



Pearson

# **INTERNATIONAL ADVANCED LEVEL HISTORY**

**Unit 4 WHI04**

**International Study with Historical  
Interpretations**

**Topic Guide**

**Option 1C**

**The World Divided: Superpower Relations 1943-90**

## Introduction

### Unit 4 – International Study with Historical Interpretations

#### Option 1C: The World Divided: Superpower Relations 1943-90

This topic booklet has been written to support teachers delivering Option 1C: The World Divided: Superpower Relations 1943-90 of the 2015 International Advanced Level History [specification](#).

This Guide includes some additional content guidance; a scheme of work and a list of suggested resources for students and for teachers.

Assessment details such as assessment rationale, Assessment Objectives, question styles and examples and mark schemes are in the **Getting Started** guide available on the IAL History web page [here](#).

**Past Question papers and mark schemes** with indicative content are also available on-line and are published following each examination session [here](#). This will allow centres to build up a bank of assessment materials.

**Principal Examiner Reports** for each Paper Option are written for each examination session. These Reports give feedback on overall candidate performance and usually include example response with commentaries reflecting the Level of Response achieved. Principal Examiner reports with Exemplification are available [here](#).

**Exemplar scripts** with examiner commentaries, selected to show key features of the generic mark schemes and what distinguishes the qualities of one level from another, are also available [here](#) on the subject page.

# **Option 1C: The World Divided: Superpower Relations 1943-90**

## **Overview**

This provides additional guidance on the specification content. It should be remembered that the official specification is the only authoritative source of information and should always be referred to for definitive guidance.

The option is divided into four topics and the first of these addresses the outbreak and development of the Cold War in the years 1943-53. This controversy is examined in Section A of the Paper. Thereafter the three topics deal with course of the Cold War to its ending in 1990 and their content is examined in Section B of the question paper. The study ranges across the world, with coverage of periods of confrontation and conciliation. Like many other areas of historical study, this option does require a sound grasp of historical geography to enable candidates to make sense of the complex events and the roles of individuals.

## **Key Topic 1**

### **What explains the outbreak and development of the Cold War 1943-53?**

Candidates are required to study a ten-year period and reach a judgement on how, why and when the Cold War broke out and why, how and when it developed in the way it did. In 1943, Britain, Russia and the USA were allies against Nazi Germany, yet ten years later were engaged in a military stand-off in Europe, a race in nuclear weapons capability and a bitter propaganda war.

The specification requires candidates to pursue the study in four broad areas. The personalities involved clearly had significance. The Russian duo remained throughout, but the change from Roosevelt to the less-experienced Truman had consequences for US-USSR relations which students should appreciate. Less important, but still significant, was Churchill's replacement, Bevin. Attlee, although prime minister, is not specified since Bevin as Foreign Secretary exercised a more dominant role in international relations, but Britain's role should be understood. General Marshall is not a directly-specified individual, but his role and the significance of 'Marshall Aid' must be appreciated and is relevant in topics considered in the other three bullet points, particularly BP3.

The reference to 'rival ideologies' in bullet point two requires a grasp of the key aspects of official Marxist doctrine espoused in the Soviet Union and, from 1949, in China. Candidates need to know how this set these countries apart from Britain and the USA as liberal democracies. Candidates should appreciate how easy it was for both sides to simplify potentially confrontational situations into black and white ideological positions and they should consider how far ideology was significant and to what extent the reality was, for example, economic interest or military fear emerging from an awareness of weakness not appreciated by the other side. They should develop an understanding of motives relating to hegemony, national security, military and geopolitical considerations. Knowledge of events leading to the communists' securing of control in China is not required, nor is knowledge of the conflict in Korea,

but students should appreciate the significance of increases in areas of communist control for cold war relations and US fears.

Candidates are not required to have knowledge of the historiography of this controversy, but they should have sufficient understanding of the issues about which historians have disagreed to appreciate the arguments in the unseen extracts provided in the examination and the issues raised by the question set.

## **Key Topic 2**

### **Conciliation and Confrontation 1953-64**

This covers the very dramatic ten years from the death of Stalin to the downfall of Khrushchev in 1964. Candidates need to engage with a new set of leading players, although Mao continues to figure and indeed takes a more important role. The personalities of these players, as always, are important and students should be able to assess their part in explaining the key pattern of conciliation, confrontation and then renewed conciliation. Possibly the central figure in this is the complex and fascinating Nikita Khrushchev, intent on peaceful coexistence but with a much more unpredictable style than Stalin.

Candidates should develop an understanding of the roles of each of the individuals specified. They should also understand the reasons for, and significance for east-west relations of, the Sino-Soviet split (BP4). They should appreciate that personality played a part in the important Sino-Soviet split with the difficult relationship of Khrushchev and Mao.

Candidates should understand the specified developments along the European Iron Curtain and in relation to nuclear weapons. The oscillating pattern can be clearly identified in the territories on the Iron Curtain's border, the flowering of some degree of liberalisation followed by the savage repression in Hungary, the withdrawal from Austria but the renewed confrontation in Berlin. The same pattern is repeated with regard to nuclear weapons with the nuclear confrontation over Cuba followed by the Test Ban Treaty. Candidates should be aware that the developments in nuclear weapons refers to the development and deployment of weapons based on nuclear fusion (the H bomb) and rapid advances in rocket technology.

## **Key topic 3.**

### **Stalemate and Detente 1964-79**

Candidates should understand the roles of the specified personalities. Once again, with the exception of Mao, it was a new series of leaders who set the agenda and partially shaped developments in these years. Johnson is not mentioned, and candidates are not expected in this option to engage with the developments in Vietnam beyond an awareness of the significance of US withdrawal in helping detente with Russia and Nixon's reconciliation of China.

The specified developments in this topic require an understanding of superpower relations and why and to what extent there was change. Candidates should understand the concepts of the balance of terror and war by proxy. They should be aware of why there was more stability in the relationship between the USA and the Soviet Union in these years and how that promoted an easing of tensions. The stresses on

the Soviet economy are indirectly referred to by the reference to the need for food imports, but candidates should also be aware of the financial strains placed by the rapid expansion of the Soviet Navy (BP2) and the cost of easing discontent in Eastern Europe (BP4). These economic strains are directly referred to in the next topic. Despite detente and increased stability, candidates need to also be aware of why tensions still continued, notably in Africa and Latin America.

## **Key Topic 4**

### **Renewed Confrontation and Resolution 1980-1990**

This topic addresses the final climactic ten years of the Cold war. Initially heightened tensions seemed to threaten imminent hot war but, against expectations, gave way to real engagement and the final ending of the Cold War. The significance of the specified developments should be understood.

As in all these periods, an appreciation of the roles of the specified leaders is vital. Candidates should also understand the significance of economic issues in changing relations. As indicated by the specification, the economic developments provided an essential context for diplomatic developments and candidates should be aware of the massive economic problems facing Gorbachev's Russia and also the technological advances carrying the USA further ahead of its erstwhile rival. The complex and rapid series of changes in the Soviet Union and the specified developments in Eastern Europe at the end of the decade should be appreciated in order to understand the sudden finale of the saga of the Cold War.

## Scheme of work - Unit 1C: The World Divided: Superpower Relations, 1943–90

Week 1	Outbreak and development of the Cold War 1943-53	Outline of events
<p><b>Aim:</b> To gain overview of the long-term causes of tensions between the newly emerging superpowers of the post-1945 era and to chart events in the years 1943-53. To begin to develop skills of analysis of interpretations</p> <p><b>Topics covered:</b> Seeds of conflict; outline of events – how did the Cold War Develop 1943-53?</p> <p><b>Suggested activities/resources:</b></p> <p>Map exercise – create an annotated wall map or individual map showing the political geography of the world in 1943 (including European empires) – identify the key characteristics of the USA and USSR and the underlying aims of foreign policy and Britain and China – class discussion to draw out the possible rivalries and alliances that have already developed or may develop. Use the map to show change over time later in the other three topic areas.</p> <p>Timeline – create an annotated timeline or a detailed chart of events impacting on the two superpowers and in other spheres of influence – suggestions would be to chart events in the USA, USSR and China and then Cold War situations in Europe, South East Asia and Korea, Africa, Middle East and the Americas.</p> <p>Graphic representation – design a graph to show how relations between the USA and USSR develop overtime, and when the situation becomes more ‘hot’ than ‘cold’ – this can be continued for the other three topic areas of the unit. <i>S Phillips, A World Divided: Superpower Relations 1944-90, (Pearson, 2009) Chapters 1-2; S Phillips, The Cold War, (Heinemann Advanced History, 2001); N. Lowe, Mastering Modern World History (Palgrave Macmillan, 2005) Chapter 7.</i></p> <p><b>Teaching points to note:</b></p> <p>Students will not be assessed on their knowledge of events before 1943 but the conceptual nature of Cold War politics requires a clear understanding of the context in which the post-second World War Cold War developed; students should have a clear understanding of concept of a ‘cold war’ and the potential for development into a ‘hot war’; they should also be aware of the concept of ‘war by proxy’. The Cold War was a phenomenon which had a global impact – students should be aware of the global reach – they should be able to discuss Cold War policies and events by using exemplification – any relevant exemplification included in written responses will be rewarded but students will not be expected or required to use examples other than those named in the specification.</p> <p>As an introduction to the assessment focus of this topic, it would be helpful for students to appreciate differences of view or emphasis encountered in their reading about an aspect of the topic.</p>		

<b>Week 2</b>	<b>What explains the outbreak and development of the Cold War, 1943-53?</b>	Political ideology and economics
<p><b>Aim:</b> To understand the underlying political and economic ideologies/forces which influenced superpower rivalry 1943-45 and to explain their role in the development of the Cold War.</p> <p><b>Topics covered:</b> The significance of rival ideologies throughout the world: policy and propaganda – the battle for hearts and minds; The significance of superpower economic issues and interests.</p> <p><b>Suggested activities/resources:</b> Contemporary source activity – ideological viewpoints – locate political cartoons of events 1943-53 from the US and Soviet perspectives – learners annotate meanings and symbols with reference to ideologies leading to a class discussion. Similarities and differences – create a chart/table to identify the key elements of politics and economics in the USA and the USSR – use the table to evaluate the extent of difference between the two. <i>S Phillips, A World Divided: Superpower Relations 1944-90</i>, (Pearson, 2009) Chapters 2-3; <i>S Phillips, The Cold War</i>, (Heinemann Advanced History, 2001); <i>N. Lowe, Mastering Modern World History</i> (Palgrave Macmillan, 2005) Chapter 7.</p> <p><b>Teaching points to note:</b> Students should be made aware of the ‘language’ of the Cold War e.g. East and West; capitalism and communism/socialism; free market economy, mixed economy, command economy; doves and hawks. The origin and development of the Cold War is a discrete area for study with regard to AO3 (Historical Interpretations) but it also provides the context for teaching and learning topics 2-4. Key issues/concepts to address with regard to interpretation of causation – long-term/short-term causation, contingent and conditional causation, underlying forces, role of the individual, role of chance etc. Students should also become confident in analysing extracts to identify and understand the views and claims made by historians.</p>		

<b>Week 3</b>	<b>What explains the outbreak and development of the Cold War, 1943-53?</b>	Great power rivalry; Soviet or American aggression?
<p><b>Aim:</b> To understand and explain the development of the Cold War as a continuation of ‘traditional’ great power rivalry as ‘superpower’ rivalry (USA v USSR) – expansion or defence?</p> <p><b>Topics covered:</b> The significance of the pursuit of hegemony and national security, including military and geopolitical considerations.</p> <p><b>Suggested activities/resources:</b> Create a flow diagram/chart to illustrate events at the Allied conferences at the end of the Second World War – write a commentary on how these conferences affected the balance of world power. Expansion or defence? – choose a ‘Cold War event’ 1945-53, e.g. Berlin Blockade, Korea – divide class into pairs - one person writes a magazine article analysing the situation from the perspective of the USA and the other the USSR/China – compare articles to gain an understanding of different perceptions of the same event. Mapwork – identify the major European colonies and where potential future ‘flashpoints’ might develop. In-depth investigation – research reasons for anti-US feelings/distrust in Central and Latin America (including Cuba) S Phillips, <i>A World Divided: Superpower Relations 1944-90</i>, (Pearson, 2009) Ch. 2-3; S Phillips, <i>The Cold War</i>, (Heinemann Advanced History, 2001); N. Lowe, <i>Mastering Modern World History</i> (Palgrave Macmillan, 2005) Ch.7.</p> <p><b>Teaching points to note:</b> Students should have an understanding of the terms/concepts – hegemony, national security, geopolitical. Students should have an awareness of how the Allies of the Second World War became enemies so quickly and how the decline of the traditional European empires and subsequent growth of independence movements created the perfect environment for ideological struggle. It is important to spend as much time as possible introducing students to AO3 concepts and skills – Historical Interpretations. Historical interpretations is not historiography – students do not have to understand the evolution of differing viewpoints on the origin of the Cold War but they should understand the nature of the differing viewpoints/reasons. Students should use be able to use their own knowledge to evaluate the views in the extracts provided.</p>		

<b>Week 4</b>	<b>What explains the outbreak and development of the Cold War, 1943-53?</b>	Role of leaders: uncompromising and inflexible leaders? suspicion and misperception?
<p><b>Aim:</b> To understand and discuss the role of leaders and ‘personality’ as an explanation for the development of the Cold War.</p> <p><b>Topics covered:</b> The significance of the clash and role of personalities, including Stalin, Molotov, Roosevelt, Truman, Churchill, Bevin and Mao. Debate: What explains the outbreak and development of the Cold War in the year 1943-45?</p> <p><b>Suggested activities/resources :</b></p> <p>Create a factfile/index card for each of the major named leaders/personalities - on one side give specific factual information with regard to political office, background etc and on the other identify attitudes/actions that might affect the development of the Cold War.</p> <p>Timeline – on the annotated timeline (see above) indicate significant actions/speeches made by individuals. Debate – Knock-out debate – teams of 2-3 prepare to defend a particular factor/cause/reason – two teams debate head-to-head for three minutes each – winning team (vote) takes on another team until only one left - possible factors = ideology, economics, traditional hegemony, misunderstandings/misconceptions, personality, aggression or security. Each team should find an extract from a secondary source to support their case and use it as the basis for their initial debate speech.</p> <p>S Phillips, <i>A World Divided: Superpower Relations 1944-90</i>, (Pearson, 2009) Ch. 2-3; S Phillips, <i>The Cold War</i>, ( Heinemann Advanced History, 2001); N. Lowe, <i>Mastering Modern World History</i> (Palgrave Macmillan, 2005) Ch. 7</p> <p>Practice question: use the SAM example or create an internal assessment (use the extracts identified by the debate teams) - assess using the generic level of response mark schemes.</p> <p><b>Teaching points to note:</b> Students should have access to books or extracts from books that reflect the different viewpoints suggested by the bullet points in the specification. A dedicated section in the centre library or an on-line collection of extracts would be useful – students could add to the extracts from supplementary reading or relevant material found on-line – these resources could then be used to create extract-based essay questions for internal assessment (it will also give learners practice in reading with a questioning mind).</p>		

<b>Week 5</b>	<b>Conciliation and confrontation, 1953-64</b>	Outline of events/ key personalities, summits and official visits, policy
<p><b>Aim:</b></p> <p>To gain an outline knowledge of the key events, personalities, summit meetings and policies in the years 1953-64 – how events developed. (Weeks 6-8 – develop the areas detailed in the specification.)</p> <p><b>Topics covered:</b></p> <p>The role of key individuals in shaping relations including Eisenhower, Dulles, Kennedy, Khrushchev, Mao and Macmillan; the impact of summits and official visits; the significance of the doctrine of peaceful co-existence.</p> <p><b>Suggested activities/resources:</b></p> <p>Design a political cartoon or illustration to show the meaning of the doctrine of ‘peaceful coexistence’ and the concept of the ‘domino theory’.</p> <p>Timeline – continue to develop the annotated timeline or chart started previously.  Create factfile/index cards for newly introduced individuals.  S Phillips, <i>A World Divided: Superpower Relations 1944-90</i>, (Pearson, 2009) Ch. 4; S Phillips, <i>The Cold War</i>, (Heinemann Advanced History, 2001); N. Lowe, <i>Mastering Modern World History</i> (Palgrave Macmillan, 2005) Chapter 7</p> <p><b>Teaching points to note:</b></p> <p>Essays for Section B will ask questions that focus on a variety of concepts: cause, consequence, similarity, difference, change, continuity and significance – it is important to address these concepts across the teaching of topics 2-4.</p> <p>The development of the Cold War across the breadth of this topic cannot be explained without a contextual knowledge of events in South-East Asia and Korea. Students will not be assessed on knowledge of events in Asia but should have an awareness of how they impacted on wider Cold War policies, actions and reactions.</p>		

Week 6	Conciliation and confrontation, 1953-64	Developments along the European Iron Curtain
<p><b>Aim:</b> To chart and explain developments along the Iron Curtain in Europe 1953-64.</p> <p><b>Topics covered:</b></p> <p>The reasons for, and impact of, the Soviet withdrawal from Austria; the significance of the Hungarian Rising of 1956; the significance of the crisis in Berlin and the building of the Berlin Wall 1958–61.</p> <p><b>Suggested activities/resources:</b></p> <p>Mapwork – focus on the map of Europe – identify the line of the ‘Iron Curtain’ – establish why Austria, Hungary and Berlin are significant geographically.</p> <p>In-depth investigations: establish 1) why was the Soviet Union willing to withdraw from Austria but not Hungary 2) why did the West not come to the aid of the Hungarian Rising</p> <p>Contemporary sources – use photographs/newsreel from the time to investigate the response of people to the events in Hungary and Berlin, e.g. the East German border guard jumping the ‘wall’; the Berlin crowd’s response to Kennedy’s visit; the USSR v Hungary water polo match at the Melbourne Olympics, 1956.</p> <p>S Phillips, <i>A World Divided: Superpower Relations 1944-90</i>, (Pearson, 2009) Ch. 4; S Phillips, <i>The Cold War</i>, (Heinemann Advanced History, 2001); N. Lowe, <i>Mastering Modern World History</i> (Palgrave Macmillan, 2005) Chapters 7 &amp; 10.</p> <p><b>Teaching points to note:</b></p> <p>Many events occurred in Europe during this period but students will only be assessed on those areas detailed in the specification – Austria, Hungary and Berlin.</p>		

Week 7	Conciliation and confrontation, 1953-64	The shadow of the bomb
<p><b>Aim:</b> To understand and explain the role of nuclear weapons in the development of the Cold War and Cold War attitudes with specific reference to the significance of the Cuban Missile Crisis and its consequences.</p> <p><b>Topics covered:</b> The significance of developments in nuclear weapons and their delivery systems; the significance of the Cuban Missile Crisis 1962; the significance of the Test Ban Treaty, the Washington-Moscow 'hot-line' and China's first nuclear test.</p> <p><b>Suggested activities/resources:</b> Create a graphic image/illustrative diagram to show the build-up of nuclear weapons during the period 1953-45. Create a chart showing the development in nuclear capacity by the US, USSR and China from the attack on Hiroshima/Nagasaki in 1945.  Role play (1) – simulate events during the Cuban Missile Crisis with students taking the role of individual leaders and their advisers – best achieved with little previous knowledge of the detailed chronology of events Role play (2) – simulate a newsroom in the US during the Cuban Missile Crisis with students taking the role of journalists responding to events in 'real time'  S Phillips, <i>A World Divided: Superpower Relations 1944-90</i>, (Pearson, 2009) Chapter 5; S Phillips, <i>The Cold War</i>, (Heinemann Advanced History, 2001); N. Lowe, <i>Mastering Modern World History</i> (Palgrave Macmillan, 2005) Chapter 7; feature film – <i>Thirteen Days</i> (2001)– behind the scenes account of the Cuban Missile Crisis based on eye-witness accounts</p> <p><b>Teaching points to note:</b> Significance is a key assessment concept – students could be introduced to criteria with which to establish significance in a historical context.</p>		

<b>Week 8</b>	<b>Conciliation and confrontation, 1953-64</b>	The beginning of the Sino-Soviet split; role of personalities in shaping relations.
<p><b>Aim:</b> To chart the development of Sino-Soviet relations, 1953-64, and understand the reasons for the Sino-Soviet split; to evaluate the role of personalities/leaders in the development of the Cold War 1953-64 - to explain, how and why Cold War relations changed over time from 'peaceful coexistence' to confrontation, and why this did not ultimately result in a 'hot war'.</p> <p><b>Topics covered:</b> Reasons for the Sino-Soviet split and its impact on East-West relations; the role of personalities in shaping relations (see Week 5)</p> <p><b>Suggested activities/resources:</b> Create a chart or a flow diagram to show the development of Sino-Soviet relations 1953-64 – highlight elements that might lead to increasing division.</p> <p>Devise a graph that shows the changing nature of the Cold War in the years 1953-64. Counter-factual exercise – to try to establish why, despite growing tensions, major conflict did not occur. Identify the events that could have led to a major war – discuss what would have happened if... each one had resulted in US v USSR direct confrontation.</p> <p>S Phillips, <i>A World Divided: Superpower Relations 1944-90</i>, (Pearson, 2009) Chapter. 6; S Phillips, <i>The Cold War</i>, (Heinemann Advanced History, 2001); N. Lowe, <i>Mastering Modern World History</i> (Palgrave Macmillan, 2005) Chapter 8, 21.</p> <p>Practice essay – devise/set an essay that focuses on the relative importance of one of the key individuals in the development of the Cold War 1953-64 – assess using generic level of response mark scheme</p> <p><b>Teaching points to note:</b> Students should be aware of how the different beliefs and approaches to communism in the USSR and China made the development of the Cold War even more complex and, indeed, complicated e.g. competition between USSR and China for the 'hearts and minds' of independence movements in developing countries.</p>		

Week 9	Stalemate and Détente, 1964-79	The balance of terror
<p><b>Aim:</b> To gain a brief overview of events in the Cold War 1964-79, to chart the development of the arms race during the 1960s and 70s, to understand the concept of MAD and why 'stalemate' occurred between the superpowers.</p> <p><b>Topics covered:</b> The significance of the expansion of the Soviet navy and nuclear warheads and the growing sophistication of US technology; the impact of MAD (Mutually Assured Destruction) and the 'hot-line'.</p> <p><b>Suggested activities/resources:</b> Timeline – continue the timeline started previously to establish an overview of events 1964-79. Create a chart/diagram/illustration to show the development of US and USSR military technology in the later 1960s and 1970s. Design a political cartoon or drawing to illustrate the concept of MAD and the purpose of the 'hot-line'. Watch the film <i>'Dr Strangelove'</i> – class discussion on the points being made by the producers of the film. S Phillips, <i>A World Divided: Superpower Relations 1944-90</i>, (Pearson, 2009) Ch. 7; S Phillips, <i>The Cold War</i>, (Heinemann Advanced History, 2001); N. Lowe, <i>Mastering Modern World History</i> (Palgrave Macmillan, 2005) Chapter 8</p> <p><b>Teaching points to note:</b> Students should be encouraged to explore the deterrent effect of nuclear weapons and their role in the Cold War.</p>		
Week 10	Stalemate and Détente, 1964-79	War by proxy
<p><b>Aim:</b> To understand the concept of 'war by proxy' and to identify how, and why, the superpowers intervened in the internal affairs of countries in Africa, Middle East, South and Central America; to understand the impact and significance of 'war by proxy' on the wider Cold War situation.</p> <p><b>Topics covered:</b> The significance of conflicts in Africa and the Middle East; the US fear of Marxist influence in South and Central America.</p> <p><b>Suggested activities/resources:</b> Mapwork – create an annotated map indicating the main Cold War hotspots and the reasons for conflict. Design a political cartoon or drawing to illustrate the concept of 'war by proxy'.</p> <p>In-depth investigation – Students could be assigned different conflicts or geographical areas to research and then report back to the class in the form of a presentation or by using other media e.g. different contributions to a TV documentary. N. Lowe, <i>Mastering Modern World History</i> (Palgrave Macmillan, 2005) Chapters 8, 11, 25; R J McMahon, J Smith, <i>The Cold War 1945-1991</i> (Historical Association Studies, John Wiley &amp; Sons, 1997) Chapter.4; D Martin &amp; P Johnson, <i>The Struggle for Zimbabwe</i>, (ZPH, 1981)</p> <p><b>Teaching points to note:</b> An overview of the most obvious flashpoints and examples is all that is required here - detailed knowledge of events is not required but students should be able to use examples to highlight particular points significant to the Cold War e.g. the independence struggle in Zimbabwe was impacted by the Sino-Soviet split where ZANU was backed by USSR and ZAPU by China. Important for students to understand that peace between the USA and USSR did not mean global peace.</p>		

<b>Week 11</b>	<b>Stalemate and Détente, 1964-79</b>	Détente and greater stability
<p><b>Aim:</b> To understand how, and why, stalemate developed into détente in the 1970s and the consequences for Cold War relations.</p> <p><b>Topics covered:</b> Reasons for détente and greater stability, including the Vietnam conflict, the Sino-Soviet conflict, discontent in Eastern Europe and the need for Soviet food imports; its impact during the 1970s, including SALT I and II.</p> <p><b>Suggested activities/resources:</b> Causation exercise – use the timeline/chart to identify the key events/turning-points and factors which led to the period of détente – use the causes listed in the specification and identify any others – the relative importance of these factors could be evaluated in a variety of ways: sorting-exercise, using a diamond-9 diagram, knock-out debate etc.  Design a political cartoon or drawing to illustrate the concept of détente.  Draw a flow diagram to show the consequences/impact of détente – discuss the ‘impact’ as the level of force with which détente affected the development of the Cold War. S Phillips, <i>A World Divided: Superpower Relations 1944-90</i>, (Pearson, 2009) Ch. 7; S Phillips, <i>The Cold War</i>, (Heinemann Advanced History, 2001); N. Lowe, <i>Mastering Modern World History</i> (Palgrave Macmillan, 2005) Chapter 8</p> <p><b>Teaching points to note:</b> Learners should understand that détente was a significant development in the Cold War leading to an apparent thaw in relations as opposed to the uneasy stand-off in the previous stalemate phase.</p>		
<b>Week 12</b>	<b>Stalemate and Détente, 1964-79</b>	The role of key personalities and the impact of summits and official visits.
<p><b>Aim:</b> To establish and evaluate the role of key individuals in the events of the Cold War 1964-79.</p> <p><b>Topics covered:</b> The role of key individuals in shaping superpower relations including Brezhnev, Gromyko, Mao, Nixon and Kissinger; the impact of summits and official visits.</p> <p><b>Suggested activities/resources:</b> Create factfile/index cards – add to the collection of index cards outlining the role of individuals begun previously. Summarising skills – use the timeline to identify the key summit meetings and official visits between Cold War leaders in the 1970s – create newspaper headlines to sum up the perspectives of the various Cold War countries. Détente photo story – select contemporary photographs (or recreate events and take photographs of them) to create a photo-journalism story outlining the progress of détente in the 1970s – give captions to the photographs. In-depth research – investigate the impact of détente on the cultural relations between Cold War nations S Phillips, <i>A World Divided: Superpower Relations 1944-90</i>, (Pearson, 2009) Chapter. 7; S Phillips, <i>The Cold War</i>, (Heinemann Advanced History, 2001); N. Lowe, <i>Mastering Modern World History</i> (Palgrave Macmillan, 2005) Chapter. 8</p> <p>Practice essay – devise/set an essay that focuses on the extent to which Cold War relations changed during the years 1964-79 – assess using generic level of response mark scheme</p> <p><b>Teaching points to note:</b> Students should be aware of the key elements of the level of response mark scheme. Use the practice essay to ensure an understanding of the mark scheme using diagnostic marking.</p>		

<b>Week 13</b>	<b>Renewed confrontation and resolution, 1980-90</b>	Heightened tensions in the 1980s
<p><b>Aim:</b> To chart, understand and explain the reasons for a return to heightened tensions in the early 1980s.</p> <p><b>Topics covered:</b> The significance of the Soviet invasion of Afghanistan and the deployment of new missile systems in Europe; the significance of Solidarity and the challenge to communist rule in Poland; the impact of Reagan and SDI.</p> <p><b>Suggested activities/resources:</b> Causation exercise – why did tensions rise in the early 1980s? Produce a magazine article or a commentary for a lengthy news item explaining the ‘end of détente’. Inter-relationships – draw a diagram to show how the different factors leading to heightened tensions in the early 1980s were inter-related. In-depth investigation – research the significance of the key events – Soviet invasion of Afghanistan; Soviet arms build-up in Europe; events in Poland; the Reagan (and Thatcher) administrations. Using contemporary sources – use sources from the time to establish the extent to which relations worsened at this time and the psychological impact e.g. British/US public information material on nuclear attack, Olympic boycotts, documentaries and films (<i>The Day After</i>, <i>When the Wind Blows</i>), speeches etc. S Phillips, <i>A World Divided: Superpower Relations 1944-90</i>, (Pearson, 2009) Ch. 8-9; S Phillips, <i>The Cold War</i>, ( Heinemann Advanced History, 2001); N. Lowe, <i>Mastering Modern World History</i> (Palgrave Macmillan, 2005) Ch. 8, 26</p> <p><b>Teaching points to note:</b> Weeks 13-16 cover the events which ultimately led to the ‘end’ of the Cold War as it had been defined and developed in the years 1943-53. Coverage of the events in the Soviet Union and Eastern Europe should be studied with a focus on their significance for superpower relations and the Cold War.</p>		
<b>Week 14</b>	<b>Renewed confrontation and resolution, 1980-90</b>	The economics of the Cold War in the 1980s
<p><b>Aim:</b> To understand and explain the role and significance of economic factors in the development of the Cold War in the 1980s.</p> <p><b>Topics covered:</b> Economics - the significance of technological developments in the USA and the growing economic problems within the USSR.</p> <p><b>Suggested activities/resources:</b> Note-making activity – provide information (textbook chapter; articles etc) about economic developments in Cold War nations in the 1980s – carry out a timed speed reading and note-making exercise to summarise events. Use the notes to write an explanation of the influence of economic factors on Cold War relationships in the 1980s. S Phillips, <i>A World Divided: Superpower Relations 1944-90</i>, (Pearson, 2009) Ch. 8-9; S Phillips, <i>The Cold War</i>, ( Heinemann Advanced History, 2001); N. Lowe, <i>Mastering Modern World History</i> (Palgrave Macmillan, 2005) Ch. 26</p> <p>Practice essay – devise/set an essay that focuses on the responsibility for (consequence) renewed hostility between Cold War nations in the early 1980s – use a lesson to discuss and develop a plan for answering the question – write the essay in timed conditions and then carry out a peer assessment exercise.</p> <p><b>Teaching points to note:</b> This is relatively narrow and so this would be a good opportunity to carry out in-depth work on essay writing – see practice essay above.</p>		

<b>Week 15</b>	<b>Renewed confrontation and resolution, 1980-90</b>	The significance for superpower relations of the breakdown of the USSR and Soviet control of Eastern Europe
<p><b>Aim:</b> To chart, understand and explain the role of the breakdown of communism in the USSR and Soviet control of Eastern Europe in the 'end' of the Cold War.</p> <p><b>Topics covered:</b> Growing nationalism in the USSR, including Georgia and the Baltic states; loss of communist control in Hungary, Czechoslovakia and East Germany; the reunification of Germany.</p> <p><b>Suggested activities/resources:</b></p> <p>Map exercise – produce an annotated map illustrating the flashpoints in Eastern Europe during the 1980s.  Détente photo story – select contemporary photographs (or recreate events and take photographs of them) to create a photo-journalism story outlining the events in Eastern Europe in the 1980s – give captions to the photographs.  Create a table of events with columns to show the contribution of each event to i) the decline in Soviet influence and ii) the end of the Cold War.</p> <p>Class discussion – why were events in Eastern Europe so significant for the end of the Cold War? – use this discussion to revisit the Historical Interpretations debate – which factors/elements that led to the outbreak of the Cold War were extinguished or disrupted by events in the 1980s?</p> <p>S Phillips, <i>A World Divided: Superpower Relations 1944-90</i>; (Pearson, 2009) Chapters. 8-9; S Phillips, <i>The Cold War</i>, Heinemann Advanced History, 2001); N. Lowe, <i>Mastering Modern World History</i> (Palgrave Macmillan, 2005) Chapters. 8, 10, 18</p> <p>Practice essay – devise/set an essay that focuses on the consequences of the breakdown of Soviet control in Eastern Europe – assess using generic level of response mark scheme</p> <p><b>Teaching points to note:</b> Although Historical Interpretations is not the focus of the assessment for this topic this could be a chance to revisit the skills required for the Section A question by discussing and utilising interpretations of the end of the Cold War.</p>		

<b>Week 16</b>	<b>Renewed confrontation and resolution, 1980-90</b>	Role of personalities in shaping superpower relations and the impact of summits and official visits.
<p><b>Aim:</b></p> <p>To establish and evaluate the role of key individuals in the events of the Cold War 1980-90; to understand and explain the changing nature of the Cold War in the 1980s and the reasons why the Cold War came to an 'end'.</p> <p><b>Topics covered:</b></p> <p>Key individuals including Andropov, Gromyko, Gorbachev, Deng Xiaoping, Reagan, Thatcher and Pope John Paul II; the impact of summits and official visits.</p> <p><b>Suggested activities/resources:</b></p> <p>Create factfile/index cards – add to the collection of index cards outlining the role of individual begun previously.</p> <p>Role play – summit meeting simulations or hot seat individual leaders – select one person to research the attitudes/personality of an individual leader while others devise searching questions to ask in a press conference or one-to-one interview.</p> <p>Role of individuals – balloon debate – one person takes the role of a key individual in the development of the Cold War – the individuals are in a balloon which requires weight to be jettisoned if it is to remain flying or in this case intensify the Cold War - each 'individual' puts forward an argument for being the most important in the process – at the end of each round one individual is jettisoned from the balloon until only one is left (each round could address different issues/questions). This exercise could be used for any of the other weeks where the role of individuals is a key focus.</p> <p>S Phillips, <i>A World Divided: Superpower Relations 1944-90</i>, (Pearson, 2009) Chapters 8-9 ; S Phillips, <i>The Cold War</i>, (Heinemann Advanced History, 2001); N. Lowe, <i>Mastering Modern World History</i> (Palgrave Macmillan, 2005) Chapters 7-8.</p> <p><b>Teaching points to note:</b></p> <p>Use the end point of the unit to reflect on the patterns of change in the Cold War across the whole unit with emphasis on the two main themes of i) confrontation and the threat of war ii) détente and the resolution of conflict.</p>		
<b>Week 17</b>	<b>Revision</b>	Section A – Historical Interpretations
<p><b>Topics covered:</b></p> <p>Weeks 1-4 – Section A (Historical Interpretations)</p> <p><b>Suggested activities/resources:</b></p> <p>The programme of revision will depend on the perceived gaps in the student's knowledge and skills – concentrate on using and evaluating extracts, familiarise students with time needed to read extracts etc.</p> <p><b>Teaching points to note:</b></p> <p>In Section A Historical Interpretations – students will be required to evaluate the viewpoints in the extracts (AO3) and not evaluate the extracts as sources (AO2) i.e. they do not need to consider provenance, nature, origin and purpose. The mark schemes indicate the qualities students should seek to develop in their approach to analysis and evaluation of the views in the extracts,</p>		

<b>Week 18</b>	<b>Revision</b>	Section B
<p><b>Topics covered:</b> Weeks 5-16 – Section B.</p> <p><b>Suggested activities/resources:</b> The programme of revision will depend on the perceived gaps in the student’s knowledge and skills – use timelines to determine change over time and patterns of change/continuity, devise questions and write essay plans etc.</p> <p><b>Teaching points to note:</b> In Section B essays may focus on events ranging from a single year to the whole time period of topics 2-4 and may also cross topics 2-4.</p>		

## **Suggested resources - Option 1C**

Phillips S, *A2 Edexcel GCE History: A World Divided: Superpower Relations, 1944-90* (Heinemann, 2009)

Phillips S, *The Cold War* (Heinemann, 2001)

Williamson D, *Access to History Europe and the Cold War, 1945-1991* (Hodder, 2015)

Lightbody B, *The Cold War* (Routledge, 1999)

Laver J, Rowe C and Williamson D, *Years of Division: Europe since 1945* (Hodder Murray, 1999)

Farmer A, *An Introduction to Modern European History, 1890-1990* (Hodder Murray, 2000)

Young J W and Kent J, *International Relations since 1945* (OUP Oxford, 2103)

Mason J, *The Cold War 1945-199*, (Lancaster Pamphlet, Routledge, 1996)

Young J W, *The Longman Companion to Cold War and Détente, 1941-1991 (contains*

*bibliography)* (Longman, 1993)

### **Historical Interpretations:**

Dockrill M L, *The Cold War, 1945-1963* (Prometheus Books, 1988) and Dockrill M L & Hopkins M F, *The Cold War 1945-91* (Studies in European History, Palgrave MacMillan, 2005)

Gaddis J L, *the Long Peace: Inquiries in to the History of the Cold War* (Oxford University Press, 1989)

Gaddis J L, *We Now Know: Rethinking Cold War History* (Oxford University Press, 1998)

Gaddis J L, *The Cold War* (Penguin, 2007)

McCauley M, *The Origins of the Cold War* (Seminar Studies, Routledge, 2008)

Thomas H, *Armed Truce: The Beginnings of the Cold War, 1945-46* (Sceptre, 1988)

Wilson D, *From Roosevelt to Truman: Potsdam, Hiroshima and the Cold War* (Cambridge

University Press, 2008)

Leffler M, *Origins of the Cold War: An International History* (Rewriting Histories, Routledge 2005)

### **Superpower Relations: 1943-1990**

Sewell M, *The Cold War* (Cambridge Perspectives in History, CUP, 2002)

Hanhimaki J M, *The Cold War: A History in Documents and Eyewitness Accounts* (OUP Oxford, 2004) and *The Rise and Fall of Détente* (Potomac, 2012)

Edwards O, *Access to History: The USA and the Cold War 1945-63*(Hodder, 2002)

M McCauley, *Russia, America and the Cold War:1949-1991* (Seminar Studies, Routledge, 2008)

Walker M, *The Cold War and the Making of the Modern World* (Vintage, 1994)

Painter D, *The Cold War: An International History* (Routledge, 1999)

Applebaum, A, *Iron Curtain: The Crushing of Eastern Europe 1944-56* (Penguin, 2013)

Taylor F, *The Berlin Wall* (Bloomsbury, 2009)

Munton D & Welch D, *The Cuban Missile Crisis: A Concise History* (OUP, 2011)

Westad O A, *The Global Cold War*, (CUP, 2007)

Zubok V, *A Failed Empire: The Soviet Union in the Cold War from Stalin to Gorbachev* (New Cold War History, University of North Carolina Press, 2009)