

Marking Schemes

These documents were prepared for markers' reference. They should not be regarded as sets of model answers. Candidates and teachers who were not involved in the marking process are advised to interpret their contents with care.

PAPER 1 (DATA-BASED QUESTIONS)

1. (a) **What, according to Yoshino Sakuzo, should a strong cabinet do?** [4 marks]

L1 One suggestion only with effective clue from the Source; *or* two suggestions with weak support from the Source. [max. 2]

L2 Two suggestions with effective clues from the Source. [max. 4]

- e.g.
- Control the legislative ('the cabinet should govern by controlling a majority in the House of Representative')
 - Be independent from influence by other political forces ('without hostile opposition from the House of Peers and Privy Council, or form the military-clique and Genro')
 - Exert influence ('on a determination to fight and repel any enemies of its beliefs')

(b) **Attitude of the Cherry Blossom Society towards the party politicians of Japan** [4 marks]

L1 Vague answer and/or fails to make good use of the language used in the Source to explain the answer. [max. 2]

L2 Clear answer with good use of the language used in the Source to explain the answer. [max. 4]

Attitude:

e.g. - Hateful

Language:

e.g. - Negative descriptions such as 'selfish', 'degenerate' and 'poisonous'.

(c) **Who, party politicians or militarists, were more responsible for the failure of party politics in Japan in the 1930s?** [7 marks]

L1 Vague argument, ineffective in using both Sources and own knowledge. [max. 2]

L2 Unbalanced discussion with effective use of Sources or own knowledge only, and/or [max. 4]
Merely discusses party politicians or militarists, or
Fails to present a clear viewpoint after comparing party politicians and militarists.

L3 Sound and balanced discussion with effective use of both Sources and own knowledge. [max. 7]

Party politicians:

- e.g.
- Parties were weak and they had to form a coalition government. (Source A)
 - Politicians had a range of problems: they forgot basic principles, lacked courage, neglected spiritual values and selfishly pursued political power and material wealth. (Source B)
 - Cabinets were short-lived. (own knowledge)
 - Party politicians failed to educate the public about the importance of democracy. (own knowledge)

Military:

- e.g.
- The military was always a strong political presence against the party government. (Source A)
 - Military-related ultra-nationalist organisations criticised the party governments and regarded them as 'degenerate'. (Source B)
 - Extreme nationalist organisations such as the Amur Society worked with the army to stage coups. (own knowledge)
 - There were active extreme nationalists such as Kita Ikki and Tanaka Giichi, who promoted militaristic ideas. (own knowledge)

2. (a) **Infer the situation of Europe in 1938** [3 marks]

L1 Attempts to describe the situation but marred by weak support from the Source. [max. 1]

L2 Clear description of the situation with good support from the Source. [max. 3]

Situation of Europe:

e.g. - Europe was under German threat.

Clues:

e.g. - 'The gravity of Germany's annexation of Austria cannot be exaggerated.'
- 'Europe is confronted with a programme of aggression, nicely calculated and timed, unfolding stage by stage.'

(b) **Does Source D reflect a bias against Germany?** [4 marks]

L1 Vague answer and effective use of only the Source or own knowledge. [max. 2]

L2 Clear answer and effective use of the Source and own knowledge. [max. 4]

Biased:

e.g. - The cartoon was published in Britain. (Source) Britain was increasingly alert to Germany's diplomacy, and the cartoonist exaggerated Germany's foreign expansion by describing it as encircling the globe. (own knowledge)

Not biased:

e.g. - The central message the cartoon conveyed is that Hitler used invasion as a means so that 'Germany shall never be encircled.' (Source) This conformed to Nazism's ideology and what was happening on the European continent. (own knowledge)

(c) **If you were a spokesman of Nazi Germany, how would you respond to the accusations about Nazi aggression in Sources D and E?** [7 marks]

L1 Vague answer, ineffective in using both Sources and own knowledge, and/or The answer identifies accusations without making valid responses to them. [max. 2]

L2 Lack in balance, effective in using Sources *or* own knowledge only, and/or The answer focuses on the responses without clearly identifying the accusations. [max. 4]

L3 Sound and balanced answer, effective in using both Sources and own knowledge. [max. 7]

Accusations:

e.g. - Germany was threatening Europe. (Source C)
- Germany was threatening the world. (Source D)

Responses:

e.g. - Winston Churchill described Germany's actions as 'calculated and timed'; this was biased against Germany. (Source C) Germany only intended to get back its legitimate rights. (own knowledge)
- It was Winston Churchill who had intensified the mood in Europe by exaggerating Germany's efforts as a threat to the 'freedom of the nations of Europe'. (Source C)
- Source E depicted Germany as encircling the whole world. (Source D) This was ridiculous as Germany never meant for this. (own knowledge)

3. (a) **Infer the purpose of the poster** [4 marks]

L1 Vague answer, only describing the poster, not inferring its purpose. [max. 1]

L2 Clear answer, shows attempts to infer, but marred by ineffective reference to the Source. [max. 2]

L3 Reasonable inference of purpose, with effective reference to the Source. [max. 4]

Purpose:

e.g. - To mobilise the mass to fight against the revisionists

Clues:

e.g. - The Red Guard had one of his feet on Liu Shaoqi and Deng Xiaoping, who were then regarded as revisionists.

(b) **The short-term and long-term impact of the Cultural Revolution on China** [6 marks]

L1 Vague answer and ineffective use of both the Source and own knowledge. [max. 2]

L2 Unbalanced answer and effective use of the Source or own knowledge only. [max. 3]

L3 Sound and balanced answer, with effective use of both the Source and own knowledge. [max. 6]

Short-term impact:

e.g. - The Cultural Revolution led to political upheavals. (Source E)
- The public was pre-occupied with political movements. (Source E)
- There was economic stagnation. (own knowledge)
- During the Cultural Revolution, many historical monuments were destroyed. Traditional Chinese culture was severed. (own knowledge)

Long-term impact:

e.g. - The Chinese Communist Party put an end to the policy of 'class struggle as the key link'. (own knowledge)
- The Cultural Revolution led to a crisis of confidence. Some Chinese questioned the legitimacy of Chinese Communist Party as a ruling party. (own knowledge)

4. (a) **Margaret Thatcher's worry about the prospect of Europe** **[3 marks]**

L1 Vague answer and/or ineffective explanation. *[max. 1]*

L2 Clear answer with effective explanation with reference to the Source. *[max. 3]*

Worry:

e.g. - The uniqueness of the European countries would be compromised in the wave of European unity.

Clues:

e.g. - 'To try to suppress nationhood and concentrate power at the centre of a European Community would be highly damaging...'

- 'Certainly we want to see a united Europe in a way which preserves the different traditions, parliamentary powers and sense of national pride in one's own country.'

(b) **Do you think Jacques Delors would share Margaret Thatcher's worry you identified in (a)?** **[3 marks]**

L1 Vague answer and/or ineffective explanation. *[max. 1]*

L2 Clear answer with effective explanation with reference to the Source. *[max. 3]*

No – clues:

e.g. - '... joint exercise of sovereignty while respecting diversity.'

- 'Nobody is being asked to renounce legitimate patriotism.'

* Candidates should hold a negative view. However, marks may be awarded to answers that hold the opposite view and are presented logically.

(c) **Did developments in Europe after 1988 justify Margaret Thatcher's worry you identified in (a)?** **[5 marks]**

L1 Vague answer, and invalid / inadequate examples from own knowledge. *[max. 2]*

L2 Clear answer, supported by adequate and valid example from own knowledge. *[max. 5]*

No – evidence:

e.g. - European integration focused on the economic aspect rather than political one.

- Britain still stuck to Pound Sterling despite the adoption of Euro in Europe.

- European countries still had independent diplomacies.

* Candidates in general will hold a negative view. However, marks may be awarded to answers that hold the opposite view and are presented logically.

PAPER 2 (ESSAY-TYPE QUESTIONS)

1. Do you agree that there was increasing political participation on the part of the Chinese in Hong Kong in the period 1960-97? Explain your answer.

Criteria	Highest band of performance	Marks
- Coherent presentation with excellent analysis of political participation on the part of the Chinese in Hong Kong in the period 1960-97, supported by solid historical examples that cover most of the period.	A	14-15
- Shows a good understanding of the question, clearly examines political participation on the part of the Chinese in Hong Kong in the period 1960-97. Historical examples cover a considerable part of the period in question.	B	12-13
- Shows a good understanding of the question, and makes concrete attempts to examine political participation on the part of the Chinese in Hong Kong in the period 1960-97, but marred by underdeveloped arguments. Historical examples cover a good part of the period.	C	10-11
- Shows a general understanding of the question and makes some attempts to examine the political participation of the Chinese in Hong Kong, but marred by rough arguments or inadequate treatment of the period in question.	D	8-9
- Shows an awareness of the question, marred by rough arguments and inadequate treatment of the period in question.	E	6-7
- Same as (E), but marred by over-generalisation, or - Primarily a narration of the political participation of the Chinese in Hong Kong in the period in question, with only one or two lines that casually touch upon the key word 'increasing'.	E/F	5
- A generation narration of the political events concerning the local Chinese in Hong Kong without touching upon the key phrases 'increasing' and 'political participation'.	F	3-4
- Shows little understanding of the question, with no distinction made between relevant and irrelevant materials. - Containing very few relevant facts. - Very poorly organised and difficult to understand, with annoying mistakes in writing/spelling important personal and place names.	U	0-2

The following aspects may be covered:

- Colonial government:
 - e.g. Executive, Legislative, District Councils
- China-related political activities
 - e.g. 1967 Riot, Basic Law drafting and consultation, Provisional Legislative Council
- Political parties and groups, and their political activities

2. **Compare the 1911 Revolution and the May Fourth Movement in terms of their impact on China's historical development.**

Criteria	Highest band of performance	Marks
- Coherent presentation with valid comparison of the two events in terms of their impact on China's historical development, supported by solid historical examples of different aspects (e.g. political and ideological).	A	14-15
- Shows a good understanding of the question, clearly compares the impact of the two events, and reasonably covers different aspects (e.g. political and ideological).	B	12-13
- Shows a good understanding of the question, and makes concrete attempt to compare the impact of the two events, but the discussion is noticeably lopsided to either of the two events, or to similarities or differences; discussion may also contain underdeveloped arguments.	C	10-11
- Shows a general understanding of the question; the answer only focuses on one aspect (e.g. political or ideological); or tackle more than one but marred by rough arguments about impact.	D	8-9
- Shows an awareness of the question; the discussion shows an attempt to compare the impact, but marred by rough arguments, obvious lopsidedness and/or factual errors.	E	6-7
- Same as (E), but marred by obvious factual errors and/or overgeneralisation, or - Primarily a comparison of the two events in question with only one or two lines that causally touch upon their impact on China's historical development.	E/F	5
- A general narration of the two events in question, without comparing their impact on China's historical development.	F	3-4
- Shows little understanding of the question, with no distinction made between relevant and irrelevant materials. - Containing very few relevant facts. - Very poorly organised and difficult to understand, with annoying mistakes in writing/spelling important personal and place names.	U	0-2

The following aspects may be covered:

- Western ideas:
 - e.g. republicanism, complete Westernization
- Different levels/aspects of transformation
 - e.g. 1911 Revolution was political and May Fourth Movement ideological

3. To what extent was Japan modernised by the late 1920s? Explain your answer.

Criteria	Highest band of performance	Marks
- Coherent presentation with excellent analysis of the extent of Japan's modernisation, supported by solid examples of different aspects (e.g. political, economic and social) that cover considerably the period by the late 1920s.	A	14-15
- Shows good understanding of the question, clearly examines the extent of the Japan's modernisation. Historical examples cover a considerable part of the period by the late 1920s. Contents cover reasonably diverse aspects (e.g. political, economic and social).	B	12-13
- Shows a good understanding of the question, and makes concrete attempt to examine the extent of Japan's modernisation; but discussion contains underdeveloped arguments (e.g. on the extent of modernisation). Historical examples cover reasonably diverse aspects (e.g. political, economic and social) and a good part of the period by the late 1920s.	C	10-11
- Shows a general understanding of the question, but discussion is marred by rough arguments, or - Shows some attempt to discuss the extent of modernisation, but tends to be narrative.	D	8-9
- Shows an awareness of the question, but discussion is marred by rough arguments and a narrow scope, or - Shows some attempt to discuss the extent of modernisation, but tends to be narrative and contains factual errors.	E	6-7
- Primarily a narration of Japan's development by the late 1920s, with one or two lines that casually touch upon the concept of 'modernisation'.	E/F	5
- A general narration of Japan's development by the late 1920s, without any conscious attempts to discuss 'modernisation'.	F	3-4
- Shows little understanding of the question, with no distinction made between relevant and irrelevant materials. - Containing very few relevant facts. - Very poorly organised and difficult to understand, with annoying mistakes in writing/spelling important personal and place names.	U	0-2

The following aspects may be covered:

- Modernisation efforts
 - e.g. party politics, modern diplomacy, industrialisation
- Retention of traditions
 - e.g. loyalty to Tenno, bushido, Shintoism

4. 'The Paris Peace Settlement (1919-23) was meant to preserve peace; unfortunately, it became an important factor that caused another world war.' Do you agree? Explain your answer.

Criteria	Highest band of performance	Marks
- Coherent presentation with a logical and balanced discussion of the purpose of the Settlement and its impact on the situations in the 1930s, supported by solid historical examples that cover a considerable part of the period 1919-39.	A	14-15
- Shows a good understanding of the question, clearly examines the purpose of the Settlement and its impact on the situations in the 1930s. Historical examples cover a good part of the period 1919-39.	B	12-13
- Shows a good understanding of the question, with a good attempt to discuss the purpose of the Settlement and its impact on the situations in the 1930s; but discussion is noticeably lopsided and contains underdeveloped arguments. Historical examples cover a good part of the period 1919-39.	C	10-11
- Shows a general understanding of the question, and discussion is obviously lopsided to the impact of the Settlement on the situations in the 1930s.	D	8-9
- Shows an awareness of the question, and the answer only discusses the impact of the Settlement on the situations in the 1930s.	E	6-7
- Primarily a narration of the Paris Peace Settlement focusing on its purpose.	E/F	5
- A general account of the Paris Peace Settlement not focusing on its purpose and its impact on the situations in the 1930s.	F	3-4
- Shows little understanding of the question, with no distinction made between relevant and irrelevant materials. - Containing very few relevant facts. - Very poorly organised and difficult to understand, with annoying mistakes in writing/spelling important personal and place names.	U	0-2

The following aspects should be covered:

- Purposes of the Paris Peace Settlement (1919-23)
- Whether it had caused the Second World War.

5. Trace and explain the process of European economic integration in the period 1948-2000.

Criteria	Highest band of performance	Marks
- Coherent presentation with balanced treatment of 'tracing' and 'explaining' the process of European economic integration in the period 1948-2000. Able to periodise when tracing the process, and to provide corresponding explanation for each sub-period. The discussion is supported by solid historical examples that cover most of the period.	A	14-15
- Shows a good understanding of the question; able to provide a generally balanced treatment of 'tracing' and 'explaining' the process of European economic integration in the period 1948-2000. Able to periodise when tracing the process, and to provide corresponding explanation for each sub-period. Historical examples cover a considerable part of the period, possibly marred by minor lopsidedness.	B	12-13
- Shows a good understanding of the question; able to 'trace' and 'explain' the process of European economic integration in the period 1948-2000, but contains lopsidedness and/or obvious weakness in periodisation. Historical examples cover a good part of the period, possibly marred by minor lopsidedness.	C	10-11
- Shows a general understanding of the question, and the answer focuses primarily on either 'tracing' or 'explaining' the process; or attempts to tackle both but marred by very rough content.	D	8-9
- Shows an awareness of the question; the discussion focuses on either 'tracing' or 'explaining' the process, with noticeable factual errors, or - Focuses on only part of process but manages to trace and explain it.	E	6-7
- Primarily a narration of major events concerning the process of European economic integration, without conscious attempts to 'trace' and 'explain' the process.	E/F	5
- A loosely organised account of facts about European economic integration in the period 1948-2000, without any attempts to 'trace' and 'explain'.	F	3-4
- Shows little understanding of the question, with no distinction made between relevant and irrelevant materials. - Containing very few relevant facts. - Very poorly organised and difficult to understand, with annoying mistakes in writing/spelling important personal and place names.	U	0-2

The following aspects may be covered:

- Western Europe
 - e.g. Organization for European Economic Cooperation, European Economic Community, European Union
- Eastern Europe
 - e.g. Council for Mutual Economic Assistance

6. Assess the importance of Nelson Mandela relative to other factors in leading to the end of the apartheid in South Africa.

Criteria	Highest band of performance	Marks
- Coherent presentation with reasonable analysis of Nelson Mandela and other factors in terms of their relative importance in leading to the end of the apartheid in South Africa, supported by solid historical examples that stretch over a considerable period of time.	A	14-15
- Shows a good understanding of the question, clearly examines the relative importance of Nelson Mandela and other factors in leading to the end of the apartheid in South Africa. Historical examples stretch over a considerable period of time.	B	12-13
- Shows a good understanding of the question, and produces a good attempt of examining the relative importance of Nelson Mandela and other factors in leading to the end of the apartheid, but discussion is obviously lopsided to Nelson Mandela or other factors, and/or contains underdeveloped arguments (e.g. unclear argument regarding the relative importance of Nelson Mandela). Historical examples cover a considerable period of time.	C	10-11
- Shows a general understanding of the question, and discussion focuses merely on Nelson Mandela; or attempts to tackle both but marred by rough content.	D	8-9
- Shows an awareness of the question; discussion is merely on Nelson Mandela, marred by rough content; or attempts to tackle both, but marred by rough content and lopsidedness.	E	6-7
- Same as (E), but marred by obvious factual errors and/or overgeneralisation, or - Primarily a narration of the history of apartheid, with only or two lines that causally touch upon Nelson Mandela's contribution to its end, or - Discussion is solely based on other factors.	E/F	5
- A narration of the history of apartheid without analysing causes leading to its end, or - Detailed narration about other factors that led to the end of the apartheid, without presenting any arguments.	F	3-4
- Shows little understanding of the question, with no distinction made between relevant and irrelevant materials. - Containing very few relevant facts. - Very poorly organised and difficult to understand, with annoying mistakes in writing/spelling important personal and place names.	U	0-2

The following aspects should be covered:

- Nelson Mandela
- Factors other than Nelson Mandela
 - e.g. Commonwealth, church leaders, the United Nations

7. Select any *one* country within our history course, and discuss why it could be regarded as a 'power' in the second half of the 20th century.

Criteria	Highest band of performance	Marks
- Coherent and clear discussion of how the selected country could be regarded as a 'power'; supported by solid evidence that cover reasonably diverse aspects (e.g. diplomatic, military and political) in the second half of the 20 th century.	A	14-15
- Shows a good understanding of the question, clearly discusses how the selected country could be regarded as a 'power', supported by solid evidence that cover reasonably diverse aspects (e.g. diplomatic, military and political), but marred by slight lopsidedness.	B	12-13
- Shows a good understanding of the question, clearly discusses how the selected country could be regarded as a 'power', but marred by noticeable lopsidedness and containing underdeveloped arguments. Evidence cover reasonably diverse aspects (e.g. diplomatic, military and political), but marred by noticeable lopsidedness.	C	10-11
- Shows a general understanding of the question, discusses merely one aspect, or attempts to discuss more but marred by rough treatment.	D	8-9
- Shows an awareness of the question; discusses merely one aspect and contains factor errors.	E	6-7
- A factual account of the selected country with merely one or two lines that casually touch upon the concept of 'power'.	E/F	5
- A factual account of the selected country without any attempt to assess why it could be regarded as a 'power'.	F	3-4
- Shows little understanding of the question, with no distinction made between relevant and irrelevant materials. - Containing very few relevant facts. - Very poorly organised and difficult to understand, with annoying mistakes in writing/spelling important personal and place names.	U	0-2

The following aspects may be covered:

- military strength
- diplomatic influence
- economic strength
- 'soft power', such as cultural influence