

My Target: \_\_\_\_ / 17 or \_\_\_\_\_\_ % Complete on the day of the assessment.

🖒 🖓 (Circle when your test is handed back)

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

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

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| --- | --- | --- |
| Total marks  **/17** | **%** | **Weight**  **2.5%** |
|  |  |  |

**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.**

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** 4 jobs that children were employed for during the time of the Industrial Revolution. **(4 marks)**
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Bias is a term referring to: **(1 mark)**
7. A person’s point of view
8. The reliability of information
9. Prejudice or an inclination for favour one person, group, side of the story.
10. The ability to be able to show empathy and walk in someone else’s shoes.
11. **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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**END OF ASSESSMENT**