

## Scheme of work – Cambridge IGCSE<sup>®</sup> History (US) 0416

### Depth Study D: China, 1945–c.1990

#### 1: Why did China become a Communist state in 1949?

##### Recommended prior knowledge

A background knowledge of China from around 1930

##### Context

An insight into the emergence of China as a communist country after World War 2.

##### Outline

Why did China become a Communist state in 1949?

Focus points	Suggested teaching activities	Learning resources
How far did the Second World War weaken the Nationalist government?	Students will investigate the impact of the Second World on the Nationalists and how increasingly they were losing the support of the Chinese peasant population. How did Chiang Kai-shek's method of government contribute to a sense of disunity? How strong were the Nationalists in 1945?	<p>McAleavy, T <i>Twentieth Century History: International Relations since 1919</i></p> <p>Brodkin, A. et al. <i>GCSE Modern World History Active Book CD-ROM</i> pages 10–11</p> <p>Heater, D. <i>Our World this Century</i> pages 116–118</p> <p><a href="http://www.historylearningsite.co.uk/china_1900_to_1976.htm">www.historylearningsite.co.uk/china_1900_to_1976.htm</a></p> <p>Good links on China up to 1945.</p>
How far did the Second World War strengthen the Communists?	Students will investigate the impact of the Second World on the Communists in respect to the way they increased their popularity with	Brodkin, A. et al. <i>GCSE Modern World History Active Book CD</i> pages 10–11

Focus points	Suggested teaching activities	Learning resources
	the peasants and their defeat of the Japanese in many areas. Why, then, did the Allies want to reinstate Chang?	<a href="http://gcsehistory.org.uk/impactofwar">http://gcsehistory.org.uk/impactofwar</a>
Why was there widespread support for the Communists amongst the peasants?	Students will examine the ways that the Communists won over the peasants and gained support from them during the war and in the years immediately after. How far did this contribute to the Civil War?	Brodkin, A. et al. <i>GCSE Modern World History Active Book CD</i> pages 12–13
Why did the Communists win the Civil War?	<p>Students will investigate in groups the reasons why the Communists won the Civil War and the relative importance of each factor that included guerrilla tactics, Mao's personal support from peasants and the middle classes, defections from the Nationalists and the strength of the Red Army. The findings from each group should be presented visually.</p> <p>Groups of students brainstorm the reasons for the establishment of Communist rule in China in 1949 and produce a mind map. This should be developed to show the problems facing the new Communist rulers in 1949.</p> <p>Students revise the work completed at the end of this section and complete a past Cambridge IGCSE past paper on this topic</p>	<p>Brodkin, A. et al. <i>GCSE Modern World History Active Book CD</i> pages 12–13</p> <p>Heater, D. <i>Our World this Century</i> pages 118–120</p> <p><a href="http://www.youtube.com/watch?v=Jfhjq8oBB_CQ">www.youtube.com/watch?v=Jfhjq8oBB_CQ</a> YouTube video on Civil War in China.</p> <p><a href="http://www.historylearningsite.co.uk/china">www.historylearningsite.co.uk/china</a></p> <p>Past questions papers – can be accessed by logging onto the Cambridge Teacher Support website <a href="http://teachers.cie.org.uk">http://teachers.cie.org.uk</a></p>

## Depth Study D: China, 1945–c.1990

### 2: How far had Communist rule changed China by the mid–1960s?

#### Recommended prior knowledge

A background knowledge of the economic, social and political state of China prior to 1949.

#### Context

An insight into the ways in which China had changed by the mid–1960s.

#### Outline

How far had Communist rule changed China by the mid–1960s?

Focus points	Suggested teaching activities	Learning resources
What changes in agriculture did Communist rule bring?	<p>Students will chart the implications of the different stages of Mao's government's agricultural reforms including the 1950 Act and the attack on the landlords and the establishment of Mutual Aid Teams, Co-operatives and Communes.</p> <p>Students should now investigate how successful these reforms were in overcoming the agricultural problems facing the government which could be represented in a table that identified problems and outcomes.</p>	<p>Brodkin, A. et al. <i>GCSE Modern World History Active Book CD</i> pages 14–15</p> <p>Heater, D. <i>Our World this Century</i> pages 120–124</p> <p><a href="http://www.youtube.com/watch?v=Yd2oUdH5SgA">www.youtube.com/watch?v=Yd2oUdH5SgA</a></p> <p>Two-part YouTube video on the impact of Mao's policies on the economy.</p>
What was the impact of the Communists' social reforms?	<p>Students will investigate the social change reforms introduced by the Chinese government including literacy, women's rights, public health and healthcare. What impact did these different reforms have on the population as a whole including the destruction of traditional culture?</p>	<p>Brodkin, A. et al. <i>GCSE Modern World History Active Book CD</i> pages 18–19</p> <p><a href="http://gcsehistory.org.uk">http://gcsehistory.org.uk</a></p>
How successful were the Five-Year Plans in increasing production?	<p>Students will brainstorm reasons for the introduction of the Five Year Plans.</p> <p>Students will then detail the features of the first Five Year Plan and the Great Leap forward in table form, identifying the changes brought about in the various industries / agriculture evaluating their success.</p>	<p>Brodkin, A. et al. <i>GCSE Modern World History Active Book CD</i> pages 16–17</p> <p><a href="http://www.historylearningsite.co.uk/china_five_year_plan.htm">www.historylearningsite.co.uk/china_five_year_plan.htm</a></p> <p>Overview of the Five Year Plans in China</p>

Focus points	Suggested teaching activities	Learning resources
	Using a collection of different types of source material identifying the changes brought about in the various industries/agriculture and evaluating success.	
Did the Chinese people benefit from Communist rule?	<p>Students will examine the successes and failures in the way people were affected by economic and social change brought about by Mao's government.</p> <p>Students revise the work completed at the end of this section and complete a past IGCSE question/paper on this topic</p>	<p>Brodkin, A. et al. <i>GCSE Modern World History</i> Active Book CD pages 20–23</p> <p>Past questions papers – can be accessed by logging onto the Cambridge Teacher Support website <a href="http://teachers.cie.org.uk">http://teachers.cie.org.uk</a></p>

## Depth Study D: China, 1945–c.1990

### 3: What was the impact of Communist rule on China's relations with other countries?

#### Recommended prior knowledge

A background knowledge of the way countries interact with one another and what this interaction is based on.

#### Context

An insight into the way other countries interacted with the Communist state of China.

#### Outline

What was the impact of Communist rule on China's relations with other countries?

Focus points	Suggested teaching activities	Learning resources
What have been China's changing relationships with neighbouring states?	Students examine the relationship that China had with its neighbouring countries at the time the Communists came to power in 1949. The countries investigated should include the USSR, Hong Kong, Tibet, India, Taiwan and Vietnam, identifying successful and less successful features where appropriate. The outcome should be presented in the form of a chart.	Brodkin, A. et al. <i>GCSE Modern World History</i> Active Book CD pages 24–25 Heater, D. <i>Our World this Century</i> page 24
Why did China try to improve relations with the USA after 1970?	Students investigate the reasons behind the developing relationship China had with the USA from the threat of war in Korea to the successful negotiations with Richard Nixon.	Brodkin, A. et al. <i>GCSE Modern World History</i> Active Book CD pages 26–27 <a href="http://gcsehistory.org.uk/modernworld/maos_china/chinese_us_relations.htm">http://gcsehistory.org.uk/modernworld/maos_china/chinese_us_relations.htm</a>
How far was China established as a superpower by the time of Mao's death?	Students brainstorm criteria for being considered a superpower and apply the criteria to China by the time of Mao's death in 1976 producing both sides of the argument.	Brodkin, A. et al. <i>GCSE Modern World History</i> Active Book CD pages 28–29
How far have China's relations with other countries improved since Mao's death?	Consider in groups what is meant by 'economic liberalism' and apply the criteria to the increase of China's international economic influence between 1976 and c.1990  Students revise the work completed at the end of this section and complete a past IGCSE question/paper on this topic	Past questions papers – can be accessed by logging onto the Cambridge Teacher Support website <a href="http://teachers.cie.org.uk">http://teachers.cie.org.uk</a>

## Depth Study D: China, 1945–c.1990

### 4: Has Communism produced a cruel dictatorship in China?

#### Recommended prior knowledge

An understanding of life in countries run by dictators.

#### Context

An insight into the effects of Communism on life in China.

#### Outline

How cruel was Mao's dictatorship in China?

Focus points	Suggested teaching activities	Learning resources
Why did Mao launch the Cultural Revolution?	Students identify a definition of the Cultural Revolution as introduced by Mao.	Brodkin, A. et al. <i>GCSE Modern World History</i> Active Book CD pages 30–33 <a href="http://www.youtube.com/watch?v=bkt6O4QW45s">www.youtube.com/watch?v=bkt6O4QW45s</a> YouTube video on the Cultural Revolution.
	In groups students discuss the part played by the Hundred Flowers Campaign. What did Mao intend and what were the results?	<a href="http://gcsehistory.org.uk/hundredflowersmovement">http://gcsehistory.org.uk/hundredflowersmovement</a>
	Students investigate the reasons for the Cultural Revolution including the reassertion of his power, elimination of political opposition and the status of the peasants.  Using a variety of source materials, students develop of 'picture' of what happened during the revolution and present this information visually.	
What was the impact of the Cultural Revolution on China?	Students produce a mind map of r the impact of the Cultural Revolution on China and the relative importance of the factors involved including politics, the economy and the increase in violence and terror	Brodkin, A. et al. <i>GCSE Modern World History</i> Active Book CD pages 34–35 <a href="http://gcsehistory.org.uk/modernworld/maos_china/culturalrevolution_impact">http://gcsehistory.org.uk/modernworld/maos_china/culturalrevolution_impact</a>

Focus points	Suggested teaching activities	Learning resources
		<a href="#">htm</a> Overview of the impact of the Cultural Revolution.
Did the death of Mao lead to improvements in the lives of Chinese people?	<p>Students consider the extent to which the death of Mao led to improvements in the lives of people in China. The results could be included in a table.</p> <p>Using a variety of material and working in groups, students produce a radio or TV news broadcast script in the form of an obituary for Mao. This should use ICT and other visual aids as appropriate.</p>	Brodtkin, A. et al. <i>GCSE Modern World History Active Book CD</i> pages 38–39  <a href="http://gcsehistory.org.uk/modernworld/maos_china/leadership.htm">http://gcsehistory.org.uk/modernworld/maos_china/leadership.htm</a> Overview of Mao's leadership.  <a href="http://www.youtube.com/watch?v=TFKlpWB_e6Xs">www.youtube.com/watch?v=TFKlpWB_e6Xs</a> History Channel documentary on Chairman Mao.
How far did economic development in the 1980s also produce social and political change?	<p>Students investigate social and political change in China during the 1980s. Students then consider the factors that led to these changes and consider the importance of economic development in causing these.</p> <p>Students revise the work completed at the end of this section and complete a past IGCSE question/paper on this topic</p>	<a href="http://www.foreignaffairs.com/articles/33618/ross-terril/china-enters-the-1980s">www.foreignaffairs.com/articles/33618/ross-terril/china-enters-the-1980s</a> Related essays to China in the 1980s.  <a href="http://factsanddetails.com/china.php?itemid=79">http://factsanddetails.com/china.php?itemid=79</a> Information on the 1978 Reforms and their impact after Mao.  Past questions papers – can be accessed by logging onto the Cambridge Teacher Support website <a href="http://teachers.cie.org.uk">http://teachers.cie.org.uk</a>