

JACK THE RIPPER 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 The historical content listed below should be familiar to candidates before they attempt to answer the questions.

JACK THE RIPPER

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 development of the police forces in Britain in the nineteenth century
- Law and Order in London in the late nineteenth century
- Whitechapel in the nineteenth century

Introduction

In August 1888 the first of a series of murders was committed by a killer who became known as Jack the Ripper. To this day the identity of the killer remains a mystery. Five women were brutally killed in the East End of London by a maniac who appeared to kill without warning and with no remorse.

Why was the Ripper able to get away with his murders? Why were the police powerless to stop him? These are some of the questions that you will be answering as you tackle this assignment.

SOURCE A: Part of an article in the East End Observer describing the murders of Martha Tabram and Polly Nicholls

The two murders which have so startled London within the last month are singular for the reason that the victims have been of the poorest of the poor, and no adequate motive in the shape of plunder can be traced. The excess of effort that has been apparent in each murder suggests the idea that both crimes are the work of a demented being, as the extraordinary violence used is the peculiar feature in each instance.

SOURCE B: Part of the Coroner's report of the death of Annie Chapman.

The body has not been dissected, but the injuries have been made by someone who had considerable anatomical skill and knowledge. There are no meaningless cuts (like in the Tabram murder). It was done by one who knew where to find what he wanted, what difficulties he would have to contend with, and how he should use the knife. No unskilled person could have know where to find the organs, or to have recognised them when they were found. No mere slaughterer of animals could have carried out these operations.

SOURCE C: The report of Dr Frederick Blackwell on the body of Elizabeth Stride

The deceased was lying on her left side across the passage, her face was looking towards the right wall. Her legs were drawn up, her feet close against the wall of the right side of the passage.

The neck and chest were quite warm, as were also the legs, and the face was slightly warm. The hands were cold. The right hand was open and on the chest. It was smeared with blood. The left hand, lying on the ground, was partially closed, and contained a small packet of cachous [breath fresheners] wrapped in tissue paper. There was no money on the body.

The appearance of the face was quite placid. The mouth was slightly opened. In the neck there was a long incision which commenced on the left side, two and a half inches below the angle of the jaw, cutting the windpipe completely in two.

SOURCE D: The evidence of Elizabeth Long at the inquest into the death of Annie Chapman; she was describing the man seen talking to Annie before she was killed

He was dark complexioned and was wearing a deerstalker hat. I think he was wearing a dark coat but I cannot be sure. He was a man over forty, as far as I could tell. He seemed to be a little taller than the deceased. He looked to me like a foreigner, as well as I could make out. He looked what I should call shabby genteel.

SOURCE E: Part of an article published in a local newspaper after the murders of Polly Nicholls and Annie Chapman

My informant demanded at that time that the police force on the spot should be strengthened and some kind of order created on the streets by night. He warned that murder would ensue if matters were left as they were. He was referred from one police office to another, but without making any impression. Then came the first murder. He went again to the police and warned them that there would be more mischief unless they could clear the streets of the open and defiant ruffianism, which continued to make night hideous. Then came another murder.

The main thoroughfares of Whitechapel are connected by a network of narrow, dark and crooked lanes, every one apparently containing some headquarters of infamy. The sights and sounds are an apocalypse of evil.

SOURCE F: A police leaflet published after the murders of Elizabeth Stride and Kate Eddowes

POLICE NOTICE

TO THE OCUPIER

On the morning of Friday, 31st August, Saturday 8th, and Sunday, 30th of September, 1888, women were murdered in or near Whitechapel, supposed by someone residing in the immediate neighbourhood. Should you know of any person to whom suspicion is attached, you are earnestly requested to communicate at once with the nearest Police Station Metropolitan Police Office, 30th September 1888.

SOURCE G: Part of a letter from the Home Secretary to the Mile End Vigilance Committee on 17 September 1888

The practice of offering reward for the discovery of criminals was discontinued some years ago because experience showed that such offers of reward tended to produce more harm than good. The Secretary of State is satisfied that there is nothing in the circumstances of the present case to justify a departure from this rule.

SOURCE H: Part of an article published in *The Times* after the murder of Mary Kelly

The murders, so cunningly continued, are carried out with a complete ruthlessness which altogether baffles investigators. Not a trace is left of the murderer, and there is no purpose in the crime to afford the slightest clue. All the police can hope is that some accidental circumstance will lead to a trace which may be followed to a successful conclusion.

SOURCE I: A map of the East End in 1888 showing the sites of the murders



SOURCE J: A photograph of the back yard of 29 Hanbury Street. Annie Chapman's body was lying against the fence with her head on the step



ASSIGNMENT ONE: OBJECTIVE 1

1. Describe law and order in London in the late nineteenth century. (15)
2. Why did the Whitechapel murders attract so much attention in 1888? (15)
3. Why were the police unable to catch Jack the Ripper? (20)

ASSIGNMENT TWO: OBJECTIVES 2 AND 3

1. Study Source A

What can you learn from Source A about the murders of Martha Tabram and Polly Nicholls?

(6)

2. Study Sources A, B and C

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

(8)

3. Study Sources D and E

How useful are Sources D and E in helping you to understand why the Ripper was able to avoid capture?

(10)

4. Study Sources F and G

Use Sources F and G, and your own knowledge, to explain how the police tried to catch Jack the Ripper.

(12)

5. Study all of the sources

‘The police were to blame for not capturing Jack the Ripper.’

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

(14)

ASSIGNMENT ONE: MARKSCHEME

1. *Describe law and order in London in the late nineteenth century.*

Target: Key features/recall of knowledge

- Level 1: Simple statements supported by some knowledge, e.g. the police, crimes, punishments etc. (1-5)
- Level 2: Developed statements supported by relevant knowledge, e.g. details about the Metropolitan Police Force, methods, police work, reputation, types of crimes etc. (6-10)
- Level 3: Developed exposition supported by selected knowledge, e.g. shows understanding of the expected role of the police, controversy over use of force, crimes that could be prevented etc. (11-15)

2. *Why did the Whitechapel murders attract so much attention in 1888?*

Target: Causation/recall of knowledge AO1

- Level 1: Simple statements supported by some knowledge, e.g. lists the murders, basic details of the wounds etc. (1-5)
- Level 2: Developed statements supported by relevant knowledge, e.g. details of the murders, and of the victims etc. (6-10)
- Level 3: Developed explanation supported by selected knowledge, e.g. makes links between factors, considers the nature of the crimes, press coverage, nature of the victims etc. (10-15)

3. *Why were the police unable to catch Jack the Ripper?*

Target: Causation/recall of knowledge

Level 1: Simple statements supported by some knowledge, e.g. he was too clever, worked too quickly etc.

(1-5)

Level 2: Developed statements supported by relevant knowledge, e.g. details of the methods of the Ripper and of the police etc.

(6-10)

Level 3: Developed explanation supported by selected knowledge, e.g. making links between factors, false leads at the start, Jews, limits of CID work in 1888, Ripper did not know victims etc.

(11-15)

Level 4: Sustained argument supported by precisely selected knowledge, e.g. assesses the significance of factors, sets in the overall context of police work in the late nineteenth century etc.

(16-20)

ASSIGNMENT TWO: MARKSCHEME

1. *Study Source A*

What can you learn from Source A about the murder of Martha Tabram and Polly Nicholls?

Target: Comprehension of a source

Level 1: Simple statements supported by some knowledge taking the source at face value, e.g. she was attacked very brutally 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. people were surprised that poor prostitutes had been attacked, the two murders were linked at the time 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 Ripper murders? Explain your answer.

Target: Cross referencing and evaluation of sources AO2

Level 1: Simple statements supported by some knowledge taking the sources at face value, e.g. yes they were all violent, the murderer used a knife 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. A does not give details and was only interested in news, B and C give more accurate details 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. B and C are official reports by people whose job it was to investigate the murders, A is different (7-8)

3. *Study Sources D and E*

How useful are Sources D and E in helping you to understand why the Ripper was able to avoid capture?

Target: Analysis and evaluation of sources for utility

Level 1: Simple statements supported by some knowledge taking the sources at face value, e.g. vague, not sure, backyardetc. (1-3)

Level 2: Developed statements making inferences from the sources, pointing out reliability issues or setting the sources in context, e.g. Long was making assumptions which may or may have not been true; Source E suggests advice was ignored and Whitechapel was a difficult place to police. (4-6)

Level 3: Developed explanation making use of the nature, origin and purpose of the sources, e.g. Long gave evidence at the inquest, her information was taken seriously and the police acted upon it, a great deal of effort went into finding a foreigner; Source E suggests the police did not take any interest, but newspaper may have been attempting to blame the police for failing to catch the murderer and publicise events, etc. (7-10)

4. Study Sources F and G

Use Sources F and G, and your own knowledge, to explain how the police tried to catch Jack the Ripper.

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. leaflets, no rewards 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. details of the leaflet, increased beats, house to house 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. refers to nature of leaflet and the details in it, timing of the letter, significance of comments etc. (7-10)
- Level 4: Sustained argument supported by precisely selected knowledge and using the sources as evidence, e.g. sets the sources in the context of police methods in the late nineteenth century, limitations on CID work, suspicious characters etc. (11-12)

5. *Study all of the sources*

'The police were to blame for not capturing Jack the Ripper.'

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

Target: Analysis and 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 they did not do enough etc.

(1-3)

Level 2: Developed statements supported by relevant knowledge making inferences from the sources, supporting or opposing the view, e.g. describes what they did not do, false leads 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. shows that all levels of the police were poorly prepared for murders like this, considers the way that the Ripper acted and whether that made capture more likely 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. sets the murders in the context of the late nineteenth century, no accurate description, no identification, killing at random etc.

(12-14)