

## SECTION B – USING SOURCES

6. Sources 1, 2 and 3 are about Marie Antoinette. Study them carefully and then answer the following questions.

### Source 1

'She has a most graceful figure; her character and heart are both excellent. She is intelligent. Unfortunately up to the age of 12 she was not trained to concentrate in any way. She is lazy and hard to teach.'

Written by Marie Antoinette's teacher when she was 15.

**Source 2** 'Louis has a Queen who controls his weak mind. Her gambling and extravagance have been one of the biggest causes of financial trouble. The king is in the habit of drowning his problems in wine.'

Written by the American Ambassador in Paris

**Source 3** 'When Louis and Marie Antoinette are together, they are awkward idiots.'

Written by Joseph II of Austria – Marie Antoinette's brother

a. Use the sources to describe Marie Antoinette. (3 marks)

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b. Identify one way that sources 2 and 3 are similar. (2 marks)

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c. Use the sources and your own knowledge to explain why Marie Antoinette was unpopular with the French people. (5 marks)

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\*Continue on another sheet of paper if necessary

END OF SECTION B



# History Grade 9 End Of Year Exam

**Victor M. Corman**



## **History Grade 9 End Of Year Exam:**

**Teaching History with Big Ideas** S. G. Grant, Jill M. Gradwell, 2010-07-16 In the case studies that make up the bulk of this book middle and high school history teachers describe the decisions and plans and the problems and possibilities they encountered as they ratcheted up their instruction through the use of big ideas Framing a teaching unit around a question such as Why don't we know anything about Africa offers both teacher and students opportunities to explore historical actors ideas and events in ways both rich and engaging Such an approach exemplifies the construct of ambitious teaching whereby teachers demonstrate their ability to marry their deep knowledge of subject matter students and the school context in ways that fundamentally challenge the claim that history is boring **History Gr11 T/g** , **History Lessons** S.G. Grant, 2014-04-04 In this book extended case studies of two veteran teachers and their students are combined with the extant research literature to explore current issues of teaching learning and testing U S history It is among the first to examine these issues together and in interaction While the two teachers share several similarities the teaching practices they construct could not be more different To explore these differences the author asks what their teaching practices look like how their instruction influences their students understandings of history and what role statewide exams play in their classroom decisions **History Lessons Teaching Learning and Testing in U S High School Classrooms** is a major contribution to the emerging body of empirical research in the field of social studies education chiefly in the subject area of history which asks how U S students make sense of history and how teachers construct their classroom practices Three case study chapters are paired with three essay review chapters intended to help readers analyze the cases by looking at them in the context of the current research literature Two concluding chapters extend the cases and analyses the first looks at how and why the teachers profiled in this book construct their individual teaching practices in terms of three distinct but interacting sets of influences personal organizational and policy factors the second explores the prospects for promoting what the author defines as ambitious teaching and learning Many policymakers assume that standards based reforms support the efforts of ambitious teachers but until we better understand how they and the students in their classes think and act that assumption is hollow at best This book is a must have for faculty and students in the field of social studies education and broadly relevant across the fields of curriculum studies and educational policy **Resources in Education** , 1999-04 *Research in Education* , 1971-12 **Historical Outlook** , 1919 **Public Health Reports** , 1958 **Improving Social Studies Instruction** National Education Association of the United States. Research Division, 1937 **The Education Systems of Europe** Wolfgang Hörner, Hans Döbert, Botho von Kopp, Wolfgang Mitter, 2007-05-03 Education is a paradoxical phenomenon On the one hand it is universal as since the period of Enlightenment it has been declared universal good for everybody Moreover we learnt by historical research following the ideas of world system theory that since this time as far as its main structures are concerned compulsory state education given by professional teachers in classrooms it took even universal traits However on

the other hand the fact that education became state education organised or at least controlled by the state was the beginning of another tradition line education in the form of state organised educational institutions became a means of creating national identity Universal inclusion as for the light of reason shining for everybody is opposed to more or less nationalist exclusion of all the others shaping the feature of a particular nation state with a particular educational system This fundamental dialectical tension between the universal and the particular was one to the important motives to make this handbook One of the central issues of the country studies is precisely to display the relationship between universal values and the search for national identity Another motive is given by the European dimension of the handbook

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**UPRT 2007: Empirical Studies in English Applied Linguistics** , **Cracking the AP World History Exam** Monty Armstrong,David Daniel,Princeton Review (Firm),Abby Kanarek,Alexandra Freer,2004-02-03 The Princeton Review realizes that acing the AP World History Exam is very different from getting straight A's in school We don't try to teach you everything there is to know about world history only what you'll need to score higher on the exam There's a big difference In *Cracking the AP World History Exam* we'll teach you how to think like the test makers and Focus on the key ideas and information by using the History Review structured to help you wade through thousands of facts Nail the essay questions by learning how to compare and contrast across civilizations and through the centuries Learn time tested Princeton Review techniques for answering multiple choice questions and acing essays This book includes 2 full length practice AP World History tests All of our practice test questions are like the ones you'll see on the actual exam and we fully explain every answer Social Studies for Secondary Schools Alan J. Singer,2008-10-26 This popular text advocates an inquiry and activity based view of social studies teaching that respects the points of view of students and teachers Based in practice and experience it offers systematic support and open honest advice for new teachers

is conversational not pedantic and provides lots of examples While the structure and most of the topics remain largely the same as before this Third Edition presents new lesson ideas in every chapter especially designed to help new teachers to address learning standards to work in inclusive settings and to promote literacy and the use of technology in social studies classrooms puts a heavier focus on what is important to know and why includes new essays on the politics of social studies education responds to opponents of project or activity based social studies instruction and multicultural education with a sharpened defense of both of these approaches throughout the book Intended as a text for undergraduate and graduate pre service social studies methods courses this text is also useful for in service training programs as a reference for new social studies teachers and as a resource for experienced social studies educators who are engaged in rethinking their teaching practice     Bulletin of Information ,1927     **Comprehensive Assessment Report** ,1997

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