**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** |
| --- | --- |
| 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
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