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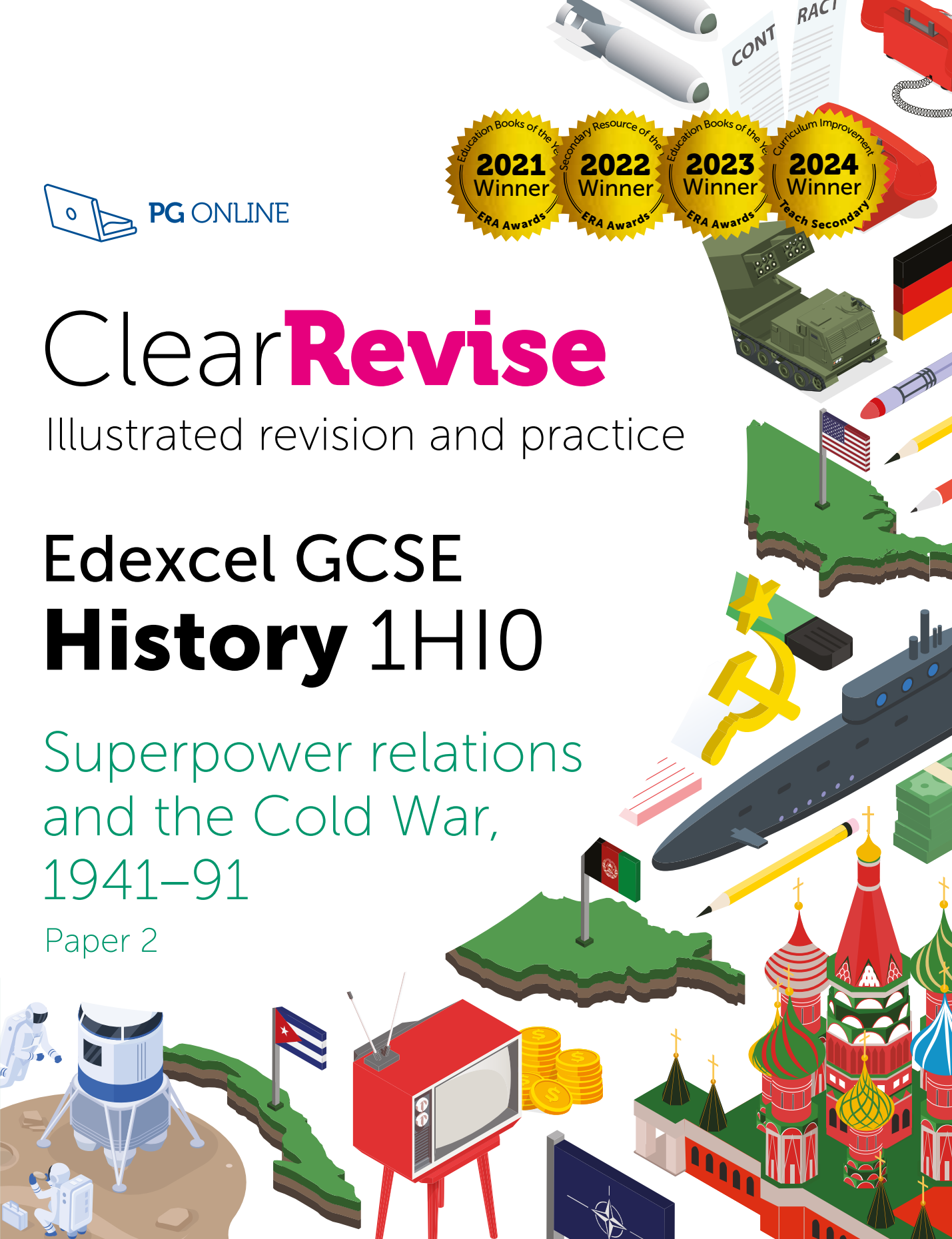
Clear**Revise**

Illustrated revision and practice

Edexcel GCSE **History** 1HI0

Superpower relations
and the Cold War,
1941–91

Paper 2



Clear**Revise**[®]

Edexcel GCSE

History 1HI0

Illustrated revision and practice

Option P4:

Superpower relations and the Cold War, 1941–91

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PREFACE

Absolute clarity! That's the aim.

This is everything you need to ace the Period Study component of Paper 2 and beam with pride. Each topic is laid out in a beautifully illustrated format that is clear, approachable and as concise and simple as possible.

Each section of the specification is clearly indicated to help you cross-reference your revision. The checklist on the contents pages will help you keep track of what you have already worked through and what's left before the big day.

We have included worked exam-style questions with answers. There is also a set of exam-style questions at the end of each section for you to practise writing answers. You can check your answers against those given at the end of the book.

LEVELS OF LEARNING

Based on the degree to which you are able to truly understand a new topic, we recommend that you work in stages. Start by reading a short explanation of something, then try and recall what you've just read. This will have limited effect if you stop there but it aids the next stage. Question everything. Write down your own summary and then complete and mark a related exam-style question. Cover up the answers if necessary but learn from them once you've seen them. Lastly, teach someone else. Explain the topic in a way that they can understand. Have a go at the different practice questions – they offer an insight into how and where marks are awarded.

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THE SCIENCE OF REVISION

Illustrations and words

Research has shown that revising with words and pictures doubles the quality of responses by students.¹ This is known as 'dual-coding' because it provides two ways of fetching the information from our brain. The improvement in responses is particularly apparent in students when they are asked to apply their knowledge to different problems. Recall, application and judgement are all specifically and carefully assessed in public examination questions.

Retrieval of information

Retrieval practice encourages students to come up with answers to questions.² The closer the question is to one you might see in a real examination, the better. Also, the closer the environment in which a student revises is to the 'examination environment', the better. Students who had a test 2–7 days away did 30% better using retrieval practice than students who simply read, or repeatedly reread material. Students who were expected to teach the content to someone else after their revision period did better still.³ What was found to be most interesting in other studies is that students using retrieval methods and testing for revision were also more resilient to the introduction of stress.⁴

Ebbinghaus' forgetting curve and spaced learning

Ebbinghaus' 140-year-old study examined the rate at which we forget things over time. The findings still hold true. However, the act of forgetting facts and techniques and relearning them is what cements them into the brain.⁵ Spacing out revision is more effective than cramming – we know that, but students should also know that the space between revisiting material should vary depending on how far away the examination is. A cyclical approach is required. An examination 12 months away necessitates revisiting covered material about once a month. A test in 30 days should have topics revisited every 3 days – intervals of roughly a tenth of the time available.⁶

Summary

Students: the more tests and past questions you do, in an environment as close to examination conditions as possible, the better you are likely to perform on the day. If you prefer to listen to music while you revise, tunes without lyrics will be far less detrimental to your memory and retention. Silence is most effective.⁵ If you choose to study with friends, choose carefully – effort is contagious.⁷

1. Mayer, R. E., & Anderson, R. B. (1991). Animations need narrations: An experimental test of dual-coding hypothesis. *Journal of Education Psychology*, (83)4, 484–490.
2. Roediger III, H. L., & Karpicke, J.D. (2006). Test-enhanced learning: Taking memory tests improves long-term retention. *Psychological Science*, 17(3), 249–255.
3. Nestojko, J., Bui, D., Kornell, N. & Bjork, E. (2014). Expecting to teach enhances learning and organisation of knowledge in free recall of text passages. *Memory and Cognition*, 42(7), 1038–1048.
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5. Perham, N., & Currie, H. (2014). Does listening to preferred music improve comprehension performance? *Applied Cognitive Psychology*, 28(2), 279–284.
6. Cepeda, N. J., Vul, E., Rohrer, D., Wixted, J. T. & Pashler, H. (2008). Spacing effects in learning a temporal ridgeline of optimal retention. *Psychological Science*, 19(11), 1095–1102.
7. Busch, B. & Watson, E. (2019), *The Science of Learning*, 1st ed. Routledge.

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MARK ALLOCATIONS

All the questions in this book require extended responses. These answers should be marked in accordance with the levels-based mark schemes on pages 52 and 53. The answers provided are examples only. There are many more points to make than there are marks available, so the answers are not exhaustive.

Understanding the specification reference tabs

This number refers to the key topic. In this example, *Cold War crises, 1958–70*.

This number refers to the subtopic. In this example, *Increased tension between East and West*.

2.1.1

This number refers to the bullet point. In this example, *The refugee problem in Berlin*.

THE EXAM

Paper 2 is split across two booklets. Booklet P is the Period Study and Booklet B is the British Depth Study. This revision guide covers Booklet P4. The questions follow the same format every year, so make sure you're familiar with them before the big day.

Q1 'Explain one consequence of...'

This question tests your understanding of **consequence** — the result of something. Question 1 has two sub-questions, a and b, each worth 4 marks. For each, you need to suggest one consequence and support it with specific information and evidence.

Q2 'Write a narrative account analysing the key events of...'

To do well in this question you've got to do more than just reel off a list of events. You also need to demonstrate understanding of **causation**, **consequence** and **change** and the events need to be organised into a clear sequence which reach an outcome. You'll be provided with two stimulus points in the question, but to get top marks you also need to include information that goes beyond the stimulus points. This question is worth 8 marks.

Q3 'Explain two of the following. The importance of... for...'

This question will give you the option of three events or policies. You only need to write about two, and each option is worth 8 marks. This question tests your understanding of **consequence** and **significance** (why something happened and why it was important). You need to structure your answer to show clear reasoning, and use supporting evidence to justify your answer.



TOPICS FOR PAPER 2

PERIOD STUDY

Option P4:

Superpower relations
and the Cold War, 1941–91

Information about Paper 2

Written exam: 1 hour 50 minutes (This includes the British depth study)

64 marks (32 marks for each of the British depth study and the period study)

40% of the qualification grade (20% for each of the British depth study and the period study)

Specification coverage

Key topic 1: The origins of the Cold War, 1941–58

Key topic 2: Cold War crises, 1958–70

Key topic 3: The end of the Cold War, 1970–91

Questions

Answer question 1a, 1b, 2, and two options from question 3.

THE BERLIN CRISIS, 1948–49

Germany had been split into 4 zones. The USA, France, the USSR and Britain each controlled a zone. Berlin, Germany's capital, was in the middle of the USSR's zone.

Berlin's zones

Even though Berlin was in the USSR's zone, it too was split into four zones, with the USSR, the USA, France and Britain each controlling part of it. For the USA, France and Britain to get to their zones, they needed to travel through USSR-controlled territory. They could access Berlin via road, rail, canal and air corridors (restricted airspace for planes).

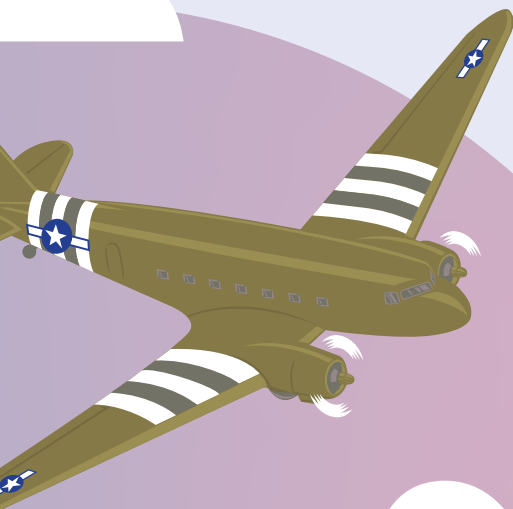
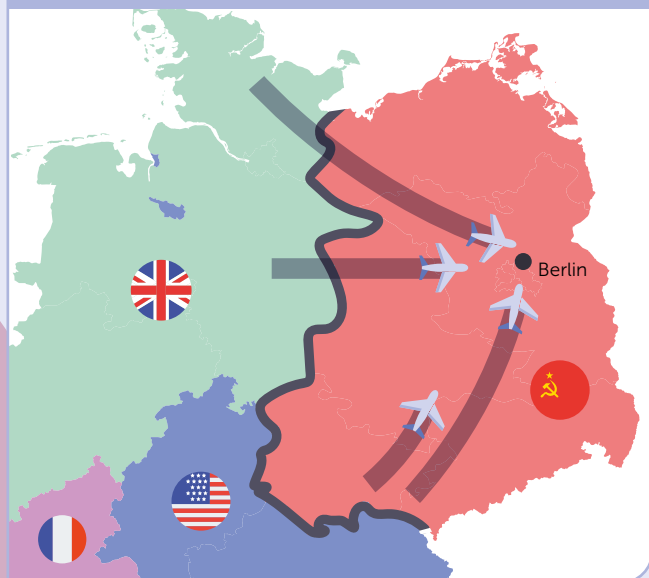
The Berlin Blockade

Stalin wanted Germany to remain weak, so it could act as another 'buffer' country between the USSR and the West, but the West were helping their German zones to rebuild:

- The USA had given Germany money as part of the Marshall Plan.
- The USA provided German shopkeepers with goods to stimulate their economy.
- The West had stabilised the currency in the zones they controlled.
- In 1948 the British, American and French zones joined together and were called 'Trizonia'.
The unified zones became known as **West Germany** in May 1949.

Stalin felt threatened by the actions of the West, and worried that they would try to invade the USSR-controlled part of Berlin. On 24th June 1948, Stalin decided to assert his authority over Soviet-controlled Germany by denying the USA, Britain and France land access to their zones in Berlin. Stalin hoped that this would lead the Western powers to withdraw from West Berlin. This became known as the **Berlin Blockade**.

Map showing air access to Berlin.



Impact of the Blockade on West Berlin

The Western-controlled part of Berlin, known as **West Berlin**, could now only be reached by air. Supplies that had previously arrived by land dried up, and West Berlin faced a shortage of food, fuel and medicine.

The West refused to withdraw from Berlin, and instead flew supplies into West Berlin, which became known as the **Berlin Airlift**. The airlift lasted for 11 months, at a cost of approximately \$224 million to the West. On 12th May 1949, the land blockade was lifted by the USSR.



Berliners watching supplies land at Tempelhof Airport, 1948.

Consequences of the Berlin Blockade

Worsening relations

The Berlin Blockade was the first outright show of hostilities between the superpowers, and highlighted Germany and Berlin as a point of tension. Lifting the blockade was a source of humiliation for Stalin, and a victory for the West.

The Federal Republic of Germany and German Democratic Republic

Even after the Berlin Blockade, Berlin remained divided. In 1949, the West announced the formation of the **Federal Republic of Germany** (West Germany), and democratic elections were held in August. The elections were won by an anti-communist candidate. East Germany became known as the **German Democratic Republic**.

Migration

After the Berlin Blockade, more Germans living in East Berlin and East Germany migrated into Western-controlled areas (see [page 19](#)).

Hostilities over Berlin and an increase in migration eventually led to the **Berlin Wall** (see [page 22](#)).

Promoting capitalism

The West used the high numbers of refugees leaving East Germany in their propaganda. They claimed the migration was due to a lack of human rights in Soviet-controlled East Germany.

Explain **one** consequence of the Berlin Blockade.

[4]

One consequence of the Berlin Blockade was worsening relations between the superpowers. The Berlin Blockade attempted to cut off West Berlin from the Western Allies by denying them access through Soviet-controlled Eastern Germany. This was the first open show of hostilities between the USA and the USSR. The blockade was lifted by the USSR after 11 months, which humiliated the Soviet Union and led to further tension.

This question should be marked in accordance with the levels-based mark scheme on page 52.

THE ARMS RACE

Throughout the 1940s–60s, the USSR and USA tried to out-do each other with weapons. This is known as the **arms race**.

1945 – the USA drops atomic bombs on Hiroshima and Nagasaki.

1952 – the USA tests the first **Hydrogen bomb**, which was up to 1,000 times more powerful than the atomic bomb.



1954 – the USA announces a **Doctrine of Massive Retaliation**. This states that any attack on the USA or its allies would result in retaliation much more severe than the initial attack.

1959 – the USA develops an ICBM.

1959 – the USA sends submarines capable of launching nuclear weapons to the coast of the USSR.

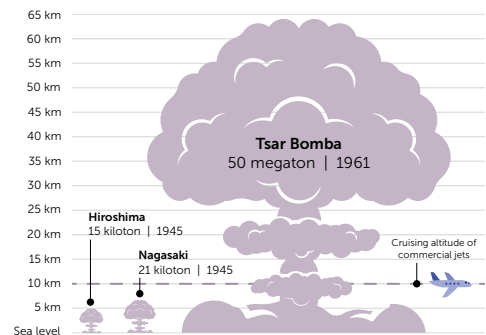


1949 – the USSR creates its own atomic bomb. The USA is no longer the only country with nuclear weapons.

1953 – the USSR tests its own Hydrogen bomb.

1957 – the USSR creates the first **ICBM** (Intercontinental Ballistic Missile), a rocket able to carry a nuclear warhead thousands of miles.

1961 – the USSR tests the Tsar Bomba, the most powerful hydrogen bomb ever created.



1968 – the USA creates a missile that can hit multiple targets.

1968 – the USSR creates technology to shoot down incoming missiles.

The USSR and USA followed a military strategy known as **MAD (mutual assured destruction)**. This meant they had, and were prepared to use, weapons that could wipe each other out.

EXAMINATION PRACTICE

Instructions and information:

- This page follows the format of the examination.
- The total mark for this paper is 32. The marks for each question are shown in brackets.
- You must answer Q1.(a), Q1.(b), Q2 and two options from Q3.
- You should allow roughly 50 minutes to answer the questions below.
- Write your answers on a separate sheet of paper using black ink.

- 1.(a) Explain **one** consequence of the Yalta Conference. [4]
1.(b) Explain **one** consequence of the formation of NATO. [4]

2. Write a narrative account analysing the key events of the Soviet invasion of Hungary in 1956.

You may use the following in your answer:

- Khrushchev
- Imre Nagy

You **must** also use information of your own. [8]

3. Explain **two** of the following:

- (i) The importance of the Marshall Plan for the development of the Cold War. [8]
(ii) The importance of the Berlin Crisis for relations between East and West. [8]
(iii) The importance of the arms race on superpower relations. [8]

IMPACT OF THE BERLIN WALL

The wall effectively ended migration from East to West Berlin, but at a terrible cost to German citizens.

The impact of the Berlin Wall

The wall cut off friends and families meaning for almost 30 years some parents and children never saw each other. Some East Germans were prepared to find ways to cross the border, but it was very risky. Between 1961–1989, around 5,000 East Germans escaped to West Berlin. Thousands more were arrested trying to cross and at least 130 more were shot.

The USSR viewed the Berlin Wall as a victory. They had prevented the brain drain and protected communism in East Germany.

Explain **one** consequence of the Berlin Wall. [4]

One consequence of the Berlin Wall was that it was no longer possible for German people to freely pass between East and West Berlin. This prevented the migration of people from Soviet-controlled East Berlin into the Western-controlled West Berlin. Although this prevented the 'brain drain' (skilled young people leaving East Berlin) it also meant that some families and loved ones were separated for 30 years.

This question should be marked in accordance with the levels-based mark scheme on page 52.

Checkpoint Charlie

Foreigners, such as US troops and diplomats, were still allowed to cross, so the USSR built several checkpoints along the wall, including one called Checkpoint Charlie. In October 1961, there was a disagreement over whether Soviet troops should be permitted to check the travel documents of Americans passing through the checkpoint. On 27th October 1961, the US drove tanks up to their border at Checkpoint Charlie. The Soviets responded by sending soldiers to their side of the checkpoint. The two sides remained facing each other for 17 hours before the stand-off was ended after diplomacy talks between Kennedy and Khrushchev.

Kennedy's visit to West Berlin

In 1963, Kennedy visited West Berlin and received a hero's welcome. Massive crowds (below) gathered to hear him give a speech where he announced his intention to protect the freedoms of West Berlin. He criticised the wall and claimed that it proved communism was so terrible that the USSR had to put up barriers to stop the citizens leaving. The USA was able to score a major propaganda victory.



THE CUBAN MISSILE CRISIS

The Cuban Missile Crisis was the closest the world has come to nuclear war.

Background

The United States considered the Castro government a threat to its security. The failure of the Bay of Pigs invasion (see **page 24**) had humiliated President Kennedy and drawn Cuba closer to the Soviet Union.

Kennedy was concerned that the Soviet Union might place nuclear weapons in Cuba where they would be a direct threat to the United States. Although Khrushchev assured Kennedy that he had no intention of using Cuba to threaten the USA, this was not the case.

Cuban missiles

Khrushchev was building a missile base in Cuba. He wanted to:

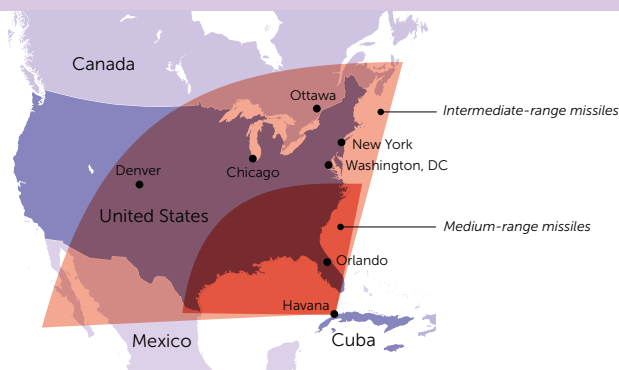
- protect Cuba (and communism) from America.
- retaliate against American missiles that were based in Turkey and pointed at the USSR.
- show his strength to the USSR and the rest of the world.

The discovery

On 14th October 1962, a US spy plane flew over Cuba and took surveillance photographs. An analysis of the photographs showed that launch pads were being built which could be used to fire Soviet intermediate range ballistic missiles. Although the Soviet Union was already able to fire missiles into the USA from other sites, Cuba was so close the missiles could hit American cities with very little warning.

Kennedy was informed about the missile sites on 16th October but was told that, as yet, the missiles did not have nuclear warheads attached. He knew that nuclear warheads in Cuba would be a serious threat to US security and that the American public would lose faith in him if he did not act. However, if he followed the advice of some of his more aggressive advisors and bombed or invaded Cuba, this might cause a world-threatening war with the Soviet Union.

A map showing the area that nuclear missiles launched from Cuba could hit.



The 'Thirteen Days'

The tense period between the discovery of the missile sites and the resolution of the crisis in 1962 is known as the **Thirteen Days**. During this period, there were concerns that war might break out and could lead to massive global destruction.

16 October

Kennedy was informed of Soviet missile sites in Cuba.



16–21 October

Kennedy set up **ExComm** (Executive Committee of the National Security Council) to discuss what action to take. He wanted to appear strong, but also wanted to avoid outright war. He decided to place a naval blockade around Cuba to prevent Soviet ships with nuclear warheads from docking, but he knew that the Soviet ships were already on their way.



22 October

Kennedy made a televised address to America to inform the public that Soviet missile sites had been discovered in Cuba, and that he was ordering a naval blockade of Cuba.



23 October

Khrushchev told Kennedy that his Soviet ships would break through the blockade.



24 October

Soviet ships approaching the blockade turned back.

25 October

US spy planes reported increased building work at the missile launch sites on Cuba.



26 October

Kennedy received a telegram from Khrushchev promising to remove the launch sites if the USA agreed not to invade Cuba.



27 October

Kennedy received a second telegram from Khrushchev saying that the launch sites would only be removed if the US removed its missiles in Turkey, which had been placed there to threaten the USSR. Kennedy could not openly agree to this as his NATO allies would object. So, he told Khrushchev that he would not invade Cuba and Khrushchev agreed to remove the missiles. There was no mention of the missiles in Turkey, but we now know that a secret agreement had been reached between the leaders for their removal.

28 October

Khrushchev agreed to remove missiles in Cuba.



Write a narrative account analysing the key events of the Cuban Missile Crisis in 1962.

You **may** use the following in your answer:

- naval blockade
- Turkey

You **must** also use your own knowledge.

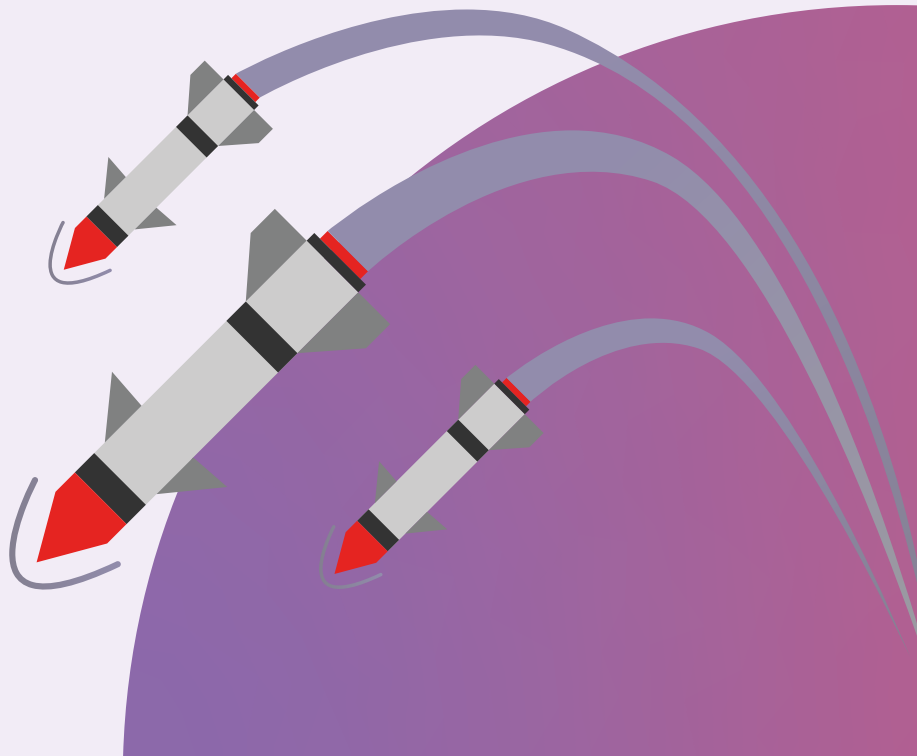
[8]

On 14th October 1962, an American spy plane flying over Cuba took surveillance photographs. The photographs appeared to show that nuclear missile sites were being built on Cuba. Nuclear missiles launched from Cuba could reach a significant area of central and eastern America, so the missile sites were a real threat to the security of the USA. President Kennedy was informed on 16th October, and he created ExComm to help him decide what action to take. Although he wanted to appear strong, especially after the failure of the Bay of Pigs invasion, he also wanted to avoid war with the USSR. The photographs showed that the missiles still needed nuclear warheads, and Kennedy knew that these warheads were being shipped from the USSR to Cuba. Kennedy decided to establish a naval blockade around Cuba to prevent the missiles from reaching land. On 22nd October, Kennedy made a televised address to the American public informing them of the situation. There was a real danger that nuclear war could break out. Khrushchev told Kennedy that the Soviet ships would break through the American naval blockade, however once they reached the blockade, they turned back, and the threat of war was reduced. Over 26th and 27th October, Khrushchev and Kennedy corresponded to try to reach a resolution to the crisis. Khrushchev said that he would remove the launch sites in Cuba provided that America promised not to invade Cuba, and that they remove their own nuclear missiles in Turkey which were aimed at the USSR. Publicly, Kennedy agreed not to invade Cuba, and privately agreed to remove the missiles in Turkey. He knew that NATO would object to the removal of missiles in Turkey, so he had to do it secretly. After a tense thirteen days, the world was brought back from the brink of nuclear war.

This question should be marked in accordance with the levels-based mark scheme on page 52.



To get top marks, you need to include information other than the bullet points in the question.



OPPOSITION IN CZECHOSLOVAKIA

Czechoslovakia had been a communist satellite state since the end of World War II, but by 1968, the Czech people had had enough.

Opposition to Soviet control in Czechoslovakia

The Czech people were unhappy with the state of their country.



Their economy was weak and was controlled by the USSR.



Czech farmers wanted to modernise their methods to improve output, but this was forbidden by the USSR.



The Czech people had few personal freedoms, and their media was censored.



The ruler of Czechoslovakia, Antonín Novotný, was a staunch supporter of the USSR and communism. He was unpopular with his people.

The Prague Spring

The Czech people began to speak out against Soviet control.

1967

Czech students began protesting. Novotný asked Leonid Brezhnev (the leader of the USSR) for assistance, but he refused.

1968

Novotný was replaced by Alexander Dubček.

Dubček meets workers in Prague, 1968.



April 1968

Dubček intended to introduce reforms that would give the Czech people more freedoms. Dubček wanted to:

- remove Soviet control of the economy
- lift restrictions on travel to the West
- allow freedom of speech
- allow non-communist parties to run for election.

Despite Dubček's liberal reforms, he still wanted Czechoslovakia to remain communist and he pledged to remain part of the Warsaw Pact (page 14).

Jan–Aug 1968 is known as the **Prague Spring**. It was a hopeful time for the Czech people as they thought Dubček would introduce more liberal reforms and freedoms.

DÉTENTE AND ATTEMPTS TO REDUCE TENSIONS IN THE 1970s

During the 1970s, there was a period of **détente** (an easing of tensions).

Reasons for détente



To avoid nuclear war — the Cuban Missile Crisis had brought the USA and the USSR close to nuclear war. Both countries were more prepared to cooperate to avoid this happening again.



The arms race was expensive — both countries wanted to use the money to improve the lives of their people instead.



The Vietnam War — America had been fighting communism in Vietnam since 1955. Most Americans opposed the war which had been expensive, lengthy and embarrassing. There was a feeling amongst Americans that the USA should withdraw from foreign affairs. America signed a peace treaty with Vietnam in 1973.



Relations between China and the USSR — China was communist, and their relationship with the USSR had panicked America. However, by the 1970s, the Sino-Soviet relationship was in decline, and relations between China and the USA had improved. Wary of being left behind, the USSR was more open to relations with the USA.

The significance of SALT 1

In May 1972, President Nixon met with the USSR's leader, Brezhnev, in Moscow. This was significant and marked a de-escalation of tensions. While in Moscow, the two leaders took part in **Strategic Arms Limitation Talks (SALT)** which was a treaty to limit the numbers of ICBMs the countries possessed. SALT 1 helped to de-escalate the arms race for a period.

In 1975, American and Soviet astronauts shook hands in space, as a show of the increasingly friendly relations between the two countries.

Between 1972–74 Nixon and Brezhnev visited each other several times in Moscow and Washington. This showed the leaders' willingness to cooperate with each other.



Nixon and Brezhnev sign the SALT 1 agreement in Moscow, 1972.



The significance of the Helsinki Accords

In 1975, 35 countries, including the USSR and the USA, signed the **Helsinki Accords**. This recognised the borders in Europe that had been established following the Second World War and meant that the West acknowledged Soviet control of territories they had gained following World War II. The Helsinki Accords also laid out agreements about human rights and freedom of speech, which was a significant step towards more freedom in Soviet-controlled countries. There was also an agreement that the countries would help each other economically.

The USSR didn't uphold their agreement on improved human rights and freedom of speech. This contributed to worsening relations towards the end of the 1970s.

The significance of SALT 2

America and the USSR entered negotiations leading towards SALT 2 between 1972–9. This aimed to limit the manufacture of nuclear weapons. An agreement was reached, and the SALT 2 treaty was signed by the new leader of the US, President Carter, and Brezhnev in 1979. However, shortly after, the USSR invaded Afghanistan (**page 37**) and the treaty was never ratified (formally approved) by the USA.

Explain **one** consequence of the Helsinki Accords.

[4]

One consequence of the Helsinki Accords was that it acknowledged the borders that had been established following World War II. This was significant for the Soviet Union because it gave legitimacy to their territories and meant that other countries had to recognise them. This helped to contribute to détente, because the USA signed and agreed to the borders which showed that they were willing to cooperate with the USSR.

This question should be marked in accordance with the levels-based mark scheme on page 52.



EXAMINATION PRACTICE ANSWERS

Key Topic 1

- 1.(a) One consequence of the Yalta Conference was that the Grand Alliance agreed on a post-war settlement which would influence the course of the Cold War. The Grand Alliance agreed to divide Germany into four zones, each occupied by Britain, the USA, the USSR and France. Berlin was located inside the USSR's zone, and it too was divided into four zones. This decision eventually led to the Berlin Crisis of 1948–49 which contributed to worsening tensions between the superpowers.
- 1.(b) One consequence of the formation of NATO was that it strengthened the alliances in the West. NATO was a military agreement between the USA, Britain, Canada and several western European countries that agreed that if one of the member states came under attack, the other member states would intervene to protect it. This created a powerful group of capitalist countries willing to defend each other.
2. After World War II, Hungary had a non-communist leader, however within a few years, he was overthrown by the hard-line communist, Rákosi. The Hungarian people were unhappy with life under Rákosi, as they had few personal freedoms, and could be persecuted for speaking out against communism. In February 1956, the leader of the USSR, Khrushchev gave a secret speech which proposed a policy of de-Stalinisation allowing more personal freedoms. The Hungarian people were encouraged by this, and protested Rákosi. Initially, the USSR seemed willing to listen to the Hungarian people, and the more moderate Imre Nagy became the leader of Hungary. Nagy proposed some liberal reforms such as free elections and leaving the Warsaw Pact, so that Hungary would be a neutral country in the Cold War. However, Khrushchev was not willing to allow free elections, as this undermined Soviet control. He was also unprepared to allow Hungary to leave the Warsaw Pact as this would leave a gap in the USSR's buffer zone – a bloc of countries on its western border used to protect the USSR from the West. Khrushchev did not want other countries in the USSR or Eastern Bloc to follow Hungary's example, so in November 1956, Khrushchev ordered Soviet tanks and soldiers to invade Hungary. Hungarians tried to flee to Austria, but many were arrested or killed. Nagy was captured and executed and was replaced by the pro-Soviet Kádár. The Hungarian invasion sent a strong message to other Eastern Bloc countries who were contemplating loosening ties with the Soviet Union which demonstrated that disobedience would be punished.
3. (i) Many European countries had been devastated by World War II, and their economies had suffered. The USA were concerned that these economic hardships would cause an increase in communist support in Europe as people looked for solutions to their economic problems. The USA were following a policy of containment, where they were desperate to stop communism from spreading. In order to do this, General Marshall suggested that the USA promise \$12 billion of aid to European countries to help them rebuild and recover after the war. This was known as the Marshall Plan. The Marshall Plan caused tensions to increase between the superpowers as the USSR saw it as the USA trying to buy Europe's loyalty and they also viewed the USA's policy of containment as an attack on communism. The USSR forbade its satellite states from accepting aid, as the USSR didn't want the Eastern Bloc to benefit from capitalism. Instead, the USSR introduced the Molotov Plan to provide aid to the Eastern Bloc countries that had been forbidden from receiving Marshall Plan aid. Overall, the Marshall Plan caused an escalation in Cold War tensions as each of the superpowers tried to prove that their ideology would help European countries recover after World War II. The Marshall Plan created allies for the USA in Europe, and the Molotov Plan kept Eastern Bloc countries loyal. This helped to reinforce the two opposing sides of the Cold War, which eventually led to the formation of NATO and the Warsaw Pact.
3. (ii) The Berlin Crisis was an important event for relations between East and West because it marked the first outward show of hostilities between the superpowers and proved that the USSR was prepared to go to extreme lengths to try to assert control in Berlin. The USSR restricted land access to West Berlin in the hope that the West would withdraw from their zones in the capital. The Berlin Blockade meant that people living in the Western-controlled part of Berlin faced a shortage of food and medicine, which showed that the USSR was prepared to starve Berliners in order to gain control of Berlin. The western powers decided to fly supplies into Berlin, and they continued to do this for 11 months at a cost of \$224 million. This showed that the West weren't prepared to give in to the USSR's demands at any cost. This retaliation and stubbornness was characteristic of the Cold War. Eventually, the USSR lifted the Berlin Blockade which was seen as a source of humiliation for Stalin and a victory for the West, which increased tensions further. The USSR's actions also demonstrated to the German people what the USSR was prepared to do in order to maintain control. As a result, many Germans in Soviet-controlled areas began migrating to Western areas. This migration was a source of frustration to the USSR, as it suggested that Germans preferred capitalism to communism. This eventually led to tensions over Berlin worsening and the building of the Berlin Wall.
3. (iii) The arms race began when the USA developed the atomic bomb in the 1940s. Truman was keen to tell Stalin about the

LEVELS-BASED MARK SCHEMES FOR EXTENDED RESPONSE QUESTIONS

Questions 1.(a), 1.(b), 2 and 3 require extended writing and use mark bands. Each answer will be assessed against the mark bands, and a mark is awarded based on the mark band it fits into.

The descriptors have been written in simple language to give an indication of the expectations of each mark band. See the Edexcel website for the official mark schemes used.

Question 1.(a) and 1.(b)

This question is worth 8 marks. You are asked to give two consequences and each will be marked out of 4 using the following table.

Level 2 (3–4 marks)	<ul style="list-style-type: none">• The answer analyses a feature and gives a consequence.• The answer gives specific information about the topic to support the explanation which shows good knowledge of the period.
Level 1 (1–2 marks)	<ul style="list-style-type: none">• The answer gives a simple comment about a consequence.• The answer gives generalised information about the topic, which shows limited knowledge of the period.
0 marks	<ul style="list-style-type: none">• No answer has been given or the answer given makes no relevant points.

Question 2

This question is worth 8 marks. You can use the information provided in the stimulus points to help you, but you must use your own information to get full marks.

Level 3 (6–8 marks)	<ul style="list-style-type: none">• The answer gives a clear narrative which is well organised and sequential and leads to an outcome. The answer demonstrates and analyses clear links between the events.• The answer includes accurate and relevant information, which shows good knowledge and understanding.• The answer includes information which goes beyond the stimulus points given in the question.
Level 2 (3–5 marks)	<ul style="list-style-type: none">• The answer gives a narrative which shows some organisation and leads to an outcome. The answer demonstrates and analyses some links between the events but may lack coherence.• The answer includes accurate and relevant information, which shows some knowledge and understanding.
Level 1 (1–2 marks)	<ul style="list-style-type: none">• The answer gives a simple narrative, with limited analysis and organisation.• The answer includes limited knowledge and understanding.
0 marks	<ul style="list-style-type: none">• No answer has been given or the answer given makes no relevant points.

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EXAMINATION TIPS

With your examination practice, use a boundary approximation using the following table. These boundaries have been calculated as an average across past History papers rather than an average of this paper. Be aware that the grade boundaries can vary quite a lot from year to year, so they should be used as a guide only.

Grade	9	8	7	6	5	4	3	2	1
Boundary	83%	75%	67%	58%	51%	42%	30%	19%	8%

1. Read the questions carefully. Don't give an answer to a question that you *think* is appearing (or wish was appearing!) rather than the actual question.
2. Make sure your handwriting is legible. The examiner can't award you marks if they can't read what you've written.
3. Each question in this paper is worth 8 marks, so use your time evenly.
4. Make sure you know the dates each superpower leader was in charge in the period 1941–91, and which of the key events they were responsible for.
5. When answering Q1, your explanation should show the link between the event and the consequence, don't just describe something that happened after the event.
6. For Q2, only write about events during the date range given in the question. You won't get marks for describing something that happened before or after.
7. When writing your answers to Q2, make sure your narrative response has a beginning, a middle and an end, but don't write your response in the first person or as a story. A historical narrative needs to be factual, rather than emotional.
8. Read the options for Q3 carefully to ensure you are selecting the correct content for your answer.
9. Use linking words and phrases to show you are developing your points or comparing information, for example, "as a consequence", "this shows that" and "on the other hand". This helps to give your answer structure, and makes it easier for the examiner to award you marks.
10. If you need extra paper, make sure you clearly signal that your answer is continued elsewhere. Remember that longer answers don't necessarily score more highly than shorter, more concise answers.
11. Try to save five minutes at the end of the exam to check over your answers and spot any obvious mistakes.

Good luck!

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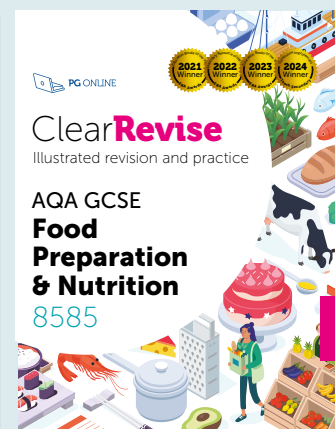
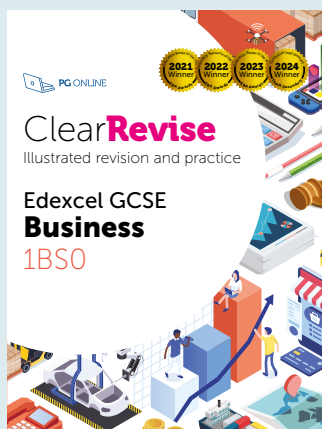
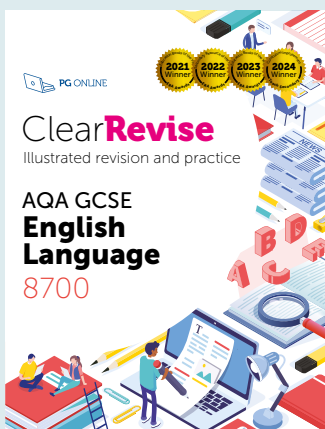
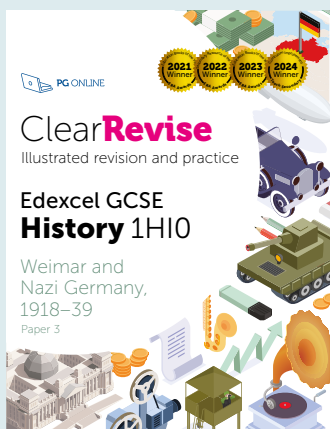
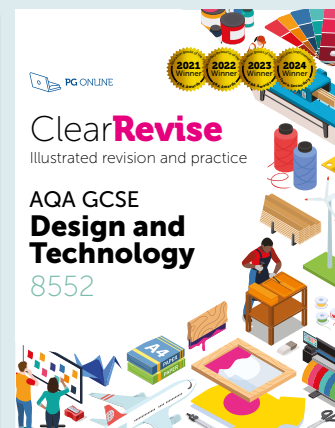
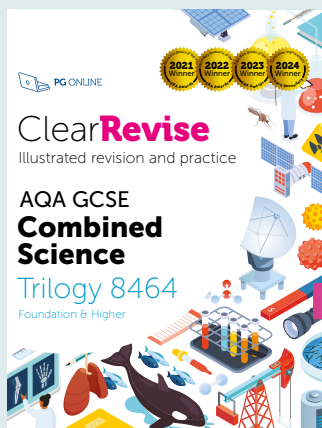
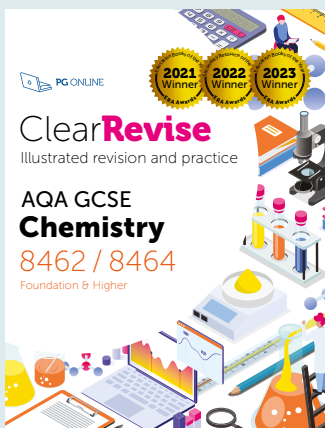
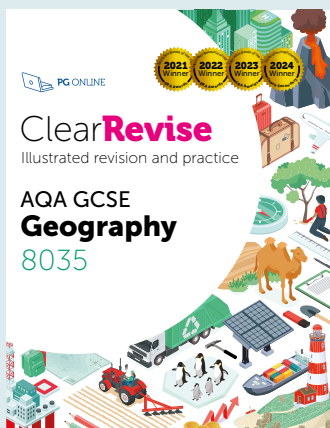
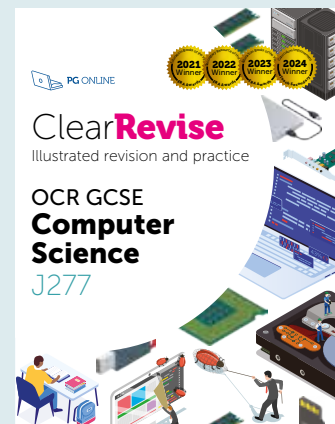
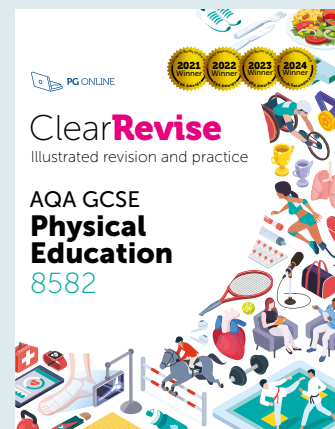
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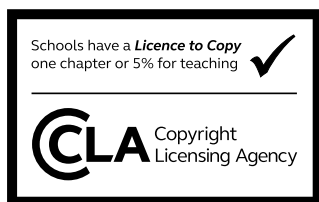
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