

Social Sciences Grade 8| MEMORADUM

History part

QUESTION 1

1.1

1.1.1 A ✓✓

1.1.2 C ✓✓

1.1.3 B ✓✓

1.1.4 D ✓✓

1.1.5 E ✓✓

(2 x 5) 10

1.2

1.2.1 True✓

1.2.2 True✓

1.2.3 False✓

1.2.4 False✓

1.2.5 False✓

(1 x 5) 5

1.3

1.3.1 The movement of people from rural areas to towns/cities ✓✓

(1 x 2) 2

1.3.2 (a) To search for work in the industries✓✓

(b) Because they wanted better life in the industrial towns✓✓

(2 x 2) 4

1.3.3 – overcrowding caused by people moving to the industrial towns✓✓

- The economy was now based on industries✓✓

- Houses were close together, damp, dark and unhealthy✓✓

- Few had running water, proper toilets or windows✓✓

- Rubbish was left to rot in the streets, and the air was filled with unhealthy factory smoke✓✓

Any TWO(2 x 2) 4

[10]

1.4

1.4.1 – There were no safety rules in the factories✓✓

- Moving parts of machines were not covered so accidents happened✓✓

- Working hours were long/16 hours✓✓

- Workers became ill because of these conditions✓✓

Any TWO (2 x 2) 4

1.4.2 – Women carried huge loads ✓✓

- Were paid low wages✓✓

14 Grade8 Memo Ss

Christian Drosten

A red circular graphic with a gradient, appearing as a semi-circle or a partial circle, located to the right of the author's name.

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Grade 8 Ethics Alberta. Curriculum Support Branch, McCardle, Elizabeth, 1989 **The Levels of Mathematics Achievement: Technical report** ,1991 **Catalog of Copyright Entries. Third Series** Library of Congress. Copyright Office, 1976 **The Navy List** Great Britain. Admiralty, 1870 Handbook of Accessible Instruction and Testing Practices Stephen N. Elliott, Ryan J. Kettler, Peter A. Beddow, Alexander Kurz, 2018-03-08 The Second Edition of this handbook provides comprehensive coverage of the concept of accessibility and its application to the design and implementation of instruction and tests with all students It updates and expands on its original contents and responds to the increasing demand for research based evidence of accessible instruction and testing practices from the professional community Chapters explore how outcomes are affected when essential features or components of instructional materials and tests are not accessible to any portion of the student population The handbook addresses the new set of Standards for Educational and Psychological Testing that was published in 2014 as well as requirements for a high level of access for all interim and summative tests by national testing consortiums In addition the handbook describes how the Center for Applied Special Technology CAST has continued to advance Universal Design for Learning UDL principles in mainstream education with teachers of all types of students not just students with disabilities Topics featured in this text include A summary of U S policies that support inclusive assessment for students with disabilities An overview of international policies that support inclusive assessments Designing developing and implementing an accessible computer based national assessment system Universal Design for Learning UDL principles and the future of assessment Recent advancements in the accessibility of digitally delivered educational assessments The Handbook of Accessible Instruction and Testing Practices Second Edition is an essential reference for researchers practitioners and graduate students in education and allied disciplines including child and school psychology assessment testing and evaluation social work and education policy and politics **The English Catalogue of Books [annual]** ,1964 Vols for 1898 1968 include a directory of publishers **The American Contractor** ,1922

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