

Marking Schemes

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PAPER 1 (DATA-BASED QUESTIONS)

1. (a) **Were the Three People's Principles achieved?** [2 marks]
- L1 Only pointing out principle(s) that had been achieved or principle(s) that had not been achieved. [max. 1]
- L2 Able to point out both. [max. 2]
- e.g. - The Principles of Nationalism and Democracy had been achieved, but the Principle of Livelihood had not.
- (b) **Attitude of the author of Source B towards Yuan Shikai** [4 marks]
- L1 Vague answer, unable to clearly identify Yuan's attitude, and/or only able to make good use of the language *or* arguments used in the Source to explain the answer. [max. 2]
- L2 Clear answer, able to identify Yuan's attitude, with good use of the language **and** arguments used in the Source to explain the answer. [max. 4]
- Attitude:
e.g. - Hateful
- Language:
e.g. - 'deceitful and dishonest', 'evil person'.
- Argument:
e.g. - Yuan revived monarchical rule, ignoring warnings of the powers.
- (c) **To what extent could China be regarded as a modernised country in the period 1912-20?** [7 marks]
- L1 Vague argument, ineffective in using both Sources and own knowledge, and/or limited discussion of China's degree of modernity. [max. 2]
- L2 Unbalanced discussion with effective use of Sources *or* own knowledge only, and/or one-side discussion of China's degree of modernity. [max. 4]
- L3 Sound and balanced discussion with effective use of **both** Sources and own knowledge, and reasonably balanced discussion of China's degree of modernity. [max. 7]
- Modernised:
e.g. - Democracy was achieved, and a republic was founded. (Sources A and B)
- The New Culture Movement popularized vernacular language. (own knowledge)
- Not modernised:
e.g. - China was yet to undergo a social revolution. (Source A)
- Republicanism was scrapped by Yuan Shikai. (Source B)
- Warlordism hindered China's social and economic development. (own knowledge)

2. (a) **The role played by MacArthur in Japan during the Occupation Period** [2 marks]
- Role: [1 mark]
 e.g. - Teacher
- Clue: [1 mark]
 e.g. - ‘... it was General MacArthur who taught us about democracy and peace...’
- (b) **Do Sources C and D share the same view regarding the importance of the Japanese themselves in Japan’s post-war reconstruction?** [4 marks]
- L1 Vague explanation and ineffective use of the Sources or effective use of one only. [max. 2]
- L2 Clear explanation, effective in using both Sources. [max. 4]
- e.g. - Their views were different.
 - Source C emphasised MacArthur as a parent and the Japanese his ‘children’ whereas Source D emphasised Japan’s achievement a result of ‘Japanese skills’.
- * Candidates in general will hold the view that the two Sources did not share the same view. However, marks may be awarded to answers that hold the opposite view and are presented logically.
- (c) **Whether ‘After the Second World War, Japan developed into an Asian power primarily because of the foundation laid down during the Occupation period.’** [7 marks]
- L1 Vague argument, ineffective in using both Sources and own knowledge, and/or limited discussion of factors leading to the Japan’s development into an Asian power. [max. 2]
- L2 Unbalanced discussion with effective use of Sources *or* own knowledge only, and/or one-side discussion of factors leading to the Japan’s development into an Asian power. [max. 4]
- L3 Sound and balanced discussion with effective use of *both* Sources and own knowledge, and reasonably balanced discussion of factors leading to the Japan’s development into an Asian power. [max. 7]
- Foundation laid down during the Occupation period:
 e.g. - General MacArthur ‘led the Japanese people down a brighter road.’ (Source C)
 - The Occupation ‘was significant in speeding up some of the changes that occurred in postwar Japan.’ (Source D)
 - Other policies carried out in the Occupation Period, such as democratisation and disarmament. (own knowledge)
- Other factors:
 e.g. - Japanese skills and past experience were important. (Source D)
 - Bushido and other elements in the Japanese nationality favoured such developments. (own knowledge)
 - The Japanese government took initiatives. (own knowledge)

3. (a) **Two clues from Source E to prove that Wilson was speaking on the formation of the League of Nations** [2 marks]

1 mark for 1 valid clue

Clue:

- e.g. - '(the countries) will never use their power against one another for aggression.'
- The countries 'unite[d] for' entering into a 'solemn promise'.

- (b) **The cartoonist's view regarding the League of Nations as a peace-keeping institution** [3 marks]

L1 Vague answer and ineffective use of the Source. [max. 1]

L2 Clear answer and effective use of the Source. [max. 3]

View:

- e.g. - The League of Nations was not effective as a peace-keeping institution.

Clues:

- e.g. - Mussolini resisted taking the 'calming medicine' offered by the woman (League of Nations), who closed her eyes and did not have better alternatives.

- (c) **Were Wilson's visions about the League of Nations as reflected in Source E realised in the 1930s?** [6 marks]

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

L2 Lack in balance, effective in using Sources *or* own knowledge only. [max. 4]

L3 Sound and balanced answer, effective in using *both* Sources and own knowledge. [max. 6]

Wilson's vision (Source E):

- e.g. - 'there will be a calm time of deliberate counsel.'
- 'they never will interfere with the political independence of a neighbour'
- 'they never will impair the territorial integrity.'
- 'they will never use their power against one another for aggression.'

Realised:

- e.g. - The League of Nations mediated in the Manchurian Incident. (own knowledge)
- The League of Nations convened the Geneva Conference in 1932. (own knowledge)

Not realised:

- e.g. - The League of Nations failed to stop military expansion of Italy in the 1930s. (Source F)
- Another world war broke out in 1939. (own knowledge)

4. (a) In which decade were the Americans most hostile towards the USSR? [3 marks]

Decade: [1 mark]
- 1950s

Explanation:

L1 Vague answer and ineffective use of the Source. [max. 1]

L2 Clear answer and effective use of the Source. [max. 2]

e.g. - Lowest favourable response and highest unfavourable response of the Americans towards the USSR

(b) In which year do you think the cartoon could have been drawn? [3 marks]

Year: [1 mark]
e.g. - 1989 / 1990 / 1991

Clues: [2 marks]

e.g. - The monster 'Cold War' was knocked out (The Cold War ended in 1989).
- The cartoon shows Gorbachev wearing a shirt that bore the symbol of the USSR (the USSR ceased to exist in 1991).

(c) Describe the changing relationship between the US and the USSR in the period 1953-91 [7 marks]

L1 Vague answer, ineffective in using both Source and own knowledge. [max. 2]

L2 Lack in balance, effective in using Source *or* own knowledge only. [max. 4]

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

e.g. - In the period 1953-60s, US-USSR relations were bad. (Source G) Events such as the Korean War and the signing of the Warsaw Pact added much tension to their relations (own knowledge)
- In the 1970s, relations improved. (Source G) Several disarmament talks were made at that time. (own knowledge)
- In the period 1979-80, relations became tense. (Source G) It was caused by problems such as the invasion of Afghanistan and the Star War Project. (own knowledge)
- In the 1980s, the relation became better. (Source G) Gorbachev introduced reforms. (own knowledge) The Cold War ended. (Source H)

PAPER 2 (ESSAY-TYPE QUESTIONS)

1. 'Hong Kong's political development in the period 1980-2000 was primarily shaped by the China factor.' Do you agree? Explain your view.

Criteria	Highest band of performance	Marks
- Coherent presentation with reasonable analysis of the China factor and other factors in terms of their relative importance in leading to Hong Kong's political developments, supported by solid historical data that stretch over a considerable period of time.	A	14-15
- Shows a good understanding of the question, clearly examines the relative importance of the China factor and other factors in leading to Hong Kong's political developments. Historical data 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 the China factor and other factors in leading to Hong Kong's political developments; but discussion is obviously lopsided to the China factor or other factors, and/or contains underdeveloped arguments (e.g. no obvious attempt to explain 'primarily'). Historical data cover a considerable period of time.	C	10-11
- Shows a general understanding of the question, and discussion focuses merely on the China factor; or attempts to tackle both but marred by rough content.	D	8-9
- Shows an awareness of the question, and discussion is merely on the China factor, marred by rough content; attempts to tackle both, but marred by rough content and lopsidedness.	E	6-7
- Same as Band E, but marred by obvious factual errors and/or overgeneralisation, or - Primarily a narration of Hong Kong's political development in the period concerned, with only one or two lines that casually touch upon how the China factor contributed to such developments, or - Discussion is solely based on other factors.	E/F	5
- A narration of Hong Kong's political development without analysing its causes, or - Detailed narration of other factors of Hong Kong's political development with 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 may be covered:

- Hong Kong's political development: changes in sovereignty, political institution, rise of political parties, etc.
- China factor: reform and openness policy, Sino-British Joint Declaration, June Fourth Incident, etc.
- Other factors: rise of middle class, rise of the Hong Kong identity, change in British policy, etc.

2. Trace and explain the development of the communist revolution in China in the period 1919-49.

Criteria	Highest band of performance	Marks
- Coherent presentation of with balanced treatment of 'tracing' and 'explaining' the communist revolution in China in the period 1919-49. Able to periodise when tracing the development, and to provide corresponding explanation of 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 communist revolution in the period 1919-49. Able to periodise when tracing the development, and to provide corresponding explanation of 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 communist revolution in China in the period 1924-49, 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 development; 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 development, with noticeable factual errors, or - Focuses on only part of period but manages to trace and explain it.	E	6-7
- Primarily a narration of major events concerning the communist revolution in China, without conscious attempts to 'trace' and 'explain' the development.	E/F	5
- A loosely organised account of facts about the communist revolution in China in the period 1919-49, without any attempts to 'trace' and 'explain' its 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 facts may be covered:

- The First KMT-CCP United Front, Jinggangshan period, Long March, Yan'an period, Second KMT-CCP United Front, anti-Japanese bases, KMT-CCP Civil War, CCP's establishment of the PRC.

3. 'Independence can be achieved only through conflicts and bloodshed.' Is this statement applicable to the independence movements in Southeast Asia after the Second World War? Explain your view.

Criteria	Highest band of performance	Marks
- Coherent presentation with a logical and balanced discussion of the methods employed in the independence movements in Southeast Asia and the ways that such methods brought about independence, supported by solid historical examples that cover a considerable part of the period after the Second World War.	A	14-15
- Shows a good understanding of the question, clearly examines the methods employed in the independence movements in Southeast Asia and the ways that such methods brought about independence. Historical examples cover a good part of the period after the Second World War.	B	12-13
- Shows a good understanding of the question, with a good attempt to discuss the methods employed in the independence movements in Southeast Asia and the ways that such methods brought about independence; but discussion is noticeably lopsided and contains underdeveloped arguments. Historical examples cover a good part of the period after the Second World War.	C	10-11
- Shows a general understanding of the question, and discussion tends to be lopsided to one method or is not always successful in explaining how the methods brought about the success of independence.	D	8-9
- Shows an awareness of the question, and discussion only focuses on one method or only made treatment on explaining how the methods brought about the success of independence.	E	6-7
- Primarily a narration of methods employed in the independence movements in Southeast Asia with only one or two lines that causally touch upon how they brought about success of independence, or - Same as Band E, but without substantial omissions.	E/F	5
- A general account of methods employed in the independence movements in Southeast Asia, without any intention to explain how such methods brought about success of independence.	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:

- Various methods employed in the independence movements in Southeast Asia and the way they brought about the independence.

4. Do you agree that the Paris Peace Conference (1919) created more problems than it solved? Explain your view with reference to the inter-war period (1919-39).

Criteria	Highest band of performance	Marks
- Coherent presentation with reasonable analysis of problems solved and created by the Paris Peace Conference, supported by solid historical examples that stretch over a considerable period of time. Clear and sound arguments are raised.	A	14-15
- Shows a good understanding of the question, clearly examines the problems solved and created by the Paris Peace Conference. Historical examples stretch over a considerable period of time. Clear and sound arguments are raised.	B	12-13
- Shows a good understanding of the question, and produces a good attempt of examining the problems solved and created by the Paris Peace Conference, but discussion is obviously lopsided to problems solved or problems created, and/or contains underdeveloped arguments. Historical examples cover a considerable period of time.	C	10-11
- Shows a general understanding of the question, presents problems created and solved by the Paris Peace Conference without raising effective arguments. Answers contain omissions.	D	8-9
- Shows an awareness of the question, presents problems created and solved by the Paris Peace Conference without raising effective arguments. Answers contain important omissions.	E	6-7
- Same as Band E, but marred by obvious factual errors and/or overgeneralisation, or - Primarily a narration of problems of the Paris Peace Conference, without an intention to differentiate the two kinds of problems required by the question.	E/F	5
- A narration of facts about the Paris Peace Conference without focusing on the two kinds of problems required by the question.	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:

- Problems solved by the Paris Peace Conference: the lack of an international peace-keeping organisation, etc.
- Problems created by the Paris Peace Conference: the harsh treatment of Germany, etc.

5. **How successful was the United Nations in promoting world peace and cooperation?**

Criteria	Highest band of performance	Marks
- Coherent presentation with reasonable analysis of the extent of success of the UN in promoting world peace and cooperation, with balanced discussion of its success and limitation, in the second half of the 20 th century, 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 extent of the UN in promoting world peace and cooperation, with generally balanced discussion of its success and limitation, in the second half of the 20 th century. Historical examples stretch over a considerable period of time.	B	12-13
- Shows a good understanding of the question, and produces a good attempt to examine the extent of success of the UN in promoting world peace and cooperation, but obviously lopsided to either success or limitations, and/or contains underdeveloped arguments. Historical examples cover a good part of the period.	C	10-11
- Shows a general understanding of the question, and the discussion attempts to deal with both success and limitations, though in an unbalanced manner; marred by rough arguments and/or vagueness in discussing 'extent'.	D	8-9
- Shows an awareness of the question, narrates on success and limitations in an unbalanced manner; attempts to deal with 'extent', though marred by rough arguments and overgeneralisation; or - Discussion is merely based on either success or limitations, and attempts to deal with 'extent', and contains obvious factual errors.	E	6-7
- Same as Band E, but marred by fundamental errors and other weaknesses; or - Primarily a narration of the UN's work, only one or two lines on its successfulness.	E/F	5
- A narration of the UN's work without evaluating its successfulness.	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:

- UN's success: in the conflicts between Israel and the Arabs and in alleviating poverty and hunger, etc.
- UN's limitations: in the Balkan conflicts; dominated by the superpowers, etc.

6. 'The Cold War brought more benefits than harms to Europe.' Comment on the validity of the statement with reference to Europe's development in the period 1946-91.

Criteria	Highest band of performance	Marks
- Coherent presentation with reasonable analysis of the extent of harms and benefits the Cold War brought to Europe, supported by solid historical examples of different aspects that over a considerable period of time.	A	14-15
- Shows a good understanding of the question, clearly examines the extent of harms and benefits the Cold War brought to Europe. Historical examples cover a considerable period of time. Contents cover reasonably diverse aspects.	B	12-13
- Shows a good understanding of the question, and produces a good attempt to examine the extent of harms and benefits the Cold War brought to Europe; but obviously lopsided to either harms or benefits, and/or contains underdeveloped arguments. Historical examples cover reasonably diverse aspects and a good part of the period.	C	10-11
- Shows a general understanding of the question, and the discussion focuses merely on harms or benefits brought by the Cold War; or tackles both but marred by rough arguments.	D	8-9
- Shows an awareness of the question; the discussion attempts to tackle harms or benefits, marred by rough arguments; or attempts to tackle both, but marred by rough arguments and lopsidedness.	E	6-7
- Same as Band E, but marred by obvious factual errors and/or overgeneralization, or - Primarily a narration of the development of the Cold War in Europe, with only one or two lines that casually touch upon harms and/or benefits.	E/F	5
- A generation narration of the development of the Cold War without discussing its harms and benefits to Europe.	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:

- Benefits: it facilitated economic cooperation, laid the foundation of European integration in a later stage, etc.
- Harms: it divided Europe into two blocs; ideological differences divided countries such as Germany, etc.

7. Select one country within your History course, and discuss its impact on the continent to which it belonged in the first half of the 20th century.

Criteria	Highest band of performance	Marks
- Coherent presentation with reasonable and balanced discussion of the impact of the chosen country on the continent to which it belonged, supported by solid historical examples that cover a considerable part of the period.	A	14-15
- Shows a good understanding of the question; able to discuss the impact of the chosen country on the continent to which it belonged. Historical examples cover a good part of the period.	B	12-13
- Shows a good understanding of the question; able to discuss the impact of the chosen country on the continent to which it belonged, but marred by lopsidedness and occasional vagueness. Historical examples cover a good part of the period.	C	10-11
- Shows a general understanding of the question, with some success to discuss the impact of the chosen country on the continent to which it belonged, but tend to be narrative in presentation.	D	8-9
- Attempts to discuss the impact of the chosen country on the continent to which it belonged, but the answer is narrative in presentation.	E	6-7
- A narrative account of what the chosen country did in the period, with only one or two lines that casually touch upon its impact on the continent it belonged.	E/F	5
- A narrative account of what the chosen country did in the period, without discussing its impact on the continent it belonged.	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