



SAMPLE COURSE OUTLINE

MODERN HISTORY

ATAR YEAR 12

Unit 3 – Elective 3: China 1945–89
(From the end of World War II to the Tiananmen
Massacre)

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

Sample course outline

Modern History – ATAR Year 12

Semester 1 – Unit 3 – Modern nations in the 20th Century

This outline is based on Elective 3: China 1945–89 (From the end of World War II to the Tiananmen Massacre).

The development of historical skills is intrinsic to the teaching of this unit. This content is shown beneath this table.

The impact of the following forces should be considered, where appropriate, throughout the unit:

- economic
- international relations
- leadership
- political
- social.

Week	Syllabus content	Suggested teaching points
1	<ul style="list-style-type: none"> • the economic, political and social conditions in China in 1945 • the significant ideas of the period, including <ul style="list-style-type: none"> ▪ nationalism ▪ communism ▪ Maoism 	<p>Overview of China in 1945</p> <ul style="list-style-type: none"> • political conditions <ul style="list-style-type: none"> ▪ The Guomindang or Nationalist Party led by Jiang Jieshi ▪ The rise of the Communist Party. ▪ The emergence of Mao as a leader. • social conditions • economic conditions • Sino-Soviet Relations: Treaty of Alliance with Stalin • End of Second Sino-Japanese War 1945 • Commencement of Second Civil War 1945 to 1949
2	<ul style="list-style-type: none"> • post-World War II developments in China that led to the change in regime in 1949, including <ul style="list-style-type: none"> ▪ the conflict between the Guomindang (GMD) and the Chinese Communist Party (CCP) ▪ the leadership of Mao Zedong and Jiang Jieshi • the significant ideas of the period, including <ul style="list-style-type: none"> ▪ nationalism ▪ communism ▪ Maoism 	<p>Post-WWII developments in China</p> <ul style="list-style-type: none"> • Similarities and differences in structure and ideology of the GMD and CCP • Leadership characteristics of Jiang Jieshi • Leadership characteristics of Mao Zedong • Reasons for the success of the CCP • Reasons for the failure of the Guomindang or Nationalists. • The conflict that led to change in the regime in 1949 – The Second Civil War 1945 to 1949
3–4	<ul style="list-style-type: none"> • the establishment and development of the communist state (1949–66), including <ul style="list-style-type: none"> ▪ initial social and economic reforms (1950–57) 	<p>Establishment of the Communist State</p> <ul style="list-style-type: none"> • Second Civil War and the establishment of the People’s Republic of China (1945 to 1954) • Proclamation of the People’s Republic of China • 1950 Treaty of Friendship, Alliance and Mutual Assistance • USA recognition of ROC

Week	Syllabus content	Suggested teaching points
	<ul style="list-style-type: none"> • the nature and practice of China’s international relations from 1949 to 1978 • the significant ideas of the period, including <ul style="list-style-type: none"> ▪ nationalism ▪ communism ▪ Maoism 	<ul style="list-style-type: none"> • Agrarian Reform Law, Marriage Law and Trade Union Law (1950) • Three Anti-Campaign 1952 • Five Anti-Campaign 1952 • Korean War 1950 – 1953 • Introduction of the First Five Year Plan 1953 <p>Task 1: Source Analysis – The Second Civil War and the establishment of the Communist State (Week 4)</p>
5–8	<ul style="list-style-type: none"> • the establishment and development of the communist state (1949–66), including <ul style="list-style-type: none"> ▪ initial social and economic reforms (1950–57) ▪ the Hundred Flowers Movement ▪ the Anti-Rightist Movement ▪ the characteristics and impact of the Great Leap Forward (1958–61), including the role of communes, methods of production, and the difficulties faced by workers and peasants • the nature and practice of China’s international relations from 1949 to 1978 • the significant ideas of the period, including <ul style="list-style-type: none"> ▪ nationalism ▪ communism ▪ Maoism 	<p>Development of the Communist State</p> <ul style="list-style-type: none"> • Achievements of the First Five Year Plan – ‘the transition to socialism’ • The death of Stalin (1953) • Hundred Flowers Movement (1956) • Anti-Rightist Movement (1957) • Re-education of rightists through labour • Introduction of the Second Five Year Plan 1958 <ul style="list-style-type: none"> ▪ Aims of the Great Leap Forward ▪ Mao’s motives ▪ Experimental commune – Henan (1958) ▪ Central government control of agriculture ▪ The Four Pests Campaign ▪ State owned enterprises (SOE’s) for production • Impacts of the Great leap Forward <ul style="list-style-type: none"> ▪ Inferior materials ▪ Small scale production – backyard steel ▪ Crop experiments ▪ Farming crisis ▪ Impacts of famine - workers and peasants • The Lushan Conference (1959) • Change in leadership – Liu Shaoqi (1959) • The Sino-Soviet Split, economic aid and Russian technicians withdrawn (1960s) <p>Task 2 Part A: Historical Inquiry – The establishment and development of the communist state (Issue: Week 6)</p>
9–10	<ul style="list-style-type: none"> • the causes and significance of the Cultural Revolution (1966–76) as a continuing attempt to organise Chinese social and economic life and to suppress dissent, and the implications for groups within China, including rural peasants and political dissidents • The nature and practice of China’s international relations from 1949 to 1978 • the significant ideas of the period, including: <ul style="list-style-type: none"> ▪ Maoism 	<p>The Cultural Revolution</p> <ul style="list-style-type: none"> • Causes and consequences <ul style="list-style-type: none"> ▪ The Socialist Education Movement ▪ Little Red Book (1963) ▪ Wu Han and the rise of the radicals (1965) • Student activism and early violence • Role of the Red Guards • The sixteen points • Destruction of the Four Olds • Intervention of People’s Liberation Army to suppress the violence of the Red Guards • Impact on education • Down to the countryside campaign <ul style="list-style-type: none"> ▪ Role of the Gang of Four

Week	Syllabus content	Suggested teaching points
		<ul style="list-style-type: none"> ▪ Mao's Cult of Personality ▪ Nixon and Whitlam visits to China ▪ Shanghai Communique <p>Task 2 Part A: Historical Inquiry – The establishment and development of the communist state (Submit: Week 9)</p> <p>Task 2 Part B: In-class validation – Mao's Socialist State (Week 9)</p>
11	<ul style="list-style-type: none"> • the significance of the death of Mao; leadership changes and the 'Gang of Four' • the significant ideas of the period, including <ul style="list-style-type: none"> ▪ communism 	<p>The Death of Mao</p> <ul style="list-style-type: none"> • The Death of Mao (1976) • Changes in leadership – Hua Guofeng as Mao's successor • The declining power, fall and arrest of the 'Gang of Four' <ul style="list-style-type: none"> ▪ The October Coup ▪ Jiang Qing ▪ Trial of the 'Gang of Four'
12–13	<ul style="list-style-type: none"> • the emergence of Deng Xiaoping as paramount leader in the post-Mao era, including <ul style="list-style-type: none"> ▪ 'Socialism with Chinese Characteristics'/socialist market economy ▪ social and economic reforms after 1978 and the Open Door Policy, Democracy Wall, student protests and the Tiananmen Massacre 1989 • the significant ideas of the period, including <ul style="list-style-type: none"> ▪ nationalism ▪ communism ▪ Dengism 	<p>The Emergence of Deng and Dengism</p> <ul style="list-style-type: none"> • the emergence of Deng Xiaoping as paramount leader in the post-Mao era <ul style="list-style-type: none"> ▪ 'Socialism with Chinese Characteristics' ▪ socialist market economy (Dengism) • Four Modernisations • Special Economic Zones • Investment, academic and cultural exchanges with Western countries (USA, Australia) • Improved relations with USSR under <i>perestroika</i> • Open Door Policy • 'Beijing Spring' • Democracy Wall • student protests • The Tiananmen Massacre 1989 <p>Task 3: Explanation – The emergence of Deng Xiaoping as a paramount leader (Week 13)</p>
14	<ul style="list-style-type: none"> • Revision 	<ul style="list-style-type: none"> • highlight the Historical Knowledge and Understanding content points and the Historical Skills
15	Task 4: Semester 1 examination – Unit 3 content	

Historical Skills

The following skills will be developed during this unit.

Chronology, terms and concepts

- identify links between events to understand the nature and significance of causation, continuity and change over time
- use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding

Historical questions and inquiry

- frame questions to guide inquiry and develop a coherent research plan for inquiry
- identify, locate and organise relevant information from a range of primary and secondary sources
- acknowledge and reference sources, as appropriate

Analysis and use of historical sources

- identify the message, origin, purpose and context of historical sources
- analyse and synthesise evidence from different types of historical sources
- evaluate the reliability and usefulness of historical sources

Perspectives and interpretations

- analyse and account for the different perspectives of individuals and groups in the past
- evaluate different historical interpretations of the past and how they are shaped by the historian's perspective
- evaluate the significance of ideas, events and people

Explanation and communication

- develop texts that integrate appropriate evidence from a range of sources to explain the past and to sustain an argument
- communicate historical understanding, using historical knowledge, concepts and terms