

The Cold War 1945-1991.



Course Pack 2022-3.

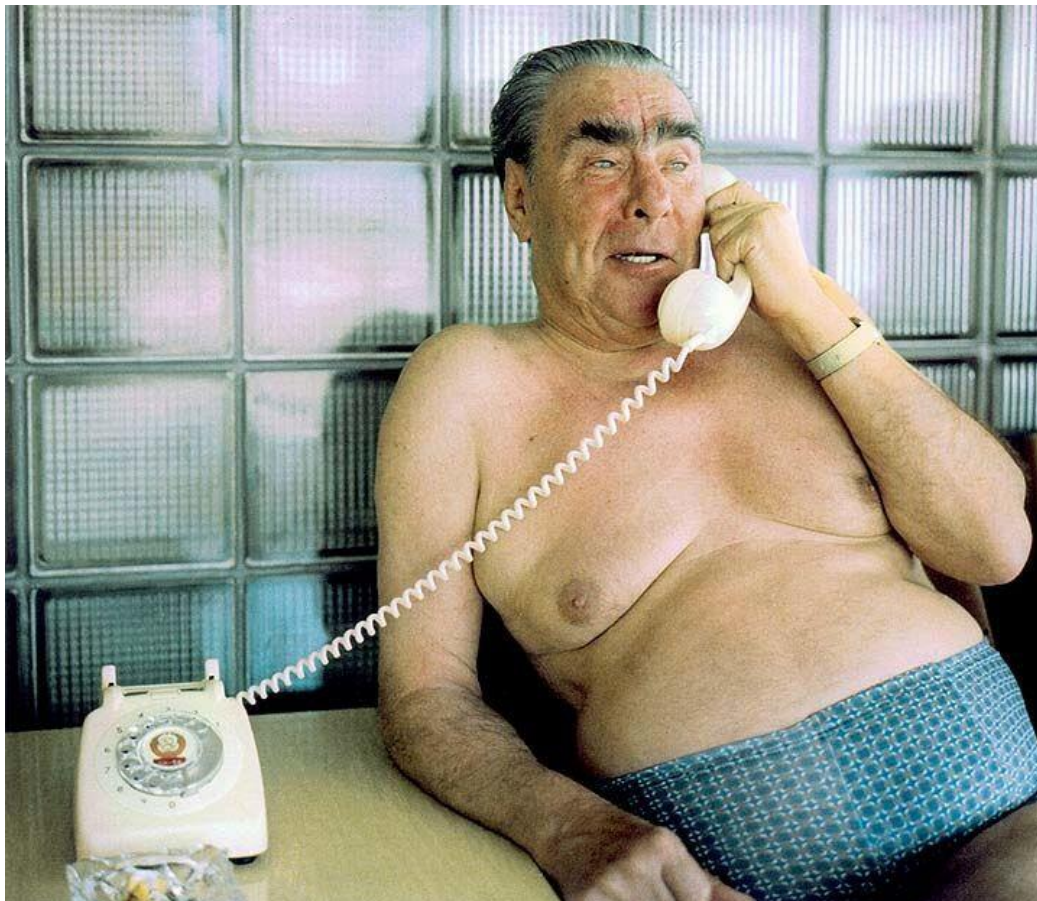
Name:

Form:

Structure of the the A-Level:

1. Component 1 (1G): **GBR 1851-1964** (Exam 2h30 - 1 compulsory INT (30 marks), 2 of 3 ESS (25 marks) - TTL 80 marks.
2. Component 2 (2R): **Cold War 1945-91** (Exam 2h30 - 1 compulsory INT (30 marks), 2 of 3 ESS (25 marks) - TTL 80 marks.
3. Component 3 NEA Investigation: **Slavery, Abolition and African American rights 1775-1877** - TTL 40 marks

TTL = 200 marks.



Leaders of the USA & USSR

| Year | POTUS | VOZHD | Year |
|------|-----------------------------|----------------------|------|
| 1933 | F D Roosevelt | Josef Stalin | 1924 |
| 1945 | Harry S Truman | | |
| 1949 | Dwight D Eisenhower | | |
| 1953 | J F Kennedy | | |
| 1957 | L B Johnson | Georgy Malenkov | 1953 |
| 1961 | Richard Nixon | Nikita Khrushchev | 1955 |
| 1963 | Gerald Ford | Leonid Brezhnev | 1964 |
| 1965 | Jimmy Carter | | |
| 1969 | Ronald Reagan | | |
| 1973 | G H W Bush | | |
| 1974 | Yuri Andropov | Yuri Andropov | 1982 |
| 1977 | Konstantin Chernenko | Konstantin Chernenko | 1984 |
| 1981 | Mikhail Gorbachev | Mikhail Gorbachev | 1985 |
| 1985 | Bill Clinton | Boris Yeltsin | 1991 |



L6 Course Outline:

2R The Cold War, c1945–1991

This option provides for the study in depth of the evolving course of international relations during an era of tension between communist and capitalist powers which threatened nuclear Armageddon. It explores concepts such as communism and anti-communism, aggression and détente and also encourages students to reflect on the power of modern military technology, what hastens confrontation and what forces promote peace in the modern world.

1. The Origins of the Cold War, c1945–1949 PACK 1

- US, British and USSR relations in 1945: conflicting ideologies; tensions at Yalta; relations between Stalin, Roosevelt and Churchill; the breakdown of the Grand Alliance at Potsdam; relations between Stalin, Truman and Attlee
- Developing tensions: the Soviet Union occupation/control of eastern and southern Europe; Kennan's Long Telegram; the Iron Curtain speech; Cominform; the Greek Civil War and the Truman Doctrine on containment
- The USA's involvement in Europe: policy towards Britain and Europe; the launch of the Marshall Plan; US attitudes to Germany and Berlin
- Conflict over Germany: developments within the sectors, including Bizonia and currency reform; the Berlin blockade; the creation of East and West Germany; formation of NATO

2. The Widening of the Cold War, 1949–1955 PACK 2

- US containment in action in Asia: the reconstruction of Japan and US-Japanese relations; support for Jiang Jieshi and policy towards China and Taiwan; the defensive perimeter strategy; support for South Korea; NSC-68
- The Korean War: causes, position and aims of Kim Il Sung and Syngman Rhee; attitudes and actions of the UN, USA, USSR and China; military involvement and settlement
- Increasing Cold War tensions: McCarthyism in the USA and its influence in Britain and Europe; US dominance in the UN and role as 'world policeman'; the isolation of China
- Alliances and shifts: FRG and NATO; the Warsaw Pact; SEATO; Eisenhower, Dulles and 'brinkmanship'; the domino theory; attitude to French struggle in Indo-China; the Geneva Conference

3. The Global War, 1955–1963 PACK 3 & 4

- Khrushchev and East-West relations: impact of risings in Poland and Hungary and Soviet intervention; the degree of 'peaceful coexistence', including exchange of visits and Paris summit
- Cold War rivalries: the extension of the arms race including ICBMs; the space race; sputnik and space flight; the Berlin Crisis and the U2 affair; the significance and impact of the Berlin Wall
- Conflict in Asia: Indo-China under Ho Chi-Minh in the North and Diem in the South; formation of NLF; Kennedy's policies towards Indo-China and Diem's assassination
- Confrontation between the superpowers: US attitudes to Cuba and developments leading to the missile crisis; the 13 days; the significance of the crisis

U6 Course Outline:

4. Confrontation and cooperation, c1963–1972 PACK 4

- Confrontation in the Vietnam War: Johnson's policy in Vietnam; the Gulf of Tonkin resolution; escalation; tactics and relative strengths of the two sides; the Tet Offensive
- Nixon's policies in Vietnam: Vietnamisation; extension into Cambodia and Laos; relations with China; the beginning of the Paris peace talks
- Cooperation: attitudes of Khrushchev and Kennedy; Hot-line; Moscow Test Ban Treaty; nuclear non-proliferation treaty; cut back in materials for nuclear weapons
- Pressures on USSR: the crisis in Czechoslovakia and the Brezhnev doctrine; relations with China

5. The Brezhnev era, 1972–1985 PACK 4 & 5

- The USA and SE Asia: Paris peace talks; Northern victory; continuing problems in Cambodia; costs of war
- The extent of Détente up to 1979: the SALT talks; Ostpolitik and Helsinki accords; arms race; relations with China
- The Second Cold War: the reasons for renewed hostilities and developments, including the Soviet invasion of Afghanistan; new personalities, including Reagan, Thatcher and Pope John Paul II; the crushing of Solidarity in Poland; the shooting down of KAL 007
- Developments in Africa and the Americas: the impact of Cuban intervention in Angola and Ethiopia; the impact of US intervention in Latin America and the Caribbean including Chile, Grenada and Nicaragua

6. The ending of the Cold War, 1985–1991 PACK 6

- Gorbachev and the ending of the Cold War: pressures on and significance of Gorbachev as Soviet leader; new thinking and practicalities: the importance of Soviet economic problems;
- The summits between the USA and the USSR, including Geneva, Reykjavik, Washington and Moscow; Reagan; star wars; Bush and the US response
- The collapse of Communism in the Eastern European soviet satellite states; the end of the Brezhnev Doctrine and significance of events of 1989
- The ending of Cold War tensions in Asia: Afghanistan; the Americas: Cuba, Nicaragua and El Salvador; Africa: Angola and Ethiopia; the end of the Cold War: the Malta summit and its aftermath, including the reunification of Germany; the collapse of the USSR and resignation of Gorbachev

Mark schemes

Section A:

Generic Mark Scheme

- L5:** Shows a very good understanding of all three sources in relation to both content and provenance and combines this with a strong awareness of the historical context to present a balanced argument on their value for the particular purpose given in the question. The answer will convey a substantiated judgement. The response demonstrates a very good understanding of context. **25-30**
- L4:** Shows a good understanding of all three sources in relation to both content and provenance and combines this with an awareness of the historical context to provide a balanced argument on their value for the particular purpose given in the question. Judgements may, however, be partial or limited in substantiation. The response demonstrates a good understanding of context. **19-24**
- L3:** Shows some understanding of all three sources in relation to both content and provenance together with some awareness of the historical context. There may, however, be some imbalance in the degree of breadth and depth of comment offered on all three sources and the analysis may not be fully convincing. The answer will make some attempt to consider the value of the sources for the particular purpose given in the question. The response demonstrates an understanding of context. **13-18**
- L2:** The answer will be partial. It may, for example, provide some comment on the value of the sources for the particular purpose given in the question but only address one or two of the sources, or focus exclusively on content (or provenance), or it may consider all three sources but fail to address the value of the sources for the particular purpose given in the question. The response demonstrates some understanding of context. **7-12**
- L1:** The answer will offer some comment on the value of at least one source in relation to the purpose given in the question but the response will be limited and may be partially inaccurate. Comments are likely to be unsupported, vague or generalist. The response demonstrates limited understanding of context. **1-6**
- Nothing worthy of credit. **0**

Section B:

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

RGS 6F History Self Evaluation sheets:

Source (30)

FOR EACH SOURCE: (No need to compare them, or for overall intros or conclusions)

- Do you clearly and strongly **quantify** the overall value in the very first sentence?
- Do you evaluate the **Provenance** using PEV to assess its value based on:
 - Who
 - Where
 - When
 - Audience?
 - Purpose?
 - Type?
- Do you evaluate the **Content** using PEV to assess its value based on:
 - Tone
 - Emphasis (ie what do they emphasise in relation to the question?)**
 - Accuracies / Inaccuracies / omissions / exaggerations?
- Do you clearly and strongly **quantify** the overall value in terms of the **focus** of the question throughout, and especially in the last sentence?

Essay (25)

Introduction

- Do you ATQ clearly and strongly in the very first sentence**?
- Do you clarify any terms in the question? (May not be needed)
- Do you make clear what your factors will be?

Main factors (3-4 ideally)

- Is your first paragraph about the factor suggested in the question?
- Do you start each paragraph with a clear view on how important the factor is**?
- Do you analyse in order to prove this view?
- Do you add PEV / spicy quotes in order to substantiate your analysis?
- Do you finish the paragraph by restating your judgement and linking it to other factors**?

Conclusion?

- Do you ATQ clearly and strongly in your final judgement**?
- Do you link the factors together, weighing them up, to show how the factors combined together?

Resources

Bibliography:

- Applebaum, A 2013: "Iron Curtain: The Crushing of Eastern Europe 1944-56"
- Brogan, H 2001: "The Penguin History of the USA". (Also good for NEA Coursework!)
CH 23-4 (574-614) Cold War 1943-61
CH 26 (645-668) Cold War 1963-74
- Cumings, B 2010: "The Korean War: a history"
- Dallek, R 2013: "Camelot's Court: Inside the Kennedy White House".
CH 4: Cuba, Laos, Vietnam,
CH 6: Nuclear Testing, Berlin, Vietnam, Cuba
- Duiker, W 2002; "Ho Chi Minh: A Life".
- Fenby, J 2013: "The Penguin History of Modern China".
CH 24 Nixon & Mao 1972
- Gaddis, J 2005: "The Cold War; A new history".
- Goscha, C 2016: "The Penguin History of Modern Vietnam".
- Hastings, M 2010: "Korea"
- Hastings, M 2018: "Vietnam".
- Ishikawa, M 2018: "A River in Darkness: One Man's Escape from North Korea".
- Kendall, B 2017: "The Cold War; A new oral history".
- Khlevniuk, O 2015: "Stalin: New Biography of a Dictator"
- **Reynolds, D 2009: "America: Empire of Liberty". (Also good for NEA Coursework!)**
CH 13 (375-407): Red Scare
CH 15 (441-474): Cuba, Vietnam
CH 17 (508-538): Reagan, Fall of Berlin Wall, SDI
- Service, R 2004: "Stalin".
CH 42-3 (459-477): Grand Alliance, Tehran, Yalta, Potsdam
CH 46-7 (501-520): Start of Cold War & Eastern Europe, Berlin Airlift
- Service R 2015: "The End of the Cold War: 1985-1991".
- Taubman, W 2017: "Gorbachev; His Life and Times"
- Taubman, W 2004: "Khrushchev"
- Von Tunzelmann, A 2012: "Red Heat: The Cold War in the Caribbean".
- Ward & Burns 2007: "The Vietnam War" (Ties-in with Ken Burns documentary)
- **Westad, O 2017: "The Cold War: A World History". (RECOMMENDED COURSE OVERVIEW)**

Audiovisuals:

- **CNN Documentary - 'Cold War' on YouTube (RECOMMENDED COURSE OVERVIEW)**
- 2017 Burns, K 'Vietnam'
 - 10 episodes
- 2018 Bobby Kennedy for President
 - 3 episodes on Netflix
- 1987 Full Metal Jacket (15)
- 1988 Good Morning Vietnam (15)

