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.

|  |  |  |
| --- | --- | --- |
| 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

nationalismcommunism 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** |
| --- |
| 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
 |