

My Target: \_\_\_\_ / 72 or \_\_\_\_\_\_ % Complete on the day of the assessment.

🖒 🖓 (Circle when your test is handed back)

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

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

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| --- | --- | --- |
| Total marks  **/60** | **%** | **Weight**  **2.5%** |
|  |  |  |

**Year 9: Humanities and Social Sciences**

**History: Making of the Modern World**

**Task 1 Part A: Gallery Walk and Source Analysis**

**Overview:** Since the 2nd Industrial Revolution, more and more people were working long hours in difficult conditions. With adult workers earning low ages, many children had to work full time to support their families. Progressive reformers began to focus on these problems. Children did many jobs in the 1800s. In 1900 more than 1.75 million children age 15 and under worked in factories, mines, and mills, earning very low wages. During the 1900s, reformers finally succeeded in getting some laws passed to ease the conditions of child labourers. In any case, laws alone could not end child labour. Some parents ignored child labour laws so that their children could continue contributing to the family income. Children were often instructed to lie about their age to government inspectors and tell them they were older than they really were.

**Task: You will be given 3 periods during class time to work on this assessment.**

**Students complete a gallery walk, source analysis, evidence collection, answer questions in reference to the life of men, women and children during the Industrial Revolution and then a validation response.**

**• To assess students’ inquiry skills**

**• To assess students understanding of source analysis**

**• To assess students’ knowledge at the end of the learning cycle**

Lessons 1, 2, & 3 – completion of the retrieval chart using 10 sources provided.

Lesson 4 – In class validation using completed retrieval answering questions relating to the sources.

Note: If you miss a lesson it will be your responsibility to organise a time to complete the source analysis (Recess and Lunch).

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| --- | --- |
| **Content from the Western Australian Curriculum** | **HASS CONTENT**  The experiences of men, women and children during the Industrial Revolution, and their changing way of life  **HASS SKILLS**  Use criteria to select relevant information and/or data such as accuracy, reliability, currency and usefulness to the question Represent information and/or data using appropriate formats to suit audience and purpose  Develop texts, particularly descriptions and explanations, using appropriate subject‐specific terminology and concepts that use evidence to support findings, conclusions and/or arguments, from a range of sources |

**Marking Guide for Retrieval Chart: TOTAL 60 marks**

**See the distribution below:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Source  **(1 mark)** | Is it Primary or Secondary?  What is it, what can you see?  **(1 mark)** | What information can I gain from this source?  What is it trying to tell me? **(message/purpose)**  **(2 marks)** | What was happening when the topic of this source occurred?  **(context)**  **(2 marks)** | If you were a historian, why would you use this source to learn about the time? Why wouldn’t you use it?  (**usefulness)**  **(2 marks)** | Is this information new to you?  Does it match your background knowledge? Is it trustworthy?  **(reliability)**  **(2 marks)** |
| Correct Name of Source | Correctly identifies source type and what is seen | 1 mark – brief description of useful information / purpose  1 mark – correctly identified message | 2 marks – brief description of the context and how this is relevant to the source | 1 mark – would or would not use  1 mark – justification for use of not use | 1 mark – comment on information  1 mark – brief comment on trustworthiness/validity |