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# Scheme of work

AS/A-level History 7041/7042

The Transformation of China, 1936–1997, 2P

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## Introduction

To help teachers in planning a course of study for the new A-level qualification, a possible scheme of work is provided below. This is purely illustrative of one way in which this course might be delivered and it is not intended to be in any way prescriptive. Teachers will need to develop schemes which suit the arrangements and time allocations of their own schools and colleges. Teaching arrangements and approaches are likely to differ between institutions. Provided the content as given in the Specification is covered, any sensible approach is legitimate.

## Assumed coverage

The scheme of work which follows is based on two teaching years of 30 weeks per year. It assumes students will receive 2–2.5 hours per week for each of their A-level components and that 6 weeks in each year will be devoted to the NEA.

# Scheme of work

## HISTORY: China, 1936–1997

Component 2 Depth Study (Teacher 2)

Teach alongside: Component 1 Breadth Study (Teacher 1) and Component 3 NEA (Teacher 1 and/or 2)

Note that whole course may be delivered by a single teacher

### General Introduction (Component 2)

### Learning Objectives AO1 and AO2

Time taken	Component-specific skills	Specific Guidance	Learning activities	Differentiation and extension	Resources
30 weeks for Part One  (The remaining 6 weeks of the school /college year to be spent on NEA Component 3).	1. Students are expected to develop an understanding of the process of change and continuity through the study of the interrelationship of a variety of perspectives.	Students should be aware that each depth study has an introductory commentary setting out the focus of the study and the key concepts that apply to it. There is a close interrelationship between the commentary and the content that follows.	Students will need to appreciate the complexity of the historical process through a detailed focus on the period of this depth study.  To demonstrate depth of historical knowledge and understanding, students should be able to make links and comparisons between the aspects of the period studied. It is therefore important that the content should be studied both in its own right and holistically so that links and contrasts are rooted in secure knowledge and understanding.	Students should be encouraged to study the course content in relation to the key concepts and issues, as set out in the introductory commentary, using, as appropriate, a variety of primary source material as well as academic reference books.  Students' understanding of concepts and perspectives should be regularly assessed.	Students should have the opportunity to consult primary sources and academic books whenever possible. Class textbooks, guided reading and worksheets, access to suitable internet sites, on-line journals, podcasts, stimulating lectures, power point presentations and other sources of information will all be valuable.

	<p>2. Students will need to be able to evaluate, with reference to provenance and content, how primary sources contribute to historical understanding.</p> <p>3. Students will be required to write analytical essays showing judgement about the issues and developments they have studied.</p>	<p>Part One of this SOW is suitable for both AS and A-level students. Please refer to the Specification for the different types of AS and A-level questions.</p>	<p>The suggested learning activities below are intended to develop the required skills but are neither exhaustive nor exclusive. They are intended as <i>suggestions only</i> from which teachers might select. It is not expected that teachers would have time to cover <i>all</i> of these activities.</p>		<p>Note that students will need to practise exam-style questions throughout the course.</p> <p>Both AS and A-level practice questions can be found on the AQA website and it is recommended that either a source evaluation or essay question is set every 2 weeks throughout the 30 weeks of each part of the course.</p>
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## Learning Objectives AO1 and AO2

### The Transformation of China 1936–1997

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
<b>PART ONE: THE EMERGENCE OF THE PEOPLE'S REPUBLIC OF CHINA, 1936–1962; Section 1: The Origins of the Civil War, 1936–1946</b>					
Week 1	The condition of China in 1936.	Overview and introduction.	<p>PowerPoint introduction on China:</p> <ul style="list-style-type: none"> <li>• history</li> <li>• geography</li> <li>• politics</li> <li>• society.</li> </ul> <p>Students annotate a map with key events and places in Chinese history.</p> <p>Brainstorm pupils' perceptions of China with a quiz on general knowledge of the country.</p> <p>Research task: students could find the most surprising or disturbing fact about China and share with the class.</p> <p>Students research and construct a timeline focusing on 19<sup>th</sup> and early 20<sup>th</sup> century developments.</p>	<p>Students should learn key terms and spellings. They might begin a glossary and add to it throughout the course.</p> <p>Research key ideologies, eg Confucianism.</p>	<p>Maps of China.</p> <p>Guided reading.</p> <p>PowerPoint.</p>

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Week 2		Japanese expansion into China; Jiang Jieshi and the Guomindang.	<p>PowerPoint or use of guided notes to provide an early 20<sup>th</sup> century history of China.</p> <p>Students compare to their research and fill in any gaps on their timeline.</p> <p>What do they think might be the most significant event and why?</p> <p>Look at Japanese expansion into China. Developments could be captured in a chat.</p> <p>Students could research and produce a profile for Jiang Jieshi:</p> <ul style="list-style-type: none"> <li>• background and early life</li> <li>• aims and beliefs</li> <li>• membership of Guomindang (GMD)</li> <li>• role in China by 1936.</li> </ul>	Students need to be aware that spelling of Chinese names and places can vary between books and sources. Establish modern spelling as used in the specification.	<p>Guided reading and worksheets to support research tasks.</p> <p>Contemporary sources on the Guomindang.</p>

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Week 3		The Guomindang; leadership, ideology and policies.	<p>Students to discuss and define what is meant by ideology.</p> <p>Students research the ideology, leadership and politics of the Guomindang:</p> <ul style="list-style-type: none"> <li>• the first congress of the Nationalist Party</li> <li>• Sun Yat Sen's Three Principles</li> <li>• the rise of Jiang</li> <li>• the National Government</li> <li>• the emergence of the Yuan</li> <li>• Jaing's three stage process to constitutional government.</li> </ul> <p>Students look at the key individuals involved in the early period, produce biographies for each.</p> <p>Consider why there was so little apparent consensus in the early period.</p> <p>Detail the role of the New Life Movement and the Blueshirts.</p> <p>Investigate: locate the powerbase of the GMD and annotate this on a map.</p>	<p>Students to chart the strengths and weaknesses of the GMD.</p> <p>What do they consider the most significant strength / weakness?</p> <p>What had been the greatest change in China since 1912?</p>	<p>Access digital resources online and question with students why some accounts have survived.</p> <p>Guided reading and worksheets to support research tasks.</p>

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Week 4	The Chinese Communist Party.	Background; ideology and policies.	<p>Discuss and research Communism as a political ideology.</p> <p>Students could work in pairs to find academic articles which give the most objective and the most subjective views of communism.</p> <p>Students discuss the meaning of concepts such as:</p> <ul style="list-style-type: none"> <li>• class</li> <li>• feudalism</li> <li>• bourgeoisie</li> <li>• dictatorship of the proletariat.</li> </ul> <p>Provide an overview of the role of the Chinese Communist Party (CCP) in the Nationalist Movement of the 1920s.</p> <p>Students might research:</p> <ul style="list-style-type: none"> <li>• the decisions of the First Congress 1921</li> <li>• the reasons for joining the Comintern</li> <li>• reasons for the end of the United Front.</li> </ul> <p>Students could rank the reasons for the end of the United Front in order of importance. They should justify their decided rank order.</p>	<p>Design banners advertising membership of the CCP to different social and regional groups.</p> <p>Some students might read a biography of Mao.</p> <p>Add to the glossary.</p>	<p>Various political tracts and especially online documentaries detailing the early history of the CCP.</p> <p>Primary sources and documents.</p> <p>Guided reading and worksheets to support research tasks.</p>

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Week 5		Ideology and policies; Mao's leadership; hostility to the Guomindang.	<p>Students could create a flowchart illustrating the foundation of the CCP and the emergence of Mao as leader.</p> <p>Consider how far the CCP was committed to the principle of social revolution up to 1946.</p> <p>Students could draw a table of differences in ideology and political objectives between the CCP and the GMD.</p> <p>Students discuss the significance of the Rectification Movement.</p> <p>Consider how far the CCP was responsible for change in China up to 1946.</p>	<p>Students could research and present different aspects of Mao's life.</p> <p>Discuss the different forms in which communism has been portrayed.</p> <p>Students could compare and contrast Chinese communism with Soviet communism.</p> <p>Define nationalism and communism.</p> <p>Add to the glossary.</p>	<p>Biographies of key individuals.</p> <p>An opportunity to compare different media and especially the role of posters.</p> <p>Guided reading and worksheets to support research.</p>



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Week 6	The Sino-Japanese War.	An overview.	<p>Students research the causes and the course of the war.</p> <p>Use a map to chart the movement of opposing forces.</p> <p>Establish the effects of war for China and the reputation of Jiang Jieshi.</p>	<p>Students research the role of Wang Jingwei and try to explain his actions.</p> <p>Wider reading on relations with Japan.</p>	<p>Reading on the early years from both the Japanese and the Chinese perspectives.</p> <p>Map of China and Japan.</p> <p>Guided reading and worksheets to support research tasks.</p>
Week 7		The Xi'an incident and the Second United Front; political and military co-operation and division in war; the impact of the war on China.	<p>Students research the Xi'an incident and compare this as a turning point with the Rape of Nanjing and the Ichigo offensive.</p> <p>Debate: how can effective comparisons about turning points be made when events are different in nature?</p> <p>Consider the significance of the involvement of the USA in the course of the Sino-Japanese war.</p> <p>Students could identify the impact of the war on China. Prioritise the list into the most and least significant. Draw a chart examining the links between these consequences.</p>	<p>Differentiated research tasks and group work.</p> <p>Some students could research the broader course of Japan's military involvement.</p> <p>Debate whether Japan lost the Sino-Japanese war because of events outside of its control.</p>	<p>Summary narrative of key events.</p> <p>Chronological framework and writing frame.</p> <p>Guided reading on the course of the war.</p> <p>Primary accounts of the war and its impact.</p>

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Week 8		The impact of war and Jiang Jieshi and the GMD, Mao and the CCP.	<p>Students identify the impact of the war on:</p> <ul style="list-style-type: none"> <li>Jiang and the GMD</li> <li>Mao and the CCP.</li> </ul> <p>Debate: how far were Mao's methods in this period reliant upon the instigation of terror?</p> <p>Discuss whether Mao was more interested in building up his own power base rather than in serving the interests of party or of state.</p> <p>Look at Mao's methods of rule and the rectification campaigns.</p>	<p>Students could examine the Rectification in some depth and consider the methods used by Mao to impose his authority on the CCP.</p> <p>Add to the glossary.</p>	Guided reading and worksheets to support research tasks.
Week 9	The end of the Japanese war.	The breakdown of Nationalist/Communist co-operation and the outbreak of civil war.	<p>Look at the breakdown of Nationalist/Communist co-operation.</p> <p>Students could identify the reasons for the civil war and rank them in order of importance.</p> <p>Research reasons why the attempts to avoid civil war in the years 1945 to 1946 failed. List in order of priority and justify the rank order.</p>	<p>Make a list of the causes of the civil war from a Communist and a Nationalist perspective.</p> <p>Research source material.</p> <p>Research the role of propaganda.</p>	<p>Internet primary resources.</p> <p>Use primary sources to support a range of cases for the responsibility for the outbreak of war.</p> <p>Guided reading and worksheets to support research tasks.</p>

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Week 10		Relative political and military strengths of the two sides.	<p>Students could research to produce in depth analysis of the advantages and disadvantages of both sides.</p> <p>Students might suggest which side had the advantage politically and militarily.</p> <p>Students could identify and rank, in order of importance, the long and short term reasons for the outbreak of civil war.</p> <p>Review the first section of study and update the glossary.</p>	<p>Students might write a response to an exam-style question.</p> <p>Students could find a source on the 1936–1946 period which they believe to be significant. They should justify their choice using knowledge of its context.</p>	<p>Wider reading on the civil war.</p> <p>Guided reading and worksheets to support research tasks.</p> <p>Primary sources with conflicting views on the war.</p>

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<b>PART ONE: THE EMERGENCE OF THE PEOPLE'S REPUBLIC OF CHINA, 1936–1962; Section 2: Communist Victory and the consolidation of Mao's rule, 1946–1952</b>					
Week 11	Communist Victory.	Reasons for communist success.	<p>Students could produce an annotated timeline to illustrate the course of the civil war.</p> <p>Students might research reasons behind specific successes of Communist and failure of Nationalist forces, including:</p> <ul style="list-style-type: none"> <li>• the role of foreign powers</li> <li>• the role of leadership</li> <li>• military strength</li> <li>• territorial control.</li> </ul> <p>Students could explain in group presentations how their reasons affected the progress of the war.</p> <p>Whole class could then consider how far the length of the civil war was a result of evenly balanced forces.</p>	<p>Students compare factors and explain the causal links between them.</p> <p>Simple biographies of the key individuals might be constructed.</p> <p>Compare diary accounts and then question the validity of diaries as historical sources.</p>	<p>Academic reading on the Chinese Civil war.</p> <p>Diary accounts of participants are available.</p> <p>Guided reading and worksheets to support research tasks.</p>

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Week 12		Reasons for Communist success.	<p>Consider the impact of Mao's leadership.</p> <p>Compare newspaper accounts and clear examples of propaganda used during the civil war.</p> <p>Discuss: how far was this a victory for the whole country? Was the country divided between the urban and the rural; if so, in what ways?</p> <p>Students could question the validity of primary material. How far can historians rely on primary material to construct the story of the past?</p> <p>Students each given a key reason as researched in Week 11 and asked to revise their list of successes. Is each factor still accurately placed as an explanation for overall success?</p> <p>Research: how far the Nationalists lost the civil war rather than the Communists won it.</p>	<p>Some students could try to chart the changing nature of historiography on the Civil War.</p> <p>Students might compare the role of the leaders.</p> <p>Students could discuss the notion of inevitability in history: at what stage did Communist victory become certain?</p>	<p>The various online repositories of Chinese primary material are essential to access. Most are subscription free.</p> <p>An ideal opportunity to further study the significance of propaganda and the way in which the Civil War has been interpreted by a variety of primary material.</p> <p>Guided reading of academic historians.</p>

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Week 13		The state of China in the aftermath of war; regional and economic issues; industry and agriculture.	<p>Students could investigate:</p> <ul style="list-style-type: none"> <li>the international position and the rift with foreign powers</li> <li>the reliance on the Soviet Union for aid</li> <li>the problem of the provinces and the lack of central control</li> <li>the financial crisis</li> <li>the problem of soaring inflation</li> <li>the disunity of the nation after civil war.</li> </ul> <p>Students might identify the key areas of crisis and rank according to likely degree of seriousness.</p> <p>Divide into two groups to look at the state of agriculture and industry.</p>	Students justify their decision about the most pressing problems facing China by using primary sources alone. No commentary to be used, simply presenting to class and leaving them to infer a conclusion.	Use of primary material from internet and also collections of documents to support research into China on the eve of the Communist rule.
Week 14	The People's Republic of China.	Mao's position in government; the power structure and influence of the CCP.	<p>Examine the position of Mao and the structure of the government.</p> <p>Look at the influence of the CCP.</p> <p>Consider the challenges facing the government.</p> <p>Consider the role of the People's Liberation Army (PLA) in the new People's Republic of China (PRC).</p>	Defining terms such as: democracy, dictatorship, regionalism and centralisation.	<p>Sources for evaluation and guided reading for additional research.</p> <p>Guided reading and worksheets to support research tasks.</p>

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Week 15		Mass party membership; democratic centralism.	<p>Discuss the impact of mass party membership and the attempts to centralise power.</p> <p>Students could draw flowcharts to illustrate the strands in the system of government:</p> <ul style="list-style-type: none"> <li>• CCP</li> <li>• state bureaucracy</li> <li>• military (PLA).</li> </ul> <p>Look at the emerging role of Deng Xiaoping.</p> <p>Students could produce PowerPoint and present to class.</p>	<p>Understanding democratic centralism and comparing with western ideas of democracy.</p> <p>Wider reading on Deng Xiaoping.</p>	<p>Guided reading and worksheets to support research tasks.</p> <p>Worksheets on the structure of the new government.</p> <p>Access to the internet to aid research.</p>

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Week 16	The consolidation of power.	Mass mobilisation campaigns and purges.	<p>Students could research:</p> <ul style="list-style-type: none"> <li>• introduction of labour camps</li> <li>• campaign against prostitution</li> <li>• Aid Korea Campaign</li> <li>• suppression of counter-revolutionaries.</li> </ul> <p>Create an A3 poster detailing the mass campaigns against corruption and the bourgeoisie.</p> <p>Students might examine accounts of the Laogai and summarise the experience of reform through labour.</p> <p>Students could research the Resist America and the Suppression of counter-revolutionaries campaigns.</p> <p>Students summarise how these campaigns helped to consolidate communist rule to 1952.</p>	<p>Debate the extent of reform and the reasons behind it.</p> <p>Ask students to present views on extent of change and continuity.</p> <p>Differentiation by student activities in compiling overview chart and discussion of changes.</p> <p>Consider: how did the PRC effectively respond to the problems facing China in the years 1949 to 1952?</p>	<p>Collating evidence from guided reading and sources.</p> <p>Guided reading and worksheets to support research tasks.</p> <p>Access to the internet to aid research.</p> <p>Academic reading on consolidation of power.</p>



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Week 17		The role of the PLA; the use of terror and propaganda.	<p>Students could research the PLA after 1946.</p> <p>Look at:</p> <ul style="list-style-type: none"> <li>the Three-Antis campaigns</li> <li>the Five-Antis campaigns</li> <li>the Purges of the CCP (develop into 1953, Gao Gang and Rao Shushi)</li> </ul> <p>Students might construct biographies of the three key individuals to 1953:</p> <ul style="list-style-type: none"> <li>Gao Gang</li> <li>Rao Shushi</li> <li>Zhou Enlai.</li> </ul> <p>Students could research the ways in which propaganda was used to consolidate control. They could present to the class.</p>	<p>Students could design and explain their own example of propaganda typical of the period to 1952.</p> <p>Stretch might be to identify how this propaganda differed from that of the 1960s.</p>	<p>Guided research using primary sources where available.</p> <p>Picture stimuli/ possibly with a source for research into key individuals.</p> <p>Guided reading and worksheets to support research tasks.</p>
Week 18		Land reform; attacks on landlords and land redistribution.	<p>Students to assess the effectiveness of land reforms.</p> <p>Consider motive, course and outcome.</p> <p>Question: Was the move towards co-operation and the development of Mutual Aid Teams, simply a further feature of effective propaganda and the rule of terror?</p>	<p>Find a means of objectively concluding about the effectiveness of land reform. Discuss is an objective conclusion possible. If so, what data might be needed?</p>	<p>The land confiscations are widely resourced as are stories and images of the decline of the power of the landlord class.</p>

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Week 19	PRC's international position and dealings with neighbours.	Korea, Tibet, Taiwan and the USSR.	<p>Students list the weaknesses and strengths of China's international position in a chart.</p> <p>Students detail how the following affected China:</p> <ul style="list-style-type: none"> <li>• the Cold War</li> <li>• relations with the USA</li> <li>• Tibet</li> <li>• Taiwan</li> <li>• Vietnam</li> <li>• Korea.</li> </ul>	<p>Students explain the link between external and internal developments.</p> <p>Use sources of varying complexity for evaluation.</p>	<p>Map(s) to illustrate the locations.</p> <p>Maps showing the division of power in global politics.</p>
Week 20		Korea, Tibet, Taiwan and the USSR (continued).	<p>Students could research relations with Russia and especially attitudes towards Stalin.</p> <p>Students might look at China's involvement in Korea:</p> <ul style="list-style-type: none"> <li>• extent of involvement</li> <li>• relations with USA</li> <li>• relations with USSR.</li> </ul> <p>Consider: were there any likely themes in China's foreign policy objectives?</p> <p>Create a large diagram to illustrate China's international relations.</p>	<p>Explain how China's foreign policy objectives may have changed as a consequence of the events of the years 1936 to 1952.</p> <p>Students produce a timeline detailing foreign policy events.</p> <p>Students produce a summary of foreign policy and present to class:</p> <ul style="list-style-type: none"> <li>• some use only emotive phrases;</li> <li>• others use facts;</li> <li>• some only assertion.</li> </ul>	<p>Primary material from a Soviet perspective and consideration of American memoranda on China.</p> <p>Academic reading on China's international position by 1952.</p>

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<b>PART ONE: THE EMERGENCE OF THE PEOPLE'S REPUBLIC OF CHINA, 1936–1962; Section 3: The transition to Socialism, 1952–1962</b>					
Week 21	Political developments.	Issues of leadership and purges of the CCP; the 100 Flowers campaign.	<p>Consider the issues of leadership of the CCP.</p> <p>Students divided into two groups to consider the motives behind the 100 Flowers campaign.</p> <p>One group could argue that the campaign was a planned and managed attempt to consolidate Mao's own authority.</p> <p>The other group could argue that the campaign simply grew out of conflict within the communist party and was not planned.</p> <p>Both groups should use primary material to support their views and discredit the views of the other group.</p> <p>Consider Mao and the intellectuals.</p>	<p>Research a biography of Hu Feng. Use primary material to build a case either for his defence or to criticise / condemn him.</p> <p>Wider reading on Mao and the intellectuals.</p>	<p>Copy of material used in the anti-Hu campaigns.</p> <p>Guided reading and worksheets to support research tasks.</p> <p>Primary accounts on the 100 Flowers campaign.</p>

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Week 22		The 100 Flowers campaign; Mao's resignation as Chairman of the PRC.	<p>Establish a timeline of events to Mao's resignation.</p> <p>Students might consider the extent to which the campaign advanced or damaged Mao.</p> <p>Students could refer to Week 21 and consider the extent to which the campaign achieved its objectives.</p> <p>Students might list the consequences of the campaign for:</p> <ul style="list-style-type: none"> <li>• Mao</li> <li>• the Communist Party</li> <li>• China.</li> </ul> <p>Debate: how far the 100 Flowers campaign represents a change in the methods used by Mao and the direction the communist leaders were taking.</p>	Compare Mao's own writings with academic interpretations on developments during the campaign.	<p>Guided reading and worksheets to support research tasks.</p> <p>Guided reading of Mao's writing.</p>

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Week 23	Economic developments.	Agriculture; voluntary and compulsory collectivisation.	<p>Students might construct a timeline illustrating the changing pace of reform.</p> <p>Students detail their understanding of the Marxist concept of the transition from feudalism to socialism.</p> <p>Students could research why land reform was apparently so important to the CCP.</p> <p>Draw a table to consider the pros and cons of voluntary versus compulsory collectivisation.</p>	<p>Stretch might include making comparisons with collectivisation in other communist regimes.</p> <p>Critically analyse photographs of Mao to consider the utility of this type of source.</p> <p>Why might communism, which seems so focused on the proletariat, be concerned with the welfare of the peasantry?</p>	<p>Photographs showing Mao working with the peasantry.</p> <p>Guided reading and worksheets to support research tasks.</p> <p>Economic statistics and tables.</p>

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Week 24		Industry; the First Five Year Plan for industry.	<p>Students could carry out a simple comparison of Chinese industrial output pre 1949 with that achieved by 1957.</p> <p>Examine the aims and the targets of the First Five Year Plan.</p> <p>Students should understand concepts such as:</p> <ul style="list-style-type: none"> <li>• balance of payments</li> <li>• requisitioning</li> <li>• procurement</li> <li>• state ownership of the means of production.</li> </ul> <p>Students could look at the main industries in China and for each identify strengths and weaknesses.</p>	<p>Add new terminology to a glossary.</p> <p>Wider reading on the effects of industrial change.</p>	<p>Guided reading and worksheets to support research tasks.</p> <p>Economic statistics before 1949 and by 1957.</p> <p>Contemporary opinion on the Five Year Plans.</p>

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Week 25		The Great Leap Forward; reasons for the failure of the GLF and its aftermath.	<p>Students could identify what economic issues remained unresolved.</p> <p>Students might draw A3 posters to illustrate the key aims of Mao including:</p> <ul style="list-style-type: none"> <li>• cooperatives and communes</li> <li>• learning from the peasants</li> <li>• 'walking on two legs'</li> <li>• large scale projects.</li> </ul> <p>Students could create a flowchart to show the interconnections between the social, industrial and economic aims of the Leap.</p> <p>Students might consider motivation; how far was the Great Leap Forward:</p> <ul style="list-style-type: none"> <li>• a political</li> <li>• an economic</li> <li>• an ideological</li> <li>• a patriotic venture?</li> </ul> <p>Draw up a list of reasons for the failure of the GLF.</p>	<p>Opportunity to consider the significance of counter-revolution and its importance in driving the revolution.</p> <p>Create a balance chart of internal/external pressures.</p>	<p>Guided reading and worksheets to support research tasks.</p> <p>Academic historians on the Great Leap.</p> <p>Economic statistics.</p>

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Week 26		Reasons for the failure of the GLF and its aftermath; purge of Peng Dehuai; debates over economic policy.	<p>Students might identify reasons for the launch of the Third Five Year Plan in 1962.</p> <p>Students prepare presentations on the roles of Deng Xiaoping and of Liu Shaoqi.</p> <p>Discussion: how far do the failures of the Great Leap Forward explain the reasons for a Third Five Year Plan?</p> <p>Students could investigate the purge of Peng Dehuai:</p> <ul style="list-style-type: none"> <li>• context</li> <li>• events</li> <li>• aftermath.</li> </ul> <p>Set out the debates over policy and consider which route would have been best for China.</p>	<p>Students begin to consider change and continuity in economic and industrial policy.</p> <p>Wider reading on Deng Liu.</p>	<p>Guidance for reading/research.</p> <p>Guided reading and worksheets to support research tasks.</p> <p>Contemporary accounts on Peng Dehuai.</p>



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Week 27	Social developments.	The destruction of rightists, class enemies and rectification campaigns.	<p>Students could consider the cult of Mao and how this helped to consolidate his power further.</p> <p>This exercise presents an excellent opportunity to consider the effectiveness of documentary material, posters, news reels, etc.</p> <p>Research the details of:</p> <ul style="list-style-type: none"> <li>• the attacks on rightists</li> <li>• class enemies</li> <li>• rectification campaigns.</li> </ul> <p>Consider as a class if Mao had changed the methods that he deployed to maintain his authority.</p>	Compare the economic, social and political consequences of the GLF: which was the most significant?	<p>Material on the personality cult of Mao.</p> <p>Guided reading and worksheets to support research tasks.</p>
Week 28		Women's rights and welfare campaigns.	<p>Students might detail the condition of women in 1936 and compare this to their condition in 1962.</p> <p>Identify the most significant change.</p> <p>Students research improvements in public health, especially the provision of public hospitals.</p> <p>Discuss: how far had social reforms achieved their objectives by 1962?</p>	<p>Students should discuss how success in social welfare and the position of women might be assessed.</p> <p>Cultural relativism might be defined and discussed.</p>	<p>Reading on the role of concubines.</p> <p>Guided reading and worksheets to support research tasks.</p>

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Week 29		The impact of collectivisation; the famine.	<p>Students consider the extent to which life in rural China had improved.</p> <p>More advanced study might be to compare the social conditions in the urban areas with that in the countryside.</p> <p>Students might research the famine and make class presentations.</p> <p>Assess the importance of Mao's leadership in explaining the social changes that occurred in China by 1962.</p>	<p>Differentiation by research tasks and comparison of rural and urban.</p> <p>How useful are statistics in detailing the success of social and economic policies?</p>	<p>Statistics might be examined here.</p> <p>Guided reading and worksheets to support research tasks.</p>
Week 30	Foreign Affairs.	Korea; the Sino-Soviet split; clashes and the breakdown of relations between Khrushchev and Mao.	<p>Students to research Khrushchev and his objectives in foreign policy. They might present a PowerPoint précis of Soviet foreign policy to 1952.</p> <p>Students could consider reasons why China sought to wrest leadership of the communist world.</p> <p>Students might list areas of tension between the soviets and China, including border disputes. Rank these in order of significance.</p> <p>Research the involvement of China and the Soviet Union in the Korean War.</p>	<p>Debate: how had China's position on the world stage changed from 1936?</p> <p>What was the most significant development?</p>	<p>Primary material on soviet foreign policy and on the objectives of Khrushchev in particular.</p> <p>Map of Russia, China and Korea.</p>

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			<p>Identify any turning points in relations between China and the Soviet Union.</p> <p>Consider events and developments from different perspectives, eg political or social and economic. Look at the introductory paragraph for this option and reflect on the key issues and concepts of this study.</p>		
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Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
<b>PART TWO: THE PEOPLE'S REPUBLIC OF CHINA: ECONOMIC GROWTH AND THE TRANSFORMATION OF THE STATE, 1962–1997;</b> Section 1: Reform and Control, 1962–1966 (A-level only)					
Week 1	Revision	Overview of Part One: China by 1962.	Students present PowerPoint summaries looking at Part One.  Students could identify the most important developments and key turning points.	Some could approach this as a chronological exercise and fill in the blank events on a timeline.	Notes from Part One.  PowerPoint overview of China by 1962.
Week 2	Leadership in the PRC	Mao's position in 1962.	Students could consider Mao by 1962: <ul style="list-style-type: none"> <li>• how policies such as the Great Leap Forward had affected Mao's reputation</li> <li>• what threats he may have felt to his position</li> <li>• how effectively he had consolidated his authority.</li> </ul> Discussion: was Mao secure by 1962?	Build upon previous material on the cult of Mao to suggest how Mao's reputation continued to be manipulated.  Discuss: how much can be truly understood of Mao as an individual.	Examples of propaganda.  Guided reading and worksheets to support research tasks.

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Week 3		Party division and ideology versus pragmatism.	<p>Students could research the rise of factionalism:</p> <ul style="list-style-type: none"> <li>• the Shanghai Forum</li> <li>• Lin Biao and Chen Boda</li> <li>• Deng Xiaoping and Liu Shaoqi</li> <li>• the Gang of Four</li> <li>• agriculture and the personal responsibility system</li> <li>• the Socialist Education Movement.</li> </ul> <p>Look at the Wu Han affair: how far was the Wu Han Affair the key turning point in ideology within the CCP in the years 1962 to 1966?</p> <p>Students could investigate the role of Jiang Qing and the Shanghai Forum. Discuss: how much influence did Jiang have on the direction of party ideas in this period?</p> <p>Students could produce a diagram showing the competing ideologies in areas of China's life.</p> <p>Students might consider the prominence of Jiang in cultural terms.</p>	<p>Students to consider the role of literature in ideological struggle and also cultural works.</p> <p>Wider reading on key individuals.</p> <p>Students might write an advocacy of one particular view.</p>	<p>Range of cultural and literary works.</p> <p>Academic writing on factions and key individuals.</p> <p>Guided reading and worksheets to support research tasks.</p>

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Week 4		The power struggle	<p>Students research the power struggle, including:</p> <ul style="list-style-type: none"> <li>• the rise of the True Left</li> <li>• the meeting of the 7000 cadres</li> <li>• rectification from above and below.</li> </ul> <p>Students link the rise of factionalism and the apparent threats to Mao's position to the ideological struggle.</p> <p>Students could annotate a timeline of key developments, including:</p> <ul style="list-style-type: none"> <li>• Mao's enforced holiday</li> <li>• the effect of Khrushchev's fall</li> <li>• Liu Shaoqi's re-election in the National Assembly meeting.</li> </ul> <p>Explain why there were attempts to wrest power from Mao.</p>	<p>Students might consider how historians delineate motivation. One group could argue that the struggle was an ideological one; the other that it was about personality.</p>	<p>The Early Ten Points, contrasted with the Twenty-three articles might provide an interesting source.</p> <p>Extracts from the Early Ten Points and the Twenty-three Articles.</p> <p>Guided reading and worksheets to support research tasks.</p>

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Week 5		Supporters and opponents of Mao's policies.	<p>Look at the roles of:</p> <ul style="list-style-type: none"> <li>• Lin Biao</li> <li>• the PLA</li> <li>• Jiang Qing.</li> </ul> <p>Students could produce illustrated biographies of Lin Biao, using primary material in support.</p> <p>Students might examine the Little Red Book and identify the quotes most likely to prove the elevation of a more extreme cult of Mao.</p> <p>Class debate: why did Lin Biao suggest this book?</p> <p>Examine the role of Keng Sheng and the secret police.</p> <p>Students might look at the role of the secret police and discuss what this indicates about the security of the regime.</p>	Students might create a diagram to link the different perspectives within the power struggle.	<p>Biao's speech at the Lushan Conference 1959.</p> <p>Extracts from the Little Red Book.</p> <p>Guided reading and worksheets to support research tasks.</p>
Week 6		The personality cult of Mao Zedong.	<p>Students might be divided into groups, each to be given a different medium through which the cult developed to research.</p> <p>Each group to research the cult and to produce an overview of the methods used.</p>	Students from each group might be given the opportunity to develop their own example of the cult expressed through their allocated media.	<p>Guided reading and worksheets to support research tasks.</p> <p>Examples of propaganda.</p>

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Week 7	Economic developments.	Pragmatism and the policies of Liu Shaoqi and Deng Xiaoping.	<p>Review the:</p> <ul style="list-style-type: none"> <li>• consequences of the Great Leap Forward</li> <li>• Third Five Year Plan</li> <li>• retreat from the Great Leap Forward.</li> </ul> <p>Students could investigate the decline of fanaticism and rise of pragmatism.</p> <p>Look at developments, including:</p> <ul style="list-style-type: none"> <li>• the shift towards a more market based economy in rural areas</li> <li>• the abandonment of Mao's industrial schemes in 1960.</li> </ul> <p>Students compare these events and suggest a prioritised list to explain why they took place.</p> <p>Look at the actions of Liu Shaoqi and the rehabilitation of experts.</p> <p>Consider how far events at the end of the Great Leap prove that Mao's position of leadership was slipping.</p> <p>Debate: how effectively had Mao secured his position by 1966?</p>	<p>Students might examine Deng Xiaoping's, black cat, white cat speech.</p> <p>Discuss: how useful is this speech in informing the historian about the strength of Mao within the communist party?</p>	<p>Deng Xiaoping's black cat; white cat speech.</p> <p>Notes from Weeks 25 and 26.</p> <p>Guided reading and worksheets to support research tasks.</p> <p>Economic statistics and tables.</p>



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Week 8	Social Change	Women; education; youth; culture; ethnic groups and attacks on religion; the benefits and disadvantages of communist rule.	<p>Students could work in groups, each researching one perspective:</p> <ul style="list-style-type: none"> <li>• women</li> <li>• education</li> <li>• youth</li> <li>• culture</li> <li>• ethnic groups</li> <li>• attacks on religion.</li> </ul> <p>Groups might present their findings to the class.</p> <p>Discuss: what was the most substantial area of social reform by 1966?</p> <p>Students could identify turning points and make clear the differences between achievement in rural and urban China.</p> <p>Draw a table to illustrate the advantages and disadvantages of communist rule. Differentiate between groups and religions.</p>	<p>Students could debate why it has been so difficult to establish exactly what happened in the countryside in this period.</p> <p>Wider reading on life in China at this time.</p>	<p>Extracts from the official bulletins of Hu Yaobang relating to conditions in the countryside.</p> <p>Guided reading and worksheets to support research tasks.</p> <p>Contemporary accounts from different groups.</p>

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Week 9	International relations	Sino-Soviet relations and conflict over Xinjiang.	<p>Debate: explain why the Chinese rejected the Soviet form of communism in 1962.</p> <p>Consider how far the split was an ideological one.</p> <p>List reasons for the Soviet rejection of help to the Chinese in the Sino-Indian conflict.</p> <p>Examine how far Mao was the sole instigator of the split from the USSR.</p> <p>Students could research Xinjiang:</p> <ul style="list-style-type: none"> <li>• history</li> <li>• Soviet intervention</li> <li>• conflict</li> <li>• effects on Sino-Soviet relations.</li> </ul>	<p>Students produce a chronological overview of events.</p> <p>Students might analyse events from either a Chinese or Soviet perspective.</p>	<p>Guided reading and worksheets.</p> <p>Maps of China, Xinjiang.</p> <p>Guided reading and worksheets to support research tasks.</p>
Week 10	Overview	Revision	<p>Students might create an overview chart of 1962 to 1966, using the headings:</p> <ul style="list-style-type: none"> <li>• political</li> <li>• economic</li> <li>• social</li> <li>• international.</li> </ul> <p>Debate: Mao's position as leader in this period.</p>	<p>Evaluation of source material, paying particular attention to skills of evaluation relating to provenance as well as content.</p> <p>Consider: where did power lie in 1966.</p>	<p>Notes and source materials from this section.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
<b>PART TWO: THE PEOPLE'S REPUBLIC OF CHINA: ECONOMIC GROWTH AND THE TRANSFORMATION OF THE STATE, 1962–1997;</b> <b>Section 2: The Cultural Revolution, 1966–1976 (A-level only)</b>					
Week 11	The origins of the Cultural Revolution.	Mao's aims.	<p>Students make a spider diagram to show:</p> <ul style="list-style-type: none"> <li>the desire to consolidate Mao's power</li> <li>the desire to save the revolution through populism</li> <li>observation of events in the Soviet Union</li> <li>desire to preserve a peasant revolution</li> <li>fear of the untested youth of China.</li> </ul> <p>Student could produce an overview of an assigned factor and share this with the class.</p>	<p>Students broaden out motives beyond simplistic Maocentric view.</p> <p>Draw a web of causation and develop both long term and short term reasoning.</p>	<p>Primary material relating to causes of Cultural Revolution.</p> <p>Writings of key figures.</p> <p>Guided reading and worksheets to support research tasks.</p>
Week 12		The Shanghai radicals.	<p>Discuss and define: who were the Shanghai radicals?</p> <p>Students could investigate cultural policies and the early history of Lin Biao and Jiang Qing.</p> <p>Students might design information posters detailing the reasons behind the desire to eradicate the Four Olds. Students will need to give examples of the Four Olds using primary material.</p> <p>Students could work in groups to research examples of Chinese theatre, music, art and literature that might be subject to strict censor.</p>	<p>Students could determine the extent to which the Cultural Revolution genuinely sought to revolutionise culture in China.</p> <p>Wider reading on Lin and Jiang.</p>	<p>Online primary Chinese material on the 'four olds'.</p> <p>Guided reading and worksheets to support research tasks.</p>

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Week 13		<p>Political divisions and the power struggle within the CCP; the purge of the party leadership and the fall of Liu Shaoqi and Deng Xiaoping.</p>	<p>Examine political divisions, including:</p> <ul style="list-style-type: none"> <li>• Mao’s decision to purge the party</li> <li>• the removal of Peng Zhen</li> <li>• the establishment of the Cultural Revolution Group</li> <li>• the demotion of Liu Shaoqi</li> <li>• the fall of Deng Xiaoping.</li> </ul> <p>Students could look at the appointment of Kang Sheng as head of the Secret Police.</p> <p>Students might produce biographies of the key individuals purged in this early stage, eg Tao Zhu and Zhu De. For each, students should identify the given reason for their purging.</p> <p>Identify any that were subsequently rehabilitated and explain why?</p> <p>Students could examine the propaganda of the early period. Use this to evaluate the extent to which Mao effectively deployed propaganda to purge the party as well as to elicit popular support.</p>	<p>Students might assess the extent to which there was opposition to the propaganda of the period.</p> <p>Students might utilise primary material here to try to assess the extent to which propaganda was tolerated.</p>	<p>Student devised PowerPoint presentations and handouts.</p> <p>Guided reading and use of primary sources wherever possible.</p> <p>Guided reading and worksheets to support research tasks.</p> <p>Examples of Mao’s propaganda.</p> <p>Contemporary accounts of the purges.</p>

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Week 14	The development of the Cultural Revolution.	The actions of the Red Guards; Lin Biao and the PLA; the widening and radicalisation of campaigns; the purging of the Red Guards.	<p>Students might research:</p> <ul style="list-style-type: none"> <li>• the January Storm</li> <li>• the Shanghai People's Commune</li> <li>• the February Adverse Current.</li> </ul> <p>Create profiles for Zhang Chunqiao and Wang Hongwen.</p> <p>Students could research the role of the PLA.</p> <p>Consider how far Lin Biao and the PLA was a driving force behind the Cultural Revolution.</p> <p>Students consider turning points in the course of the Revolution and the creation of new political structures from August 1967.</p>	<p>Students research in depth the May 16 Group.</p> <p>Stretch question: assess why Mao retained the Red Guard in 1967.</p> <p>Debate: how effective was opposition to the Cultural Revolution?</p>	<p>Summary chart to complete to collate material from presentations.</p> <p>Biographies of Zhang and Wang.</p> <p>Guided reading and worksheets to support research tasks.</p>

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Week 15		<p>The end of the campaign by 1969 and its political aftermath; the fortunes of Lin Biao, Jiang Qing and the Shanghai radicals, Zhou Enlai and Deng Xiaoping.</p>	<p>Discuss and define:</p> <ul style="list-style-type: none"> <li>• the anti-Confucius campaign</li> <li>• the Gang of Four</li> <li>• the four modernisations.</li> </ul> <p>Students could work in groups, each researching the impact the Revolution had on the individuals:</p> <ul style="list-style-type: none"> <li>• Lin Biao</li> <li>• Shanghai Radicals</li> <li>• Jiang Qing</li> <li>• Zhou Enlai</li> <li>• Den Xiaoping.</li> </ul> <p>Students might identify why the experience of the individuals differed so much and account for the fall of Lin Biao.</p> <p>Students could consider the impact of the fall of Lin Biao, especially in terms of loyalty to Mao.</p> <p>Students could consider the degree to which the Cultural Revolution materially affected the life of named individuals by 1976.</p>	<p>Wider reading on the Gang of Four.</p> <p>Students should be able to move away from the generic statements about the Revolution and actively compare the experiences of these key figures.</p>	<p>Contemporary accounts of the Cultural Revolutions.</p> <p>Conflicting accounts of the political aftermath.</p> <p>Guided reading and worksheets to support research tasks.</p>

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Week 16	The economic, social and cultural impact of the Cultural Revolution.	Effect on economic growth.	<p>Class to be divided to compare different aspects of the economy. Basic division will be urban vs rural.</p> <p>A more complex approach will be to allocate specific areas of the economy/ industry to smaller groups.</p> <p>Students to assess the thesis that the countryside was affected after the urban.</p> <p>Account for agricultural decline in years of relatively good conditions.</p>	<p>Students should see change in context.</p> <p>Consider the long term and short term trends in economic growth.</p>	An excellent opportunity to discuss the validity and the pitfalls in the use of statistical data.
Week 17		Effect on young people; the 'four olds'; anarchy, repression and rectification; censorship and cultural stagnation; Mao's 'little red book'.	<p>Students to build up a dossier of eyewitness accounts detailing the impact on education. If possible, some balance of views should be established.</p> <p>Students to consider the wider impact on cultural and intellectual life, and especially the attack on the Four Olds. Again, students to build up a dossier of source material to prove impact.</p> <p>Students might be given a range of propaganda material from the Cultural Revolution and determine the extent to which this serves a useful, reliable historical purpose.</p>	<p>Students should be well versed in the difference between narrative of events and the impact of events. Different sources detailing each are to be provided and students to identify if they illustrate narrative or impact.</p> <p>Students to discuss how the Revolution cemented the control of the PLA over the Central Committee.</p>	<p>Students to consider the nature of cultural life. How is this best expressed – is it relative to period and place?</p> <p>There are a number of excellent first-hand accounts of the impact of the Revolution.</p>

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Week 18	Foreign affairs.	Deterioration of relations with USSR and border conflict of 1969; improved relations with USA; Kissinger and Nixon's visits and ping-pong diplomacy.	<p>Students could review the objectives of China's foreign policy to date.</p> <p>Identify the reasons for the continued decline in relations with the USSR.</p> <p>Students might examine the outbreak of violence in 1969 and determine why it failed to escalate.</p> <p>Discuss and define the 'parting of the Bamboo Curtain'. Students could discuss why this happened and the consequences.</p> <p>Students could consider the role of the UN and the problems presented by Taiwan. Particular focus to be given to the USA's diplomatic relations with Taiwan.</p> <p>Students might debate how important the visits of Kissinger and Nixon were as turning points in Sino-American relations.</p> <p>Discuss and define ping-pong diplomacy.</p>	<p>Differentiation by task and feedback.</p> <p>Stretch activities provided by students placing China's foreign policy in its position in the world.</p> <p>How significant was China internationally?</p>	<p>Guided reading and worksheets to support research tasks.</p> <p>Map of China and Taiwan.</p> <p>Contemporary views on ping-pong diplomacy.</p>



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Week 19		Condition of China internally and externally at Mao's death.	<p>Students could prepare a narrative of the final weeks of Mao's life.</p> <p>Students might rate the achievements of Mao in foreign affairs: how far had China become a Great Power by 1976?</p> <p>Broaden research to consider internal strengths and weaknesses.</p> <p>Link these strengths and weaknesses together to determine the condition of China internally and externally by 1976.</p> <p>Students should integrate source material from their own research to support their interpretation.</p>	<p>An excellent opportunity to promote synoptic interpretation.</p> <p>Link together all factors to produce an argued response about the state of China by 1976.</p>	<p>Guided reading and worksheets to support research tasks.</p> <p>Contemporary assessments of Mao.</p> <p>Contrasting opinion on the condition of China by 1976.</p>
Week 20	Overview.	Revision.	<p>Invite students to discuss in pairs and then share conclusions on the Cultural Revolution and the later years of Mao's rule.</p> <p>Was the Cultural Revolution a success? How might this be determined?</p> <p>Students should consider the impact that the Revolution had on specific socio-economic groups and consider the overall impact by region.</p> <p>Was the Revolution a predominantly urban affair?</p> <p>The role of individuals should be reviewed and a clear line established on their importance.</p>	<p>Debate: how far did Mao really reform China?</p> <p>Plenty of opportunity for differentiation/stretch and challenge by task and in discussion.</p> <p>A revision essay would enable students to show what they have learnt.</p>	<p>Different types of sources to assess utility and reliability.</p> <p>Notes from this section.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
<b>PART TWO: THE PEOPLE'S REPUBLIC OF CHINA: ECONOMIC GROWTH AND THE TRANSFORMATION OF THE STATE, 1962–1997;</b> <b>Section 3: The PRC under Deng Xiaoping, 1976–1997 (A-level only)</b>					
Week 21	Mao's legacy	The power struggle after Mao's death; Hua Guofeng and Deng Xiaoping.	<p>Look at Mao's death in context:</p> <ul style="list-style-type: none"> <li>• what preparations had Mao made for succession</li> <li>• who were the main candidates to succeed</li> <li>• what was the role of Jiang Qing in determining the succession?</li> </ul> <p>Students could try to identify at least three reasons for the emergence of the Gang of Four and for the emergence of Hua Guofeng.</p> <p>Students might discuss the role of the military in the power struggle: how significant was military support?</p> <p>Produce a diagram showing the competing interests. Within each section detail who supported whom, eg were the industrialists in the camp of the Gang of Four?</p> <p>Students could explain, in no more than 100 words, why the fall of the Gang did not provoke protest in China.</p>	<p>Plenty of opportunities for individual research initiative. Topics could be allocated as appropriate to different members of the group.</p> <p>Could assemble a variety of student-led presentations or allocate lead contributors for aspects of debates.</p> <p>Differentiation might be provided by asking students to produce an election manifesto for a candidate.</p>	<p>Obituaries of Mao from different political and national perspectives.</p> <p>Guided reading and worksheets to support research tasks.</p> <p>Academic writing on the power struggle that followed Mao's death.</p>

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Week 22		The defeat of the Gang of Four.	<p>Students could identify the reasons for Hua Guofeng's apparent victory.</p> <p>Students might create profiles for Wang Dongxing and Marshall Ye Jianying. Discuss how important these men were.</p> <p>Discussion:</p> <ul style="list-style-type: none"> <li>was the defeat of the Gang merely a case of bad luck</li> <li>how far were they responsible for their own decline?</li> </ul> <p>Examine the extent to which a lack of support in Beijing was key to the Gang's fall. Students could debate the case for and against.</p>	<p>Differentiation by participation in discussions.</p> <p>Wider reading on the Gang of Four.</p> <p>Mock trial of the Gang of Four, with speeches in defence and for the prosecution.</p>	<p>Reading on Ye and Wang.</p> <p>Guided reading and worksheets to support research tasks.</p> <p>Contemporary accounts of the fall of the Gang of Four.</p>
Week 23		New-style leadership.	<p>Look at the re-emergence of Deng Xiaoping.</p> <p>Students might discuss why Hua Guofeng slowly lost his grasp on power.</p> <p>Students could produce a timeline of events from 1976 to 1978. Detail key turning points on the power struggle and the emergence of Deng Xiaoping.</p> <p>Students could draw a Venn diagram showing the overlapping influences at work, ensuring that Deng Xiaoping rose to prominence.</p> <p>Students might discuss which the most important factor was.</p>	<p>Understanding of political role of the military in China.</p> <p>Wider reading on Hua and Deng.</p> <p>How did Deng deal with political isolation after the Cultural Revolution?</p>	<p>A range of primary material on the character of Deng Xiaoping.</p> <p>Guided reading and worksheets to support research tasks.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 24	Economic developments.	The 'Four Modernisations' and economic growth; agriculture; industry; defence; science and technology.	<p>Students establish the differences between Mao and Deng's economic aims.</p> <p>Discuss and define Deng's 'sense of realism'.</p> <p>Establish the extent to which the four modernisations represented a plan of action rather than simply a collection of goals.</p> <p>Students could work in groups, each considering a different aspect of the economy:</p> <ul style="list-style-type: none"> <li>• agriculture</li> <li>• industry</li> <li>• trade</li> <li>• science and technology.</li> </ul> <p>Students produce a timeline detailing cause and consequence of change in their chosen field.</p> <p>Results can be compared in class to identify the area(s) of greatest success and failure.</p> <p>Students might establish what had been the greatest hindrance to economic development.</p>	<p>Individual research of each of the Social Economic Zones.</p> <p>Discuss: how had increased industrial output been achieved?</p> <p>How far was ideology sacrificed to economic and industrial necessity?</p> <p>Students could analyse the role of the state-owned enterprises and determine why there was opposition to economic reform under Deng.</p>	<p>Guidance for reading /research.</p> <p>Primary sources where possible.</p> <p>There are a number of good economic histories available. An ideal opportunity to further discuss the role of statistics in academic work: reliability and utility.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 25	Political developments.	Limitations to change.	<p>Discuss and define the Third Plenum.</p> <p>How far was the Third Plenum a victory for:</p> <ul style="list-style-type: none"> <li>• China</li> <li>• Deng Xiaoping</li> <li>• the legacy of Mao?</li> </ul> <p>Students draw a table to compare Hua Guofeng and Deng Xiaoping.</p> <p>Account for Hua Guofeng's resignation in 1980.</p> <p>Students could create a timeline of the careers of Deng and Hua. Identify key turning points.</p> <p>Students identify and list differences in the political structure in the run up to 1979.</p>	<p>Class debate: the extent to which genuine change was possible simply because of the death of Mao.</p> <p>Class debate: How far was Hua's fall a consequence of his own mistakes?</p>	<p>Guided reading and worksheets to support research tasks.</p> <p>Contemporary accounts of the Third Plenum of 1978.</p> <p>Reading on Deng and Hua.</p>

<b>Time</b>	<b>Specification Topic</b>	<b>Content detail</b>	<b>Content coverage with some suggested activities</b>	<b>Differentiation and stretch and challenge opportunities</b>	<b>Resources</b>
Week 26		Events leading to the Tiananmen Square demonstrations.	<p>Students identify reasons for the growth in protest and research the 'wall of protest'.</p> <p>Assess reasons for the popular demand that Deng revise his Four Fundamentals.</p> <p>Create a profile of Chen Yun (Liao Chengyun). Class to discuss his significance.</p> <p>Students could compare the significance of individuals linked with corruption, especially in Heilongjiang province.</p> <p>Look at the student protest in 1986: was this a long term cause of events at Tiananmen.</p> <p>Debate the extent to which the protest was motivated by political or by economic factors.</p>	Compare state broadcasts and literature on the cause of the protest with student accounts. Is it possible to come to an objective and balanced view?	<p>State broadcasts on events in Tiananmen Square.</p> <p>Students accounts of events.</p>

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Week 27		Events leading to Tiananmen Square demonstrations and the aftermath.	<p>Students produce a chronological, factual narrative of events.</p> <p>Students could work in two groups. One to produce an account from the student perspective; the other from the perspective of the government.</p> <p>Class debate on perspective.</p> <p>Research the role of international media. Each student could produce one contemporary account from international media.</p> <p>How did this type of reporting affect events in the Square?</p> <p>What lay behind the decision of the government to clear the Square? Students to produce a diagram to illustrate how different factors interacted.</p> <p>Discuss the impact that the removal of Zhao Ziyang had on the protest: has this changed perceptions in anyway?</p>	<p>Differentiation by research tasks.</p> <p>Opportunities for additional extension reading.</p> <p>Students task might consider how the portrayal of the massacre has changed over time.</p>	<p>Eyewitness accounts of the events.</p> <p>Use YouTube clips of the events, especially 'Tank Man'.</p> <p>Guided reading and worksheets to support research tasks.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 28	China as a global power by 1997.	Diplomatic ties and role in the UN Security Council; IMF and World Bank; co-operation with Japan and growing trade links; improved relations with the USA and visits; Hong Kong regained.	<p>Review reasons for rapprochement with the USA (see Week 18).</p> <p>Construct profiles for Zhou Enlai and Kissinger.</p> <p>Establish a prioritised list of reasons why relations deteriorated after 1979.</p> <p>Class debate: why did the USA formally recognise Communist China and accept the PRC's right to replace Taiwan in the UN?</p> <p>Class could identify reasons for improved relations between Taiwan and China in the 1980s.</p> <p>Students might research the Nine Principles on Taiwan. They could work in pairs looking at one principle each and explaining why the PRC advocated it.</p> <p>Discuss how events in Tiananmen and Hong Kong affected the position of Taiwan.</p> <p>Students present a report to the UN on the rights and wrongs of China's relations with Taiwan and the issues still unresolved by 1997.</p> <p>Examine China's involvement with the World Bank and the IMF.</p>	<p>An opportunity for students to extend their knowledge by considering the Taiwan issue from a range of perspectives:</p> <ul style="list-style-type: none"> <li>• China</li> <li>• Taiwan</li> <li>• USA.</li> </ul> <p>Account for the different interpretations.</p> <p>Students might consider the position of China in the World Bank and its relations with the IMF.</p> <p>Students consider maps as a historical source. How are territorial ambitions reflected in the drawing up of maps?</p> <p>Discuss: was Taiwan betrayed by the international community?</p>	<p>Maps of Taiwan and China.</p> <p>Extracts from Ye's Nine Principles.</p> <p>Academic reading on foreign policy in the period.</p> <p>Contemporary accounts of events.</p>



Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 29		Diplomatic ties and role in the UN Security Council; IMF and World Bank; co-operation with Japan and growing trade links; improved relations with the USA and visits; Hong Kong regained.	<p>Students could research relations between China and Japan, particularly looking at growing trade links.</p> <p>Students construct a timeline detailing the history of Hong Kong and its relationship with Britain.</p> <p>Students could design a poster from the 1980s detailing why Hong Kong was an attractive place to do business. Links should be made to the property boom and the rise of the super rich.</p> <p>Debate: why did the PRC allow Hong Kong to flourish and why allow further investments in the new territories such as Kowloon?</p> <p>Investigate Sino-British relations. Students could divide into two groups. One representing Deng Xiaoping and the other, Thatcher. Recreate the demands made and the negotiations over sovereignty.</p> <p>Discuss why Thatcher apparently conceded sovereignty so readily in the negotiations in 1984.</p> <p>Students might examine the concept of the SAR.</p>	<p>Develop an understanding of the international position of China by comparing theatres.</p> <p>Where was China's focus in international affairs?</p> <p>Class might also debate the notion of ethics in foreign policy: can historians ever make judgements about the morally right course of action?</p> <p>Look at the USA's drive to improve Human Rights in China.</p> <p>Wider reading on Hong Kong.</p>	<p>Primary source material and video.</p> <p>Newspaper accounts from the period.</p> <p>Maps of Hong Kong and Kowloon.</p> <p>Guided reading and worksheets to support research tasks.</p>

			Consider the issues in trying to convince hardline communists of the need for such ideological compromise.		
			<p>Create a profile for Patten.</p> <p>Why, as the last governor, did he introduce so much reform in the last years of Britain's position in Hong Kong?</p> <p>Debate:</p> <ul style="list-style-type: none"> <li>• was the British decision to leave China in the best interests of the people of Hong Kong</li> <li>• what impact did the accession of Hong Kong have on wider Chinese politics and its relations with other countries?</li> </ul>		

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 30	Overview	Revision	<p>Look back over material from Part Two and create:</p> <ul style="list-style-type: none"> <li>• a timeline and glossary for each of the three sections of content</li> <li>• a summative wall poster.</li> </ul> <p>Review the overall trends in China between 1936 and 1997.</p> <p>Consider whether experience of the transformation of China was more positive for some groups in society than others.</p> <p>Review the skills of source analysis and essay writing.</p> <p>Consider the influence of key figures across the period, eg Jiang, Mao, Deng and Hua.</p> <p>Consider events and development from different perspectives, eg political or social and economic. Look at the introductory paragraph for this option and reflect on the key issues and concepts of this study.</p> <p>Look at back at material from Part One (see Week 30 of Part One) and review the whole</p>	<p>Differentiation by task and in students' reflection and selection of material.</p> <p>Evaluation of conflicting primary sources.</p> <p>Students could practice exam-style questions.</p>	<p>Notes and materials from Parts One and Two.</p> <p>Further source material which could be assembled by students.</p> <p>Exam-style questions.</p>



course.

As a class, reflect 'what have we learnt?'.



Version DRAFT

First published July 2015