

Schemes of Work for Unit 1, Option D: A World Divided: Communism and Democracy in the 20th Century

| Topic D1: Crises, Tensions and Political Divisions in China, c.1900-49 | |
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| <p>The focus here is on the development of contextual knowledge and understanding of the changes which took place in China in the first half of the twentieth century.</p> <p>The intention is to establish a basis on which students will be enabled to present historical explanations and assess the significance in their historical context of events, individuals, ideas, attitudes and beliefs and the ways in which they influenced behaviour and action. Each main section also has a focus on the skills students need in order to communicate their understanding of historical explanation and significance. This programme covers the fall of Imperial China, the period of confusion which followed, and the eventual triumph of communism under Mao.</p> <p>It should be emphasised that it is an example of what might be done, not a model which must be adopted. The assumption has been made that contact time for this topic comprises 30 one-hour lessons. How these 30 hours could be distributed across an actual teaching programme is, of course, dependent upon the way an individual centre's timetable is constructed.</p> <p>The content selected for this scheme is not prescribed as content to be assessed in the examination (except where it is actually detailed in the specification); instead it is illustrative of ways in which the required understandings may be developed. Furthermore, in the scheme outlined below, it is not suggested that each element should be given a standard unit of time.</p> | |
| 1. 2 hours | <p>Introduction:</p> <ul style="list-style-type: none"> • Outline of dynasties and political history (timeline and map of provinces and major cities); the concept of the mandate of heaven. • religious and cultural traditions: calligraphy and control, Confucian influences, Daoism, Buddhism, etc |
| 2. 6 hours | <p>The Downfall of Imperial China:</p> <ul style="list-style-type: none"> • The last years of the Qing: the Dowager Empress Cixi, the system of government and its weaknesses in the early 20th century. • The impact of the west; humiliation but a source of new ideas and reform; the Boxer Movement. • The spread of reformist and revolutionary creeds. • The attempts by the Qing to reform. • The revolution of 1911-12. • Essay-writing, quality of communication focus: planning an answer analysing causation eg the interaction of factors bringing about revolution in 1911. |

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| 3. 5 hours | <p>The new China, 1912-1927 - warlords and idealism:</p> <ul style="list-style-type: none"> • Political disintegration - Yuan and warlords. • Japan and national humiliation - 1915 and 1919 -May 4th • Sun Yat Sen and the GMD - the hope of national rebirth. • The birth of the CCP. <p>Essay-writing, quality of communication focus: writing extended paragraphs exploring the influence of the Soviet Regime on the GMD and CCP.</p> |
| 4. 5 hours | <p>The China of Chiang Kai-shek, 1926-37:</p> <ul style="list-style-type: none"> • The triumph of Chiang and the extension of GMD control over the provinces. • The break with the Communists - the Shanghai massacre of 1927; the red base areas; the Long March, 1934-35. • The Grey Dragon - the threat from Japan. <p>Essay-writing, quality of communication focus: writing introductions and conclusions: How significant was Mao's contribution to the survival of the CCP in these years?</p> |
| 5. 5 hours | <p>War with Japan, 1937-45:</p> <ul style="list-style-type: none"> • Japanese aggression; the Nanjing massacre. • Chiang and the nationalist response; relations with USA. • The Communist base in Yan'an; the triumph of Mao; relations with the USSR. <p>Essay-writing, quality of communication focus: assessment of the role of the USA - what was the USA's contribution to the outcome of the conflict?</p> |
| 6. 5 hours | <p>Chiang versus Mao, 1945-49:</p> <ul style="list-style-type: none"> • The situation in 1945; the military struggle 1946-49. • The social and economic dimension of the struggle. • The roles of the USSR and the USA. <p>Essay-writing, quality of communication focus: The interaction of factors - why did Mao triumph in the struggle?</p> |
| 7. 1 hour | <p>Review and revision: How significant were foreign influences in shaping developments in China in the years c1900-49?</p> |

Topic D2: Mao's China, 1949-76

The focus here is on the nature of China in 1949; the agenda of the Communist Party, and Mao in particular; the impact on China of the Communist victory in 1949 in the years until the death of Mao in 1976; and on the political, social and economic changes in China during the period.

The intention is to establish a basis on which students will be enabled to present historical explanations and assess the significance in their historical context of events, individuals, ideas, attitudes and beliefs and the ways in which they influenced behaviour and action. Each main section also has a focus on the skills students need in order to communicate their understanding of historical explanation and significance.

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| 1. 2 hours | <ul style="list-style-type: none">• Religious, cultural and political background: Confucian influences, Daoism, Buddhism etc; outline of dynasties and political history (timeline and map of provinces and major cities); the concept of the mandate of heaven.• Introduction to Mao and Communism- Coming to power 1945-49.• Power and authority in Mao's China: the roles of the Party, government bureaucracy and the PLA. |
| 2. 6 hours | <p>Chairman Mao and the People's Republic: the New Empire and the new Emperor 1949-56:</p> <ul style="list-style-type: none">• Mao's ideas, his position and his relations with Liu Shaoqi, Zhou Enlai, Deng Xiaoping, Peng Duhai and Gao Gang.• Establishing control and the fight against corruption.• Social reform: new attitudes to women, improving literacy levels, reshaping traditional attitudes.• Agrarian reform: murdering the landlords and collectivisation.• Industrialisation. <p>Essay-writing, quality of communication focus: planning an answer analysing change: how far did Mao's policies transform Chinese society in these years?</p> |
| 3. 3 hours | <p>Let a hundred flowers bloom, 1957:</p> <ul style="list-style-type: none">• Origins: the influence of destalinisation in Russia; Mao's fear of a Chinese version of Khrushchev's 20th Congress attack.• Flowers become poisonous weeds; repression.• Debate - Did Mao engage in a genuine flirtation with freedom or was it clever ruse 'to smoke out snakes'? |

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| 4. 6 hours | <p>The Great Leap Forward and its consequences, 1958-62:</p> <ul style="list-style-type: none"> • The attempt to boost industrial production – steel. • Changes in agriculture – collectives into communes. • Grain requisitioning and famine – the fall of Peng Dehuai. • The crisis years of 1959-62. <p>Essay-writing, quality of communication focus: writing extended paragraphs on the changing role of the USSR and China's changing relationship with the USSR in these years.</p> |
| 5. 6 hours | <p>The origins and course of the Cultural Revolution, 1963-70:</p> <ul style="list-style-type: none"> • Mao sidelined; Liu, Deng and Chou bring recovery, 1963-65. • The Cultural Revolution and the return of Mao to centre stage, 1966-69. • Ending anarchy – the PLA under Lin Biao takes over. <p>Essay-writing, quality of communication focus: writing introductions and conclusions: How far were power struggles within the CCP responsible for Mao's decision to launch the Cultural Revolution?</p> |
| 6. 4 hours | <p>The final years of Mao, 1971-76:</p> <ul style="list-style-type: none"> • The fall of Lin Biao, 1971. • The struggle for succession: Deng Xiaoping and the pragmatists versus Jiang Qing and the other members of the gang of four. <p>Essay-writing, quality of communication focus: an assessment of Mao's impact.</p> |
| 7. 2 hours | <p>Review and revision: Debate on Mao-Tyrant or reformer?</p> |

Topic D3: Russia in Revolution 1881-1924: From Autocracy to Dictatorship

The focus here is on the broad developments in the Russian Empire between the assassination of Alexander II and the death of Lenin. The intention is to establish a basis on which students will be enabled to present historical explanations and assess the significance in their historical context of events, individuals, ideas, attitudes and beliefs and the ways in which they influenced behaviour and action. In order that they should have knowledge and understanding of political, social and economic changes within the Russian Empire during the period, the aim is that students comprehend the nature of Imperial Russia in the last two decades of the 19th century, the economic and social dynamics within it and the various political agendas for change in order to understand the revolutions of the 20th century. Each main section also has a focus on the skills students need in order to communicate their understanding of historical explanation and significance.

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| 1. 2 hours | <p>Introduction to the topic:</p> <ul style="list-style-type: none">• Basic geography and outline history of Russia; Tsarism and autocracy in the 19th century. |
| 2. 7 hours | <p>The Making of Revolution, 1881-1905:</p> <ul style="list-style-type: none">• Alexander III and repression following the assassination of his father; the influence of Pobedonostsev; the new Tsar Nicholas II.• Social and economic developments: the condition of the peasants and rural Russia post-emancipation.• industrialisation and urbanisation and its political consequences - the influence of Witte as Minister of Finance 1893-1903.• The founding and growth of radical parties: Kadets, Social Revolutionaries and Social Democrats.• The causes, course and immediate consequences of the 1905 Revolution. <p>Essay-writing, quality of communication focus: writing a paragraph to contribute to selected issues eg why did opposition to the Tsarist regime increase between 1881 and 1904? How did the aims and agendas of the radical parties differ from one another? In what ways did the Russo-Japanese War precipitate revolution in 1905?</p> |

| Topic D3: Russia in Revolution 1881-1924: From Autocracy to Dictatorship | |
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| 3. 7 hours | <p>The Downfall of the Romanovs, 1906-1917:</p> <ul style="list-style-type: none"> • Repression and reform after the 1905 Revolution: Stolypin-neckties and rural reform. • The four Dumas: were they fig leaves to cover continuing autocracy or real steps to parliamentary government? • The impact of the First World War - the February Revolution. <p>Essay-writing, quality of communication focus: planning an answer on change and causation eg How far was Tsarist autocracy modified in the years 1906-14? How far was it the First World War that was essentially responsible for the downfall of the Romanovs in 1917?</p> |
| 4. 7 hours | <p>The Bolshevik Triumph of 1917:</p> <ul style="list-style-type: none"> • The problems facing the Provisional Government: Lenin's return and agenda; the impact of the continuing war and in particular the failed offensive of the summer; the July Days and the Kornilov coup; • Trotsky and the seizure of power in Moscow and Petrograd; the problems faced by the Bolsheviks in holding onto power after their coup. <p>Essay-writing, quality of communication focus: writing the introduction and conclusion to essays in answer to the following - Why had the Bolshevik party grown so rapidly in 1917? Why were the Bolshevik coups in Moscow and Petrograd so successful?</p> |
| 5. 7 hours | <p>The Making of a Totalitarian State 1918-24:</p> <ul style="list-style-type: none"> • The ending of the Constituent Assembly and the suppression of other parties; the increasing importance of terror as an instrument of policy; the CHEKA. • The Civil War: reasons for its outbreak and outcome. The role of Trotsky and the Red Army. • Changing economic policies: war communism and NEP. • The creation of the USSR - the central role of the Party - the war on religion. • Class debate on the Bolshevik seizure of power - 'A People's Tragedy or Power to the People?' <p>Essay-writing, quality of communication focus: Assessment - extended writing on 'How significant was Trotsky's contribution to the Bolsheviks' victory in the Civil War? How far had the Bolsheviks created a 'totalitarian state' by 1924?</p> |

Topic D4: Stalin's Russia, 1924-53

The focus here is on the broad developments in the USSR between the death of Lenin and the death of Stalin. The intention is to establish a basis on which students will be enabled to present historical explanations and assess the significance in their historical context of events, individuals, ideas, attitudes and beliefs and the ways in which they influenced behaviour and action. In order that they should have knowledge and understanding of political, social and economic changes in the USSR during the period, the aim is that students comprehend the nature of the USSR in 1924 and the agenda of the Communist Party and Stalin in particular in order to explore the impact of each on the other. The clarification of content indicates that questions will not be set which explicitly target the post war period of 1945-53 but students could draw on knowledge of these years to answer questions on repression or culture and the arts. Each main section also has a focus on the skills students need in order to communicate their understanding of historical explanation and significance.

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| <p>1. 2 hours</p> | <p>Introduction to the topic:</p> <ul style="list-style-type: none"> • Basic geography and outline history of Russia; Tsarism and the Revolution. • Marxist-Leninism in theory and practice 1917-1923. |
| <p>2. 7 hours</p> | <p>The struggle for power, 1924-29:</p> <ul style="list-style-type: none"> • The political issues: world revolution v socialism in one country; NEP v rapid industrialisation. • The shifting pattern of rivalry eg all against Trotsky, 1924-25; Zinoviev and Kamenev v Stalin and Bukharin 1925. <p>Essay-writing, quality of communication focus: writing a paragraph on a selected factor eg the importance of Stalin's control of the secretariat and/or to demonstrate the interaction of factors eg the issues of personality and policy.</p> |
| <p>3. 7 hours</p> | <p>Stalin's Revolution:</p> <ul style="list-style-type: none"> • The collectivisation of agriculture: reasons, course and consequences. • The Plans: the First Five Year Plan 1928-32 - achievements and failures. • The Second Five Year Plan 1933-37: how did it differ from the first and why? How was it amended under the pressure of the growing German threat? The Third Five Year Plan: 1938-41 - focus on rearmament. • Social issues: urbanisation and its problems in the 1930s: education - shifting emphasis 1928-41: government policies regarding women and the family. <p>Essay-writing, quality of communication focus: planning an answer on causation eg why did the second five-year plan differ so markedly from the first consequence eg what social problems were caused by the five-year plans?</p> <ul style="list-style-type: none"> • Interaction of factors eg how was collectivisation seen as integral to |

| Topic D4: Stalin's Russia, 1924-53 | |
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| | industrialisation. |
| 4. 7 hours | <p>Political control and the mobilisation of the masses:</p> <ul style="list-style-type: none"> • The Leninist inheritance: a police state? The Congress of Victors and the Murder of Kirov 1934; Yagoda, Yezhov and Beria - the NKVD and the origins of the purges. • Appreciation of the controversy surrounding Kirov's murder explored through a mock trial of Stalin. • How far should the 1934 party congress be seen as the root cause of the purges of 1936-38? • Terror at its height 1936-38: show trials and mass murder; consequences of the purges for the economy, society and the army. The cult of personality; art in the service of the state, social realism. <p>Essay-writing, quality of communication focus: writing of extended paragraphs to explain particular events eg the trial of Bukharin in 1938 or to illustrate a grasp of key concepts such as 'social realism.'</p> |
| 5. 7 hours | <p>The USSR and the World:</p> <ul style="list-style-type: none"> • Relations with Nazi Germany and rearmament 1933-41: why was the Molotov Ribbentrop Pact signed in 1939? • The Nazi assault 1941-42: how far was Stalin responsible for the debacle? • Russian victory from Stalingrad to Berlin-war production: how was it possible to out-produce the Third Reich? • Lend lease - the extent of the debt to the USA? • The cost of the war - devastation and death; what was the scale of destruction? <p>Essay-writing, quality of communication focus: assessment: Russia in 1945 - in what sense had it become a super power?</p> |

Topic D5: Pursuing Life and Liberty: Equality in the USA, 1945-68

The focus of this topic is on the struggle for civil rights in the USA. The scheme aims to develop students' understanding of the political, social and economic position of black citizens, the nature and extent of discrimination and the extent to which equality was achieved in the changing social and economic environment of the 1960s. The introduction and first three sections provide chronological coverage of the struggle for equality, while the later sections focus on the context within which the struggle took place and the role of factors that influenced it. This enables the relationships between aspects and features of the period to be developed. The intention is to establish a basis on which students will be enabled to present historical explanations and assess the significance in their historical context of: events, individuals, ideas, attitudes and beliefs and the ways in which they influenced behaviour and action. Each main section also has a focus on the skills students need in order to communicate their understanding of historical explanation and significance.

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| 1. 2 hours | Introduction: The nature and extent of discrimination against black citizens in different parts of the USA c.1945. The Constitution of the USA - the powers of Federal Government, States and the Supreme Court and the implications of these for the Civil Rights campaign. |
| 2. 4 hours | <p>The campaign for Civil Rights 1945-57:</p> <ul style="list-style-type: none"> • The impact of the Second World War. • The work of the NAACP. • The significance of the Brown Case, the Montgomery Bus Boycott and Little Rock. <p>Essay-writing, quality of communication focus: planning an answer analysing causation: What factors account for the successes of the civil rights campaign in this period?</p> |
| 3. 7 hours | <p>The campaign for Civil Rights 1957-68:</p> <ul style="list-style-type: none"> • The Civil Rights Movement: aims, methods and effectiveness in different parts of the USA. • Successes, setbacks and divisions; the significance of the emergence of Black nationalism and Black power. • The roles and significance of Martin Luther King and Malcolm X. <p>Essay-writing, quality of communication focus: writing extended paragraphs on the effectiveness of Martin Luther King's leadership in selected campaigns.</p> |

| Topic D5: Pursuing Life and Liberty: Equality in the USA, 1945-68 | |
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| 4. 5 hours | <p>The role of the Federal government:</p> <ul style="list-style-type: none"> • The Federal system and its institutions. • Truman and executive action. • The role of the Supreme Court. • Eisenhower and Little Rock • The Civil Rights Acts (1957, 1960, 1964, 1965, 1968). • Kennedy, Johnson and the Great Society, resources and demands. <p>Essay-writing, quality of communication focus: writing introductions and conclusions: How significant was LB Johnson's contribution to the advancement of civil rights in the USA?</p> |
| 5. 4 hours | <p>Factors for change in the USA:</p> <ul style="list-style-type: none"> • The U.S. economy after 1945: prosperity and social change. • The role of education. • The influence of the media. • The development of a protest culture: youth, the Vietnam War and women's liberation. • Attitudes to individual and minority rights. <p>Essay-writing, quality of communication focus: planning and writing an answer analysing change: How far did the position of Native Americans and Hispanic immigrants improve in the years to 1968?</p> |
| 6. 5 hours | <p>Resistance and obstacles to change:</p> <ul style="list-style-type: none"> • Racism and states' rights. • The southern Democrats. • Intimidation: the police and the Ku Klux Klan. • The poverty cycle. • Black rivalries. • White backlash and the impact of the Vietnam War. <p>Essay-writing, quality of communication focus: planning and writing an answer analysing the interaction of events and contextual factors: Why were civil rights protests in the USA more effective in the years 1954-64 than in the later 1960s?</p> |
| 7. 3 hours | <p>Review</p> <ul style="list-style-type: none"> • The nature and extent of discrimination against black citizens and other minorities in different parts of the USA c.1968. • The extent of change since 1945: evaluating similarity and difference, change and continuity, reaching a judgement. |

Schemes of Work For Unit 1, Option D: A World Divided: Communism and Democracy in the 20th Century

| Topic D6: Crises, Ideology, Conflict and Retreat: the USA in Asia, 1950-73. | |
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| <p>The focus here is on the broad development of the United States' reaction to ideological and political developments in Asia which the US considered threatening to its interests.</p> <p>The intention is to establish a basis on which students will be enabled to present historical explanations and assess the significance in their historical context of events, individuals, ideas, attitudes and beliefs and the ways in which they influenced behaviour and action.</p> <p>In order that they should have knowledge and understanding of political, social and economic conditions informing and shaping the evolution and execution of US policy in Asia, the aim is that students comprehend both the US domestic situation and the developments in Asia. Each main section also has a focus on the skills students need in order to communicate their understanding of historical explanation and significance.</p> <p>It should be emphasised that this scheme is an example of what might be done, not as a model which must be adopted. The assumption has been made that contact time for this topic comprises 30 one-hour lessons. How these 30 hours could be distributed across an actual teaching programme is, of course, dependent upon the way an individual centre's timetable is constructed.</p> <p>The content selected for this scheme is not prescribed as content to be assessed in the examination (except where it is actually detailed in the specification); instead it is illustrative of ways in which the required understandings may be developed. Furthermore, in the scheme outlined below, it is not suggested that each element should be given a standard unit of time.</p> | |
| <p>1. 4 hours</p> | <p>Introduction:</p> <ul style="list-style-type: none"> • Basic geography of east Asia (physical and political map) • The situation at the end of World War II - the triumph of the USSR and USA-partition of Korea-Civil war in China • The Ideological background - the evolution of the Cold War in Europe and its transposition to Asia. • The US political system and its implications for the conduct of foreign policy. |
| <p>2. 6 hours</p> | <p>The Korean War:</p> <ul style="list-style-type: none"> • The two Koreas and the ambitions of Kim Il Sung and Syngman Rhee • The changing responses of the USSR and USA 1949 - June 1950 leading to the outbreak of war. • The U S response - UN , Pusan, Macarthur, Inchon, crossing the 38th Parallel • The role of China -intervention and its consequences. • Stalemate and armistice-debate success or failure for the USA. <p>Quality of written communication focus: writing a paragraph on a selected factor eg Soviet arms supplies to Kim. Writing paragraphs on selected factors to show inter connectivity eg the development of anti-communist phobia in the US and events in Asia.</p> |

| Topic D6: Crises, Ideology, Conflict and Retreat: the USA in Asia, 1950-73. | |
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| 3. 4 hours | <p>The evolution of conflict in south east Asia:</p> <ul style="list-style-type: none"> • The origins of the conflict in Vietnam to 1950.-Ho Chi Minh Nationalist or Communist? • US aid to France-why and extent-the Geneva Conference and Accords. Setting up of SEATO. <p>Quality of written communication focus: planning an answer on causation or consequence eg why did the US offer such extensive economic assistance to the French in Indo China?</p> |
| 4. 8 hours | <p>The reluctant drift into war:</p> <ul style="list-style-type: none"> • US policy under Eisenhower 1954-60-the Diem regime- the Cold War context and the Domino Theory. • Escalation under JFK - extent and why? • Escalation under LBJ-extent and why - a conflict transformed?-the nature and role of US public opinion. • The Tet offensive - why was a military success transformed into a political defeat? <p>Quality of written communication focus ; essay writing making a qualified judgement eg How far was the escalation of US involvement in Vietnam under Johnson a response to North Vietnamese aggression and success?</p> |
| 5. 6 hours | <p>Nixon and retreat 1968-73</p> <ul style="list-style-type: none"> • The domestic debate and the election of 1968. • Alternative strategies - Vietnamisation and air power-success or failure. • The widening conflict - Cambodia. • The changing Cold War context and economic strains. • The Paris Peace Accords. <p>Quality of written communication focus: essay writing - pulling an argument together - the role of the conclusion.</p> |
| 6. 1hour | <p>Debate - Was US involvement in Vietnam between 1954 and 1973 mis-guided, wicked or simply a crusade that failed?</p> |
| 7. 1 hour | <p>Review, revision and examination technique.</p> |

Topic D7 Politics, Presidency and Society in the USA, 1968-2001.

The focus here is on the broad social, economic and political developments within the United States in these years.

The intention is to establish a basis on which students will be enabled to present historical explanations and assess the significance in their historical context of events, individuals, ideas, attitudes and beliefs and the ways in which they influenced behaviour and action.

In order that they should have knowledge and understanding of political, social and economic conditions informing and shaping the development of the USA in these years, the aim is that students understand the ideological and practical context of the formulation and execution of policies and the factors shaping popular culture.

Each main section also has a focus on the skills students need in order to communicate their understanding of historical explanation and significance.

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| <p>1. 2 hours</p> | <p>Introduction:</p> <ul style="list-style-type: none"> • Basic physical and political geography of the USA - the regions. • Outline of the constitutional features of the USA, President, Congress and Supreme Court, the nature States' powers. |
| <p>2. 9 hours</p> | <p>Political developments surrounding the Presidency:</p> <ul style="list-style-type: none"> • Nixon's victories and downfall 1968-73-the implications of Watergate. • Carter 1976-1980 - victory and defeat - reasons. • The Reagan Years - reasons for popularity and the great success in 1984 .the decline of the Republicans under Bush. • The Clinton Presidency - election triumphs, assessment of domestic achievements and problems. <p>Quality of written communication focus: writing a paragraph on a selected factor eg the role of personality in electoral success; writing paragraphs on selected factors to show inter connectivity eg: the role of personality and policy in achieving electoral success</p> |

Topic D7 Politics, Presidency and Society in the USA, 1968-2001.

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| <p>3. 7 hours</p> | <p>Social Issues and their impact:</p> <ul style="list-style-type: none"> • Race and race relations - unemployment and 'affirmative action'-The King case and the Los Angeles riots - the growth of a black middle class and political achievements. Hispanics and Native Americans. • Feminism and abortion - Roe v Wade; Gay rights. • Gun control and crime. • The rise of the religious right and its impact. <p>Quality of written communication focus: planning an answer on causation eg why did abortion become such a prominent political issue? And consequence - what was the impact of the rise of the religious right on US politics?</p> |
| <p>4. 6 hours</p> | <p>Popular Culture:</p> <ul style="list-style-type: none"> • Television and film and its reflection of social trends and debates • Popular music - oppositional or celebratory of US culture and tradition.? • Sport and the cult of celebrity - impact on race relations. <p>Quality of written communication focus; essay writing making a qualified judgement eg How far was popular culture oppositional in these years?</p> |
| <p>5. 4 hours</p> | <p>Economic policies and the role of the State:</p> <ul style="list-style-type: none"> • The growth in state spending by the early 1970s and its critics-monetarism • Reaganomics in theory and practice • The Clinton years - the battle between White House and Congress <p>Quality of written communication focus: essay writing - pulling an argument together-the role of the conclusion..</p> |
| <p>6. 1 hour</p> | <ul style="list-style-type: none"> • Debate Has the US become a more bitterly divided society in the years 1968-2001? |
| <p>7. 1 hour</p> | <p>Review, revision and examination techniques.</p> |