

## Option P4: Superpower relations and the Cold War, 1941–91

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

<b>1 Early tension between East and West</b>	<ul style="list-style-type: none"> <li>The Grand Alliance. The outcomes of the Tehran, Yalta and Potsdam conferences.</li> <li>The ideological differences between the superpowers and the attitudes of Stalin, Truman and Churchill.</li> <li>The impact on US-Soviet relations of the development of the atomic bomb, the Long and Novikov telegrams and the creation of Soviet satellite states in Eastern Europe.</li> </ul>
<b>2 The development of the Cold War</b>	<ul style="list-style-type: none"> <li>The impact on US-Soviet relations of the Truman Doctrine and the Marshall Plan, 1947.</li> <li>The significance of Cominform (1947), Comecon (1949) and the formation of NATO (1949).</li> <li>Berlin: its division into zones. The Berlin Crisis (blockade and airlift) of 1948-49 and its impact. The formation of the Federal Republic of Germany and German Democratic Republic.</li> </ul>
<b>3 The Cold War intensifies</b>	<ul style="list-style-type: none"> <li>The significance of the arms race. The formation of the Warsaw Pact.</li> <li>Events in 1956 leading to the Hungarian Uprising, and Khrushchev's response.</li> <li>The international reaction to the Soviet invasion of Hungary.</li> </ul>

### Key topic 2: Cold War crises, 1958–70

<b>1 Increased tension between East and West</b>	<ul style="list-style-type: none"> <li>The refugee problem in Berlin, Khrushchev's Berlin ultimatum (1958), and the summit meetings of 1959–61.</li> <li>Soviet relations with Cuba, the Cuban Revolution and the refusal of the USA to recognise Castro's government. The significance of the Bay of Pigs incident.</li> <li>Opposition in Czechoslovakia to Soviet control: the Prague Spring.</li> </ul>
<b>2 Cold War crises</b>	<ul style="list-style-type: none"> <li>The construction of the Berlin Wall, 1961.</li> <li>The events of the Cuban Missile Crisis.</li> <li>The Brezhnev Doctrine and the re-establishment of Soviet control in Czechoslovakia.</li> </ul>
<b>3 Reaction to crisis</b>	<ul style="list-style-type: none"> <li>Impact of the construction of the Berlin Wall on US-Soviet relations. Kennedy's visit to West Berlin in 1963.</li> <li>The consequences of the Cuban Missile Crisis, including the 'hotline'. Attempts at arms control: the Limited Test Ban Treaty (1963); the Outer Space Treaty (1967); and the Nuclear Non-Proliferation Treaty (1968).</li> <li>International reaction to Soviet measures in Czechoslovakia.</li> </ul>

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

<b>1 Attempts to reduce tension between East and West</b>	<ul style="list-style-type: none"><li>• Détente in the 1970s, SALT 1, Helsinki, and SALT 2.</li><li>• The significance of Reagan and Gorbachev's changing attitudes.</li><li>• Gorbachev's 'new thinking' and the Intermediate-Range Nuclear Force (INF) Treaty (1987).</li></ul>
<b>2 Flashpoints</b>	<ul style="list-style-type: none"><li>• The significance of the Soviet invasion of Afghanistan, the Carter Doctrine and the Olympic boycotts.</li><li>• Reagan and the 'Second Cold War', the Strategic Defence Initiative.</li></ul>
<b>3 The collapse of Soviet control of Eastern Europe</b>	<ul style="list-style-type: none"><li>• The impact of Gorbachev's 'new thinking' on Eastern Europe: the loosening Soviet grip on Eastern Europe.</li><li>• The significance of the fall of the Berlin Wall.</li><li>• The collapse of the Soviet Union and its significance in bringing about the end of the Warsaw Pact.</li></ul>

Please check the examination details below before entering your candidate information

Candidate surname					Other names				
Centre Number					Candidate Number				
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**Pearson Edexcel GCSE (9–1)**

**Sample assessment materials**

<b>Time</b> 1 hour 50 minutes (Total time for <b>both</b> booklets)	<b>Paper reference</b>	<b>1HI0/P4</b>
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**History**

**BOOKLET P4: Superpower relations and the Cold War, 1941–91**

<b>You must have:</b> The corresponding booklet B	<b>Total Marks</b>
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### Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are two booklets in this question paper. **This is booklet P.** Answer **all** questions from this booklet.
- Check you have the corresponding booklet B.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

### Information

- The total mark for this paper is 32.
- The total time for **both** booklets is 1 hour 50 minutes.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*
- **Do not forget to complete booklet B.**

### Advice

- Read each question carefully before you start to answer it.
- Try to divide your time equally between each booklet of the question paper.
- Check your answers if you have time at the end.

Turn over ►

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**Superpower relations and the Cold War, 1941–91**

**Answer ALL questions in this section.**

- 1** (a) Explain **one** consequence of the Cuban Missile Crisis (1962).

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- (b) Explain **one** consequence of the Soviet invasion of Afghanistan (1979).

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[The live question paper will contain five more answer lines.]

**(Total for Question 1 = 8 marks)**

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

- The importance of the events in Hungary in 1956 for the development of the Cold War. (8)
- The importance of the Soviet invasion of Czechoslovakia (1968) for relations between the US and the Soviet Union. (8)
- The importance of Gorbachev's 'new thinking' for Soviet control of Eastern Europe. (8)

**(Total for Question 3 = 16 marks)**

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- ☒ The importance of the events in Hungary in 1956 for the development of the Cold War.
- ☒ The importance of the Soviet invasion of Czechoslovakia (1968) for relations between the US and the Soviet Union.
- ☒ The importance of Gorbachev's 'new thinking' for Soviet control of Eastern Europe.

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**(Total for Question 3 = 16 marks)**

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PLEASE ENSURE YOU ALSO COMPLETE BOOKLET B



Sample assessment materials for first  
teaching September 2016

Paper 2: **Period study** and British  
depth study  
(1HI0/2N, 2P, 2Q and 2R)

Booklet P: Period study options

**Option P4: Superpower relations  
and the Cold War, 1941–91**

#### P4: Superpower relations and the Cold War, 1941–91

Question		
<b>1(a)</b>		Explain <b>one</b> consequence of the Cuban Missile Crisis (1962).  <b>Target:</b> Analysis of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1]. <b>AO2:</b> 2 marks. <b>AO1:</b> 2 marks.
Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–2</b>	<ul style="list-style-type: none"><li>• Simple or generalised comment is offered about a consequence. [AO2]</li><li>• Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]</li></ul>
<b>2</b>	<b>3–4</b>	<ul style="list-style-type: none"><li>• Features of the period are analysed to explain a consequence. [AO2]</li><li>• Specific information about the topic is added to support the explanation, showing good knowledge and understanding of the period. [AO1]</li></ul>
<b>Marking instructions</b>		
Markers must apply the descriptors above in line with the general marking guidance (page 3).		
Performance in AO1 and AO2 is interdependent. An answer displaying <b>no</b> qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge <i>and</i> understanding.		
<b>Indicative content guidance</b>		
Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.		
Relevant points may include:		
<ul style="list-style-type: none"><li>• It led to the Soviet Union removing all its nuclear missiles from Cuba and, later, American missiles from Turkey.</li><li>• It encouraged a more positive atmosphere in the Cold War, e.g. from the depths of near-war came the setting up of the hotline between Washington and Moscow, which led to the signing of the Limited Test Ban Treaty.</li><li>• It resulted in Kennedy being seen as a strong world leader, but it damaged Khrushchev's position and he was dismissed in 1964.</li></ul>		

Question		
<b>1(b)</b>		<p>Explain <b>one</b> consequence of the Soviet invasion of Afghanistan (1979).</p> <p><b>Target:</b> Analysis of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1].</p> <p><b>AO2:</b> 2 marks. <b>AO1:</b> 2 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–2</b>	<ul style="list-style-type: none"> <li>• Simple or generalised comment is offered about a consequence. [AO2]</li> <li>• Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]</li> </ul>
<b>2</b>	<b>3–4</b>	<ul style="list-style-type: none"> <li>• Features of the period are analysed to explain a consequence. [AO2]</li> <li>• Specific information about the topic is added to support the explanation, showing good knowledge and understanding of the period. [AO1]</li> </ul>
<p><b>Marking instructions</b></p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Performance in AO1 and AO2 is interdependent. An answer displaying <b>no</b> qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge <i>and</i> understanding.</p> <p><b>Indicative content guidance</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• It ended the period of Cold War détente between the USA and the Soviet Union. President Carter issued the Carter Doctrine, which guaranteed the sovereignty of the Gulf, and the USA placed economic sanctions on the Soviet Union.</li> <li>• It led to a 10-year involvement in Afghanistan for the Soviet Union during which the USA offered assistance to the Mujahideen.</li> <li>• It resulted in a US boycott of the 1980 Moscow Olympic Games.</li> </ul>		

Question		
<b>2</b>		<p>Write a narrative account analysing the key events of the Berlin Crisis, 1948–49.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You <b>may</b> use the following in your answer:</p> <ul style="list-style-type: none"> <li>• Stalin's fears</li> <li>• the Airlift</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Target:</b> Analytical narrative (i.e. analysis of causation/consequence/change) [AO2]; Knowledge and understanding of features and characteristics) [AO1].  <b>AO2:</b> 4 marks. <b>AO1:</b> 4 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–2</b>	<ul style="list-style-type: none"> <li>• A simple or generalised narrative is provided; the account shows limited analysis and organisation of the events included. [AO2]</li> <li>• Limited knowledge and understanding of the events is shown. [AO1]</li> </ul>
<b>2</b>	<b>3–5</b>	<ul style="list-style-type: none"> <li>• A narrative is given, showing some organisation of material into a sequence of events leading to an outcome. The account of events shows some analysis of the linkage between them, but some passages of the narrative may lack coherence and organisation. [AO2]</li> <li>• Accurate and relevant information is added, showing some knowledge and understanding of the events. [AO1]</li> </ul>
<b>3</b>	<b>6–8</b>	<ul style="list-style-type: none"> <li>• A narrative is given which organises material into a clear sequence of events leading to an outcome. The account of events analyses the linkage between them and is coherent and logically structured. [AO2]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the key features or characteristics of the events. [AO1]</li> </ul> <p><i>No access to Level 3 for answers which do not address three or more aspects of content.</i></p>

### Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge and understanding.

The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.

### Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- The Allies' rebuilding of the economy in western Germany through the Marshall Plan caused Stalin's increased concern.
- The formation of Bizonia and a new currency led Stalin to fear that western Germany would be an economic threat to the Soviet Union's security.
- Stalin cut off road and rail routes into West Berlin (starting 15 June 1948) to force the Allies to back down and possibly abandon their zones.
- The Allies decided to bypass the blockade by flying supplies into Berlin. This was because the alternative was to break the blockade, which might cause war.
- The Allies made a large number of flights into different parts of Berlin and developed Tegel airport to receive supplies. This brought about the defeat of Stalin's plan.
- As a consequence of the Allies' action, Stalin called off the blockade. This made the Allies look strong and discredited Stalin. Further consequences were that in May 1949, West Germany was formed and in October 1949 East Germany was formed.

Question		
<b>3</b>		<p>Explain <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li>• The importance of the events in Hungary in 1956 for the development of the Cold War.</li> <li>• The importance of the Soviet invasion of Czechoslovakia (1968) for relations between the US and the Soviet Union.</li> <li>• The importance of Gorbachev's 'new thinking' for Soviet control of Eastern Europe.</li> </ul> <p><b>Target:</b> Analysis of second order concepts: consequence/significance [AO2]; Knowledge and understanding of features and characteristics [AO1].  <b>AO2:</b> 8 marks.  <b>AO1:</b> 8 marks.  <b>NB</b> mark each part of the answer separately (2 x 8 marks).</p>
Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–2</b>	<ul style="list-style-type: none"> <li>• A simple or generalised answer is given, showing limited development and organisation of material. [AO2]</li> <li>• Limited knowledge and understanding of the topic is shown. [AO1]</li> </ul>
<b>2</b>	<b>3–5</b>	<ul style="list-style-type: none"> <li>• An explanation is given, showing an attempt to analyse importance. It shows some reasoning, but some passages may lack coherence and organisation. [AO2]</li> <li>• Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1]</li> </ul>
<b>3</b>	<b>6–8</b>	<ul style="list-style-type: none"> <li>• An explanation is given, showing analysis of importance. It shows a line of reasoning that is coherent and logically structured. [AO2]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> </ul>

### Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge and understanding.

The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.

### Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

#### The importance of the events in Hungary in 1956 for the development of the Cold War

Relevant points may include:

- Khrushchev had been in power for only two years and so needed to show the strength of his leadership, which intensified the Cold War.
- Khrushchev had criticised Stalin's approach to the Warsaw Pact countries and events in Hungary offered him a chance to show the world (and the Warsaw Pact) that the Soviet Union still intended to keep control.
- Nagy's threat to leave the Warsaw Pact undermined the Soviet approach to controlling Europe and ensuring the safety of the Soviet Union.
- The failure to act discredited the west as upholders of democratic freedom. The United Nations was also discredited. Khrushchev was strengthened and any hope of a thaw in the Cold War ended.

### **The importance of the Soviet invasion of Czechoslovakia (1968) for relations between the US and the Soviet Union**

Relevant points may include:

- Brezhnev had only just come to power and US was waiting to see his policies. His firm action made them realise that he would be a tough adversary.
- The types of reform being proposed in Czechoslovakia (trade unions, foreign travel etc) could threaten Soviet control of the Warsaw Pact and encourage the US to take a tougher stance in Europe.
- Brezhnev took strong measures, which showed his determination to maintain control. The Brezhnev Doctrine made it plain that events in Czechoslovakia had not weakened the stance of the Soviet Union, so Soviet/US relations would continue to be strained.
- It showed that wider politics between the US and the Soviet Union were more important than individual countries. The US and Soviet Union had secretly agreed that the Soviets would not intervene in Vietnam and the US would not interfere in Czechoslovakia.

### **The importance of Gorbachev's 'new thinking' for Soviet control of Eastern Europe**

Relevant points may include:

- Gorbachev's new thinking was based on recognition of the weakness of the Soviet economy and loss of faith in communism, so this might encourage the rest of Eastern Europe to consider leaving the Warsaw Pact.
- The type of reforms being introduced in the Soviet Union were what reformers in Warsaw Pact countries wanted (especially the abandonment of the Brezhnev Doctrine and the freeing of dissidents), so they encouraged opposition to Moscow.
- Gorbachev's new thinking encouraged policies which actually weakened the Soviet Union and caused division, making control of Eastern European countries more difficult. They ultimately led to the breakup of the Soviet Union.
- Gorbachev withdrew troops from Eastern Europe because the Soviet Union was short of money, so this weakened central control.