

SECTION B – USING SOURCES

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

Source 1

The hunger-strike was the greatest weapon we possessed against the Government... before long all Suffragette prisoners were on hunger-strike, so the threat to pass long sentences on us had failed. Sentences grew shorter.

Annie Kenney writing in *Memories of a Militant*, 1924

Source 2

What good did all this violent campaigning do us? For one our campaign made women's suffrage a matter of news – it had never been that before. Now the newspapers are full of us.

Written by Emmeline Pankhurst in *My Own Story*, 1914

Source 3 A poster by the National Women's Social and Political Union, 1909, showing forced feeding of women who went on hunger strike.



a. What does Source 1 say about why the Suffragettes went on hunger strike? (1 mark)

b. What does source 2 say about the impact of using violence? (1 mark)

c. Use the sources and your own knowledge of actions by the Suffragettes to get women the vote. (5 marks)

*Continue on another sheet of paper if necessary

END OF SECTION B



History Exam Papers Ks3 Year 7

Ray Barker, Christine Moorcroft



History Exam Papers Ks3 Year 7:

What is History Teaching, Now? A practical handbook for all history teachers and educators Alex Fairlamb, Rachel Ball, 2023-06-16 What is History Teaching Now is a research informed handbook designed to provide practical guidance for history teachers and educators with differing levels of experience Drawing upon the classroom practice and experience of a range of practitioners the book focuses upon key areas such as curriculum and assessment pedagogy communicating history and resources that support effective teaching and learning This book also provides practical ways to approach teaching topics such as diverse histories the British Empire world history and environmental history Practical strategies are woven within the book alongside questions for reflection and suggestions for further research and reading *Teaching History* Ian Phillips, 2008-05-19 Reflective practice is at the heart of effective teaching and this book will help you develop into a reflective teacher of history Everything you need is here guidance on developing your analysis and self evaluation skills the knowledge of what you are trying to achieve and why and examples of how experienced teachers deliver successful lessons The book shows you how to plan lessons how to make the best use of resources and how to assess pupils progress effectively Each chapter contains points for reflection which encourage you to break off from your reading and think about the challenging questions that you face as a history teacher The book comes with access to a companion website where you will find Videos of real lessons so you can see the skills discussed in the text in action Transcripts from teachers and students that you can use as tools for reflection Links to a range of sites that provide useful additional support Extra planning and resource materials If you are training to teach history citizenship or social sciences this book will help you to improve your classroom performance by providing you with practical advice and also by helping you to think in depth about the key issues It provides examples of the research evidence that is needed in academic work at Masters level essential for anyone undertaking an M level PGCE Ian Phillips is course leader for PGCE History and Teaching and Learning Fellow at Edge Hill University The Online Tutor's Toolkit Molly Bolding, 2022-10-12 This book contains everything you need to know to get started as an online tutor It covers the essentials of tutoring choosing your tech and software managing homework and getting set up alongside detailed guidance focusing on each level of tuition With techniques developed through research and first hand experience the author explains exactly how to turn existing subject knowledge into effective tutoring for students of all ages in a variety of subjects Divided into two parts the first answers the logistical questions facing every new tutor such as what equipment do I need Where can I apply How much should I charge The second half focuses on how to tutor different age groups effectively and subject specific areas including English Maths and Science as well as the author's tried and tested 5 step process for choosing a subject assessing a student and planning their first lessons There is also information on how to support students writing personal statements and applying to university as well as teaching English as a Second Language Alongside tailored up to date information on available software hardware exam specifications and the online tutoring marketplace the book

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Contemporary Public Debates Over History Education Isabel Barca,Irene Nakou,2010-10-01 The 6th book of the International Review of History Education Series Contemporary public debates over history education presents public debates on history education as they appear in 14 different areas of the world in Asia Europe North and South America In alphabetical order in Brazil by Maria Auxiliadora Schmidt and T nia Braga Garcia in Canada by Peter Seixas in England by Rosalyn Ashby and Christopher Edwards in Greece by Irene Nakou and Eleni Apostolidou in Israel by Eyal Naveh in Japan and South Korea by Yonghee Suh and Makito Yurita in Northern Ireland by Alan McCully in Portugal by Isabel Barca in Quebec Canada by Jean Francois Cardin in Singapore by Suhaimi Afandi and Mark Baidon in Spain by Lis Cercadillo in Turkey by Dursun Dilek and G lcin Yapici Dilek and in the United States by Peter Stearns By illuminating common trends national peculiarities and differences this collective book further enriches our knowledge about crucial issues concerning public perspectives over history education in diverse parts of the world It opens new questions and issues to be further investigated by all who are interested in this field in terms of its historical educational global national ethnic cultural social and political dimensions in the current transitional and multicultural environment This international dialogue therefore addresses historians history education researchers university professors school teachers policy makers publishers parents and all those who insist that history education is very important especially if it enables young people to orientate in the present and the future in historical terms

Testing KS3 English Skills and Practice Year 9 Ray Barker,Christine Moorcroft,2003 This is a series of three books directly focused on teaching the skills and providing practice for the English end of year tests throughout Key Stage 3 Each book is divided into units of three sections allowing for differentiation and progression It is a complete supplementary course building on Key Stage 2 models for raising standards It adopts a keep it simple approach covering both skills and practice aiding both specialist and non specialists Each textbook has an accompanying teacher resource to provide complete coverage

English Kath Jordan,2002 This revision guide for Key Stage 3 English contains in depth course coverage and advice on how to get the best results in the Year 9 National Test It has progress check questions and exam practice questions

Academic Framework for 21st-Century Schooling: Promoting Global Peace and Harmony Mukhopadhyay, Marmar,Kundu, Arnab,2023-10-16 In an era fraught with existential threats Academic Framework for 21st Century Schooling Promoting Global Peace and Harmony answers the urgent call for a new path forward The UN Secretary General s recent address echoing decades of warnings from UNESCO has underscored the dire state of our world Global warming pollution terrorism unchecked population growth discrimination refugee migration consumerism and the ominous specter of weapons of mass destruction

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Secondary History in Action Catherine Priggs, Hugh Richards, David Hibbert, Elizabeth Carr, 2025-06-06 Drawing on over 60 years combined experience of history teaching and history curriculum leadership Carr Hibbert Priggs and Richards explore ways to make history memorable engage students in historical thinking and secure excellent outcomes for all Their perspective is grounded in history's disciplinary distinctiveness and a vision for its purpose in students education The authors of *Secondary History in Action* articulate practical approaches to history curriculum design ways to teach disciplinary history in the classroom and methods to assess students knowledge and understanding They draw together recent research and established traditions in history teaching discourse in a coherent summary that will be helpful to trainee and beginning teachers non specialist teachers of history subject leaders and senior leaders line managing history departments

History Christopher Lane, 2004 This revision guide for Key Stage 3 history contains in depth course coverage and advice on how to get the best results in the national test It has progress check questions and exam practice questions

Mentoring History Teachers in the Secondary School Victoria Crooks, Laura London, Terry Haydn, 2023-12-07 Mentoring History Teachers in the Secondary School supports mentors to develop the knowledge skills and understanding essential to the successful mentoring of beginning history teachers who are undertaking their initial teacher training or being inducted into the profession as early career teachers The authors critically explore models of mentoring and place subject specificity at the heart of every chapter offering practical mentoring strategies rooted in the best evidence and research from the history teaching community This book is a vital source of encouragement and inspiration for all those involved in developing the next generation of history teachers providing accessible summaries of history specific thinking on a range of topics alongside mentoring support Key topics include Understanding what being a subject specific mentor of beginning history teachers involves Establishing a dialogic mentor mentee relationship Supporting beginning teachers to develop the substantive and disciplinary knowledge they need to become excellent history teachers Guiding beginning history teachers through the lesson planning process Conducting subject specific lesson observations and pre and post lesson discussions Supporting beginning

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