<table>
<thead>
<tr>
<th>Due Date: Term 1, Week 10 First History lesson</th>
<th>Syllabus Component: use a variety of sources to investigate working conditions in factories, with a particular focus on child labour</th>
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<tbody>
<tr>
<td>Duration: In class, 50 minutes</td>
<td>Task: Persuasive Text</td>
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<td>Marks Available: 20 marks</td>
<td>Weighting: 25%</td>
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**Outcomes Assessed:**
- HT5-2 explains the historical forces and factors that shaped the modern world and Australia
- HT5-3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world.
- HT5-6 Uses relevant evidence from sources to support historical narratives, explanations and analyses the modern world and Australia
- HT5-9 Applies a range of relevant historical terms and concepts when communicating an understanding of the past.
- HT5-10 Select and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences.

**Task Description:**

**Part 1:**
You are to create a persuasive report based on the following context:
You are the British Government of 1833. Your task is to create a persuasive report to convince society that the working conditions and use of child labour, during the Industrial Revolution needs to improve or to be abolished. Your text must be at least 500 words and reference at least three of the provided sources.

**Rubric:**
In your answers you will be assessed on how well you:
- Ability to address the question asked in a sustained discussion, which demonstrates a comprehensive understanding of the issue/s raised in the question
- Ability to present a logical, coherent and well-structured response drawing on a clear identification of relevant key features
- Supports interpretation with detailed, relevant and accurate historical information and make use of appropriate terms and concepts

**Assessment Rules:**
1. If you are absent on the due date of an assessment task, you must supply a medical certificate or suitable documentation to your classroom teacher or relevant Head Teacher to explain your absence and submit the assessment or sit the examination on the first day you return to school. If you are absent on the day without a suitable documentation, an N warning letter will be sent home and you will receive zero for the task.
2. Late assessment tasks, without appropriate documentation, will be awarded zero marks and the issue of N-Warning letters.
3. If you are aware of a conflict with this Task due to involvement in CHS school business it is your responsibility to discuss a solution with your Teacher before the due date of this assessment. Failure to do so may be taken as a late assessment without valid justification.
4. Plagiarism is unacceptable and will result in a zero award and the issue of an N-Warning letter,
5. Refer to the Assessment Policy in your course and school handbook. All guidelines must be followed.
6. Failure to comply with assessment guidelines, non-attempts or non-serious attempts may result in N Warning letters being issued.
Child Workers in Industrial Britain

Source 1
‘There were terrible accidents. Sometimes the children's hands and arms were caught in the machinery; in many instances the muscles, and the skin is stripped down to the bone, and in some instances a finger or two might be lost.’

Comment from a Doctor in Manchester

Source 2
Some children, called scavengers, had Jobs such as cleaning the machines while they were still working, which was very dangerous.

Source 3
Children often worked long and gruelling hours in factories and had to carry out some hazardous jobs. In match factories children were employed to dip matches into a chemical called phosphorous. This phosphorous could cause their teeth to rot and some died from the effect of breathing it into their lungs.

Source 4 – Children working down the mines
"Very often the children are woken at 4am. They work for 16 **hours**, with little breaks, until they go home at night to their parents”

*Richard Oastler, interviewed in 1832*

"I have seen the factory owner with a horse whip standing outside the mill. He **punished** the children who came late.

*John Fairbrother, an overlooker, interviewed in 1819*

I have visited many factories, both in Manchester and the surrounding districts, during a period of several months and I never saw a single instance of corporal punishment inflicted on a child. The children seemed to be always cheerful and alert, taking pleasure in using their muscles. The work of these lively elves seemed to resemble a sport. Conscious of their skill, they were delighted to show it off to any stranger. At the end of the day's work they showed no sign of being exhausted.

*Andrew Ure, The Philosophy of Manufactures (1835).*