



**GEORGES RIVER COLLEGE PEAKHURST CAMPUS**  
**H.S.I.E. Faculty**  
**NOTIFICATION OF ASSESSMENT TASK**

<b>Year:</b> 10	<b>Subject:</b> Elective History
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<b>Date due:</b> Friday 25 <sup>th</sup> June (Last day of term 2) Hand in by 11.59pm
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<b>Weighting:</b> 30%	<b>Task Number:</b> 2
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<b>Topic:</b> Assassinations of the 20 <sup>th</sup> century: The John F. Kennedy assassination
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**Syllabus outcomes:**

In your answer/s you will be assessed on how well you:

- HTE5.7 explains different contexts, perspectives and interpretations of the past
- HTE5.8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry
- HTE5.10 selects and uses appropriate forms to communicate effectively about the past for different audiences

**Assessment criteria:**

- Assesses different interpretations and perspectives on the John F. Kennedy assassination
- selects and analyses a variety of historical sources to undertake an historical inquiry
- Makes an assessment based on evidence from historical sources
- Communicates effectively using the appropriate report structure

**Task Information:**

You are a forensic historian who has been asked to re-examine the JFK assassination.

Your brief is to **assess** the evidence, including the events surrounding the assassination. In addition, you will need to make a decision on the guilt of Lee Harvey Oswald and a judgement on who the guilty party/parties were.

**Report Options:**

You are provided with three different marking options for this task. Depending on which you choose, you can achieve the maximum grade band for that option. The higher the maximum grade band, deeper level of thinking, the more detailed the information and the use of writing and referencing techniques.

Use the Marking Criteria and Report Scaffold to assist you for all report options.

✓ **Option 1: A-E gradeResponse includes**

- Executive Summary
- Section 1: A detailed **description** of the assassination (150-250 words).
- Section 2: A highly detailed **explanation** and **evaluation** of the guilt of Lee Harvey Oswald (300-400 words).
- Section 3: A sophisticated assessment on who the guilty assassin/s were. (350-450 words).
- Conclusion
- Include in-text referencing and a reference list containing a wide variety of appropriately referenced sources of information and evidence.
- photographs as well as diagrams, graphs and tables to support your answer. All items must be appropriately labelled. Refer to the examples provided in class and in the 'How to' guide.
- Base your information on historical sources such as the Warren Commission report, witness testimonies and other primary and secondary sources.

- Provide highly detailed information with correct spelling, grammar and paragraphing, and written in the correct report structure.

✓ **Option2: B-E Grade**

- Executive Summary
- Section 1: A **description** of the assassination (100-200 words)
- Section 2: A detailed **explanation** of the guilt of Lee Harvey Oswald (200-300 words)
- Section 3: A detailed **assessment** on who the guilty assassin/s were. (250-350 words)
- Conclusion
- Include in-text referencing **and/or** a reference list containing a wide variety of appropriately referenced sources of information.
- Base your information on historical sources such as the Warren Commission report, witness testimonies and other primary and secondary sources.
- Provide detailed information with correct spelling, grammar and paragraphing, and written in the correct report structure.

✓ **Option 3: C- E grade**

- Section 1: An **outline** of the assassination (100-200 )words
- Section 2: An **explanation** of the guilt of Lee Harvey Oswald (150-250words)
- **Section 3**: An **explanation** on who the guilty assassin/s were. (200-300 words)
- Include a reference list containing a variety of sources of information.
- Use photographs as well as diagrams, graphs and tables to support your answer. All items must be appropriately labelled. Refer to the examples provided in class and in the 'How to' guide.
- Base your information on historical sources such as the Warren Commission report, witness testimonies and other primary and secondary sources.
- Provide information with correct spelling, grammar and paragraphing, and written in the correct report structure.

Definition of directive verbs	
<b>Assess</b> <b>:Evaluate</b>	-Make a judgment based on criteria; determine the value of
<b>Explain</b>	-Relate cause and effect; make the relationships between things evident; provide why and/or how
<b>Justify</b>	-Support an argument or conclusion
<b>Outline</b>	-Provide general information; indicate the main features of

**Plagiarism Notice**

Plagiarism is unacceptable in all forms. **Students found to be plagiarising will receive zero**. All information must be in your own words and a Reference List must be included at the end of our task. Copying and pasting from any source is considered to be plagiarism. If you are caught plagiarising, you will have to redo the task in order to meet the syllabus requirements.

**Note: This task is part of your formal assessment in this subject. Tasks not submitted on the due date will be given zero. Failure to complete this task may impact the completion of the ROSA. If you are sick on the due date you will have to provide a medical certificate to support your appeal. This must be presented to Ms Diamond with your assessment task on the morning of the first day you return to school. In addition, an after-school reflection will be issued for tasks not submitted**

## Report scaffold

*A report presents factual information that explains features, qualities, parts or functions.*

A report is always written in 3<sup>rd</sup> person ie. No use of words like 'I, my, we, our'. Instead, use phrases like 'This report will address, This reassessment finds that, Overwhelmingly, evidence supports the proposition that'

Your report must contain the following:

✓ Executive Summary:

- *Subheading: Executive Summary.*
- This is an introductory paragraph/s that outlines what will be discussed in the report.
- Provide an overview of the purpose of the report and an outline of what will be discussed.
- Introduce the context of the report (the assassination of J.F.K. and the controversy surrounding Lee Harvey Oswald ). Provide a 'snapshot' announcing that your report will prove, using historical evidence, who the guilty party/parties were.
- Communicate in the appropriate report structure with correct paragraphing, grammar, spelling and punctuation.

✓ The body of the report:

- Use a different subheading for each section of the report eg. Outline of the Assassination, The Guilt of Lee Harvey Oswald, A judgment of the Perpetrator/s
- The body sections are a series of paragraphs answering each topic section.
- Each new paragraph (or group of paragraphs) tends to describe one aspect of the topic and each begins with a topic sentence outlining what will be discussed. Write in PEEL structure (Point, Explain, Evidence, Link).
- Labelled pictures,, graphs, tables or diagrams should be included to support your argument.
- Refer to the report options for information regarding the.

✓ Conclusion

*Subheading: Conclusion.*

*Summarises the information presented including recommendations for future investigation.*

- The conclusion should bring your report together and should make an overall judgement based on your findings.
- This paragraph/s should not include any new information.
- Communicate in the appropriate report structure with correct paragraphing, grammar, spelling and punctuation.

✓ In-Text referencing and a Reference List

- A reference list is a list of the publication information for the sources you have included in your report.
- It is intended to give your reader all the information they need to find those sources
- **A reference list must be included by all students.**
- Use the 'How to' Referencing Guide provided during class and posted on Google Classroom to assist you.
- **As an extension option, all students are encouraged to include In-Text Referencing and a full reference list in the Harvard or APA style. This option will allow you to access up to an A and B grade.**

✓ Submission information

- This task is to be submitted electronically as a Google Doc or Microsoft Word document.
- Handwritten or printed work will not be accepted.
- Computer failure will not be accepted as a valid reason for late submission.
- Hand in your task by going to Google Classroom> 2021 Year 10 History Elective> Assessment Tasks topic> 'Submit your FINAL JFK report here'
- You are welcome to submit a drafts of your work for feedback. However, **no drafts will be read if submitted less than one week before the due date.**

## Year 10 History Elective J.F.K. assassination report

### Executive Summary- 3 marks

A-3 marks	C- 2 marks	E- 1 mark	0
Clearly introduces the purpose and scope of the report. Provides information about the context and key sections of the report. Communicates with appropriate paragraph structure and correct spelling, grammar and punctuation	Introduce the purpose and/or scope of the report. Some information about the context and key sections of the report. Some minor errors of paragraphing, spelling, grammar and punctuation.	Attempts to introduce the purpose and/or scope of the report. May provide information about the context and key sections of the report. Significant errors of paragraphing, spelling, grammar and punctuation.	No Executive Summary is provided.

### Section 1: The events of the assassination- : 5 marks

A-5 marks	B- 4 marks	C- 3 marks	D- 2 marks	E- 1 mark	0
<ul style="list-style-type: none"> <li>-A highly detailed description of the assassination</li> <li>-in-text referencing containing a wide variety of appropriately referenced sources of information.</li> <li>- photographs as well as diagrams, graphs and tables to support the answer. All items are appropriately labelled.</li> <li>-Information is based on the use of historical sources (primary and secondary)</li> <li>-Provide highly detailed information with correct spelling, grammar and paragraphing, and written in the correct report structure.</li> </ul>	<ul style="list-style-type: none"> <li>-A detailed description of the assassination</li> <li>-in-text referencing containing a variety of appropriately referenced sources of information.</li> <li>- photographs as well as diagrams, graphs and tables to support the answer. All items are appropriately labelled.</li> <li>-Information is based on the use of historical sources (primary and secondary)</li> <li>-Provide detailed information with mostly correct spelling, grammar and paragraphing, and written in the correct report structure.</li> </ul>	<ul style="list-style-type: none"> <li>-: An outline of the assassination</li> <li>-May use in -text referencing containing appropriately referenced sources of information.</li> <li>- photographs as well as diagrams, graphs and tables to support the answer. All items are appropriately labelled.</li> <li>-Information is based on the use of historical sources (primary and/or secondary)</li> <li>-Provide generally correct spelling, grammar and paragraphing, and written in the correct report structure.</li> </ul>	<ul style="list-style-type: none"> <li>-A basic outline of the assassination</li> <li>-May use photographs, diagrams, graphs or tables</li> <li>No appropriate labelling.</li> <li>-Little use of primary or secondary sources to support information.</li> <li>-Numerous errors of spelling, grammar and paragraphing are present. Not written in the correct report structure.</li> </ul>	<ul style="list-style-type: none"> <li>-An extremely limited outline of the assassination</li> <li>-No use of mphotographs, diagrams, graphs or tables</li> <li>No appropriate labelling.</li> <li>-No use of primary or secondary sources .</li> <li>-Significant errors of spelling, grammar and paragraphing are present. Not written in the correct report structure.</li> </ul>	<ul style="list-style-type: none"> <li>-Section 1 not attempted.</li> </ul>

**Section 2: The Guilt of Lee Harvey Oswald – 7 marks**

<b>A-7marks</b>	<b>B- 6marks</b>	<b>C- 4marks</b>	<b>D- 3marks</b>	<b>E- 1 mark</b>	<b>0</b>
<p>-A sophisticated evaluation of the role of Oswald in the assassination.</p> <p>-in-text referencing containing a wide variety of appropriately referenced sources of information.</p> <p>- photographs as well as diagrams, graphs and tables to support the answer. All items are appropriately labelled.</p> <p>-Information is based on the use of historical sources (primary and secondary)</p> <p>-Provide highly detailed information with correct spelling, grammar and paragraphing, and written in the correct report structure.</p>	<p>-A detailed evaluation of the role of Oswald in the assassination.</p> <p>-in-text referencing containing a variety of appropriately referenced sources of information.</p> <p>- photographs as well as diagrams, graphs and tables to support the answer. All items are appropriately labelled.</p> <p>-Information is based on the use of historical sources (primary and secondary)</p> <p>-Provide detailed information with mostly correct spelling, grammar and paragraphing, and written in the correct report structure.</p>	<p>- An explanation of the guilt of Oswald in the assassination.</p> <p>-May use in-text referencing containing appropriately referenced sources of information.</p> <p>- photographs as well as diagrams, graphs and tables to support the answer. All items are appropriately labelled.</p> <p>-Information is based on the use of historical sources (primary and/or secondary)</p> <p>-Provide generally correct spelling, grammar and paragraphing, and written in the correct report structure.</p>	<p>-Attempts to explain the role of Oswald in the assassination.</p> <p>-May use photographs, diagrams, graphs or tables</p> <p>No appropriate labelling.</p> <p>-Little use of primary or secondary sources to support information.</p> <p>-Numerous errors of spelling, grammar and paragraphing are present. Not written in the correct report structure.</p>	<p>-An extremely limited outline of the role of Oswald in the assassination.</p> <p>-No use of photographs, diagrams, graphs or tables</p> <p>No appropriate labelling.</p> <p>-No use of primary or secondary sources .</p> <p>-Significant errors of spelling, grammar and paragraphing are present. Not written in the correct report structure.</p>	<p>-Section 2 not attempted..</p>

**Section 3- Assessment of the perpetrator/s of the assassination- 10 marks**

<b>A-10 marks</b>	<b>B- 8 marks</b>	<b>C- 6 marks</b>	<b>D- 4 marks</b>	<b>E- 2 marks</b>	<b>0</b>
<p>-A sophisticated assessment of the perpetrator/s of the assassination.in the assassination.</p> <p>-in-text referencing containing a wide variety of appropriately referenced sources of information.</p> <p>- photographs as well as diagrams, graphs and tables to support the answer. All items are appropriately labelled.</p> <p>-Information is based on the use of historical sources (primary and secondary)</p> <p>-Provide highly detailed information with correct spelling, grammar and paragraphing, and written in the correct report structure.</p>	<p>-A highly detailed assessment of the perpetrators of the assassination.</p> <p>-in-text referencing containing a variety of appropriately referenced sources of information.</p> <p>- photographs as well as diagrams, graphs and tables to support the answer. All items are appropriately labelled.</p> <p>-Information is based on the use of historical sources (primary and secondary)</p> <p>-Provide detailed information with mostly correct spelling, grammar and paragraphing, and written in the correct report structure.</p>	<p>- An attempt to provide an assessment of the perpetrator/s of the assassination.of</p> <p>-May use in -text referencing containing appropriately referenced sources of information.</p> <p>- photographs as well as diagrams, graphs and tables to support the answer. All items are appropriately labelled.</p> <p>-Information is based on the use of historical sources (primary and/or secondary)</p> <p>-Provide generally correct spelling, grammar and paragraphing, and written in the correct report structure.</p>	<p>-Attempts a basic explanation of the perpetrator/s of the assassination.</p> <p>-May use photographs, diagrams, graphs or tables</p> <p>No appropriate labelling.</p> <p>-Little use of primary or secondary sources to support information.</p> <p>-Numerous errors of spelling, grammar and paragraphing are present. Not written in the correct report structure.</p>	<p>-An extremely limited outline of the perpetrator/s of the assassination..</p> <p>-No use of mphotographs, diagrams, graphs or tables</p> <p>No appropriate labelling.</p> <p>-No use of primary or secondary sources .</p> <p>-Significant errors of spelling, grammar and paragraphing are present. Not written in the correct report structure.</p>	<p>-Section 2 not attempted.</p>

### Conclusion 5 marks-

A-5marks	B- 4marks	C- 3marks	D- 2marks	E- 1 mark	0
<p><i>Clearly Summarises - the information presented including recommendations for future investigation.</i></p> <p>-Makes a strong judgment based on the findings of the report.</p> <p>-Communicate in the appropriate report structure with correct paragraphing, grammar spelling and punctuation.</p>	<p><i>-Clearly Summarises - the information presented including recommendations for future investigation.</i></p> <p>--Makes a statement based on the findings of the report.</p> <p>-Communicate in the appropriate report structure with mostly correct paragraphing, grammar, spelling and punctuation.</p>	<p><i>-Summarises -the information presented and may include recommendations for future investigation.</i></p> <p>-Makes a statement based on the findings of the report.</p> <p>-Communicate in the appropriate report structure with generally correct paragraphing, grammar, spelling and punctuation.</p>	<p><i>-Attempts to conclude the report</i></p> <p><i>-May attempt to include recommendations for future investigation.</i></p> <p>--Significant errors of paragraphing, grammar spelling and punctuation.</p>	<p>-Attempts to provide an extremely limited conclusion.</p> <p>-Errors of paragraphing, spelling, grammar and punctuation are significant.</p>	<p>-Conclusion not attempted.</p>

### Reference List and In-Text Referencing

A-5marks	B- 4marks	C- 3marks	D- 2marks	E- 1 mark	0
<p>-Includes a Reference List using a wide variety of primary and secondary sources of information.</p> <p>-Correct use of the Harvard or APA style.</p> <p>-Successfully uses of in-text referencing to support findings throughout the report.</p>	<p>-Includes a Reference List using a variety of primary and secondary sources of information.</p> <p>-Mostly correct use of the Harvard or APA style.</p> <p>-Employs the use of in-text referencing to support findings within the report.</p>	<p>-Makes a solid attempt to provide a full Reference List OR</p> <p>-Makes an attempt to include some appropriately formatted in-text references.</p>	<p>-Makes a basic attempt to include a reference list containing a few supporting materials.</p> <p>-May copy and paste web addresses</p>	<p>-Makes an extremely limited attempt to include a reference list.</p> <p>-May copy and paste web addresses</p>	<p>No attempt to provide in-text referencing or a reference list</p>