

BLETCHLEY PARK 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 The historical content listed below should be familiar to candidates before they attempt to answer the questions.

Bletchley Park

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 outbreak of the Second World War
- The Phoney war
- The Battle of Britain and the Blitz.

Introduction

During the Second World War discovering the battle plans of the enemy proved to be very important. For the first two years of the war Britain was fighting against very heavy odds and being able to predict when and where attacks were going to come was all important. The main organisation that helped Britain to counteract German aggression was Bletchley Park, the home of the Government Code and Cypher School.

How did the codebreakers at Bletchley Park work? Why were they able to break the Germans Enigma code? What impact did Bletchley Park have upon the war? These are some of the questions that you will be answering as you tackle this assignment.

SOURCE A: A description of the work at Bletchley Park written by one of the intelligence staff in Hut 3

We were very, very departmentalised. You never discussed your work with anyone except your little group that worked with you. I hadn't a clue what was going on in the rest of the Park and nobody else had a clue what we were doing, except the real high-ups.

SOURCE B: A description of Bletchley Park written by a woman who arrived there in 1939

I should think there weren't more than a hundred people in what we called the first wave. None of us knew quite what would happen next. War had not been declared and most people thought and hoped that nothing would happen and we would all go back to London.

SOURCE C: A description of the work in Hut 6 written by one of the codebreakers

We didn't often know the results of our activities, which messages were important. Because you might actually break a message which said nothing to report, which would give you the settings for the rest of the messages.

SOURCE D: A description of the work in Hut 3 written by one of the intelligence staff

Material came in from Hut 6 in more or less German and a lot of it corrupt. The head of the watch handed out all of these messages to the watch in what seemed to him to be the priority. They had to translate them into English

One the great strengths of Hut 3 was the index. Every message as cross-referenced under one or two headings. That gave them their depth of knowledge of whether something of a similar kind was known to have happened earlier.

Urgent messages were sent direct to Commanders-in Chief. All messages went to the service ministries.

SOURCE E: A photograph of an Enigma Machine



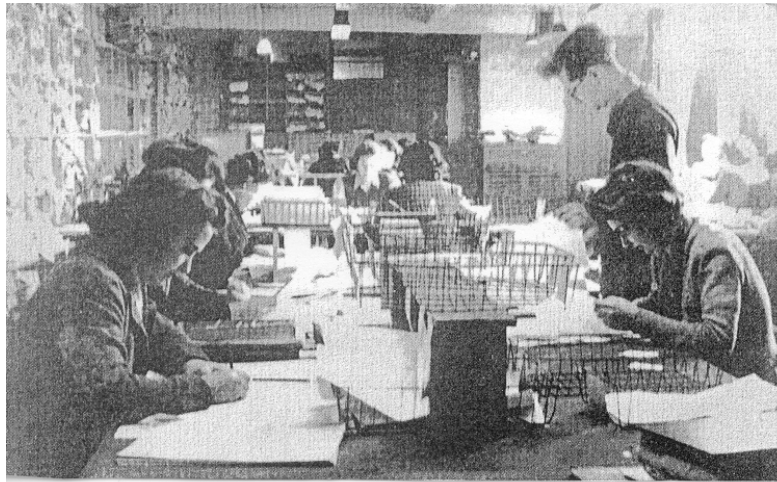
SOURCE F: A memo written by Winston Churchill and sent to his Chief of Staff Lord Ismay

Make sure that they have all that they want: extreme priority, and report to me that this has been done. Action this day.

SOURCE G: A description of the work in Hut 6 written by one of the codebreakers

Sometimes you had to spend the whole night assuming every position that there could be on the three wheels. You would work at it very, very hard and after a few hours you wondered whether you would see anything when it was before your eyes because you were so gnarled up. But then of course, the magic moment comes when it really works and there it all is, the Italian, the German, or whatever it is.

SOURCE H: A photograph taken inside Hut 3



SOURCE I: A description of the work of Bletchley Park written by one of the code breakers

Its impact was very great indeed, no question. Whatever theatre you look at you'll find the impact was very great indeed. I don't want to say more than that because it becomes speculative, but it undoubtedly must have shortened the war. How much I don't know, others have been prepared to guess, I'm not.

Assignment One: Objective 1

1. Describe the organisation and work of the people at Bletchley Park. (15)
2. Why was Bletchley Park able to break the German Enigma codes? (15)
3. In what ways did the work of Bletchley Park influence the out come of the Second World War? (20)

Total: 50 Marks

Assignment Two: Objectives 2 and 3

1. Study Source A

What can you learn from Source A about the work of Bletchley Park?

(6)

2. Study Sources A, B and C

Does the evidence of Source C support the evidence of Sources A and B about the work of Bletchley Park? Explain your answer.

(8)

3. Study Sources D and E

How useful are Sources D and E in helping you to understand how Bletchley Park was able to crack the Enigma codes?

(10)

4. Study Sources F and G

Use Sources F and G, and your own knowledge, to explain the importance of Bletchley Park to the war effort.

(12)

5. Study all of the sources

The writer of Source I believed that Bletchley Park had a very great impact on the outcome of the Second World War.

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

(14)

Total: 50 Marks

Assignment One Mark Scheme

Bletchley Park

Assessment Objective 1

1. Describe the organisation and work of the people at Bletchley Park.

Target: Key features/recall of knowledge

- Level 1:** Simple statements supported by some knowledge, eg they came from all walks of life, they did not know what each other was doing etc. (1-5)
- Level 2:** Developed statements supported by relevant knowledge, eg describes the work of the different huts in detail etc (6-10)
- Level 3:** Developed exposition supported by selected knowledge, eg provides an overall understanding of the aims of BP and of how the different units fitted together etc. (11-15)

2. Why was Bletchley Park able to break the German Enigma

Target: Causation/recall of knowledge

- Level 1:** Simple statements supported by some knowledge, eg hard work, good luck, mistakes by Germans operators etc. (1-5)
- Level 2:** Developed statements supported by relevant knowledge, eg details of breakthroughs/methods used etc. (6-10)
- Level 3:** Developed explanation supported by selected knowledge, eg making links between roles of individuals and different techniques use of technology etc. (10-15)

3. *In what ways did the work of Bletchley Park influence the outcome of the Second World War?*

Target: Key features/recall of knowledge

- Level 1:** Simple statements supported by some knowledge, e.g. lists actions/battles in which Bletchley Park was involved etc. **(1-5)**
- Level 2:** Developed statements supported by relevant knowledge, e.g. describes Bletchley Park's involvement in actions and battles. **(6-10)**
- Level 3:** Developed explanation supported by selected knowledge, e.g. makes links between Bletchley Park's role and success, Matapan, Atlantic etc. **(11-15)**
- Level 4:** Sustained argument supported by precisely selected knowledge, e.g. assesses the overall impact of Bletchley Park upon the outcome of the war, as opposed to individual actions/battles etc. **(16-20)**

Assignment Two: Mark Scheme

Bletchley Park

Assessment Objectives 2 and 3

1. Study Source A

What can you learn from Source A about the work of Bletchley Park?

Target: Comprehension of a source

Level 1: Simple statements supported by some knowledge taking the source at face value, e.g. departmentalised, nobody had a clue 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. need for secrecy, people deliberately kept in ignorance/isolation, need to prevent word getting out etc. **(4-6)**

2. Study Sources A, B and C

Does the evidence of Source C support the evidence of Sources A and B about the work of Bletchley Park? Explain your answer.

Target: Cross referencing and evaluation of sources

Level 1: Simple statements supported by some knowledge taking the sources at face value, e.g. yes, we did not know what was going on 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. no, because Source B is describing what happened when people first arrived, Source C is about Hut 6 and Source A is about Hut 3 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. yes because there was an overall air of confusion so that people did not know too much about the activities, Source C complements Source A because it presents the other side of the picture etc.

(7-8)

3. Study Sources D and E

How useful are Sources D and E in helping you to understand how Bletchley Park was able to crack the Enigma codes?

Target: Analysis and evaluation of sources for utility

Level 1: Simple statements supported by some knowledge taking the sources at face value, e.g. they tell us how Hut 3 worked and what an Enigma machine was like 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. they show us the detail that went into the work in Hut 3 and how complex an Enigma machine was 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. they don't say anything about Hut 6, which was where the codes were broke, they give a good idea of the work in Hut 3 and show how much effort must have gone into cracking the codes used on the machines etc.

(7-10)

4. Study Sources F and G

Use Sources F and G, and your own knowledge, to explain the importance of Bletchley Park to the war effort.

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. Bletchley Park was given all that it needed, they could read messages from the enemy 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. it must have been important if Bletchley Park was given all the resources it needed right in the middle of the war, enemy messages could have been used to plan battles such as Matapan, Atlantic 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. this was a personal memo from Churchill and he wanted immediate action, Ultra was used to win the battle of the Atlantic, help find the Bismarck, plan D Day etc. **(7-10)**
- Level 4:** Sustained argument supported by precisely selected knowledge and using the sources as evidence, e.g. Bletchley Park could provide complete battle plans and formations, information about reserves, supplies and morale, but it could not win battles, sometimes it was ignored etc. **(11-12)**

5. Study all of the sources

The writer of Source I believed that Bletchley Park had a very great impact on the outcome of the Second World 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 because it helped win battles and the war etc. **(1-3)**
- Level 2:** Developed statements supported by relevant knowledge making inferences from the sources, supporting or opposing the view, e.g. yes the sources suggest that Bletchley Park was able to supply very valuable information, but sometimes it was ignored 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. Churchill clearly thought that it was very important, and it played a key role in some battles, such as Matapan, Atlantic, it was also very important in North Africa 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. only soldiers, sailors and airmen could defeat the enemy, so although Bletchley Park was crucial, it helped to prevent Germany defeating Britain and helped to shorten the war, but did not bring final victory; its influence declined at the end of the war etc. **(12-14)**