

**SOURCE C**

This extract focuses on the reasons for Lenin's New Economic Policy.

In March 1921 Lenin announced the end of War Communism and the inauguration of a New Economic Policy. The NEP was based on the following:

Requisitions from peasants were ended and a fixed tax in kind (grain) was substituted – which by 1924 had become a money tax. Once this tax was paid, the peasant was free to do what he liked with what remained. He could use it himself, sell it to the state or sell it on the open market which was now made legal. Private enterprise was allowed in trade and small-scale industry. Compulsory labour ceased; labour armies were stopped; bonuses were introduced for extra work. The currency was back on a sound footing and a regular system of taxation was introduced. Large-scale industry (coal, iron, steel, oil, electricity, railways) remained state-owned.

[Adapted from: Russia in Revolution by J Robertson]

**1.3 Refer to Source C.**

1.3.1 Explain in your own words how Lenin's New Economic Policy was implemented.

(3)

The New Economic Policy was a drastic adaptation to the war communist policy, which allowed for a free market, private trade and enterprise. Private trade was no longer illegal, or government centralised. People paid a portion of their goods or income in the form of tax and were permitted to sell the rest on the open market. This stimulated the economy and encouraged economic growth.

1.3.2 In what ways was the New Economic Policy different to Lenin's ideal of a communist state? Support your answer with evidence from the source.

(3)

A communist state is one in which all individuals are equal. Under the NEP certain individuals profited more than others, which is a distinctly capitalist feature. This automatically created a sense of inequality and reduced the government's power and influence.

1.3.3 What was Lenin's intention for the state in creating the New Economic Policy?

(2)

It was Lenin's intention to recover the economy and to suppress peasant unrest, while still providing for the needs of the government.

**SOURCE D**

This source shows some of the production figures in Russia from 1913 to 1926.

# Grade 11 History Essay For Final Exams

**Clifford Lane**



## Grade 11 History Essay For Final Exams:

*Roadmap to the Regents* Princeton Review (Firm),2003-01-21 The Princeton ReviewUs Roadmap series gives students the help they need to make state tests a breeze The Roadmap guides for New York students include practice tests designed to simulate the real exams as closely as possible The Roadmap series works as a year long companion to earning higher grades as well as passing high stakes exams *Resources in Education* ,2001-04 *AP U.S. History For Dummies* Greg Velm,2009-01-29 Getting ready to tackle the AP U S History exam AP U S History For Dummies is a practical step by step guide that will help you perfect the skills and review the knowledge you need to achieve your best possible score Discover how to identify what the questions are really asking and find out how to combine your history knowledge with context clues to craft thoughtful essays Try your hand at two true to life AP exams complete with detailed answer explanations and scoring guides You ll find out how to put together a game plan develop a study strategy decode the Political Economic Social PES answer secret and understand exactly what s going to be on the stress This easy to understand guide reviews all periods of U S history from the country s earliest inhabitants to the present day Ease your mind on stress day and feel completely prepared by completing the two practice exams with answers and explanations Find out how to Prepare a study plan for the time leading up to the exam Decode your score and learn how to get the best score Put your knowledge to work Approach the different types of questions multiple choice document based and essay questions Navigate all exam topics from the Native Americans to the present day Analyze and connect political economic and social themes Recognize trick words Complete with lists of ten monster event topics AP wants you to know ten unstoppable cultural trends and ten key court decisions AP U S History For Dummies will help you ace this test **Connecting the Dots in World History, A Teacher's Literacy Based Curriculum** Chris Edwards,2015-11-10 In his previously written articles and books Chris Edwards has argued that Teaching should be considered a field that is separate from both the field of Education and from the content area fields Teaching is a field which synthesizes content and method for classroom application All of the other major intellectual fields have a canon of works which practitioners can learn from and add to but Teaching does not The Connecting the Dots in World History A Teacher s Literacy Based Curriculum series changes this by showing how effective a teacher generated curriculum can be These books can inspire other teachers to create their own curriculums and inspire a change in the way that the public views teachers and teaching **History for the IB Diploma: Communism in Crisis 1976-89** Allan Todd,2012-05-10 An exciting new series that covers the three prescribed subjects for Paper 1 of the IB 20th Century World History syllabus This coursebook covers Paper 1 Prescribed Subject 3 Communism in Crisis 1976 89 in the 20th Century World History syllabus for the IB History programme The text is divided into clear sections following the IB syllabus structure and content specifications It offers in depth coverage of the subject as well as detailed study of a wide range of primary and secondary sources to develop students analytical skills It also provides plenty of exam practice including student answers with examiner

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multicultural education in the curriculum and discuss innovative projects for promotion of active citizenship peace and tolerance in schools In Part 3 Curriculum Innovations and Teaching the authors evaluate history curriculum reform Complex Instruction as a curriculum innovation and the concept of the outcomes in education in Australia In Part 4 Case Studies the authors using comparative research methodology evaluate children s images of picturing teaching multicultural education in the curriculum and the politics of curriculum reforms The authors including Laurie Brady Margaret Clark Gustavo Fischman Sydney Grant Talmadge Guy Ian Macpherson Cynthia Nance Jacob Perrenet John Schell William Schubert Margaret Secombe Edmund Short Jerzy Smolicz Jan Terwel and Joseph Zajda present a rich tapestry of curriculum theorising and practice in schools in different parts of the world

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**Linguistically Diverse Immigrant and Resident Writers** Christina Ortmeier-Hooper, Todd Ruecker, 2016-07-15 Spotlighting the challenges and realities faced by linguistically diverse immigrant and resident students in U S secondary schools and in their transitions from high school to community colleges and universities this book looks at programs interventions and other factors that help or hinder them as they make this move Chapters from teachers and scholars working in a variety of contexts build rich understandings of how high school literacy contexts policies such as the proposed DREAM Act and the Common

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## **Table of Contents Grade 11 History Essay For Final Exams**

1. Understanding the eBook Grade 11 History Essay For Final Exams
  - The Rise of Digital Reading Grade 11 History Essay For Final Exams
  - Advantages of eBooks Over Traditional Books
2. Identifying Grade 11 History Essay For Final Exams
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Grade 11 History Essay For Final Exams
  - User-Friendly Interface
4. Exploring eBook Recommendations from Grade 11 History Essay For Final Exams
  - Personalized Recommendations
  - Grade 11 History Essay For Final Exams User Reviews and Ratings
  - Grade 11 History Essay For Final Exams and Bestseller Lists
5. Accessing Grade 11 History Essay For Final Exams Free and Paid eBooks
  - Grade 11 History Essay For Final Exams Public Domain eBooks
  - Grade 11 History Essay For Final Exams eBook Subscription Services
  - Grade 11 History Essay For Final Exams Budget-Friendly Options
6. Navigating Grade 11 History Essay For Final Exams eBook Formats



- ePub, PDF, MOBI, and More
- Grade 11 History Essay For Final Exams Compatibility with Devices
- Grade 11 History Essay For Final Exams Enhanced eBook Features
- 7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Grade 11 History Essay For Final Exams
  - Highlighting and Note-Taking Grade 11 History Essay For Final Exams
  - Interactive Elements Grade 11 History Essay For Final Exams
- 8. Staying Engaged with Grade 11 History Essay For Final Exams
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Grade 11 History Essay For Final Exams
- 9. Balancing eBooks and Physical Books Grade 11 History Essay For Final Exams
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Grade 11 History Essay For Final Exams
- 10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
- 11. Cultivating a Reading Routine Grade 11 History Essay For Final Exams
  - Setting Reading Goals Grade 11 History Essay For Final Exams
  - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Grade 11 History Essay For Final Exams
  - Fact-Checking eBook Content of Grade 11 History Essay For Final Exams
  - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
- 14. Embracing eBook Trends
  - Integration of Multimedia Elements
  - Interactive and Gamified eBooks

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