

A LEVEL

Delivery Guide

H505

Accredited

HISTORY A

Theme: Cold War in Europe

October 2014



We will inform centres about any changes to the specification. We will also publish changes on our website. The latest version of our specification will always be the one on our website (www.ocr.org.uk) and this may differ from printed versions.

Copyright © 2014 OCR. All rights reserved.

Copyright

OCR retains the copyright on all its publications, including the specifications. However, registered centres for OCR are permitted to copy material from this specification booklet for their own internal use.

Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered company number 3484466.

Registered office: 1 Hills Road
Cambridge
CB1 2EU

OCR is an exempt charity.

CONTENTS

Introduction	Page 4
Curriculum Content	Page 5
Thinking conceptually	Page 6
Thinking contextually	Page 7
Learner Resources	Page 11



Introduction

Delivery guides are designed to represent a body of knowledge about teaching a particular topic and contain:

- Content: A clear outline of the content covered by the delivery guide;
- Thinking Conceptually: Expert guidance on the key concepts involved, common difficulties students may have, approaches to teaching that can help students understand these concepts and how this topic links conceptually to other areas of the subject;
- Thinking Contextually: A range of suggested teaching activities using a variety of themes so that different activities can be selected which best suit particular classes, learning styles or teaching approaches.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resourcesfeedback@ocr.org.uk.

KEY



Click to view associated resources within this document.



Click to view external resources



AS Level content only



Curriculum Content

Unit Y223: The Cold War in Europe 1941–1995

Key Topics	Content Learners should have studied the following:
The origins of the Cold War to 1945	The situation in 1941, Capitalism and Communism and general attitudes in East and West; wartime tensions in the Grand Alliance; conferences: tensions and difficulties at Tehran, Yalta and Potsdam; the 'liberation of Europe in the East and West'; relations between Stalin, Churchill and Roosevelt (and later Truman and Attlee).
The development of the Cold War 1946–1955	'Iron Curtain' speech; Soviet control of Eastern Europe: including Baltic States, Poland, Hungary, Czechoslovakia, Romania, Greece, Yugoslavia; the Truman Doctrine and Marshall Aid; Cominform and Comecon; conflicts over Germany including the Berlin blockade and airlift; creation of West and East Germany; NATO; the Warsaw Pact; atomic weapons.
The Cold War 1956–1984	The impact of the Hungarian Rising 1956, the Czech Crisis 1968 and events in Poland 1956 and 1980–1981; developments in Germany including rearmament of the Federal Republic and its inclusion in NATO and the Berlin Wall; the arms race; Space Race; Détente, the SALT talks, and Ostpolitik; Brezhnev Doctrine; the impact of the 'new Cold War' (1979–1985).
The end of the Cold War 1984–1995	Economic and social problems in the USSR and Eastern Europe; western influence; the pressure of the arms race; Gorbachev, glasnost and perestroika, Afghanistan, events of 1989 in Eastern Europe; the coup of 1991 and Russia under Yeltsin; reunification of Germany; civil war and the break-up of Yugoslavia to 1995.



Thinking Conceptually

The Cold War in Europe 1941–1995 is a module which explores rise and fall of the USSR as a superpower and the changing relationship with America. Students therefore need to have a sound grasp of the differing ideological foundations of the USSR and USA as well as an in depth knowledge of Cold War flashpoints. Teaching should begin with an analysis of the political systems of both countries and the impact that the Second World War on the superpowers. Lessons should always encourage students to investigate the interrelationship between key themes, events and developments 1941-1995. As the course progresses students must be aware of the changing nature of the relationship between the USA and USSR and in particular the changing direction of leadership, the economic pressures that both countries faced and the impact of global events on the Cold War in Europe.

Common misconceptions or difficulties students may have

Students often struggle to understand the differences between Communism and Capitalism on a theoretical and practical level i.e. the differences between Communist ideology and how government / society operated in practice. It is therefore key to address explore these issues thoroughly before proceeding with the course. Students

may also struggle with associating developments with the ever changing leadership of the USSR and USA, consolidating knowledge through an evolving set of Top Trumps cards is a good way to avoid this problem. Students often find the spelling of Russian names a challenge so careful monitoring of this is also advised.

Conceptual links to other areas of the specification – useful ways to approach this topic to set students up for topics later in the course.

This course is excellent for developing essay writing and analytical skills which will also be useful for units 1, 3 and 4. It is imperative the students are taught to structure their writing correctly; this can be done through an investigation of different themes or factors behind an event taking place or through an exploration of the consequences of a said event. Finally, it is crucial that students are consistently encouraged to form and substantiate judgements, exploring the interrelationship between factors and the relative importance of leaders and events in the development of the Cold War in Europe.



Thinking Contextually

ACTIVITIES

This course lends itself to a wide variety of creative and challenging teaching methods. Students should have a basic knowledge of the chronology of the key events in the developments of the Cold War in Europe and of their causes and consequences. Lessons should enable students to develop an understanding of events through an in depth analysis of the context in which events have taken place. Questions such as 'could this event have been avoided?' and 'what role did internal / external factors play in decision making?' are crucial to developing a contextual understanding of the period. The course offers many opportunities to challenge students and develop their thinking, for example through an assessment of differing interpretations of events, an evaluation of the context in which leaders made their decisions and the consequences of decisions on differing groups in society and globally.

Activities	Resources
<p>Activity 1:</p> <p>Atomic Weapons and the Development of the Arms race 1945-61</p> <p>This activity is designed to help students grasp the complexities of the arms race 1945-61 and in particular who had the advantage at each stage.</p> <ol style="list-style-type: none">Students should draw four 'running tracks' in their exercise books and label them 1945, 1950, 1955 and 1961.On each running track they should draw two stick athletes, one to represent the USSR and one to represent the USA.The stick men should be positioned to show who is winning the race (the Arms Race) at each stage / year.Students should annotate their diagrams as they go to justify the positioning of the 'athletes' in each year.	



Thinking Contextually

Activities	Resources
<p>Activity 2</p> <p>Making links: Cold War Developments 1941-68</p> <p>This activity is designed to enable students to explore and explain the interrelationship between developments in the Cold War to 1968. This exemplar suggests exploring the interrelationship between the roles of Stalin and Khrushchev, the Hungarian Uprising 1956, the Czech Crisis 1968, the Berlin Blockade and the Warsaw Pact. This activity could come at the end of a unit of study or as a review exercise before proceeding with the course.</p> <ol style="list-style-type: none">Students are divided into groups of six and given a visual representation of each of the above people / events. They must firstly decide which event / person each picture represents.They then each take responsibility for one 'factor' and brainstorm as much information as possible around their allocated picture.Students then affix their annotated spider diagram to themselves (using pegs, sellotape) and are presented with a ball of string.They then pass the ball of string between each other. In order to pass the ball of string students must provide a valid link between themselves and another factor.To consolidate learning students can record their findings on the summary sheet.	



Thinking Contextually

Activities	Resources
<p>Activity 3</p> <p>What's in Gorbachev's brain?</p> <p>This activity is designed to enable students to evaluate what Gorbachev's priorities were on assuming power in 1985. Students should also be encouraged to assimilate knowledge from their previous study of the economic and social problems faced by the people of the USSR. The suggested resources highlight several of Gorbachev's priorities in 1985 namely the stagnating economy, social breakdown, overspending on the arms race and the need for democratisation in politics and society.</p> <ol style="list-style-type: none">Students should watch this short film (http://www.youtube.com/watch?v=595W4JJHa2U) and use Steve Phillips, The Cold War, pages 50-51 to discover what issues are troubling Gorbachev in 1985.They should use the space around the picture of Gorbachev to make brief notes on each problem / priority.Students then need to rate the issues in terms of importance and demonstrate their ranking by shading in proportions of his brain i.e. if they think reviving the stagnating economy is his most important priority then they should colour in a large proportion of his brain and label it 'stagnating economy'.Students should then provide a brief concluding explanation of how they have apportioned their brain.	



Thinking Contextually

Activities	Resources
<p>Activity 4</p> <p>Propaganda, Power and Persuasion: Life in the USSR</p> <p>This lesson requires students to analyse post-war soviet propaganda in order to make deductions as to what life was like in the USSR after World War Two. In particular, what were the issues that faced society, what image were the government trying to cultivate for internal / external audiences, do these images give an accurate picture of the situation in the USSR? The posters could alternatively be used as a lesson starter.</p> <ol style="list-style-type: none">Posters from the listed website (http://www.crestock.com/blog/design/propaganda-design-aesthetics-soviet-retro-posters-118.aspx) should be displayed around the classroom.Students move around looking at the posters and gathering their inferences in the attached table, explaining what life was like, with supporting evidence from the sources.Students should reflect on their findings as a class and come up with a definition of propaganda based on some of the images they have seen before consolidating their wider understanding through an assessment of why it would have been important for Soviet leaders to utilise propaganda at this time.For homework, students should consolidate their knowledge and understanding by looking to verify their inferences through finding a statistic or piece of evidence to support or challenge the impressions gathered from the sources. Alternatively this column could be filled in as the course progresses.	



Learner resource 1 – The arms race

The Arms Race: Who was winning 1945-61?

1955



Who is winning and why?

1961



Who is winning and why?



Learner resource 1 – The arms race

The Arms Race: Who was winning 1945-61?

1955



Who is winning and why?

1961



Who is winning and why?



Learner resource 1 – The arms race

The Arms Race: Who was winning 1945-61?

Step one: On each running track draw two stick men, one to represent the position of the USA in the arms race and one to represent the position of the USSR in the arms race, to show who is 'winning' in each year.

Step Two: Use the box beside your running track to explain the positioning of the athletes in each race.

Key events to include:

Key events USA

- ✓ Development of B52 bombers
- ✓ Adoption of the policy of 'Constant Readiness'
- ✓ Detonation and development of the first H-Bomb
- ✓ Development of the U2 spy plane
- ✓ First satellite into orbit
- ✓ Development of Polaris Missiles and Atlas ICBMs

Key events USSR

- ✓ Launch of Sputnik 1
- ✓ Detonation of the first Russian atomic bomb
- ✓ Detonation of the first Russian H-Bomb
- ✓ Development the first ICBM
- ✓ Cosmonaut Yuri Gagarin becomes the first man in space
- ✓ Development of robotic spacecraft
- ✓ Launch of Tsar Bomba

Events that affect both countries

- ✓ The money being spent on the arms race by each country at each stage
- ✓ Levels of nuclear weapons stockpiled by each country in each year
- ✓ The Bay of Pigs incident



Learner resource 2 – Team Challenge

Team Challenge

Stage one: Identify each person / event

Stage two: Work together to brainstorm as much as you can about each person / event (you can use your books to help)



Learner resource 2 – Team Challenge



Learner resource 2 – Team Challenge



Learner resource 2 – Team Challenge



Learner resource 2 – Team Challenge



Learner resource 2 – Team Challenge



Learner resource 2 – Team Challenge



Learner resource 3 – What's in Gorbachev's Brain?

Instructions

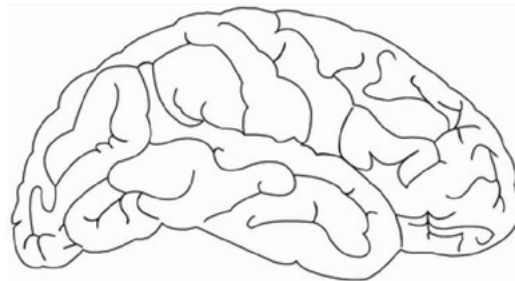
What's in Gorbachev's Brain?

<http://www.youtube.com/watch?v=595W4JJHa2U>

Use P50-51 of Phillips to annotate your copy of Gorbachev's brain.

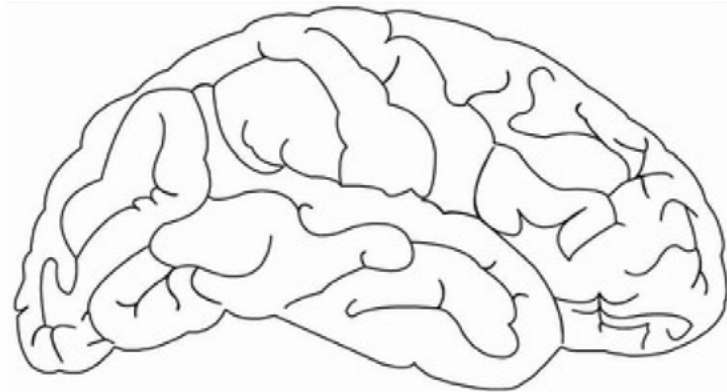
What do you think is the most important thing on his mind?

Apportion your brain accordingly.



Learner resource 3 – What's in Gorbachev's Brain?

Student template!



Learner resource 4 – Propaganda, Power and Persuasion: Life in the USSR

What was life like in the USSR Post-WW2?

What was life like in the USSR post-WW2?	How do I know?	Verification



Learner resource 4 – Propaganda, Power and Persuasion: Life in the USSR



USSR is a mighty sports power! – 1962 The cold war wasn't all about building nuclear bombs and satellites. Prestige and power could also be found elsewhere, and the Soviet Union put a big effort into their athletes. Bright, fresh colours to enhance the wholesome figure of this determined sportsman!

This image and text have been sourced from <http://www.crestock.com/blog/design/propaganda-design-aesthetics-soviet-retro-posters-118.aspx>

Learner resource 4 – Propaganda, Power and Persuasion: Life in the USSR



No! – *Unknown year* Alcoholism has been and still is a great problem in Russia. From the view of an industrial society were maintaining and improving efficiency in the factories and farms, alcoholism was a huge drain, ruining the productivity of the state. For the college student, a spoof version of this poster is occasionally available at eBay with the man happily accepting a drink instead of turning it down.

This image and text have been sourced from <http://www.crestock.com/blog/design/propaganda-design-aesthetics-soviet-retro-posters-118.aspx>

Learner resource 4 – Propaganda, Power and Persuasion: Life in the USSR



Smoke cigarettes – 1950 While the problems associated with alcoholism were readily apparent, by 1950, the dangers of smoking were not as well known. Since the Soviet Union did in fact have an industry producing cigarettes, it also needed to have someone consume them, and thus, posters such as this came about. Since all cigarettes were produced by the state, this poster did not need to advertise for a specific brand, promoting smoking in general was enough.

This image and text have been sourced from <http://www.crestock.com/blog/design/propaganda-design-aesthetics-soviet-retro-posters-118.aspx>

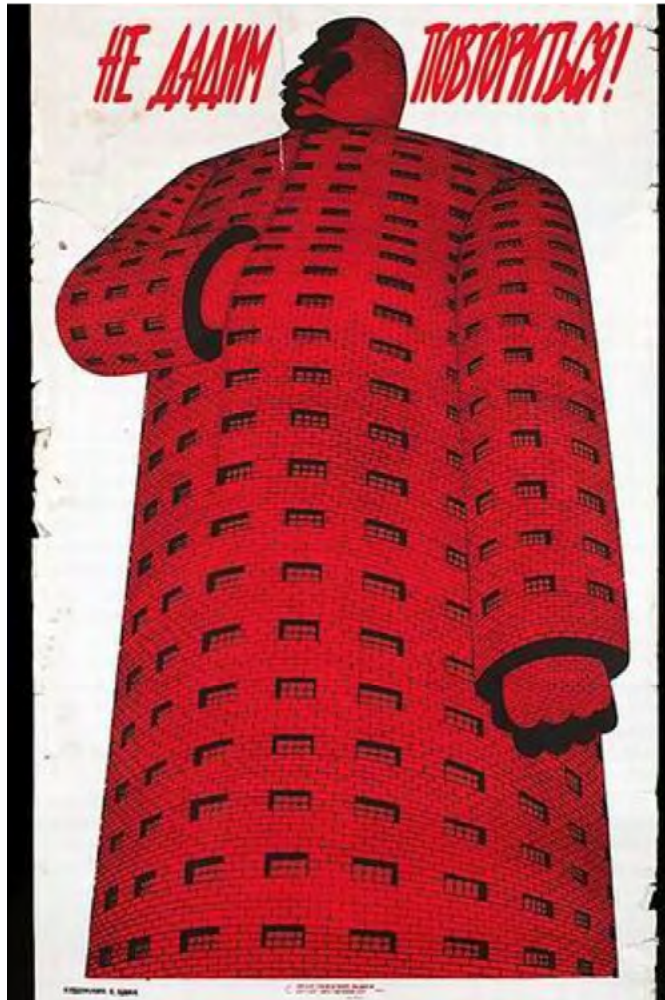
Learner resource 4 – Propaganda, Power and Persuasion: Life in the USSR



The way to prosperity! – *Unknown year* This poster really epitomizes the look cultivated by Stalin in posters promoting his greatness. It's a look of a kind, wise man, always with a calm, reassuring smile on his face. In some posters, you can see him greeting adoring children, in others he's smoking his pipe, with the very smoke rooting out capitalists and infiltrators from Soviet society. He was the subject of a cult-of-personality, instigated by himself, and during his reign, his likeness was never far away.

This image and text have been sourced from <http://www.crestock.com/blog/design/propaganda-design-aesthetics-soviet-retro-posters-118.aspx>

Learner resource 4 – Propaganda, Power and Persuasion: Life in the USSR



We will not allow this to happen again! – 1950's

With Stalin's death in 1953, the reaction to his regime came swiftly, and many of his supporters were persecuted. Here we see Stalin as a towering building, entirely made out of prison cells, a reference to the widespread imprisonings carried out by Stalin. The viewpoint of this poster, seen from the bottom looking upwards is effective in enhancing the impression of the old premier as some kind of evil giant.

This image and text have been sourced from <http://www.crestock.com/blog/design/propaganda-design-aesthetics-soviet-retro-posters-118.aspx>

Learner resource 4 – Propaganda, Power and Persuasion: Life in the USSR



Break virgin lands! – 1954 It was Nikita Khrushchev who came to power after Stalin's death. One of his big domestic project was the Virgin Lands campaign, promoting the breaking of vast areas of new farmlands in northern Kazakhstan. Posters showing the effectivity of the Soviet Union's mechanized farming is a commonly found theme in old Soviet propaganda.

This image and text have been sourced from <http://www.crestock.com/blog/design/propaganda-design-aesthetics-soviet-retro-posters-118.aspx>

Learner resource 4 – Propaganda, Power and Persuasion: Life in the USSR



Come along with us to the new lands! – 1954

The breaking of new land of course required much manpower, something posters like this one was aimed at recruiting. And many hundreds of thousands did indeed leave their homes to settle down in these “new lands”, but many also only stayed for a single harvest, and left again. The virgin lands campaign was a big success in its first year, but eventually came to be seen as an ecological disaster, turning vast areas of fertile land into steppe due to poor farming techniques.

This image and text have been sourced from <http://www.crestock.com/blog/design/propaganda-design-aesthetics-soviet-retro-posters-118.aspx>

Learner resource 4 – Propaganda, Power and Persuasion: Life in the USSR



People and army are one! – *Unknown year* In my mind, this is pretty much the stereotype of a Soviet propaganda poster. It's got the three central occupations represented; peasant, worker and soldier, all under the shining red star of the revolution, working in unity to drive the Soviet Union forward. This poster is nothing short of brilliant, supremely confident looking, with bright and powerful colours.

This image and text have been sourced from <http://www.crestock.com/blog/design/propaganda-design-aesthetics-soviet-retro-posters-118.aspx>

Learner resource 4 – Propaganda, Power and Persuasion: Life in the USSR



You behave! – *Unknown year* The stereotypical yankee capitalist is a common figure in propaganda posters. Here, he's trying to set fire to and bomb the Soviet Union, but a vigilant (and rather handsome) Soviet soldier is keeping watch. With the attitude of the soldier and the slogan, this poster gives a sense that the capitalists are nothing more than mischievous little juveniles.

This image and text have been sourced from <http://www.crestock.com/blog/design/propaganda-design-aesthetics-soviet-retro-posters-118.aspx>

Learner resource 4 – Propaganda, Power and Persuasion: Life in the USSR



Road of a Talent – Road to Talent – *Unknown year* A popular format for showing the evils of capitalism is comparing the situation of the US and the USSR. While in the United States (as seen on the left), the talented violinist is left on his own, wandering the streets at night, his twin in the Soviet Union is embraced by state and society, and has his talent promoted.

This image and text have been sourced from <http://www.crestock.com/blog/design/propaganda-design-aesthetics-soviet-retro-posters-118.aspx>

Learner resource 4 – Propaganda, Power and Persuasion: Life in the USSR



Lenin – 1970 With its stark simplicity and highly restrained use of colours, this makes you think of modern day street artists such as the (in)famous Banksy. In form with all Soviet Propaganda, the “hero” of this poster is big, strong and focused on the importance of his task, even as menial as this might seem.

This image and text have been sourced from <http://www.crestock.com/blog/design/propaganda-design-aesthetics-soviet-retro-posters-118.aspx>



We'd like to know your view on the resources we produce. By clicking on the 'Like' or 'Dislike' button you can help us to ensure that our resources work for you. When the email template pops up please add additional comments if you wish and then just click 'Send'. Thank you.

OCR Resources: *the small print*

OCR's resources are provided to support the teaching of OCR specifications, but in no way constitute an endorsed teaching method that is required by the Board and the decision to use them lies with the individual teacher. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources. We update our resources on a regular basis, so please check the OCR website to ensure you have the most up to date version.

© OCR 2014 – This resource may be freely copied and distributed, as long as the OCR logo and this message remain intact and OCR is acknowledged as the originator of this work.

OCR acknowledges the use of the following content:

Page 11/12 Athletics track: Prasit Rodphan/Shutterstock.com • Pages 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34 www.crestock.com/blog/design/propaganda-design-aesthetics-soviet-retro-posters-118.aspx

OCR customer contact centre

General qualifications

Telephone 01223 553998

Facsimile 01223 552627

Email general.qualifications@ocr.org.uk



For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored.

©OCR 2014 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England.
Registered office 1 Hills Road, Cambridge CB1 2EU. Registered company number 3484466. OCR is an exempt charity.