



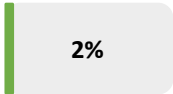
# P1 Section B: The Cold War

## Q1. How do you know? (4 marks)

EASY

### Guidance

- ❖ This is likely to be a picture source but could also be a written source.
- ❖ Identify one area where the source shows the question focus and explain why the source gives this view using your contextual knowledge.
- ❖ Then identify a second area where the source shows the question focus and explain why the source gives this view using your contextual knowledge.
- ❖ 2-4 sentences.



### Thinking (the hard bit)

**CONTENT** - Start by analysing the source itself. What does it tell/show you? What overall viewpoint does it give? What does it tell us about the question topic?

**SUPPORT** - Which nation / group does the source support / oppose? Think about WHAT it is in the source which tells you this.

**CONTEXT** - Now place the source into the historical context (what was going on at the time?). Use this to explain WHY the source supports or opposes a certain group / nation.



**Structure: 2x PEE** (much shorter than for 8 marks)

**P**

Point

**PEE1:** "Source \_\_ supports/opposes this view because it states/shows/implies..."

**PEE2:** "It also supports/opposes this idea because..."

**Ev**

Evidence

"quotation goes here"

OR

Paraphrase or describe the part of the source you want to discuss

**Ex**

Explain

"This supports/opposes the view because..."

"I know that..."

(use CK to explain further)

### Mark Scheme

Band / Marks	Description
Band 1 Basic 1-2 marks	<p><b>Simple analysis of source based on content and/or provenance</b></p> <p>The response <b>identifies relevant features in the source</b> and supports them with <b>simple factual knowledge</b> and understanding.</p>
Band 2 Simple 3-4 marks	<p><b>Developed analysis of source based on content and/or provenance</b></p> <p>The response shows <b>extended reasoning</b> supported by <b>factual knowledge and understanding</b> linked to source detail</p>

Find a source in the practice question booklet which links to a topic you have been revising within the Cold War module and identify a view this source supports. Now practice writing up this question.

If your teacher isn't too busy lounging around they may even mark it for you!



### Self-Assessment



Identify the band you are on.

*I am on band...because I have...*



Highlight the key examples used in your answer.



In two different colours highlight the Point and Explanation in your answer.



## Q2. How useful are Sources \_ and \_ to a historian studying ...? (12 marks)

### Guidance

- ❖ Use your own contextual knowledge to explain where each source is useful (if necessary).
- ❖ Look at the provenance (NOP / W questions) and content of both sources.
- ❖ Conclude that each is useful, but for different reasons

7%



### Thinking (the hard bit)

**CONTENT-** Start by analysing the source itself. What does it tell/show you? What overall viewpoint does it give? What does it tell us about the question topic? What do you know about the topic that supports or contradicts the view given in the source?

**PROVENANCE -** Now consider where the source comes from. Who produced it? Where? For what purpose? How does this affect the value of what the source tells/ shows us?

**CONTEXT -** Now place the source into the historical context (what was going on at the time). Is this typical of what was going on/ views of the time?



### Structure: 2x CPC and a judgement

# C

Content

"Source \_ is useful because it shows/says..." (quote/paraphrase)  
 "This is useful to a Historian studying \_ **TOQ** \_ because..."  
 "This is supported further by..." (use CK to explain source content further)

# P

Provenance

"This source was produced by ... in..."  
 "The probable reason it was produced is..."  
 "Therefore the source is/isn't very reliable/trustworthy because...  
 ...therefore making it more/less useful to a Historian."

# C

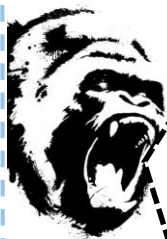
Context

"This source is/isn't a typical / majority / popular view from this period. This is because..." (use CK to expand)  
 "Therefore, I think this makes source \_ useful/limited in use because..."

**JUDGEMENT:** "Overall, I think that source \_ is more useful than / equally useful to source \_ . The main reason(s) for this is/are..."

### Mark Scheme

Marks	Description
Band 2 Simple 4-6 marks	The response offers some <u>simple comments on the sources</u> based on either content (what the sources say) or provenance (when they were written or what they are). The answer <u>explains how the source(s) are useful</u> , with some <u>simple comments to back up the points</u> .
Band 3 Developed 7-9 marks	The response gives <u>some developed comments</u> on how the source is useful which consider the content of the source and/or its provenance. The answer focuses on <u>specific areas of the source</u> , with <u>own knowledge and understanding to back up the points</u> . The respondent <u>puts the source into context and explains</u> what is happening at the time to show why the source is useful or not.
Band 4 Complex 10-12 marks	The response gives <u>developed comments on both sources</u> which focus on both the <u>content and provenance</u> of the sources. It evaluates the sources to a high standard, with <u>precise knowledge to back up points</u> . This leads to a <u>clear judgement</u> about why the sources are useful.



**BEAST MODE:** Have you ever been a beast? You can either write this up in a linear way (top to bottom twice, followed by a judgement)

**OR... OR...**

Beast mode involves writing comparatively. You take each step and do it for both sources, casting judgement about which is more useful for each step of CPC (Content, Provenance and Context)



# P1 Section B: The Cold War (CROSSOVER P2 Section B)

## Q3. Write an account of... (8 marks)

MEDIUM

### Guidance

- ❖ Explain how the causes / key features and consequences of an event led to an international crisis.
- ❖ Explain impact of events in causing a crisis
- ❖ The use of precise historical evidence.
- ❖ Two or three brief paragraphs.



### Thinking (the hard bit)

**KEY EVENTS** - Think about 2 causes, the main features or the events which took place as a result of these causes. Now think about the consequences of these events.

**EXPLAIN** - Think about how and why they led to an international crisis at each stage.



CAUSES--EVENTS---CONSEQUENCES

### Structure: 2x PEE

# P

Point

**PEE1:** "An important reason why \_\_\_\_\_ led to an international crisis is..."

**PEE2:** "A further way that \_\_\_\_\_ contributed to an international crisis is"

# Ev

Evidence

Describe the events using precise contextual knowledge, either with any of the sentences below or your own

"I know that..."

"This happened in... when..."

"In..."

"Events began to escalate when..."

# Ex

Explain

"This contributed to an international crisis because..."

"This was then made even worse by..."

(use CK to explain further and demonstrate your knowledge that many events are connected through causality)

### Mark Scheme

Marks	Description
Band 2 Simple 3-4 marks	The response has <u>simple analysis</u> of causation/consequence. Answer is presented in a structured account that <u>demonstrates specific knowledge and understanding</u> that is relevant to the question.
Band 3 Developed 5-6 marks	The response has <u>developed analysis</u> of causation/consequence. The answer is presented in a <u>structured and well-ordered narrative/account</u> that demonstrates a <u>range of accurate knowledge</u> and understanding that is <u>relevant</u> to the question.
Band 4 Complex 7-8 marks	<u>The response shows complex analysis</u> of causation/consequence. The answer is presented in a <u>coherent narrative/account</u> that demonstrates a <u>range of accurate and detailed knowledge</u> and understanding that is <u>relevant</u> to the question.

Making a boss answer is basically like baking a multi layered, multicoloured cake – it can get messy, but is totally worth it.

- You need to use precise **SPED (Statistics, People, Events and Dates)** in the **Evidence section**.
- You need to consider **how much each event contributed** to the crisis and using a quantifying word to show this (marginally, largely, partially etc)
- Decide **how significant** the consequence(s) was/were and develop that within your explanation.
- **Short term or long term** impacts based on the crisis/crises caused? Why?
- Is the type of crisis SPER (Social, **Political, Economic** or Religious) or other?





Q4. 'The main reason for \_\_\_\_\_ was \_\_\_\_\_'.

How far do you agree with this statement? (16 marks)

Guidance

- ❖ Demonstrate knowledge and understanding.
- ❖ Explain the significance of the factor in the statement and two others to create 3 mini-arguments.
- ❖ Develop a sustained line of reasoning throughout.
- ❖ Come to a judgement which matches your introduction.

24% (CROSSOVER)



Structure: Intro + 3x PEEs + judgement

INTRODUCTION: You need to either AGREE, DISAGREE or SIT ON THE FENCE in your opening statement, but it must match your conclusion. Here is one example;

SIT ON THE FENCE: "Although I believe that \_\_\_\_\_ played a vital role in \_\_\_\_\_, it still wouldn't have been possible without a range of reasons including..."

P

Point

PEE1: "One \* factor which contributed to causing \_\_TOS\_\_ is \_\_FFS\_\_."

PEE2/3: "Another \* factor which contributed to causing \_\_TOS\_\_ is..."

(Another / A further / An additional / A more significant / A less significant / equally important / partially responsible / minor reason)

Ev

Evidence

"I know that..."

"This happened in... when..."

"For example..."

"Events began to escalate when..."

"These events started/progressed when..."

Describe the events using precise contextual knowledge, either with any of the sentences below or your own. Use precise SPED (Statistics, People, Events and Dates)

Ex

Explain

"This contributed towards causing \_\_TOS\_\_ because..."

"This played a \* part in causing \_\_TOS\_\_ because..."

"This was \* responsible for \_\_TOS\_\_ because..."

(use CK to explain significance further and demonstrate your knowledge that events may be connected to each other and have different strands to them)

JUDGEMENT:

"Overall, I think \_\_agree with/repeat introduction\_\_."

"This is because..."

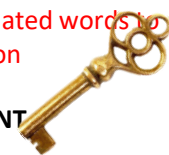
"\_\_FFS\_\_ is more significant/less significant/equally as significant \_\_PEE2 and/or 3\_\_ because..."

The more thoroughly you argue your chosen judgement the better. If you have been arguing this from the start then your conclusion must agree to provide a consistent argument.

Mark Scheme

Marks	Description
Band 2 Simple 5-8 marks	The response has a <u>simple explanation</u> of stated factor <u>or</u> other factor(s). The answer demonstrates <u>specific knowledge</u> and understanding that is <u>relevant to the question</u> . There is a <u>simple sustained line of reasoning</u> which is coherent and relevant.
Band 3 Developed 9-12 marks	The response has a <u>developed explanation</u> of the stated factor <u>and</u> other factor(s). The answer demonstrates a <u>range of accurate knowledge</u> and understanding that is <u>relevant to the question</u> . The response must demonstrate a <u>developed, sustained line of reasoning</u> which has coherence and <u>logical structure</u> .
Band 4 Complex 13-16 marks	The response has a <u>complex explanation</u> of stated factor <u>and other factor(s)</u> leading to a <u>sharply-focused sustained judgement</u> . The answer demonstrates a <u>range of accurate and detailed knowledge</u> and understanding that is <u>relevant to the question</u> . The explanation must maintain a <u>logical structure</u> that is <u>fully substantiated</u> .

\* - indicates where you might want to consider including a quantifying word to show how significant or insignificant you think the reason is, ST/LT and/or SPER related words to build layers into your explanation



FFS – FACTOR FROM STATEMENT  
TOS – TOPIC OF STATEMENT.

Thinking (the hard bit)



FACTORS - Think about the events of the cold war in the date range of the question – jot down a few facts you know about the factor in the question. Choose two other factor(s) relevant to the question focus and write down a few things you can remember about each one (SPED).

SIGNIFICANCE – Now consider how important each one is and why. Give a number ranking and perhaps jot down a key reason if you have time, otherwise, just store the reasons in your head!

JUDGEMENT - Which factor do you think is most significant and why? Think about the impact it had on international events and links to other events