

Complete the paragraph

Below are an exam-style question and a paragraph which is part of an answer to this question. Complete the paragraph by providing a further explanation about each consequence.

Explain **two** consequences of the collapse of the Soviet Union.

One consequence of the collapse of the Soviet Union was the ending of the Cold War. A second consequence was the break-up of the Soviet Union.

How important

Complete the table below.

- Briefly summarise the importance of each factor in bringing an end to the Cold War.
- Make a decision about the importance of each factor in bringing an end to the Cold War. Give a brief explanation for each choice.

| Factor | Key features | Decisive/Important/Quite important |
|------------------------------|--------------|------------------------------------|
| Gorbachev's 'new thinking' | | |
| Summit conferences | | |
| Fall of the Berlin Wall | | |
| INF | | |
| Collapse of the Soviet Union | | |

Exam focus

Your History GCSE is made up of three exams:

- Paper 1 on a thematic study and historic environment.
- Paper 2 on a British depth study and a period study, in your case Superpower relations and the Cold War, 1941–91.
- Paper 3 on a modern depth study.

For the period study on Paper 2 you have to answer the following types of questions. Each requires you to demonstrate different historical skills:

- **Question 1** is a consequence question in which you have to explain two consequences of a given development or event.

- **Question 2** is a narrative question. You have to write an account which analyses events or developments during a given period in the Cold War and support each with detail. You can choose to write about the two given events, but you must also write about an event or development of your own.
- **Question 3** is an importance question. You are asked to make a judgement on the importance of two different events/developments, supported by a precise and developed explanation.

The table below gives a summary of the question types for Paper 2 and what you need to do.

| Question number | Marks | Key words | You need to ... |
|-----------------|-------|--|--|
| 1 | 8 | Explain two consequences of | <ul style="list-style-type: none"> • Ensure you focus on consequence • Fully explain each consequence |
| 2 | 8 | Write a narrative account analysing ... You may use the following in your answer: [two given events/developments]. You must also use information of your own | <ul style="list-style-type: none"> • Analyse at least three events/developments • Fully explain each with supporting detail |
| 3 | 16 | Explain two of the following: <ul style="list-style-type: none"> • The importance of ... for the ... • The importance of ... for the ... • The importance of ... for the ... | <ul style="list-style-type: none"> • Choose two of the three developments • Ensure that you focus on importance • Fully explain its importance using precise evidence |

Question 1: Consequence

Below is an example exam-style consequence question. It is worth 8 marks.

Explain two consequences of Gorbachev's 'new thinking'.

How to answer

- Underline key points in the question. This will ensure that you focus sharply on what is required.
- Identify two consequences of Gorbachev's 'new thinking'.
- Begin each paragraph by stating the consequence. For example, 'One consequence of Gorbachev's "new thinking" was ...'.
- Give a fully developed explanation about the consequence including precise details.
- State the second consequence. For example, 'A further consequence of Gorbachev's "new thinking" was ...'.
- Give a fully developed explanation about the second consequence including precise evidence.

Below is a sample answer to another exam-style consequence question with comments around it.

Explain two consequences of the Berlin Crisis of 1948–49.

One consequence of the Berlin Crisis of 1948–49 was that it greatly increased East–West rivalry. This was because Truman saw the crisis as a great victory. The Berlin airlift had been very effective in ensuring that supplies reached West Berlin. This reached its peak on 16–17 April 1949 when 1398 flights landed nearly 13,000 tons of supplies in 24 hours. West Berlin had survived and stood up to the Soviet Union. However, for Stalin it was a defeat and a humiliation as he had not been able to prevent the airlift from supplying West Berlin and had been forced to back down and reopen road and rail routes.

The question is focused on through referring to the first consequence.

A detailed explanation of this consequence is given.

Precise evidence is given in this explanation.

The question is focused on through referring to the second consequence.

A detailed explanation of the second consequence is given.

Precise evidence is given in this explanation.

Another consequence of the Berlin Crisis of 1948–49 was the creation, in 1949, of the North Atlantic Treaty Organization. This was because the Berlin Crisis had confirmed Truman's commitment to Western Europe and convinced him that Western European states, even joined together, were no match for the Soviet Union and needed the formal support of the USA. NATO was signed by the USA, Canada, Britain and nine other countries of Western Europe and, although a defensive alliance, its main purpose was to prevent Soviet expansion.



The better answer

Below is an exam-style consequence question with two answers. Which is the better answer? Give three reasons why.

Explain two consequences of the creation of the Soviet invasion of Afghanistan.

ANSWER 1

In 1979, the Soviet Union invaded Afghanistan. The Soviets wanted to keep their influence in Afghanistan. President Carter was furious and criticised the invasion. Afghan rebels opposed the invasion. The USA supported these rebels. One consequence was that the USA refused to attend the Moscow Olympics of 1980.

ANSWER 2

One consequence of the Soviet invasion of Afghanistan was the Carter Doctrine. President Carter was furious with the invasion and introduced this doctrine which stated that the USA would use military force if necessary to defend its national interests in the Persian Gulf region. It also promised US military aid to all the countries bordering Afghanistan. In subsequent years, the USA gave military support to the *mujahideen*, Afghan rebels who fought against the Soviet occupation.

Another consequence of the Soviet invasion of Afghanistan was to end the period of *détente* between the superpowers. One feature of *détente* was the SALT talks. SALT 2 talks had begun in 1974 but, in 1969, the US Senate refused to ratify this agreement. *Détente* gave way to increased rivalry between the USA and the Soviet Union and the beginning of the Second Cold War. In retaliation to the Soviet invasion, the USA boycotted the Moscow Olympics of 1980.

1

2

3

Question 2: Narrative account

Below is an example of an exam-style narrative question which is worth 8 marks.

Write a narrative account analysing the ways in which relations between the USA and the Soviet Union worsened in the years 1979–85.

You may use the following information in your answer:

■ Soviet invasion of Afghanistan (1979)

■ Strategic Defence Initiative

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

How to answer

- Look for the key points in the question and underline them.
- You can choose to write about the two events given in the question and an event of your own, or write entirely about events of your own.
- If you write about the events in the question make sure you write about at least three events. Including three events is important because you *must bring in an event of your own*.
- Ensure that your events are in the correct chronological sequence.
- Ensure that you give detail about each of the events you write about.
- Use linking words between each event and the next. Try to use phrases such as 'this led to', 'as a result of this'.

Below is a sample answer to this exam-style narrative question with comments around it.

In 1979, relations between the USA and the Soviet Union worsened because of the Soviet invasion of Afghanistan. Between 25 December 1979 and 1 January 1980, more than 50,000 Soviet troops were sent to Afghanistan to restore order and protect the People's Democratic Party of Afghanistan (PDPA) from the Muslim guerrilla movement known as the *mujahideen*. The US president was furious with the Soviet Union and took a tough line. He introduced the Carter Doctrine stated that the USA would use military force if necessary to defend its national interests in the Persian Gulf region. It also promised US military aid to all the countries bordering Afghanistan.

Using the words of the question gives immediate focus.

There is a developed analysis of the first event, using precise details.

As a result of Carter's get tough policy, relations continued to worsen and there was a Second Cold War. The Senate delayed passing the SALT 2 treaty and the USA cancelled all shipments of grain to the Soviet Union and US companies were forbidden to sell high-technology equipment there, such as computers and oil-drilling tools. Moreover, Carter pressured the US Olympic Committee to boycott the Moscow Olympic Games of 1980. Sixty-one other countries followed Carter's example. Superpower politics had now intruded into the Olympics. Indeed, the Soviet Union retaliated by boycotting the Los Angeles Olympics of 1984.

A link is made between the first and second events. An event not given in the question is introduced.

There is a developed analysis of the second event.

Superpower relations during this Second Cold War were further worsened by Reagan and the Strategic Defence Initiative. Reagan believed in taking a far tougher line with the Soviet Union than Carter. He made it clear that he had no interest in *détente* and was prepared to confront the Soviet Union whenever possible. Reagan's plan was to launch an army of satellites equipped with powerful lasers, which would intercept Soviet missiles in space and destroy them before they could do any harm to the USA. The Soviet Union was furious. Soviet leaders knew that they could not compete with Reagan's 'Star Wars' plan. They were behind the USA in space and computer technology whilst the Soviet economy was not producing enough wealth to fund even more defence spending.

A link is made between the second and third events.

There is a developed analysis of the third event.



'Through the eyes' of the examiner

Below is an exam-style narrative question with part of a sample answer. It would be useful to look at this answer 'through the eyes' of an examiner. The examiner will look for the following:

- events in the correct sequence
- clear links between events
- an explanation of each event.

You need to:

- highlight words or phrases which show that the answer has focused on the question
- underline where attempts are made to show links between one event and the next
- in the margin, write a word or phrase which sums up each specific explanation as it appears.

Write a narrative account analysing the main events in rivalry between the USA and the Soviet Union in the years 1948–56.

You may use the following information in your answer:

- Berlin Crisis (1948–49)
- Warsaw Pact (1955)

You must also use information of your own.

The first event which increased rivalry between the superpowers was the Berlin Crisis of 1948–49. On 24 June 1948, Stalin accused the West of interfering in the Soviet zone. He cut off road, rail and canal traffic in the attempt to starve West Berlin. Truman was determined to stand up to the Soviet Union and show that he was serious about containment. The only way into Berlin was by air. So the Allies decided to airlift supplies from their bases in West Germany. The airlift began on 28 June 1948 and lasted for ten months and was the start of the biggest airlift in history. The airlift continued into the spring and reached its peak on 16–17 April 1949 when 1398 flights landed nearly 13,000 tons of supplies in 24 hours. In May 1949, Stalin lifted the blockade. It greatly increased East–West rivalry. Truman saw the crisis as a great victory. West Berlin had survived and stood up to the Soviet Union. For Stalin it was a defeat and a humiliation. It led to the creation of the North Atlantic Treaty Organisation or NATO, which Stalin saw as an alliance aimed against the Soviet Union.

In retaliation to the establishment of NATO, in 1955 the Soviet Union set up the Warsaw Pact, which further increased rivalry between the two superpowers. It was a military alliance of eight nations headed by the Soviet Union and was designed to counter the threat of NATO. Members were to support each other if attacked. A joint command structure was set up under the Soviet Supreme Commander. This meant that there were now two major alliance systems – NATO and the Warsaw Pact – with each determined to be stronger than the other, which, in turn, intensified the arms race with the development of even more powerful weapons of mass destruction.



Adding a third event

The answer above does not include a third event. What would you choose as a third event and why? Try completing the answer, remembering to add details to support your chosen event.

Question 3: Importance

Below is an exam-style question.

Explain **two** of the following:

- The importance of the Hungarian uprising (1956) for the development of the Cold War.
- The importance of the Cuban Missile Crisis (1962) for relations between the USA and the Soviet Union.
- The importance of the Soviet invasion of Czechoslovakia (1968) for the development of the Cold War.

How to answer

- You must choose **two** of these three developments. Your choice should be based on the two you feel provide greater opportunity for you to focus on *importance*.
- For the two you have chosen underline key points in the question. This will ensure that you focus sharply on what the question wants you to write about.
- Remember for each development that you choose that the focus of the question is its *importance* for a further factor and/or event.

Below is a part of a sample answer to this exam-style importance question with comments around it.

The Hungarian uprising was important for the development of the Cold War because it demonstrated Soviet determination to maintain control in Eastern Europe and worsened relations between the two superpowers. In October 1956, demonstrations against Soviet control began, Khrushchev sent troops and tanks to Budapest to try to restore peace and, on 26 October, Nagy was reinstated as prime minister. Nagy held talks with the Soviet Union and it was agreed that the tanks would be withdrawn. On 31 October, Nagy's proposed reforms were published. His most controversial decision was his intention to withdraw Hungary from the Warsaw Pact. On 4 November, Khrushchev decided that Nagy had gone too far, and 200,000 Soviet troops and 6000 tanks returned to Hungary. Khrushchev was able to keep control, and a new Soviet-backed leader, Kádár, was installed. Nagy was arrested and shot in 1958.

There is an immediate focus on the key word of the question: importance.

A developed explanation is given using precise details.

There was very little that the West, especially the USA and Britain, could do, apart from condemn the actions of the Soviet Union, to help the Hungarians. Hungary was too far away for military intervention. Britain, France and the USA were preoccupied with the Suez Crisis. The crisis was important because it highlighted the determination of the Soviet Union to maintain its control of Eastern Europe and prevent any further attacks on Communist control. It was also important because it intensified superpower rivalry. The USA was furious with the brutal suppression of the uprising by the Soviet Union. American criticism infuriated the Soviet Union who regarded Eastern Europe as their sphere of influence.

The importance of the Hungarian uprising is focused on again.



You're the examiner

Below is the second part of the answer to the exam-style importance question and a mark scheme.

- 1 Read the answer and the mark scheme. Decide which level you would award the paragraph. Write the level below, along with a justification for your choice.

Mark scheme

| Level | Mark | |
|-------|------|---|
| 1 | 1-2 | A simple or generalised answer is given, showing limited development, organisation of material and limited knowledge and understanding |
| 2 | 3-5 | An explanation is given showing some attempt to analyse importance. It shows some reasoning, but may lack organisation. Accurate and relevant information is added |
| 3 | 6-8 | An explanation is given, showing analysis of importance, and is well structured. Accurate and relevant knowledge is included. It shows good knowledge and understanding of the required characteristics of the period |

The Soviet invasion of Czechoslovakia increased East-West rivalry during the Cold War. The 'Prague Spring' refers to a series of reforms introduced by Dubček. The reforms included greater political freedom including free speech and the abolition of press censorship. Soon after, hundreds and thousands of Soviet troops entered Czechoslovakia. Czechs threw petrol bombs at the Soviet tanks as they moved through Prague. Buildings were set on fire and protesters assembled in Wenceslas Square. The Soviet invasion gave rise to the Brezhnev Doctrine which said that all member countries had to remain part of the Warsaw Pact. Britain and the USA protested at Soviet actions. The USA did nothing else because they were fighting in Vietnam. The Soviet invasion was important because it worsened relations.

Level

Reason

- 2 Now suggest what the student has to do to achieve a higher level.

- 3 Try and rewrite this part of the answer at a higher level.
- 4 Now try and write an answer for the second bullet in the exam-style importance question.

Revision techniques



We all learn in different ways and if you're going to be successful in your revision you need to work out the ways that work best for you. Remember that revision doesn't have to be dull and last for hours at a time – but it is really important you do it! The highest grades are awarded to students who have consistently excellent subject knowledge and this only comes with solid revision.

Method 1: 'Brain dumps'

These are particularly useful when done every so often – it's never too early to start! Take a big piece of paper or even a whiteboard and write down everything you can remember about the topic you are revising, one of the units or even the whole History course. You could write down:

- dates
- names of key individuals
- key events
- important place names
- anything else you can remember.

Once you're satisfied you can't remember any more, use different colours to highlight or underline the words in groups. For example, when revising the Cuban Missile Crisis you might choose to underline all the mentions that relate to the causes in red and to the effects in blue.

You could extend this task by comparing your brain dump with that of a friend. The next time you do it, try setting yourself a shorter time limit and see if you can write down more.

Method 2: Learning walks

Make use of your space! Write down key facts and place them around your home, where you will see them every day. Make an effort to read the facts whenever you walk past them. You might decide to put information on the early Cold War on the stairs with the idea of the Cold War steadily developing.

Method 3: 'Distilling'

Memory studies show that we retain information better if we revisit it regularly. This means that revising the information once is not necessarily going to help it stay in your brain. Going back over the facts at intervals of less than a week leads to the highest retention of facts.

To make this process streamlined, try 'distilling' your notes. Start by reading over the notes you've completed in class or in this revision guide; two days later, read over them again, and this time write down everything you didn't remember. If you repeat this process enough you will end up with hardly any facts left to write down, because they will all be stored in your brain, ready for the exam!

Method 4: Using your downtime

There are always little pockets of time through the day which aren't much good for anything: bus journeys, queues, ad breaks in TV programmes, waiting for the bath to run and so on. If you added all these minutes up it would probably amount to quite a lot of time, which can be put to good use for revision.

Instead of having to carry around your notes, though, make use of something you carry around with you already. Most of us have a phone that can take pictures and record voice memos, or an iPod or something similar:

- Photograph key sections of this book and read over them.
- Record yourself reading information so that you can listen back over it – while you're playing football, before you go to sleep, or any other time.

Access the quizzes that go with this book at www.hoddereducation.co.uk/myrevisionnotes