

MUNICH COURSEWORK ASSIGNMENTS

GCSE HISTORY COURSEWORK ASSIGNMENTS

Teacher Information

Introduction:

These assignments comprise sources, questions and mark schemes which will enable your pupils to fulfil the coursework requirements in history for Edexcel Foundation specifications for first examination in summer 2003. You may use these assignments as they stand. They have been designed to assess the full range of grades targeted by the syllabus (Grades G-A*). Assistance may be given in class to aid the comprehension of the sources.

You may also adapt these assignments if wished by:

- providing additional or replacement sources
- providing additional or replacement questions.

However, if you wish to make changes you should submit these to the Edexcel Foundation for approval to ensure that revised sources or questions give candidates appropriate opportunity to meet the targets specified at the appropriate level.

Management of the assignment:

The assignment has been designed to accommodate some flexibility of classroom practice. The following points should be borne in mind:

- Although all the questions *may* be tackled as part of a single task, this is not necessary. The timing of individual questions within an assignment may be staggered over a period of time and integrated into the programme of study.
- Candidates may use the sources provided in the pack as part of their preparation for Assignment 1 but this is not a requirement.
- Your candidates should draw upon their contextual knowledge when using the sources for Assignment 2. The historical content listed below should be familiar to candidates before they attempt to answer the questions.

Munich

This assignment should arise from a teaching programme designed to occupy approximately half a term. Before candidates begin this assignment they should have knowledge of:

- The peace settlement after the First World War
- Appeasement during the 1930s
- Nazi foreign policies
- The role of Neville Chamberlain

Introduction

In March 1938 Adolf Hitler occupied Austria and united it with Germany. This was known as the Anschluss. It was one of a series of actions aimed at reversing the terms of the Treaty of Versailles, which had been imposed on Germany at the end of the First World War. Once Austria had been occupied, it was obvious that Czechoslovakia would be Hitler's next target. There was a large German-speaking population in the Sudetenland.

During the summer of 1938 more and more pressure was put on the Czech government by Nazis inside Czechoslovakia and by the German government. Finally, on 12 September, Hitler demanded that the Sudeten Germans should be allowed to govern themselves.

This was the start of three weeks of diplomatic activity. The main figures were Neville Chamberlain, the British Prime Minister, Adolf Hitler, Edouard Daladier, the French Prime Minister and Eduard Benes, the President of Czechoslovakia.

On 15 September Neville Chamberlain flew to meet Hitler in Germany. This was to be the first of three visits during which Chamberlain tried to find a solution to the crisis and to persuade Daladier and Benes to agree to his plans.

Chamberlain met Hitler three times on 15, 22 and 29 of September. On 22 September Hitler made extra demands and Chamberlain was forced to start all over again. Finally the Munich Agreement was signed on 29 September and the 'piece of paper' the following day. Chamberlain then returned to Britain.

What made Chamberlain become so involved in a crisis that was really nothing to do with him? What did he believe he could achieve? Was he convinced that Hitler was being reasonable and could be trusted, or was he just trying to put war off for as long as possible? These are some of the issues that you will be considering when you work through this assignment.



SOURCE A: From a letter written by Neville Chamberlain to a family friend in the USA on 16 January 1938

We are in no position to enter light-heartedly upon war with such a formidable power as Germany, much less if Germany is aided by Italian attacks on our Mediterranean possessions and communications. They know that France, though her army is strong, is desperately weak in some vital spots.

Therefore until our armaments are strong we must adjust our foreign policy to our circumstances. I do not myself take too pessimistic a view of the situation. The dictators are too often regarded as though they were inhuman.

SOURCE B: From Neville Chamberlain's diary, 20 March 1938

You only have to look at the map to see that nothing France or we could do could possibly save Czechoslovakia from being overrun by the Germans, if they wanted to do it. The Austrian frontier is practically open; the great Skoda munitions works are within easy bombing distance of the German aerodromes, the railways all pass through German territory, Russia is 100 miles away. Therefore we could not help Czechoslovakia – she would simply be an excuse for going to war with Germany. That we could not think of unless we had a reasonable prospect of beating her to her knees in a reasonable time, and of that I see no sign.

SOURCE C: From a letter to Neville Chamberlain written by Neville Henderson, the British Ambassador in Berlin on 26 July 1938. Henderson was Chamberlain's main source of information in Germany

War would doubtless serve the purposes of all Jews, Communists and others in the world for whom Nazism is unthinkable, but it would be terrible for Germany. I cannot believe that this is not apparent to Hitler. The Czechs are a pigheaded race and Benes is the most pigheaded among them.

SOURCE D: From a letter written by Neville Chamberlain to his sister after his first meeting with Hitler at Berchtesgaden on 15 September 1938

I had established a certain confidence which was my aim. In spite of the hardness and ruthlessness I thought I saw in his face, I got the impression that here was a man who would be relied upon when he had given his word.

SOURCE E: From a statement made to the Czechoslovak government by the British Ambassador on 21 September

For the maintenance of peace and the vital interests of Czechoslovakia, those areas of Czechoslovakia with probably 50% German population would have to be handed over to the Reich.

The British and French governments recognise how great is the sacrifice that is required of the Czechoslovak government in the cause of peace, but we must ask for your reply at the earliest possible moment.

SOURCE F: From a statement by the Czechoslovak government to the British Ambassador on 21 September 1938

The Czechoslovak government, forced by circumstances, yielding to unheard of pressure and drawing the consequences from the statement of the French and British governments of 21 September 1938, accepts the Anglo-French proposals with feelings of pain.

It notes with regret that these proposals were drawn up without previous consultation with the Czechoslovak government.

SOURCE G: From a statement from the Czechoslovak government to the British government on 25 September 1938

The proposals go far beyond what we agreed to in the Anglo-French plan of 21 September. They deprive us of every safeguard for our national existence. We are to give up large proportions of our carefully prepared defences. Our national and economic independence would disappear. The demands in their present form are absolutely and unconditionally unacceptable. Against these new demands the government feels bound to make their utmost resistance.

SOURCE H: From '*Failure of a Mission*', written by Neville Henderson, some months after the Munich crisis

Germany gained the Sudetenland without bloodshed and without firing a shot. The humiliation of the Czechs was a tragedy, but it was solely thanks to Mr Chamberlain's courage that a senseless war was avoided. The course that the Prime Minister took was the only sane one in the circumstances.

Assignment One: Objective 1

1. Describe how German policy from 1935 to March 1938 led to increased tension in Europe. **(15)**

2. Why was the Munich agreement signed on 29 September 1938? **(15)**

3. Explain the different reactions in Britain to the news of the signing of the Munich Agreement. **(20)**

(Total: 50 marks)

Assignment Two: Objectives 2 and 3

1. Study Source A
What can you learn from Source A about Chamberlain's policy towards Germany? **(6)**

2. Study Sources A and B
Does Source B support the evidence of Source A about Chamberlain's foreign policy? Explain your answer. **(8)**

3. Study Sources C and D
Use these sources and your own knowledge to explain Chamberlain's attitude towards Hitler **(12)**

4. Study Sources E, F and G

How useful are these sources in helping you to understand Hitler's demands in September 1938? **(10)**

5. Study all the Sources
The writer of Source H believed that war was only avoided in 1938 because of the courage of Chamberlain. **(14)**

Use the sources and your own knowledge to explain whether you agree with this view.

(Total: 50 marks)

Coursework Assignments Mark Scheme

Munich

Assignment One: Objective 1

1. *Describe how German policy from 1935 to March 1938 led to increased tension in Europe.* (15)
- Target:** Key features \ recall of knowledge
- Level 1:** Simple statements offering examples of policy supported by some knowledge, e.g. rearmament, the Rhineland etc. (1-5)
- Level 2:** Developed statements giving examples supported by relevant knowledge e.g. rearmament led to increased spending in Britain and France, the Rhineland showed Britain and France to be weak etc. (6-10)
- Level 3:** Developed statements showing understanding of Hitler's aims and the links between these and reactions in Europe, e.g. Hitler's actions were in direct contravention of the Treaty of Versailles and were a challenge to the League of Nations, they led to disagreements between Britain and France and the West and Stalin etc. (11-15)
2. *Why was the Munich agreement signed on 29 September 1938?* (15)
- Target:** Causation \ recall of knowledge
- Level 1:** Simple statements giving reasons for the signing supported by some knowledge, e.g. Chamberlain wanted to avoid war, he believed Hitler, etc. (1-5)
- Level 2:** Developed statements giving reasons supported by relevant knowledge, e.g. Chamberlain believed that Appeasement could help to prevent war, - he believed that he was doing the right thing for Britain and that Hitler could be trusted, Hitler saw it as a way of keeping Britain pacified, Mussolini saw it as a way of keeping in with the other powers etc. (6-10)
- Level 3:** Developed explanation supported by appropriately selected knowledge showing understanding of the sequence of events in the Czechoslovak Crisis and the complex nature of the situation, e.g. it is difficult to know whether Chamberlain was taken in by Hitler as his papers give conflicting evidence, Hitler was under pressure from his Generals to avoid war as they did not believe that Germany was ready, influence of Sir Neville Henderson etc. (11-15)

3. *Explain the different reactions in Britain to the news of the signing of the Munich Agreement.* (20)

Target: Analysis of key features/recall of knowledge

Level 1: Simple statements giving reactions supported by some knowledge e.g. most people were in favour of it, Chamberlain got a hero's welcome etc. (1-5)

Level 2: Developed statements giving reactions supported by relevant knowledge e.g. the majority of people were in favour as they had believed that war was very close after the scare of September, war was believed to be too horrible to contemplate, some people opposed the signing as they wanted Hitler to be dealt with etc. (6-10)

Level 3: Developed explanation supported by appropriately selected knowledge showing understanding of the range of reactions and the different reasons for them, e.g. pacifism, belief in the League of Nations, evidence from the Spanish Civil War, memories of the First World War, admiration for Hitler, and the reasons why a minority opposed the signing, e.g. Duff Cooper and Churchill who believed that Hitler would not be stopped by Appeasement. (11-15)

Level 4: Sustained argument supported by precisely selected knowledge showing clear understanding of the nature and range of reactions, e.g. of the genuine fear that a second war would be unthinkable, that modern weapons were too awful, references to use of gas in 1914 to 1918 and the bombing of Guernica; the support for the League of Nations from the younger generation in particular; the coverage in the popular press (the Daily Express and the Daily Mail in particular) and the impact of newsreel coverage of Chamberlain's appearances in Downing Street and at Buckingham Palace; candidates may comment on the difficulty of deciding the real nature of the reactions given the press and news coverage. (16-20)

Coursework Assignments Mark Scheme

Munich

Assignment Two: Objectives 2 and 3

1. *Study Source A. What can you learn from Source A about Chamberlain's policy towards Germany?* (6)

Target: Comprehension of and inference from a source

Level 1: Information taken from the source at face value, e.g. he was not prepared to take on Germany, he did not believe that Britain was strong enough etc. (1-3)

Level 2: Information taken from and inferences made from the source, e.g. he was optimistic in the long run, he feared that Germany would be supported by Italy, he did not place much reliance upon the French etc. (4-6)

2. *Study Sources A and B. Does Source B support the evidence of Source A about Chamberlain's foreign policy? Explain your answer.* (8)

Target: Analysis and cross referencing of sources

Level 1: Simple statements using the sources as information, or identifying similarities, e.g. he did not believe that anything could be done for Czechoslovakia, Germany could not be stopped etc. (1-3)

Level 2: Developed statements making links between the sources, e.g. both appear to be defeatist, he does not believe that Britain and France are capable of defeating Germany, he is not prepared to make any gestures of support, his policy is based upon practicalities etc. (4-6)

Level 3: Developed explanations making use of the nature of the sources and cross referencing in terms of evidence, e.g. understands that these are both private documents and that they, therefore give us insight into Chamberlain's frame of mind etc. (7-8)

3. *Study Sources C and D. Use the sources and your own knowledge to explain Chamberlain's attitude towards Hitler* (12)

Target: Comprehension, inference and analysis of sources

- Level 1:** Simple statements using the sources as information OR some own knowledge, e.g. he trusted Hitler, he believed that Hitler did want war etc. (1-3)
- Level 2:** Developed statements making inferences from the sources supported by relevant knowledge, e.g. Chamberlain was persuaded to believe that war would not be in Germany's interests and that, therefore, despite appearances to the contrary, Hitler could be trusted when he said that he did not want war etc. (4-6)
- Level 3:** Developed analysis making use of the nature of the sources e.g. Chamberlain was clearly misled by Henderson who was obviously pro-German and this led to a false impression of Hitler and his aims, Chamberlain appears to have been very naïve and to have been out of his depth when dealing with Hitler, he would not have lied to his sister etc. (7-10)
- Level 4:** Sustained argument using the sources as evidence, e.g. C (July 1938), and others like it, was clearly one of the factors which encouraged Chamberlain to believe that he could deal with Hitler face to face, as he had planned to do in Plan Z, D (September 15) shows that he believed that his policy was working, as he explains to his sister etc. (11-12)

4. *Study Sources E, F and G. How useful are these sources in helping you to understand Hitler's demands in September 1938?*

(10)

Target: Utility of sources

- Level 1:** Simple statements of using the sources a face value, e.g. Germany demanded land from Czechoslovakia, it had to be handed over, they wanted land with 50% German speaking population etc. (1-3)
- Level 2:** Developed statements making inferences from the sources, evaluating their nature, origin and purpose. e.g. there were two sets of demands, the second demands were more extreme than the first, the demands would make Czechoslovakia almost defenceless, they were rejected by the Czech government etc. (4-6)
- Level 3:** Developed explanation evaluating the sources as evidence, e.g. Britain had acted as an intermediary, both sets of demands had been supported by Britain, they had been communicated to the Czech government by the British and French governments etc. (7-10)

5. *Study all the Sources. The writer of Source H believed that war was only avoided in 1938 because of the courage of Chamberlain. Use the sources and your own knowledge to explain whether you agree with this view.* (14)

Target: Analysis of interpretation of events

Level 1: Simple statements offering points in support using sources OR own knowledge, e.g. Chamberlain believed that war was avoided, Hitler had threatened to invade Czechoslovakia etc. (1-3)

Level 2: Developed statements offering points in support of choice using sources and supported by relevant knowledge, e.g. Britain had prepared for war in September 1938, the Munich Agreement brought this to an end and this was the work of Chamberlain etc. (4-6)

Level 3: Developed statement giving a judgement about view making confident use of sources and supported by appropriately selected knowledge, e.g. yes, clearly Britain could have been drawn into war in support of Czechoslovakia, a war for which Britain would have been unprepared, OR, no war was unlikely in 1938 as Germany was not prepared and all Chamberlain did was to postpone war for eleven months etc. (7-11)

Level 4: Sustained argument giving reasoned choice using the sources as evidence and supported by precisely selected knowledge, which critically evaluates the significance of the sources, e.g. No Chamberlain was not brave, he sacrificed the Czechs to their fate and bullied them into accepting it, Yes, what he did was to give Britain breathing space to build its defences and this was a brave, if debatable, decision etc. (12-14)