

Marking Schemes

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PAPER 1 (DATA-BASED QUESTIONS)

1. (a) Describe one trend in medical development in Hong Kong as reflected in Source A [2 marks]

one trend plus relevant clues max. 2 marks

- e.g. - Western treatment become prevailing among the in-patients
 - Chinese treatment was increasingly less popular among the in-patients
 - Surgery became accepted by the Chinese

- (b) Explain how one clue in Source B reflects that the Kwong Wah Hospital enjoyed high social status at the time [2 marks]

One mark for one valid clue, and one mark for valid explanation

Clue:

- e.g. - Those attended the ceremony included Governor of Hong Kong Sir Frederick Lugard and members of the Legislative Council.

Explanation:

- e.g. - Head of the Colony and a cohort of celebrities attending the ceremony reflected the high social status of the hospital.

- (c) Whether 'In the first half of the 20th century, Hong Kong was a city where tradition and modernity co-existed.' [8 marks]

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

L2 Lack in balance, effective in using *either* the Sources *or* own knowledge; or merely discussing *either* tradition *or* modernity. [max. 4]

L3 Sound and balanced answer, effective in using *both* the Sources *and* own knowledge, and in discussing *both* tradition *and* modernity. [max. 8]

Examples:

	Tradition	Modernity
Medicine:	Chinese medicine was still popular among the out-patients (Source A)	Promotion of Western medicine (Source A)
Attire:	Chinese wore Manchu-style jackets (<i>magua</i>) (Source B)	Westerners wore Western suits (Source B)
Entertainment:	Traditional Cantonese operas were still in vogue (own knowledge)	Movie became a strong presence, and Hong Kong became a precursor of the Chinese-language movies. (own knowledge)
Festival:	Festivals of Dragon Boat, Confucius's birthday and Double-ninth (own knowledge)	Christmas and Easter (own and knowledge)
Social values:	Submission to authority and adoption of Confucian order (own knowledge)	New thoughts, new cultures, own activities of political parties such as Kuomintang and the Chinese Communist Party (own knowledge)

2. (a) View of the Nobel Committee on the situation of the USSR at the time

[2 marks]

One mark for valid view and one mark for a valid clue

Examples:

- e.g. - The situation of the USSR was critical ('huge economic, social and political problems which shake the country')
- The USSR was under the leadership of an able leader, who was overcoming difficulties of various kinds ('the boldness shown by Mikhail Gorbachev's reform initiatives')

(b) Infer from Source D the nature of Gorbachev's governance

[3 marks]

One mark for valid nature and two marks for valid explanation

Nature:

- e.g. - Reforming, progressive ('Mikhail Gorbachev's unintended success in removing the administrative and repressive machine on which the Soviet state depended' and 'the army or the KGB would not be deployed without mercy to punish the regime's opposition' reflect that Gorbachev was serious in promoting reform, and did not adopt cruel measures against the progressives in the country.)

(c) Do you agree that Gorbachev was an able leader of the USSR?

[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.

[max. 4]

L3 Sound and balanced answer, effective in using *both* Sources *and* own knowledge.

[max. 7]

An able leader:

- e.g. - He no longer used the KGB against the people. (Source D)
- He promoted 'glasnost' (openness) and 'perestroika' (reform), and gave more freedom to the people. (own knowledge)
- He promoted 'fraternity between nations'. (Source C)
- He redefined the relationship with the capitalist countries, such as conducting mutual visits of the US and USSR leaders. (own knowledge)

Not an able leader:

- e.g. - The USSR's 'naturally decentralising tendencies of a huge land empire came to the surface.' (Source D)
- Gorbachev was overthrown by Yeltsin, and this marked the dissolution of the USSR. (own knowledge)

3. (a) Infer one characteristic of the Red Guards in the Cultural Revolution [2 marks]

One mark for valid characteristic and one mark for a valid clue

- e.g. - Personality cult of Mao Zedong ('but there is not a single portrait of our beloved Great Leader')
- Anti-foreignism ('Why do you have to drink foreign beverage? Why do you have to eat foreign food?')

(b) Conclude from Source F about the Shenzhen government's attitude towards the entry of McDonald's into China [3 marks]

L1 Able to conclude the view, marred by vague explanation and inability to use the Source effectively. [max. 1]

L2 Able to conclude the view, with clear and valid explanation, and effective use of Source. [max. 3]

Attitude:

- e.g. - Welcoming

Explanation:

- e.g. - *Shenzhen Special Zone Daily* is an official newspaper run by the Shenzhen Party Committee of the Communist Party of China. The news report on McDonald's was positive, reflecting a welcoming attitude on the part of the Shenzhen government.

(c) Do you agree that the Reform and Opening-up policy of China after 1978 transformed China? [8 marks]

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

L2 Lack in balance, effective in using *either* the Sources *or* own knowledge; and/or Able to discuss transformation before and after Reform and Opening-up, but the aspect(s) discussed before and after that is not consistent. [max. 4]

L3 Sound and balanced answer, effective in using *both* the Sources *and* own knowledge, with matching aspect(s) of transformation discussed before and after the Reform and Opening-up. [max. 8]

Transformed:

- e.g. - The attitude towards foreign matters was hostile before the Reform and Opening-up, but it become more welcoming after that. (Sources E and F)
- Concerning means to achieve modernisation, mass movements were employed before the Reform and Opening-up, whereas more practical, 'scientific' methods were used after that.

Not transformed:

- e.g. - Politically, the PRC was still a one-party state, with socialism as its guiding principle. (own knowledge)
- Chinese people are still suspicious of foreign countries. 'Foreign influence' is still an accusation that can be seen from time to time. (own knowledge)
- There was Western food in China before and after 1978. (Sources E and F)

4. (a) Suggest a caption for the cartoon in Source G [3 marks]

L1 Attempts to suggest a caption, marred by lack in justification. [max. 1]

L2 Able to suggest an effective caption, with sound justification. [max. 3]

Caption:

- e.g. - Stupid mistake of an empire makes a big trouble
- Idiotic soldiers doing harm to their country

Explanation:

- e.g. - In the cartoon, the father and son (Germany) used the telescope in a wrong way, and in turn made wrong evaluation of the strength of the British lion, as symbolised by its different sizes in the cartoon. This means that Germany overestimated its strength and the circumstantial advantages.

(b) Do you think that the author of Source H would support Germany's participation in the war in 1914? [3 marks]

L1 Vague answer, ineffective in using the Source. [max. 1]

L2 Clear answer, with good reference to the Source in making explanation. [max. 3]

The author would not support Germany's participation in the war in 1914.

Explanation:

- e.g. - The author used negative words such as 'out of their mind' and 'ignorant' to describe 'the supporters of war', and called them 'war-mongers'. This reflected that he would not support Germany's participation in the war in 1914.

(c) Whether 'The First World War was caused primarily by the miscalculations of the European powers.' [7 marks]

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

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

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

Miscalculations:

- e.g. - Germany miscalculated Britain's strength. (Source G)
- On the eve of the War, atmosphere of Germany was bellicose, which affected Germany's estimation of its chance of victory. (Source H)
- Germany used the Schlieffen Plan, leading to wrong estimation of responses from countries including Britain and Russia, and in turn premature mobilisation. All of these undermined Germany's fighting capabilities. (own knowledge)

Other factors:

- e.g. - Ultra-nationalism such as Pan-Germanism ignited the fire of war. (Source H)
- Alliance system and armament race made war spread in Europe. (own knowledge)
- Sarajevo assassination provided the spark that was necessary to make a great war. (own knowledge)

PAPER 2 (ESSAY-TYPE QUESTIONS)

General Marking Criteria for Essay-type Questions

(Note: In the assessment process, markers should first determine an appropriate grade for an answer based on 3 factors, viz. understanding of the question, contents, and presentation, and then convert that grade into a corresponding mark according to the following table.)

Criteria	Highest band of performance	Marks
<ul style="list-style-type: none"> – Showing a clear grasp of the significance of the question. – Balanced contents, with appropriate and effective use of relevant material. – Well organised, clearly presented and fluent. 	A	14-15
<ul style="list-style-type: none"> – Showing an awareness of the significance of the question. – Fairly balanced contents, with reasonably accurate use of relevant material. – Reasonably well organised, understandable and fairly fluent. 	B	12-13
	C	10-11
<ul style="list-style-type: none"> – Showing a general understanding of the question. – Generally narrative in presentation, and containing some irrelevant or wrong material. – Not well organised, but fairly understandable. 	D	8-9
	E	6-7
<ul style="list-style-type: none"> – Showing inadequate understanding of the question, with little distinction made between relevant and irrelevant material. – Containing few relevant and important facts. – Poorly organised and barely understandable, with conspicuous mistakes in writing/spelling personal and place names. 	E / F	5
	F	3-4
<ul style="list-style-type: none"> – Showing little understanding of the question, with no distinction made between relevant and irrelevant material. – 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

1. To what extent was the political development of Hong Kong in the period 1967-97 a result of the China factor? Explain your view.

Criteria	Highest band of performance	Marks
- Coherent presentation with excellent analysis of the China factor and other factors in terms of their relative importance in leading to Hong Kong's political development, 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 development. 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 development; but discussion is obviously lopsided to the China factor or other factors, and/or contains underdeveloped arguments (e.g. no obvious attempt to explain views such as 'large extent' and 'small extent'). 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 about 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 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 may be covered:

- Politics in Hong Kong: 1967 Riots, City District Office, representative government, Basic Law, Chris Patten's political reform, etc.
- China factor: Cultural Revolution, national unification, nationalism, June Fourth Incident, etc.
- Other factors: rise of the middle class, rise of educational level, Cold War, etc.

2. 'Modernisation efforts in China had different programmes to achieve similar aims.' Do you agree? Explain your view with reference to any two modernisation efforts of China in the 20th century.

Criteria	Highest band of performance	Marks
- Coherent presentation with excellent comparison of aims and programmes of the chosen modernisation efforts, substantiated by solid historical facts.	A	14-15
- Shows a good understanding of the question, clearly compares the aims and programmes of the chosen modernisation efforts, substantiated by relevant historical facts.	B	12-13
- Shows a good understanding of the question, and produces a reasonable comparison of the aims and programmes of the chosen modernisation efforts, but discussion is obviously lopsided and/or contains underdeveloped arguments. The answer is supported by relevant historical facts.	C	10-11
- Shows a general understanding of the question; makes a serious attempt to compare the aims and programmes of the chosen modernisation efforts, but the answer tends to be narrative.	D	8-9
- Shows an awareness of the question; attempts are made to compare the aims and programmes of the chosen modernisation efforts, but the answer is narrative with factual errors and/or omissions.	E	6-7
- Primarily a narration of facts about the chosen modernisation efforts, with one or two lines that casually touches on their aims and programmes.	E/F	5
- A narration of facts about the chosen modernisation efforts, without any attempt to compare their aims and programmes.	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

3. Select any two Southeast Asian countries, and compare the ways by which they achieved independence.

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 before independence.	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 before independence.	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 before independence.	C	10-11
- Shows a general understanding of the question; the discussion shows an attempt to compare the ways of independence, but marred by rough arguments.	D	8-9
- Shows an awareness of the question; the discussion shows an attempt to compare the ways of independence, but marred by rough arguments, obvious lopsidedness and/or factual errors.	E	6-7
- Same as Band (E), but marred by obvious factual errors and/or overgeneralisation, or - Compares independence methods employed by the two chosen countries with only one or two lines that causally touch upon how they brought about independence.	E/F	5
- Separate accounts of independence methods employed by the two chosen countries, without any intention to explain how such methods brought about 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

4. Was the Second World War unavoidable? Explain your view with reference to developments in Europe in the period 1919-39.

Criteria	Highest band of performance	Marks
- Coherent presentation with reasonable and balanced discussion of causes and factors that led to the outbreak of the Second World War, with effective explanation about the ways in which such causes and factors made or did not make the War unavoidable. Discussion is supported by good use of solid historical facts in the period 1919-39.	A	14-15
- Shows a good understanding of the question; able to discuss causes and factors that led to the outbreak of the Second World War, with reasonable explanation about the ways in which such causes and factors made the War unavoidable. Discussion is supported by reasonable use of historical facts in the period 1919-39.	B	12-13
- Shows a good understanding of the question; clearly discuss causes and factors that led to the outbreak of the Second World War, with an explanation about whether the War was unavoidable, but discussion is noticeably lopsided and contains underdeveloped arguments. Discussion is supported by reasonable use of historical facts in the period 1919-39.	C	10-11
- Shows a general understanding of the question, with some success to discuss relevant causes and factors that led to the outbreak of the Second World War, but weak in explaining whether the War was unavoidable.	D	8-9
- Shows an awareness of the question, with some attempts to discuss relevant causes and factors that led to the outbreak of the Second World War, but quite sketchy in explaining whether the War was unavoidable; the answer also contains factual errors.	E	6-7
- A general account of causes and factors leading to the outbreak of the Second World War, with one or two lines that casually touch on whether the War was unavoidable.	E/F	5
- A general narration of causes and factors leading to the outbreak of the Second World War, without any attempts to discuss whether the War was unavoidable.	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:

- Traditional Franco-German hostility, Germany's defeat in the First World War, Versailles Settlement, Great Depression, Appeasement Policy, peacekeeping efforts, etc.

5. Trace and explain the relationship between the US and the USSR during the period 1943-91.

Criteria	Highest band of performance	Marks
- Coherent presentation with balanced treatment of 'tracing' and 'explaining' the relationship between the US and the USSR in the period 1943-91. Able to periodise when tracing the relationship, and to provide corresponding explanation for each sub-period. 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 relationship between the US and the USSR in the period 1943-91. Able to periodise when tracing the relationship, 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 relationship between the US and the USSR in the period 1943-91, 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 relationship; or attempts to tackle both but marred by very rough content.	D	8-9
- Shows an awareness of the question; discussion focuses on either 'tracing' or 'explaining' the relationship, with noticeable factual errors, or - Focuses on only part of the relationship but manages to trace and explain it.	E	6-7
- Primarily a narration of major events concerning the relationship between the US and the USSR in the period 1943-91, without conscious attempts to 'trace' and 'explain' such a relationship.	E/F	5
- A loosely organised account of facts about the relationship between the US and the USSR in the period 1943-91, 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 facts may be covered:

- Wartime diplomacy, Truman Doctrine, Marshall Plan, Molotov Plan, Berlin Blockade, Warsaw Pact, NATO, Korean War, Cuban Missile Crisis, Vietnam War, détente, Afghanistan War, Ronald Reagan and Mikhail Gorbachev, etc.

6. 'Economic cooperation in Eastern and Western Europe adopted different models: while economic cooperation in Eastern Europe was dominated by a superpower, that was not the case in Western Europe.' Do you agree? Explain your view with reference to the period 1945-2000.

Criteria	Highest band of performance	Marks
- Coherent presentation with logical and balanced discussion of economic cooperation of Eastern and Western Europe, in terms of its relationship with the superpowers, supported by solid historical examples that cover a considerable part of the period 1945-2000.	A	14-15
- Shows a good understanding of the question, clearly examines European economic cooperation of Eastern and Western Europe in terms of its relationship with the superpowers. Historical examples cover a good part of the period 1945-2000.	B	12-13
- Shows a good understanding of the question, with a good attempt to discuss European economic cooperation of Eastern and Western Europe in terms of its relationship with the superpowers; but discussion is noticeably lopsided and contains underdeveloped arguments. Historical examples cover a good part of the period 1945-2000.	C	10-11
- Shows a general understanding of the question, and discussion is obviously lopsided to Eastern or Western Europe; attempts are made to discuss the relationship between economic cooperation and superpowers, but discussion is general.	D	8-9
- Shows an awareness of the question, and the answer only discusses Eastern or Western Europe; shows an awareness to make discussion in terms of the relationship between economic cooperation and superpowers, but discussion is too superficial and contains factual errors.	E	6-7
- Primarily a narration of facts about European economic cooperation, with only one or two lines that casually discusses its relationship with the superpowers.	E/F	5
- A general account of facts about European economic cooperation without any attempts to discuss its relationship with the 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:

- Eastern Europe: COMECON, Molotov Plan, etc.
- Western Europe: OEEC, EEC, EC, etc.

7. 'Human-made disasters usually lead to new policies and developments.' Elaborate on this statement with reference to one example of a human-made disaster from your History syllabus.

Criteria	Highest band of performance	Marks
- Coherent and clear discussion of how the chosen example was a 'human-made disaster' and the way the example reflects new policies and developments, substantiated by good details of facts with excellent demonstration of the cause and effect behind it.	A	14-15
- Shows a good understanding of the question, clearly discusses how the chosen example was a 'human-made disaster' and the way the example reflects new policies and developments, substantiated by good details of facts with reasonable demonstration of the cause and effect behind it, but marred by slight lopsidedness.	B	12-13
- Shows a good understanding of the question, clearly discusses the concept of 'human-made disaster' and the way the chosen example reflects new policies and developments, but marred by noticeable lopsidedness. The example comes with reasonable details with cause and effect behind it.	C	10-11
- Shows a general understanding of the question; the concept of 'human-made disaster' is there but weakly handled; facts about new policies and developments are discussed, but the causal relationship behind is general.	D	8-9
- Shows an awareness of the question; the concept of 'human-made disaster' is weak and is not discussed explicitly; facts about new policies and developments, and the causal relationship behind, are both general, and contain factual errors.	E	6-7
- A factual account of the chosen example of human-made disaster with merely one or two lines on the new policies and developments that it caused.	E/F	5
- A factual account of the chosen example of human-made disaster without any attempts to discuss the new policies and developments that it caused.	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 examples may be covered:

- Great Leap Forward → Readjustment Policy
- Cultural Revolution → Reform and Opening-up
- First World War → League of Nations
- Second World War → Japan's development during the SCAP period
- Second World War → improvement of Franco-German relations