*Present me with the debate about whether Napoleon Bonaparte preserved or betrayed the ideals of the*

*French Revolution. Ask me to assess Napoleon's domestic reforms — the Civil Code, the Concordat, administrative centralisation, the education system — and for each one, evaluate whether it continued revolutionary principles or represented a return to authoritarian control. Then ask me to reach an overall judgement. Challenge me if my conclusion is not sufficiently nuanced or if I fail to consider counter-evidence. Give detailed feedback.*

**What this helps you practise:**

Evaluating Napoleon's domestic legacy in relation to revolutionary ideals with nuanced judgement.

**How to use it well:**

Avoid a simple 'for or against' structure. The best answers recognise that Napoleon's reforms could simultaneously advance some revolutionary principles while undermining others.

**Prompt 16: The Impact on Europe**

**Copy this prompt into your AI tool:**

*Quiz me on the impact of the French Revolution and Napoleonic Wars on the rest of Europe. Cover the spread of revolutionary ideas, the impact of French military conquests on European states, the redrawing of borders, the Congress of Vienna and the attempt to restore the old order, and the long-term legacy for nationalism and liberalism in the nineteenth century. For each area, ask me to provide specific examples and assess the significance of the impact. Give feedback on my use of evidence and the quality of my analysis.*

**What this helps you practise:**

Assessing the wider European impact of the French Revolution and the Napoleonic period.

**How to use it well:**

Think beyond France itself. The strongest answers on this topic demonstrate awareness of how the

Revolution affected different parts of Europe in different ways.

**Prompt 17: Key Individuals of the Revolution**

**Copy this prompt into your AI tool:**

*Act as my examiner and test me on key individuals of the French Revolution. Present the following figures one at a time: Louis XVI, Mirabeau, Lafayette, Danton, Robespierre, and Napoleon. For each, ask me to explain their political position, their key actions, and their significance to the course of the Revolution. Then ask me to compare two of them and assess which had the greater impact on the direction of the Revolution. Give feedback on whether my comparison is genuinely analytical.*

**What this helps you practise:**

Assessing the significance of key revolutionary figures and comparing their impact analytically.

**How to use it well:**

Do not simply describe what each figure did. Assess their significance by considering what might have been different without them — this is a test of historical counterfactual reasoning.

**Prompt 18: Revolutionary Ideology and the Enlightenment**

**Copy this prompt into your AI tool:**

*Test my understanding of the intellectual origins of the French Revolution. Ask me to explain the key ideas of Rousseau, Voltaire, and Montesquieu and their relevance to revolutionary ideology. Then present me with specific revolutionary documents or declarations and ask me to identify which Enlightenment ideas they reflect. Challenge me to assess whether the Enlightenment caused the Revolution or merely provided a language for*

*expressing pre-existing grievances. Give feedback on my analytical depth.*

**What this helps you practise:**

Connecting Enlightenment philosophy to revolutionary ideology and assessing intellectual causation.

**How to use it well:**

Be specific about which ideas influenced which events or documents. Vague references to 'Enlightenment ideas' without naming thinkers and concepts will not score highly.

**Prompt 19: The Role of the Crowd and Popular Participation**

**Copy this prompt into your AI tool:**

*Act as my tutor. Quiz me on the role of popular participation in the French Revolution. Ask me to explain the significance of key crowd actions: the storming of the Bastille, the October Days, the journey of 10 August 1792, and the sans-culottes' influence on the Convention. For each event, ask me to assess whether popular action drove the Revolution forward or was manipulated by political elites. Challenge me to engage with the historiographical debate between 'history from below' approaches and those that emphasise elite political agency. Give detailed feedback.*

**What this helps you practise:**

Analysing the role of popular participation and engaging with 'history from below' historiography.

**How to use it well:**

Consider the relationship between popular action and political outcomes. The crowd was not simply a tool of politicians, but nor did it act independently of political context.

## **Prompt 20: The Legacy of the French Revolution**

### **Copy this prompt into your AI tool:**

*Challenge me to assess the long-term legacy of the French Revolution. Present me with four areas to evaluate one at a time: the impact on concepts of citizenship and rights, the legacy for revolutionary movements in the nineteenth and twentieth centuries, the impact on the relationship between church and state, and the legacy of Napoleonic legal and administrative reform. For each area, ask me to provide specific evidence and reach a judgement about the extent of the Revolution's lasting impact. Evaluate whether my answers show genuine historical depth rather than superficial generalisation.*

### **What this helps you practise:**

Assessing the long-term legacy of the French Revolution across multiple dimensions.

### **How to use it well:**

Think about what persisted and what was reversed. The Congress of Vienna attempted to undo the Revolution, but many of its changes proved irreversible — your answer should explain why.

## **Prompt 21: French Revolution Source Analysis**

### **Copy this prompt into your AI tool:**

*Present me with three primary sources from the French Revolutionary period. These might include extracts from the Declaration of the Rights of Man, a speech by Robespierre, a contemporary cartoon, or a counter-revolutionary pamphlet. For each source, ask me to identify its provenance, analyse its content, evaluate its value and limitations as evidence for a specific enquiry question, and place it in its historical context. Give detailed feedback on whether my analysis goes beyond surface-level*

*description to genuine critical evaluation of the source as historical evidence.*

**What this helps you practise:**

Critical evaluation of primary sources from the French Revolutionary period using provenance and contextual analysis.

**How to use it well:**

Always link the source's provenance to its value as evidence. Who created it, when, and why? These questions determine what the source can and cannot tell us.

**Prompt 22: French Revolution Essay Planning**

**Copy this prompt into your AI tool:**

*Give me a challenging A-Level essay question on the French Revolution, such as 'How far was the Terror a betrayal of the principles of 1789?' or 'To what extent was Napoleon the heir of the Revolution?' Ask me to produce a detailed essay plan including a clear thesis statement, at least four analytical paragraphs with topic sentences and supporting evidence, and a substantiated conclusion. Evaluate my plan against A-Level mark scheme criteria, focusing on the quality of my argument, the precision of my evidence, and the depth of my analysis. Suggest specific improvements.*

**What this helps you practise:**

Planning a sustained analytical essay on the French Revolution with a clear thesis and precise evidence.

**How to use it well:**

Your thesis must take a clear position that you sustain throughout the essay. Every paragraph should advance your argument, not just describe another event.

## **Section 3**

### **Britain 1951-2007**

Modern British history from 1951 to 2007 is a popular A-Level option that covers a period of profound social, economic, and political transformation. From the post-war consensus under Churchill, Eden, and Macmillan, through the social revolutions of the 1960s, the economic crises of the 1970s, Thatcherism, New Labour, and the challenges of the twenty-first century, this period requires students to engage with questions about the nature of political change, the role of ideology, the transformation of British society, and Britain's changing place in the world.

At A-Level, you must go beyond describing what happened to analyse why it happened and with what consequences. Examiners expect you to assess the extent of political consensus and ideological change, evaluate the significance of key individuals from Macmillan to Thatcher to Blair, analyse the causes and consequences of economic change, and consider how far social attitudes were transformed during this period. You should also be prepared to engage with historiographical debates about periodisation, the post-war consensus, and the nature of Thatcherism.

These prompts cover the major political, economic, and social themes of the period. They will test your factual knowledge while developing your ability to construct the sustained analytical arguments that reach the highest mark bands. Use them alongside your textbook and past papers to build a thorough and analytically sharp understanding of modern Britain.

## **Prompt 23: Trade Unions and Industrial Relations**

### **Copy this prompt into your AI tool:**

*Act as my examiner. Quiz me on the changing role of trade unions in Britain from 1951 to 2007. Ask me to trace the arc from the powerful unions of the post-war period, through the industrial conflicts of the 1970s (including the miners' strikes), to Thatcher's trade union reforms and the decline of union power.*

*For each phase, ask me to explain the key developments and assess the causes of change. Then ask me to evaluate the most important turning point in the decline of trade union power. Give feedback on my judgement.*

### **What this helps you practise:**

Tracing the rise and decline of trade union power and identifying key turning points.

### **How to use it well:**

When identifying a turning point, explain what changed as a result and why things were significantly different afterwards. This is the definition of a turning point that examiners expect.

## **Prompt 24: Britain's Relationship with Europe**

### **Copy this prompt into your AI tool:**

*Test me on Britain's evolving relationship with Europe from 1951 to 2007. Cover the initial refusal to join the EEC, the failed applications of 1963 and 1967, entry in 1973, the 1975 referendum, Thatcher's relationship with Europe, Maastricht, and the question of the single currency under Blair. For each phase, ask me to explain British policy and the reasons behind it. Then ask me to assess whether Euroscepticism was a consistent feature of British politics throughout this period or a phenomenon that grew over time. Give detailed feedback.*

**What this helps you practise:**

Analysing the development of Britain's relationship with European integration and the growth of Euroscepticism.

**How to use it well:**

Consider the positions of both major parties on Europe, which shifted significantly over time. Show awareness that attitudes to Europe cut across traditional party lines.

**Prompt 25: The Post-War Consensus 1951-1964**

**Copy this prompt into your AI tool:**

*Act as my A-Level History tutor. Quiz me on the concept of the post-war consensus. Ask me to define what is meant by consensus politics, identify the key policy areas where Labour and Conservative governments agreed (the welfare state, the mixed economy, full employment, NATO membership), and then challenge me to assess how far the consensus was real. Present me with evidence both supporting and questioning the consensus thesis, including the views of historians such as Kavanagh and Pimlott. Ask me to reach a substantiated judgement. Give detailed feedback.*

**What this helps you practise:**

Analysing the nature and extent of the post-war political consensus using historiographical evidence.

**How to use it well:**

The consensus debate is nuanced — avoid simply saying 'there was a consensus' or 'there was not'.

The best answers identify areas of genuine agreement alongside significant differences.

**Prompt 26: The Social Changes of the 1960s**

**Copy this prompt into your AI tool:**

*Test me on the social changes of the 1960s in Britain. Present the following topics one at a time:*

*the liberalising legislation on abortion, homosexuality, and the death penalty; changes in youth culture and the media; the growth of immigration and the beginnings of a multicultural society; and changing attitudes to class and gender.*

*For each topic, ask me to explain the key developments and assess how significant the changes were. Then ask me to evaluate the claim that the 1960s represented a social revolution. Give feedback on my analytical quality.*

**What this helps you practise:**

Assessing the extent of social transformation in 1960s Britain and evaluating the concept of a 'social revolution'.

**How to use it well:**

Consider who was affected by these changes and who was not. Many changes in the 1960s were concentrated in urban, middle-class settings and did not immediately transform the lives of all Britons.

**Prompt 27: Economic Decline and the 1970s Crisis**

**Copy this prompt into your AI tool:**

*Act as my tutor and quiz me on Britain's economic difficulties from the late 1960s to the late 1970s. Ask me to explain the causes of relative economic decline, including low productivity, industrial relations problems, the oil crisis of 1973, stagflation, and the IMF crisis of 1976. For each factor, challenge me to assess its relative importance. Then ask me to evaluate the claim that the 1970s represented a 'crisis of the state'. Give feedback on whether my answer engages with the historiographical debate about the nature and severity of the crisis.*

**What this helps you practise:**

Multi-causal analysis of Britain's economic

difficulties in the 1970s and evaluation of the 'crisis' narrative.

**How to use it well:**

Distinguish between the perception of crisis at the time and the reality as assessed by historians with hindsight. This distinction is important for showing analytical sophistication.

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**Prompt 28: Thatcherism: Ideology and Impact**

**Copy this prompt into your AI tool:**

*Present me with the key elements of Thatcherism one at a time: monetarism and the control of inflation, privatisation, trade union reform, the reduction of the welfare state, and the emphasis on individual responsibility. For each element, ask me to explain the policy, its rationale, and its impact. Then ask me to evaluate whether Thatcherism represented a genuine ideological revolution or a pragmatic response to circumstances. Challenge me to consider both economic and social consequences. Give detailed feedback on the quality of my evaluation.*

**What this helps you practise:**

Analysing the ideology and impact of Thatcherism and evaluating its significance as a turning point.

**How to use it well:**

Consider the gap between Thatcherite rhetoric and actual policy outcomes. Some policies were more radical in principle than in practice, and vice versa.

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**Prompt 29: New Labour and the Blair Years**

**Copy this prompt into your AI tool:**

*Quiz me on New Labour and the Blair government from 1997 to 2007. Ask me to explain the key features of New Labour's programme: constitutional reform, the minimum wage, investment in public services, the Third Way ideology, and foreign policy*

*including the Iraq War. For each area, ask me to assess how far New Labour represented continuity with or a break from both traditional Labour values and Thatcherism. Then ask me to reach an overall judgement about Blair's legacy. Evaluate whether my answer is sufficiently analytical and balanced.*

**What this helps you practise:**

Assessing New Labour's programme in relation to both traditional Labour and Thatcherite ideology.

**How to use it well:**

The question of whether New Labour continued Thatcherism or returned to social democratic values is a key historiographical debate. Your answer should engage with this directly.

**Prompt 30: Britain and Decolonisation**

**Copy this prompt into your AI tool:**

*Act as my A-Level History tutor. Test me on Britain's decolonisation process from the 1950s to the 1970s.*

*Ask me to explain the causes of decolonisation, including nationalist movements, the Suez Crisis, changing economic calculations, and international pressure. Then present me with three specific case studies — such as India's earlier independence, the Suez Crisis, and the 'wind of change' in Africa — and ask me to assess the relative importance of different factors in each case. Give feedback on whether my analysis is comparative and evaluative rather than purely descriptive.*

**What this helps you practise:**

Analysing the causes and process of British decolonisation using specific case studies.

**How to use it well:**

Do not assume decolonisation had a single cause that applied everywhere. Different colonies gained independence for different combinations of reasons, and your answer should reflect this complexity.

### **Prompt 31: Race Relations and Immigration**

#### **Copy this prompt into your AI tool:**

*Test me on immigration and race relations in Britain from 1948 to 2007. Ask me to explain the key developments: Commonwealth immigration, the Race Relations Acts, Powellism, the Scarman Report, the Macpherson Report, and debates about multiculturalism. For each development, ask me to assess its significance and its impact on British society. Then challenge me to evaluate the claim that Britain became a more tolerant society over this period. Give feedback on the analytical quality of my evaluation, particularly whether I consider evidence on both sides.*

#### **What this helps you practise:**

Assessing the development of race relations and immigration policy in modern Britain.

#### **How to use it well:**

Use specific evidence — legislation, reports, events — rather than generalisations. The strongest answers on this topic combine political history with social and cultural analysis.

### **Prompt 32: Change and Continuity in Modern Britain**

#### **Copy this prompt into your AI tool:**

*Challenge me with a synoptic question on change and continuity in Britain from 1951 to 2007. Present me with three themes: the role of the state in the economy, social attitudes and values, and Britain's international standing. For each theme, ask me to identify the most important changes and the most significant continuities across the period, citing specific evidence. Then ask me to reach an overall judgement about whether Britain in 2007 was fundamentally different from Britain in 1951 or*

*whether continuities outweighed changes. Give detailed feedback on my synoptic analysis.*

**What this helps you practise:**

Synoptic analysis of change and continuity across the full period of modern British history.

**How to use it well:**

Avoid the trap of assuming everything changed. Some of the most interesting analysis comes from identifying surprising continuities beneath the surface of apparent transformation.

**Prompt 33: Modern Britain Essay Technique**

**Copy this prompt into your AI tool:**

*Give me a challenging A-Level essay question on Britain 1951–2007, such as 'How far do you agree that Thatcher's greatest achievement was to transform the Labour Party?' or 'To what extent did the post-war consensus survive until 1979?' Ask me to write an essay plan including a thesis statement, four to five paragraph topics with analytical topic sentences, key evidence for each paragraph, and a conclusion. Evaluate my plan using A-Level assessment criteria and give specific feedback on how to improve the quality of my argument and the precision of my evidence.*

**What this helps you practise:**

Planning a sustained analytical essay on modern British history with a clear thesis and evaluative structure.

**How to use it well:**

Every paragraph should begin with an analytical topic sentence that advances your argument, not a chronological statement. For example, 'The most significant impact of Thatcherism was...' not 'In 1979, Thatcher became Prime Minister.'

## **Section 4**

### **Russia 1917-1991**

The history of Russia and the Soviet Union from 1917 to 1991 is one of the most dramatic and consequential topics available at A-Level. It encompasses the Revolutions of 1917, the establishment of Bolshevik power, the creation of the Stalinist state, the experience of the Second World War, the Cold War, and the eventual collapse of the Soviet Union under Gorbachev. The period raises fundamental questions about revolution, ideology, power, terror, modernisation, and the nature of totalitarian rule.

A-Level study of Russia demands a level of analytical sophistication that goes well beyond GCSE. You must be able to evaluate the causes and significance of the 1917 Revolutions, assess the nature of Lenin's and Stalin's regimes, analyse the relationship between ideology and practice in Soviet policy, engage with historiographical debates between totalitarian, revisionist, and post-revisionist schools of thought, and construct arguments that deploy precise evidence from across the period.

These prompts cover the key themes and events of Soviet history from the fall of the Tsar to the fall of the Soviet Union. They will challenge you to think critically about some of the most debated questions in modern history while developing the essay-writing and source-analysis skills that A-Level examiners reward. Use them to build both your factual command of the period and your ability to construct the kind of evaluative arguments that reach the top mark bands.

#### **Prompt 34: Life in the Soviet Union**

**Copy this prompt into your AI tool:**

*Quiz me on the experience of ordinary people living in the Soviet Union across the period 1917–1991.*

*Present the following themes one at a time: the impact of revolution and civil war on daily life, the experience of collectivisation and famine, living under the Terror in the 1930s, the wartime experience, the post-war period under Khrushchev and Brezhnev, and the impact of glasnost. For each theme, ask me to explain how Soviet policies affected ordinary citizens and to assess the relationship between state ambitions and lived experience. Give feedback on my analytical depth.*

**What this helps you practise:**

Analysing the impact of Soviet policies on the lives of ordinary citizens across the period.

**How to use it well:**

Consider different social groups — workers, peasants, women, ethnic minorities — rather than treating 'the Soviet people' as a single homogeneous category. This differentiation demonstrates analytical sophistication.

**Prompt 35: The Causes of the 1917 Revolutions**

**Copy this prompt into your AI tool:**

*Act as my A-Level History tutor. Test me on the causes of the Russian Revolutions of 1917. Present the following factors one at a time: the long-term weaknesses of Tsarism, the impact of the First World War, the February Revolution and the fall of the Tsar, the failures of the Provisional Government, and Lenin's role in the October Revolution. For each factor, ask me to explain its significance and assess its relative importance. After all five, ask me to reach a judgement about whether the October Revolution was inevitable or contingent. Give detailed feedback on my analytical quality.*

**What this helps you practise:**

Multi-causal analysis of the 1917 Revolutions and assessment of the relative importance of structural versus contingent factors.

**How to use it well:**

The question of inevitability versus contingency is central to this topic. Consider what might have happened differently if specific factors had been absent — this counterfactual thinking demonstrates analytical sophistication.

**Prompt 36: Lenin's Russia 1917-1924**

**Copy this prompt into your AI tool:**

*Quiz me on the key features of Lenin's rule from 1917 to 1924. Present the following topics one at a time: the establishment of Bolshevik power (decrees, Constituent Assembly, Treaty of Brest-Litovsk), War Communism, the Red Terror, the Civil War, the Kronstadt Rebellion, and the New Economic Policy. For each topic, ask me to explain the policy or event and assess its significance for the consolidation or transformation of Bolshevik power. Challenge me to consider whether Lenin was a pragmatic leader or a dogmatic ideologue. Give feedback on my evaluation.*

**What this helps you practise:**

Assessing the nature of Leninist rule and the balance between pragmatism and ideology.

**How to use it well:**

Consider the gap between Bolshevik ideology and actual policy. The shift from War Communism to NEP is a key case study in the tension between ideology and pragmatism.

**Prompt 37: The Rise of Stalin**

**Copy this prompt into your AI tool:**

*Act as my A-Level tutor. Test me on Stalin's rise to power after Lenin's death in 1924. Ask me to explain the key factors: the power of the General Secretary's position, Stalin's political skill in allying with and then destroying rivals, the weaknesses of his opponents (Trotsky, Zinoviev, Kamenev, Bukharin), the ideological debates over socialism in one country versus permanent revolution, and the role of the party apparatus. For each factor, challenge me to assess its relative importance. Then ask me to evaluate whether Stalin's rise was due to his own strengths or his opponents' weaknesses. Give detailed feedback.*

**What this helps you practise:**

Evaluating the factors behind Stalin's rise to power and assessing their relative significance.

**How to use it well:**

Avoid a simple narrative of events. Structure your answer around analytical categories — institutional factors, ideological debates, personality — rather than telling the story chronologically.

**Prompt 38: Stalinism: Terror and Control**

**Copy this prompt into your AI tool:**

*Present me with the key features of the Stalinist system of control one at a time: the purges and show trials, the Gulag system, the cult of personality, the secret police (NKVD), censorship and propaganda, and the control of culture and education. For each feature, ask me to explain how it functioned and assess its importance in maintaining Stalin's power.*

*Then challenge me to engage with the historiographical debate between the totalitarian model (Friedrich and Brzezinski) and the revisionist model (Getty, Fitzpatrick). Ask me to evaluate which interpretation is more convincing. Give detailed feedback.*

**What this helps you practise:**

Analysing the mechanisms of Stalinist control and engaging with the totalitarian versus revisionist historiographical debate.

**How to use it well:**

The totalitarian model emphasises top-down control by Stalin personally. The revisionist model emphasises chaos, local initiatives, and the limits of central control. The best answers consider the merits of both.

**Prompt 39: Soviet Economic Policy: Industrialisation and Collectivisation**

**Copy this prompt into your AI tool:**

*Act as my examiner and quiz me on Soviet economic policy under Stalin. Ask me to explain the Five-Year Plans and their objectives, the process and impact of forced collectivisation, the human cost of economic transformation (famine, forced labour), and the debate about whether Stalinist industrialisation was a success or a disaster. For each area, challenge me to use specific statistics and evidence. Then give me a 25-mark essay question such as 'How successful was Stalin's economic policy?' and ask me to produce a detailed plan. Evaluate my plan against A-Level criteria.*

**What this helps you practise:**

Assessing the costs and achievements of Stalinist economic transformation with precise evidence.

**How to use it well:**

Use specific evidence — production figures, famine death tolls, the rate of urbanisation — to support your arguments. Vague statements about economic growth without evidence will not score well.

**Prompt 40: The Soviet Union in the Second World War**

**Copy this prompt into your AI tool:**

*Test me on the Soviet experience of the Second World War (the Great Patriotic War). Ask me to assess the initial failures of 1941, the role of Stalin's leadership, the significance of key battles (Stalingrad, Kursk), the role of the home front and wartime economic production, and the human cost of the war. For each area, challenge me to move beyond narrative to analysis. Then ask me to evaluate the claim that the war strengthened the Stalinist system. Give feedback on whether my evaluation considers both sides of the argument.*

**What this helps you practise:**

Analysing the impact of the Second World War on the Soviet Union and the Stalinist system.

**How to use it well:**

The war both strengthened and weakened the Stalinist system in different ways. The best answers recognise this complexity rather than arguing a one-sided case.

**Prompt 41: Khrushchev and De-Stalinisation**

**Copy this prompt into your AI tool:**

*Act as my tutor and quiz me on Khrushchev's period of leadership from 1953 to 1964. Ask me to explain the process of de-Stalinisation, including the Secret Speech of 1956, the political thaw, the release of Gulag prisoners, and economic reforms. For each development, challenge me to assess how far it represented a genuine break with Stalinism. Then ask me to evaluate Khrushchev's overall significance: was he a genuine reformer or did he merely replace one form of authoritarianism with another? Give detailed feedback on my evaluation.*

**What this helps you practise:**

Assessing the extent and limits of de-Stalinisation under Khrushchev.

**How to use it well:**

Consider the limits of de-Stalinisation as well as its achievements. Khrushchev denounced Stalin's cult of personality while creating elements of his own, and he pursued reform within strict limits.

**Prompt 42: Brezhnev to Gorbachev: Stagnation and Reform**

**Copy this prompt into your AI tool:**

*Test me on the later Soviet period from Brezhnev through Gorbachev. Ask me to explain the concept of the 'era of stagnation' under Brezhnev, the brief leaderships of Andropov and Chernenko, and then the radical reforms of Gorbachev — glasnost, perestroika, and new political thinking. For each phase, challenge me to assess the nature and significance of the developments. Then ask me to evaluate whether the collapse of the Soviet Union in 1991 was primarily caused by long-term structural weaknesses or by Gorbachev's reforms. Give detailed feedback.*

**What this helps you practise:**

Analysing the causes of Soviet decline and collapse, weighing structural factors against the role of Gorbachev's reforms.

**How to use it well:**

The debate about whether Gorbachev saved or destroyed the Soviet Union is central to this topic. Consider the counterfactual: could the Soviet Union have survived without reform?

**Prompt 43: Russian History Historiography Quiz**

**Copy this prompt into your AI tool:**

*Test my knowledge of the key historiographical debates in the study of Russia 1917–1991. Present me with five debates one at a time: the role of Lenin*

*versus the masses in the October Revolution, the continuity between Leninism and Stalinism, the totalitarian model versus revisionism for understanding the Stalin period, the inevitability of Soviet collapse, and whether Gorbachev was a hero or a failure. For each debate, ask me to identify at least two named historians and explain their positions. Then challenge me to state which interpretation I find most convincing and why. Give detailed feedback.*

**What this helps you practise:**

Identifying and engaging with major historiographical debates on Russian and Soviet history.

**How to use it well:**

Historiographical awareness is essential for top-band marks at A-Level. Learn the names and key arguments of at least two historians for each major debate in your specification.

**Prompt 44: Russia Essay Planning Under Pressure**

**Copy this prompt into your AI tool:**

*Give me a challenging A-Level essay question on Russia 1917-1991, such as 'To what extent was Stalin's power based on terror rather than consent?' or 'How far was the collapse of the Soviet Union inevitable by 1985?' Give me exactly 8 minutes to produce an essay plan, then ask me to present it. My plan should include a clear thesis, at least four paragraph topics with analytical topic sentences and supporting evidence, and a substantiated conclusion. Evaluate my plan rigorously against A-Level mark scheme criteria and identify specific areas for improvement.*

**What this helps you practise:**

Planning a sustained analytical essay on Russian history under time pressure.

**How to use it well:**

Practise planning under timed conditions regularly.

In the exam, spending five to eight minutes on a strong plan will significantly improve the quality and coherence of your essay.

## **Section 5**

### **The Cold War**

The Cold War is one of the defining features of twentieth-century history, and it appears in multiple A-Level specifications as both a depth study and a breadth option. The ideological, political, and military confrontation between the United States and the Soviet Union shaped international relations from the end of the Second World War until the collapse of the Soviet Union in 1991. Understanding the Cold War requires you to grapple with questions of ideology, nuclear deterrence, superpower rivalry, proxy conflicts, and the contested interpretations of who was responsible for the conflict.

At A-Level, you must move beyond a narrative of events to engage with the historiographical debates that have shaped our understanding of the Cold War. Orthodox, revisionist, and post-revisionist interpretations offer fundamentally different accounts of the origins and dynamics of the conflict. You must also be able to analyse the significance of key crises and turning points, evaluate the role of individuals and ideology, and assess the causes and significance of detente and the end of the Cold War.

These prompts cover the major themes and events of the Cold War from its origins in 1945 to its end in 1991. They will challenge your factual knowledge while developing the analytical and evaluative skills that A-Level examiners reward. Use them to build your ability to construct arguments that deploy precise evidence and engage critically with competing historical interpretations.

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#### **Prompt 45: Origins of the Cold War**

**Copy this prompt into your AI tool:**

*Act as my A-Level History tutor. Test me on the origins of the Cold War by presenting me with the three main historiographical interpretations: orthodox (Soviet expansion caused the Cold War), revisionist (American economic imperialism provoked Soviet defensive reactions), and post-revisionist (both sides share responsibility). For each interpretation, ask me to explain the key arguments and identify specific evidence that supports it. Then ask me to evaluate which interpretation I find most convincing and why. Give detailed feedback on whether my evaluation engages critically with all three interpretations.*

**What this helps you practise:**

Engaging with orthodox, revisionist, and post-revisionist interpretations of Cold War origins.

**How to use it well:**

Name specific historians — Gaddis, Williams, Leffler — and explain their arguments precisely. Vague references to 'some historians argue' will not demonstrate the historiographical awareness that examiners expect.

**Prompt 46: Key Cold War Crises**

**Copy this prompt into your AI tool:**

*Act as my examiner. Present me with four key Cold War crises one at a time: the Berlin Blockade (1948–49), the Korean War (1950–53), the Cuban Missile Crisis (1962), and the Soviet invasion of Afghanistan (1979). For each crisis, ask me to explain the causes, the key events, and the consequences for superpower relations. Then ask me to compare two of the crises and assess which represented the more dangerous moment in the Cold War. Give feedback on whether my comparison is genuinely analytical and whether I use precise evidence.*

**What this helps you practise:**

Analysing the causes and consequences of major Cold War crises and comparing their significance.

**How to use it well:**

When comparing crises, establish clear criteria for comparison — such as the risk of nuclear war, the impact on superpower relations, and the long-term consequences — and apply them consistently.

**Prompt 47: The Nuclear Arms Race**

**Copy this prompt into your AI tool:**

*Quiz me on the nuclear arms race during the Cold War. Ask me to explain the key developments: the American atomic bomb, the Soviet bomb, the hydrogen bomb, ICBMs, MAD (mutually assured destruction), the arms control treaties (Partial Test Ban Treaty, SALT I and II, INF Treaty), and Reagan's SDI (Star Wars). For each development, challenge me to assess its impact on the balance of power and the stability of the Cold War. Then ask me to evaluate whether nuclear weapons made the world safer or more dangerous during the Cold War period. Give detailed feedback.*

**What this helps you practise:**

Analysing the development and impact of the nuclear arms race on Cold War dynamics.

**How to use it well:**

The paradox of nuclear deterrence — that weapons of mass destruction may have prevented major war — is a key analytical point. Your answer should engage with this paradox rather than taking a simplistic position.

**Prompt 48: Detente and its Collapse**

**Copy this prompt into your AI tool:**

*Test me on the period of detente in the 1970s. Ask me to explain the reasons for detente (including the*

*Sino-Soviet split, mutual economic pressures, and the desire to manage the nuclear relationship), its key achievements (SALT I, Helsinki Accords, Ostpolitik), and the reasons for its collapse in the late 1970s and early 1980s (Afghanistan, the election of Reagan, the 'Second Cold War'). For each area, challenge me to provide specific evidence and assess significance. Then ask me to evaluate how successful detente was overall. Give detailed feedback.*

**What this helps you practise:**

Analysing the causes, achievements, and limitations of detente in the Cold War.

**How to use it well:**

Consider detente from both the American and Soviet perspectives. Each side had different motivations and different assessments of what detente achieved.

**Prompt 49: The End of the Cold War**

**Copy this prompt into your AI tool:**

*Act as my A-Level tutor. Present me with the main explanations for the end of the Cold War: Reagan's military pressure and the SDI challenge, Gorbachev's 'new thinking' in foreign policy, the economic weaknesses of the Soviet system, the role of popular movements in Eastern Europe, and the impact of nuclear arms reduction agreements. For each explanation, ask me to provide specific evidence and assess its significance. Then ask me to reach a judgement about which factor was most important in ending the Cold War. Give detailed feedback on my evaluation.*

**What this helps you practise:**

Multi-causal analysis of the end of the Cold War and assessment of the relative importance of different factors.

**How to use it well:**

The end of the Cold War is a major historiographical debate. Some emphasise Reagan's role, others Gorbachev's, and others structural factors. A strong answer acknowledges the interplay between them.

**Prompt 50: Superpower Relations and Ideology**

**Copy this prompt into your AI tool:**

*Challenge me to assess the role of ideology in the Cold War. Ask me to explain how the ideological conflict between capitalism and communism shaped superpower foreign policy, domestic politics, and the conduct of proxy wars. Present me with three specific cases — such as the Truman Doctrine, the Soviet intervention in Hungary (1956), and the Vietnam War — and for each, ask me to assess how far ideology, as opposed to strategic interests, drove decision-making. Then ask me to evaluate whether the Cold War was fundamentally an ideological conflict or a traditional great power rivalry. Give detailed feedback.*

**What this helps you practise:**

Assessing the role of ideology versus strategic interest in shaping Cold War superpower behaviour.

**How to use it well:**

Avoid assuming that all actions were ideologically motivated. Some of the most interesting analysis comes from showing how realpolitik and ideology sometimes conflicted.

**Prompt 51: Cold War Proxy Conflicts**

**Copy this prompt into your AI tool:**

*Test me on Cold War proxy conflicts. Present me with three proxy wars one at a time — the Korean War, the Vietnam War, and the Soviet-Afghan War. For each, ask me to explain the causes, the nature of superpower involvement, the outcome, and the*

*significance for the broader Cold War. Then ask me to compare the three conflicts and assess which had the greatest impact on the course of the Cold War.*

*Give feedback on whether my comparison is analytical and well-evidenced.*

**What this helps you practise:**

Comparative analysis of Cold War proxy conflicts and their significance for superpower relations.

**How to use it well:**

Consider the consequences of each conflict not just for the region involved but for the broader Cold War dynamic — did the conflict escalate or reduce tensions between the superpowers?

**Prompt 52: Cold War in Europe**

**Copy this prompt into your AI tool:**

*Act as my tutor. Quiz me on the Cold War in Europe from the division of Germany and the Iron Curtain to the fall of the Berlin Wall in 1989. Ask me to explain the key developments: the Truman Doctrine and Marshall Plan, the Berlin Blockade, NATO and the Warsaw Pact, the Hungarian Uprising (1956), the Prague Spring (1968), Solidarity in Poland, and the revolutions of 1989. For each, challenge me to assess its significance for European Cold War dynamics. Then ask me to evaluate the most important turning point in the European Cold War.*

*Give detailed feedback.*

**What this helps you practise:**

Analysing key developments in the European Cold War and identifying the most significant turning point.

**How to use it well:**

When identifying a turning point, you must explain what was different before and after. The best answers also consider why other moments were less significant as turning points.

### **Prompt 53: Cold War Source Evaluation**

#### **Copy this prompt into your AI tool:**

*Present me with three primary sources from the Cold War era. These might include an extract from a presidential speech, a Soviet propaganda poster, a diplomatic telegram, or a newspaper editorial from a crisis period. For each source, ask me to analyse its content, evaluate its provenance (who created it, when, and for what purpose), assess its value and limitations as evidence for a specific historical enquiry, and place it in its broader Cold War context. Give detailed feedback on whether my analysis demonstrates the critical evaluation skills expected at A-Level.*

#### **What this helps you practise:**

Critical evaluation of Cold War primary sources using provenance analysis and contextual knowledge.

#### **How to use it well:**

Cold War sources are heavily shaped by propaganda and ideology. Always consider how the source's purpose and audience affect its value as historical evidence.

### **Prompt 54: Cold War Turning Points Debate**

#### **Copy this prompt into your AI tool:**

*Challenge me to identify and rank the five most important turning points in the Cold War. Ask me to justify each choice by explaining what changed as a result and why it was more significant than other possible turning points. Then present me with a turning point I did not include and ask me to argue either for or against its inclusion in my top five. Give detailed feedback on the quality of my analysis, particularly whether I explain what changed rather*

*than simply narrating what happened at each moment.*

**What this helps you practise:**

Identifying, justifying, and ranking turning points in the Cold War using analytical criteria.

**How to use it well:**

Define clear criteria for what makes a moment a turning point — such as changing the nature of superpower relations, altering the balance of power, or shifting the trajectory of the conflict — and apply these criteria consistently.

**Prompt 55: Cold War Essay Mastery**

**Copy this prompt into your AI tool:**

*Give me a challenging A-Level essay question on the Cold War, such as 'How far do you agree that the Cold War was caused primarily by Soviet aggression?' or 'To what extent was the Cuban Missile Crisis the most dangerous moment of the Cold War?' Ask me to produce a detailed essay plan including a clear thesis, at least four analytical paragraphs with topic sentences and supporting evidence, counter-arguments, and a substantiated conclusion. Evaluate my plan against A-Level assessment objectives and give specific, actionable feedback on how to improve my argument and evidence.*

**What this helps you practise:**

Planning a sustained analytical Cold War essay with clear argumentation and precise evidence.

**How to use it well:**

Your thesis should be clear and arguable — not a statement of fact. Each paragraph should advance your overall argument, and your conclusion should weigh the evidence before reaching a firm judgement.

## **Section 6**

### **America 1920-1973**

The history of the United States from 1920 to 1973 encompasses some of the most significant social, economic, and political developments of the twentieth century. This period covers the Roaring Twenties and the emergence of a consumer society, the Wall Street Crash and the Great Depression, Roosevelt's New Deal, the impact of the Second World War on American society, the post-war Red Scare, and the civil rights movement. It is one of the most popular A-Level options and appears in specifications across all major exam boards.

At A-Level, you must go beyond describing events to analyse their causes, consequences, and significance. Examiners expect you to evaluate the effectiveness of government policies, assess the extent of social change and continuity, analyse the strategies and significance of key individuals and organisations, and engage with historiographical debates about the nature of American democracy, the limits of reform, and the meaning of the civil rights revolution.

These prompts cover the major themes of American history in this period, with particular emphasis on civil rights and social change. They will challenge your factual knowledge while developing the analytical and evaluative skills needed for top-band marks. Use them to practise constructing arguments that are sustained, evidenced, and historically sophisticated.

#### **Prompt 56: The Roaring Twenties**

**Copy this prompt into your AI tool:**

*Act as my A-Level History tutor. Quiz me on the economic and social changes of the 1920s in America. Ask me to explain the following developments one at a time: the economic boom and its causes, the growth of consumer culture, the impact of new technologies (automobiles, radio, cinema), the cultural conflicts between urban modernity and rural traditionalism (including Prohibition and the Scopes Trial), and the position of African Americans and immigrants. For each development, challenge me to assess its significance and to consider who benefited and who did not share in the prosperity of the decade. Give detailed feedback.*

**What this helps you practise:**

Analysing the economic boom and social tensions of 1920s America, assessing who benefited and who was excluded.

**How to use it well:**

The 1920s were not universally prosperous. Farmers, African Americans, and recent immigrants often did not share in the boom. Make sure your analysis reflects this complexity.

**Prompt 57: The Great Depression and the New Deal**

**Copy this prompt into your AI tool:**

*Test me on the Wall Street Crash, the Great Depression, and Roosevelt's New Deal. Present the following topics one at a time: the causes of the Crash, the social impact of the Depression, the First New Deal (1933-34), the Second New Deal (1935-36), and opposition to the New Deal from both left and right. For each topic, ask me to explain the key developments and assess their significance. Then ask me to evaluate the overall effectiveness of the New Deal: did it end the Depression, transform*

*American society, or merely provide temporary relief? Give detailed feedback on my evaluation.*

**What this helps you practise:**

Multi-dimensional assessment of the New Deal's effectiveness considering economic, social, and political outcomes.

**How to use it well:**

Consider the New Deal's impact on different groups — industrial workers, African Americans, women, farmers — rather than assessing it in generic terms. This differentiation demonstrates analytical sophistication.

**Prompt 58: Civil Rights: The Origins of the Movement**

**Copy this prompt into your AI tool:**

*Act as my A-Level tutor. Quiz me on the origins and early developments of the civil rights movement. Ask me to explain the following: the legacy of slavery and Jim Crow, the role of the NAACP, the impact of the Second World War on African American consciousness, the significance of the Brown v Board of Education ruling (1954), and the Montgomery Bus Boycott (1955-56). For each, challenge me to assess its contribution to the growth of the civil rights movement and to consider the interplay between legal strategies, grassroots activism, and changing national attitudes. Give detailed feedback.*

**What this helps you practise:**

Analysing the origins of the civil rights movement and assessing the relative importance of different contributing factors.

**How to use it well:**

Consider both the long-term factors that created conditions for change and the short-term catalysts that sparked action. The best answers show how these levels of causation interacted.

## **Prompt 59: Martin Luther King and Non-Violent Protest**

### **Copy this prompt into your AI tool:**

*Test me on Martin Luther King Jr. and the strategy of non-violent direct action. Ask me to explain King's philosophy of non-violence, the significance of key campaigns (Birmingham 1963, the March on Washington 1963, Selma 1965), the legislative achievements (Civil Rights Act 1964, Voting Rights Act 1965), and King's later evolution towards broader economic justice and opposition to the Vietnam War. For each area, challenge me to evaluate King's effectiveness and to consider both his achievements and the limitations of his approach. Then ask me to assess how far the civil rights movement's success was due to King personally. Give feedback.*

### **What this helps you practise:**

Evaluating King's role and the effectiveness of non-violent protest in achieving civil rights gains.

### **How to use it well:**

Avoid treating King as the sole leader of the movement. The best answers recognise the importance of grassroots activists, local organisations, and other leaders alongside King's contribution.

## **Prompt 60: Malcolm X and Black Power**

### **Copy this prompt into your AI tool:**

*Quiz me on Malcolm X, the Nation of Islam, and the Black Power movement. Ask me to explain Malcolm X's ideology and how it evolved, the emergence of the Black Power movement in the mid-1960s, the role of the Black Panthers, and the shift in the civil rights movement after 1965. For each area, challenge me to evaluate the significance of these*

*developments and to assess the relationship between Black Power and the earlier non-violent movement. Then ask me to evaluate the claim that Black Power hindered the cause of civil rights. Give detailed feedback on my analytical balance.*

**What this helps you practise:**

Assessing the significance of Malcolm X and the Black Power movement and their relationship to the wider civil rights struggle.

**How to use it well:**

Avoid a simplistic narrative where Black Power simply replaced non-violence. The two approaches coexisted, and their relationship was complex. Your analysis should reflect this.

**Prompt 61: The Role of the Federal Government**  
**Copy this prompt into your AI tool:**

*Act as my examiner. Test me on the role of the federal government in advancing or hindering civil rights. Present the following presidents one at a time: Truman, Eisenhower, Kennedy, Johnson, and Nixon. For each, ask me to assess their record on civil rights, identifying both what they achieved and the limitations of their actions. Then ask me to rank the presidents in order of their contribution to civil rights progress and justify my ranking. Give feedback on whether my assessment is balanced and well-evidenced rather than simply describing what each president did.*

**What this helps you practise:**

Evaluating the role of individual presidents in advancing civil rights and ranking their contributions.

**How to use it well:**

Consider the gap between rhetoric and action for each president. Kennedy, for example, is often seen as sympathetic to civil rights but was cautious in

pushing legislation. Your analysis should address these nuances.

### **Prompt 62: The Vietnam War and American Society**

#### **Copy this prompt into your AI tool:**

*Test me on the Vietnam War and its impact on American society. Ask me to explain the reasons for American involvement, the escalation under Johnson, the anti-war movement, the impact on the presidency (the credibility gap, the Tet Offensive), and the social divisions the war created. For each area, challenge me to assess its significance. Then ask me to evaluate the claim that the Vietnam War destroyed the liberal consensus in American politics. Give detailed feedback on the quality of my evaluation, particularly whether I consider evidence both supporting and challenging the claim.*

#### **What this helps you practise:**

Analysing the domestic impact of the Vietnam War and its significance for American politics and society.

#### **How to use it well:**

Connect the Vietnam War to broader themes — the decline of trust in government, the fracturing of the Democratic coalition, the rise of the New Right — to show synoptic understanding.

### **Prompt 63: Women's Rights and the Feminist Movement**

#### **Copy this prompt into your AI tool:**

*Quiz me on the women's rights movement in America from the 1920s to the 1970s. Ask me to explain the impact of gaining the vote in 1920, the position of women in the 1950s and the 'feminine mystique', the emergence of second-wave feminism in the 1960s, the role of Betty Friedan and NOW, and the campaign for the Equal Rights Amendment.*

*For each development, challenge me to assess its significance for the broader struggle for gender equality. Then ask me to evaluate how much the position of women in America genuinely changed between 1920 and 1973. Give detailed feedback.*

**What this helps you practise:**

Assessing the development of the women's rights movement and evaluating the extent of change in women's position.

**How to use it well:**

Consider change at multiple levels — legal, economic, social, and cultural — and for different groups of women. Progress was uneven and did not benefit all women equally.

**Prompt 64: The Red Scare and McCarthyism**

**Copy this prompt into your AI tool:**

*Act as my A-Level tutor. Test me on the Second Red Scare and McCarthyism in the late 1940s and 1950s.*

*Ask me to explain the causes of anti-communist hysteria (including the Soviet bomb, the 'fall' of China, the Hiss and Rosenberg cases), the role of Senator McCarthy, the impact on American culture and civil liberties, and the eventual decline of McCarthyism. For each area, challenge me to evaluate the significance of the developments and to consider the tension between national security and civil liberties. Then ask me to assess how far McCarthyism was a genuine threat to American democracy. Give feedback.*

**What this helps you practise:**

Analysing the causes and impact of McCarthyism and evaluating its significance for American democracy.

**How to use it well:**

Consider both the political and cultural impact of McCarthyism. Its effects extended well beyond

politics into Hollywood, academia, and ordinary workplaces.

### **Prompt 65: American History Source and Essay Skills**

#### **Copy this prompt into your AI tool:**

*Give me a challenging A-Level essay question on America 1920–1973, such as 'How far do you agree that the civil rights movement achieved its goals by 1973?' or 'To what extent was the New Deal a turning point in American politics?' Ask me to produce a full essay plan with a clear thesis, at least four analytical paragraphs with topic sentences and evidence, and a substantiated conclusion. Then present me with a primary source related to the same topic and ask me to evaluate its value and limitations as evidence. Assess both my essay plan and my source evaluation against A-Level criteria.*

#### **What this helps you practise:**

Combining essay planning and source evaluation skills on American history topics.

#### **How to use it well:**

Treat the essay plan and source evaluation as interconnected exercises. The source should inform your essay argument, and your contextual knowledge should enrich your source analysis.

### **Prompt 66: Continuity and Change in American Society**

#### **Copy this prompt into your AI tool:**

*Challenge me with a synoptic question on American society from 1920 to 1973. Present me with three dimensions of change: racial equality, economic inequality, and the role of the federal government. For each dimension, ask me to identify the most important changes and the most significant continuities across the period, using specific*

*evidence. Then ask me to reach an overall judgement about whether American society in 1973 was fundamentally different from American society in 1920 or whether deep continuities persisted beneath the surface of change. Give detailed feedback on my synoptic analysis.*

**What this helps you practise:**

Synoptic analysis of change and continuity in American society across a fifty-year period.

**How to use it well:**

The best synoptic answers do not simply list changes chronologically. They identify patterns, assess the pace and depth of change, and consider what stayed the same as well as what transformed.

## **Section 7**

### **Nazi Germany and the Holocaust**

The rise and fall of Nazi Germany and the Holocaust represent some of the most studied and most significant events in modern history. This topic appears across A-Level specifications and demands that students engage with fundamental questions about how a democratic state can descend into totalitarian dictatorship, how a modern society can perpetrate genocide, and how individuals and groups responded to the Nazi regime. The period from the Weimar Republic through to 1945 is one of extraordinary complexity, requiring careful analysis of political, social, economic, and ideological factors.

A-Level study of Nazi Germany requires you to go well beyond a narrative of Hitler's rise to power and the events of the Second World War. You must analyse the structural weaknesses of the Weimar Republic, evaluate the relative importance of different factors in Hitler's rise, assess the nature of the Nazi state (was it a totalitarian monolith or a polycratic chaos of competing agencies?), evaluate the extent of popular support and resistance, and engage with the historiography of the Holocaust including intentionalist and functionalist debates.

These prompts will challenge your knowledge of the period while developing the analytical skills needed for the highest mark bands. They cover the Weimar Republic, the rise of the Nazis, the nature of the Nazi state, social and economic policy, racial policy and the Holocaust, and opposition and resistance. Use them to build the kind of evaluative, historiographically informed arguments that A-Level examiners reward.

#### **Prompt 67: Nazi Germany Knowledge Blitz**

**Copy this prompt into your AI tool:**

*Run a rapid-fire knowledge test on Nazi Germany. Give me 20 quick questions mixing factual recall, short analysis, and historiographical awareness. Cover the Weimar Republic, Hitler's rise, the Nazi state, economic and social policy, racial persecution, the Holocaust, opposition, propaganda, and the impact of war. Present each question one at a time, mark my answer immediately, and keep a running score. At the end, identify my three weakest areas and give specific revision suggestions for each one.*

**What this helps you practise:**

Rapid factual recall and short analytical responses across all aspects of Nazi Germany.

**How to use it well:**

Time yourself strictly — no more than 30 seconds per answer. Speed of recall matters because in the exam you need to access your knowledge quickly while focusing your mental energy on constructing arguments.

**Prompt 68: The Weaknesses of Weimar Germany**

**Copy this prompt into your AI tool:**

*Act as my A-Level History tutor. Test me on the weaknesses of the Weimar Republic that contributed to its eventual collapse. Present the following factors one at a time: constitutional weaknesses (proportional representation, Article 48), the legacy of the Treaty of Versailles, economic instability (hyperinflation, the Great Depression), political extremism from left and right, and the failure of Weimar's democratic culture. For each factor, ask me to explain its significance and assess how important it was in undermining Weimar democracy. After all five, ask me to judge which was the most*

*critical weakness. Give detailed feedback on my analysis.*

**What this helps you practise:**

Multi-causal analysis of the weaknesses of the Weimar Republic and their relative significance.

**How to use it well:**

Distinguish between long-term structural weaknesses and the short-term crisis that brought Weimar down. The strongest answers show how long-term weaknesses made the Republic vulnerable but needed a trigger to become fatal.

**Prompt 69: Hitler's Rise to Power**

**Copy this prompt into your AI tool:**

*Act as my examiner and test me on the factors behind Hitler's rise to power. Present the following in turn: the appeal of Nazi ideology, Hitler's leadership and propaganda, the impact of the Great Depression, the failures of Weimar politicians (particularly Papen and Hindenburg), and the role of conservative elites who thought they could control Hitler. For each factor, ask me to provide specific evidence and assess its relative importance. Then ask me to evaluate the claim that Hitler's rise to power was inevitable. Give detailed feedback on my evaluation.*

**What this helps you practise:**

Evaluating the relative importance of multiple factors in Hitler's rise to power.

**How to use it well:**

The question of inevitability is crucial. Consider the contingent factors — the specific decisions by Papen, Schleicher, and Hindenburg — alongside the structural conditions that made Hitler's rise possible.

**Prompt 70: The Nature of the Nazi State**

**Copy this prompt into your AI tool:**

*Present me with the historiographical debate about the nature of the Nazi state. On one side, present the intentionalist view that Hitler was a strong dictator who planned and directed policy from above. On the other, present the structuralist/functionalist view (Mommsen, Broszat) that the Nazi state was chaotic and polycratic, with policy emerging from competing agencies 'working towards the Fuhrer'. Ask me to evaluate both interpretations using specific evidence from the Nazi government's structure and decision-making. Challenge me to reach a nuanced conclusion. Give detailed feedback.*

**What this helps you practise:**

Engaging with the intentionalist versus structuralist/functionalist debate on the nature of the Nazi state.

**How to use it well:**

This is one of the most important historiographical debates in A-Level History. You must be able to explain both interpretations and use evidence to evaluate them — do not simply describe each and leave it there.

**Prompt 71: Nazi Economic and Social Policy**

**Copy this prompt into your AI tool:**

*Quiz me on Nazi economic and social policy. Present the following areas one at a time: economic recovery and the reduction of unemployment (Schacht and the New Plan), rearmament and the Four-Year Plan (Goering), policies towards women (Kinder, Küche, Kirche), youth policy and education (Hitler Youth, curriculum reform), and the Volksgemeinschaft concept. For each area, ask me to explain the policy, assess how far it achieved its aims, and evaluate the extent to which it gained genuine popular support. Then ask me to judge whether Nazi social policy was*

*revolutionary or conservative. Give detailed feedback.*

**What this helps you practise:**

Assessing the aims, implementation, and effectiveness of Nazi economic and social policies.

**How to use it well:**

Consider the gap between Nazi propaganda claims and reality. Policies often looked more successful on the surface than they were in practice — your analysis should probe beneath the propaganda.

**Prompt 72: Racial Policy and the Holocaust**

**Copy this prompt into your AI tool:**

*Act as my tutor. Test me on the development of Nazi racial policy from 1933 to 1945. Ask me to trace the escalation from the boycott of Jewish businesses and the Nuremberg Laws through Kristallnacht, the ghettos, the Einsatzgruppen, the Wannsee Conference, and the death camps. For each phase, ask me to explain the key developments and assess the factors driving escalation. Then present me with the historiographical debate between intentionalists (who argue the Holocaust was always planned) and functionalists (who argue it evolved through a process of cumulative radicalisation). Ask me to evaluate both interpretations. Give detailed feedback.*

**What this helps you practise:**

Tracing the escalation of Nazi racial policy and engaging with the intentionalist versus functionalist debate on the Holocaust.

**How to use it well:**

This is one of the most important and sensitive topics in A-Level History. Your analysis must be precise, evidence-based, and historically rigorous. Engage seriously with the historiographical debate.

### **Prompt 73: Opposition and Resistance in Nazi Germany**

#### **Copy this prompt into your AI tool:**

*Quiz me on opposition and resistance to the Nazi regime. Present the following categories one at a time: political opposition (SPD, communists), church opposition (the Confessing Church, Bishop von Galen), youth opposition (the White Rose, Edelweiss Pirates), military opposition (the July Plot 1944), and everyday non-conformity and passive resistance. For each category, ask me to explain the nature of the opposition, assess how much of a threat it posed to the regime, and evaluate the reasons for its failure. Then ask me to judge which form of resistance was most significant. Give detailed feedback.*

#### **What this helps you practise:**

Analysing different forms of opposition to the Nazi regime and assessing their significance and limitations.

#### **How to use it well:**

Consider the definition of resistance carefully. Was passive non-conformity genuine resistance? The distinction between opposition, resistance, and non-conformity is important for analytical precision.

### **Prompt 74: Propaganda and Control**

#### **Copy this prompt into your AI tool:**

*Test me on Nazi propaganda and mechanisms of control. Ask me to explain the role of Goebbels and the Ministry of Propaganda, the use of radio, film, and mass rallies, the role of the SS and Gestapo, and the system of terror and surveillance. For each area, challenge me to assess how effective it was in controlling the German population. Then ask me to evaluate the debate about whether Nazi power rested primarily on propaganda (consent) or on terror (coercion). Give detailed feedback on whether*

*my answer engages with this key debate and uses specific evidence.*

**What this helps you practise:**

Assessing the relative roles of propaganda and terror in maintaining Nazi control.

**How to use it well:**

The consent versus coercion debate is central to understanding Nazi Germany. The best answers argue that both operated simultaneously and reinforced each other, rather than treating them as mutually exclusive.

**Prompt 75: The Impact of War on Nazi Germany**

**Copy this prompt into your AI tool:**

*Act as my A-Level tutor. Quiz me on the impact of the Second World War on Nazi Germany. Ask me to assess the following areas: the initial military successes and their impact on public morale, the turning points (Stalingrad, Allied bombing), the radicalisation of racial policy during the war, the impact on the home front (total war, forced labour), and the collapse of the regime in 1945. For each area, challenge me to analyse the relationship between military developments and domestic policy. Then ask me to evaluate the claim that the war exposed the fundamental contradictions of the Nazi state. Give feedback.*

**What this helps you practise:**

Analysing the impact of the Second World War on the Nazi state and its policies.

**How to use it well:**

Consider how the war both strengthened and weakened the Nazi regime in different ways. Military success initially boosted legitimacy, but the war also led to radicalisation and ultimately to collapse.

## **Prompt 76: Historiographical Debates on Nazi Germany**

### **Copy this prompt into your AI tool:**

*Test my knowledge of the major historiographical debates about Nazi Germany. Present me with four debates one at a time: the intentionalist versus structuralist debate on decision-making, the consent versus coercion debate on popular support, the intentionalist versus functionalist debate on the Holocaust, and the debate about German collective responsibility (Goldhagen versus his critics). For each debate, ask me to identify at least two named historians and explain their key arguments. Then ask me which debate I consider most important for understanding Nazi Germany and why. Give detailed feedback.*

### **What this helps you practise:**

Identifying and evaluating major historiographical debates on Nazi Germany with reference to named historians.

### **How to use it well:**

Build a revision resource listing the key historians and their arguments for each debate. Being able to deploy historiographical references fluently will significantly improve your essay marks.

## **Prompt 77: Nazi Germany Exam Technique**

### **Copy this prompt into your AI tool:**

*Give me a challenging A-Level essay question on Nazi Germany, such as 'How far was the Holocaust a product of Nazi ideology rather than wartime circumstances?' or 'To what extent did the German people support the Nazi regime?' Ask me to produce a detailed essay plan including a clear thesis, at least four analytical paragraphs with topic sentences, specific evidence, engagement with named historians, and a substantiated conclusion.*

*Evaluate my plan rigorously against A-Level assessment objectives, identifying strengths and areas for improvement. Then give me a primary source related to the topic and ask me to evaluate it critically.*

**What this helps you practise:**

Planning an analytical essay and evaluating a primary source on Nazi Germany under exam conditions.

**How to use it well:**

Your essay plan is a blueprint for a top-band answer. Every paragraph should advance your thesis, every piece of evidence should be precisely relevant, and your conclusion should follow logically from the argument you have built.

## Section 8

### Source Analysis and Historical Interpretation

Source analysis and the evaluation of historical interpretations are core skills tested in every A-Level History specification. Unlike GCSE, where source questions often focus on inference and utility, A-Level source analysis demands that you engage critically with the provenance, tone, and argument of sources, cross-reference them with your own contextual knowledge, and evaluate their value as evidence for specific historical enquiries. You must also be able to analyse and evaluate the interpretations of named historians, assessing the strengths and limitations of their arguments.

The distinction between a source and an interpretation is fundamental at A-Level. A primary source is a piece of evidence from the period being studied — a letter, speech, government report, or visual source — which must be interrogated for what it reveals and what its limitations are. An interpretation is a historian's constructed argument about the past, shaped by their methodology, perspective, and the evidence available to them. You must be able to work with both and understand how they relate to each other.

These prompts will develop your ability to analyse primary sources critically and to engage with historical interpretations at the level A-Level examiners expect. They cover provenance analysis, cross-referencing, evaluating the value and limitations of evidence, understanding how and why historians disagree, and constructing your own arguments in response to competing interpretations. These skills are transferable across every topic you study.

### **Prompt 78: Advanced Provenance Analysis**

#### **Copy this prompt into your AI tool:**

*Present me with a primary source from any A-Level History topic, including full provenance details (author, date, audience, purpose, context). Ask me to analyse the provenance systematically, explaining how the nature, origin, and purpose of the source affect its value as evidence for a specific enquiry. Challenge me to go beyond formulaic NOP analysis to explain precisely why the provenance matters for this particular source and this particular question. Give detailed feedback on whether my analysis is genuinely evaluative or merely descriptive.*

#### **What this helps you practise:**

Advanced provenance analysis that goes beyond formulaic approaches to genuinely evaluative source criticism.

#### **How to use it well:**

Move beyond the template. Do not just identify the nature, origin, and purpose — explain why each element specifically affects the value of this particular source for this particular enquiry.

### **Prompt 79: Cross-Referencing Sources**

#### **Copy this prompt into your AI tool:**

*Present me with two primary sources from the same historical period that offer different perspectives on the same event or issue. Ask me to compare what the sources agree and disagree about, analyse the reasons for any differences (considering provenance, perspective, and purpose), and evaluate what the comparison reveals about the issue in question. Challenge me to go beyond listing similarities and differences to explain what the comparison tells us as evidence. Give detailed feedback.*

**What this helps you practise:**

Comparative source analysis and evaluation of what cross-referencing reveals as evidence.

**How to use it well:**

The purpose of cross-referencing is not just to spot similarities and differences but to explain what the comparison tells us. Why do the sources agree or disagree? What does this reveal about the event or issue?

**Prompt 80: Evaluating Historical Interpretations**

**Copy this prompt into your AI tool:**

*Present me with two contrasting historical interpretations of a significant event or development. For each interpretation, identify the historian, explain their argument, and describe the evidence they use. Then ask me to evaluate both interpretations: Which do I find more convincing and why? What evidence supports or challenges each interpretation? Is there a way to reconcile them? Challenge me to go beyond summarising the historians to genuinely evaluating the strength of their arguments. Give detailed feedback.*

**What this helps you practise:**

Critical evaluation of competing historical interpretations using evidence and reasoning.

**How to use it well:**

You must go beyond 'Historian A argues X and Historian B argues Y'. Evaluate the quality of their evidence, consider the limitations of their approach, and use your own knowledge to assess which interpretation is more convincing.

**Prompt 81: Why Historians Disagree**

**Copy this prompt into your AI tool:**

*Act as my tutor. Explain the main reasons why historians disagree in their interpretations of the past: access to different evidence, different methodological approaches, different ideological perspectives, the influence of the time in which they are writing, and the specific questions they are asking. Then present me with a specific historiographical disagreement and ask me to explain why the historians in question reached different conclusions. Challenge me to identify which factors account for their disagreement. Give detailed feedback.*

**What this helps you practise:**

Understanding and explaining the reasons for historiographical disagreement.

**How to use it well:**

Being able to explain why historians disagree — not just what they disagree about — is a higher-order skill that examiners reward. Always consider the historian's context and methodology as well as their conclusions.

**Prompt 82: Tone and Language in Sources**

**Copy this prompt into your AI tool:**

*Present me with a primary source that has a strong or distinctive tone — it might be propagandistic, persuasive, emotive, legalistic, or satirical. Ask me to identify and analyse the tone and language of the source, explaining what the choice of language reveals about the author's purpose, perspective, and intended audience. Then ask me to assess how the tone affects the value of the source as historical evidence. Challenge me to be specific about which words or phrases I find significant. Give detailed feedback.*

**What this helps you practise:**

Analysing the tone and language of primary sources and assessing their significance for evidential value.

**How to use it well:**

Quote specific words and phrases from the source when analysing tone. Vague statements like 'the source is biased' without specific textual evidence will not score well.

**Prompt 83: Visual Source Analysis**

**Copy this prompt into your AI tool:**

*Present me with a description of a visual primary source relevant to an A-Level History topic — such as a political cartoon, propaganda poster, or photograph — and ask me to analyse it. I should identify the message, consider the provenance (who created it, when, and why), and evaluate its utility and reliability as evidence. Wait for my answer and assess whether I have addressed all of these elements.*

**What this helps you practise:**

Analysing visual primary sources including the use of visual techniques, symbolism, and contextual evaluation.

**How to use it well:**

Treat visual sources with the same analytical rigour as written ones. Consider what is shown and what is not shown, why those choices were made, and how the visual techniques serve the creator's purpose.

**Prompt 84: Evaluating the Weight of Evidence**

**Copy this prompt into your AI tool:**

*Present me with a historical claim and three pieces of evidence — some supporting and some challenging the claim. Ask me to assess the weight of each piece of evidence: How strong is it? How reliable is the source it comes from? Does it directly*

*support or challenge the claim, or is the link indirect? Then ask me to reach an overall judgement about whether the evidence, on balance, supports or challenges the claim. Give detailed feedback on my ability to weigh evidence rather than simply listing it.*

**What this helps you practise:**

Weighing the strength and reliability of different pieces of evidence to reach a balanced judgement.

**How to use it well:**

Not all evidence is equal. Learn to distinguish between strong evidence that directly supports a claim and weaker evidence that only indirectly relates to it. This skill of weighing evidence is central to A-Level History.

**Prompt 85: Source and Interpretation Exam Technique**

**Copy this prompt into your AI tool:**

*Give me an A-Level source-based exam question that requires me to use a source or sources alongside my own knowledge to evaluate a historical interpretation. Present the source material and the question. Ask me to write a detailed plan for my answer, showing how I will integrate source analysis with contextual knowledge and historiographical awareness. Evaluate my plan against the specific assessment objectives for source and interpretation questions in A-Level History. Give targeted feedback on how to improve my integration of sources, own knowledge, and historiographical engagement.*

**What this helps you practise:**

Planning answers to source-based interpretation questions integrating source analysis, own knowledge, and historiography.

**How to use it well:**

The key to these questions is integration. Do not

write a section on the source and a separate section on your own knowledge — weave them together so that each informs and enriches the other.

**Prompt 86: Challenging a Historian's Argument**

**Copy this prompt into your AI tool:**

*Present me with a specific historical interpretation by a named historian. Ask me to summarise the argument accurately, then systematically challenge it. I should identify weaknesses in the evidence used, suggest evidence that contradicts the interpretation, consider methodological limitations, and propose an alternative interpretation. Wait for my answer, then evaluate whether my challenge is fair and evidence-based rather than simply dismissive. Give detailed feedback on the quality of my critical engagement.*

**What this helps you practise:**

Constructing evidence-based challenges to named historians' interpretations.

**How to use it well:**

Challenging a historian does not mean simply disagreeing. You must identify specific weaknesses in their evidence or reasoning and offer your own evidence-based alternative.

**Prompt 87: Building an Interpretation from Sources**

**Copy this prompt into your AI tool:**

*Present me with a collection of three primary sources relating to a single historical issue. Ask me to analyse each source individually, then use all three to construct my own interpretation of the issue. My interpretation should be evidence-based, should acknowledge the limitations of the sources, and should explain where my interpretation agrees or disagrees with existing historiographical views.*

*Challenge me to be explicit about how I moved from evidence to interpretation. Give detailed feedback.*

**What this helps you practise:**

Constructing an original evidence-based interpretation from a collection of primary sources.

**How to use it well:**

This is the highest level of historical thinking — building your own interpretation from evidence rather than simply accepting someone else's. Make your reasoning transparent: explain how and why the evidence leads you to your conclusion.

**Prompt 88: Source Skills Confidence Check**

**Copy this prompt into your AI tool:**

*Run a comprehensive skills check on my source analysis and interpretation abilities. Present me with five short tasks one at a time: analyse the provenance of a source, identify the tone and purpose of a different source, cross-reference two sources, evaluate a historian's interpretation, and explain why two historians disagree about a specific issue. After each task, give me feedback and a mark out of 5 based on A-Level criteria. At the end, give me an overall assessment and identify which source skill I most need to improve.*

**What this helps you practise:**

Comprehensive assessment of source analysis and interpretation skills across multiple skill types.

**How to use it well:**

Treat this as a diagnostic exercise. The feedback will tell you exactly which source skills are strongest and which need more practice before the exam.

## Section 9

### Historical Essay Writing and Evaluation

Essay writing is the single most important skill in A-Level History. Whether you are answering a 25-mark analytical essay question, a source-based interpretation question, or a synoptic breadth essay, your success depends on your ability to construct a sustained, coherent argument that deploys precise evidence in support of an evaluative thesis. At A-Level, the standard of essay writing expected is significantly higher than at GCSE — examiners want to see genuine intellectual engagement with the question, not formulaic structures or descriptive narratives.

The best A-Level History essays share certain qualities: a clear and arguable thesis stated in the introduction, analytical paragraph structures where each paragraph advances the argument rather than simply describing another event, precise and well-selected evidence that directly supports the analytical points being made, engagement with alternative viewpoints and counter-arguments, historiographical awareness where relevant, and a conclusion that reaches a substantiated judgement flowing logically from the preceding argument.

These prompts will help you develop and refine every aspect of your essay technique. They cover thesis construction, paragraph structure, the use of evidence, counter-arguments, introductions and conclusions, and the specific skills needed for different types of A-Level essay question. Use them alongside your own past paper practice to build the essay-writing confidence and precision that will maximise your marks.

#### **Prompt 89: Analytical Paragraph Construction**

**Copy this prompt into your AI tool:**

*Give me an A-Level History essay question and ask me to write a single analytical paragraph in response. After I write it, assess whether I have made a clear point at the start, supported it with precise evidence, explained how the evidence supports my argument, and linked back to the question. Identify any weaknesses in my structure or reasoning and suggest improvements.*

**What this helps you practise:**

Constructing analytical topic sentences that advance an argument rather than describe events.

**How to use it well:**

An analytical topic sentence answers 'why' or 'how far', not 'what happened'. For example: 'The most significant cause of the Revolution was...' not 'In 1917, there was a revolution.' Practise transforming descriptive sentences into analytical ones.

**Prompt 90: Handling Counter-Arguments**

**Copy this prompt into your AI tool:**

*Give me an A-Level History essay question that requires me to consider multiple perspectives. Ask me to write a paragraph presenting a counter-argument to a position I have already argued, and then show how I would respond to that counter-argument. After I write it, check whether I have engaged meaningfully with the opposing view rather than simply dismissing it, and whether my rebuttal is supported by evidence.*

**What this helps you practise:**

Integrating counter-arguments into essays in a way that strengthens rather than undermines the overall argument.

**How to use it well:**

Do not strawman your counter-arguments. Present the strongest possible version of the opposing view,

acknowledge its validity, and then explain precisely why your position is more convincing. This is what A-Level examiners mean by evaluation.

### **Prompt 91: Writing Effective Introductions**

#### **Copy this prompt into your AI tool:**

*Act as my tutor. Explain what an effective A-Level History essay introduction should contain: brief context to situate the question, a clear and arguable thesis that directly answers the question, and a signpost of the key factors or themes the essay will address. Then give me three essay questions and ask me to write an introduction for each in no more than 100 words. After each, evaluate whether my introduction establishes context efficiently, states a clear thesis, and sets up the argument without wasting words on unnecessary background. Give specific feedback on how to improve.*

#### **What this helps you practise:**

Writing concise, effective introductions that establish a clear thesis and set up the essay argument.

#### **How to use it well:**

Do not waste your introduction on lengthy background or definitions. Get to your thesis quickly and ensure it directly answers the question. An examiner should know your argument within the first few sentences.

### **Prompt 92: Crafting a Strong Thesis Statement**

#### **Copy this prompt into your AI tool:**

*Act as my A-Level History tutor. Give me three different A-Level essay questions from different topics. For each one, ask me to write a thesis statement — a clear, arguable position that directly answers the question and can be sustained throughout an essay. After each thesis, evaluate*

*whether it is genuinely analytical (not descriptive), directly responsive to the question, and specific enough to guide the argument. Show me how to improve any weak thesis statements. Then give me three more questions and ask me to write thesis statements independently, with feedback.*

**What this helps you practise:**

Writing clear, arguable, and question-responsive thesis statements for A-Level History essays.

**How to use it well:**

Your thesis should be one or two sentences that take a clear position. It should not be a summary of what you plan to discuss — it should be the argument you intend to prove.

**Prompt 93: Using Evidence Precisely**

**Copy this prompt into your AI tool:**

*Act as my examiner. Present me with an analytical claim from an A-Level History essay (such as 'The most important cause of the French Revolution was the fiscal crisis'). Ask me to select three pieces of specific evidence that could support this claim. For each piece of evidence I choose, evaluate whether it is precise enough (names, dates, statistics), directly relevant to the claim, and deployed in a way that supports the analysis rather than simply providing background description. Then ask me to repeat the exercise for a different claim. Give detailed feedback.*

**What this helps you practise:**

Selecting and deploying precise, relevant evidence to support analytical claims in essays.

**How to use it well:**

Evidence should be a servant of your argument, not a substitute for it. Every piece of evidence you include should directly support the analytical point you are making in that paragraph.

**Prompt 94: Writing Substantiated Conclusions**

**Copy this prompt into your AI tool:**

*Give me an A-Level History essay question and ask me to write a conclusion for an essay on that topic.*

*After I write it, assess whether my conclusion reaches a clear judgement, summarises the key arguments without introducing new material, weighs the relative importance of different factors, and directly addresses the question. Identify any weaknesses.*

**What this helps you practise:**

Writing conclusions that reach substantiated judgements based on the evidence and arguments presented in the essay.

**How to use it well:**

Your conclusion should demonstrate that you have weighed the evidence and reached a considered position. Phrases like 'On balance' or 'The most convincing interpretation is...' signal to the examiner that you are making a judgement rather than sitting on the fence.

**Prompt 95: The 'How Far Do You Agree' Question**

**Copy this prompt into your AI tool:**

*Act as my tutor and coach me on answering 'How far do you agree?' questions. Explain that these questions require you to evaluate a given proposition, presenting evidence both for and against before reaching a substantiated judgement. Give me a 'How far do you agree?' question and ask me to plan an answer using a structure that genuinely evaluates rather than simply agreeing or disagreeing. Challenge me if my plan does not consider both sides of the argument. Then give me a*

*second question to plan independently. Give detailed feedback on both plans.*

**What this helps you practise:**

Planning answers to 'How far do you agree?' questions with genuine evaluation and balanced argument.

**How to use it well:**

The word 'how far' demands that you assess the extent to which the proposition is valid. A strong answer might agree with qualifications, disagree with concessions, or argue that the question is more complex than it appears.

**Prompt 96: Synoptic and Breadth Essay Technique**

**Copy this prompt into your AI tool:**

*Coach me on writing synoptic and breadth essays that cover a long period of time. Explain the key challenges: covering a wide chronological range without becoming superficial, maintaining a clear argument across multiple centuries or decades, and selecting evidence that is representative rather than exhaustive. Then give me a synoptic essay question that covers a long period and ask me to plan an answer. Evaluate whether my plan maintains an analytical focus throughout, covers the full chronological range, and avoids becoming a narrative timeline. Give specific feedback.*

**What this helps you practise:**

Planning synoptic essays that maintain analytical focus across a broad chronological range.

**How to use it well:**

Organise a synoptic essay thematically rather than chronologically. If you go through time period by period, you will produce a narrative rather than an argument. Choose themes that allow you to draw evidence from across the whole period.

## **Prompt 97: Integrating Historiography into Essays**

### **Copy this prompt into your AI tool:**

*Give me an A-Level History essay question and ask me to write a paragraph that integrates at least two historiographical perspectives (named historians and their interpretations). After I write it, check whether I have accurately represented the historians' views, used them to support or challenge my argument rather than just listing them, and demonstrated critical engagement with the historiography.*

### **What this helps you practise:**

Integrating references to named historians naturally and analytically into essay arguments.

### **How to use it well:**

Do not drop in historian references as decoration. Use them purposefully: 'This supports Kershaw's argument that...' or 'However, this challenges Goldhagen's claim that...' The historiography must serve your argument.

## **Prompt 98: Common Essay Pitfalls**

### **Copy this prompt into your AI tool:**

*Act as my examiner and present me with five common A-Level History essay mistakes, one at a time. These should include: narrative and description instead of analysis, asserting without evidence, listing factors without assessing their relative importance, failing to answer the specific question asked, and writing an unsubstantiated conclusion. For each mistake, show me a brief example of what the mistake looks like in practice, then ask me to identify the problem and rewrite the example to correct it. Give detailed feedback on each correction.*

**What this helps you practise:**

Identifying and correcting common essay-writing mistakes that prevent students reaching top mark bands.

**How to use it well:**

Ask someone to read your practice essays and identify which of these common pitfalls you fall into most often. Then target your practice on eliminating those specific weaknesses.

**Prompt 99: Full Essay Plan Under Timed Conditions**

**Copy this prompt into your AI tool:**

*Give me an A-Level essay question from any topic I have studied. I have exactly 7 minutes to produce a complete essay plan, which must include: a clear thesis statement, at least five analytical paragraph topics with topic sentences, at least two pieces of specific evidence per paragraph, one historiographical reference, one counter-argument, and a conclusion that reaches a substantiated judgement. After I submit my plan, evaluate it against the full range of A-Level assessment objectives. Score my plan out of 25 marks using the mark scheme descriptors for the top band, and identify three specific improvements I could make.*

**What this helps you practise:**

Producing a comprehensive, high-quality essay plan under strict time pressure.

**How to use it well:**

This is the most important exam skill you can practise. A strong plan written in seven minutes will produce a far better essay than no plan at all. Time yourself strictly and do not go over the limit.

**Prompt 100: Essay Self-Assessment Checklist**

**Copy this prompt into your AI tool:**

*Present me with a detailed self-assessment checklist for A-Level History essays. The checklist should cover: thesis clarity, analytical paragraph structure, precision of evidence, engagement with counter-arguments, historiographical awareness, response to the specific question, quality of conclusions, and overall coherence of argument. Then ask me to describe a recent essay I have written and assess it against the checklist, identifying strengths and weaknesses. Based on my self-assessment, suggest a targeted improvement plan with specific actions. Give detailed feedback and add any weaknesses I may have missed.*

**What this helps you practise:**

Self-assessment of essay quality using A-Level-specific criteria and targeted improvement planning.

**How to use it well:**

Use this checklist every time you complete a practice essay. Over time, you will internalise the criteria and automatically check for these qualities as you write.

## **Final Closing Note**

You have now worked through 100 prompts designed to help you think more clearly, revise more effectively, and prepare more confidently for your GCSE.

Remember: the goal was never to rely on AI for answers. The goal was to use it as a tool to test, challenge, and strengthen your own understanding.

The strongest students are not those who avoid difficulty, but those who engage with it deliberately. Each mistake you identified, each explanation you improved, and each gap you filled has strengthened your thinking.

As you continue your studies, aim to depend less on prompts and more on your own judgement. AI can support you — but your reasoning, clarity, and persistence are what earn marks.

Approach your exams calmly. Think carefully. Write clearly.

You are more prepared than you think.

## Using AI Beyond This Book

The prompts in this book are starting points, not final forms.

As you grow more confident, begin modifying them:

- Add constraints (for example, “limit to three key points”).
- Increase difficulty gradually.
- Ask the AI to challenge your reasoning.
- Request alternative explanations.
- Ask it to critique your thinking rather than provide answers.

The most powerful use of AI is not asking it to tell you things — it is asking it to test and refine your thinking.

In the future, those who understand how to use tools intelligently will have an advantage. Treat AI as a tutor, not a shortcut. The skill of asking better questions will continue to matter long after your exams are over.

## **About the Author**

James R. Martin holds an MSci in Physics from the University of Bristol and a PGCE with a Physics focus from the University of Oxford. He has over a decade of experience teaching and tutoring students aged 11–18 across a range of subjects, including Physics, Biology, Chemistry, Mathematics, Economics, and Electronics.

He has worked with multiple syllabi, including GCSE, A-Level, KS3, and the International Baccalaureate Diploma Programme (IBDP), supporting students of varying abilities to develop clarity, confidence, and exam success.

His work focuses on effective revision strategies, independent thinking, and the responsible use of artificial intelligence as a tool to strengthen — not replace — understanding.

## **Other Titles in This Series**

The *100 AI Prompts for Smarter Revision* series supports students across GCSE, A-Level, and IB DP subjects.

### **GCSE**

- English Language
- English Literature
- Mathematics
- Physics
- Biology
- Chemistry
- Geography
- History
- Computer Science
- Economics
- Business Studies
- Religious Studies
- Psychology
- French
- Spanish
- German

### **A-Level**

- Mathematics
- Further Mathematics
- Physics
- Chemistry
- Biology
- Economics
- History
- Geography
- English Literature
- Psychology
- Computer Science

- Politics
- Business

**IBDP**

- Mathematics: Analysis & Approaches
- Mathematics: Applications & Interpretation
- Physics
- Chemistry
- Biology
- Economics
- Geography
- History
- English A: Literature
- English A: Language & Literature
- Psychology
- Business Management
- Computer Science