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| Task Name: Research and Report | Unit: Psychological Profiling – Jack the Ripper |
| Task Distributed: 2/9/25 | Task Due: 16/09/25 – Tuesday Week 9 |
| Task Type: Research and Report | Syllabus Outcome: 3 |
| Task Weighting: 20% | Task number for Course: 4 |

Task Description

In groups of no more than 3, create a digital or physical evidence board which presents key evidence for the identity of Jack the Ripper.

1. Choose a **likely** suspect. Who do you think Jack the Ripper was?
2. Collect a minimum of 5 and a maximum of 10 sources of primary evidence which ties your suspect to the murders. You may choose to use pictures, graphics, maps, letters, eyewitness accounts, police reports, court testimonials, newspaper reports, coroners' reports, etc. You should attempt to connect your suspect to several of the crimes, you may use evidence examined in class related to each murder.
3. Each piece of evidence must be labelled with a short **analysis** paragraph (max 150 words):
 - a. Type: what kind of evidence is it?
 - b. Origin: who created it? when was it created?
 - c. Motive: why was it created?
 - d. Content: what does it tell us about the murders/suspect/time period?
 - e. Value: how does this source support your argument and indicate your suspect is Jack the Ripper?
 - f. Limitations: why can't this evidence be used to *definitively* prove your suspect is Jack the Ripper
4. Display your evidence physically/digitally as an 'evidence board'.

The following website has a list of suspects and evidence connected to each one to get you started, you must choose a suspect from this list: <https://www.casebook.org/suspects/>

This section will have the literacy criteria applied (5 marks).

NESA Glossary of Key Words

- Analyse: Identify components and the relationship between them; draw out and relate implications
- Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.
- Check the NESA Glossary of Key Words
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

Details of Submission:

- Students are to submit their evidence board either physically or digitally to their Forensics Google Classroom by 3pm on Tuesday Week 9 (16/09/25)

Assessment Procedures

All students should be fully aware of the school assessment procedures. Students should access their 2025 Assessment Guide for more information.

Feedback provided

- The task will be typically returned to students within two school weeks of the submission date.
- At this time feedback including information on how to improve will be delivered through mechanisms such as marking criteria, and/or written comments.
- Students can clarify or seek further feedback by arranging to meet with their teacher.

Self-Reflection Component

Students will be required to complete a self-reflection worksheet at the time students receive their assessment mark and teacher feedback. Self-reflection is an important part of the learning process as it provides an opportunity to reflect on the strength of your performance, as well as areas that have been identified to strengthen in future tasks.

What Areas of Learning will this Assessment Task Report On?

- Students have been examining evidence related to the Jack the Ripper case in class and have been asked to use that evidence and expand on it by researching their own to present a convincing profile of a suspect.
- Students will learn how to analyse evidence and draw connections between historical sources to present a persuasive argument
- Students will examine the ways in which historical meanings can be constructed through a range of media, and identify, comprehend and evaluate the usefulness of historical sources in an historical inquiry process

| Evidence Board | Mark |
|--|--------------|
| <ul style="list-style-type: none"> • Presents an extensive, accurate and detailed evidence board that communicates the most likely suspect of Jack the Ripper. • Presents an extensive number of varied historical sources which provide a detailed analysis of how each piece of evidence proves that your chosen suspect is Jack the Ripper • All evidence is labelled and has a clear explanation which includes type, origin, motive, content. Value and limitations • Evidence board is visually appealing and accurately represents a creative version of a police investigation board • Accurately uses relevant historical terms and concepts | 17-20 |
| <ul style="list-style-type: none"> • Presents a thorough and accurate evidence board that communicates the most likely suspect of Jack the Ripper. • Presents a thorough number of historical sources to provide a summary of how each piece of evidence proves that your chosen suspect is Jack the Ripper • All evidence is labelled and has a clear explanation which includes most of the follow, type, origin, motive, content, value and limitations • Evidence board is visually appealing and a creative version of a police investigation board • Uses relevant historical terms and concepts | 13-16 |
| <ul style="list-style-type: none"> • Presents a sound and accurate evidence board that communicates the most likely suspect of Jack the Ripper. • Presents a sound number of historical sources to provide a summary of how each piece of evidence relates your chosen suspect to Jack the Ripper • Most evidence is labelled and may attempt to include some of the following: type, origin, motive, content, value and limitations • Evidence board may reflect a police investigation board • Uses some historical terms and concepts | 9-12 |
| <ul style="list-style-type: none"> • Presents a basic evidence board that communicates a suspect for Jack the Ripper. • Presents a basic number of historical sources which may relate your chosen suspect to Jack the Ripper • Some evidence is labelled • Evidence board may reflect a police investigation board • Uses basic historical terms and concepts | 5-8 |
| <ul style="list-style-type: none"> • Presents a limited evidence board that communicates a suspect for Jack the Ripper. • Presents a limited number of historical sources which may relate your chosen suspect to Jack the Ripper • Evidence may or may not be labelled • Evidence board may or may not reflect a police investigation board • May refer to historical terms and concepts | 1-4 |

GTHS Literacy Criteria - V2. 2023

| Literacy Outcomes | Elementary achievement You have: | Limited achievement You have: | Satisfactory achievement You have: | High achievement You have: | Outstanding achievement You have: |
|---|---|---|--|--|---|
| Vocabulary <i>Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect</i> | Very limited response. Few content words used. | Only simple words are used. | Some precise and technical words are used. | Sustained use of precise and technical words. | Sustained, consistent and fluent use of precise and technical words. |
| | 0 | 1 | 2 | 3 | 4 |
| Punctuation <i>Use of correct and appropriate sentence and other punctuation for effect, and to aid in reading of the text</i> | No evidence of correct sentence punctuation. | Sentence punctuation is correctly used in at least one place - <i>one sentence is punctuated correctly.</i> | Some correct sentence level punctuation (at least 50%). May attempt other punctuation where it is required. | Mostly correct sentence level punctuation (90%) and at least two correct examples of other punctuation. | Writing contains accurate use of all applicable punctuation. |
| | 0 | 1 | 2 | 3 | 4 |
| Sentences & Cohesion <i>The intentional construction of a variety of sentences to match purpose and audience, and the control of multiple sentence threads across the whole text.</i> | No clear evidence of sentences: a list of words OR text fragments. | At least one sentence is used correctly. Some meaning can be construed from the text. | Some correct formation of sentences. Mainly uses simple and compound sentences, but may attempt more complex structures. | Most sentences are correct. Range of sentence types and connectives are evident, but with varied effectiveness. | All sentences are correct, effective and controlled, and include a range of sentence types and connectives (complex sentences and other sophisticated structures) |
| | 0 | 1 | 2 | 3 | 4 |
| Paragraphs <i>Paragraphs are used to effectively structure information and partition events and ideas</i> | No correct use of paragraphing: may be a block of text or random breaks. | Ideas are separated; paragraphs may contain some unrelated ideas. | At least ONE paragraph is well structured and develops an idea | Writing is organised into paragraphs that assist the reader to digest chunks of the text, but may not be linked or executed effectively. | All components of the paragraphs are evident and paragraphing is consistent and well-developed across the whole text. |
| | 0 | 1 | 2 | 3 | 4 |
| Text Structure <i>Uses features of the appropriate text type</i> | No evidence of the structural features of the appropriate text type. <i>No attempt to write in the appropriate text type and/or response is off task.</i> | Minimal evidence of the structural features - <i>1 component evident</i> - of the appropriate text type. | Some evidence of the structural features - <i>2 components evident</i> - of the appropriate text type. | Substantial evidence of the structural features - <i>all components evident but there may be some lapses</i> - of the appropriate text type. | Coherent and controlled use of all the appropriate structural features of the text type. |
| | 0 | 1 | 2 | 3 | 4 |
| | Level of response is well below syllabus expectation | Level of response is below syllabus expectation | Level of response is equivalent to syllabus expectation | Level of response is above syllabus expectation | Level of response is well above syllabus expectation |