**The Global War, c.1955-63**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Topic | I can explain… | ☺ | ree Neutral Face Cliparts, Download Free Clip Art, Free Clip Art ... | ☹ |
| **Section 3: The Global War, 1955-1963** |
| Khrushchev and East-West relations, 1955-60 |
|  | * The impact of risings in Poland and Hungary
 |  |  |  |
|  | * The degree of ‘peaceful coexistence’
 |  |  |  |
|  | * The Austrian State Treaty, 1955
 |  |  |  |
| Cold War rivalries, 1955-63 |
|  | * The extension of the arms race
 |  |  |  |
|  | * The space race, Sputnik and space flight
 |  |  |  |
|  | * The Berlin Crisis
 |  |  |  |
| Conflict in Asia, 1955-63 |
|  | * Ho Chi Minh and North Vietnam
 |  |  |  |
|  | * Diem and South Vietnam
 |  |  |  |
|  | * The Formation of the National Liberation Front
 |  |  |  |
|  | * President Kennedy’s policies towards Indochina
 |  |  |  |
|  | * The Strategic Hamlet Program, 1962
 |  |  |  |
|  | * The assassination of President Diem
 |  |  |  |
| Confrontation between the superpowers |
|  | * US attitudes to Cuba and developments leading to the missile crisis
 |  |  |  |
|  | * The 13 day crisis
 |  |  |  |
|  | * The significance of the crisis
 |  |  |  |

**Below is a simplified version of the AQA mark scheme to help you understand the marking criteria for the 25-mark question.**

|  |
| --- |
| **Section B: 25-mark essays** |
| Very good understanding of the question and of the issues/concepts. Range of knowledge, with specific and precise supporting information. Fully analytical, balanced answer. Good organisation, structured effectively. Well substantiated judgment [21-25 marks] |
| Good understanding of the question and of the issues/concepts. Range of knowledge, with specific and precise supporting information. Analytical, balanced answer. Good organisation, structured effectively. Some judgment [16-20 marks] |
| Reasonable understanding of the question with some awareness of the issues/concepts. Range of knowledge, may contain imprecise supporting information. Answer links to the question and contains some balance. Structured effectively. Partial judgement. [11-15 marks] |
| Partial understanding of the question, with some awareness of the issues/concepts (may contain generalisations). Some knowledge, with limited scope. Answer contains limited balance, or is descriptive. There is some structure. Undeveloped judgement. [6-10 marks] |
| Limited understanding of the question, with inaccurate or irrelevant understanding of issues/concepts. Limited knowledge. Answer is vague or too general. Structure is limited. Unsupported judgement. |

**Apply your knowledge**

**1. Stalin and Khrushchev**

How did Stalin and Khrushchev’s foreign policies differ? Complete the following table with comments on the policies of these two leaders towards the given issues.

|  |  |  |
| --- | --- | --- |
| **Issue** | **Same or different policy?** | **Explanation and detail** |
| **Germany** |  |  |
| **Austria** |  |  |
| **The governance of satellite states** |  |  |
| **Diplomacy with the West** |  |  |

**2. Spectrum of importance**

Below is a sample AS question and a list of general points, which could be used to answer the question. Use you own knowledge to reach a judgement about the importance of these general points to the question posed. Write numbers on the spectrum below to indicate their relative importance. Having done this, write a brief justification of your placement, explaining why some of these achievements are more important than others. The resulting diagram could form the basis of an essay plan. You may also wish to include other examples.

**“The Soviet Union genuinely sought to improve relations with the USA between 1953 and 1956.” Assess the validity of this view.**

1. Motivations behind peaceful coexistence
2. Soviet proposals on the future of Germany
3. Soviet agreement to cultural exchanges
4. Settlement over Austria
5. Geneva Conference 1954
6. The future of NATO

Most important

Least important

**3. The Polish and Hungarian uprisings in 1956**

Copy and complete the following ‘fact-file’ on the Polish and Hungarian uprisings in 1956.

|  |  |  |
| --- | --- | --- |
|  | **Poland** | **Hungary** |
| **Reasons for the uprisings** |  |  |
| **Development of the uprisings** |  |  |
| **Soviet response to the uprisings** |  |  |
| **Western response to the uprisings** |  |  |
| **Implications for the policy of peaceful coexistence** |  |  |

**4. Eisenhower and Stalin**

Now use your understanding of the material to complete another table. This time, for each leader identify changes and continuities in the policies and actions compare to those of his predecessor.

|  |  |  |
| --- | --- | --- |
| Leader | **Change** | **Continuity** |
| Eisenhower |  |  |
| Khrushchev |  |  |

**5. The decreasing likelihood of German unification**

Complete the table below to explain the effects of the decreasing likelihood of German unification.

|  |  |
| --- | --- |
| **Knowledge statement** | **Relevant knowledge** |
| Hallstein Doctrine |  |
| USSR recognised GDR as an independent state |  |
| Warsaw Pact formed |  |
| Strikes and riots in the GDR |  |
| The Berlin Wall was built |  |

**6. Improve an answer**

**‘Khrushchev’s actions over Berlin in the years 1958 to 1961 were a justified response to Western provocations.’ Assess the validity of this view.**

The following paragraph is an introduction to this question.

*“Khrushchev’s actions over Berlin, in the years 1958 to 1961, were entirely the result of Western provocation. The Western countries desperately wanted to see the end of communism in Eastern Europe, and particularly in Eastern Germany, which lay alongside the democratic West. As a result they did all they could to demonstrate to East Berliners that life was better in the West. They pumped money into West Berlin and used every means they could to advertise the West as providing a better standard of living and quality of life. Even Western music was used as a way of showing the youth that life under communism was dull and that they would be better off under a western democratic regime.*

a. List the strengths and weaknesses of this introduction

b. Rewrite the introduction to improve it.

**7. How significant?**

**How significant was the development of new weaponry to the development of the Cold War between 1949 and 1963?**

a. Complete the table below.

|  |  |
| --- | --- |
| How new weaponry contributed to the development of the Cold War between 1949-63 | How other factors contributed to the development of the Cold War between 1949-63 |
|  |  |

b. Write a complete answer to the essay question

**8. Rate the factors**

Below if a sample exam question and a range of factors that could be used in its answer. Read the question, study the factors and, using three coloured pens, put a red, amber or green star next to the factors to show:

* Red – factors that have no relevance to the question
* Amber – factors that have some significance to the question
* Green – factors that are directly relevant to the question

**‘Truman and Eisenhower intervened in Vietnam because of pressure from advisers.’ Assess the validity of this view.**

* Dien Bien Phu 1954
* The Japanese invasion of Vietnam during the Second World War
* Containment
* China 1949
* The Korean War
* Defensive Perimeter
* The setting up of NATO in 1949
* McCarthyism
* Pressure from advisers
* The unpopularity of Diem

Then, add a justification to each of the assertions to turn it into an argument:

1. Truman was under a lot of pressure from his advisers to act on Vietnam…
2. Eisenhower and his Secretary of State, John Foster Dulles, wanted to appear strong on communism during the election campaign of 1952…
3. Both Truman and Eisenhower believed that communist expansion was dangerous in the sense that…
4. The defeat for the French at Dien Bien Phu in 1954 was significant in the US involvement in Vietnam…

**9. To what extent?**

**‘To what extent was the South Vietnamese government responsible for the crisis situation that faced the Republic of Vietnam and the USA by 1963?’**

a. Write a list of policies or actions taken by the South Vietnamese government in the years 1955 to 1963.

b. Consider how each of these policies or actions contributed to the crisis situation. You could use the table below to help you – one example has already been given.

|  |  |
| --- | --- |
| **South Vietnamese policies or actions** | **How did it contribute to the crisis situation?** |
| Receive ongoing support from the USA | Fuelled anti-American in the NLF |
|  |  |
|  |  |
|  |  |

c. Write a list of other reasons that could have contributed to the crisis situation.

**10. Causes of the Vietnam War**

Indochina was a critical part of the Cold War from 1945 to 1975, and there are a variety of short and long-term reasons for the conflict between North and South Vietnam.

Divide a sheet of paper into four sections, with the following four headings. List as many reasons as you can that led to the Vietnam War, considering both short-term and long-term factors.

|  |  |
| --- | --- |
| Social: | Economic: |
| Military: | Political/ideological: |

**11. The renewal of war in Vietnam**

Use your knowledge to add details to the mind map below:

**12. The Cuban Missile Crisis**

Create a series of eight revision cards to cover the main events of the Cuban Missile Crisis. Add a date to the front of each card (the first will be ’14 October 1962’ and the last will be ’28 October 1962’). On the back of each card, add information about what happened on that date.

You could create further cards with titles such as ‘Key considerations of Kennedy and Khrushchev during the Cuban Missile Crisis’ and ‘Different perspectives on the resolution of the Cuban Missile Crisis.’

Use these cards to test your own knowledge of the Crisis.

**13. Aggression as a key concept for the study of the Cold War**

During the Cold War, brinkmanship was an aggressive foreign policy whereby the USSR, USA and/or their allies would push to the threshold of direct confrontation in the hopes that the other side would back down.

Identify developments between 1945 and 1962 that can be considered examples of brinkmanship. Use these to complete the table below.

|  |  |  |
| --- | --- | --- |
| **Development/event** | **Aggressor** | **Result** |
|  |  |  |
|  |  |  |
|  |  |  |

**14. Assess the validity of this view**

**‘The Cuban Missile Crisis was caused by the provocative and ill-judged policies of the USA.’ Assess the validity of this view.**

a. Copy and complete the table below.

|  |  |
| --- | --- |
| American policies or actions that contributed to the Cuban Missile Crisis | To what extent were these policies ‘provocative’ or ‘ill judged’? |
|  |  |

b. What other causes were there for the Cuban Missile Crisis? How significant were these causes compared to the policies of the USA?

c. Using your answers to **a** and **b**, write a complete answer to the exam question.

**15. Cuban and American relations**

a. Create a timeline of events between 1959 and 1962 to chart Cuban-American relations during this period.

b. Write a paragraph explaining how these events led to improved Cuban-Soviet relations.

**Bibliography**

Activities 4, 5 and 11: Russell Quinlan, *The Cold War: Superpower tensions and rivalries: Study and Revision Guide* (London 2018) p.83, 85, 105

Activities 2 and 8: Melanie Vance, *AQA AS/A-level History: The Cold War c.1945-1991* (London, 2017) p.39, 45

Activities 1, 3, 6, 7, 9-10, 12-15: Alexis Mamaux, *The Cold War c1945-1991: Revision Guide* (Oxford, 2018) pp.48-62