

My Target: \_\_\_\_ / 26 or \_\_\_\_\_\_ % Complete on the day of the assessment.

🖒 🖓 (Circle when your test is handed back)

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| Total marks  **/26** | **%** | **Weight**  **2.5%** |
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**Year 9: Humanities and Social Sciences**

**History: Making of the Modern World**

**Task 1 Part B: Gallery Walk Validation**

**You will have 5 minutes reading time and 45 minutes to complete the assessment.**

**Remember the meaning of the following key directional terms:**

**Explain:** Make the meaning of something clear; relate cause and effect; make the relationships between things evident; provide why and/or how.

**Define:** State the meaning/definition of the term, using examples to support this.

**Outline:** State the essential characteristics, presenting main points and vital underlying points. Omit insignificant details.

**Describe:** Give a thorough account of something, providing characteristics and features.

1. **Explain** the difference between a primary and secondary source using specific examples from the sources you studied in class. **(6 marks)**

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1. Based on the sources you have analysed, **list** 5 jobs that children were employed for during the time of the Industrial Revolution. **(5 marks)**
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3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. **Define** what bias means and use examples from the sources you have studied in class to support your definition. **(3 marks)**

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1. **Outline** one reason why understanding different perspectives when analysing historical sources is important. **(2 marks)**

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1. Using evidence from the sources you have analysed, **describe** what life was like for children during the time of the Industrial Revolution. A good answer will include the following: working hours, jobs, living conditions etc. **(4 marks)**

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1. **Explain** how the sources you have studied in class argue for the creation of **workplace laws**. **(6 marks)**

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**End of Validation**