



Department of  
Education

# Year 12 ATAR Modern History China



Except where indicated, this content © Department of Education Western Australia 2020 and released under Creative Commons [CC BY NC](https://creativecommons.org/licenses/by-nc/4.0/). Before re-purposing any third party content in this resource refer to the owner of that content for permission.



<https://creativecommons.org/licenses/by-nc/4.0/>

## UNIT 3: China 1935–1989 (the Long March to the Tiananmen Massacre)

**There are eleven (11) steps in this work package.**

### Step 1:

Below is a sample teaching plan for this unit. Highlight or tick the content you have already covered in your course. You can do this by matching the key teaching points to your school's Course Outline. Use your texts, or on-line resources to create study notes on the areas you still have to cover.

### Unit 3 Key Teaching Points:

#### Background, the Long March and the establishment of Yan'an under Mao Zedong's leadership.

- an overview of China in 1935 as background for more intensive study of the period; At this time China was a backward Feudal society
- introduction to the significant ideas of the period, including nationalism, Marxism
- patriarchal society; Women could be forced into marriage; girls could be sold into slavery; 80% of population peasants; mainly illiterate.
- the purpose and nature of the Long March; First Civil War: 1935 - 1937
- Mao Zedong
- groups: Warlords; Landlords; Peasants; Red Army
- role of Comintern
- economic forces: Introduction of Marxist reforms in Soviets – Jiangxi and Yan'an
- 'the Yan'an Way', the Zunyi Conference and Mao Zedong's rise to prominence
- life in the base areas, including class and gender relations

#### Key themes from the School Curriculum and Standards Authority (SCSA) Syllabus:

- Significant Ideas: Nationalism, Marxism
- Significant Individuals: Jiang Jieshi, Mao Zedong, Zhu Enlai

## The battle for ideological supremacy: The Chinese Communist Party (CCP) and the Guomindang (GMD)

- introduction to the significant ideas of the period, including Maoism
- similarities and differences in both structure and ideology between the Guomindang (GMD), and the Chinese Communist Party and the conflict that led to a change in the regime in 1949
- the Xian Incident and the role of the Chinese Communist Party's participation in the war against Japan; Sino-Japanese War (1937-1945) Second Civil War (1945-1949);
- rectification movement; Rectification Campaigns (1942);
- declaration of the People's Republic of China on the 1st October 1949

### Key themes from the SCSA Syllabus:

- Significant Ideas: Nationalism, Marxism, Maoism
- Significant Individuals: Jiang Jieshi, Mao Zedong, Zhu Enlai

## The establishment of the Socialist State under the CCP and Mao Zedong

- establishment of the People's Republic of China on the 1st October 1949
- 1950 Marriage Law, gender equality, improved education
- Mao's Six Main Ideas: Nationalism; Mass Line; Socialist Transformation; Continuing Revolution; Predominance of the CCP and leadership; Revolutionary Warfare
- Chinese involvement in the Cold War and relations with the United States in the Korean conflict (1950–1953);
- establishment of the communist state, including initial social and economic reforms (1950–1957) First Five Year Plan 1953 – 1957; Mao's Walking on Two Legs: Industry and Agriculture
- the Hundred Flowers Movement; the Anti-Rightist Movement
- characteristics and impact of the Great Leap Forward (1958–1961), Three Bitter Years of Famine; Reds Vs Experts
- role of communes; inflation of production figures to Beijing
- methods of production, and the difficulties faced by workers and peasants
- Sino-Soviet Split
- Mao loses power; retains Chairman of the Chinese Communist Party but Liu Shaoqi became leader of the People's Republic of China. With Deng Xiaoping, a Capitalist Roader, introduced agricultural market reforms to feed the people.

### Key themes from the SCSA Syllabus:

- Significant Ideas: Nationalism, Marxism, Maoism – Mao's Six Main Ideas
- Significant Individuals: Mao Zedong, Liu Shaoqi, Deng Xiaoping

## The Cultural Revolution

- the causes and significance of the Great Proletarian Cultural Revolution (1966–1976) as a continuing attempt to organise Chinese social and economic life and to suppress dissent – Mao regains power
- Use of Red Guards to reintroduce revolutionary fervour into society; Mao's idea of Continuing Revolution
- Disruption to all forms of education; schools and universities closed
- Red Guards had to be reined in by the People's Liberation Army; Students' Down to the Countryside Campaign
- Lin Biao and Mao's Little Red Book
- Deification of Mao Zedong: Cult of Mao;
- Removal of the Four Olds
- the implications for groups within China, including rural peasants and political dissidents
- death of Mao 1976; leadership changes and the 'Gang of Four'; Trial of the Gang of Four

### Key themes from the SCSA Syllabus:

- Significant Ideas: Nationalism, Marxism, Maoism – Mao's Six Main Ideas
- Significant Individuals: Mao Zedong, Madame Mao or Madame Qing, Gang of Four

## Deng Xiaoping

- the emergence of Deng Xiaoping as paramount leader in the post-Mao era, including ‘Socialism with Chinese Characteristics’ - socialist market economy (Dengism)
- introduction to the significant ideas of the period, including nationalism, Dengism; Four Modernisations: Industry, Agriculture – dismantling of communes – Defence and Science and Technology.
- the nature and practice of China’s subsequent international relations until the 1980s; Special Economic Zones
- social and economic reforms after 1978; Four Modernisations; One Child Policy; return to examinations; return to Experts over Reds
- Democracy Wall
- student protests and the Tiananmen Massacre 1989
- the role and impact of significant individuals in the period, including political, military and social/cultural leaders
- the nature and practice of China’s subsequent international relations until the 1980s

### Key themes from the SCSA Syllabus:

- Significant Ideas: Nationalism, Dengism
- Significant Individuals: Deng Xiaoping, Hua Guofeng

**Useful links:**

- Alpha History  
<https://alphahistory.com/chineserevolution/>  
(Date accessed: 23<sup>rd</sup> March 2020)
- History Learning Site  
<https://www.historylearningsite.co.uk/modern-world-history-1918-to-1980/china-1900-to-1976/>  
(Date accessed: 23<sup>rd</sup> March 2020)
- SCSA – past WACE exam papers:  
<https://senior-secondary.scsa.wa.edu.au/further-resources/past-atar-course-exams/modern-history-past-atar-course-exams>  
(Date accessed: 23<sup>rd</sup> March 2020)

**Step 2:**

The syllabus dot point that we are going to concentrate on for this activity is economic initiatives or forces. Complete the retrieval chart below using your textbook and the internet.

**Graphic Organiser – Economic Initiatives or Forces**

	<b>Nationalist Decade</b>	<b>Life on the Soviets: Jiangxi and Yan’an</b>	<b>1949 – 1952 Nationalisation of Industry</b>	<b>1953 – 1957 First Five Year Plan</b>	<b>1958 – 1961 Second Five Year Plan Great Leap Forward</b>	<b>1966 -1976 Great Cultural Proletariat Revolution</b>	<b>1976 – 1989 Post Mao Society</b>
<b>Leadership</b>							
<b>Economic Impact</b>							
<b>Social and Cultural Impact</b>							
<b>External Forces</b>							



**Step 3:**

This activity asks you to review the causes, characteristics and effects of ONE key event. You will be required to complete a graphic organiser on the Great Leap Forward.

Use the following to complete the graphic organiser on the next page.

- your notes
- text book
- websites
- other sources.

Select key evidence ONLY to include in your graphic organiser; see example below:

<b>Graphic Organiser: 1934 -1935 Long March</b>					
<b>Long term</b>	<b>Short term</b>	<b>Catalyst</b>	<b>Nature + characteristics</b>	<b>Key Incidents</b>	<b>Impact</b>
<ul style="list-style-type: none"> <li>• Instability + discontent of Qing Imperial System and Nationalist Rule (P, S, E)</li> <li>• Shanghai Massacre of 1927 fragmented the CCP and forced them to establish rural</li> </ul>	<ul style="list-style-type: none"> <li>• Four unsuccessful Encirclement campaigns</li> <li>• Successful reforms in the Jiangxi-Soviet</li> <li>• Nationalism</li> <li>• Marxism</li> </ul>	<ul style="list-style-type: none"> <li>• Fifth and final Encirclement campaigns</li> </ul>	<ul style="list-style-type: none"> <li>• Guerrilla warfare</li> <li>• Propaganda</li> <li>• Treatment by the Red Army of the peasants</li> <li>• Eight points of Attention</li> <li>• Role of Cadres</li> <li>• Harsh conditions</li> </ul>	<ul style="list-style-type: none"> <li>• Zunyi Conference → Mao established himself as leader of the CCP</li> <li>• Lunding Bridge Crossing</li> </ul>	<ul style="list-style-type: none"> <li>• Yan'an</li> <li>• CCP established itself as a viable alternative to the Nationalists</li> </ul>

Graphic Organiser for the Great Leap Forward					
Long Term Causes	Short Term Causes	Catalyst	Characteristics	Key Incidents	Effects/Consequences /Impact

**Step 4:**

In this activity, you are presented with one essay question that is related to this You will also be provided with a model of an essay plan. In Step 5, you will be asked to develop your own essay plan in response to a question.

**Essay Question 1:**

Analyse how the Chinese Communists won popular support in regions under their control between 1935 and 1949.

This first question includes a model of an essay plan (you wouldn't need to use all of this information; your response would depend upon your argument). Read through the essay plan, highlighting the key points of the four paragraphs you would use. Develop a thesis statement and outline a conclusion for this essay in dot points.

<p><b>Introduction</b></p>	<p><b>Thesis statement or Proposition:</b>                  The Chinese Communist Party (CCP) was founded by Chen Duxit and Li Dazhao in Shanghai in 1921 and Mao Zedong was a founding member. The CCP won popular support in their controlled regions and beyond because of the force of their ideas and leadership as well as through events such as the Long March and the Japanese invasion of China.</p> <p><b>Outline of Discussion:</b></p> <ul style="list-style-type: none"> <li>▪ Reasons for significance of the Communist ideology and popular support – especially from the peasants - include the economic long boom, foreign policy, stable leadership and important changes in immigration</li> <li>▪ Reforms introduced by the Communists</li> <li>▪ Comparison with the Guomindang</li> </ul>
<p><b>Paragraph 1: Ideas</b></p>	<p><b>Topic Sentence/s:</b></p> <p><b>Explanation &amp; Evidence:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Ideas:</b> Maoism was the Sinofication of Marxism or the adaption of Marxist ideas to suit Chinese realities and conditions by emphasising the role of peasants as a revolutionary force.</li> <li>▪ Maoism contained the following tenets: the goal of national independence, unity and the removal of foreign control, the socialist transformation of China, the mass line where Chinese citizens would participate in revolutionary change, continuing revolution to remove contradictions to political ideology and the predominance of the CCP. These were intellectual ideas.</li> <li>▪ However, to gain the support of the peasants, propaganda plainly communicated ideas related to land ownership and lands reform. These played a fundamental part in securing broad support from the peasantry.</li> <li>▪ During the war against Japan, the idea that the CCP were the true</li> </ul>



	<p>Chinese Nationalists, rather than the Guomindang (GMD), gained many new Communist supporters.</p> <ul style="list-style-type: none"> <li>▪ The Guomindang failed to gain the support of the people despite its close links to Dr Sun Yixian.</li> </ul>
<p><b>Paragraph 2: Long March</b></p>	<p><b>Topic Sentence:</b></p> <p><b>Explanation &amp; Evidence:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Long March:</b> The Long March from 1934 to 1935 provided a ‘seeding ground’ for rural communism <ul style="list-style-type: none"> <li>○ Marxist/Maoist ideas that related to land reforms that appealed to the peasants were spread during the Long March</li> <li>○ Role of cadres in promoting Marxism to the peasants and for the Red Army to gain valuable intelligence.</li> <li>○ Treatment of the peasants in comparison to the Nationalists; Eight Points of Attention</li> <li>○ Also, the Long March provided a heroic myth for Chinese Communists to communicate about themselves and provided the leaders for CCP’s controlled regions.</li> <li>○ At the end of the Long March, Yan’an in Shaanxi province became the CCP’s main base where Mao’s leadership stabilized and his role as the ideologue of Chinese Communism developed as evident in his writings at that time.</li> </ul> </li> </ul>
<p><b>Paragraph 3: Leadership:</b></p>	<p><b>Topic Sentence:</b></p> <p><b>Explanation &amp; Evidence:</b></p> <ul style="list-style-type: none"> <li>▪ Zunyi Conference of 1935 established Mao as leader of the CCP – strong, pragmatic leadership; military tactician</li> <li>▪ developing CCP ideology and gaining support from the peasants and women in areas under CCP control.</li> <li>▪ In CCP controlled area land reform policies were implemented. Peasants were well treated, landlords ousted and women given greater consideration and opportunities related to equality with men.</li> <li>▪ Yan’an became a base in 1936 and the idea of the Yan’an Spirit developed and spread.</li> <li>▪ During WWII Communist controlled areas extended hundreds of miles behind Japanese lines in northern and central China.</li> <li>▪ During the Civil War (1945-1949), Communist influence extended into Manchuria and gradually throughout China until victory in 1949 when the CCP ruled all of China.</li> </ul>
<p><b>Paragraph 4: Sino-Japanese War, WWII &amp; Civil War:</b></p>	<p><b>Topic Sentence:</b></p> <p><b>Explanation &amp; Evidence:</b></p> <ul style="list-style-type: none"> <li>▪ CCP propaganda promoted the Communists as the true Chinese nationalists and patriots fighting the Japanese rather than the GMD led by Jiang Jieshi. Propaganda targeted GMD corruption and poor treatment of peasants.</li> <li>▪ This increased the popularity of the CCP and the People’s Liberation</li> </ul>



	<p>Army (PLA) not only in their controlled regions but outside as well.</p> <ul style="list-style-type: none"> <li>▪ Rural activists and patriotic youths from the cities joined the PLA as opposed to the soldiers who were conscripted to fight for the Nationalists.</li> <li>▪ <b>Propaganda and indoctrination</b> were very significant methods in gaining support for the CCP in their regions.</li> </ul>
<p><b>Conclusion:</b></p>	<p>The Chinese Communist Party gained popular support to a number of reasons with ideology and leadership being most significant.</p> <p><b>Reassert Thesis Statement. Don't forget the conclusion is worth three marks</b></p>

**Step 5:**

Now it's your turn to construct an essay plan for one of the questions below using the example from Step 4, your retrieval chart, websites and textbooks for information.

Ensure that your essay plan outlines at least four paragraphs and uses a clear paragraph structure. Remember the conclusion is as important as the introduction.

**Essay Question 2:**

Argue for and against the proposition that: *'The 1949 revolution failed to bring about significant long term change.'*

*Hint: Consider the changes introduced during Mao's Socialist Transformation. Was Chinese society improved as a result of these changes? Although this question asks you to debate both for and against, you must develop a strong thesis statement and present one argument over the other. For example, if you argue the affirmative, that the revolution failed to bring about significant change, this should dominate your essay but you are expected to present the counter argument.*

**Essay Question 3:**

Analyse how the ideas of Mao Zedong changed Chinese society between 1949 and 1976.

*Hint: When presented with a question on society, think politically, economically, socially and culturally. Do not focus on one only.*

**Step 6:**

In this activity, you are going to reflect on your essay plan from Step 5, using the SCSA marking key as a guide. Read through the marking key and use it to evaluate your essay plan. What mark do you think you would have achieved?

- Link to SCSA Modern History Year 12 Marking Key:

[https://seniorsecondary.scsa.wa.edu.au/data/assets/pdf\\_file/0018/593001/2019\\_HIM\\_Ratified\\_Marking\\_Key.PDF](https://seniorsecondary.scsa.wa.edu.au/data/assets/pdf_file/0018/593001/2019_HIM_Ratified_Marking_Key.PDF) (Date accessed: 23<sup>rd</sup> March 2020)

**Section Two: Essay–Unit 3**

**25% (25 Marks)**

Marking key for Questions 2–10.

Description	Marks
<b>Thesis introductory paragraph</b>	
Introductory paragraph clearly related to the area/topic of the question, containing understanding of focus and key terms of the question, which gives a clear sense of the direction of the essay.	3
Introductory paragraph contains a few sentences outlining the theme of the essay and including a simple proposition.	2
The paragraph gives a general indication that the topic is understood and includes a simple proposition. The opening paragraph has a sentence or two outlining the 'who' or 'what' to be discussed in the essay.	1
No evidence of this criterion.	0
<b>Subtotal</b>	<b>3</b>
<b>Synthesised narrative</b>	
Demonstrates an understanding of the inter-relationship between events, people and ideas, and continuity and change.	4
Demonstrates an understanding of the narrative, for example that there are relationships between events, people and ideas, and/or continuity and change.	3
A mainly chronological narrative with some content about, for example, events, people and ideas, and/or continuity and change.	2
A simple narrative, not always showing an understanding of the correct chronology and with minimal reference to events, people and ideas.	1
No evidence of this criterion.	0
<b>Subtotal</b>	<b>4</b>
<b>Argument</b>	
Develops a sustained and sophisticated argument which shows a depth of analysis throughout the essay which is analytical, logical and coherent.	5–6
Develops an argument which is analytical, logical and coherent and shows an understanding of the inter-connectedness of the narrative.	4
Written with a sense of argument using some appropriate language of history.	3
The response contains a number of generalisations and statements that lack supporting evidence.	2
Disjointed discussion/argument suggests little understanding of the topic and/or historic analysis of changing circumstance or continuity and change.	1
No evidence of this criterion.	0
<b>Subtotal</b>	<b>6</b>
<b>Supporting evidence</b>	
Detailed, accurate and relevant evidence used in a manner that assists analysis and evaluation. In responding to an essay instruction of debate or evaluate that proposition, historical evidence is used to argue for and against a view/proposition. Uses and cites accurately modern sources to develop or strengthen arguments.	7–9
Mainly accurate and relevant evidence throughout the essay. If quotations, sources, statistics are used as supporting evidence, they are cited in some coherent fashion.	5–6
Some relevant and accurate evidence is provided.	3–4
Limited evidence is provided that is sometimes inaccurate or irrelevant.	2
Very limited evidence is provided or is often irrelevant or inaccurate.	1
No evidence of this criterion.	0
<b>Subtotal</b>	<b>9</b>
<b>Conclusion</b>	
Draws the essay's argument or point of view together.	3
Summarises the essay's point of view.	2
Is based on the essay's general focus. Is very superficial, or vaguely summarises with use of clichés such as 'In conclusion ...' or one that just repeats the proposition stated in the introduction.	1
Little to no attempt at providing a conclusion.	0
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>25</b>

Source: School Curriculum and Standards Authority, Modern History, ATAR course examination 2019 Marking Key [https://senior-secondary.scsa.wa.edu.au/data/assets/pdf\\_file/0018/593001/2019\\_HIM\\_Ratified\\_Marking\\_Key.PDF](https://senior-secondary.scsa.wa.edu.au/data/assets/pdf_file/0018/593001/2019_HIM_Ratified_Marking_Key.PDF) (Date accessed: 23<sup>rd</sup> March 2020)



**Step 7:**  
 This activity consists of an example of a Source Analysis. In Steps 8 and 9, you will be asked to create your own source analysis.

Refer to the website and study the source. Take the time to study the deconstruction of the source in the chart below.

- Link to Alpha History website:  
<https://alphahistory.com/chineserevolution/barnett-mood-southern-china-1948/>  
 (Date accessed: 23<sup>rd</sup> March 2020)

<b>Elements:</b> <b>Identify key features of source</b>	<ul style="list-style-type: none"> <li>• 1948; American writer in Southern China</li> <li>• public mood in Guomindang regions</li> <li>• no resistance to Communists</li> <li>• scarcity of media to convey the truth.</li> </ul>	<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: auto;"> <p>INSERT SOURCE –                  You may want to copy and paste the source here.</p> </div>
<b>Historical Context:</b> <b>Focus, events detail</b>	<ul style="list-style-type: none"> <li>• last days of the Second Civil War</li> <li>• Guomindang in retreat</li> <li>• Mao Zedong</li> <li>• Chinese Communist Party set to take victory</li> <li>• Jiang Jieshi leadership in comparison with Mao’s</li> </ul>	
<b>Author’s Perspective:</b> <b>Identify &amp; account Purpose</b>	<ul style="list-style-type: none"> <li>• Critical of the Central Government, of the leadership of Jiang Jieshi.</li> <li>• To expose the reasons for the inevitable defeat of the Nationalists.</li> <li>• To prepare the Americans for the loss of the Nationalists and the fall to Communism</li> <li>• Frustration at lack of accurate coverage of the Second Civil War understanding that the Chinese people simply wanted</li> </ul>	



<p><b>Motive</b></p> <p><b>Place</b></p> <p><b>Time</b></p>	<p>peace and stability</p> <ul style="list-style-type: none"> <li>• Need to convey this information to the world</li> </ul> <p>China</p> <p>1948 – during the Civil War.</p>
<p><b>Message</b></p>	<p>The message of the source was that the Chinese had suffered enough, were resigned to a Communist victory and wanted peace and unity for their nation.</p>
<p><b>Usefulness – Strength</b></p> <p><b>Weakness</b></p>	<ul style="list-style-type: none"> <li>• written at the time – a contemporary source</li> <li>• American perspective; outsider’s perspective although he had a close relationship with the people due to the years he spent in China with his father</li> <li>• accurate information on the general mood of the people in 1948 – China fell to the Communists on the 1<sup>st</sup> October 1949</li> <li>• American perspective; outsider’s perspective so could have been influenced by his American beliefs during the Cold War</li> <li>• based only on a small group of people in southern China</li> </ul>
<p><b>Contestability</b> <b>(Usually Unit 4)</b></p>	<p>This message could be contested because opposition to the Communists continued after the 1<sup>st</sup> October 1949 and there were many Chinese who were reluctant to simply accept the change in government. Mao took a number of years to remove all opposition.</p>

**Step 8:**

In this activity you will develop your own Source Analysis. Use the example from Step 7 as a guide.

1. Refer to the following website  
Link to Alpha History: <https://alphahistory.com/chineserevolution/mao-zedong-peasant-cooperatives-1955/>
2. Refer to the source on Mao Zedong Peasant Cooperatives (1955) and complete the table below.

<b>Elements:</b>		<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: auto;"> <p>INSERT SOURCE HERE – You may want to copy and paste the source here.</p> </div>
<b>Identify key features of source</b>		
<b>Historical Context:</b>		
<b>Focus, events detail</b>		
<b>Author’s Perspective:</b>		
<b>Identify &amp; account</b>		
<b>Purpose</b>		
<b>Motive</b>		
<b>Place</b>		
<b>Time</b>		
<b>Message</b>		
<b>Usefulness – Strength</b>		
<b>Weakness</b>		

**Step 9:**

This activity asks you to complete another Source Analysis. Find a source from a website related to a change implemented by Mao after 1949. You may also wish to use old exam papers.

Complete the chart below, based on your chosen source:

<p><b>Elements: Identify key features of source</b></p>		<div data-bbox="1498 727 1883 943" style="border: 1px solid black; padding: 10px; margin: 20px auto; width: fit-content;"> <p>INSERT SOURCE – You may want to copy and paste the source here.</p> </div>
<p><b>Historical Context:</b> <b>Focus, events detail</b></p>		
<p><b>Author’s Perspective:</b> <b>Identify &amp; account</b></p> <p><b>Purpose</b></p> <p><b>Motive</b></p> <p><b>Place</b></p> <p><b>Time</b></p>		
<p><b>Message</b></p>		
<p><b>Usefulness – Strength</b></p> <p style="text-align: right;"><b>Weakness</b></p>		

**Step 10:**  
Use your chosen source from Step 9 and respond to the question.

**Question:**

Explain the historical context of Source 3. Include the relevant events, people and ideas depicted or represented in the source. (3 marks)

Description	Marks
Identify the focus of the source.	1
Outline the causes or events that lead to the focus of the source.	1
Provide specific details for the focus of the source: dates/events/people place/ideas.	1
<b>Total</b>	<b>3</b>

**Markers' notes:** This question is concerned with the historical context in which the source is located. The answer must concentrate on what is in the source and explain the relevance/significance.

Source: School Curriculum and Standards Authority, Modern History, ATAR course examination 2019 Marking Key [https://senior-secondary.scsa.wa.edu.au/data/assets/pdf\\_file/0018/593001/2019\\_HIM\\_Ratified\\_Marking\\_Key.PDF](https://senior-secondary.scsa.wa.edu.au/data/assets/pdf_file/0018/593001/2019_HIM_Ratified_Marking_Key.PDF) (Date accessed: 23<sup>rd</sup> March 2020)

**Response:**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**Step 11:**

View the video and note the key information.

**Video Viewing: The Great Sparrow Campaign Documentary**

Link to YouTube Video: [https://www.youtube.com/watch?v=ehqmmlef6\\_w](https://www.youtube.com/watch?v=ehqmmlef6_w)

(Date accessed: 23<sup>rd</sup> March 2020)

Name and date of video:

---

---

---

Key information:

---

---

---

---

---

---

---

---

---

---

Perspective: (Whose perspective)

---

---

---

---

Purpose:

---

---

---

---

Bias:

---

---

---

---

Well done! You have now completed your first package. Keep this for Semester 1 and WACE Exam revision.