



# History

## Raising Achievement



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# History

- Content
- Exam questions and how to answer them
- Revision



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## Edexcel GCSE History

- **Paper 1 Thematic study and historic environment: Crime and Punishment in Britain c.1000 - present and Whitechapel, c1870-1900 crime, policing and the inner city**
- **Paper 2 Period Study and British depth study: Superpower relations and the Cold War 1941-91 and Henry VIII and his ministers, 1509-40**
- **Paper 3 Weimar and Nazi Germany 1918-39**





# Check knowledge for each paper and topic

<b>Key topic 1: The origins of the Cold War, 1941-58</b>		 <b>Not sure</b>	 <b>Almost there!</b>	 <b>Got it sussed!</b>
<b>Early tension between East and West</b>	<ul style="list-style-type: none"> <li>• The <i>Grand Alliance</i>. The outcomes of the Tehran, Yalta and Potsdam conferences.</li> <li>• The ideological differences between the superpowers and the attitudes of Stalin, Truman and Churchill.</li> <li>• The impact on US-Soviet relations of the development of the atomic bomb, the Long and Novikov telegrams and the creation of Soviet satellite states in Eastern Europe.</li> </ul>			
<b>The development of the Cold War</b>	<ul style="list-style-type: none"> <li>• The impact on US-Soviet relations of the Truman Doctrine and the Marshall Plan, 1947.</li> <li>• The significance of Cominform (1947), Comecon (1949) and the formation of NATO (1949).</li> <li>• Berlin: its division into zones. The Berlin Crisis (blockade and airlift) and its impact. The formation of the Federal Republic of Germany and German Democratic Republic.</li> </ul>			
<b>The Cold War intensifies</b>	<ul style="list-style-type: none"> <li>• The significance of the arms race and the formation of the Warsaw Pact.</li> <li>• Events in 1956 leading to the Hungarian Uprising, and Khrushchev's response.</li> <li>• The international reaction to the Soviet invasion of Hungary.</li> </ul>			
<b>Key Topic 2: Cold War crises, 1958-70</b>		 <b>Not</b>	 <b>Almost</b>	 <b>Got it</b>







# History - impress with own knowledge



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# History

Types of exam questions and how to answer them -  
15 different types of questions!!

- Understanding the demands of different exam questions
- Applying own knowledge when necessary
- Use of sources
- Interpretation questions





Question	Marks Assessment objective	How long should I spend	<u>How to answer different exam questions for Paper 2: Superpower relations and the Cold War, 1941-91</u>
<b>SECTION A: OWN KNOWLEDGE &amp; INFERENCE</b>			
Q1	8 marks	10mins	You need to give two consequences of an event or policy. You need to focus on the results of something. Use phrases such as "as a result" or "the effects of this was". Four marks for each clearly explained consequence that uses specific, well selected own knowledge of the period. <i>e.g. "Explain two consequences of the decisions made by the Grand Alliance at the Yalta Conference in February 1945".</i>
Q2	8 marks	15mins	Aim to write an organised answer putting events in the right chronological order. You must be able to show how each point links or is connected to the next point in a logical structured way. You are given two bullet points but you <b>MUST</b> bring in a third point of your own. <i>e.g. "Write a narrative account analysing the key events leading to the break-up of the Warsaw Pact in the years 1985-91".</i> <ul style="list-style-type: none"> <li>• <i>Gorbachev became the leader of the Soviet Union in 1985</i></li> <li>• <i>The fall of the Berlin Wall in 1989</i></li> </ul> <i>You must also use information of your own.</i>
Q3	16 marks	25 mins	This question is worth half your marks for Section A. You need to explain the importance (in terms of consequences or significance) of two events or developments in the Cold War. You are given 3 bullet points of which you must only write about two, each point is worth 8 marks. You must not just tell the story of the event you must <b>EXPLAIN</b> how it changed things in the Cold War. You must support your arguments with specific, detailed own knowledge. <i>e.g. "Explain two of the following:</i> <ul style="list-style-type: none"> <li>• <i>The importance of the Truman Doctrine for International Relations after WW2</i></li> <li>• <i>The importance of the building of the Berlin Wall for the development of the Cold War</i></li> <li>• <i>The importance of the Olympic boycotts for relations between the USA and the Soviet Union "</i></li> </ul>







## PAPER 1: How to answer questions about Crime and Punishment c1000- Present Day

### 1. Explain one way ... similar or different. [4]

#### EXAMPLE QUESTION

Explain one way in which conditions in prison were different in the mid 19<sup>th</sup> century and the late 20<sup>th</sup> century. [4]

5 MINUTES

Keep your answer brief but use **accurate** and **specific** terms and knowledge.

Show your knowledge of both periods.

#### SENTENCE STRUCTURE:

- ☐ In (the first era mentioned) .....
- ☐ By (the second era mentioned) .....
- ☐ (Explain why it changed or stayed the same)

### 2. Explain why... [12]

#### EXAMPLE QUESTION

Explain why there were **changes** in criminal activity in the period 1900 to the present day.

You may use the following in your answer:

- ☐ Transport
- ☐ The Internet

You **must** also use information of your own. [12]

15 MINUTES

#### 3 X P.E.E. Paragraphs

- ✓ **POINT:** One factor .....was....
- ✓ **EVIDENCE:** For instance....
- ✓ **EXPLAIN:** This explains the...
- ✓ **POINT:** Another reason for.....was....
- ✓ **EVIDENCE:** For example
- ✓ **EXPLAIN:** This was a cause as...
- ✓ **POINT:** A final reason why.....was....
- ✓ **EVIDENCE:** For example/instance....
- ✓ **EXPLAIN:** This was a factor as...



- One similarity was...
- One factor was..
- Firstly, secondly, finally...
- In addition....
- Adding to this....
- A further....

**S** – Statistics

**P** – People

**E** – Events

**L** – Laws

**D** – Dates

**F** – Facts

**T** – Key Terms

#### EVIDENCE

- For example...
- For instance...
- Such as...

#### Explaining

- One factor behind the change was...
- This caused change as...
- This resulted in...This led to...because...
- This factor was key as...
- This meant that....
- This factor caused.....because...
- This explains a change as...
- This had an impact as...
- This led to....
- This meant that...

### 3. How far..... [16+4] 30 MINUTES

#### EXAMPLE QUESTION

'Attitudes in society were the **most important** factor influencing how criminal activity was dealt with in the period 1500 – present day'.

How far do you agree? Explain your answer.

You may use the following information in your answer:

- ☐ Laws against witchcraft in the 16<sup>th</sup> century
- ☐ Conscientious objectors in the 20<sup>th</sup> century.

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

#### 3 X P.E.E. Paragraphs + Conclusion

- ✓ **Brief introduction** – outline the argument for and against the statement
- ✓ **State your argument for the statement in the Q**
- ✓ **POINT:** One factor .....was....
- ✓ **EVIDENCE:** For instance....
- ✓ **EXPLAIN:** This explains the...  
Try to use 2-3 pieces of evidence
- ✓ **State the argument against/other factors**
- ✓ **POINT:** Another reason for.....was....
- ✓ **EVIDENCE:** For example
- ✓ **EXPLAIN:** This was a cause as...  
Try to use 2-3 pieces of evidence

#### CONCLUSION/FINAL JUDGEMENT:

- You **MUST** reach an overall judgement
- Try to **LINK the points together** to show a greater understanding of the factors.
- Be **convincing in your argument**



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When you have to **EXPLAIN**, you should always **P.E.E.L.**

**P**POINT  
**E**EVIDENCE  
**E**EXPLAIN  
**L**LINK

### POINT

- One feature of...
- Firstly, secondly, finally...
- In addition....
- Adding to this....
- A further cause....
- Furthermore...
- Finally....
- However, another factor..
- In contrast...
- It can be argued that...
- Alternatively...
- However, an alternative..
- Arguably...

### EVIDENCE

- For example...
- For instance...
- Such as...
- An example of..
- This proven by...

#### USE SPECIFIC FACTS

Statistics  
People  
Events  
Laws  
Dates  
Places  
Key Terms

### EXPLAIN

- This led to...because...
- This factor was key as...
- This meant that....
- This factor caused...because
- This was an influence as...
- This had great impact as...
- This created...
- This explains the cause as...

### LINK

- This factor influenced..
- This was the root cause of..
- The short term cause created...
- This was a catalyst for..
- Without the effect of...
- Without the influence of..
- Without the development of..
- This factor led to further...
- This strongly relates to...
- His/her actions meant that..
- His/her beliefs led to...change..

### CONCLUSION & JUDGEMENT

- To an extent...
- This factor was partly responsible for...
- To a limited degree...
- The most important factor was certainly.....
- All factors are important, however.....
- It can be strongly argued that.....

### NARRATIVE ACCOUNT

- In order to...
- Despite this....
- As a consequence...
- The effect of this was..
- Consequently..
- This led/resulted to..
- Without this..
- All of these events led to
- This meant that...
- This event then resulted in...
- This caused...

### Explaining

#### IMPORTANCE:

- This was essential..
- This was key..
- A vital part was..
- Without this..
- This was significant as..
- This resulted in..
- This changed..
- It meant they relied on..
- This was a turning point...
- This was a catalyst to

### Explaining

#### CONSEQUENCES:

- As a result of..
- The effect of this was..
- Consequently..
- This led to..
- The consequence was..
- This made a difference as
- This changed the way..
- This meant that...
- This then resulted in...
- This created a change in...which led to...

## General Rules

4 Marker = 2 x P.E.

12 Marker = 3 x P.E.E.

16 Marker = 3 x P.E.E. + conclusion

- ☐ Always **read the question** in full.
- ☐ Always **refer back** to the question throughout the answer.
- ☐ Include **specific facts** NOT vague facts.

### Formal language ONLY.

**No** 'you' or 'your'.

**No** 'stuff'

**No** 'etc.'

**No** 'they'

**No** 'things'

**No** 'Well...'

**No** 'It's like...'



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# How to answer and structure specific questions e.g. Cold War narrative questions

- Make sure you know what the developments or events are for the question.  
List in chronological order
- The first development/event was...
- Explain development/event
- Link development/event to the next

E.g. “as a result”, “this led to”, “a consequence was”

Repeat the steps

You need at least 3 steps/developments/events



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Edexcel: Write a narrative account analysing the key events of the Berlin Crisis, 1948–49 You may use the following in your answer: ● Stalin's fears ● the Airlift. You must also use information of your own.

First the Russians blocked the roads with buses so that goods could not go in to the city. The people in the city needed food and coal. It took ages for them to get anything so in the end planes from Britain and America sent in the goods people needed and this was called the Airlift.



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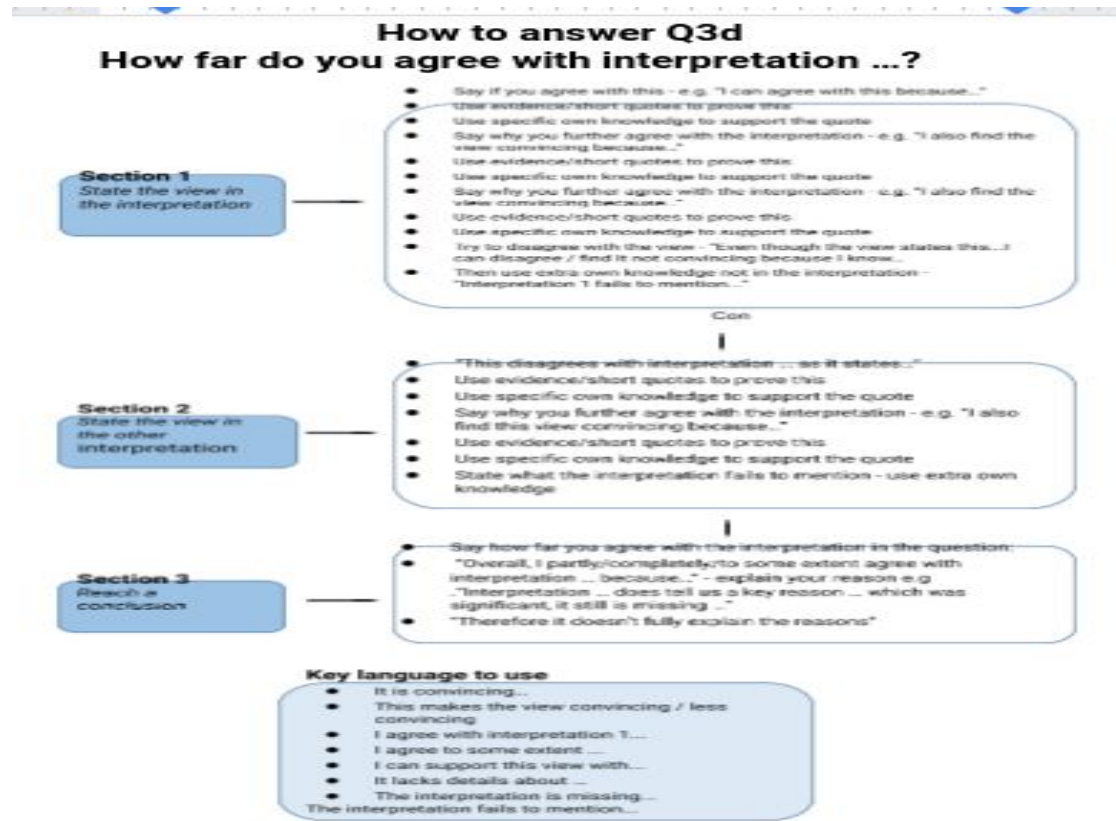
- The Berlin Crisis was caused by Stalin's fear for a strong Germany, since they already invaded Russia in 1914 and 1941 and Stalin believed they would invade again once they were strong enough. Stalin's fears grew when America, France and Britain joined their three zones together to create Trizonia. Trizonia helped rebuild Germany by creating the Deutschmark and giving Germany \$16million as aid. **By rebuilding Germany, Trizonia made Stalin their enemy. This led Stalin to blockading Berlin.** It lasted ten months. Food, water and communication to West Berlin were cut off completely and Stalin was pressurising West Berlin to become Communist. **Trizonia's response to this was an airlift** as they could not attack the blockade because it would be seen as an act of war. 4600 tonnes of goods was lifted into Berlin every day and the West Berliners were now safe. Stalin called off the Blockade in May 1949. **As a result Germany became clearly divided.** The GDR were the East and the Federal Republic, the West. This however caused tension and led to the Cold War.







# Paper 3 Germany: Q3d two interpretations and explain which one you agree with the most using your own knowledge.





The view given in Interpretation 2 about the attitudes of young people towards the Hitler Youth is that the movement was growing increasingly less popular towards the late 1930s and the members were resenting being a part of it.

This is supported by the text in Interpretation 2 which state that, “the movement became less popular towards the late 1930s” and “some youngsters began to kick out against the restriction of the Hitler Youth.” These quotes show that less and less people were actively involved in the movement and the youths that were involved hated being a part of it.

This view is further supported by my own knowledge that many young people skipped the meetings and events the Hitler Youth planned and most of the different Hitler Youth groups across Germany never had a full attendance at their meetings. The youth group Edelweiss Pirates were also known to go to the hills where the Hitler Youth camped and hiked to beat up their members which further shows how many young people hated the movement and rebelled against it.

Interpretation 1 disagrees with Interpretation 2 as it presents the view that many young people were attracted to the Hitler Youth and enjoyed taking part in the activities that were offered.

This is supported by the text in Interpretation 1 which states that, “many young people were attracted by the exciting and interesting activities” and “there was great comradeship among the Hitler Youth”. These quotes show that the Hitler Youth was able to appeal to many young people and of those who did join the movement, a high proportion enjoyed being part of it.

This view is further supported by my own knowledge that by the late 1930s the Hitler Youth had over 1 million members who, for the most part, gave all the events directed by the Hitler Youth a large attendance. The Hitler Youth also taught the children to put the Nazis before their parents and many children actually informed on their parents to the Nazis, showing their devotion to the Hitler Youth.

In conclusion, I agree with Interpretation 2 to the extent that there were some young people who hated it and rebelled against its possibly strict and stringent set of guidelines. However, the high member count and the fact that children were prepared to inform on their parents suggests to me that there was constantly adamant support for the Hitler Youth.





# 16 mark 'How far do you agree' Qs

**Q6** 'Specialisation has been the most significant development in the nature of police work in the years since the creation of the Metropolitan Police 1829?' You may use the following in your answer:

- Criminal Investigation Department
- Radios

You must also use information of your own

**WHAT IS THE FOCUS OF THE QUESTION?**

**Specialisation OR New Technology / Other factors in terms of changing Police work**



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## 16 mark - Developing an argument

I can disagree with the statement as one key development in the nature of police work since 1829 has been the use of forensic science which is an example of a new technology. For example, the use of forensic science has made the police more effective as the analysis of fingerprints, ballistics, blood splatter, and DNA can lead to convictions. This has been a major development as police do not need to rely on witnesses as much or police being on the scene immediately and allows the police to retrieve and use evidence after the fact. Furthermore, as well as forensic science, the use of technology such as computers has clearly developed the nature of police work. This can be shown via the National Police Computer, set up in 1974. This police database collects and records of criminal activity that can be accessed by all members of the police force at any time. This is a significant development as it has given the police the ability to link crimes or criminals, streamlining the way police work and solving difficult case that before may not have been solved. This therefore makes the use of technology such as forensic science and computers possibly the most significant factor in the development of police work.







# Writing a conclusion/judgement

- Support with criteria.

*e.g. Which change affected the most people positively? Which change led to the most change in everyday lives? Which factor influenced history over the longest period of time? Which event led to follow up change? Which event led to changes in all areas of crime and punishment?*





# What makes a high level response?

- Understanding the demands of the question!
- Responding appropriately
- E.g. own knowledge
- Analysis of source
- Appropriate structure of answer
- Linking back to the question
- Reaching a reasoned judgement conclusion





# How to revise

## How do you revise best?

- Mind maps?
- Spider diagrams?
- Flash cards?
- Note making?
- Colour coding?
- Quiz questions?
- Key words and definitions?
- Any other ways?
- Go through your exercise book and use one of the revision techniques to help you revise a section of work or one of the topics









# How to Revise

Key word	Definition	Extra Own Knowledge
autarky		
chancellor		
coalition		
Freikorps		
German Labour Front		
Gestapo		





## The Truman Doctrine – March 1947

Why?	Causes	What happened?	Consequences
President of USA	<p>George Kennan advised Truman that the USA's best hope was to '<b>contain</b>' communism rather than fight it on the battlefield.</p> <p>Much of Europe was devastated after the war and communism was appealing. Truman was worried about the <b>Domino Theory</b>: if communism took over one country, neighbouring countries were next in line to be threatened.</p> <p>In Feb 1947 the UK announced it could <b>no longer afford to pay for troops in Greece and Turkey</b>. The US feared communism would spread to these countries.</p>	<p>The Truman Doctrine stated that:</p> <ul style="list-style-type: none"> <li>• The <b>world had choice</b> between communist tyranny and democratic freedom.</li> <li>• America had a <b>responsibility to fight for liberty</b>.</li> <li>• America would <b>send troops and money</b> help governments against communism.</li> <li>• Communism should not be allowed to grow and spread and should be '<b>contained</b>'.</li> </ul> <p>Over the course of the Cold War, the Truman doctrine provided arms and money to defend Greece, Korea, Cuba, Vietnam, Afghanistan and South America.</p>	<p>The doctrine was significant because it suggested that America had the responsibility to protect the world, not the UN which <b>marked an end to USA's traditional policy of 'isolationism'</b>.</p> <p>The doctrine assumed that Capitalism and Communism were incompatible = the <b>unofficial start of the Cold War</b>.</p> <p>Truman was now committed to a policy of '<b>containment</b>'.</p> <p>US military aid to Greece meant that the <b>communists were defeated</b> in the Greek Civil War in 1949.</p>





# Practise answering exam questions

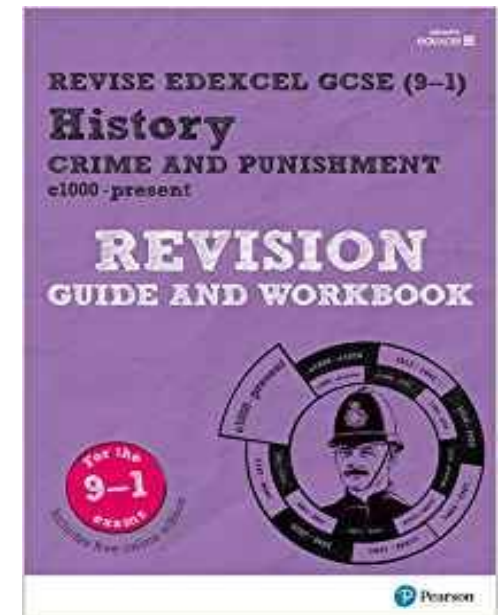
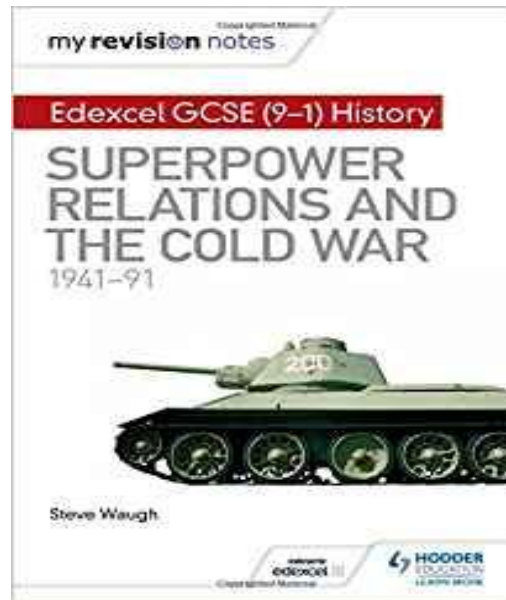
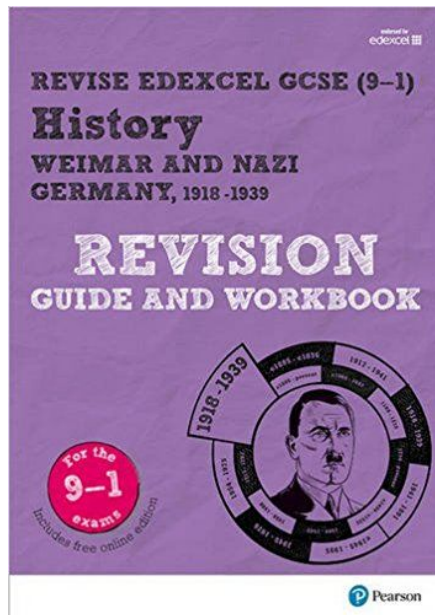
- Helps exam technique
- Work on types of questions - e.g ones less confident with
- Greater understanding of the focus of questions
- Applying knowledge accurately and relevantly
- Won't be thrown by questions in the summer exam
- Develops confidence







# Text books & Revision guides

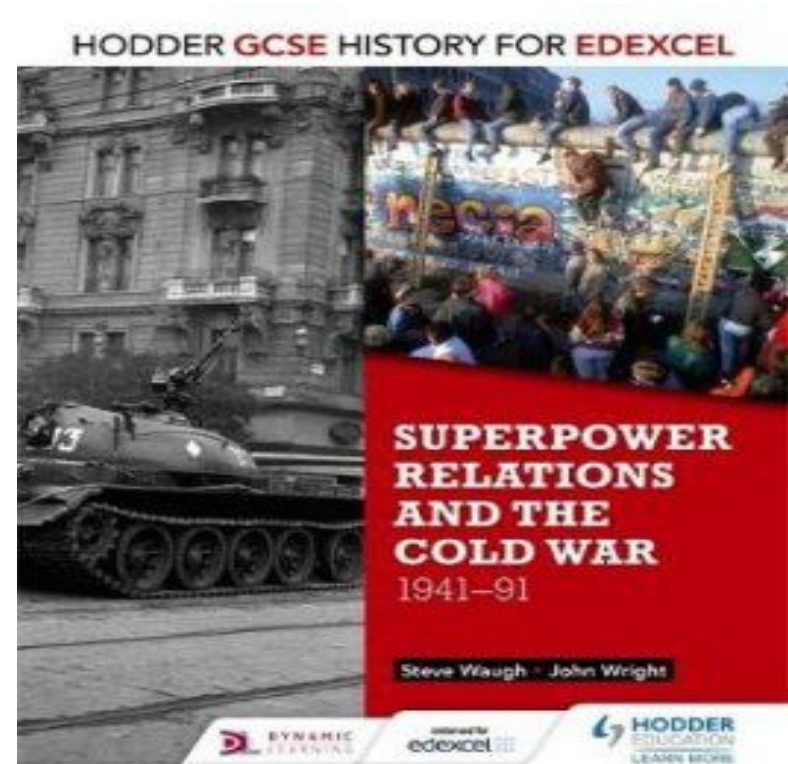
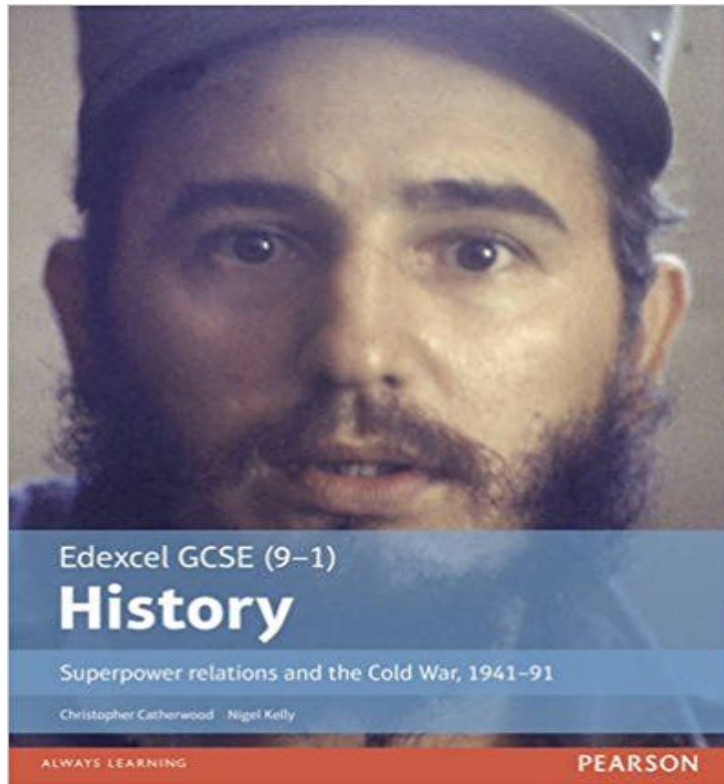


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# Text books & revision guides




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# Department revision booklets

**edexcel**   
advancing learning. changing lives

**SUPERPOWER RELATIONS AND  
THE COLD WAR 1941-91  
REVISION BOOKLET**



**Includes:**

- All content needed with a focus on consequence and historical importance.
- Example Exam Questions
- Summary timelines & revision tasks



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## Useful sites for knowledge

- [Schoolshistory.co.uk](http://Schoolshistory.co.uk)
- BBC GCSE bite size
- You tube Cold War documentary - Turner productions 1991
- [Johndclare.net](http://Johndclare.net)
- Spartacus educational
- [Historylearningsite.co.uk](http://Historylearningsite.co.uk)





# Revision Sessions

- Wednesday 3.25-4.25pm
- Friday 1.30-2.00pm
- Individual sessions arranged by class teachers







# How to do well

- Hard work and revision essential
- Understanding exam technique
- Start revision now!
- Attending revision sessions
- Those underachieving – lack of effort, work missing, not including enough relevant knowledge, poor exam technique

