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)

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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 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.

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| Week | Syllabus content | Suggested teaching points |
| 1 | * the economic, political and social conditions in China in 1945 * the significant ideas of the period, including   + nationalism   + communism   + Maoism | **Overview of China in 1945**   * political conditions * 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 | * post-World War II developments in China that led to the change in regime in 1949, including   + 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   + nationalism   + communism   + Maoism | **Post-WWII developments in China**   * 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 | * the establishment and development of the communist state (1949–66), including * initial social and economic reforms (1950–57) * the nature and practice of China’s international relations from 1949 to 1978 * the significant ideas of the period, including   nationalism  communism  Maoism | **Establishment of the Communist State**   * 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 * 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   **Task 1: Source Analysis – The Second Civil War and the establishment of the Communist State (Week 4)** |
| 5–8 | * the establishment and development of the communist state (1949–66), including * 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 * nationalism * communism * Maoism | **Development of the Communist State**   * 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 * 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 * 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)   **Task 2 Part A: Historical Inquiry – The establishment and development of the communist state (Issue: Week 6)** |
| 9–10 | * 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: * Maoism | **The Cultural Revolution**   * Causes and consequences   + 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 * Role of the Gang of Four * Mao’s Cult of Personality * Nixon and Whitlam visits to China * Shanghai Communique   **Task 2 Part A: Historical Inquiry – The establishment and development of the communist state (Submit: Week 9)**  **Task 2 Part B: In-class validation – Mao’s Socialist State (Week 9)** |
| 11 | * the significance of the death of Mao; leadership changes and the ‘Gang of Four’ * the significant ideas of the period, including   + communism | **The Death of Mao**   * 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’ * The October Coup * Jiang Qing * Trial of the ‘Gang of Four’ |
| 12–13 | * the emergence of Deng Xiaoping as paramount leader in the post-Mao era, including   + ‘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   + nationalism   + communism   + Dengism | **The Emergence of Deng and Dengism**   * the emergence of Deng Xiaoping as paramount leader in the post‐Mao era * ‘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 *perestroika* * Open Door Policy * ‘Beijing Spring’ * Democracy Wall * student protests * The Tiananmen Massacre 1989   **Task 3: Explanation – The emergence of Deng Xiaoping as a paramount leader (Week 13)** |
| 14 | * Revision | * highlight the Historical Knowledge and Understanding content points and the Historical Skills |
| 15 | **Task 4: Semester 1 examination – Unit 3 content** | |

| **Historical Skills** |
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| 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 |