

Marking Schemes

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PAPER 1 (DATA-BASED QUESTIONS)

1. (a) Two characteristics of modernisation in Hong Kong in the early 20th century [4 marks]

one characteristics plus one valid clue max. 2 marks

- e.g. - international (branches in several countries)
- diversified business (department store, hotel, insurance, etc)
- leading in China's modernisation (first chain department store in China)

- (b) Hong Kong's contributions to the development of Asia in the early 20th century [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. [max. 4]

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

Source A:

- e.g. - Hong Kong had built up a commercial network among major Asian cities.

Source B:

- e.g. - Hong Kong introduced modern department store business methods to major Chinese cities.

Own knowledge:

- e.g. - Chinese in Hong Kong provided support for the Chinese revolution.

2. (a) **Why was Hitler not a man of ‘good faith’?** **[3 marks]**
- L1 Vague explanation and ineffective use of the Source. *[max. 1]*
- L2 Clear explanation, effective in using the Source. *[max. 3]*
- e.g. - Hitler repeatedly broke the promises he himself made (keeping the Treaty of Locarno, no further territorial aim in Europe, non-interference with Czechoslovakia).
- (b) **The purpose of the appeasement policy as reflected in Source E** **[4 marks]**
- L1 Concrete attempt to identify the purpose of the appeasement policy, but vague in explanation with reference to the Source. *[max. 2]*
- L2 Valid answer about the purpose of the appeasement policy, with effective explanation with reference to the Source. *[max. 4]*
- e.g. - The appeasement policy aimed at redirecting Nazi aggression towards the USSR (the two gentlemen – representing Britain and France – used Czechoslovakia as a bait to lure Nazi Germany to ‘go east’).
- (c) **Which Source do you think has the least negative view towards the appeasement policy in the 1930s?** **[8 marks]**
- L1 Shows attempt to identify the answer with explanation, but the explanation is not based on comparing the three Sources. *[max. 3]*
- L2 Shows attempt to identify the answer with explanation based on comparing the three Sources, but marred by unbalanced and rough arguments. *[max. 6]*
- L3 Succeeds in identifying the answer with valid explanation based on comparing the three Sources, with balanced discussion and sound arguments. *[max. 8]*
- e.g. - The appeasement policy made the author unable ‘to hold up [his] head again’. (Source C)
- The man in Source D was walking along a breaking plank of ‘Czech Crisis’, meaning that the appeasement policy resulted in crises. However, the cartoon showed that the globe was going away from war to peace, meaning that the author still regarded the policy as hopeful. (Source D)
- The cartoon reflected a USSR view of the appeasement policy. Western democracies, as symbolized by the several gentlemen, tried to lure Nazi Germany (the wolf, as symbolized by the moustache and the Nazi hat) to ‘go east’ – that is, redirect its aggression to the USSR – by offering it Czechoslovakia. (Source E)

3. (a) **One view regarding the People's Commune**

[3 marks]

One mark for a valid view, and two marks for valid explanation

View:

e.g. - The People's Commune brought prosperity to China.

Explanation:

e.g. - The People's Commune gave material abundance (industrial prosperity as reflected by the ship and train, good everyday life as reflected by the paddy husk and vegetable). People of all walks (workers, peasants, cadres, students and soldiers as represented by the five people in the cartoon) embraced it cheerfully.

(b) **Two trends in China's economic development in the period 1953-75 as shown in Source G**

[4 marks]

One trend

max. 2 marks

e.g. - Among the four sectors, growth in industry had always been positive and the highest from 1953 to 1975.
- Agriculture and commerce had much lower growth rates. Even in the readjustment period in which society was relatively stable, commerce only grew at a rate of 2.9%, seven times less than the industrial growth in the same period.

(c) **Whether 'Both the Great Leap Forward Movement and the Cultural Revolution had good intentions but yielded bad results.'**

[7 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; discusses both intentions and results, but such intentions and results do not relate to each other (e.g. political intentions followed by economic results).

[max. 4]

L3 Sound and balanced answer, effective in using *both* Sources and own knowledge; the intentions and results discussed are related to each other.

[max. 7]

The Great Leap Forward Movement:

e.g. - Intention: to make China materially prosperous (Source F)
- Result: it ended in economic disaster (Source G), which historians called 'three years of great famine' (own knowledge).

The Cultural Revolution:

e.g. - Intention: to prevent China from becoming capitalistic and revisionist. (own knowledge)
- Result: it led to long-standing power struggle and armed fights (own knowledge) and slow economic development (Source G).

4. (a) In what way was the year 1954 a turning point in the history of UNESCO? [3 marks]

Turning point:

[1 mark]

- e.g. - Ideologically, the UNESCO became more tolerant.
- In terms of membership, the USSR became a member state in 1954-

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. - Before that, cooperation between Eastern and Western scientists through UNESCO was actually impossible. After that, the USSR played a more active role (such as the appointment of a Russian as Director of a department), followed by an era of 'peaceful competition'.

(b) Was ideological factor the most important factor that had affected international cooperation in the period 1945-2000? [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]

Ideological factor:

- e.g. - The Cold War, which was primarily due to ideological conflicts, substantially hampered the work of UNESCO. (Source H)
- After the Cold War, ex-communist states were admitted to the NATO and European Union. This reflected that ideology was a hindrance to international cooperation. (own knowledge)

Other factors:

- e.g. - Pragmatism led to cooperation despite ideological difference. The more active role of the USSR in UNESCO reflected Khrushchev's 'peaceful co-existence'. (Source H and own knowledge)
- The European Coal and Steel Community was formed by the 'inner six', and Britain chose to keep a distance from it. This reflected that national interest could be more important than ideology (own knowledge).

PAPER 2 (ESSAY-TYPE QUESTIONS)

1. Choose two of the following issues and examine how the Hong Kong government tackled the problems arising from these issues.

Criteria	Highest band of performance	Marks
- Coherent presentation with reasonable analysis of the relevant problems and the ways the Hong Kong government tackled them, 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 relevant problems and the way the Hong Kong government tackled them. 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 relevant problems and the way the Hong Kong government tackled them; but discussion is obviously lopsided to either the problems or the way they were tackled, and/or contains underdeveloped arguments. Historical data cover a considerable period of time.	C	10-11
- Shows a general understanding of the question, and discussion is based on vaguely identified 'problems'.	D	8-9
- Shows an awareness of the question, and discussion is based on vaguely identified 'problems'.	E	6-7
- Same as Band E, but marred by obvious factual errors and/or overgeneralisation, or - Primarily a narration of the Hong Kong government's policies implemented in the periods concerned, without obvious efforts to identify the relevant problems.	E/F	5
- A narration of Hong Kong's development in the periods concerned, without any efforts to discuss relevant problems and the Hong Kong government's responses.	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: how the issues affected colonial governance and livelihood.
- Ways of tackling: policies that the Hong Kong government adopted to tackle corresponding problems.

2. **'The Qing government failed to transform China in the period 1900-12, whereas the Nanjing government succeeded in transforming the country in the period 1927-37.'** Do you agree? Justify your view.

Criteria	Highest band of performance	Marks
- Coherent presentation of with balanced treatment of both periods, able to focus the argument on 'transform'. 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 both periods and focus the argument on 'transform'. 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 handle both periods, but contains lopsidedness and/or obvious weakness in understanding the keyword 'transform' (for example, mistaking it for 'change'). Historical examples cover a good part of the period, possibly marred by minor lopsidedness.	C	10-11
- Shows a general understanding of the question, with obvious inadequacy in handling 'transform'; only tackles one period, or attempts to tackle both but marred by rough content.	D	8-9
- Shows an awareness of the question; the answer contains obvious inadequacy in handling 'transform' and rough arguments, and/or - Tackles only one period, marred by minor mistakes, or attempts to tackle both but containing obvious mistakes and rough contents.	E	6-7
- Primarily a narration of developments in the periods in question, with only one or two lines on 'transform' and /or 'change'.	E/F	5
- A narration of developments in the periods in question without any efforts on 'transform' and/or 'change'.	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:

- 'Transform' means 'fundamental change'. Candidates should give separate accounts of the two periods about whether China had been transformed as a result of the various reforms by the regimes in place.

3. Discuss the factors that worked for, and those that worked against, the development of the relationship between the People's Republic of China and Japan in the period 1949-2000.

Criteria	Highest band of performance	Marks
- Coherent presentation with a logical and balanced discussion of how the two sets of factors affected the relationship in the period in question, supported by solid historical examples that cover a considerable part of the period.	A	14-15
- Shows a good understanding of the question, clearly examines the ways the two sets of factors affected the relationship in the period in question. Historical examples cover a good part of the period.	B	12-13
- Shows a good understanding of the question, with a good attempt to discuss the ways the two sets of factors affected the relationship in the period in question; but discussion is noticeably lopsided and contains underdeveloped arguments. Historical examples cover a good part of the period.	C	10-11
- Shows a general understanding of the question and obvious efforts to narrate the factors, but it is not always clear in explaining how such factors affected the relationship, or - Only tackles one set of factors, or attempts to tackle both but marred by rough content.	D	8-9
- Shows an awareness of the question, with noticeable efforts to narrate the factors, but the answer is weak in explaining how such factors affected the relationship, or - Tackles only one set of factors, marred by minor mistakes, or attempts to tackle both but containing obvious mistakes and rough contents.	E	6-7
- Primarily a narration of the relationship between the PRC and Japan, with only one or two lines that causally touch upon the factors behind.	E/F	5
- A general narration of the relationship between the PRC and Japan in the period in question, without any efforts to discuss the factors behind.	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:

- Such factors may include the USA, Taiwan, historical issues, history textbook issues, economic cooperation, etc.

4. 'Germany was more aggressive in the 1930s than it was before the First World War.' Comment on the validity of this statement.

Criteria	Highest band of performance	Marks
- Coherent presentation with reasonable analysis of the extent of Germany's aggressiveness in the two periods, supported by solid historical examples of different aspects that cover a considerable period of time.	A	14-15
- Shows a good understanding of the question, clearly examines the extent of Germany's aggressiveness in the two periods. 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 Germany's aggressiveness in the two periods; but obviously lopsided to either period, 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 one period; or tackles both but marred by rough arguments.	D	8-9
- Shows an awareness of the question; the discussion attempts to tackle one period only, 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 Germany's diplomacy in the two periods with only one or two lines that casually touch upon the relative aggressiveness.	E/F	5
- A general narration of Germany's diplomacy in the two periods without assessing the relative aggressiveness.	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:

- German diplomacy before the First World War: alliance system, 'blank cheque' to Austria-Hungry, Schlieffen Plan, etc.
- German diplomacy in the 1930s: reoccupation of the Rhineland, territorial annexation (Sudetenland, Czechoslovakia, Austria, Poland, etc), etc.

5. 'A characteristic of the Cold War (1946-91) was US response to USSR challenges rather than USSR response to US challenges.' Do you agree? Justify your view.

Criteria	Highest band of performance	Marks
- Coherent presentation with reasonable analysis of challenges and responses between the USA and the USSR in the period 1946-91, 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 challenges and responses between the USA and the USSR in the period 1946-91. 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 challenges and response between the USA and the USSR in the period 1946-91, but slightly lopsided to challenges or responses, 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 answer is overwhelmingly about challenges or response, or - The answer contains rough arguments and/or vagueness.	D	8-9
- Shows an awareness of the question, and the answer is overwhelmingly about challenges or response, and marred by rough arguments and overgeneralisation.	E	6-7
- Primarily a narration of US-USSR relationship in the period in question with one or two lines that casually touch upon challenges and/or response.	E/F	5
- A narration of US-USSR relationship in the period in question without any efforts to discuss challenges and response between the two superpowers.	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 issues in the Cold War, such as Truman Doctrine, Marshall Plan and Molotov Plan, Berlin Blockade, NATO and Warsaw Pact, Vietnam War, Cuban Missile Crisis, and space race.

6. Discuss the relative importance of nationalism and foreign intervention in shaping Arab-Israeli relations in the period 1945-2000.

Criteria	Highest band of performance	Marks
- Coherent presentation with reasonable analysis of nationalism and foreign intervention in terms of their relative importance in shaping Arab-Israeli relations in the period 1945-2000, supported by solid historical examples that cover a considerable period of time.	A	14-15
- Shows a good understanding of the question, clearly examines the relative importance of nationalism and foreign intervention in shaping Arab-Israeli relations in the period 1945-2000. Historical examples cover a considerable period of time.	B	12-13
- Shows a good understanding of the question, and produces a good attempt to examine the relative importance of nationalism and foreign intervention in shaping Arab-Israeli relations in the period 1945-2000, but discussion is slightly lopsided to either nationalism or foreign intervention, 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 discussion focuses on either nationalism or foreign intervention; or tackles both but marred by rough content.	D	8-9
- Shows an awareness of the question; discussion focuses on either nationalism or foreign intervention, marred by rough content; or 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 overgeneralization, or - Primarily a narration of Arab-Israeli relations, with only or two lines that casually touch upon the relative importance of the two factors in shaping such relations.	E/F	5
- A narration of Arab-Israeli relations in the period without analyzing the relative importance of the two factors in shaping such relations.	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:

- Nationalism: issues of nationalism and conflicts focusing on the legitimacy of ruling Jerusalem and Palestine.
- Foreign intervention: intervention by countries such as Britain, the USA and the USSR, role of the UN, etc.

7. **Select one regional intergovernmental organisation (such as the Association of Southeast Asian Nations and the European Economic Community) covered in your History course, and explain its formation and development up to the end of the 20th century.**

Criteria	Highest band of performance	Marks
- Coherent presentation with reasonable and balanced discussion of the formation and development of the chosen organisation, 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 formation and development of the chosen organisation. Historical examples cover a good part of the period.	B	12-13
- Shows a good understanding of the question; able to discuss the formation and development of the chosen organisation, 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, and discussion focuses on either the formation or development of the chosen organisation; or tackles both but marred by rough content.	D	8-9
- Shows an awareness of the question; discussion focuses on either the formation or development of the chosen organisation; or 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 overgeneralization, or - A narrative narration of the chosen organisation, with only one or two lines that casually touch upon its formation and development.	E/F	5
- A general narration of the chosen organisation, without discussing its formation and 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