

Question 1: Russia autocracy and revolt

(a) Study these events which occurred in the years 1903–1912.

The split in the Social Democrat Party	The Lena Goldfield Strike	The assassination of Stolypin	The setting up of the Octobrists	The first duma
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Write these events in the correct chronological sequence.

(3)

- 1- The split in the Social Democrat Party
- 2- The setting up of the Octobrists
- 3- The first Duma
- 4- The assassination of Stolypin
- 5- Lena Goldfield strike

(b) Choose **either**

The Lena Goldfield strike

The first Duma

Explain **one** effect on Russia of the event you have chosen.

(4)

The Lena Goldfield strike refers to an incident where in 1912, the company food canteen attempted to distribute rotten horse meat disguised as beef. This, on top of other long-standing grievances such as long working hours and poor pay, sparked a spontaneous but widespread strike amongst the miners in which the government sent soldiers to deal with the uprising, resulting in the deaths of hundreds of workers. The effect of the strike was to re-ignite the ill-feelings of the ordinary Russian workers towards the Tsar. They felt that the Tsar was not willing to listen to the problems affecting them and used the same violent tactics as had been the case during Bloody Sunday in 1905. The result was that the Tsar lost even more support from ordinary workers.

(c) Why did Alexander III carry out a policy of repression in the years 1881–94?

(8)

One reason that Tsar Alexander III carried out a policy of repression was the influence of his key advisor Konstantin Pobedonostsev. He had been Alexander III's tutor and became a very powerful Prime Minister when the Tsar took power. Pobedonostsev's ideas were very conservative and he favoured strong autocratic rule as the best way to govern Russia. He was responsible for influencing Alexander III to assert himself at the start of his rule by crafting the Manifesto of Unshakable Autocracy in 1881. Pobedonostsev was therefore a key reason for Alexander III's policy of repression.

Pobedonostsev's influence to restore autocracy was further enhanced by the fact that the previous Tsar, Alexander II had been assassinated by a radical opposition terrorist group. The need to restore order and punish his father's killers led to Alexander III agreeing to harsh measures against the political opposition. This included the increased use of the secret police (the Okhrana) to arrest, imprison and torture anyone who threatened the Tsar's hold on power. The policy of repression was therefore partly caused by Tsar Alexander III's reaction to the assassination of his father.

The need to restore the Tsar's authority after the killing of the previous monarch also led to the imposition of strict measures to control the ethnic minorities which were also a threat to the Romanov regime. This was enforced through the policy of Russification which imposed Russian language and cultures on all people including non-Russians. The policy also included suppression of Jews through pogroms legalised by the May Laws. The need to reassert the government's control over ethnic minorities therefore played a role in the Tsar's policy of repression.

In conclusion, the most important reason for the introduction of the policy of repression was the manner of the death of Tsar Alexander II. This had a massive impact on Tsar Alexander III who had

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Assessment and Learning in Content and Language Integrated Learning (CLIL) Classrooms Mark deBoer,Dmitri Leontjev,2020-11-17 This volume builds a conceptual basis for assessment promoting learning in Content and Language Integrated Learning CLIL classrooms and proposes practical assessment approaches and activities that CLIL teachers can apply in the classroom CLIL as an educational context is unique as language and content learning happen simultaneously The efficacy of such instruction has been studied extensively but assessment in CLIL classrooms has drawn much less attention The present volume aims to fill this gap Arranged based on different ways that content and language are integrated in CLIL the chapters in this book together build a solid theoretical basis for assessment promoting learning in CLIL classrooms The authors discuss how assessment eliciting this integration yields insights into learners abilities but more importantly how these insights are used to promote learning The contributors to the volume together build the understanding of classroom based assessment as cyclic of teaching learning and assessment as inter related and of content and language in CLIL classrooms as a dialectical unity This volume will spark interest in and discussion of classroom based assessment in CLIL among CLIL educators and researchers enable reflection of classroom assessment practices and foster collaboration between CLIL teachers and researchers The assessment approaches and activities discussed in the volume in turn will help educators understand the scope of applications of assessment and inspire them to adapt these to their own classrooms

EAL Research for the Classroom Gavin Brooks,Jon Clenton,Simon Fraser,2023-06-27 With an estimated 16 million English as an Additional Language EAL learners in the UK and over 5 million in the USA EAL research is urgently needed to inform practice This edited volume investigates the multifaceted elements that shape EAL pedagogy and research in a variety of settings and research areas including linguistic ability influences on subject specific skills integrating learners home languages into classroom environments and the importance of supporting EAL teachers in the classroom In doing so the contributors provide an international perspective on the emerging field of EAL research The research based chapters detail fundamental concerns related to EAL learner education The text is composed of five parts Part I explores the question of what is EAL and how a definition can shape policy construction Part II examines the challenges EAL learners face in the classroom including the use of first languages and the relative impact learner language proficiency has on subject specific classes Part III discusses the challenges involved with preparing learners to study in an EAL environment Part IV investigates concerns relating to supporting EAL teachers in the classroom and Part V brings together the insights from the previous

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multilingualism and second language acquisition **Cambridge IGCSE and O Level Geography Fourth Edition** Garrett Nagle,Paul Guinness,2025-04-25 We are working towards endorsement of this title for the Cambridge Pathway to support the syllabuses for examination from 2027 Written and reviewed by experienced authors and teachers our Fourth Edition Student s Book provides accessible and engaging support for the latest Cambridge IGCSE™ IGCSE 9 1 and O Level Geography syllabuses 0460 0976 2217 for examination from 2027 Revised and updated with a refreshed design this new edition provides accessible content for all learners enhanced question practice and support and a clear route through the updated syllabuses with an improved structure Trust experienced authors to guide you through the updated syllabus with comprehensive coverage of all the geographical themes skills and coursework required Navigate the syllabus confidently with clear signposting and individual chapters for each topic along with in depth guidance on geographical skills and fieldwork Build and reinforce understanding of all learners with a clear layout accessible language and ESL friendly key terms Deepen understanding of geographical concepts through up to date examples from around the world Prepare for assessment and check comprehension with new analyses of detailed specific examples practice questions knowledge tests and activities throughout Consolidate learning with definitions of key terms topic summaries additional questions and images online Answers to all the practice questions and activities are FREE to download from www.hoddereducation.com/cambridgeextras

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