

**SOCIAL SCIENCES (HISTORY)**  
**TERM 3 EXAM PAPER GRADE 9**  
**SEPTEMBER 2023**

<b>LEARNERS NAME &amp; SURNAME</b>	
<b>GRADE 9</b>	
<b>EXAMINER</b>	
<b>MODERATOR</b>	

**INSTRUCTIONS**

1. This QUESTION paper consists of SECTION A and SECTION B based on the
2. Prescribed content framework in the CAPS document.

**SECTION A: SOURCE-BASED QUESTIONS**

**QUESTION1: THE NATIONAL PARTY AND APARTHEID LAWS IN THE 1950S.**

**SECTION B: ESSAY QUESTIONS**

**QUESTION 2: THE NATIONAL PARTY AND APARTHEID LAWS IN THE 1950S.**

3. SECTION A consists of ONE source-based question. Source material that is required to answer these questions may be found in the ADDENDUM.
4. SECTION B consists of ONE essay questions.
5. Answer ALL questions as: You are advised to spend at least 30 minutes per question.
6. A mere rewriting of sources as answers will disadvantage learners.
7. Number the answers correctly according to the numbering system used in this question paper.
8. Write neatly and legibly.

# Social Science History Grade 9 Of 2014

**Kaisa Hahl,Rita Johnson Longfor,Pia-  
Maria Niemi**



## **Social Science History Grade 9 Of 2014:**

**Teaching Social Studies to Multilingual Learners in High School** Mark Newman, Xiaoning Chen, 2021-11-15  
Teaching Social Studies to Multilingual Learners in High School Connecting Inquiry and Visual Literacy to Promote Progressive Learning explores effective strategies for teaching social studies to diverse learners The centerpiece is a visual literacy framework that integrates inquiry primary source analysis and visual literacy to provide a progressive learning sequence to meet the varied needs of learners The visual literacy framework brings together related aspects of progressive sequential learning into a cohesive whole It has an adaptable structure that allows teachers to customize learning activities to meet individual student needs The progressive learning sequence has varied modes of learning that help teachers move students from basic to proficient to advanced levels of support The book is organized into two related parts The first three chapters provide important content and context on social studies multilingual learner education and the visual literacy framework The remaining chapters discuss civics U S history world history geography and economics and social sciences Each chapter defines the subject area briefly traces its development as a high school subject over time and then offers classroom exercises for using the visual literacy framework in these disciplines The exercises are plotted so that differing levels of the visual literacy framework are explored throughout the book

**Education for All 2000-2015: Achievements and challenges** UNESCO, 2015-04-08 Literaturverz S 414 459

**Diversities and Interculturality in Textbooks** Kaisa Hahl, Rita Johnson Longfor, Pia-Maria Niemi, 2015-04-01 Textbooks are crucial in shaping today's global and diverse world They can contribute to making it both better and more intercultural but also on occasion create limited and biased ideas about the Other This collected volume undertakes multidisciplinary research into textbooks taking one of the best education systems in the world Finland as an example The authors investigate the issue of diversities in textbooks from multiple perspectives disciplines school levels and content areas Together the chapters provide examples of hidden ideologies neo stereotyping and othering when looking beneath the surface of texts and illustrations The authors also present concrete tools that can be used for analysing diversities and interculturality in textbooks In addition the chapters will serve to develop teachers and students abilities to encounter diversities and similarities in ways that enhance their sensitivity self reflexivity and criticality This volume will be of interest for students in educational sciences pre service teachers and in service teachers of various school subjects teacher educators and researchers in the areas of subject didactics multicultural and intercultural education language education educational leadership curriculum and policy Forewords and Commentary by Jari Lavonen Karen Risager Adrian Holliday and Julie S Byrd Clark

**Library Technology and Digital Resources** Marie Keen Shaw, 2015-11-12 In the last decade library collections have rapidly evolved from a predominance of print books and journals to an ever growing mix of digital and print resources Library patrons are predominately served by support staff that is expected to know how to help patrons select and use digital resources Yet most library support staff LSS has not had training

to become proficient in finding using and instructing others in the abundance of the digital resources of websites databases e texts digital libraries and their related technologies Library Technology and Digital Resources An Introduction for Support Staff is both a text for professors who teach in library support staff programs and an introductory reference manual for support staff who work in libraries This book will guide the LSS to be able to Distinguish key features and enhancements found among vendors and providers of digital libraries digital collections databases and e texts Plan budget fund and write grants for digital resources Understand the complexity and options of licensing and usage agreements for digital resources Know copyright permissions and acceptable use guidelines for digital resources Understand the basic technologies that support library digital resources including network structures software applications and protocols Distinguish between directories and search engines as they relate to digital resources as well as be able to employ advance search skills effectively Explore the resources of global national and state digital libraries and their collections Use government databases and other digitized systems and information sources Find exemplary digital resources though other agencies such as museums university collections and other sources that librarians can share with patrons Create local digital resources of primary and historical materials and artifacts with metadata and cataloging for searchable access Interpret meaning from library digital resources using visual literacy skills Promote library digital resources through a variety of means including social media and online options

The Legacy of a Troubled Past Bernard Cros,Mathilde Rogez,Gilles Teulie,2022-06-07 Since the advent of democracy in 1994 South Africa has been engaged in an unprecedented exercise of national soul searching torn between the need to lay to rest centuries of racial conflict and the desire to come to terms with its traumatic history This book asks whether the country has begun to turn the corner on the legacy of collective hurt To do so it ranges in scope across 350 years of South African history encompassing the struggle against the apartheid regime the downfall of white supremacy the Truth and Reconciliation Commission and the first 25 years of democracy up to more recent movements such as RhodesMustFall or the inquests into the 2012 Marikana massacre that point to the persistence of traumatic memory in contemporary society The authors assembled here set out to analyse the representation of such memory how it has been woven into narratives recorded preserved and questioned and how issues of individual and collective responsibility have been grafted onto it through the visual arts literature political discourse and public action In focusing on memory along with its derived forms of memorialization collective memory nostalgia or post memory our contributors pose a fundamental question is South Africa finally coming to the end of the post apartheid transition period Do the decades of memory work on racial violence and repression examined here hold out hope for the nation to make peace with its past

**Teaching Social Studies to Multilingual Learners in Middle School** Xiaoning Chen,Mark Newman,2021-12-08 Teaching Social Studies to Multilingual Learners in Middle School Connecting Inquiry and Visual Literacy to Promote Progressive Learning explores effective strategies for teaching social studies to multilingual learners The centerpiece is a visual literacy framework that

integrates inquiry primary source analysis and visual literacy to provide a progressive learning sequence to meet the varied needs of learners The visual literacy framework brings together related aspects of progressive sequential learning into a cohesive coherent whole It has an adaptable structure that allows teachers to customize learning activities to meet individual student needs The progressive learning sequence has varied modes of learning that help teachers move students from basic to proficient to advanced levels of support This book is organized into two related parts The first three chapters provide important content and context on social studies multilingual learner education and the visual literacy framework The remaining chapters discuss U S history world history geography and civics government Each chapter defines the subject area briefly traces its development as a middle school subject over time and offers classroom exercises on using the visual literacy framework in these disciplines The exercises are plotted so that differing levels of the visual literacy framework are explored throughout the book

Doing History Linda S. Levstik, Keith C. Barton, 2015-01-30 Now in its fifth edition *Doing History* offers a unique perspective on teaching and learning history in the elementary and middle grades Through case studies of teachers and students in diverse classrooms and from diverse backgrounds it shows children engaging in authentic historical investigations often in the context of an integrated social studies curriculum The premise is that children can engage in valid forms of historical inquiry collecting and analyzing data examining the perspectives of people in the past considering multiple interpretations and creating evidence based historical accounts Grounded in contemporary sociocultural theory and research the text features vignettes in each chapter showing communities of teachers and students doing history in environments rich in literature art writing discussion and debate The authors explain how the teaching demonstrated in the vignettes reflects basic principles of contemporary learning theory *Doing History* emphasizes diversity of perspectives in two ways readers encounter students from a variety of backgrounds and students themselves look at history from multiple perspectives It provides clear guidance in using multiple forms of assessment to evaluate the specifically historical aspects of children s learning

Elementary and Middle School Social Studies Pamela J. Farris, 2024-01-11 The eighth edition continues to be an invaluable resource for creative strategies and proven techniques to teach social studies Pamela Farris s popular reasonably priced book aids classroom teachers in inspiring students to be engaged learners and to build on their prior knowledge The book is comprehensive and easy to understand providing instruction sensitive to the needs of all elementary and middle school learners Creative concepts for teaching diverse learners Strategies for incorporating the C3 Framework to enrich K 8 curriculum Integration of inquiry skills with literacy and language arts skills Multifaceted meaningful activities emphasize problem solving decision making and critical thinking Myriad ideas for incorporating primary sources as well as technology Annotated lists of children s literature at the end of each chapter Multicultural focus throughout the broad coverage of history geography civics and economics NCSS Standards Linked Lesson Plans C3 Framework Plans and Interdisciplinary Thematic Units Social studies explores the variety and complexity of human experience The book emphasizes the value of

social studies in preparing students to become valuable community members and to participate respectfully in a diverse society

**Reimagining The Call to Teach** David T. Hansen, 2021 In this sequel to his internationally acclaimed classic *The Call to Teach* David Hansen revisits the idea of teaching as a calling in light of contemporary expectations in education *Reimagining The Call to Teach* brings to life an ethical approach to teaching that is informed by an understanding of teaching's great purpose to help the next generation forge a spirit of mutual care and concern while supporting each student's distinctive way of being in the world Hansen juxtaposes testimony from public school educators with ideas and examples drawn from philosophy teacher education research on teaching literature and other arts He demonstrates that despite pressing structural challenges in the educational system teachers can bring their calling to life by supporting one another and by engaging in philosophical inquiry and self cultivation Rendered with Hansen's customary eloquence this dynamic book will be of interest to all who care about the dignity of teachers and teaching in our time

**Book Features** Provides a fresh and inspiring account of teaching as a calling Draws creatively on a wide range of sources including extensive testimony from teachers Focuses on an ethical approach to working with teachers called bearing witness Highlights the important place of philosophy in being a teacher and a teacher educator Uses an accessible and engaging style with rich examples throughout

*The Wiley Handbook of Social Studies Research* Meghan McGlinn Manfra, Cheryl Mason Bolick, 2017-04-10 The Wiley Handbook of Social Studies Research is a wide ranging resource on the current state of social studies education This timely work not only reflects on the many recent developments in the field but also explores emerging trends This is the first major reference work on social studies education and research in a decade An in depth look at the current state of social studies education and emerging trends Three sections cover foundations of social studies research theoretical and methodological frameworks guiding social studies research and current trends and research related to teaching and learning social studies A state of the art guide for both graduate students and established researchers Guided by an advisory board of well respected scholars in social studies education research

**Nationalism and History Education** Rachel Hutchins, 2016-02-26 History education by nature transmits an official version of national identity National identity is not a fixed entity and controversy over history teaching is an essential part of the process of redefining and regenerating the nation France and the United States have in particular experienced demographic and cultural shifts since the 1960s that have resulted in intense debates over national identity This volume examines how each country's national history is represented in primary schools social studies textbooks and curricula and how they handle contemporary issues of ethnicity diversity gender socio economic inequality and patriotism By analyzing each country separately and comparatively it demonstrates how various groups including academics politicians and citizen activists have influenced education and how the process of writing and rewriting history perpetuates a nation Drawing on empirical studies of the United States and France this volume provides insight into broader nationalist processes and instructive principles for similar countries in the modern world

*Social Studies for*

*Young Children* Gayle Mindes, Mark Newman, 2021-08-30 This book anchors the social studies as the central unifying force for young children Teachers use the inquiry process to foster child development of social skills and citizenship ideals in their first classroom experiences Curriculum is built starting with children's natural curiosity to foster literacy in all its form speaking listening reading writing Along the way young children acquire knowledge and academic skills in civics economics geography and history Shown throughout are ways to promote social learning self concept development social skills and citizenship behaviors Featured here are individually appropriate and culturally relevant developmental practices Considered are the importance of family collaboration and funds of knowledge children bring to early care and education Contributors to this edition bring expertise from bilingual early education literacy special education and the social studies Beginning with citizenship and community building the authors consider all aspects of teaching young children leading to a progression of capacity to engage civically in school and community

*Nationalism in Asia* Jeff Kingston, 2016-04-07 Using a comparative interdisciplinary approach Nationalism in Asia analyzes currents of nationalism in five contemporary Asian societies China India Indonesia Japan and South Korea Explores the ways in which nationalism is expressed embraced challenged and resisted in contemporary China India Indonesia Japan and South Korea using a comparative interdisciplinary approach Provides an important trans national and trans regional analysis by looking at five countries that span Northeast Southeast and South Asia Features comparative analysis of identity politics democracy economic policy nation branding sports shared trauma memory and culture wars territorial disputes national security and minorities Offers an accessible thematic narrative written for non specialists including a detailed and up to date bibliography Gives readers an in depth understanding of the ramifications of nationalism in these countries for the future of Asia

**Games and Learning Alliance** Alessandro de Gloria, Remco Velkamp, 2016-06-22 This book constitutes the refereed proceedings of the 4th International Conference on Games and Learning Alliance GALA 2015 held in Rome Italy in December 2015 The 33 revised full papers and 15 short papers presented were carefully reviewed and selected from 102 submissions The papers presented cover a variety of aspects and knowledge fields They are grouped around the following topics games for health games for mobility pervasive gaming and urban mobility

**The SAGE Handbook of Curriculum, Pedagogy and Assessment** Dominic Wyse, Louise Hayward, Jessica Pandya, 2015-12-03 The research and debates surrounding curriculum pedagogy and assessment are ever growing and are of constant importance around the globe With two volumes containing chapters from highly respected researchers whose work has been critical to understanding and building expertise in the field The SAGE Handbook of Curriculum Pedagogy and Assessment focuses on examining how curriculum is treated and developed and its impact on pedagogy and assessment worldwide The Handbook is organised into five thematic sections considering The epistemology and methodology of curriculum Curriculum and pedagogy Curriculum subjects Areas of the curriculum Assessment and the curriculum The curriculum and educational policy The SAGE Handbook of Curriculum Pedagogy and Assessment's breadth

and rigour will make it essential reading for researchers and postgraduate students around the world      *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      **Extending the Ground of Public Confidence** Janie Hubbard, 2019-09-01 In these times and for future generations students must learn how to analyze constantly changing issues decipher media as truth or fake news and contest highly competitive biased informational sources Students must develop knowledge skills and attitudes necessary for leveraging their capacity as active citizens charged with holding institutions accountable for truthfully addressing and protecting civil liberties *Extending the Ground of Public Confidence Teaching Civil Liberties in K 16 Social Studies Education* is a book grounded in current scholarship and seeks to address the need for a practical user friendly resource for teaching civil liberties in K 12 social studies and teacher education This book brings together chapter length discussions about various issues introduced first from historic perspectives and then compared and described in modern terms Such topics include though are not limited to disputes surrounding freedom of speech and religion power issues defending property rights debates on security of persons and privacy free exercise of assembly and expression and the endless debate about who can and cannot vote in U S elections Each chapter contains teaching ready inquiry based learning activities framed by the National Council for the Social Studies NCSS College Career and Civic Life C3 Inquiry Arc 2013 Students 1 develop questions and plan investigations 2 apply disciplinary concepts and tools 3 gather evaluate and use evidence and 4 work collaboratively to communicate conclusions and take informed action Lesson ideas engage learners across age groups and grade levels in learning that fosters informed sustainable actions aimed at upholding and protecting civil liberties



**Culture, Music Education, and the Chinese Dream in Mainland China** Wai-Chung Ho, 2018-01-04 This book focuses on the rapidly changing sociology of music as manifested in Chinese society and Chinese education. It examines how social changes and cultural politics affect how music is currently being used in connection with the Chinese dream. While there is a growing trend toward incorporating the Chinese dream into school education and higher education, there has been no scholarly discussion to date. The combination of cultural politics, transformed authority relations, and officially approved songs can provide us with an understanding of the official content on the Chinese dream that is conveyed in today's Chinese society and how these factors have influenced the renewal of values-based education and practices in school music education in China.

*Globalisation and National Identity in History Textbooks* Joseph Zajda, 2017-07-06 Globalisation and National Identity in History Textbooks. The Russian Federation, the 16th book in the 24 volume book series Globalisation, Comparative Education and Policy Research, discusses trends in dominant discourses of identity politics and nation building in school history textbooks in the Russian Federation (RF). The book addresses one of the most profound examples of the re-writing of history following a geo-political change. Various book chapters examine debates pertaining to national identity, patriotism, and the nation building process. The book discusses the way in which a new sense of patriotism and nationalism is documented in prescribed Russian history textbooks and in the Russian media debate on history textbooks. It explores the ambivalent and problematic relationship between the state, globalisation, and the construction of cultural identity in prescribed school history textbooks. By focusing on ideology, identity politics, and nation building, the book examines history teachers' responses to the content of history textbooks and how teachers depict key moments in modern Russian history. This book is an essential sourcebook of ideas for researchers, practitioners, and policymakers in the fields of globalisation and history education, providing timely information on history teachers' attitudes towards historical knowledge and historical understanding in prescribed Russian history textbooks.

*In the Best Interest of Students* Kelly Gallagher, 2023-10-10 In his new book *In the Best Interest of Students: Staying True to What Works in the ELA Classroom*, teacher and author Kelly Gallagher notes that there are real strengths in the Common Core standards and there are significant weaknesses as well. He takes the long view, reminding us that standards come and go, but good teaching remains grounded in proven practices that sharpen students' literacy skills. Instead of blindly adhering to the latest standards movement, Gallagher suggests increasing the amount of reading and writing students are doing while giving students more choice around those activities. Balancing rigorous, high-quality literature and non-fiction works with student-selected titles. Encouraging readers to deepen their comprehension by moving beyond the four corners of the text. Planning lessons that move beyond Common Core expectations to help young writers achieve more authenticity through the blending of genres. Using modeling to enrich students' writing skills in the prewriting, drafting, and revision stages. Resisting the de-emphasis of narrative and imaginative reading and writing. Amid the frenzy of trying to teach to a new set of standards, Kelly Gallagher is a strong voice of reason, reminding us that instruction

should be anchored around one guiding question What is in the best interest of our students

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