

# History

Answers and commentaries

**GCSE (8145)**

## **1BC Conflict and tension between East and West, 1945 - 1972**

Marked answers from students for questions from the June 2022 exams. Supporting commentary is provided to help you understand how marks are awarded and how students can improve performance.

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# Answers and commentaries

Please note that these responses have been reproduced exactly as they were written by the student.

This resources is to be used alongside the GCSE History 1BC Conflict and tension between East and West, 1945 - 1972 June 2022 Question paper and inserts.

## Question 1

**Source A** is critical of Stalin. How do you know?

Explain your answer using **Source A** and your contextual knowledge.

**[4 marks]**

## Mark scheme

**Target**      **Analyse sources contemporary to the period (AO3a)**

**Level 2:**      **Developed analysis of source based on content and/or provenance**      **3–4**

Students may progress from a simple analysis of the source with extended reasoning supported by factual knowledge and understanding related to the features of the source.

For example, the cartoon is critical of Stalin because it was published during the Korean War when the USA and USSR were fighting over the spread of communism in Asia. Stalin provided weapons for Chinese soldiers to use in the fight against the UN forces in South Korea.

**Level 1:**      **Simple analysis of source based on content and/or provenance**      **1–2**

Students identify relevant features in the source and support them with simple factual knowledge and understanding.

For example, the source shows that Stalin is helping Mao to send soldiers to fight and die. The cartoon is American so it will show communist countries in a bad light.

**Students either submit no evidence or fail to address the question**      **0**

## Student responses

### Response A

Source A is critical of Stalin as it shows soldiers being loaded into 'the barrel of the gun.' This demonstrates that the source believes that Stalin is responsible for the death of the soldiers due to his violent actions and decisions during his time being the leader of the USSR leading the source to present him in a critical way.

Another reason why source A is critical of Stalin is due to the fact that Stalin is standing there with a smile on his face while Mao is doing all the work. This could represent the fact that Stalin made others do all the hard work and suffer while he watched from the side.

#### **This is a Level 1 response**

The response shows a simple analysis of the source. Relevant features of the content are identified, and simple inferences are evident in both paragraphs, though no contextual knowledge is included. It is credited at Level 1.

### Response B

Source A is critical of Stalin because it is exposing how he abused his alliance with China. Mao is shovelling his own troops into a barrel of a gun which represents how during the Korean war – a proxy war in which Stalin and the USSR fuelled – Stalin used Chinese troops rather than his own. This was a clear moment when the USSR took advantage of their new friendship with China, and it is depicted in the cartoon to expose how Stalin used China. Additionally it is a criticism of how in the Korean war it was mainly Koreans and Chinese soldiers who suffered. This is shown as Stalin is illustrated laughing at Mao, almost acting like a puppeteer.

#### **This is a Level 2 response**

The response demonstrates developed analysis of the content of the source, which is supported with well selected contextual knowledge of the approach taken to the Korean War by the USSR. It is credited at Level 2, at the top mark in the level.

## Question 2

How useful are **Sources B** and **C** to an historian studying the Berlin Blockade?

Explain your answer using **Sources B** and **C** and your contextual knowledge.

**[12 marks]**

## Mark scheme

**Target**      **Analyse sources contemporary to the period (AO3a)**  
**Evaluate sources and make substantiated judgements (AO3b)**

In analysing and evaluating sources, students will draw on their contextual knowledge to question critically the content and provenance of sources (for example, the context of the time in which source was created, place, author's situation, knowledge, beliefs, circumstances, access to information, purpose and audience).

**Level 4:**      **Complex evaluation of both sources with sustained judgement**      **10–12**  
**based on content and provenance**

Students may progress from a developed evaluation of the sources by complex reasoning related to utility on the basis of content and provenance. They may evaluate the relationship between the sources based on analysis of provenance and contextual knowledge.

For example, taken together the sources are useful because they show how the Berlin Crisis was seen differently by both sides in the Cold War. An historian can see how even though the Blockade did not lead to armed conflict, Sources B and C are evidence that both sides tried to blame each other for the incident. The sources both show how tension increased between East and West during the Berlin Blockade and made future cooperation less likely.

**Level 3:**      **Developed evaluation of sources based on the content and/or**      **7–9**  
**provenance**

Students may progress from a simple evaluation of the sources with extended reasoning related to utility on the basis of content and/or provenance.

For example, Source B is useful to show how Stalin tried to justify his actions by accusing the Western powers of acting unreasonably. He is trying to blame the Western powers for breaking the agreement made at the Yalta Conference in 1945, that Germany and Berlin would be kept as four separate sections. However, the Western Allies merged their zones in 1948 and also introduced a single currency into the newly formed West Germany and West Berlin. Source C is a British cartoon so it will be opposed to Stalin's blockade of West Berlin. The cartoon makes fun of 'Joe' Stalin because he cannot block the air corridors to stop planes from bringing supplies to Berlin.

For example, Source C is useful to an historian because it shows that British people were pleased to be standing up to Stalin's Blockade. The Allies began the Berlin Airlift which was a solution to the blockade of land routes to West Berlin. Planes were used to provide essential supplies of food and fuel to the people of West Berlin. The cartoon shows that Stalin wanted to try and stop the planes from flying. However, he did not want to risk shooting them down as that would be seen as an act of war. Source B explains that Stalin's motive for the blockade was to protect his zone of occupation. When Britain, France and the USA merged their zones into one, Stalin was afraid that Germany would recover and could threaten the USSR once again.

**Level 2: Simple evaluation of source(s) based on content and/or provenance 4-6**

Students may progress from a basic analysis of the source(s) to simple evaluation of the content and/or provenance.

For example, Source B explains that Stalin's motive for the blockade was to protect his zone. When Britain, France and the USA merged their zones into one, Stalin was afraid that Germany would recover and could threaten the USSR once again.

Source C is a British cartoon so it will be opposed to Stalin's blockade of West Berlin. The cartoon makes fun of 'Joe' Stalin because he cannot block the air corridors to stop planes from bringing supplies to Berlin.

**Level 1: Basic analysis of sources(s) 1-3**

Answers may show understanding/support for one or both sources, but the case is made by assertion/basic inference.

Students identify basic features which are valid about the sources and related to the enquiry point, for example, Source B says that the Soviet Government is trying to look after the people of Berlin.

Source C shows that Stalin is responsible for blocking access to Berlin.

**Students either submit no evidence or fail to address the question 0**

## Student responses

### Response A

I think that source C would be useful to historians. I think this because it is an accurate representation of what happened. Firstly, this source is critical of Stalin because it is drawn and published by the British. On the cartoon, Stalin and the Soviet leaders are stood with 'road closed' and 'rail closed' on a sign around their necks, this is accurate because when Stalin introduced the blockade, he wanted to starve west Berlin of essential supplies so he blocked railway lines and roads. However, as the source shows, the person on top has no sign and the net he is holding is damaged, this effectively shows the lack of control of air transport. This is how the Berlin air lift started and helped the west Berliners get the essentials they needed.

I also think source B would also be useful to a historian because it is the Soviet government's actual words that were sent to western governments. This is critical of the western superpowers. The Berlin blockade was caused by an introduction to the new West German currency called the Deutschmark. All of the western superpowers joined up their parts of Berlin to help the economy recover faster. The USSR felt threatened by this so they increased the blockade.

### **This is a Level 2 response**

The response addresses both sources at a simple level. In both cases, the features of the source are identified, some knowledge relating to each is provided. However, the evaluation of utility for the issue in the question remains implicit. As a result, the response is credited at Level 2 at the middle mark in the level.

### Response B

Source B is useful to some extent because it mentions the agreement made by the Four Powers. This is referring to the Yalta & Potsdam Conferences where Britain, France, the USA & the USSR agreed to divide Germany into four zones. Since Berlin, the capital, lay in the Soviet zone, it would also be divided. Source B is useful because Britain, France & the USA combined their sectors of Germany to form Trizonia, set up a new government, the Bundestag, & introduced a new currency without consulting Stalin. Source B states that measures were taken to protect the economy of the soviet zone & it was written in 1948, the first year of the Berlin Blockade. A mini-blockade occurred at this time to stop the transfer of military supplies. It was written by the Soviet government, who may have been trying to defend their actions of setting up a blockade. Overall, Source B is useful because it indicates that disagreements over Berlin are what caused the blockade.

Source C is useful because it shows how road & rail links were cut off in the Berlin blockade. Also, energy from power stations in East Germany were cut off. As it was published for the British public it is showing the positives of the Berlin airlift. This occurred from 1948 to 1949 & a one-way system & an air corridor was implemented to prevent crashes, however 79 pilots did die. The planes in the source are seen to be flying from West Germany to West Berlin to counteract the blockade & supply materials. During the Easter Parade, 12,000 tonnes of coal was given to West Berlin. Source C is very convincing because it shows the Truman Doctrine in action through the airlift. Since Berlin was a capitalist city in a communist country, Truman was determined not to let it fall to Communism As it was written, in Britain, it portrays the Soviet politicians in a negative light, however it was because of the Berlin airlift that the blockade was called off in 1948.

Overall, Source C is the most useful because it presents the success of the airlift.

#### **This is a Level 3 response**

The response addresses both sources, and shows developed explanation of the content of each. The attempts to evaluate the provenance of each source are less successful, remaining at a simple level. However, the response is still credited at Level 3, at the higher mark in the level.



### Response C

Source B is useful to a historian studying the Berlin Blockade as it shows how USSR said the reasoning behind the Berlin Blockade was because they had no other option. It says Soviets were forced to take measures as the America, France and Britain wouldn't allow the agreement made at the between the powers. This is referring to the Yalta and Potsdam conferences in February and July of 1945 when the powers decided to split Berlin and Germany into 4 so in order to keep it weak after the war. Stalin saying the supporters weren't following the agreement could be representative of how America, Britain and France joined their sectors together to make East and West Berlin which was a threat to Stalin as it made West Germany stronger. The provenance of this source is also useful to a Historian studying the blockade as it was written by Stalin in 1948 July just a month after he began the blockade in June so the purpose of this letter could have been to justify his actions in Berlin. Stalin paints USSR as the saviours by saying they are concerned about the people further and tries to say that he will help the whole of Berlin which is representative of how he did the blockade in order to force the west to allow him to have control over the whole of Berlin.

Source C is also useful as it represents Soviet politicians blocking the way saying 'road and rails are closed which is what happened in the blockade, Soviet troops blocked off all road and rail access to Berlin, The signpost for Berlin represents how it was access to Berlin that was cut off Source C is also useful as it shows planes flying in the direction of Berlin which represents the airlift that the west started to get supplies to blocked off Berlin. It also shows Stalin in top of both soldiers with a net representing how he was desperately trying to stop the airlift in order to gain control of West Germany. The provenance of this source is also useful as it was written in 1948 at this point the airlift was well underway and the west were successfully supplying West Berlin and determined to carry on doing so in order to prevent West Berlin falling to communism which would be a failure of the Truman Doctrine. It was also published in a British newspaper which is useful as it shows the West's views on Stalin as he is presented as a ridiculous and idiotic figure as it would not be possible to stop the airlift with a net so the cartoon is ridiculing Stalin. It was also written in the middle of the airlift and supports the west which represents how they needed the support of the people of the west in order to carry on the airlift.

In conclusion I believe all sources are useful for a historian studying the blockade. B represents Soviets reasoning behind the blockade and C represents the west's view of Stalin and of the blockade.

#### **This is a Level 4 response**

A very strong response that addresses the content and provenance of both sources, showing developed evaluation of each element supported with reasoning and well selected contextual knowledge. As developed evaluation of content and provenance is shown in the response, it is credited at Level 4. As there are multiple areas of development for each source, the mark given is at the top of the level.

### Question 3

Write an account of how events in Hungary during 1956 affected the Cold War.

[8 marks]

#### Mark scheme

**Target** Explain and analyse historical events and periods studied using second-order concepts (AO2:4)  
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:4)

**Level 4:** Complex analysis of causation/consequence 7-8  
Answer is presented in a coherent narrative/account that demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question

Extends Level 3.

Students may progress from a developed narrative of causation/consequence with complex sequencing and reasoning supported by a range of accurate and detailed factual knowledge and understanding which might be related, for example, to an analysis of how/why tension increased at different stages and /or showing understanding about how much each part of the sequence increased tension.

For example, the Cold War was negatively affected because the events of 1956 demonstrated that the United Nations was unable to prevent acts of brutality by the USSR. The UN passed a motion to call for the withdrawal of Soviet tanks from Hungary but the USSR vetoed the decision.

**Level 3:** Developed analysis of causation/consequence 5-6  
Answer is presented in a structured and well-ordered narrative/account that demonstrates a range of accurate knowledge and understanding that is relevant to the question

Extends Level 2.

Students may progress from a simple narrative of causation/consequence with developed sequencing and reasoning supported by a range of accurate factual knowledge and understanding which might be related, for example to an analysis of how/why tension increased at one stage in the process.

For example, the Cold War was affected because the USA did not intervene to help the Hungarian revolutionaries in 1956. The USA argued that since Hungary was in the Soviet 'sphere of influence', it would be politically unwise if America was to interfere.



## Student responses

### Response A

In 1955 the new soviet leader Krushchev wanted to change the ideas of communism, so he introduced the policy of destalinisation. He aimed to decrease military spending and get rid of Stalin's vicious and violent ideologies.

However, Hungary saw this as an opportunity to have a revolution. A large amount of Hungarians hated the Soviet military and how much control they had in their lives. A large group of students protested to decrease censorship of the media and demanded that soviet troops be moved out of Hungary. The Hungarian leader Imre Nagy, decreased censorship and Khrushchev agreed to move troops out of Hungary.

Not long later, Imre Nagy did a speech saying that Hungary was going to leave the Warsaw Pact. Khrushchev was not happy because if Hungary left, the buffer zone created earlier in the cold war would start to wear away.

In response to this Khrushchev brought troops back into Hungary with tanks and diminished any protestors within 2 weeks. Hungarian soldiers joined in with the protests so many Hungarian soldiers were also killed.

The severely effected the Cold War.

### **This is a Level 2 response**

The response demonstrates simple analysis of events in Hungary in 1956. Accurate knowledge, and the response shows understanding of the sequence of events. The link to the focus of the question (how these events affected the Cold War) is implicit, meaning that the response remains at Level 2, at a higher mark in the level.

### Response B

When Khrushchev implemented his policy of destalinisation in Hungary he removed loyal Stalinist Rakosi from power giving into the pressures of student protests on 23<sup>rd</sup> October 1956. Rakosi was replaced with Imre Nagy who began introducing reforms and freeing Catholic Cardinals from prison. This change in Hungary affected the Cold War since it showed that Khrushchev really was aiming for peaceful co-existence and could be seen as a step towards a truce. However on 7<sup>th</sup> Nov 1956, Nagy announced that Hungary would be leaving the Warsaw Pact, this was too far for Khrushchev, who three days later sent 1,000 soviet tanks into Budapest, killing 3000 Hungarians and causing 20,000 to flee the country. This affected the Cold War since it showed the west that the soviets and their share of influence operated an oppressive regime and reminded the west why there was tensions between them, keeping tensions high.

#### **This is a Level 3 response**

The response shows developed analysis of how events in Hungary affected the Cold War. It explains the impact of the violent Soviet response to the Hungarian Uprising on western perspectives of the Soviet Union. One point is developed in detail, meaning that the response is credited at Level 3.

### Response C

A way in which events in Hungary affected the cold war is that it demonstrated the importance of the USSR's sphere of influence. In 1956 with Maytas Rakosi becoming an increasingly unpopular leader amongst the Hungarian people due to his suggestion of freedom, Khrushchev replaced him with Ernő Gerő, who was no more popular and created widespread student uprising on October 1956. As such, popular Hungarian communist Imre Nagy became leader of the nation and began to initiate reforms such as freedom of speech, free elections and private land ownership. However, when Nagy attempted to withdraw from the Warsaw Pact, a military pact securing the soviet sphere of influence, the USSR reacted strongly, sending troops back into Hungary, overthrowing Nagy to replace him with a Soviet puppet. This demonstrated that the USSR was strongly committed to maintaining its sphere of influence to protect it from the west and were willing to use any means necessary.

Another way the Hungarian uprising affected the cold war is through demonstrations showing the lack of interest the USA had in direct conflict with the USSR. In looking to institute a more liberal form of communism with greater freedoms and dealign from the USSR, by leaving the Warsaw Pact, Hungarian leader Nagy expected support from the USA and Eisenhower, given America's moral commitment to promoting freedom around the world. However, partly due to the distraction that was the Suez crisis and partly due to the risk of engaging in conflict with the USSR, the USA provided no support, either economic, political or military and allowed the USSR to regain full control of Hungary and kill 30,000 Hungarians in the protests. Therefore, the events in Hungary in 1956 demonstrated to the world that both major powers respected each others sphere of influences and did not want to engage within each other because of the risk of brutal direct conflict.

#### **This is a Level 4 response**

The response analyses more than one way in which events in Hungary in 1956 affected the Cold War, developing explanations relating to the Soviet sphere of influence and US attitudes towards direct conflict. An impressive grasp of contextual knowledge and understanding is demonstrated in support, meaning that the response is credited at Level 4 and at the top of the level.

## Question 4

The U2 Crisis was the main reason why tension developed between East and West during the 1960s.'

How far do you agree with this statement?

Explain your answer.

[16 marks]  
[SPaG 4 marks]

## Mark scheme

**Target** Explain and analyse historical events and periods studied using second-order concepts (AO2:8)  
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:8)

**Level 4:** Complex explanation of stated factor and other factor(s) leading to a sustained judgement 13–16  
Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question

Answer demonstrates a complex, sustained line of reasoning which has a sharply-focused coherence and logical structure that is fully substantiated, with well-judged relevance.

Extends Level 3.

Students may progress from a developed explanation of causation by complex explanation of the relationship between causes supported by detailed factual knowledge and understanding to form a sustained judgement.

For example, the U2 Crisis was not the main reason why tension developed during the 1960s because more serious conflicts followed such as the loss of life incurred during the Prague Spring and the international fear of nuclear war during the Cuban Missile Crisis. However, coming as it did at the very start of the decade, it could be argued that it set the tone for East–West relations by making it clear that 'peaceful co-existence' was unlikely.

**Level 3:            Developed explanation of the stated factor and other factor(s)            9–12**  
**Answer demonstrates a range of accurate knowledge and understanding**  
**that is relevant to the question**

Answer demonstrates a developed, sustained line of reasoning which has coherence and logical structure; it is well substantiated, and with sustained, explicit relevance.

Extends Level 2.

Answer may suggest that one reason has greater merit.

Students may progress from a simple explanation of causation with developed reasoning supported by factual knowledge and understanding.

For example, the U2 Crisis was the main reason why tension developed between the East and West because once the spy plane had been captured by the Soviets, the American government lied about the purpose of the flight. They claimed it was simply conducting weather research. Khrushchev revealed the deception at the opening of the Paris Peace summit and when Eisenhower refused to apologise, the meeting was abandoned. This affected the Cold War because it was a missed opportunity to have face-to-face discussions and reduce tension.

For example, the Prague Spring was also a reason why tension developed during the 1960s because Soviet forces invaded Czechoslovakia and installed their own loyal government. Dubcek had introduced political reforms into Czechoslovakia by relaxing state control of the economy and the press. The USSR and the other Warsaw Pact leaders felt any reforms could damage the communist system as a whole. East–West tension increased when Western countries criticised the violent response from Moscow and called for the UN to condemn the USSR.



**Level 2: Simple explanation of stated factor or other factor(s) 5-8**  
**Answer demonstrates specific knowledge and understanding that is relevant to the question**

Answer demonstrates a simple, sustained line of reasoning which is coherent, structured, substantiated and explicitly relevant.

Answers arguing a preference for one judgement but with only basic explanation of another view will be marked at this level.

Students may progress from a basic explanation of causation by simple reasoning and supporting it with factual knowledge and understanding.

For example, tension developed during the 1960s because of the Cuban Missile Crisis. The USSR had nuclear missiles on the island of Cuba which put America in danger of attack. Kennedy used a naval blockade to stop any more missiles arriving on Cuba and demanded that the existing missiles were removed.

**Level 1: Basic explanation of one or more factors 1-4**  
**Answer demonstrates basic knowledge and understanding that is relevant to the question**

Answer demonstrates a basic line of reasoning, which is coherent, structured with some substantiation; the relevance might be implicit.

Students recognise and provide a basic explanation of one or more factors.

Students may offer a basic explanation of the stated factor, such as tension developed between East and West during the 1960s because an American U2 plane was caught spying on the USSR.

Students may offer basic explanations of other factor(s), for example, there was an increase in tension when USSR built the Berlin Wall. No one knew how the USA would react. Fighting may have broken out.

**Students either submit no evidence or fail to address the question 0**

## Student responses

### Response A

The U2 crisis was a major source of tension between USSR and the USA during the 1960's. The U2 spy plane made USSR think that the USA was spying on them, which they were, and cause a major increase in the lack of trust between USA and USSR.

At the time of the U2 spy plane the space race was also going on at the same time. The space race took up major amounts of money for USA and USSR. The risk of USA finding out USSR secrets with the spy plane would mean major loss for the USSR.

Khrushchev was very worried about the plane so he shot it down. The pilot refused to say anything so he was killed.

The Space race was a major source of tension as it was a way to prove which leadership is strongest USA or USSR.

During the 1960s the Cuban Missile Crisis was also happening which was major tension as Cuba is just 90 miles off the coast of Florida and USSR control so close was very dangerous for the USA. During the CMC the world was at the closest point it has ever been to nuclear war.

I agree with this statement because the spy plane was a direct threat to the USSR and it caused huge tension between USA and USSR as it was clear evidence that USA had been spying on them and that the USA could have information about the amount of weapons they have and also the development of the space race in the USSR.

### **This is a Level 2 response**

The response addresses the given reason and other reasons, showing simple explanation in relation to the U2 crisis and the Cuban Missile Crisis. The treatment of the Space Race is slightly weaker. A judgement is attempted, though this requires further substantiation. The response is credited at Level 2, at a mid-point in the level.

### Response B

During the 1960's although the U2 Crisis did cause tension to develop between the East and the West. I think other factors like the Cuban Missile Crisis may have been the main reason for the development of tension between the two superpowers.

In 1960, an American pilot, Gary Powers – was flying the U2 spy plane over the USSR. This plane was shot down by the Soviets when it was flying closer to the ground and both Powers' and the plane was captured. This all took place while the Paris peace summit was also ongoing. When America was questioned by the Soviet's – for multiple days. Eisenhower lied and used the excuse that it was a weather plane and denied any wrongdoing or espionage. After a few days the Soviets assessed the wreckage of the U2 plane and discovered technology like cameras that could read a newspaper from 20,000 feet in the air – monitoring equipment and even a cyanide pill. All of this equipment indicated that it was in fact a spy plane and Eisenhower had lied to Khrushchev's face. At the Paris peace summit talks Eisenhower then refused to apologise for the U2 spy plane which caused Khrushchev to walk out of the talks and ended the peace talks and ended any chance of the 'thaw'. This increased tension as it was clear that espionage and spying had been taking place in the Soviet skies with all of the improved technology and Eisenhower had lied to Khrushchev and refused to show any remorse for their decisions showing that America did not feel in the wrong about the spying. This then infuriated the Soviet's and increased the distrust between the two superpowers and led to a spike in tension.

On the other hand, events in 1962 led to a massive increase in tension during the event. In the early 1960's Fidel Castro came to power in Cuba as a big communist believer. Geographically Cuba is quite near to the USA and was a big difference to the spread of communism in the East. Once the Soviet's started to get involved with Castro and the leading of Cuba, America were seeing this as a failure of the Truman Doctrine and containment of Communism. During the Bay of Pigs – John. F. Kennedy decided that they were going to threaten to stop exporting their sugar supply that was mainly from Cuba and also started putting blockades up against any Soviet ships trying to enter. This event between John. F. Kennedy and Khrushchev was the closest the world had ever come to Nuclear war which would not just affect the two superpowers of USA and USSR but in fact the whole of the East and West. Although it never reached the extremity of Nuclear war because of the reminder and realisation of Mutually Assured Destruction, it was the highest that tension and the threat between the East and the West.

In conclusion, I believe that the U2 crisis was not the main reason for tension but actually the Cuban Missile Crisis as although there was a Test Ban treaty in 1963 during the Cuban Missile Crisis tension was at its highest than ever before and was not just affecting the two superpowers mainly like the U2 crisis but the whole of the East and West with threats of complete Nuclear War.

**This is a Level 3 response**

The response addresses the given reason and one other reason. It shows developed explanation for the given factor. The treatment of the other factor (the Cuban Missile Crisis) remains simple. While a judgement is attempted, the explanation requires clarification and substantiation. As a result, the response is credited at Level 3 towards the lower part of the level.

### Response C

One of the reasons for tensions developing between East and West during the 1960s was the U2 Crisis. This was because the U2 Crisis had the potential to damage relations irreparably. The U2 Crisis was where a US spy plane was spotted and shot down in Soviet territory. Eisenhower at first claimed that the plane was a weather plane, this was proven to be false, however, as there were cameras on the plane and the pilot, Gary Powers, was carrying a cyanide pill. When America admitted to it being a spy plane no apology was given, nor was it promised to not happen again. This increased tensions as it led to Krushchev walking out of the Paris Peace Summit shortly after. While this crisis did develop tensions it did not increase them to the point of potential war and therefore it was not the main reason for tensions developing between East and West during the 1960s.

A final reason for tensions developing between East and West during the 1960's was the Cuban Missile Crisis. This was because the Cuban Missile Crisis has the potential to cause a nuclear war. The Cuban Missile Crisis was where the USSR was found to be keeping weapons, like ICBMs in Cuba. This worried the USA as Cuba was extremely close to it compared to where the Soviet Union was to the USA. This meant that the Soviet Union could easily and quickly destroy USA cities due to the close range. The USA responded to this by causing what was essentially a naval quarantine on ships heading to Cuba where they would check the ships for military weapons before letting them through. At this point the USA had reached DEFCON 2, the highest risk of nuclear war it has ever seen. Thankfully, both sides decided to back down with the USSR removing its weapons from Cuba and the USA removing its weapons from Turkey. This was the main reason for tensions as it risked nuclear war.

Overall, the Cuban Missile Crisis was the main reason for tensions developing between East and West during the 1960s. While both the Berlin Wall and the O2 crisis did increase tensions, they did not raise them to the point that the Cuban Missile Crisis did, nor did they risk the total destruction that it did either therefore it was Cuba that was the main reason for tensions developing in the 1960's. The Cuban Missile Crisis highlighted the potential that the idea of Mutually Assured Destruction (M.A.D) could become a reality.

#### **This is a Level 4 response**

The response addresses the given reason and other reasons. Each reason is explained in a developed manner, directly addressing the issue in the question with support. It provides judgements throughout the response, most notably in the final paragraph where the reasons are related together in order to evaluate relative importance. A Level 4 response, at the top of the level.

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