**Sample Course Outline**

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** |
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| 1 | **Historical Skills are intrinsic to the teaching of this unit**  The impact of the following forces should be considered, where appropriate, throughout the unit: economic, external forces/international relations, ideas, leadership, political, social/cultural  **Overview of China in 1935**   * the political, economic and social situation in China in 1935 * the significant ideas of the period: nationalism, Marxism and Maoism |
| 2–3 | **The purpose and nature of the Long March**   * ‘the Yan’an Way’ * the Zunyi Conference and Mao Zedong’s rise to prominence * life in the base areas, including class and gender relations, rectification movements * the Xian Incident * the role of the Chinese Communist Party’s participation in the war against Japan * significant ideas of the period: Marxism and Maoism * the role and impact of significant individuals: political and military leaders |
| 4–5 | **Guomindang (GMD) and the Chinese Communist Party**   * similarities and differences in both structure and ideology * the conflict that led to change in the regime in 1949 * significant ideas of the period: nationalism, Maoism * the role and impact of significant individuals: political and military leaders |
| 6–8 | **China 1949–1966**   * the Chinese Revolution (1949) * the establishment of the communist state, including initial social and economic reforms   (1950–1957)   * the Hundred Flowers Movement * the Anti-Rightist Movement * the characteristics and impact of the Great Leap Forward (1958–1961), including: * the role of the communes * methods of production * the difficulties faced by workers and peasants * significant ideas of the period: Maoism * the role and impact of significant individuals: political, military and social/cultural leaders |
| 9–10 | **China and international relations**   * Chinese involvement in the Cold War and relations with the United States in the Korean conflict (1950–1953) * the nature and practice of China’s subsequent international relations until the 1980s * significant ideas of the period: Marxism, Maoism * the role and impact of significant individuals: political and military leaders |
| 11–12 | **The Cultural Revolution (1966–1976)**   * causes * its significance as a continuing attempt to organise Chinese social and economic life and to suppress dissent * the implications for groups within China, including rural peasants and political dissidents * death of Mao * leadership changes and the ‘Gang of Four’ * the role and impact of significant individuals: political, military and social/cultural leaders * significant ideas of the period: Maoism |
| 13–14 | **Deng Xiaoping**   * the emergence of Deng Xiaoping as paramount leader in the post-Mao era * ‘Socialism with Chinese Characteristics’/socialist market economy (Dengism) * social and economic reforms after 1978 * Democracy Wall, student protests and the Tiananmen Massacre 1989 * the role and impact of significant individuals: political, military and social/cultural leaders * significant ideas of the period: Dengism (the socialist market economy) |
| 15 | **Examination (Semester 1)** |

| **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 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 |