

Marking Schemes

This document was prepared for markers' reference. It should not be regarded as a set of model answers. Candidates and teachers who were not involved in the marking process are advised to interpret its content with care.

PAPER 1 (DATA-BASED QUESTIONS)

1. (a)(i) Infer from Source A one anxiety among the Hong Kong people about the future of Hong Kong [3 marks]

One mark for one valid anxiety and two marks for valid explanation

Anxiety:

e.g. - Hong Kong people were worried about China taking over Hong Kong after 1997.

Explanation:

e.g. - Whereas 70% of the interviewees preferred to maintain the status quo, only 4% of the interviewees preferred Hong Kong to be taken back by China, which was one-seventeenth of the former figure. This low figure reflected the anxiety of Hong Kong people about Hong Kong to be taken back by China.

- (a)(ii) Did the anxiety you inferred in (a)(i) still exist in 1990? [2 marks]

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

L2 Clear answer with effective explanation with reference to the Source. [max. 2]

- Still existed (e.g. 'I will surely break through and overcome darkness' – darkness still prevailed)

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

- (b) Whether 'The question of Hong Kong's future enhanced Hong Kong people's political awareness.' [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]

Sources:

e.g. - There were pressure groups that were concerned Hong Kong's future. (Source A)

- The lyrics 'I am extremely reluctant to migrate overseas to become a second-class citizen' reflected the issue of identity among Hong Kong people, which was an indication of their rising political awareness. (Source B)

Own knowledge:

- e.g.
- Before the 1980s, Hong Kong people in general knew little about political parties; in and after the 1980s, there were an increasing number of political organisations and parties.
 - After the 1967 Riots, there was little political participation among the Hong Kong people; since the looming of the Hong Kong future question, pressure groups, political parties and ordinary Hong Kong people become concerned about political issues such as the future and elections of the territory.

2. (a) What was the attitude of the author of Source C towards the USA?

[2 marks]

One mark for valid attitude and one mark for valid clue

Attitude:

e.g. - Affectionate, longing

Clue:

e.g. - 'The United States has been a pioneer model of democratic politics for backward China...'

(b) If you were a Chinese intellectual in 1945, would you support the CCP?

[4 marks]

L1 Vague answer and ineffective use of the Source.

[max. 2]

L2 Clear answer with effective explanation with reference to the Source.

[max. 4]

e.g. - Intellectuals would support the CCP, which presented itself as a party of openness, democracy and fighting wholeheartedly against Japan. ('Let's immediately proclaim the abolition of the Kuomintang's one-party dictatorship', 'Without people's freedom, there will be no national assembly that is truly elected by the people.')

* Given the content of the Source, candidates in general will hold a positive view. However, marks will be awarded to answers that, making full use of the Source, hold an opposite view and are presented logically.

(c) Whether 'After it came to power in 1949, the guiding principles of the CCP demonstrated drastic changes when compared to those it held before coming to power.'

[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]

Drastic changes:

e.g. - During the Sino-Japanese War, the CCP gave friendly gestures to the USA (Source C); after 1949, under the anti-imperialistic policy, America became an enemy as it was the ringleader of imperialism (own knowledge).

No drastic changes:

e.g. - The CCP promoted a democratic coalition government formed by various political parties (Source D) and in 1949 it was realised through the Chinese People's Political Consultative Conference and political participation by non-CCP democrats, until the Anti-Rightist Movement in 1957. (own knowledge).

3. (a) What was the main message of the cartoon in Source E? [3 marks]

One mark for valid answer and two marks for valid explanation

Message:

e.g. - France was a selfish country.

Explanation:

e.g. - During the war, France sought the help of other countries; after the war, it refused to discuss their proposals in the peace conference.

- (b) Identify one general misunderstanding of the impact of the First World War on women's status [3 marks]

One mark for valid answer and two marks for valid explanation

Misunderstanding:

e.g. - Women's status was improved obviously after the First World War.

Explanation:

e.g. - Many countries did not give women voting rights until the end of the Second World War.
- Women's status did not change a lot at home and in the workplace.

- (c) Did the First World War bring about a better Europe? [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]

Better:

e.g. - Women's contribution was recognised after the War. (Source F)
- Europe achieved peace that there were no big conflicts among the powers in the 1920s. (own knowledge)

Not better:

e.g. - The powers suffered from impoverishment and ideological conflicts after the War. (Source E)
- Overdependence on the USA made Europe vulnerable to economic depression. (own knowledge)

4. (a) Identify one justification that was used by Charles de Gaulle in both speeches to reject Britain's application to join the EEC [3 marks]

One mark for valid justification and two marks for valid clues

Justification:

e.g. - Admitting Britain would harm the European nature of the EEC.

Clues:

e.g. - An impact of Britain's entry on the EEC was that 'the cohesion of its members... would not endure for long, and that ultimately it would appear as a colossal Atlantic community under American dependence and direction.' (1963)

- Britain's entry might mean that 'the continentals would have to renounce forever a European Europe.' (1967)

- (b) What was the 'trifling condition' mentioned in Source H? [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]

Trifling condition:

e.g. - Britain's loss of sovereignty to France.

Explanation:

e.g. - The national flag of the United Kingdom was dropped to give place for the French flag.

- Charles de Gaulle was described as 'King Charles of Britain and France'.

- (c) What factors hindered economic cooperation in Europe from the 1950s to the 1970s? [6 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. 3]

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

e.g. - Traditional conflicts between powers. (Source G)

- Threat of losing sovereignty. (Source H)

- Division of European into two blocs. (own knowledge)

- There were hostile organisations such as EFTA vs. EEC. (own knowledge)

- Leaders played a role. Charles de Gaulle was strongly opposed to British entry into the EEC. (Source G and own knowledge)

PAPER 2 (ESSAY-TYPE QUESTIONS)

Hong Kong Diploma of Secondary Education Examination

History

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. Discuss the characteristics of the relationship between Hong Kong and mainland China in the first half of the 20th century.

Criteria	Highest band of performance	Marks
- Coherent presentation with excellent discussion of the characteristics of the relationship between Hong Kong and mainland China, supported by solid historical data that cover several aspects and stretch over a considerable period of time.	A	14-15
- Shows a good understanding of the question, clearly examines the characteristics of the relationship between Hong Kong and mainland China. Historical data cover reasonable aspects and 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 characteristics of the relationship between Hong Kong and mainland China; but discussion contains underdeveloped arguments concerning the characteristics. Historical data cover a good part of the period.	C	10-11
- Shows a general understanding of the question, and discussion focuses on limited aspects.	D	8-9
- Shows an awareness of the question, and discussion focuses on limited aspects, 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 the relationship between Hong Kong and mainland China, with only one or two lines that casually touch upon its characteristics.	E/F	5
- A narration of the relationship between Hong Kong and mainland China without analysing its characteristics.	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 response to political changes in China (e.g. 1911 Revolution, KMT's political activism, Japanese invasion of China), Hong Kong elite's relationship with China, socio-economic link, etc.

2. Compare reform and revolution as means of transformation in China in the 20th century, using one reform and one revolution within your History syllabus as examples.

Criteria	Highest band of performance	Marks
- Coherent presentation with excellent comparison of reform and revolution as means of transformation in China using the chosen examples, substantiated by solid historical facts.	A	14-15
- Shows a good understanding of the question, clearly compares reform and revolution as means of transformation in China using the chosen examples, substantiated by relevant historical facts.	B	12-13
- Shows a good understanding of the question, and produces a reasonable comparison of reform and revolution as means of transformation in China using the chosen examples, 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 reform and revolution as means of transformation in China using the chosen examples, but the answer tends to be narrative.	D	8-9
- Shows an awareness of the question; attempts are made to compare reform and revolution as means of transformation in China, but the answer is narrative with factual errors and/or omissions.	E	6-7
- Primarily a narration of facts about the chosen reform and revolution, with one or two lines that casually compare reform and revolution as means of transformation in China.	E/F	5
- A narration of facts about the chosen reform and revolution, without any attempt to compare reform and revolution as means of transformation in China.	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:

- Effectiveness, breadth and depth of changes, ideology, etc.

3. 'In the period 1952-2000, Japanese diplomacy with other Asian countries aimed primarily at compensating its war guilt.' Do you agree? Explain your view.

Criteria	Highest band of performance	Marks
- Coherent presentation with excellent analysis of compensating war guilt and other factors in terms of their relative importance in shaping Japanese diplomacy, 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 compensating war guilt and other factors in terms of their relative importance in shaping Japanese diplomacy. 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 compensating war guilt and other factors in terms of their relative importance in shaping Japanese diplomacy; but discussion is noticeably lopsided and/or contains underdeveloped arguments (e.g. no obvious attempt to explain 'primarily'). Historical data cover a good part of the period in question.	C	10-11
- Shows a general understanding of the question and discussion focuses merely on compensating war guilt; or attempt to tackle it and other factors but marred by rough content.	D	8-9
- Shows an awareness of the question, and discussion is merely on compensating war guilt, marred by rough content; or attempts to tackle it and other factors, 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 Japanese diplomacy in the period concerned, with only one or two lines that causally touch upon how compensating war guilt contributed to such developments, or - Discussion is solely based on other aims.	E/F	5
- A narration of Japanese diplomacy without analysing its aims, or - Detailed narration of other aims of Japanese diplomacy 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:

- Compensating war guilt, Japan's economic interest, American interest, Cold War, etc.

4. 'The Great Depression was a more important factor than the Paris Peace Settlement (1919-23) in causing the Second World War.' Do you agree? Explain your view with reference to Europe's development in the period 1919-39.

Criteria	Highest band of performance	Marks
- Coherent presentation with excellent analysis of the relative importance of the two factors, supported by solid historical data that cover a considerable scope and period of time.	A	14-15
- Shows a good understanding of the question, clearly examines the relative importance of the two factors. Historical data cover a considerable scope and period of time.	B	12-13
- Shows a good understanding of the question, and produces a good attempt to examine the relative importance of the two factors; but obviously lopsided to either one, and/or contains underdeveloped arguments. Historical data cover reasonable scope and a good part of the period.	C	10-11
- Shows a general understanding of the question, and discussion focuses merely on one factor; or tackles both but marred by rough arguments.	D	8-9
- Shows an awareness of the question; discussion attempts to tackle one factor 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 overgeneralisation, or - Primarily a narration of facts about the two factors with only one or two lines that causally touch upon their relative importance.	E/F	5
- A general narration of facts about the two factors or inter-war developments without discussing the relative importance of the two factors.	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:

- Treaty settlement, French infringement of territorial settlement after 1923, the role of the USA in Europe's economic development, Great Depression, the nature of the rise of Hitler and totalitarianism, etc.

5. In what ways did the USSR affect the development of the Cold War in the period 1946-91?

Criteria	Highest band of performance	Marks
- Coherent presentation with a logical and balanced discussion of the ways in which the USSR affected the development of the Cold War 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 in which the USSR affected the development of the Cold War 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 in which the USSR affected the development of the Cold War in the period in question; but discussion is noticeably lopsided 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 obvious efforts to identify such ways, but it is not always clear in explaining how the USSR affected the development of the Cold War in the identified ways, or - Tackles only limited ways, or attempt to tackle several but marred by rough content.	D	8-9
- Shows an awareness of the question, with noticeable efforts to identify such ways, but the answer is weak in explaining how the USSR affected the development of the Cold War in the identified ways, or - Tackles only limited ways, marred by minor mistakes, or attempts to tackle several but containing obvious mistakes and rough contents.	E	6-7
- Primarily a narration of the USSR and the Cold War, with only one or two lines that causally touch upon the ways in which the USSR affected the development of the Cold War.	E/F	5
- A general account of the USSR and the Cold War, without only any efforts to discuss the ways in which the USSR affected the development of the Cold War.	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:

- Molotov Plan, Berlin Blockade, Warsaw Pact, Korean War, Cuban Missile Crisis, Vietnam War, détente, Afghanistan War, Mikhail Gorbachev, etc.

6. Do you agree that the United Nations served as an ideal platform for international cooperation? Explain your view with reference to its attempts at solving international conflicts and promoting international social and cultural cooperation in the period 1945-2000.

Criteria	Highest band of performance	Marks
- Coherent presentation with excellent analysis of the United Nations as a platform for international cooperation in the period in question, supported by solid historical examples that cover a considerable scope and period of time.	A	14-15
- Show a good understanding of the question, clearly examines the United Nations as a platform for international cooperation in the period in question. Historical examples cover a considerable scope and period of time.	B	12-13
- Shows a good understanding of the question, and makes concrete attempts to examine the United Nations as a platform for international cooperation in the period in question, 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 United Nations as a platform for international cooperation in the period in question, but marred by rough arguments or inadequate treatment of the scope and period in question.	D	8-9
- Shows an awareness of the question, marred by rough arguments and inadequate treatment of the scope and period in question.	E	6-7
- Same as Band E, but marred by overgeneralisation.	E/F	5
- A loose narration of the United Nations without focusing on its function as a platform for international cooperation.	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:

- The role of the UN in solving international conflicts
- The role of the UN in promoting international social and cultural cooperation

7. Suppose you were living in the 1960s in a country/region covered in your History syllabus, and had a strong urge to migrate to another place under a different regime. State the country/region in which you were living and that to which you planned to migrate, and explain the problems you were facing in the current country/region and the attractions of the new one.

Criteria	Highest band of performance	Marks
- Coherent and clear explanation of the problems of the current country/region and the attractions of the new one in the light of 'strong urge to migrate', substantiated by good details of facts.	A	14-15
- Shows a good understanding of the question, clearly discusses the problems of the current country/region and the attractions of the new one in the light of 'strong urge to migrate', substantiated by good details of facts, but marred by slight lopsidedness.	B	12-13
- Shows a good understanding of the question, clearly discusses the problems of the current country/region and the attractions of the new one in the light of 'strong urge to migrate', but marred by noticeable lopsidedness. The example comes with reasonable details of facts.	C	10-11
- Shows a general understanding of the question; the concept of 'strong urge to migrate' is there but weakly handled; facts about the problems of the current country/region and the attractions of the new one are discussed, but the causal relationship behind is general.	D	8-9
- Shows an awareness of the question; the concept of 'strong urge to migrate' is weak and is not discussed explicitly; facts about the problems of the current country/region and the attractions of the new one, and the causal relationship behind, are both general, and contain factual errors.	E	6-7
- A factual account of the chosen countries/regions with merely one or two lines on their problems and attractions.	E/F	5
- A factual account of the chosen countries/regions without any attempts to discuss their problems and attractions.	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

Examples:

- The PRC → Hong Kong
- Hong Kong → The PRC
- East Germany → West Germany