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In History (1HI0)

Paper P4: Period study

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

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PE Report Paper P4

Introduction

The Period Study focuses on an understanding of the unfolding narrative of a time period, with candidates required to answer three questions targeted at Assessment Objective 1 (Knowledge and Understanding) and Assessment Objective 2 (Analysis of Second Order Concepts). As of the 2019 series, the Period Study forms a separate booklet to the British Depth Study sat during the same examination. Candidates should be reminded not to answer the British Depth Study questions in the Period Study booklet, or vice versa, and where extra paper is used, to ensure that separate sheets are used for the Period Study and the Depth Study, with each attached to the relevant booklet.

Question 1 will always focus on consequence, requiring candidates to explain two valid consequences, giving equal attention to both. It is deliberately designed to be accessible to the entire ability range, however some candidates provided more detail than was necessary, leaving less time to address higher tariff questions.

Question 2 focuses on analytical narrative. The analytical narrative will always focus on a period containing events or ideas that can be perceived as a sequence; this could cover a number of years or a much shorter period. Candidates should be clear about the time span of the question to ensure they cover an acceptable range and what it is the narrative is designed to analyse. It is vital they understand the narrative concept, with the sense of a beginning, development and end, rather than produce three paragraphs which do not directly link. These stimulus points serve a different purpose to those on other questions: they will be useful reminders to candidates of sign posts along the narrative and not things they need to develop. Candidates do not need to use these stimulus points but there is an expectation that there will be some depth of knowledge, shown by three discrete points in the narrative being covered, although this does not mean candidates need to identify three different events.

For Question 3 candidates were required to analysis the importance of an event/person/development. The question focuses on what difference the event/person/development made in relation to situations and unfolding developments. They had to answer two topics out of a selection of three. Responses ranged from impressive analysis focused on the appropriate second-order concept (AO2), which were supported with accurate, relevant and good knowledge (AO1), to those from candidates that offered simple comment with limited knowledge for support.

Progression in AO1 is shown by the candidate's increasing ability to select information precisely and to show wide-ranging knowledge and understanding. Progression in AO2 is shown by a candidate's response moving from simple or generalised comments to analytical explanations which show a line of reasoning that is coherent, logical and sustained. Centres are reminded that the indicative content in the markscheme does not imply what must be included in a response nor does it give any expectation as to how candidates are expected to structure their responses.

It is important to recognise that in this series there was a noticeable increase in the number of responses with handwriting which was difficult to read. It is vital that candidates are made aware that examiners can only credit what they can read.

Question 1

In Question 1 candidates were asked to provide two valid consequences of the collapse of the Soviet Union. There are 4 marks available for each consequence. This implies a link between the stated event and the events or developments that are identified by the candidate. Candidates should make sure that they explain how these events/developments happened as a result of the collapse of the Soviet Union and not merely subsequent to it. This explanation should be supported with specific information showing good knowledge and understanding (AO1). Most candidates understood the second-order concept of consequence. Those that did well knew specific information such as the end of the Warsaw Pact and the Cold War, the gaining of independence for the Baltic states and the increasing resistance to Gorbachev's regime inside the Soviet Union. Weaker answers were vague, frequently making generalised references to Superpower relations. There were unfortunately a significant number of candidates that wrote about reforms in Poland or the opening of the Berlin Wall; thereby writing about causes for the fall of communism in the Soviet Union rather than consequences. Some candidates merely repeated the same consequence and as such were only awarded for one of them. There were also a number of candidates who wrote about the USSR at the end of the Second World. A limited number of candidates left the question blank.

Superpower relations and the Cold War, 1941-91

Answer ALL questions in this booklet.

1 Explain **two** consequences of the collapse of the Soviet Union.

Consequence 1

One consequence is the collapse of the Communist party. Due to the Soviet union failing. The Communist party disbanded.

Consequence 2

Another consequence is the trade agreements.

Summary

The overall score is Level 1 and 1 mark. The first consequence is Level 1 for AO2 for the collapse of the Communist Party. There is no material which can be awarded AO2 and the second consequence has no rewardable material.

Question 2

In Question 2 candidates were asked to write an analytical narrative of the Cuban Missile Crisis. Whilst candidates often demonstrated good knowledge and understanding of the events of the actual missile crisis many needed to develop the linking of events. There needed to be a clear overall structure of a beginning, development and end to attain Level 3. This was demonstrated in responses using

language such as 'consequently', 'as a result', 'this led to'. Many candidates were familiar with the spy-plane detecting the missile sites, Kennedy's setting up of the blockade and address to the American people, Khrushchev's ordering the Soviet ships to return, and the eventual agreements made between the two leaders of the Superpowers. Weaker answers often included material outside the time frame of the question on the Bay of Pigs, the setting up of the hotline and the Test Ban Treaty of 1963. There were also a few candidates that confused the Long and Novikov telegrams as part of the communication between Kennedy and Khrushchev during the missile crisis or confused the US spy plane over Cuba with Gary Power's spying mission.

2 Write a narrative account analysing the key events of the Cuban Missile Crisis (1962). (8)

You may use the following in your answer:

- nuclear missile sites in Cuba
- Kennedy's television address

Khrushchev

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

The Cuban missile crisis was a result of Castro becoming leader of Cuba. After America cut off resources to Cuba this resulted in Castro asking for help from Khrushchev the Soviet Union leader at the time. This resulted in Cuba becoming more communist. However Cuba did not like that at all and that is when Kennedy took former escapees of Cuba and planned the Bay Pigs ^{mission} ~~operation~~ that event would be sponsored by the CIA to overthrow the Cuban government. This did not work, Khrushchev found out and sent his tanks and troops over to stop this and Kennedy was humiliated.

This resulted in the 13 days where Khrushchev demanded an apology and where the world was on the brink of nuclear war. Khrushchev came to a negotiation that Kennedy was to remove his nuclear weapons from Turkey but Kennedy didn't accept his apology or ^{agreed} ~~to~~. Until his brother convinced him ~~on~~ but Kennedy also had his own plans. He asked the Cuban government and the Soviet Union to remove all Cuban missile sites in Cuba and the Kennedy would remove his from Turkey.

They both agreed. Although Kennedy ~~said~~ he was said to remove his ^{nuclear} weapons later on in the year anyway but people doubted that was just a front to not face any further humiliations.

* Kennedy made a national television address to Khrushchev awaiting apology and he said broadcasted that he will not give him that apology at all.

Summary

The overall score is Level 2 and 4 marks. For AO2 there is a narrative with some organisation but there is a lack of coherence. For AO1 there is some knowledge and understanding but this is quite weak. Overall, the score is Level 2 and 4 marks.

Question 3

This Question is comprised of two 8-mark questions based on the second-order concepts of significance and consequence. Candidates had to explain the importance of two of the following three topics: the formation of NATO, the summit meetings of 1959-61 and the Soviet invasion of Afghanistan in 1979. Candidates' responses which addressed the importance of the factor raised in relation to the development and showed good knowledge and understanding were awarded Level 3. For the first question many good responses showed good knowledge and an understanding of the significance/consequence of NATO for the development of the Cold War with the acceleration in the arms race and the creation of the Warsaw Pact. A significant number of non-rewardable or low-scoring responses mistakenly saw events such as the Truman Doctrine, the Marshall Plan, the Berlin Blockade or even the Potsdam Conference as consequences of the formation of NATO. For the third question offered many good responses explained the deterioration of Superpower relations following the Soviet invasion of Afghanistan with knowledge of the non-ratification by the USA of SALT 2, US support for the *mujahideen* and the boycotting of the 1980 Moscow Olympics. The occasional candidate mistook the Soviet invasion of Afghanistan as simultaneous to the USSR's development of satellite states in eastern Europe in the immediate post-Second

World War period. Few candidates opted for the second question on the 1959-61 summit meetings. Responses included some excellent Level 3 analysis of importance with secure knowledge on the various talks held in Geneva, Camp David, Paris and Vienna although some candidates were confused and wrote about the talks being held during the Soviet invasion of Hungary or as a means by the West to try and bring down the Berlin Wall.

Indicate your FIRST choice on this page.

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

- The importance of the formation of NATO (1949) for the development of the Cold War.
- The importance of the summit meetings of 1959-61 for relations between East and West.
- The importance of the Soviet invasion of Afghanistan (1979) for superpower relations.

Through rising tension between the superpowers, there was fear of outbreak of another nuclear war. The Soviet Union's stronghold of the Eastern European Bloc was in the Eastern Sphere compared to the Western Capitalist states. The North Atlantic Treaty Organisation (NATO) was an exceptionally important development of the Cold War. NATO, signed by a number of Western states including West Germany, agreed that there would be a "collective security" situation where each nation would protect the other if there was an attack by the Soviet Union. This meant that each NATO state had added insurance, there would be better protection against communism and it helped to build better relationships in the West. This had occurred as a result of the "Berlin Blockade / (Air Lift)" which was the Soviet Union's attempt to block the involvement of the West in East Berlin. NATO demonstrated to the Soviet Union that the West would not tolerate any form of threat to them, but the agenda in the West was to preserve capitalism and peace and to remain free of Communism. This also helped to increase trade between the Western States, provision of goods and money. It followed on from the Marshall Plan that economic aid and

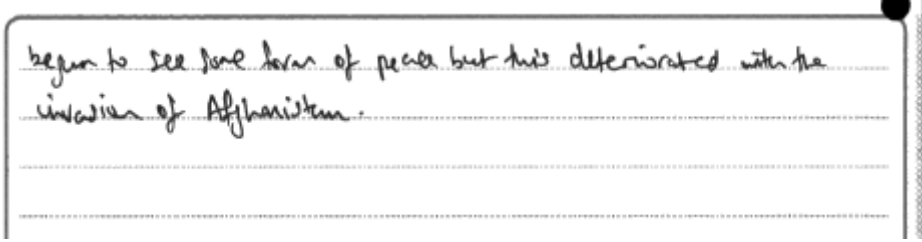
Security was available to NATO states. It ensured that the withdrawal and governmental politics of their states were not being interfered with like the "satellite states" of the Eastern Bloc states. Through NATO, the Cold War developed into an alliance that which would later form the Warsaw Pact for Communist states. It meant that the iron curtain across Europe was truly defined and protected, segmenting Capitalism and Communism.

Indicate your SECOND choice on this page.

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

- The importance of the formation of NATO (1949) for the development of the Cold War.
- The importance of the summit meetings of 1959-61 for relations between East and West.
- The importance of the Soviet invasion of Afghanistan (1979) for superpower relations.

The invasion of Afghanistan by the Soviet Union marked the end of détente, the cooling period between the Superpowers, and led to the "Second Cold War." It once again like previously resulted in rising tensions between East and West. The West condemned any interference by the Soviet Union but due to protecting its own interests, President Carter signed the "Carter Doctrine" if the Soviet Union invaded the Persian Gulf, the USA would send troops into attack, as the middle east and Iran were in fear of Communist takeover as these states provided US oil. Afghanistan's invasion heightened the crisis on both sides but did little to improve relations. Brezhnev believed that from the experiences of Hungary and Czechoslovakia, the USA would not intervene. Brezhnev considered President Kennedy "weak" and inexperienced. The West felt that the Soviet Union had acted against the Helsinki agreements. They were disrespecting human rights, ethics and were straining relations with the USA even more. The Soviet's invasion led to the rearmament of nuclear weapons in both Superpowers with missiles and weapon programs re-opening. The détente peace of the 60s and 70s was now broken. The USA felt that the Soviet Union could not be trusted. The USA had just



began to see some form of peace but this deteriorated with the invasion of Afghanistan.

Summary

The first response is Level 3 for AO2. For AO1 the knowledge is not always accurate or relevant such as West Germany's membership of NATO or the use of 'salami tactics' in Eastern Europe. The second response is Level 3 for both AO2 and AO1. The explanation shows analysis of importance with a coherent structure and accurate and relevant information is included showing good knowledge and understanding.

Paper Summary

Based on the performance seen on this paper, candidates are offered the following advice:

- Share the knowledge that you have learned: if you are not sure how to answer the question, pick out the topic specified and write down what you can remember about it. Aim to write something for every question.
- When tackling Question 1, ensure the explanation shows the link between the event and the consequence and don't simply describe something that happened after the event.
- On Question 2, make sure that you focus on the date range specified in the question and don't waste time writing about things that happened before or after.
- On Question 2, make sure your narrative response has a beginning, middle and end. Don't write it in the first person or as a story – a historical narrative is like a television documentary, as opposed to a drama, and it needs to be clear that the events you're writing about actually happened.
- On Question 3, read the question really carefully to make sure you are selecting the correct content for your answer.
- Good answers on Question 3 will explain why the development/event/person specified was important, but better answers explain the impact they had on the second development/event/person named in the question. So try to ensure that you can explain the impact for the second development/event/person, rather than keeping it general.

