

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) The main message of the comic book cover in Source A [3 marks]

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

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

Main message:

e.g. - The police were corrupt and could not maintain law and order.

Explanation:

e.g. - The policeman caught a person spitting but ignored the robbers around.
- The penalty of spitting in this case was unreasonably high.

(b) The attitude of the author of Source B towards the Royal Hong Kong Police [4 marks]

L1 Vague explanation and ineffective use of the Source, or presenting a one-sided answer. [max. 2]

L2 Clear answer with effective explanation with reference to the Source, and presenting a two-sided answer. [max. 4]

Attitude:

e.g. - Mixed
- Appreciative but suspicious

Justification:

e.g. - Appreciative: the Royal Hong Kong Police were civilised and efficient.
- Suspicious: the author considered it problematic for the policemen not to concern politics.

(c) Whether 'the colonial government of Hong Kong demonstrated an ability to improve its governance in the period 1967-97.' [8 marks]

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

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

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

Improved:

e.g. - The Royal Hong Kong Police had been corrupt, but its work became recognised by people within and without Hong Kong by 1997. (Sources A and B)
- The colonial government carried out comprehensive social reforms and improved the living standard of Hong Kong as a whole. (own knowledge)

Not improved:

- e.g.
- The Hong Kong government could not effectively tackle the confidence crisis in the 1980s arising from the Hong Kong future question. (own knowledge)
 - The Hong Kong government used to maintaining cordial working relationship with the PRC, but it failed to do so in the last decade of its colonial rule. (own knowledge)

2. (a) **Reform's impact on the Qing Dynasty** [3 marks]

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

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

Impact:

e.g. - China would achieve greater solidarity.

Clue:

e.g. - 'railway and telegraph are rapidly welding the disjointed members of the Empire into a solid unity.'

(b) **Why did the author of Source D think that revolutionaries were admirable?** [2+2 marks]

Two marks for each valid clue with effective explanation

e.g. - 'prepared to work for the permanent good of their country.'
- 'The Qing Government has been hunting them to do them to death.'

(c) **Suppose you were a Chinese scholar in 1911. Would you prefer to be a reformer or a revolutionary? Explain why you preferred one and did not prefer the other.** [8 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. 8]

Reformer:

e.g. - The Qing Government's ongoing reforms were 'welding the disjointed members of the Empire into a solid unity' and thus overcoming the problem of regionalism. (Source C)
- Being a revolutionary was too risky as the Qing Government was 'hunting them to do them to death.' (Source D)
- The reforms were so fundamental that an open and literate society was coming into being. (own knowledge)

Revolutionary:

e.g. - Revolutionaries were noble persons. They were enlightened and educated, and willing to sacrifice themselves for the permanent good of China. (Source D)
- The Qing Government was an alien regime, and might not be got rid of except by revolution. (own knowledge)
- The Qing Government was insincere in introducing political reforms. (own knowledge)

3. (a) What can you conclude from Source E about the nature of scouting at the time? [4 marks]
- L1 Vague explanation and ineffective use of the Source. [max. 2]
- L2 Clear answer with effective explanation with reference to the Source. [max. 4]

Nature:

e.g. - Patriotic

Explanation:

e.g. - All scouts should put their country first and self second, and keep their national flag flying, even if they have to bleed for it.

- (b) Identify from Source F one common concern of both sides when debating about the necessity of the Triple Entente [3 marks]

One mark for common concern and two marks for valid explanation

Common concern:

e.g. - Issue of Germany

Explanation:

e.g. - It was concerned whether it would provoke Germany (for) and whether it could check Germany's expansion (against).

- (c) Whether 'widespread nationalism across Europe did not necessarily lead to the outbreak of a general war.' [8 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. 8]

Not necessarily:

- e.g. - Whereas patriotism was fervently promoted by patriots like Robert Baden-Powell, university students did not necessarily become hot-headed towards political issues. (Sources E and F)
- European powers made efforts to negotiate after the Sarajevo Assassination. (own knowledge)

Necessarily:

- e.g. - Use of force as a means to protect one's country was deemed desirable, even at the cost of risking one's life. (Source E)
- It was regarded at least by some that Germany's 'necessary policy was expansion'. Europe would be inevitably dragged into war due to German ambitions. (Source F)
- Nationalism led to crises in the Balkans, which contributed to the outbreak of the First World War. (own knowledge)

4. (a) **Infer from Source G two characteristics of international politics after the Second World War** [4 marks]

Two valid characteristics plus valid explanation

Characteristics:

- e.g. - International politics after the Second World War was strongly influenced by the War's victors
- The veto pattern reflects developments of the Cold War

Explanation:

- e.g. - All the five permanent members of the Security Council were victors of the Second World War.
- The number of vetoes remained high for most of the Cold War period, except the détente in the 1960s. After the end of the Cold War, its number dropped drastically.

- (b) **Identify from Source H one structural problem of the United Nations** [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]

Structural problem:

- e.g. - Undemocratic / unfair representation

Explanation:

- e.g. - Germany and Japan were actually big powers; making them new permanent members in the Security Council would not help improve the situation.
- Such new members should be appointed among the former colonies.

- (c) **Do you agree that national interest always hindered international cooperation?** [8 marks]

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

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

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

Hindered:

- e.g. - Superpowers abused the veto powers in the UN. (Source G)
- The former colonies did not get the share of power they deserved; international politics was dominated by the big powers. (Source H)
- European countries had frequent disagreements on economic cooperation and integration. (own knowledge)

Not hindered:

- e.g. - Developing countries formed the Non-Aligned Movement to promote economic cooperation and minimise the influence of major powers. (Source H)
- NATO and Warsaw Pact were good examples to illustrate how national security concerns shaped international military cooperation. (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	23-25
<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	20-22
	C	17-19
<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	14-16
	E	11-13
<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	9-10
	F	5-8
<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	0-4

1. 'In the last two decades of the 20th century, Hong Kong was an international city with a strong Chinese identity and increasing Hong Kong identity.' Do you agree? Explain your view.

Criteria	Highest band of performance	Marks
- Coherent presentation with excellent analysis of Hong Kong's Chinese and Hong Kong identities, supported by solid historical data that stretch over a considerable period of time.	A	23-25
- Shows a good understanding of the question, clearly examines Hong Kong's Chinese and Hong Kong identities. Historical data stretch over a considerable period of time.	B	20-22
- Shows a good understanding of the question, and produces a good attempt of examining the relative importance of Hong Kong's Chinese and Hong Kong identities; but discussion is obviously lopsided to either. Historical data cover a considerable period of time.	C	17-19
- Shows a general understanding of the question, and discussion focuses merely on Chinese or Hong Kong identity; or attempts to tackle both but marred by rough content.	D	14-16
- Shows an awareness of the question, and discussion is merely about Chinese and Hong Kong identity; or attempts to tackle both, but marred by rough content and lopsidedness.	E	11-13
- Same as Band E, but marred by obvious factual errors and/or overgeneralisation, or - Primarily a narration of Hong Kong's development in the period concerned, with only one or two lines that casually touch upon Hong Kong's Chinese and/or Hong Kong identities.	E/F	9-10
- A narration of Hong Kong's development in the period concerned, without discussing Hong Kong's Chinese and Hong Kong identities.	F	5-8
- 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	0-4

The following aspects may be covered:

- Chinese identity: Hong Kong people's attitude to Chinese cultures, festivals and values; Hong Kong's relationship with China, etc.
- Hong Kong identity: Hong Kong's pop culture, economic accomplishment; Hong Kong people's concern about Hong Kong, etc.

2. Who – Sun Yat-sen (Sun Yixian) or Mao Zedong – do you think was a greater Chinese leader? Explain your view.

Criteria	Highest band of performance	Marks
- Coherent presentation with reasonable analysis of the relative greatness of the two leaders, supported by solid historical examples of different aspects that cover a considerable period of time.	A	23-25
- Shows a good understanding of the question, clearly examines the relative greatness of the two leaders. Historical examples cover a considerable scope and period of time.	B	20-22
- Shows a good understanding of the question, and produces a good attempt to examine the relative greatness of the two leaders; but obviously lopsided to either one, and/or contains underdeveloped arguments. Historical examples cover reasonable scope and a good part of the period.	C	17-19
- Shows a general understanding of the question; produce separate accounts of facts about the contribution and demerits of the two figures without making any comparisons.	D	14-16
- Shows an awareness of the question; discussion attempts to tackle the contribution and demerits of one leader only; or attempts to tackle both, but marred by rough arguments and lopsidedness.	E	11-13
- Same as Band E, but marred by obvious factual errors and/or overgeneralisation, or - Primarily a narration of facts about the two leaders with only one or two lines that causally touch upon their relative greatness.	E/F	9-10
- A narration of facts about the two leaders without discussing their relative greatness.	F	5-8
- 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	0-4

The following aspects may be covered:

- Their leaderships and ideologies
- Their positive and negative impact on China

3. Was Japan's development in the period after the Second World War up to the end of the 1960s primarily due to the US factor? Explain your view.

Criteria	Highest band of performance	Marks
- Coherent presentation with excellent analysis of the relative importance of the US factor and other factors in contributing to Japan's development, supported by solid historical data that stretch over a considerable period of time.	A	23-25
- Shows a good understanding of the question, clearly examines the relative importance of the US factor and other factors in contributing to Japan's development. Historical data stretch over a considerable period of time.	B	20-22
- Shows a good understanding of the question, and produces a good attempt of examining the relative importance of the US factor and other factors in contributing to Japan's development; but discussion is obviously lopsided to the US 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	17-19
- Shows a good understanding of the question, and discussion focuses merely on the US factor; or attempts to tackle both but marred by rough content.	D	14-16
- Shows an awareness of the question, and discussion is merely about the US factor, marred by rough content; attempts to tackle both, but marred by rough content and lopsidedness.	E	11-13
- Same as Band (E), but marred by obvious factual errors and/or overgeneralisation, or - Primarily a narration of Japan's development in the period concerned, with only one or two lines that causally touch upon how the US factor contributed to such developments, or - Discussion is solely based on other factors.	E/F	9-10
- A narration of Japan's development without analysing its causes, or - Detailed narration of other factors of Japan's development without presenting any arguments.	F	5-8
- 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	0-4

The following aspects may be covered:

- SCAP period and subsequent US policy towards Japan
- The impact of the Cold War
- Initiatives of the Japanese government
- Developments of the Japanese enterprises

4. Assess the effectiveness of international peace-keeping efforts in Europe in period 1919-39.

Criteria	Highest band of performance	Marks
- Coherent presentation with reasonable and balanced discussion of the extent of achievement and shortcomings of international peace-keeping efforts in Europe; discussion is supported by good use of solid historical facts in the period 1919-39.	A	23-25
- Shows a good understanding of the question; able to discuss the extent of achievement and shortcomings of international peace-keeping efforts in Europe, discussion is supported by reasonable use of historical facts in the period 1919-39.	B	20-22
- Shows a good understanding of the question; clearly discuss the extent of achievement and shortcomings of international peace-keeping efforts in Europe, but discussion is noticeably lopsided and contains underdeveloped arguments. Discussion is supported by reasonable use of historical facts in the period 1919-39.	C	17-19
- Shows a general understanding of the question, with some success to discuss some achievement and/or shortcomings of international peace-keeping efforts in Europe, but weak in systemically assessing their effectiveness in the whole period.	D	14-16
- Shows an awareness of the question, with some attempts to discuss some achievement and/or shortcomings of international peace-keeping efforts in Europe, but very weak in systemically assessing their effectiveness in the whole period; the answer also contains factual errors.	E	11-13
- A general account of peace-keeping efforts in Europe in the period, with one or two lines that causally touch upon assessing their effectiveness.	E/F	9-10
- A general narration of peace-keeping efforts in Europe in the period, without any attempts to assess their effectiveness.	F	5-8
- 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	0-4

The following aspects may be covered:

- Paris Peace Conference, other international agreements (e.g. Locarno Treaties), disarmament conferences (e.g. Geneva Conference), appeasement policy, etc.

5. How 'cold' was the Cold War? Explain your view.

Criteria	Highest band of performance	Marks
- Coherent presentation with reasonable analysis of the extent of 'coldness' of the Cold War, based on proper handling of concepts such as 'Cold War' and/or 'cold', with balanced discussion of its 'coldness' and 'non-coldness', in the relevant period, supported by solid historical examples that stretch over a considerable period of time.	A	23-25
- Shows a good understanding of the question, clearly examines the extent of 'coldness' of the Cold War, based on proper handling of concepts such as 'Cold War' and/or 'cold', with generally balanced discussion of its 'coldness' and 'non-coldness', in the relevant period. Historical examples stretch over a considerable period of time.	B	20-22
- Shows a good understanding of the question, and produces a good attempt to examine the extent of 'coldness' of the Cold War, based on proper handling of concepts such as 'Cold War' and/or 'cold', but obviously lopsided to either 'coldness' or 'non-coldness' of the Cold War, and/or contains underdeveloped arguments. Historical examples cover a good part of the period.	C	17-19
- Shows a general understanding of the question, and the discussion merely deals with 'coldness' or 'non-coldness' of the Cold War; or it attempts to deal with both, both marred by rough arguments.	D	14-16
- Shows an awareness of the question; discussion is merely based on either 'coldness' or 'non-coldness', marred by rough arguments; or it attempts to deal with both, but marred by obvious factual errors.	E	11-13
- Same as Band E, but marred by fundamental errors and other weaknesses; or - Primarily a narration of the Cold War's evolution, with only one or two lines that casually touch upon the 'coldness' of the Cold War.	E/F	9-10
- A narration of the Cold War's evolution without assessing the extent of 'coldness' of the Cold War.	F	5-8
- 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	0-4

The following facts may be covered:

- Nature and meaning of the Cold War, conflicts and cooperation of the two blocs, their changing relationship, etc.

6. Do you agree that foreign intervention was the major factor in causing Arab-Israeli conflicts and racial conflicts in the Balkans after the Second World War? Explain your view.

Criteria	Highest band of performance	Marks
- Coherent presentation with reasonable analysis of foreign intervention and other factors in terms of their relative importance in causing the two conflicts, supported by solid historical examples that stretch over a considerable period of time.	A	23-25
- Shows a good understanding of the question, clearly examines the relative importance of foreign intervention and other factors in causing the two conflicts. Historical examples stretch over a considerable period of time.	B	20-22
- Shows a good understanding of the question, and produces a good attempt of examining the relative importance of foreign intervention and other factors in causing the two conflicts, but discussion is obviously lopsided to foreign intervention or other factors, and/or contains underdeveloped arguments (e.g. unclear argument regarding the relative importance of foreign intervention). Historical examples cover a considerable period of time.	C	17-19
- Shows a general understanding of the question, and discussion focuses merely on foreign intervention; or attempts to tackle both but marred by rough content.	D	14-16
- Shows an awareness of the question; discussion is merely on foreign intervention, marred by rough content; or attempts to tackle both, but marred by rough content and lopsidedness.	E	11-13
- Same as Band E, but marred by obvious factual errors and/or overgeneralisation, or - Primarily a narration of historical facts about the two conflicts, with only one or two lines that casually touch upon foreign intervention as a factor, or - Discussion is solely based on other factors.	E/F	9-10
- A narration of historical facts about the two conflicts, without analysing their causes, or - Detailed narration about other factors without presenting any arguments.	F	5-8
- 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	0-4

The following aspects may be covered:

- Impact of the Second World War and the Cold War, roles of the great powers and the UN, religious differences, economic factor, etc.

7. 'Development in the first half of the 20th century was characterised more by change than continuity.' Do you agree? Explain your answer with the development of one country/region within your history course.

Criteria	Highest band of performance	Marks
- Coherent presentation with balanced and reasonable analysis of the extent of change and continuity experienced by the chosen country/region, in the first half of the 20 th century, supported by solid historical examples that stretch over a considerable period of time.	A	23-25
- Shows a good understanding of the question, clearly examines the extent of change and continuity experienced by the chosen country/region, in the first half of the 20 th century, in a generally balanced manner. Historical examples stretch over a considerable period of time.	B	20-22
- Shows a good understanding of the question, and produces a good attempt to examine the extent of change and continuity experienced by the chosen country/region, but obviously lopsided, and/or contains underdeveloped arguments. Historical examples cover a good part of the period.	C	17-19
- Shows a general understanding of the question, and the discussion only deals with change or continuity; or it attempts to deal with both, but marred by unbalanced answer and rough contents.	D	14-16
- Shows an awareness of the question, and the discussion only deals with change or continuity, marred by rough contents; or it attempts to deal with both, but marred by unbalanced answers, rough arguments and overgeneralisation.	E	11-13
- Same as Band E, but marred by fundamental errors and other weaknesses; or - Primarily a narration of the historical development of the chosen country/region, with only one or two lines that casually touch upon its change and continuity.	E/F	9-10
- A narration of the historical development of the chosen country/region without discussing its change and continuity.	F	5-8
- 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	0-4