

# BERLIN BLOCKADE 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 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 The historical content listed below should be familiar to candidates before they attempt to answer the questions.

# The Berlin Blockade

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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:

- Relations between the Allies at the end of the Second World War
- The Yalta and Potsdam Conferences
- Disagreements between the Allies from 1946 to 1948.

## Introduction

In June 1948 Stalin ordered all road, rail and canal links between the western zones of Germany and West Berlin to be cut. The reason given was that there were technical difficulties. In fact Stalin wanted to force the Allies out of West Berlin by cutting off all supplies to their sectors. The Allies responded by airlifting supplies to the 2,000,000 inhabitants of West Berlin.

Why had relations between the wartime Allies deteriorated so much in such a short space of time? Did the blockade of Berlin actually achieve anything? These are some of the questions that you will be answering as you tackle this assignment.

**SOURCE A: Part of a book on Soviet foreign policy, published in the Soviet Union in 1981**

The Western powers wanted a separate currency reform as part of their policy of dividing Germany and installing a reactionary regime hostile to the Soviet Union.

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**SOURCE B: Part of a statement made by the Soviet Union in June 1948**

The unlawful monetary reform threatens to disorganise the whole Soviet zone. The Soviet military authorities find themselves compelled to tighten control of the movement of people and goods between the Eastern and Western zones, including Berlin

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**SOURCE C: Part of a statement issued by the Soviet Union after the end of the Berlin Blockade**

The crisis was planned in Washington, behind a smoke-screen of anti-Soviet propaganda. In 1948 there was a danger of war. The conduct of the Western powers risked bloody incidents. The self-blockade of the Western powers hit the West Berlin population with harshness. The people were freezing and starving. In the spring of 1949 the USA was forced to yield, their war plans came to nothing

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**SOURCE D: Part of a statement made in June 1948 by General Lucius Clay, the US commander in Berlin**

When Berlin falls, Western Germany will be next. If we withdraw our position in Berlin, Europe is threatened. Communism will run rampant.

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**SOURCE E: A report of a speech made by Ernst Reuter, the Mayor of Berlin, to a crowd of about 300,000 people in March 1948**

He pointed out that Prague, the capital of Czechoslovakia had been overrun by Communists and Finland was threatened. 'But,' he added, 'if one should ask who will be next, we can answer firmly and confidently: it will never be Berlin.'

**SOURCE F: A photograph taken in West Berlin in 1948**

The one millionth sack of coal being lifted from a US aeroplane in 1948



**SOURCE G: A description of activity at a US air base in Germany: this was written by a US airman at the time**

Planes were taking off every thirty seconds, soldiers were unloading trucks, the maintenance shops were a beehive of activity, the mess halls and clubs were open. It was a twenty-four hour operation. The commanding officer stood in the control tower with his stop-watch, checking the timing of the planes. To most people it seemed an impossible task to meet the needs of 2,000,000 people by airlift. But, except for water, Berlin was supplied with everything by air.

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**SOURCE H: A cartoon published in Britain in 1948**

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**The BMD WATCHER**

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**SOURCE I: Part of an interview with Clement Attlee in 1960**

Question: What would you put as the turning point in American policy?

Attlee: The Berlin Airlift. I think that was the decisive thing. It wasn't, I think, until the Berlin airlift that American public opinion really wakened up to the facts of life. I don't think that really appreciated communist tactics until Berlin

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### **Assignment One: Assessment Objective**

1. Describe relations between the wartime Allies from 1945-1948. **(15)**

2. Why did Stalin blockade Berlin in June 1948? **(15)**

3. In what ways did the Berlin Blockade change relations between East and West? **(20)**

**Total: 50 Marks**

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## Assignment Two: Objectives 2 and 3

### 1. Study Source A

What can you learn from Source A about Soviet attitudes to the Deutschmark?

**(6)**

### 2. Study Sources A, B and C

Does the evidence of Source C support the evidence of Sources A and B about Soviet attitudes? Explain your answer.

**(8)**

### 3. Study Sources D and E

How useful are Sources D and E in helping you to understand why the western Allies decided to start an airlift to Berlin?

**(10)**

### 4. Study Sources F and G

Use Sources F and G, and your own knowledge, to explain why Stalin ended the blockade of Berlin in May 1949.

**(12)**

### 5. Study all of the sources

'The speaker in Source I believed that the Berlin Airlift was a turning point in the Cold War.'

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

**(14)**

**Total: 50 Marks**

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## **Assignment One: Markscheme**

### **The Berlin Blockade**

#### **Assessment Objective 1**

1. Describe relations between the wartime Allies from 1945-1948.

#### **Target: Key features/recall of knowledge**

- Level 1:** Simple statements supported by some knowledge, e.g. Iron Curtain, Truman Doctrine, Marshall Plan etc. **(1-5)**
- Level 2:** Developed statements supported by relevant knowledge, e.g. details of IC, TD, MP, Bizonia etc. **(6-10)**
- Level 3:** Developed exposition supported by selected knowledge, e.g. shows understanding of change and the reasons for it, suspicion of the Allies motives for German recovery etc. **(11-15)**

2. Why did Stalin blockade Berlin in June 1948?

#### **Target: Causation/recall of knowledge**

- Level 1:** Simple statements supported by some knowledge, e.g. the DM, he was suspicious, wanted to get West out of Berlin etc. **(1-5)**
- Level 2:** Developed statements supported by relevant knowledge, e.g. details of situation, describes West Berlin, Stalin's fears, West's policies etc. **(6-10)**
- Level 3:** Developed explanation supported by selected knowledge, e.g. makes links between factors, West breaking agreements made at Yalta and Potsdam, DM comes after Bizonia and Trizonia etc. **(10-15)**

3. In what ways did the Berlin Blockade change relations between East and West?

**Target: Change/recall of knowledge**

- Level 1:** Simple statements supported by some knowledge, e.g. they got worse, no contacts etc. **(1-5)**
- Level 2:** Developed statements supported by relevant knowledge, e.g. details of NATO, West Germany, Korea etc. **(6-10)**
- Level 3:** Developed explanation supported by selected knowledge, e.g. breakdown of trust led to collapse of talks, development of military alliances, Cold War in earnest etc. **(11-15)**
- Level 4:** Sustained argument supported by precisely selected knowledge, e.g. specifically contrasts relations before the Blockade, strained but talking, with those afterwards, no contacts at all etc. **(16-20)**

## Assignment Two: Markscheme

### 1. Study Source A

What can you learn from Source A about Soviet attitudes to the Deutschmark?

#### Target: Comprehension of a source

**Level 1:** Simple statements supported by some knowledge taking the source at face value, e.g. West was trying to divide Germany and undermine the Soviet Union etc. **(1-3)**

**Level 2:** Developed statements supported by relevant knowledge making inferences from the source, pointing out the weaknesses of the source or setting the source in context, e.g. Soviet Union saw Germany as a threat and wanted to keep it as weak as possible, DM was part of a recovery etc. **(4-6)**

### 2. Study Sources A, B and C

#### Target: Cross referencing and evaluation of sources

Does the evidence of Source C support the evidence of Sources A and B about Soviet attitudes? Explain your answer.

**Level 1:** Simple statements supported by some knowledge taking the sources at face value, e.g. yes they all blame the West etc. **(1-3)**

**Level 2:** Developed statements supported by relevant knowledge making inferences from the sources, pointing out the weaknesses of the sources or setting the source in context, e.g. C accuses the West of starting a war and being responsible for the blockade, A and B say that the Soviet Union was acting properly etc. **(4-6)**

**Level 3:** Developed explanation supported by selected knowledge and making positive use of the nature, origin and purpose of the sources, e.g. C has a different approach to A and B, it does not concentrate on the DM, but on the risk of war, this is because it was an attempt by the Soviet Union immediately after the blockade to justify its actions etc. **(7-8)**

### 3. Study Sources D and E

How useful are Sources D and E in helping you to understand why the western Allies decided to start an airlift to Berlin?

#### **Target: Analysis and evaluation of sources to assess utility**

- Level 1:** Simple statements supported by some knowledge taking the sources at face value, e.g. they thought that Berlin would be next followed by West Germany etc. **(1-3)**
- Level 2:** Developed statements supported by relevant knowledge making inferences from the sources, pointing out the weaknesses of the sources e.g. both sources are defiantly anti-Communist, they show determination to resist the Soviet Union, this is why the airlift was started etc. **(4-6)**
- Level 3:** Developed explanation supported by selected knowledge and making positive use of the nature, origin and purpose of the sources, e.g. D comes from the US commander, who offered to fight his way out of Berlin, E comes from the people of Berlin, who gathered in a very large crowd to hear the speech etc. **(7-10)**

#### 4. Study Sources F and G

Use Sources F and G, and your own knowledge, to explain why Stalin ended the blockade of Berlin in May 1949.

#### **Target: Analysis and interpretation of sources/recall of knowledge**

- Level 1:** Simple statements supported by some knowledge taking the sources at face value, e.g. the West was winning, the sources show supplies reaching West Berlin etc. **(1-3)**
- Level 2:** Developed statements supported by relevant knowledge making inferences from the sources, pointing out the weaknesses of the sources or setting the sources in context, e.g. both the sources show a great deal of supplies and a highly organised operation, more than 300,000 flights were made altogether etc. **(4-6)**
- Level 3:** Developed explanation supported by selected knowledge and making positive use of the nature, origin and purpose of sources, e.g. both eye-witnesses, enthusiasm of airmen, F possibly staged, but G could not be, coal was being carried by air, etc. **(7-10)**
- Level 4:** Sustained argument supported by precisely selected knowledge and using the sources as evidence, e.g. G reflects the degree of commitment that the Allies put into the airlift, cost \$100,000,000, etc. **(11-12)**

5. Study all of the sources

'The speaker in Source I believed that the Berlin Airlift was a turning point in the Cold War.'

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

**Target: Analysis of interpretation of events/recall of knowledge**

- Level 1:** Simple statements supported by some knowledge taking the sources at face value supporting or opposing the view, e.g. yes it was important, it stopped the Soviet Union from taking over Berlin etc. (1-3)
- Level 2:** Developed statements supported by relevant knowledge making inferences from the sources, supporting or opposing the view, e.g. the sources show that the Soviet Union wanted to force the West out and that the West would not be forced out etc. (4-6)
- Level 3:** Developed explanation supported by selected knowledge and making positive use of the nature, origin and purpose of sources to support or oppose the view, e.g. there are a range of views from the West which show how seriously the West took the blockade, afterwards the West tried to rebuild West Germany and relations with the East were strained etc. (7-11)
- Level 4:** Sustained argument supported by precisely selected knowledge and using the sources as evidence to assess the view and compare it with alternative views, e.g. yes, after the blockade NATO was set up and US forces were stationed in Europe, relations broke down completely between East and West, no this would have happened anyway, NATO and West Germany were planned before the blockade etc. (12-14)