

|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                 |                 |                 |                                                  |           |                                        |           |                                                           |        |             |   |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------|-----------------|--------------------------------------------------|-----------|----------------------------------------|-----------|-----------------------------------------------------------|--------|-------------|---|
| 9               | <p>Consider the following statement about the Roman society:</p> <p>a- The woman remained a primary heir of her father.</p> <p>b- Slaves were included in the family.</p> <p>c- Divorce was relatively easy. .</p> <p>d- Marriages were generally arranged.</p> <p>Choose the correct statement(s):</p> <p>1- a, b and d                      2- b, c and d                      3- a, b and c                      4- All of them</p>           | 1               |                 |                 |                                                  |           |                                        |           |                                                           |        |             |   |
| 10              | <p>Which among the following is Correctly not matched?</p> <table><tr><td><b>Column A</b></td><td><b>Column B</b></td></tr><tr><td>a) Golden horde</td><td>Confederacy established by descendants of Jochi.</td></tr><tr><td>b) Gerege</td><td>Meant for pass or permit in mongolian.</td></tr><tr><td>c) Qubcur</td><td>A tax imposed on nomads provided with trading facilities.</td></tr><tr><td>d) Yam</td><td>code of law</td></tr></table> | <b>Column A</b> | <b>Column B</b> | a) Golden horde | Confederacy established by descendants of Jochi. | b) Gerege | Meant for pass or permit in mongolian. | c) Qubcur | A tax imposed on nomads provided with trading facilities. | d) Yam | code of law | 1 |
| <b>Column A</b> | <b>Column B</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |                 |                 |                 |                                                  |           |                                        |           |                                                           |        |             |   |
| a) Golden horde | Confederacy established by descendants of Jochi.                                                                                                                                                                                                                                                                                                                                                                                                 |                 |                 |                 |                                                  |           |                                        |           |                                                           |        |             |   |
| b) Gerege       | Meant for pass or permit in mongolian.                                                                                                                                                                                                                                                                                                                                                                                                           |                 |                 |                 |                                                  |           |                                        |           |                                                           |        |             |   |
| c) Qubcur       | A tax imposed on nomads provided with trading facilities.                                                                                                                                                                                                                                                                                                                                                                                        |                 |                 |                 |                                                  |           |                                        |           |                                                           |        |             |   |
| d) Yam          | code of law                                                                                                                                                                                                                                                                                                                                                                                                                                      |                 |                 |                 |                                                  |           |                                        |           |                                                           |        |             |   |
| 11              | <p>"If you insult the peasantry' take their oxen and seed and trample their crops into the ground, what will you do in the future?" Who said this statement?</p> <p>a) Genghis Khan                      b) Ghazan Khan</p> <p>c) Qubilai Khan                      d) Chaghatai khan</p>                                                                                                                                                        | 1               |                 |                 |                                                  |           |                                        |           |                                                           |        |             |   |
| 12              | <p>Why Genghis Khan commanded to plunder and destroy Nishapur?</p> <p>a) Because a Mongol prince was killed.</p> <p>b) Because Nishapur refused to export agricultural produce.</p> <p>c) Because they were developing industries.</p> <p>d) None of the above.</p>                                                                                                                                                                              | 1               |                 |                 |                                                  |           |                                        |           |                                                           |        |             |   |
| 13              | <p>The Mongol Empire was founded by:</p> <p>a) Genghis Khan</p> <p>b) Alexander the Great</p> <p>c) Julius Caesar</p> <p>d) Attila the Hun</p>                                                                                                                                                                                                                                                                                                   | 1               |                 |                 |                                                  |           |                                        |           |                                                           |        |             |   |
| 14              | <p>Consider the following statements in respect of knight. Which of the following is not correct?</p>                                                                                                                                                                                                                                                                                                                                            | 1               |                 |                 |                                                  |           |                                        |           |                                                           |        |             |   |

# History Grade11 P1 November 2014

**Terry C. Jones**



## **History Grade11 P1 November 2014:**

**Developing Core Literacy Proficiencies, Grade 11** Odell Education,2016-09-06 The Developing Core Literacy Proficiencies program is an integrated set of English Language Arts Literacy units spanning grades 6 12 that provide student centered instruction on a set of literacy proficiencies at the heart of the Common Core State Standards CCSS Reading Closely for Textual Details Making Evidence Based Claims Making Evidence Based Claims about Literary Technique Grades 9 12 Researching to Deepen Understanding Building Evidence Based Arguments The program approaches literacy through the development of knowledge literacy skills and academic habits Throughout the activities students develop their literacy along these three paths in an integrated engaging and empowering way Knowledge The texts and topics students encounter in the program have been carefully selected to expose them to rich and varied ideas and perspectives of cultural significance These texts not only equip students with key ideas for participating knowledgeably in the important discussions of our time but also contain the complexity of expression necessary for developing college and career ready literacy skills Literacy Skills The program articulates and targets instruction and assessment on twenty CCSS aligned literacy skills ranging from making inferences to reflecting critically Students focus on this set of twenty skills throughout the year and program continually applying them in new and more sophisticated ways Academic Habits The program articulates twelve academic habits for students to develop apply and extend as they progress through the sequence of instruction Instructional notes allow teachers to introduce and discuss academic habits such as preparing and completing tasks that are essential to students success in the classroom The program materials include a comprehensive set of instructional sequences teacher notes handouts assessments rubrics and graphic organizers designed to support students with a diversity of educational experiences and needs The integrated assessment system centered around the literacy skills and academic habits allows for the coherent evaluation of student literacy development over the course of the year and vertically across all grade levels Globalisation, Ideology and Politics of Education Reforms Joseph Zajda,2015-10-09 This 14th volume in the 24 volume book series sets out to explore the interrelationship between ideology the state and education reforms placing it in a global context It examines some of the major education reforms and policy issues in a global culture particularly in the light of recent shifts in accountability quality and standards driven education and policy research By doing so it provides a comprehensive picture of the intersecting and diverse discourses of globalisation and policy driven reforms in education The book draws upon recent studies in the areas of globalisation equality and the role of the state It explores conceptual frameworks and methodological approaches applicable in the research covering the state globalisation and education reforms It critiques the neo liberal ideological imperatives of current education and policy reforms and illustrates the way that shifts in the relationship between the state and education policy affect current trends in education reforms and schooling globally Individual chapters critically assess the dominant discourses and debates on education and policy reforms Using diverse comparative education paradigms

from critical theory to historical comparative research the chapters focus on globalisation ideology and democracy and examine both the reasons and outcomes of education reforms and policy change They provide an informed critique of models of accountability quality and standards driven education reforms that are informed by Western dominant ideologies and social values The book also draws upon recent studies in the areas of equity cultural capital and dominant ideologies in education

## Reviewing **History Grade11 P1 November 2014**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is actually astonishing. Within the pages of "**History Grade11 P1 November 2014**," an enthralling opus penned by a very acclaimed wordsmith, readers attempt an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve into the book's central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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