



ISYS6004 COMPUTER FORENSICS

Summary

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| Title | Assessment 3 |
| Type | Project |
| Due Date | Monday 12 August 2024 @ 12:00 pm AEST (start of Week 7) |
| Length | 30 hours |
| Weighting | 50% |
| Academic Integrity (See below for limits of use where GenAI is permitted) | GenAI may be used. |
| Submission | Word or PDF document submitted to Turnitin (for written assessments). |
| Unit Learning Outcomes | This assessment task maps to the following ULOs: ULO1: conduct digital investigations that are based on the accepted professional investigative process: identification, preservation, examination, analysis and reporting. ULO3: assess and describe the results of a computer, network and/or data forensic analysis for audiences of both technical and managerial background. |

Rationale

This assignment is developmental and cumulative.

You are strongly advised to start doing this assignment from Week-1 in your study when you were provided the all necessary materials. Leaving your starting date to the week before the due date is a very poor strategy for success in the unit.

As part of a forensics investigation you should follow your structured approach that was documented previously, completing tasks by the required time.

This is especially important when the results of an investigation will be used in a criminal case or even civil litigation, but are also required when organisations conduct internal investigations.

You need to ensure you have:

- a standardised process that is followed.
- repeatability so others (e.g. the defence) can get the same results.
- A report that is to a professional level.



Task Description

Your task is to investigate the supplied forensic images using appropriate tools and processes and to develop and submit a written forensic report on your findings as per industry standards.

The prosecution team and law enforcement agencies require you to provide a chain of custody and to use Autopsy and at least two other tools. You may use any other tools to undertake the investigation, but you must clearly record all your repeatable actions in a running sheet.

Your supervisor has asked that you provide your work to them before lunch so they can go over the work you have done before a meeting with the prosecution team and law enforcement that afternoon. Delays are not acceptable as it will mean there are delays to discovery (i.e. handover of evidence to the defence) and potentially to the case.

Task Instructions

Your final report will deliver your findings per industry standards. At a minimum, you are to provide the following; an overview of tasks, issues chapters (e.g. offence content, identification, intent/distribution/motive, quantity of files, software installs, anti-forensics behaviour etc), timelines of events and running sheets.

NOTE: You will find a sample report (which will need enhancing & may need corrections/additions) as well as further information, hints, and tips on MySCU in the Assessment 3 folder.

Investigative Tasks

You will need to (in no particular order)

1. Read the scenario.
2. Download the evidence files.
3. Read the handover materials.
4. Extract evidence files.
5. Ensure you have the files intact.
6. Conduct your investigation.
7. Write your report.

Resources

You have been provided:

- a case study scenario. Please ensure you have read the files.
- 3 files to investigate.
- Forensics Reporting PowerPoint.
- Final Report example
This will need enhancing & may need corrections/additions.

Please check the information, hints, and tips on MySCU in the Assessment 3 section early so you have a good grasp of what is required and available.



Referencing Style Resource

You must use either APA7 or Harvard referencing styles.

SCU has the following guides: [SCU Library referencing guides](#).

Consider an online reference generator if you are unable to use one in your editor and have not used EndNote or Zotero.

Task Submission

You must submit your document in Word or PDF format using the Turnitin submission portal titled *Assessment 3: Final Project* in the **Assessments Tasks and Submission** section on the Blackboard ISYS6004 site. Only Microsoft Word or PDF documents submitted via the Turnitin portal on Blackboard will be accepted.

You must label your submission with your surname and initials, and the assessment task's name, for example:

SmithJ_ISYS6004_FinalReport.docx
or
SmithJ_ISYS6004_FinalReport.pdf

Academic Integrity

At Southern Cross University, academic integrity means behaving with the values of honesty, fairness, trustworthiness, courage, responsibility and respect in relation to academic work.

The Southern Cross University Academic Integrity Framework aims to develop a holistic, systematic and consistent approach to addressing academic integrity across the entire University. For more information, see: [SCU Academic Integrity Framework](#)

NOTE: Academic Integrity breaches include unacceptable use of generative artificial intelligence (GenAI) tools, the use of GenAI has not been appropriately acknowledged or is beyond the acceptable limit as defined in the Assessment, poor referencing, not identifying direct quotations correctly, close paraphrasing, plagiarism, recycling, misrepresentation, collusion, cheating, contract cheating, fabricating information.

At SCU the use of GenAI tools is acceptable, *unless it is beyond the acceptable limit as defined in the Assessment Item by the Unit Assessor*.

1. GenAI May be Used

Generative artificial intelligence (GenAI) tools, such as ChatGPT, **may be used** for this assessment task. If you use GenAI tools, you must use these ethically and acknowledge their use. To find out how to reference GenAI in your work, consult the referencing style for your unit [via the Library referencing guides](#). If you are not sure how to, or how much, you can use GenAI tools in your studies, contact your Unit Assessor. If you use GenAI tools without acknowledgment, it may result in an academic integrity breach against you, as described in the [Student Academic and Non-Academic Misconduct Rules, Section 3](#).

Please be aware – GenAI is not particularly good at this process as it cannot examine files and evidence. Therefore it has been known to make up information and provide misleading information which will result in the loss of marks if not corrected by the student.



Special Consideration

Please refer to the Special Consideration section of Policy.

<https://policies.scu.edu.au/document/view-current.php?id=140>

Late Submissions & Penalties

Please refer to the Late Submission & Penalties section of Policy.

<https://policies.scu.edu.au/view.current.php?id=00255>

Grades & Feedback

Assessments that have been submitted by the due date will receive an SCU grade. Grades and feedback will be posted to the 'Grades and Feedback' section on the Blackboard unit site. Please allow 7 days for marks to be posted.

Assessment Criteria

Generally, the difference between a "Pass" and higher grades will be based on the level of independent research you have conducted with regards to the incident, combined with your application of knowledge and practical skills.



Assessment Rubric

| Marking Criteria and % allocation | High Distinction (85-100%) | Distinction (75-84%) | Credit (65-74%) | Pass (50-64%) | Fail 0-49% |
|--|---|---|---|--|---|
| Content: Report follows the required structure clearly with each component addressed. For every issue, claim or allegation raised in the report, evidence is provided to prove or disprove. Evidentiary artefacts are relevant, and characterised and analysed correctly. 15% | Report has clearly followed the required structure, ensuring each component has been carefully and correctly addressed. Each issue of the report clearly encompasses the necessary evidence to prove or disprove the claims and allegations that have been made. Each evidentiary artefact has been characterised and analysed correctly, and its relevance to the overall investigation has been clearly demonstrated. | Report has clearly followed the required structure, ensuring each component has been correctly addressed. Each issue of the report encompasses the necessary evidence to prove or disprove the claims and allegations that have been made. Each evidentiary artefact has been characterised and analysed correctly, and its relevance to the overall investigation has been demonstrated. | Report has followed the required structure, ensuring most components have been addressed. Most of the issues of the report encompass the necessary evidence to prove or disprove the claims and allegations that have been made. Most evidentiary artefacts have been characterised and analysed correctly, and their relevance to the overall investigation has been demonstrated. | Report has generally followed the required structure, ensuring some components have been addressed. Some of the issues of the report encompass the necessary evidence to prove or disprove the claims and allegations that have been made. Some evidentiary artefacts have been characterised and analysed correctly, and their relevance to the overall investigation has been demonstrated, but there may be inaccuracies. | Report has not followed the required structure and does not ensure components have been addressed. The issues of the report do not encompass the necessary evidence to prove or disprove the claims and allegations that have been made. None or few of the evidentiary artefacts have been characterised and analysed correctly, and their relevance to the overall investigation has not been demonstrated. |
| Running Sheet: | A comprehensive | A comprehensive | A clear running | A running | A poor running |



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|---|---|---|--|---|--|
| Running sheet uses the forensic process to establish a repeatable and reproducible set of strategies for the investigation. Clearly depicts each stage and demonstrates an advanced technical capability 15% | running sheet that makes use of the forensic process resulting in a repeatable and reproducible set of strategies used to undertake the investigation. The running sheet clearly depicts each stage that was used and demonstrates an advanced level of technical capability. | running sheet that makes use of the forensic process resulting in a repeatable and reproducible set of strategies used to undertake the investigation. The running sheet depicts each stage used and demonstrates a high level of technical capability. | sheet that makes use of most of the elements of the forensic process resulting in an overall repeatable and reproducible set of strategies used to undertake the investigation. The running sheet depicts most of the stages used and demonstrates a high level of technical capability. | sheet that makes use of some of the elements of the forensic process resulting in some of the strategies being repeatable and reproducible to undertake the investigation. The running sheet depicts some of the stages used and demonstrates a satisfactory level of technical capability. | sheet that uses no or few elements of the forensic process resulting in strategies not being repeatable or reproducible. The running sheet does not depict the stages used and does not demonstrate a satisfactory level of technical ability. |
| Timeline: Timeline is comprehensively explained, contains accurate timestamps and chronically represents only the events relevant to the 'illegal' activity both during and after the case | A comprehensive and chronological order of events representing the actions that resulted in the 'illegal' activity within the case study and events thereafter. The timeline incorporates all necessary events | A comprehensive and chronological order of events representing the actions that resulted in the 'illegal' activity within the case study and events thereafter. The timeline incorporates the necessary events | A clear and chronological order of events representing most of the actions that resulted in the 'illegal' activity within the case study and events thereafter. The timeline incorporates most of the necessary | A chronological order of events representing most of the actions that resulted in the 'illegal' activity within the case study and events thereafter. The timeline incorporates most of the necessary events with | A poorly constructed timeline that does not represent the actions that resulted in the illegal activity in the case study. The timeline does not incorporate the necessary events with timestamps and |



| Marking Criteria and % allocation | High Distinction (85-100%) | Distinction (75-84%) | Credit (65-74%) | Pass (50-64%) | Fail 0-49% |
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| study. 10% | with accurate timestamps and explanations, whilst omitting unnecessary or non-related events. | with timestamps and explanations, whilst omitting unnecessary or non-related events. | events with timestamps and explanations, whilst omitting most unnecessary or non-related events. | timestamps and explanations, whilst omitting most unnecessary or non-related events. | explanations, whilst omitting unnecessary or non-related events. |
| Presentation and Format: Report is of a professional quality and articulates information and analysis in a sophisticated way. Report has an appropriate structure and style, ideas flow logically, and vocabulary is appropriate. Grammar, spelling and punctuation are accurate. 10% | Excellent professional quality report, using sophisticated language to articulate all essential information and analysis. Sophisticated structure and style that flows easily and logically. Precise and appropriate vocabulary, and almost error-free spelling, punctuation and grammar. | Clearly structured professional report, concisely written using complex language to articulate all essential information and analysis. Very good structure and style that flows logically. Appropriate and accurate vocabulary, and occasional errors in spelling, punctuation and grammar. | Report conforms to a satisfactory professional standard using clear and appropriate language to articulate essential information and analysis. Structure and style are generally appropriate for the task. Ideas flow clearly. Infrequent errors in spelling, punctuation and grammar. | The report conforms to a basic professional standard using mostly clear and appropriate language to articulate essential information and analysis. Basic structure and style generally flow well. Most of the vocabulary is appropriate. Errors in spelling, grammar and punctuation occasionally impede understanding. | The report is not of a professional standard and does not use clear and appropriate language to articulate essential information and analysis. Structure and style are inappropriate, and ideas do not flow well. Limited vocabulary or inappropriate word choices. Errors in spelling, grammar and punctuation impede meaning. |



Description of SCU Grades

High Distinction:

The student's performance, in addition to satisfying all of the basic learning requirements, demonstrates distinctive insight and ability in researching, analysing and applying relevant skills and concepts, and shows exceptional ability to synthesise, integrate and evaluate knowledge. The student's performance could be described as outstanding in relation to the learning requirements specified.

Distinction:

The student's performance, in addition to satisfying all of the basic learning requirements, demonstrates distinctive insight and ability in researching, analysing and applying relevant skills and concepts, and shows a well-developed ability to synthesise, integrate and evaluate knowledge. The student's performance could be described as distinguished in relation to the learning requirements specified.

Credit:

The student's performance, in addition to satisfying all of the basic learning requirements specified, demonstrates insight and ability in researching, analysing and applying relevant skills and concepts. The student's performance could be described as competent in relation to the learning requirements specified.

Pass:

The student's performance satisfies all of the basic learning requirements specified and provides a sound basis for proceeding to higher-level studies in the subject area. The student's performance could be described as satisfactory in relation to the learning requirements specified.

Fail:

The student's performance fails to satisfy the learning requirements specified.