

DEPTH STUDY B: RUSSIA, 1905–1941

- 2 Study the sources, and then answer the questions which follow.

Source A

In order to turn a peasant society into an industrialised country, great sacrifices were necessary. The people had to accept this, but it would not be achieved by enthusiasm alone. If a few million had to perish in the process, history would forgive Comrade Stalin. The task demanded great energy that could be extracted from a backward people only by great harshness.

A Russian writer describes, in 1988, Stalin's views on the modernisation of the USSR.

Source B

1929 and 1930 were the years of the great push for collectivisation. The richer peasants expressed their despair by burning their crops, killing their cattle and destroying their machinery. In places there was armed resistance and in March 1930 Stalin realised that it had all gone too far too fast. Accusing officials of being 'dizzy with success', Stalin implied collectivisation had been rushed against his wishes. Many farms were decollectivised but nevertheless, by the end of 1934, 87 per cent of farmland was collective and 99 per cent by 1937.

A British historian writing in 1966.

- (a) (i) Study Source A.

What can you tell from this source about the process of modernisation under Stalin's rule? Support your answer with reference to the source. [6]

- (ii) Study Source B.

How far does this source show that collectivisation was successful? Explain your answer. [7]

- (iii) Study both sources.

Is one source more useful than the other as evidence about Stalin's modernisation programme for the USSR? Explain your answer. [7]

- (b) (i) What were the Kulaks? [2]

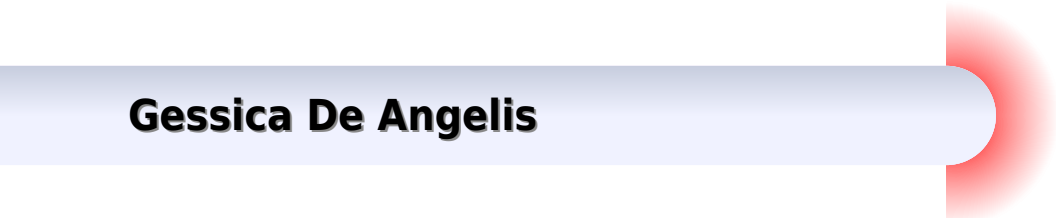
- (ii) Describe Lenin's New Economic Policy (NEP) introduced in 1921. [4]

- (iii) Why did Stalin introduce collectivisation? [6]

- (iv) How far did the lives of the Soviet people improve under Stalin's rule to 1941? Explain your answer. [8]

Igcse Past Papers History 2013

Gessica De Angelis



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Cambridge IGCSE and O Level History 3rd Edition: Option B: The 20th century Ben Walsh, Benjamin Harrison, 2022-11-07 This title is endorsed by Cambridge Assessment International Education to support Option B for examination from 2024 New edition to match the revised Cambridge IGCSETM IGCSE 9 1 and O Level syllabuses 0470 0977 2147 Rely on author Ben Walsh's bestselling approach to navigate through the syllabus content and help students acquire the skills they need The book covers all the Key Questions and Focus Points for Core Content Option B The 20th century International Relations since 1919 and selected depth studies Germany 1918 45 Russia 1905 41 The USA 1919 41 Deepen understanding through clear and engaging text to build the content knowledge required by the course Develop analytical skills through carefully designed Focus Tasks on all the Focus Points or Key Questions from the syllabus Get a feel for the period and the issues through abundant source material that also ensures regular practice of source evaluation skills Remember historical facts better through memorable diagrams and timelines Consolidate learning with Focus on features suggesting how to tackle exam style questions

2012 GCSE English results Great Britain: Parliament: House of Commons: Education Committee, 2013-06-11 The 2012 GCSE English results prompted significant controversy which ultimately resulted in an application for judicial review This report sets out the background to these events and identifies lessons to be learned The problems with GCSE English can be traced back to the 2007 09 development phase of the qualification in particular the turbulence which resulted from the shift away from a mostly linear to a modular system combined with a high proportion of controlled assessment and generous marking tolerances Exam board experts raised concerns at the time but these were not acted upon by the regulator the then interim Ofqual Further difficulties arose because of pressures from the school accountability system The problems experienced with GCSE English in 2012 highlighted serious weaknesses in the moderation of speaking and listening with consequences for grade awarding The current status of Ofqual as an independent regulator accountable to Parliament is the right one However the Coalition Government is bringing in wholesale changes to GCSEs and A levels to a tight timetable and at the same time Ofqual must have systems in place The Committee is also concerned that there is a rush towards separate exam systems for England Wales and Northern Ireland without careful reflection on what might be lost or consensus that this is the right thing to do

Multilingual Testing and Assessment Gessica De Angelis, 2021-09-06 The field of multilingual testing and assessment has grown rapidly in recent years due to the widespread need to integrate immigrant populations into mainstream education and to provide fair and equitable forms of assessment for all students However a continuing emphasis on bilingual students has created a significant gap in testing and assessment research This book addresses the need for research and guidance on testing multilingual students at its heart is the difference between designing multilingual tests and testing multilingual individuals The author introduces an integrated approach to testing and assessment a flexible approach that combines information about multilingual learners knowledge

skills and abilities with information about their language background and living environment The book provides an overview of existing research conducted with multilingual populations provides guidelines for test writers teachers and educators that outline the steps involved in the design administration scoring and interpretation of tests for multiple language speakers and demonstrates how to use the integrated approach to testing and assessment in a multilingual educational context

Research Methods in English Medium Instruction Jack K.H. Pun, Samantha M. Curle, 2021-07-19 In this special edited volume the editors and invited English Medium Instruction EMI researchers from different parts of the world outline the latest EMI research methods Providing academic instruction using English is rapidly spreading in many countries where English is a second or foreign language and there is a growing interest in researching the effectiveness and effects of EMI across different educational levels This volume includes chapters on everything from research into classroom interaction to teachers and students perceptions and motivations to language challenges and strategies and the pedagogical implications of translanguaging in EMI classrooms These specific topics were chosen to reflect different approaches to researching EMI Each chapter focuses on a specific type of research methodology It begins with an overview of the literature of the topic under discussion Then an example study is provided to illustrate how this methodology can be used to investigate EMI Each chapter identifies the process that the EMI researcher used to conduct their research and discusses key dilemmas they faced focusing particularly on the methodological issues they encountered By exploring these issues this volume hopes to inform theory or the lack thereof underlying research into the phenomenon of EMI This volume is indispensable for EMI tutors curriculum developers policymakers and teachers as well as students at both undergraduate and postgraduate levels It is particularly valuable for researchers from across the globe working in the fields of applied linguistics language education English for Academic Purposes EAP English Language Teaching ELT and Teaching English to Speakers of Other Languages TESOL

Education in the United Kingdom Colin Brock, 2015-01-29 Education in the United Kingdom is a comprehensive critical reference guide to education in England Scotland Wales Northern Ireland The Isle of Man The Channel Islands Gibraltar The Cayman Islands Bermuda Anguilla and The British Overseas Territories Although generically similar in education structures the various components of the United Kingdom have separate systems with some very distinctive differences The chapters written by regional experts offer a review of contemporary national and regional educational structures and policies research innovation and trends Some of the themes covered include issues relating to the partition of Ireland differences between maintained and independent schooling language issues and radical alternatives in teacher education Including a comparative introduction to the issues facing education in the region as a whole and guides to available online datasets this book is an essential reference for researchers scholars international agencies and policy makers

Cambridge IGCSE and O Level History Study and Revision Guide Benjamin Harrison, 2019-10-07 Enter the exam with the confidence to achieve your best grade using a concise summary of the syllabus content and step by step guidance in exam

technique Target your revision on the issues Key Questions and Focus Points Build your history vocabulary with the Key words feature Reinforce knowledge and skills learned with exam style Practice questions and Model answers Avoid common errors and aid preparation with Examiner s tips highlighting good practice This Study and Revision Guide is designed for the examination from 2020 This title has not been through the Cambridge Assessment International Education endorsement process *Higher History Past Papers 2002-2005* , History Examination Booklet ,2006

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