SAMPLE COURSE OUTLINE

MODERN HISTORY
ATAR YEAR 12

Unit 3 – Elective 3: China 1935–1989
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)

<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
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| 1    | **Historical Knowledge and Understanding**  
  • overview of China in 1935  
  • significant ideas of the period such as nationalism and Marxism  
  • similarities and differences in both structure and ideology between the Guomindang (GMD) and the Chinese Communist Party (CCP)  
  **Historical skills**  
  • Chronology, terms and concepts  
  • Perspectives and interpretations  
  **Overview**  
  • reasons for conflict between the GMD and the CCP  
  • reasons for Japanese aggression in China |
| 2    | **Historical Knowledge and Understanding**  
  • the purpose and nature of the Long March  
  **Historical skills**  
  • Chronology, terms and concepts  
  • Perspectives and interpretations  
  **The Long March 1934–35**  
  • cause of the Long March: success of the GMD’s 5th extermination campaign  
  • life in the base areas, including class and gender relations  
  • Mao Zedong’s rise to prominence  
  • aims of the Long March before and after the Zunyi Conference  
  **Historical debate**  
  • was the Long March a success or failure?  
  **The formation of the Second United Front and the Japanese invasion**  
  • the ‘Xian Incident’, December 1936  
  • the Marco Polo Bridge Incident, July 1937 |
| 3    | **Historical Knowledge and Understanding**  
  • the role and impact of significant individuals in the period, including political, military and social/cultural leaders  
  • significant ideas of the period such as Maoism  
  **‘The Yan’an Way’: The CCP during the Yan’an Period 1935–1947**  
  • the development of Maoism: Peasant Revolution, the Mass Line  
  • Maoism: a departure from Marxism-Leninism  
  • the Rectification Movement 1942–1944  
  • CCP policies towards peasants and women  
  **Historical skills**  
  • Analysis and use of sources  
  • Perspectives and interpretations  
  • Explanation and communication  
  **Task 1: Source analysis** |
## Historical Knowledge and Understanding
- similarities and differences in both structure and ideology between the GMD and the CCP and the conflict that led to a change in the regime in 1949

### Historical skills
- Chronology, terms and concepts
- Perspectives and interpretations

## The Civil War 1946–1949
- position of CCP and GMD in 1945
- American efforts to conciliate the CCP and GMD
- reasons for outbreak of the Civil War
- reasons for CCP victory and GMD defeat

- agricultural reforms
- social reforms such as the ‘Iron Rice Bowl’ and changing role of women
- ideological campaigns
- the Korean War: China’s involvement
- Economic reforms including the First 5 Year Plan
- the ‘Hundred Flowers’ Campaign and the Anti-Rightist Movement

### Historical skills
- Analysis and use of sources
- Perspectives and interpretations
- Explanation and communication

### Task 3: Source analysis
<table>
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| 9–10       | **Historical Knowledge and Understanding**  
• the characteristics and impact of the Great Leap Forward  
• the role and impact of significant individuals in the period, including political, military and social/cultural leaders  
**The Great Leap Forward, 1958–1961**  
• aims  
• features including communes and methods of production  
• difficulties faced by workers and peasants  
• political divisions: Peng Dehuai, Mao Zedong and the Lushan Conference 1959  
• impact:  
  ▪ famine  
  ▪ Mao’s leadership  
• economic policies of Liu Shaoqi and Deng Xiaoping after the Great Leap Forward  
**Historical skills**  
• Chronology, terms and concepts  
• Historical questions and research  
• Analysis and use of sources  
• Perspectives and interpretations  
• Explanation and communication  
**Task 4A: Historical Inquiry process**  
**Task 4B: Validation essay** |
| 11–12      | **Historical Knowledge and Understanding**  
• the causes and significance of the Cultural Revolution (1966–1976) as a continuing attempt to organise Chinese social and economic life and to suppress dissent  
• the role and impact of significant individuals in the period, including political, military and social/cultural leaders  
**The Great Proletarian Cultural Revolution, 1966–76**  
• Mao Zedong’s political position in the early 1960s  
• Mao Zedong’s motivations in launching the Cultural Revolution  
• role of the ‘Red Guards’, effect on CCP leadership, the ‘Little Red Book’,  
• death of Mao and the ‘Gang of Four’  
• impact of the Cultural Revolution on rural peasants and political dissidents |
| 13–14      | **Historical Knowledge and Understanding**  
• the emergence of Deng Xiaoping as paramount leader in the post-Mao era  
• significant ideas of the period including Dengism (the socialist market economy)  
• the nature and practice of China’s subsequent international relations until the 1980s  
**Historical skills**  
• Chronology, terms and concepts  
• Perspectives and interpretations  
**‘Socialism with Chinese Characteristics’: The Deng Xiaoping Era, 1977–1989**  
• leadership changes from Mao Zedong to Deng Xiaoping  
• social and economic reforms after 1978 including the ‘Responsibility System’ in agriculture, industry reforms, Special Economic Zones, the One Child Policy  
• political protest of the pro-Democracy movement including the ‘Democracy Wall’, student protests and the Tiananmen Massacre  
**Historical skills**  
• Chronology, terms and concepts  
• Perspectives and interpretations  
**Task 5: Explanation – essay** |
| 15         | **Task 6: Examination (Semester 1)** |