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GCSE HISTORY

Paper 1 Section A/C: Russia, 1894–1945: Tsardom and communism

Thursday 18 May 2023

Morning

Time allowed: 2 hours

Materials

For this paper you **must** ensure you have:

- An Interpretations Booklet (enclosed).
 - The other optional Question Paper/Answer Book and Sources Booklet for the **Paper 1 Section B** topic you are entered for.
- You will have 2 hours to complete **both** papers.

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all six** questions.
- Do all rough work in this book.

Cross through any work you do not want to be marked.

- You must answer the questions in the spaces provided.

Do **not** write outside the box around each page or on blank pages.

- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).

Information

- The maximum mark for this paper is 40.
- The marks for questions are shown in brackets.

Advice

- You are advised to spend about 1 hour on **Paper 1 Section A** and about 1 hour on **Paper 1 Section B**.

For Examiner's Use

Question	Mark
01	
02	
03	
04	
05	
06	
TOTAL	

History Gade11 Paper1 November2014 Questions

D Keegan



History Gade11 Paper1 November2014 Questions:

The Schenley Experiment Jake Oresick,2017-04-14 The Schenley Experiment is the story of Pittsburgh's first public high school a social incubator in a largely segregated city that was highly even improbably successful throughout its 156 year existence Established in 1855 as Central High School and reorganized in 1916 Schenley High School was a model of innovative public education and an ongoing experiment in diversity Its graduates include Andy Warhol actor Bill Nunn and jazz virtuoso Earl Hines and its prestigious academic program and pensions lured such teachers as future Pulitzer Prize winner Willa Cather The subject of investment as well as destructive neglect the school reflects the history of the city of Pittsburgh and provides a study in both the best and worst of urban public education practices there and across the Rust Belt Integrated decades before Brown v Board of Education Schenley succumbed to default segregation during the white flight of the 1970s it rose again to prominence in the late 1980s when parents camped out in six day long lines to enroll their children in visionary superintendent Richard C Wallace's reinvigorated school Although the historic triangular building was a cornerstone of its North Oakland neighborhood and a showpiece for the city of Pittsburgh officials closed the school in 2008 citing over 50 million in necessary renovations a controversial event that captured national attention Schenley alumnus Jake Oresick tells this story through interviews historical documents and hundreds of first person accounts drawn from a community indelibly tied to the school A memorable important work of local and educational history his book is a case study of desegregation magnet education and the changing nature and legacies of America's oldest public schools Psychosocial Skills and School Systems in the 21st Century Anastasiya A Lipnevich,Franzis Preckel,Richard D. Roberts,2016-04-02 This book provides a comprehensive overview and in depth analysis of research on psychosocial skills examining both theory and areas of application It discusses students psychosocial skills both as components of academic success and desired educational outcomes in grades K through 12 The book describes an organizing framework for psychosocial skills and examines a range of specific constructs that includes achievement motivation self efficacy creativity emotional intelligence resilience and the need for cognition In addition it reviews specific school based interventions and examines issues that concern the malleability of psychosocial skills It addresses issues relating to the integration of psychosocial skills into school curriculum as well as large scale assessment policies Topics featured in this book include Development of psychosocial skills in grades K 12 Assessment of psychosocial skills Conscientiousness in education and its relation to meaningful educational outcomes Creativity in schools including theory assessment and interventions Academic emotions and their regulation through emotional intelligence Resilience and school based programs aimed at enhancing it Psychosocial Skills and School Systems in the 21st Century is a must have resource for researchers graduate students clinicians mental health professionals and policymakers in child and school psychology educational policy and politics public health social work developmental psychology and educational psychology **Using Design Research and History to Tackle a Fundamental Problem**

with School Algebra Sinan Kanbir,M. A. (Ken) Clements,Nerida F. Ellerton,2017-10-28 In this well illustrated book the authors Sinan Kanbir Ken Clements and Nerida Ellerton tackle a persistent and universal problem in school mathematics why do so many middle school and secondary school students find it difficult to learn algebra well What makes the book important are the unique features which comprise the design research approach that the authors adopted in seeking a solution to the problem The first unique feature is that the authors offer an overview of the history of school algebra Despite the fact that algebra has been an important component of secondary school mathematics for more than three centuries there has never been a comprehensive historical analysis of factors influencing the teaching and learning of that component The authors identify through historical analysis six purposes of school algebra a algebra as a body of knowledge essential to higher mathematical and scientific studies b algebra as generalized arithmetic c algebra as a prerequisite for entry to higher studies d algebra as offering a language and set of procedures for modeling real life problems e algebra as an aid to describing structural properties in elementary mathematics and f algebra as a study of variables They also raise the question whether school algebra represents a unidimensional trait Kanbir Clements and Ellerton offer an unusual hybrid theoretical framework for their intervention study by which seventh grade students significantly improved their elementary algebra knowledge and skills Their theoretical frame combined Charles Sanders Peirce s triadic signifier interpretant signified theory which is in the realm of semiotics with Johann Friedrich Herbart s theory of apperception and Ken Clements and Gina Del Campo s theory relating to the need to expand modes of communications in mathematics classrooms so that students engage in receptive and expressive modes Practicing classroom teachers formed part of the research team This book appears in Springer s series on the History of Mathematics Education Not only does it include an important analysis of the history of school algebra but it also adopts a theoretical frame which relies more on theories from the past than on contemporary theories in the field of mathematics education The results of the well designed classroom intervention are sufficiently impressive that the study might have created and illuminated a pathway for future researchers to take

Concise Answers to Frequently Asked Questions About Assessment and Grading Nicole Dimich,Cassandra Erkens,Jadi Miller,Tom Schimmer,Katie

White,2022-04-12 Get answers to your most challenging questions about implementing effective assessment and grading practices How do we use assessments to increase hope efficacy and achievement Is reassessment important Can we change grading practices when stakeholders don t want us to All of these questions and dozens more are answered concisely making it easy to build strong assessment and grading practices quickly K 12 teachers and administrators will Understand the six tenets of assessment and grading Gain confidence in effective assessment and grading practices Access concise answers to common questions about assessment and grading Help implement schoolwide best practices through effective collaboration Contents Introduction Chapter 1 Hope Efficacy and Achievement Chapter 2 A Culture of Learning Chapter 3 Assessment Purpose Chapter 4 Communication Chapter 5 Accurate Interpretation Chapter 6 Assessment Architecture Chapter 7

Instructional Agility Chapter 8 Student Investment Table of Contents by Topic Glossary of Terms A Comprehensive Resource List From STAC References and Resources Index *University Trends* Jonathan Coulson,Paul Roberts,Isabelle Taylor,2014-09-15 A university campus is a place with special resonance conjuring images of cloistered quadrangles and wood panelled libraries often echoing centuries of scholarly tradition And yet it is also a place of cutting edge science interactive learning youth vibrancy and energy It is this dual nature which makes the physical environment of a university so dynamic as well as a highly challenging landscape to design and manage successfully Today the scale of the pressures and the rate of change facing higher education institutions are greater than ever Squeezed public spending rising tuition fees and the growing education ambitions of developing nations are set against a backdrop of rapid technological progress and changing pedagogies What are the repercussions for the physical realities of university planning and architecture And how are university campuses adapting to contend with these pressures *University Trends* introduces the most significant widespread and thought provoking trends in campus design today Part 1 identifies current trends such as starchitecture large scale campus extensions adaptive re use and international branch campuses Part 2 profiles each trend via highly illustrated global case studies of well publicised as well as lesser known projects The essential guide to current and future trends in campus design *The African American Male School Adaptability Crisis (Amsac)* Joe L. Rempson,2016-03-12 The African American Male School Adaptability Crisis AMSAC cannot be solved by the school alone It is a race problem which can only be solved if we black males provide the leadership in tackling our three major demons which now mainly account for the problem IQ lag fatherless families crime AMSAC had its origin about 100 years ago when after the death of Washington DuBois gained ascendancy in our African American Garden of Eden and replaced Washingtons brains property and character gospel with a civil rights agenda That agenda has led to a civil rights fixation and our second bondage Victimology wherein being the victim has become part of our core identity and made us psychological slaves Rather than being proud and self reliant disproportionately we have come to see ourselves as victims who are entitled to system help and special treatment This bondage and it is a bondage vitiates our manhood and the energy and drive required to pursue the adaptation pathway paved by Washington but demonized by DuBois Return to that pathway and we can confront and conquer AMSAC and our three major demons Guided by history and the research evidence this book details how Its 20 chapters make for long reading but just by reading the first and last chapters you can get the message The motto of the proposed evidence based experimental program the African American Male Career Pathway Program AMCAP A special appeal is made to black athletes and entertainers to help propagate this motto and support the proposed high school student clubs Student AMCAPs in its implementation *St. Louis Daily Market Reporter and Merchants Exchange Price Current* ,1919 **Introduction to Early Childhood Education** Melissa M. Burnham,Eva L. Essa,2025-01-07 Start your journey to make a difference in the lives of young children and their families with *Introduction to Early Childhood Education Ninth Edition* This text provides

current and future educators with a highly readable comprehensive overview of the field The underlying philosophy of the book is that early childhood educators most important task is to connect with young children and provide a program that supports their learning and development With intentional weaving of the aims of equity diversity inclusion and belonging throughout authors Melissa M Burnham and Eva L Essa provide valuable insight by strategically dividing the book into six sections that answer the What Who Why Where and How of early childhood education Aligning with the latest NAEYC National Association for the Education of Young Children position statements including the Professional Standards and Competencies for Early Childhood Educators this supportive text provides students with the skills theories and practices needed to succeed and thrive as early childhood educators **Keeping the Republic** Christine Barbour, Gerald C.

Wright, 2019-01-02 I consistently recommend the book to colleagues who are teaching American government for the first time It is easy to use and it provides all of the basics that any student would ever need to know It is easy for students to read and it challenges their preconceived notions about the world James W Stoutenborough Idaho State University Keeping the Republic gives students the power to examine the narrative of what's going on in American politics distinguish fact from fiction and balance from bias and influence the message through informed citizenship Keeping the Republic draws students into the study of American politics showing them how to think critically about who gets what and how while exploring the twin themes of power and citizenship Students are pushed to consider how and why institutions and rules determine who wins and who loses in American politics and to be savvy consumers of political information The thoroughly updated Ninth Edition considers how a major component of power is who controls the information how it is assembled into narratives and whether we come to recognize fact from fiction Citizens now have unprecedented access to power the ability to create and share their own narratives while simultaneously being even more vulnerable to those trying to shape their views The political landscape of today gives us new ways to keep the republic and some high tech ways to lose it Throughout the text and its features authors Christine Barbour and Gerald Wright show students how to effectively apply the critical thinking skills they develop to the political information they encounter every day Students are challenged to deconstruct prevailing narratives and effectively harness the political power of the information age for themselves Up to date with 2018 election results and analysis as well as the impact of recent Supreme Court rulings shifting demographics and emerging and continuing social movements Keeping the Republic Ninth Edition is a much needed resource to help students make sense of politics in America today Keeping the Republic The Essentials is identical to the full version of the text minus the three policy chapters A Complete Teaching Learning Package SAGE Vantage Digital Option Engage Learn Soar with SAGE Vantage an intuitive digital platform that delivers Keeping the Republic Ninth Essentials Edition textbook content in a learning experience carefully designed to ignite student engagement and drive critical thinking Built with you and your students in mind it offers easy course set up and enables students to better prepare for class Learn more Assignable Video Assignable Video available

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