

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

🖒 🖓 (Circle when your test is handed back)

**Name: MARKING GUIDE**

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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)**

1 MARK EXPLANATION OF PRIMARY SOURCE

1 MARK EXPLANATION OF SECONDARY SOURCE

1 MARK EXAMPLE OF PRIMARY SOURCE FROM IN-CLASS SOURCES

1 MARK EXAMPLE OF SECONDARY SOURCE FROM IN-CLASS SOURCES

1 MARK FOR USING SPECIFIC LANGUAGE TO DIFFERENTIATE (WHEREAS, HOWEVER…)

1 MARK GRAMMAR, SPELLING, CLARITY OF RESPONSE ETC.

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)**
2. FACTORIES
3. MINES
4. COTTON MILLS ANY OTHER APPROPRIATE RESPONSE
5. FARM WORK
6. TRAPPERS
7. **Define** what bias means and use examples from the sources you have studied in class to support your definition. **(3 marks)**

1 MARK DEFINITION OF BIAS

1 MARK FOR EACH EXAMPLE (USES TWO EXAMPLES)

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

1 MARK FOR OUTLINE (State the essential characteristics, presenting main points and vital underlying points. Omit insignificant details)

1 MARK FOR APPROPRIATE ANSWER (Because people have different perspectives on events that happened in history, it is important to understand in what context the source was created.)

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)**

2 MARKS DESCRIBING LIFE (INCLUDING working hours, jobs, living conditions)

2 MARKS FOR USE OF EVIDENCE

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

1 MARK – DESCRIBES WHAT WORKPLACE LAWS ARE AND WHY THEY MIGHT BE IMPORTANT, NECESSARY DURING THE INDUSTRIAL REVOLUTION (TO KEEP PEOPLE SAFE, AGE RESTRICTIONS, SAFETY OF WORKERS, TYPES OF WORK PERMITTED FOR CHILDREN TO DO ETC)

1 MARK – REFERS TO A SOURCE AND CORRECTLY APPLIES THIS TO THE QUESTION – SUPPORTING THE CREATION OF WORK PLACE LAWS

1 MARK – REFERS TO A SECOND SOURCE AND CORRECTLY APPLIES THIS TO THE QUESTION – SUPPORTING THE CREATION OF WORK PLACE LAWS

1 MARK – FOR DESCRIBING HOW SOURCES ARE USED TO SUPPORT ARGUMENTS AND INTERPRETATIONS IN HISTORY

1 MARK – OVERALL QUALITY OF ANSWER, USING CORRECTLY LANGUAGE AND GRAMMER SUCH AS “REFERRING TO SOURCE …”