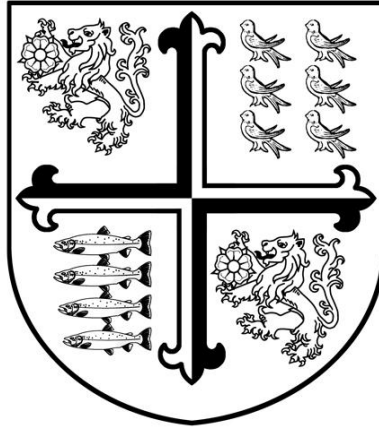




A Level History Exam Preparation
The American Revolution 1740 – 96
Russia and Its Rulers 1855 -1964

Exam Board: Pearson Edexcel

Specification: H505 (Y212 & Y318)

<https://www.ocr.org.uk/Images/170128-specification-accredited-a-level-gce-history-a-h505.pdf>

Contact details:

Miss R Hamalienko – rhamalienko@bournemouth-school.org

History Year 12 Assessment Criteria:

Unit Y212: The American Revolution 1740-96

Autumn Term 1: Content covered	Extra information: Success Criteria
Assessment Methods: • 10mk Comparative Question • Sample papers/past questions • Knowledge check: quick quizzes • 20mk Essay Question. EAD: 10 mk: 9th September 2026 EAD: 20 mk: 12th October 2026 Students could be tested on any of the following content: 1. The development of British hegemony in America British, French and Spanish colonies in North America in 1740; socio-economic development and relations with settlers and Native American Indians; territorial expansion to 1765; wars with France, reasons for British success including War of Austrian Succession, Seven Years War. 2. Causes of the American Revolution The relationship between Britain and the colonies in 1763; British policy and America reaction including Proclamation Act (1763), Stamp Act (1765), Declaratory Act (1766), Townshend Duties (1767) and their repeal, the Boston Massacre (1770); Tea Act (1773) and response including the 'Intolerable Acts' (1774– 1775); developments in political thought and emerging leaders, including Locke, Jefferson, Dickinson, John Adams and Samuel Adams; colonial and political ideas including views on trade and taxation. 3. The American Revolution (1. 1775-77) The move towards independence 1774–1776 including the first and second Continental Congresses, Declaration of Independence (1776); outbreak of hostilities, key military developments, their role in British defeat; American unity, including Washington	A01: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts such as cause, consequence, change, continuity, similarity, difference and significance Students are expected to answer two styles of question in their one hour paper: 1. 10 mark comparison question: For example: Which of the following was more important in British struggles in the French and Indian War 1754-7? i) Lack of colonial unity ii) General Montcalm's military skill Explain your answer with reference to both i) and ii) 2. 20 mark historical essay: For example: "British naval superiority was responsible for British Victory in the French and Indian War 1754-63" How far do you agree? (20) To answer this question, students need to meet the A01 criteria as below. Criteria: i) Organising and communicating knowledge. ii) Analyse and evaluate features of the period. iii) Make substantiated judgements exploring consequence, change, continuity, similarity, difference and significance

Lessons and revision are on TEAMS in student resources.

Full Spec: <https://www.ocr.org.uk/Images/170128-specification-accredited-a-level-gce-history-a-h505.pdf>

History Year 12 Assessment Criteria:

Unit Y212: The American Revolution 1740-96

Autumn Term 2: Content covered	Extra information: Success Criteria
Assessment Methods: • 10mk Comparative Question • Sample papers/past questions • Knowledge check: quick quizzes • 20mk Essay Question. EAD: 10 mk 16th November 2026 EAD: 20 mk: 30th November 2026 EAD: 10 mk: 14th December 2026 Students could be tested on any of the following content: 1. The American Revolution (1. 1777-83) Continuation of the war from 1778. French entry to the war, quality of British military leadership; 1783 Peace of Paris. Reasons for British military defeat. 2. The Failure of the Articles of Confederation 1781-87 (The Early Republic) Move towards the creation of a constitution and challenges faced; Articles of Confederation; relations with Britain, Spain and France, economic problems, civil disobedience, Shay's rebellion 1786–1787. 3. Moving towards the creation of the US constitution 1787-8 (The Early Republic) Move towards the creation of a constitution and challenges faced; 1787 Philadelphia Convention; nature of the 1787 Constitution of the United States	A01: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts such as cause, consequence, change, continuity, similarity, difference and significance Students are expected to answer two styles of question in their one hour paper: 1. 10 mark comparison question: For example: Which of the following was more important in British defeat in the American Revolutionary War? i) Poor quality of British leadership ii) French intervention from 1778 Explain your answer with reference to both i) and ii) 2. 20 mark historical essay: For example: “Economic factors were the main reason for the failure of the National Government by 1787” How far do you agree? (20) To answer this question, students need to meet the A01 criteria as below. Criteria: i) Organising and communicating knowledge. ii) Analyse and evaluate features of the period. iii) Make substantiated judgements exploring consequence, change, continuity, similarity, difference and significance

	Lessons and revision are on TEAMS in student resources. Full Spec: https://www.ocr.org.uk/Images/170128-specification-accredited-a-level-gce-history-a-h505.pdf
--	--

History Year 12 Assessment Criteria:

Unit Y212: The American Revolution 1740-96

Spring Term 1: Content covered	Extra information: Success Criteria
<u>Assessment Methods:</u> • 10mk Comparative Question • Sample papers/past questions • Knowledge check: quick quizzes • 20mk Essay Question. EAD: Year 12 Mocks: 14th January 2027 full America Question (10mks and 20mks) Students could be tested on any of the following content: 1. The Ratification of the US constitution 1788 (Early Republic) The Philadelphia convention 1787, nature of the US constitution, reasons for the ratification of the constitution, Federalist advantages and Anti-Federalist disadvantaged in the ratification process, the role of state conventions in the approval of the constitution 2. The Washington Presidency 1789 – 96 (Early Republic) Formation of the first government (1789), Washington and the Executive; 1791 Bill of Rights, shaping the government, relationship between Washington and Congress, Hamilton’s financial plan, foreign policy developments, the Whiskey Rebellion, the split between Federalists and Republicans, the role of Jefferson, the difficulties replacing Washington as president and the election of 1796	A01: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts such as cause, consequence, change, continuity, similarity, difference and significance Students are expected to answer two styles of question in their one hour paper: 1. 10 mark comparison question: For example: Which of the following was more important in ratification of the US constitution in 1788? i) Federalist advantages ii) Anti-Federalist disadvantages Explain your answer with reference to both i) and ii) 2. 20 mark historical essay: For example: Assess the reasons for the Federalist / Republican split in 1789-96 (20) To answer this question, students need to meet the A01 criteria as below. Criteria: i) Organising and communicating knowledge. ii) Analyse and evaluate features of the period. iii) Make substantiated judgements exploring consequence, change, continuity, similarity, difference and significance

	Lessons and revision are on TEAMS in student resources. Full Spec: https://www.ocr.org.uk/Images/170128-specification-accredited-a-level-gce-history-a-h505.pdf
--	--

History Year 12 Assessment Criteria:

Unit Y313: Russia and its Rulers 1855-1964

Spring Term 2: Content covered	Extra information: Success Criteria
<u>Assessment Methods:</u> - Knowledge check: quick quizzes 20 mk Essay Question (America) EAD: 23rd February 2027: America (20 mks) Essay Question: Students could be tested on any of the following content: 1. Historical Background: To introduce the course, students will receive an overview of the hundred years of Russian history. This will include the key events, government developments, economic policies, and opposition faced by: - Alexander II 1855-81 - Alexander III 1881-94 - Nicholas II 1894-1917 - The Provisional Government 1917 - Lenin 1917-24 - Stalin 1928-53 - Khrushchev 1956-64	AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts such as cause, consequence, change, continuity, similarity, difference and significance AO3 (Source Question and NEA): Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted For the Unit 3 examination, students are expected to answer two styles of question in their 2hr 30 mins paper: Students answer a 30 mark source comparison question (no choice) For example: “Evaluate the interpretations in both of the two passages and explain which you think is more convincing about the reasons why the Provisional Government was overthrown.” (30) Criteria: AO1 & AO3 Students will answer two questions from a choice of three: 25 mark comparative essay: For example: “How far was there more continuity than change in the way Russia was ruled from 1855-1964” (25) Criteria: AO1

	Lessons and revision are on TEAMS in student resources. Full Spec: https://www.ocr.org.uk/Images/170128-specification-accredited-a-level-gce-history-a-h505.pdf
--	--

History Year 12 Assessment Criteria:

Unit Y318: Russia and its Rulers 1855-1964

Summer Term 1: Content covered	Extra information: Success Criteria
<u>Assessment Methods:</u> - Knowledge check: quick quizzes 20 mk America question (Topic 4: the new Republic) EAD: Mocks 12th April 2027 Students could be tested on any of the following content for Paper 3 Russia and its Rulers: 1. The Nature of Government (part 1) Autocracy, dictatorship and totalitarianism, developments in central administration; methods of repression and enforcement; the extent and impact of reform, the role of censorship, propaganda, the army, and secret police, changes in local government, change and continuity.	AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts such as cause, consequence, change, continuity, similarity, difference and significance AO3: (Source Question and NEA): Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted Students are expected to answer two styles of question in their 2hr 30 mins paper: 1. 30 mark source comparison question: For example: “Evaluate the interpretations in both of the two passages and explain which you think is more convincing about the reasons why Alexander II emancipated the serfs.” (30) Criteria: AO1 & AO3 2. 25 mark historical essay: For example: “How far were the Tsars or Russia more repressive than the Communists?” (25) Criteria: AO1 Lessons and revision are on TEAMS in student resources.

History Year 12 Assessment Criteria:

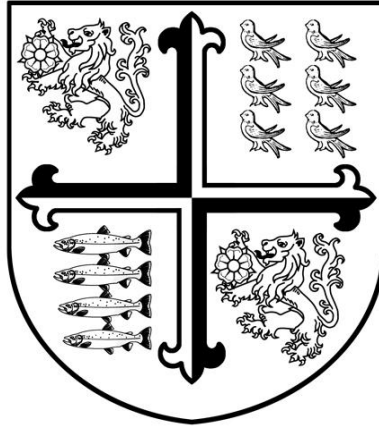
Unit Y318: Russia and its Rulers 1855-1964

Summer Term 2: Content covered	Extra information: Success Criteria
Assessment Methods: - Knowledge check: quick quizzes 25mk Essay Question. 30 mk source comparison question (technique) EAD: 21st June 2027 Essay Question: 25 mark comparative question Students could be tested on any of the following content: 1. The Nature of Government (part 2) The nature, extent and effectiveness of opposition both before and after 1917, including peasants, workers, individuals, political groups and minorities, changes in local government; attitude of the Tsars, Provisional Government and Communists to political change; the extent of political change. 2. Depth Studies: Nature of Government i) Alexander II: The effects of the Crimean War; the aims of Alexander II's domestic policies; the nature of his government; changes in central administration; the extent and impact of domestic reform; the extent and effectiveness of opposition ii) Provisional Government: Main domestic policies of the Provisional Government; the nature of the government; methods of repression and enforcement; the extent and impact of reform; the extent and effectiveness of opposition iii) Khrushchev: The aims of Khrushchev; the nature of his government; opposition, methods and enforcement of repression in Russia and its satellites; the extent and impact of reform 3. Economy and Society (Part 1)	AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts such as cause, consequence, change, continuity, similarity, difference and significance AO3: (Source Question and NEA): Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted Students are expected to answer two styles of question in their 2hr 30 mins paper: 1. 30 mark source comparison question: For example: “Evaluate the interpretations in both of the two passages and explain which you think is more convincing about the nature and extent of opposition to Alexander II.” (30) Criteria: AO1 & AO3 2. 25 mark historical essay: For example: “Opposition to the Russian government was more effective in the period from 1855 to 1917 than in the period from 1917 to 1964.’ How far do you agree?” (25) Criteria: AO1

Changes to living and working conditions of urban and rural people including the impact on the peasants of Emancipation, Land Banks, famines, NEP, collectivisation and the Virgin Land scheme, the impact of industrial growth under the Tsars, War communism, NEP and the Five Year Plans on industrial workers; limitations on personal, political and religious freedom; reasons for and extent of economic and social changes.

Lessons and revision are on TEAMS in student resources.

Full Spec: <https://www.ocr.org.uk/Images/170128-specification-accredited-a-level-gce-history-a-h505.pdf>



A Level History Exam Preparation

Britain 1900 - 1951

Exam Board: Pearson Edexcel

Specification: H505 (Y112)

<https://www.ocr.org.uk/Images/170128-specification-accredited-a-level-gce-history-a-h505.pdf>

Contact details:

Miss R Hamalienko – rhamalienko@bournemouth-school.org

History Year 12 Assessment Criteria:

Britain 1900-1951

Autumn Term: Content covered	Extra information: Success Criteria
<u>Assessment Methods:</u> Knowledge check: quick quizzes Homework Tasks EAD: 30 mark Source Question (AO2) week 6: the origins and development of the Labour Party and the Trade Unions from 1893 to 1914; EAD: 30 mark Source Question (AO2) week 9: constitutional crisis, causes, course and results; <u>Enquiry Topic: England and a New Century c.1900–1918</u> AO2: Assessment of primary sources Students could be tested on any of the following: <u>Political issues c.1900–1914:</u> England in 1900; The Conservative government under Balfour 1902–1905; reasons for the Liberal landslide; the origins and development of the Labour Party and the Trade Unions from 1893 to 1914; constitutional crisis, causes, course and results; the issue of women’s suffrage 1906–1914; problems in Ireland 1910–1914; Trade Unions and problems of industrial unrest. <u>Social issues 1900–1918:</u> The development of ideas of new liberalism, including the role of Lloyd George and Churchill; the debate over poverty (Booth, Rowntree and Galt) and the debate over national efficiency; education and young people: the acts of 1902, 1906 and 1918, school measures, the Children’s Charter; Old Age pensions; National Insurance; measures to protect workers. <u>Britain at war 1914–1918:</u> Attitudes to war; the impact of war on the Home Front;	Qu 1: 30 Mark Source Assessment AO2: Students must be able to analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context. Lessons and revision are on TEAMS in student resources. Britain 1900 – 1918 Enquiry Topics Revision Guide OCR Website: https://www.ocr.org.uk/Images/170128-specification-accredited-a-level-gce-history-a-h505.pdf

History Year 12 Assessment Criteria:

Britain 1900-1951

Spring Term: Content covered	Extra information: Success Criteria
Assessment Methods: Knowledge check: quick quizzes Homework Tasks EAD: Year 12 mocks: early January 2027 EAD: 30 mark Source Question (AO2) week 17: political developments during the war EAD: 20 mark Essay Question (AO1) week 22: The result of, and reasons for, the outcome of the 1918 election; the decline of the Liberal party to 1924; Lloyd George's coalition, policies and reasons for fall; Year 12 Mock Exam: 20 mark Essay Question (AO1) week 28: British politics 1918–1929 (see above) Students could be tested on any of the following: Enquiry Topic: England and a New Century c.1900–1918 (cont. from Autumn Term) AO2: Assessment of primary sources Britain at war 1914–1918: Political developments during the war: the coalition of 1915, the creation of the Lloyd George Coalition; the splits in the Liberal Party and their importance; the development of the Labour Party and its Constitution of 1918; the role of women in the war, and the extension of the franchise in 1918. British Period Study: Britain c.1918–1951 AO1: Knowledge and Understanding British politics 1918–1929: The result of, and reasons for, the outcome of the 1918 election; the decline of the Liberal party to 1924; Lloyd George's coalition, policies and reasons for fall; the 1923 election and its significance; the first Labour government 1924, MacDonald's aims, domestic reforms, international relations and fall from power; the Conservative recovery 1918–1924; the Conservatives in power 1924–1929, the leadership of Baldwin, Churchill as Chancellor, the work of Neville Chamberlain; extension of the franchise; the 1929 election.	Qu 1: 30 Mark Source Assessment: (AO1 & AO2) AO2: Students must be able to analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context. Qu 2: 20 Mark Essay Question: AO1: Students must be able to demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance. Lessons and revision are on TEAMS in student resources. Britain 1900 – 1918 Enquiry Topics Revision Guide Student revision Guides: British Politics, Economics, WWII OCR Website: https://www.ocr.org.uk/Images/170128-specification-accredited-a-level-gce-history-a-h505.pdf

History Year 12 Assessment Criteria:

Britain 1900-1951

Summer Term: Content covered	Extra information: Success Criteria
Assessment Methods: Knowledge check: quick quizzes Homework Tasks EAD: 20 mark Essay Question week 33: The Second Labour government 1929–1931, economic problems, domestic policies, MacDonald as leader, Snowden as Chancellor; the formation, nature and impact of the National Government; MacDonald, Baldwin and Chamberlain as Prime Ministers; the Abdication Crisis; political extremism including Communism, Mosley and the British Union of Fascists. Students could be tested on any of the following: AO1: Knowledge and Understanding British Period Study: Britain c.1918–1951 (cont. from Spring Term): British domestic politics 1929–1939: The Second Labour government 1929–1931, economic problems, domestic policies, MacDonald as leader, Snowden as Chancellor; the formation, nature and impact of the National Government; MacDonald, Baldwin and Chamberlain as Prime Ministers; the Abdication Crisis; political extremism including Communism, Mosley and the British Union of Fascists; the impact of foreign affairs on domestic government. Economic issues 1918–1939: Post-war economic conditions; the problems of the staple industries; economic unrest; the problems of the mining industry, the causes of the General Strike; Non exam assessment: Topic based essay (Unit Y100): AO1, AO2 and AO3; assessed in Spring Term of Year 13	Qu 1: Source Assessment AO1: Students must be able to demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance. NEA research: AO2: Students must be able to analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context. AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted. Lessons and revision are on TEAMS in student resources. Student revision Guides: British Politics, Economics, WWII OCR Website: https://www.ocr.org.uk/Images/170128-specification-accredited-a-level-gce-history-a-h505.pdf