



MINISTRY OF EDUCATION, SINGAPORE
in collaboration with
CAMBRIDGE ASSESSMENT INTERNATIONAL EDUCATION
General Certificate of Education Advanced Level
Higher 1

* 0 1 2 3 4 5 6 7 8 9 *

HISTORY

8838/01

Paper 1 the Cold War and the Modern World (1945–1991)

For examination from 2024

SPECIMEN PAPER

3 hours

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

An answer booklet will be provided with this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

Section A

Answer **Question 1**.

Section B

Answer **two** questions.

The number of marks is given in brackets [] at the end of each question or part question.

This document consists of **5** printed pages and **1** blank page.



Singapore Examinations and Assessment Board



Cambridge Assessment
International Education

Section A

You **must** answer Question 1.

THE CUBAN MISSILE CRISIS

- 1 Read the sources and answer the questions that follow.

Source A



A British cartoon, published 17 October 1962.
 *'Pruning' means to cut unwanted branches from a tree.

Source B

Who gave the United States the right to assume the role of ruler of the destinies of other countries and peoples? Why must the Cubans conduct the internal affairs of their country not as they see fit but as the United States prefers? Cuba belongs to the Cuban people and only it can be the master of its fate. In this anxious hour the Soviet government considers itself duty-bound to seriously warn the government of the United States that in carrying out the measures announced by President Kennedy, it is recklessly playing with fire and taking a grave responsibility for the fate of the world.

Who believes that Cuba can threaten the United States? If the size, resources and weapons of both countries are compared, no statesman in his right mind could see Cuba as a threat to the United States. The United States has stopped at nothing, not even the organisation of the armed attack on Cuba of April 1961, to deprive the Cuban people of the freedom and independence it had won and to make Cuba an American puppet.

From a statement issued by the Soviet government 23 October 1962.

Source C

We sent the Americans a note saying that we agreed to remove our missiles and bombers from Cuba on the condition that the President give us his assurance that there would be no invasion of Cuba by the US or anybody else. Finally, Kennedy gave in and agreed to make a statement giving us such an assurance. It was a great victory for us, a triumph of Soviet foreign policy, a spectacular success without having to fire a single shot! We behaved with dignity and forced the United States to demobilise and recognise Cuba. Cuba still exists today because of the correct policy conducted by the Soviet Union when it stood up to the United States. I'm proud of what we did.

From Khrushchev's memoirs published in 1971.

Source D

Khrushchev's actions ran counter to the theory that the missiles had been sent to defend Cuba. You do not defend Cuba by withdrawing missiles from Turkey. That was very clear. That was elementary logic. Defending Cuba would have been accomplished by insisting that the United States withdraw from the base at Guantánamo, stop the pirate attacks, and end the blockade. But withdrawing missiles from Turkey completely contradicted the theory that the main objective of the deployment had been defending Cuba.

From the transcript of an interview with Fidel Castro published in 1993.

Source E

Since the launch of the Soviet satellite Sputnik 1 in October 1957, Khrushchev had proclaimed an entirely fictitious superiority in Intercontinental Ballistic Missiles (ICBMs). Kennedy had campaigned for the presidency proclaiming he would match the supposed Soviet advantage, closing the 'missile gap' as it was known. Even when he found that the strategic balance was, in reality, heavily in America's favour, Kennedy still ordered a major expansion of US ICBM forces. Khrushchev, who was desperate to divert resources from the military to domestic reform, was now caught by his own bluff and faced ruinous expense to fill a very real 'missile gap' that was in America's favour.

But American actions suggested a way out for Khrushchev. In 1962 American Jupiter missiles were stationed in Turkey, well within range of Soviet targets. Why not follow their example and station Intermediate Range and Medium Range Ballistic Missiles in Cuba, where they could threaten most of the continental USA? This would be a cheap way to offset the American missile advantage, it would deter an American invasion of the island, it would be a proportional response to the missiles in Turkey, and it might make the United States more accommodating over other issues. Also, according to international law, if Cuba was willing to accept these weapons, it was perfectly legitimate to send them.

From an article published in a British magazine, March 2007.

Now answer the following questions:

- (a) Compare and contrast Sources A and B as evidence that the United States was to blame for the outbreak of the Cuban Missile Crisis. [10]
- (b) How far do Sources A–E support the assertion that Khrushchev's main objective during the Cuban Missile Crisis was to defend Cuba? [30]

Section B

You must answer **two** questions from this section.

EITHER

- 2 How far was the deterioration of Sino-Soviet relations in the 1960s caused by ideological differences? [30]

OR

- 3 To what extent did the US-Japan Security Treaty of 1952 benefit Japan-US relations in the 1950s? [30]

AND EITHER

- 4 'The United States failed to win the Second Indochina War because of the Soviet Union's support for North Vietnam.' How far do you agree with this view? [30]

OR

- 5 'ASEAN's most important response to the Cold War in the 1970s was the creation of ZOPFAN.' How far do you agree with this statement? [30]

BLANK PAGE

Copyright Acknowledgements:

Source A © Punch Cartoon Library / TopFoto.
Source C © ed. & trans. T Strobe; Nikita S Khrushchev; *Khrushchev Remembers*; Little, Brown & Co. Ltd; 1970.
Source E © John Swift; *History Review*; History Today Ltd; 2007.

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

Cambridge Assessment International Education is part of Cambridge Assessment. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which is a department of the University of Cambridge.