

**BERLIN
BLOCKADE
COURSEWORK
ASSIGNMENTS**

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.

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.

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

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.

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.

SOURCE H: A cartoon published in Britain in 1948



The BIRD WATCHER

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 they really appreciated communist tactics until Berlin.

Where a question does not mention a particular source, candidates may refer to any of the sources which they consider to be appropriate, or use their own knowledge.

Assignment 1: Assessment Objective 1

1. Describe relations between the wartime Allies from 1945-1948. (12)
2. Why did Stalin blockade Berlin in June 1948? (18)

Assignment 2: Assessment Objectives 2 and 3

1. What can you learn from Sources A and B about the reasons why the Soviet Union started the Berlin Blockade? (3)
2. Use Source F and your own knowledge to help you describe how the West reacted to the Blockade. (6)
3. Use Sources G and H and your own knowledge to explain the impact of the Berlin Airlift on the people of West Berlin. (9)
4. Source I suggests that the Berlin Blockade was a turning point in relations between the Superpowers. Do you agree that this was the case? (12)

Markscheme

Assignment 1: Assessment Objective 1

1. Target: Recall of knowledge

Level 1: Simple statements supported by some knowledge, e.g. a list of events from Yalta to the Deutschmark etc.

(1-4)

Level 2: Developed statements supported by relevant knowledge, e.g. details of events, Yalta, Potsdam, Iron Curtain, Truman Doctrine, Marshall etc.

(5-8)

Level 3: Developed exposition supported by selected knowledge showing understanding of changes, e.g. breakdown after Yalta, disagreements over Germany, Bizonia, Marshall Aid etc.

(9-12)

2. Target: Causation/Recall of knowledge

Level 1: Simple statements supported by some knowledge, e.g. he wanted Allies out of Berlin, West behind the Iron Curtain etc.

(1-5)

Level 2: Developed statements supported by relevant knowledge, e.g. details of West Berlin and problems created by Iron Curtain etc.

(6-10)

Level 3: Developed explanation supported by selected knowledge showing understanding of interrelationship of factors and making links between them, e.g. Stalin suspicious of West, did not want Germany to be rebuilt, West suspicious of Stalin because of failure to keep promises etc.

(11-15)

Level 4: Sustained argument supported by precisely selected knowledge assessing importance of factors, e.g. misunderstandings at Yalta, Stalin's paranoia, US A-Bomb etc.

(16-18)

Assignment 2: Assessment Objectives 2 and 3

1. Target: Comprehension of a source

Level 1: Points taken at face value from the source, e.g. the West had acted illegally, it was frightened of Germany etc.

(1-2)

Level 2: Inferences made, e.g. fears of isolation, West going back on promises to act together, Stalin wanted to keep Germany weak etc.

(3)

2. Target: Comprehension of source/recall of knowledge

Level 1: Simple statements using the source at face value supported by some own knowledge, e.g. there was an airlift, goods were flown in etc.

(1-2)

Level 2: Developed statements making inferences from the source supported by relevant knowledge, e.g. details of the airlift, 300,000+ flights, 8,000 tonnes of goods a week, 79 pilots killed, three new airports constructed etc.

(3-4)

Level 3: Developed explanation supported by selected knowledge, e.g. determination not to be forced to back down, fear of Munich etc.

(5-6)

3. Target: Comprehension of sources/recall of knowledge

Level 1: Simple statements taking the sources at face value supported by some own knowledge, e.g. they were supplied with everything, depended on the airlift for coal etc.

(1-3)

Level 2: Developed statements making inferences from the sources supported by relevant knowledge, e.g. gas and electricity had come from the East, needed even the most basic requirements, Stalin tried to persuade West Berliners to give up by offering goods etc.

(4-6)

Level 3: Developed explanation making inferences from the sources supported by selected own knowledge, e.g. shows understanding of the range of effects, wedded West Berlin to the West, determination, physical effort in unloading planes and building airfields etc.

(7-9)

4. Target: Evaluation of an interpretation/recall of knowledge

Level 1: Simple statements using the sources at face value, supported by some own knowledge, e.g. yes: it led to NATO and West Germany; no: relations were already bad etc.

(1-3)

Level 2: Developed statements making inferences from the sources supported by relevant own knowledge, e.g. details of NATO and West Germany and events beforehand etc.

(4-6)

Level 3: Developed explanation making inferences from the sources supported by selected own knowledge, e.g. can make a judgement. Yes, because relations were much worse afterwards, military alliance no meetings between the two leaders. No: there had been no meetings since 1945, there were already clear divisions etc.

(7-9)

Level 4: Sustained argument using the sources supported by precisely selected knowledge, e.g. reaches a balanced judgement. Yes because it was the start of the Cold War, Korea followed etc.

(10-12)