



Sample assessment task

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| Year level | 9 |
| Learning area | Humanities and Social Sciences |
| Subject | History |
| Title of task | Turning points in the Industrial Revolution |

Task details

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| Description of task | <p>Students investigate the lives and experiences of men, women and children during the Industrial Revolution and complete the following tasks:</p> <ul style="list-style-type: none"> • write focus questions • make notes using a note making structure of their choice • compile a bibliography using the framework provided <p>Using their research, they create a summary chart to explain the ways that the lives of men, women and children changed during the Industrial Revolution, and the reasons for these changes</p> |
| Type of assessment | Formative and summative |
| Purpose of assessment | <ul style="list-style-type: none"> • To assess students' questioning and research skills in order to identify areas that need further development and teaching (checklist provided) • To inform reporting at the end of a learning cycle |
| Assessment strategy | Written work, graphic organisers and summary charts |
| Evidence to be collected | <ul style="list-style-type: none"> • Graphic organisers • Summary charts |
| Suggested time | <ul style="list-style-type: none"> • Research – minimum of four lessons, including audiovisual materials • Construction of summary chart – 45 minutes in class |

Content description

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| Content from the Western Australian Curriculum | <p>Knowledge and understanding</p> <p>The experiences of men, women and children during the Industrial Revolution, and their changing way of life</p> <p>Humanities and Social Sciences skills</p> <p>Identify current personal knowledge, gaps, misconceptions, currency of information, personal perspective and possible perspectives of others</p> <p>Use a range of methods to collect, select, record and organise relevant and reliable information and/or data from multiple sources that reflects the type of analysis of information that is needed (e.g. questionnaires, surveys, emails, discussion lists, tables, field sketches, annotated diagrams) with and without the use of digital and spatial technologies</p> <p>Use appropriate ethical protocols including specific formats for acknowledging other people's information and understand that these formats vary between organisations</p> <p>Analyse information and/or data in different formats (e.g. to explain cause and effect relationship, comparisons, categories and subcategories, change over time)</p> |
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| | <p>Apply subject-specific skills and concepts in familiar, new and hypothetical situations</p> <p>Critically evaluate information and/or data and ideas from a range of sources to make generalisations and inferences; propose explanations for patterns, trends, relationships and anomalies; predict outcomes</p> |
| Key concepts | Source, Evidence, Continuity and change, Cause and effect |
| Task preparation | |
| Prior learning | <p>Students have prior knowledge of the technological innovations that led to the Industrial Revolution and other conditions that influenced the industrialisation of Britain, including population movements and changing settlement patterns.</p> <p>They are familiar with the skills of questioning, researching, analysing, evaluating, communicating and reflecting, and constructing summary charts.</p> |
| Assessment differentiation | <p>Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.</p> |
| Assessment task | |
| Assessment conditions | Students have a minimum of four lessons in the library to complete their research and 45 minutes in class to produce a summary chart of their findings. |
| Resources | <ul style="list-style-type: none"> • Inquiry process booklet • Model summary chart • Library/internet resources |

Instructions for teacher

Turning points in the Industrial Revolution

Revise the key concepts.

The following questions may be useful when revising.

- What are sources?
- How can we learn about the past?
- What types of sources are there?
- What is a primary source?
- What is a secondary source?
- How do we acknowledge sources?
- What is evidence?
- What makes evidence useful?
- What questions do we need to consider when looking at evidence?
- How can we use evidence?
- Why do we need to use evidence?
- How do we define 'cause' in an historical context?
- How do we define 'effect' in an historical context?
- What are short-term effects?
- What are long-term effects?

Instructions to students

Turning points in the Industrial Revolution

You have a minimum of four lessons to investigate the lives of men, women and children during the Industrial Revolution.

You have 45 minutes in class to construct a summary chart of your findings.

Any worksheets or scaffolding specific to the task

Inquiry booklets

Sample summary chart

- Investigate the ways that the lives of men, women and children changed during the Industrial Revolution, and the reasons for these changes.
- Use the inquiry booklet to record your information.
- You will have four lessons to conduct your inquiry.
- Present your findings in a summary chart which will be constructed in class in one lesson, using your inquiry booklet.

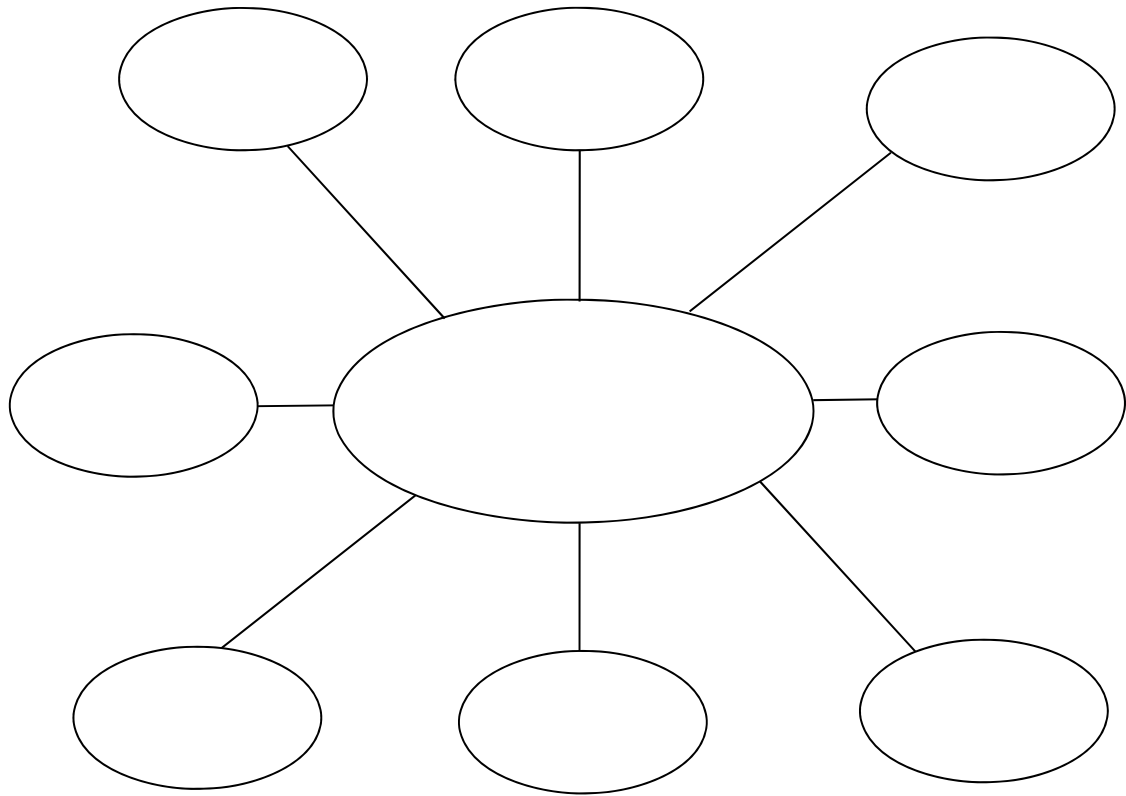
Inquiry process booklet

1. What do I already know about the topic?

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2. What do I need to know?

Brainstorm, concept map



3. Formulate focus questions to help you gather your information.

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Focus question 1

Key points from information sources and reference details

Focus question 2

Key points from information sources and reference details

Focus question 3

Key points from information sources and reference details

Focus question 4

Key points from information sources and reference details

List of resources used

The ethical recording and communicating of evidence: List the bibliographical information of all resources from which you have taken information. You are legally required to acknowledge the author or editor who wrote or compiled the information you have used for your assignment.

Bibliography/reference list framework

Books

| Author | Year | Title | Publisher | Place |
|-----------------------------|------|-------|-----------|-------|
| | | | | |
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| | | | | |
| More than one author | | | | |
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Encyclopedia or dictionary

| Author | Year | Title of article | Title of encyclopedia | Vol | Publisher | Place | Page(s) |
|--------|------|------------------|-----------------------|-----|-----------|-------|---------|
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Magazine articles

| Author | Year | Title of article | Title of magazine | Volume | Number | Page(s) |
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Newspaper articles

| Author | Year | Title of article | Title of newspaper | Date | Page(s) |
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Film or video

| Title | Year | Format | Publisher | Place |
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World wide web – document

| Author | Year or last update | Title of website | Date retrieved | URL (website address) |
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World wide web – image

| Title | Format | Year | Date retrieved | URL (website address) |
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Online encyclopedia

| Title of article | Year | Title of website | Date retrieved | URL (website address) |
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Sample summary chart

Changes to way of life during the Industrial Revolution

| Men | | Women | | Children | |
|--------|-------------------|--------|-------------------|----------|-------------------|
| Change | Reason for change | Change | Reason for change | Change | Reason for change |
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| Sample checklist | |
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| Description | Check |
| Focus questions | ✓ |
| Devises a set of questions which clearly identifies the key information needed to address the research question | |
| Devises a set of simple questions which identifies some information needed to address the research question | |
| Lists a few simple questions which identify limited information | |
| Description | Check |
| Selection of information and/or data | ✓ |
| Selects a range of relevant sources that provide clear and accurate information and/or data about the topic | |
| Selects sources that show a variety of perspectives | |
| Selects a few sources that provide some information and/or data about the topic | |
| Selects sources that show some differences in perspectives | |
| Uses one or two sources that provide limited information about the topic | |
| Description | Check |
| Organisation of information and/or data | ✓ |
| Organises information and/or data into clear categories using appropriate subheadings | |
| Organises information and/or data into some categories using subheadings | |
| Organises information and/or data in a limited fashion | |
| Description | Check |
| Bibliography | ✓ |
| Follows referencing technique approved by the school | |
| Lists sources used | |
| Description | Marks |
| Summary chart: Men | |
| Accurately summarises a number of changes to the way of life for men during the Industrial Revolution | 5–6 |
| Provides relevant reasons for each change summarised in the chart | |
| Summarises a few changes to the way of life for men during the Industrial Revolution | 3–4 |
| Provides reasons for some of the changes summarised in the chart | |
| Lists one or two changes to the way of life for men during the Industrial Revolution | 1–2 |
| Subtotal | 6 |
| Summary chart: Women | |
| Accurately summarises a number of changes to the way of life for women during the Industrial Revolution | 5–6 |
| Provides relevant reasons for each change summarised in the chart | |
| Summarises a few changes to the way of life for women during the Industrial Revolution | 3–4 |
| Provides reasons for some of the changes summarised in the chart | |
| Lists one or two changes to the way of life for women during the Industrial Revolution | 1–2 |
| Subtotal | 6 |
| Summary chart: Children | |
| Accurately summarises a number of changes to the way of life for children during the Industrial Revolution | 5–6 |
| Provides relevant reasons for each change summarised in the chart | |
| Summarises a few changes to the way of life for children during the Industrial Revolution | 3–4 |
| Provides reasons for some of the changes summarised in the chart | |
| Lists one or two changes to the way of life for children during the Industrial Revolution | 1–2 |
| Subtotal | 6 |
| Total | 18 |

Answer could include, but is not limited to

During the Agrarian Revolution, which occurred prior to the Industrial Revolution, men were the primary wage earners. The poorer classes worked long hours doing manual labour on farms or as craftsmen and they were rewarded for their experience and training. Women mostly worked in the home doing the spinning, weaving and cooking. Children worked in the home and on the farms doing chores for the adults. During the Industrial Revolution, a new, wealthy middle class also developed.

The answers below relate to the poorer classes.

Changes for men during the Industrial Revolution:

- men ceased to be the main wage earners of the family. Men were very dissatisfied with the low wages paid by the factories, and at the same time factory owners preferred to hire women and children
- the factories were steam-powered or horse-powered, so strength was not needed to work in the factories. Many men were unemployed during this time
- men were the majority of the workforce in the mines as the actual mining required strength. The work was very hard, did not require any skill and the wages were low
- mine collapses were a constant risk and many men were killed
- some men who had been skilled farmers and craftsmen joined protest groups, such as the Luddites who smashed machinery and wrote letters of protest to the factory owners or newspapers. Eventually trade unions were formed to fight for better working conditions in the factories and mines, but at first they were illegal

Changes for women during the Industrial Revolution:

- during the Industrial Revolution, women became part of the unskilled workforce employed by the factories and mines. They no longer worked in the home
- women began to earn higher wages than men through factory work. They were preferred by the factory-owners as they were smaller and so could operate the machinery and tended to accept the unfair conditions where men would often argue
- women worked in the mines doing all the tasks apart from the actual mining, such as hauling the baskets of coal, opening the gates in the mine tunnels and cleaning the settlements
- there were many accidents in the factories and mines leading to terrible injuries or death. Many women were permanently disabled by the hard work. Working conditions in both factories and mines were terrible with 12–18 hour days. Beatings were common. Regulations were very strict and the children were fined for minor infringements of the regulations
- legislation gradually approved the working conditions for women by reducing the number of hours women could work, e.g. in 1844 working hours in the textile industry were reduced to 12 and no night work was allowed

Changes for children during the Industrial Revolution:

- during the Industrial Revolution, children became the majority of the workforce in factories as they were small enough to operate the machinery and clear any obstructions in the machines. They could also be paid even less than women and were easier to train and control than adult workers
- like the women, children worked in the mines doing all the tasks apart from the actual mining, such as hauling the baskets of coal, opening the gates in the mine tunnels and cleaning the settlements around the mines
- children as young as five were employed in both factories and mines. Many children were permanently disabled by the very hard work or the mistreatment of inspectors
- there were many accidents in the factories and mines leading to terrible injuries or death. Working conditions in both factories and mines were terrible, with 12–18 hour working days. Beatings were common. Regulations were very strict and the children were fined for minor infringements of the regulations
- a series of laws were passed that began to improve the working conditions for children by raising the working age and reducing the number of hours children could work, e.g. in 1833 in the textile industry, children had to be nine years and over to work, and children had to receive two hours of education every day