

# 4 Organising and using correct language

This unit will help you learn how to develop your paragraphs effectively. Structuring your paragraphs will help you to write your narrative account answers and show how the sequence of events led to an outcome. The skills you will build are to:

- structure your paragraphs
- use sentence starters to build your answer
- word your paragraphs effectively.

In the exam, you must organise and structure your answer effectively. You are required to have an effective paragraph structure to express your points, evidence and analysis. This unit will prepare you to write your own response to questions like those below.

## Exam-style question

Write a narrative account analysing the key events in superpower rivalry over Cuba in the years 1959–62.

You may use the following in your answer:

- the Cuban Revolution, 1959
- the Cuban Missile Crisis, 1962.

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

(8 marks)

## Exam-style question

Write a narrative account analysing the key events of the Soviet invasion of Czechoslovakia in 1968.

You may use the following in your answer:

- the election of Dubček
- Warsaw Pact troops invaded Prague.

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

(8 marks)

The three key questions in the **skills boosts** will help you generate ideas for structuring your answer effectively.

1

How should I structure my paragraphs?

2

How can I use sentence starters and conjunctions to build my paragraphs?

3

How do I word my paragraphs effectively?

Look at the sample response to the first exam-style question from page 31.

Relations between the superpowers underwent a dramatic change during 1959–62 as a result of events in Cuba. The USA had a close interest in Cuba, due to it being only 90 miles from the US coast. The USA had invested heavily in Cuba, and owned land and industries there. The USA also bought most of Cuba's biggest export: sugar. Fidel Castro led the Cuban Revolution in 1959, removing the old leader, Batista. Castro did not want the USA to have so much influence in the Cuban economy. The USA refused to provide aid to Cuba unless it followed guidelines set out by the International Monetary Fund. Castro took all the land that was owned by the USA, which made Cuban–US relations worse. Castro began to appoint communists to his government, and in February 1960 he made a deal with the USSR which meant that Cuba would receive arms from the USSR and the USSR would buy Cuban sugar in return for economic aid. The USA was concerned that a pro-Soviet government had been established so close to its border; Eisenhower reduced the amount of Cuban sugar the USA would buy and, in October, banned all trade with Cuba. The Cuban Revolution had worsened US–Soviet relations. The next event which impacted relations was the Bay of Pigs invasion. The CIA trained Cuban exiles who tried to get rid of Castro. They thought the Cuban people would support them, but they did not, and the invasion failed. This meant relations between the superpowers got worse, as the USA had criticised the USSR for building an empire in Eastern Europe and now it looked like the USA was doing the same thing with Cuba. Khrushchev was happy that communism was popular in Cuba, and this was embarrassing to the USA as it was so close to their border. Soon after the invasion, Castro declared himself a communist and Khrushchev promised to help defend Cuba from further attack. This worried Kennedy, who feared the Cuban army would receive Soviet training. Khrushchev announced he would supply arms to Cuba, which also worried the USA. The presence of Soviet missiles, known as the Cuban Missile Crisis, made relations worse, as the USA was now in range of nuclear attack from Cuba. It was important for both leaders that they 'won' the crisis. Kennedy decided to blockade Cuba and the USSR forbade its ships to break the blockade. This made Khrushchev look weak and Kennedy strong. However, relations improved with the hotline and Test Ban treaty, which were designed to prevent another incident like the Cuban Missile Crisis.

- ① The answer above contains a lot of useful information but is not divided into paragraphs. Annotate  where you would break it up into paragraphs. You should start a new paragraph whenever there is a change in focus in the answer or a significant change in time.

# Cuban Missile Crisis

This unit uses the theme of the Cuban Missile Crisis to build your skills in using correct language in your answers. If you need to review your knowledge of this theme, work through these pages.

- 1 Put the following events into chronological order (the order in which they happened). 

Event	Order (1–5)
The Bay of Pigs invasion	
Kennedy decided to blockade Cuba	
The Cuban Revolution	
The USSR delivered nuclear weapons to Cuba	
The USA agreed to remove missiles from Turkey in secret if the USSR publicly removed its missiles from Cuba	

- 2 Who was the leader of Cuba overthrown by the revolution in 1959? 
- .....

- 3 Give three reasons why the USA had interests in what was going on in Cuba. 

- a .....  
 .....  
 b .....  
 .....  
 c .....  
 .....

- 4 What did Castro do to alienate the USA? 
- .....  
 .....  
 .....

- 5 How did the USA retaliate? 
- .....  
 .....  
 .....

- 6 Which of the following statements about the Bay of Pigs invasion are true and which are false? 

- a The people of Cuba supported the Cuban exiles.
- b The Cuban exiles were trained by the CIA.
- c Khrushchev pointed out how Cubans were happy with pro-communist leadership.
- d Castro found out about the invasion so 20,000 soldiers were ready to face 1,400 exiles.
- e The invasion led to worse relations between Cuba and the USSR.
- f The invasion was a success for Kennedy.

<input type="checkbox"/>

**Remember this?**

7 How did the USA find out about Soviet missiles on Cuba? Tick  the correct answer.

- from a captured Cuban soldier
- from images taken by a U-2 spy plane
- from high-level satellites
- through reports from Cuban exiles

8 Give  two reasons why Khrushchev put missiles on Cuba.

- a .....  
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 .....
- b .....  
 .....  
 .....

9 What was ExComm?

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 .....

10 a What was Kennedy's plan to deal with the Soviet missiles?

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 .....

b What was the Soviet response?

.....  
 .....

11 What agreement was made over the removal of missiles on Cuba? Tick  the correct answer.

- Both the USA and the USSR would dismantle all their nuclear weapons within ten years.
- The USSR would be allowed to keep its missiles on Cuba if the USA were allowed to put missiles in West Berlin.
- The USSR would remove its missiles from Cuba; the USA would secretly remove its missiles from Turkey.

12 Complete  the table below to describe the consequences of the Cuban Missile Crisis.

Consequence	What was this?
The hotline	..... .....
The Test Ban Treaty	..... .....
The Outer Space Treaty	..... .....
The Non-Proliferation Treaty	..... .....

# 1 How should I structure my paragraphs?

There are many ways you can structure your paragraphs, but the key thing is that you need to clearly express your points, the evidence and your explanation.

Below is part of an exam-style question and an extract from a student's response.

## Exam-style question

Write a narrative account analysing the main developments in international relations during the years 1947–49.

The Truman Doctrine was a major development in international relations. Truman was worried about the Soviet takeover of Eastern Europe and began a policy of containment, which was a policy whereby the USA would not allow communism to expand and take over other countries. This led to increased tension between the superpowers as the USA was now publicly making statements against the Soviet Union. The Truman Doctrine in turn led to the Marshall Plan.

This response is divided into four sections:

- 1 it makes a point
- 2 supports the point with evidence
- 3 explains the point, linking it back to the question
- 4 makes a link to the next event.

This structure is sometimes called PEEL: Point, Evidence, Explanation, Link.

- 1 Next to each sentence, write  what type of sentence it is: a point (1), evidence (2), an explanation linking back to the question (3) or a link to the next event (4).

Sentence	Type of sentence
Western European countries accepted the aid, but the USSR stopped Eastern European countries doing the same because they did not want the USA to have any influence over Eastern Europe. Instead, Stalin offered them Comecon.	
The Marshall Plan was another key development in international relations in 1947–49.	
This led to a worsening of relations between the USA and the USSR.	
The USA promised economic aid to all European countries badly affected by the Second World War in the hope of stopping the spread of communism.	

- 2 Write  the next paragraph of this answer. Continue on a separate piece of paper if you need to.

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2

How can I use sentence starters and conjunctions to build my paragraphs?

Sentence starters and conjunctions are useful to help keep your answer focused on the question and to introduce links and explanations.

Below are some examples of sentence starters, conjunctions and where you would use them.

- To introduce your point: 'The first event which impacted relations between... and... was...'
- To show own knowledge: 'One example was...' 'For instance...' 'First...' 'Next...'
- To show explanation and links: 'This meant that...' 'This led to...' 'As a result...'  
'when...' 'because...'

Read the exam-style question below and the sample student response.

Exam-style question

Write a narrative account analysing the main events in Cuba and their impact on superpower relations in the years 1959–62.

You may use the following in your answer:

- the Cuban Revolution, 1959
- the Cuban Missile Crisis, 1962.

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

(8 marks)

*The Cuban Revolution took place in 1959. Castro overthrew Batista. Castro was a nationalist and seized land from the Americans. The USA stopped buying Cuban sugar and refused to trade with Cuba. Castro appointed communists to his government and in February 1960 made a deal with the Soviet Union where the USSR would buy Cuban sugar and provide economic aid. There was also a clause saying that Cuba would receive arms from the Soviet Union.*

- 1 Rewrite  the response using some of the sentence starters and conjunctions from above. You could use some of your own as well.

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### 3 How do I word my paragraphs effectively?

When writing in the exam, you should use formal and precise language. Effective wording makes your writing clearer and more explicit and can help you get higher marks.

Read the following exam-style question and student response.

#### Exam-style question

Write a narrative account analysing the key events in superpower rivalry over Cuba in the years 1959–62.

You may use the following in your answer:

- the Cuban Revolution, 1959
- the Cuban Missile Crisis, 1962.

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

(8 marks)

*Castro had took over Cuba but the Americans weren't happy about this. The Bay of Pigs was when JFK sent Cubans Castro got rid of back to Cuba to get rid of him. It didn't work because the fighters weren't good and lost. Kennedy looked bad and Khrushchev looked strong. America was worried that Russia was too friendly with Cuba and sending it supplies. JFK stopped ships going to Cuba. Then the Russians had boats carrying bombs which could blow up America on their way to Cuba. But the ships turn around and it's all over. They then made deals like a phone between Russia and America so they could stop wars in the future. Relations got better.*

1 This response contains some relevant and accurate material, but it is poorly worded.

- a Circle (A) examples of informal language.
- b Underline (A) where the wrong tense is used.
- c Highlight (A) where the incorrect country name is used.

2 Rewrite (A) the response above using specific key terms and a more formal style.

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3 Write (A) the next paragraph of the answer using specific and precise language. Continue on paper if you need to.

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# Sample response

Now you have looked at ways to write better paragraphs and improve your language use, you can assess a sample student response.

Read the exam-style question below and the sample response that follows.

## Exam-style question

Write a narrative account analysing the key events of the Soviet invasion of Czechoslovakia in 1968.

You may use the following in your answer:

- the election of Dubček
- Warsaw Pact troops invading Prague.

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

(8 marks)

*The first event which led to the Soviet invasion was the election of Dubček. Soviet leaders trusted Dubček would make the Czechoslovakian government more effective and less unpopular whilst keeping it loyal to the Soviet Union. Dubček, although a communist, believed that communism should not make people's lives miserable. He believed in 'socialism with a human face'. This led to the 'Prague Spring'. The 'Prague Spring' was when Dubček tried to reform Czechoslovakia. Dubček relaxed censorship, trade unions were given more powers, trade with the West was increased and the idea of multi-party elections was discussed.*

*In August 1968, 500,000 Warsaw Pact troops invaded Czechoslovakia and ended the 'Prague Spring'. There was little opposition to the invasion. People did not widely resist, although Jan Palach set himself on fire to draw attention to the invasion. Dubček was then sacked and Brezhnev announced the Brezhnev Doctrine, which was that if a Warsaw Pact country did anything that threatened the unity of the bloc, it was the duty of the rest of the Warsaw Pact members to stop them.*

1 Tick  each aspect of a good answer the student has satisfied.

Aspect of a good answer	<input checked="" type="checkbox"/>
Is the answer structured in appropriate paragraphs?	<input type="checkbox"/>
Are ideas linked throughout the answer?	<input type="checkbox"/>
Does the answer use specific and precise language?	<input type="checkbox"/>

2 a What does the above answer do well? 

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b What advice would you give the student who wrote this answer? 

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# Review your skills

## Check up

Review your response to the exam-style question on page 39. Tick ✓ the column to show how well you think you have done each of the following.

	Not quite ✓	Nearly there ✓	Got it! ✓
used paragraphs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
used sentence starters and conjunctions to build paragraphs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
used specific and precise language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
used a structure that flows and makes points logically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Look over all of your work in this unit. Note down ✎ the three most important things to remember about paragraphing and sentence structure.

- 1 .....
- 2 .....
- 3 .....

## Need more practice?

You will need to practise what has been covered in this unit to answer all the other exam-style questions in this workbook. If you want to practise another 8-mark question, try ✎ this one.

### Exam-style question

Write a narrative account analysing the key events of the Soviet takeover of the satellite states in the period 1944–48.

You may use the following in your answer:

- the removal of the ‘London Poles’, 1947
- the coup in Czechoslovakia, 1948

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

(8 marks)

How confident do you feel about each of these **skills**? Colour ✎ in the bars.

<p><b>1</b> How should I structure my paragraphs?</p> 	<p><b>2</b> How can I use sentence starters and conjunctions to build my paragraphs?</p> 	<p><b>3</b> How do I word my paragraphs effectively?</p> 
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