



## SAMPLE COURSE OUTLINE

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### MODERN HISTORY ATAR YEAR 12

Unit 3 – Elective 3: China 1935–1989

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## Sample course outline

### Modern History – ATAR Year 12

#### Semester 1 – Unit 3 – Modern nations in the 20th century

This outline is based on the elective: China 1935–1989 (the Long March to the Tiananmen Massacre)

Week	Key teaching points
1	<p><b>Historical Skills are intrinsic to the teaching of this unit</b></p> <p>The impact of the following forces should be considered, where appropriate, throughout the unit: economic, external forces/international relations, ideas, leadership, political, social/cultural</p> <p><b>Overview of China in 1935</b></p> <ul style="list-style-type: none"> <li>• the political, economic and social situation in China in 1935</li> <li>• the significant ideas of the period: nationalism, Marxism and Maoism</li> </ul>
2–3	<p><b>The purpose and nature of the Long March</b></p> <ul style="list-style-type: none"> <li>• ‘the Yan’an Way’</li> <li>• the Zunyi Conference and Mao Zedong’s rise to prominence</li> <li>• life in the base areas, including class and gender relations, rectification movements</li> <li>• the Xian Incident</li> <li>• the role of the Chinese Communist Party’s participation in the war against Japan</li> <li>• significant ideas of the period: Marxism and Maoism</li> <li>• the role and impact of significant individuals: political and military leaders</li> </ul>
4–5	<p><b>Guomindang (GMD) and the Chinese Communist Party</b></p> <ul style="list-style-type: none"> <li>• similarities and differences in both structure and ideology</li> <li>• the conflict that led to change in the regime in 1949</li> <li>• significant ideas of the period: nationalism, Maoism</li> <li>• the role and impact of significant individuals: political and military leaders</li> </ul>
6–8	<p><b>China 1949–1966</b></p> <ul style="list-style-type: none"> <li>• the Chinese Revolution (1949)</li> <li>• the establishment of the communist state, including initial social and economic reforms (1950–1957)</li> <li>• the Hundred Flowers Movement</li> <li>• the Anti-Rightist Movement</li> <li>• the characteristics and impact of the Great Leap Forward (1958–1961), including: <ul style="list-style-type: none"> <li>▪ the role of the communes</li> <li>▪ methods of production</li> <li>▪ the difficulties faced by workers and peasants</li> </ul> </li> <li>• significant ideas of the period: Maoism</li> <li>• the role and impact of significant individuals: political, military and social/cultural leaders</li> </ul>

Week	Key teaching points
9–10	<p><b>China and international relations</b></p> <ul style="list-style-type: none"> <li>Chinese involvement in the Cold War and relations with the United States in the Korean conflict (1950–1953)</li> <li>the nature and practice of China’s subsequent international relations until the 1980s</li> <li>significant ideas of the period: Marxism, Maoism</li> <li>the role and impact of significant individuals: political and military leaders</li> </ul>
11–12	<p><b>The Cultural Revolution (1966–1976)</b></p> <ul style="list-style-type: none"> <li>causes</li> <li>its significance as a continuing attempt to organise Chinese social and economic life and to suppress dissent</li> <li>the implications for groups within China, including rural peasants and political dissidents</li> <li>death of Mao</li> <li>leadership changes and the ‘Gang of Four’</li> <li>the role and impact of significant individuals: political, military and social/cultural leaders</li> <li>significant ideas of the period: Maoism</li> </ul>
13–14	<p><b>Deng Xiaoping</b></p> <ul style="list-style-type: none"> <li>the emergence of Deng Xiaoping as paramount leader in the post-Mao era</li> <li>‘Socialism with Chinese Characteristics’/socialist market economy (Dengism)</li> <li>social and economic reforms after 1978</li> <li>Democracy Wall, student protests and the Tiananmen Massacre 1989</li> <li>the role and impact of significant individuals: political, military and social/cultural leaders</li> <li>significant ideas of the period: Dengism (the socialist market economy)</li> </ul>
15	<p><b>Examination (Semester 1)</b></p>

### 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 research**

- formulate, test and modify propositions to investigate historical issues
- 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
- practise ethical scholarship when conducting research

#### **Analysis and use of sources**

- identify the origin, purpose and context of historical sources
- analyse, interpret and synthesise evidence from different types of sources to develop and sustain an historical argument
- evaluate the reliability, usefulness and contestable nature of sources to develop informed judgements that support an historical argument

#### **Perspectives and interpretations**

- analyse and account for the different perspectives of individuals and groups in the past
- evaluate critically different historical interpretations of the past, how they evolved, and how they are shaped by the historian's perspective
- evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions

#### **Explanation and communication**

- develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments
- communicate historical understanding by selecting and using text forms appropriate to the purpose and audience
- apply appropriate referencing techniques accurately and consistently