

SUBJECT AND GRADE LEVEL: I&S 8th

UNIT TITLE: Revolutions

CRITERIA: A: i-ii; C: i-ii; D: i-ii-iv

Statement of Inquiry: Due to a variety of causes, societies can experience revolutionary change, the effects of which can create or reduce inequity.

Global Context: Fairness and development

Key Concept: Change

ASSESSMENT TASK: Leaflet on child labour

It is 1833. In small groups, produce one leaflet either:

- As **factory reformers** who want to end child labour in factories.
You want to end child labour in factories. Your leaflet should put pressure on the MPs (Members of Parliament) to pass laws to end child labour, so it should concentrate on the very worst aspects of work in factories.
- As **factory owners** who want to protect their right to use children in factories.
You want to protect your right to use children in factories. You want to underline the very best examples of treatment in the factories. You have many supporters in Parliament, but want to make sure any laws passed do not restrict your rights to use children.

Think about your audience: whom are you talking to? Whom is the leaflet addressed to? Use the evidence from sources B-J you worked on Tuesday. In addition, you can research online.

You will present your leaflet to the class on Friday 8th October.

Details on what to include in your leaflet: slides on GC [here](#)

ASSESSMENT CRITERIA: A: i-ii; C: i-ii; D: i-ii-iv

You will be assessed based on how you:

Criterion A: Knowing and understanding

- i. use a range of terminology in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples.

Criterion C: Communicating

- i. communicate information and ideas in a way that is appropriate for the audience and purpose
- ii. structure information and ideas according to the task instructions

Criterion D: Thinking critically

- i. analyse concepts, issues, models, visual representation and/or theories
- ii. summarize information to make valid, well-supported arguments
- iv. recognize different perspectives and explain their implications.

ASSESSMENT RUBRIC:

	Criterion A: Knowing and understanding
Achievement level	Level descriptor
0	You do not reach a standard described by any of the descriptors below.
1-2	You: i. make limited use of terminology ii. demonstrate basic knowledge and understanding of content and concepts through limited descriptions and/or examples.
3-4	You: i. use some terminology accurately ii. demonstrate satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and examples.
5-6	You: i. use considerable and relevant terminology accurately ii. demonstrate substantial knowledge and understanding of content and concepts through descriptions, explanations and examples.
7-8	You: i. consistently use a range of terminology accurately ii. demonstrate excellent knowledge and understanding of content and concepts through developed and accurate descriptions, explanations and examples.

	Criterion C: Communicating
Achievement level	Level descriptor
0	You do not reach a standard described by any of the descriptors below.
1-2	You: i. communicate information and ideas in a way that is not always appropriate to the audience and purpose ii. organize information and ideas in a limited way
3-4	You: i. communicate information and ideas in a way that is somewhat appropriate to the audience and purpose ii. somewhat organize information and ideas
5-6	You: i. communicate information and ideas in a way that is mostly appropriate to the audience and purpose ii. mostly structure information and ideas according to the task instructions
7-8	You: i. communicate information and ideas in a way that is completely appropriate to the audience and purpose ii. structure information and ideas completely according to the task instructions

	Criterion D: Thinking critically
Achievement Level	Level descriptor
0	You do not reach a standard described by any of the descriptors below.
1–2	You: i. begin to analyse concepts, issues, models, visual representation and/or theories in a limited way ii. begin to identify connections between information to make simple arguments iv. identify different perspectives.
3–4	You: i. complete a simple analysis of concepts, issues, models, visual representation and/or theories ii. summarize information to make some adequate arguments iv. recognize different perspectives and suggest some of their implications.
5–6	You: i. complete a suitable analysis of concepts, issues, models, visual representation and/or theories ii. summarize information in order to make usually valid arguments iv. clearly recognize different perspectives and describe most of their implications.
7–8	You: i. complete a detailed analysis of concepts, issues, models, visual representation and/or theories ii. summarize information to make consistent, well-supported arguments iv. clearly recognize different perspectives and consistently explain their implications.

COMMAND TERMS:

Use: Apply knowledge or rules to put theory into practice.

Demonstrate: Make clear by reasoning or evidence, illustrating with examples or practical application.

Analyse: Break down in order to bring out the essential elements or structure. (To identify parts and relationships, and to interpret information to reach conclusions.)

Identify: Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.

Summarize: Abstract a general theme or major point(s).
distinguishing fact or feature.

Explain: Give a detailed account including reasons or causes (see also “Justify”).