Write your name here Surname	Other name	es
Pearson Edexcel International Advanced Level	Centre Number	Candidate Number
History		
International Advar Paper 4: International Stu Option 1C: The World Div	udy with Interpretation	
International Advar Paper 4: International Stu	udy with Interpretation vided: Superpower Re	

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer the question in Section A and **ONE** question in Section B.
- Answer the questions in the spaces provided
 - there may be more space than you need.

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
 - use this as a guide as to how much time to spend on each question.

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ▶

PEARSON

S49996A
©2015 Pearson Education Ltd.



SECTION A

_	TOTAL FOR SECTION A = 25 M	ARKS		
_	(Total for Question 1 = 25 m	narks)		
[Tl	ne live question paper will contain nine more pages of answer lines.]			
		(25)		
	Explain your answer, using Extracts 1 and 2 and your own knowledge of the issues related to this controversy.			
1	How far do you agree with the view that, in the years 1945–53, the Cold War developed as a result of US national security needs?			
_	Study Extracts 1 and 2 in the extracts bookiet before you answer this ques	cion.		

SECTION B

Answer ONE question in Section B on the option for which you have been prepared. You must start your answer to your chosen question on the next page.

EITHER

2 How accurate is it to say that the nuclear arms race did little to restrain the Cold War policies of the superpowers in the years 1953–64?

(Total for Question 2 = 25 marks)

OR

How far do you agree that neither the USA nor the Soviet Union were seriously committed to Détente in the 1970s?

(Total for Question 3 = 25 marks)

Indicate which question you are answering by marking a cross in the box \boxtimes . If you change your mind, put a line through the box \boxtimes and then indicate your new question with a cross \boxtimes .						
Chosen question number:	Question 2	Question 3				
[The live question paper will c	contain nine more page	s of answer lines.]				
		TOTAL FOR SECTION B	= 25 MARKS			
		TOTAL FOR PAPER :	= 50 MARKS			

Pearson Edexcel

International Advanced Level

History

International Advanced Subsidiary

Paper 4: International Study with Interpretations
Option 1C: The World Divided: Superpower Relations, 1943–90

Sample assessment material for first teaching September 2015

Source Booklet

Paper Reference

WHI04/1C

Do not return this source booklet with the question paper.

Turn over ▶

S49996A
©2015 Pearson Education Ltd.



PEARSON

Extracts for use with Section A.

Extract 1: From Melvyn P. Leffler, *The American Conception of National Security and the Beginnings of the Cold War, 1945–48*, published in 1984.

The dynamics of the Cold war are easier to understand when one grasps the American conception of national security. This included a strategic sphere of influence in the Western hemisphere, domination of the Atlantic and Pacific oceans, access to the markets and resources of Eurasia, and nuclear superiority. Challenges to this concept of national security were certain to 5 provoke a firm American response. This occurred initially when decisions were made in favour of the Truman doctrine, Marshall Plan, military assistance, Atlantic alliance, and German and Japanese rehabilitation. The 'loss' of China, Soviet detonation of an atomic bomb, and the North Korean attack on South Korea intensified the perception of a national security threat. Truman 10 responded with military assistance to south-east Asia, a decision to build the hydrogen bomb, direct military intervention in Korea, a commitment to station troops permanently in Europe, expansion of the American alliance system, and a massive US rearmament programme.

One might wonder whether America's own conception of national security tended, perhaps unintentionally, to create anxieties and provoke countermeasures from a proud, insecure and suspicious USSR government. The Soviet Union was legitimately apprehensive about the rehabilitation of traditional enemies and the development of foreign bases on the periphery of the Soviet homeland.

20

15

5

10

15

Extract 2: From Jonathan Haslam, *Russia's Cold War: From the October Revolution to the Fall of the Wall*, published in 2011.

Stalin's reading of the international situation was intimately linked to Marxist-Leninist ideology, most notably the assumption that war under capitalism was inevitable. He wanted Soviet dominance over Europe with Germany under foot, France counted out, and Britain confined to the periphery. Quite apart from Marxist-Leninist considerations, the Soviets firmly believed that Russia had a right to dominate the entire continent after the blood sacrifice of 1941–45. And to those less ideologically committed, the idea of imperial expansion was attractive enough.

Predominance over Eastern Europe could have been secured, as it had been in previous centuries, without necessarily threatening Western Europe but only if the expansion of Russian power did not necessarily also mean the expansion of the communist system. It was this that so stirred Churchill and then Bevin into halting the United States' drift back into isolation. In this sense, ideology was also critical to Western assessments of the threat the USSR posed. For Stalin, pressure on Western Europe was essential to keeping the US out of the continent and by blatant exertion of pressure – through the Cominform and the Berlin blockade – he gravely miscalculated. His serious miscalculation over Korea in 1950 then ensured the US stayed and rearmed capitalist Germany as well.

Acknowledgements

Extract 1 is from Melvyn P. Leffler, *The American Conception of National Security and the Beginnings of the Cold War, 1945–48,* 1984.

Extract 2 is from Jonathan Haslam, *Russia's Cold War: From the October Revolution to the Fall of the Wall*, 2011, © Yale University Press, New Haven and London.

Every effort has been made to contact copyright holders to obtain their permission for the use of copyright material. Pearson Education Ltd. will, if notified, be happy to rectify any errors or omissions and include any such rectifications in future editions.