

## Marking Guidelines

The marking guidelines will only list a set of suggested marking criteria for each question for markers' reference. They should not be regarded as sets of model answers. Alternative answers are also accepted as long as they are reasonable.

### Paper 1

1. (a)

Suggested Marking Guidelines	Marks
The candidate:	
<ul style="list-style-type: none"> <li>identifies and explains clearly and in detail two valid causes for obesity suggested in Source A. Causes could include: changes in eating habits brought about by the spread of fast food chains; lack of exercise due to a more sedentary life-style resulting from easy access to labour-saving devices and non-active technology-based entertainment, etc.</li> <li>provides a well-structured and in-depth explanation</li> </ul>	5-6
<ul style="list-style-type: none"> <li>identifies two valid causes for obesity suggested in Source A but does not explain fully; or identifies and explains fully one valid cause for obesity suggested in Source A</li> </ul>	3-4
<ul style="list-style-type: none"> <li>identifies or attempts to explain one valid cause for obesity (may or may not be from the source), but may not be all correct/ relevant; or identifies one or two valid causes for obesity but makes no attempt to explain</li> </ul>	1-2
<ul style="list-style-type: none"> <li>fails to identify any causes for obesity/ makes no attempt to answer the question</li> <li>gives an answer which is not relevant to the question</li> </ul>	0

1. (b)

Suggested Marking Guidelines	Marks
The candidate:	
<ul style="list-style-type: none"> <li>presents his/her stance clearly and consistently</li> <li>makes correct, appropriate and full use of the data available</li> <li>explains and justifies clearly, logically and in detail the extent to which the sources support the view with respect to the points of relevance in Sources A and B and his/her own knowledge and concepts; shows an in-depth understanding and an appropriate application of the relevant knowledge and concepts (e.g. obesity, global influence); formulates his/her arguments on the basis of a detailed and critical evaluation regarding perspectives for and against the view and limitations of some of the evidence in Sources A and B, e.g.</li> </ul> <p><i>Points that support the view:</i>  <i>explains clearly and in detail his/her arguments with the points of relevance in the sources and relevant and valid examples; may construct arguments by drawing upon some of the points below or any other appropriate alternatives, e.g.</i></p> <ul style="list-style-type: none"> <li>■ The cartoon juxtaposes the problem of obesity with the problems of global warming and pollution thereby suggesting that obesity is a global problem;</li> <li>■ In all countries, the rate of obesity has been rising over the last ten years and it is likely that the figure will continue to rise in the future;</li> <li>■ In general, developed countries have higher percentages of obese adults than developing countries. As the standards of living in developing countries improve, it is reasonable to assume the rates of obesity will increase further, etc.</li> </ul> <p><i>Points that do not support the view:</i>  <i>explains clearly and in detail his/her arguments with the points of relevance in the sources and relevant and valid examples; may construct arguments by drawing upon some of the points below or any other appropriate alternatives, e.g.</i></p> <ul style="list-style-type: none"> <li>■ The percentage of obese adults varies considerably within and across regions. Some developing countries such as Malawi still have very low rates of obesity;</li> <li>■ Japan is a developed country but it also has a very low rate of obesity;</li> <li>■ The cartoon does not mention the global trend of the intensity of the obesity problem, etc.</li> </ul>	7-8
<ul style="list-style-type: none"> <li>provides a well-structured, in-depth discussion, demonstrating a high level of critical analysis</li> </ul>	

<ul style="list-style-type: none"> <li>● presents his/her stance consistently</li> <li>● makes correct and appropriate use of some of the data available</li> <li>● justifies his/her arguments by referring to the sources and basing answer on his/her knowledge; shows an understanding of the relevant knowledge and concepts and an ability to apply them where appropriate:</li> </ul> <p><i>Points that support the view: explains his/her arguments with some points of relevance in the sources and relevant and valid examples; may construct arguments by drawing upon some of the points above or any other appropriate alternatives</i></p> <p><i>Points that do not support the view: explains his/her arguments with some points of relevance in the sources and relevant and valid examples; may construct arguments by drawing upon some of the points above or any other appropriate alternatives</i></p> <ul style="list-style-type: none"> <li>● provides a well-structured discussion, demonstrating some evidence of critical analysis, though might lack detail in parts</li> </ul>	5-6
<ul style="list-style-type: none"> <li>● presents his/her stance, but possibly with insufficient clarity</li> <li>● makes partial use of the data available and not always accurately</li> <li>● attempts to justify his/her arguments by referring to the sources and basing answer on his/her knowledge, but lacks clarity/ consistency; shows partial understanding or is only able to apply relevant knowledge and concepts in a basic way:</li> </ul> <p><i>Points that support the view: attempts to construct arguments by drawing upon some of the points above or any other appropriate alternatives, but the explanation to his/her arguments is superficial</i></p> <p><i>Points that do not support the view: attempts to construct arguments by drawing upon some of the points above or any other appropriate alternatives, but the explanation to his/her arguments is superficial</i></p> <ul style="list-style-type: none"> <li>● provides a somewhat shallow discussion, which is not well structured and does not always articulate his/her ideas clearly</li> </ul>	3-4
<ul style="list-style-type: none"> <li>● exhibits no clear stance and may put forward contradictory arguments</li> <li>● may draw some wrong conclusions from the data</li> <li>● attempts to explain his/her arguments according to his/her knowledge (with or without referring to the points of relevance in the sources), but the explanation is too partial, e.g. explaining with a wrong concept of obesity/ global influence, using irrelevant/ inappropriate examples/ information for illustration, etc.</li> <li>● gives a shallow discussion with little organisation/ without focus; expresses his/her ideas vaguely</li> </ul>	1-2
<ul style="list-style-type: none"> <li>● makes no attempt to answer the question</li> <li>● gives an answer which is not relevant to the question</li> </ul>	0

2. (a)

Suggested Marking Guidelines		Marks
The candidate:		
<ul style="list-style-type: none"> <li>identifies correctly the message of the cartoon, e.g. the government takes advantage of the composition of the Legco, with the pro-establishment camp as the majority, to suppress opposing views and the government does not consider or listen to views of the pan-democratic camp seriously</li> <li>explains clearly and in detail the message with full use of the cartoon and Source A, e.g. the cartoon showed that the pro-establishment camp (represented by a big metal ball) voted "yes" for bills/ government policies while the pan-democratic camp was out-voted because they were the minority as indicated in Source A. The cartoon also showed that the government was not sincere to incorporate the views of the pan-democratic camp by reminding the pan-democratic camp legislators (rather than reminding itself) that "they have to learn to accommodate different views".</li> </ul>		3-4
<ul style="list-style-type: none"> <li>identifies the message of the cartoon</li> <li>attempts to explain the message of the cartoon but is not able to relate the understanding of Source A to a plausible interpretation of the cartoon</li> </ul>		1-2
<ul style="list-style-type: none"> <li>fails to identify the message of the cartoon / makes no attempt to answer the question</li> <li>gives an answer which is not relevant to the question</li> </ul>		0

2. (b)

Suggested Marking Guidelines		Marks
The candidate:		
<ul style="list-style-type: none"> <li>explains clearly and in detail why some Legislative Councillors adopt the filibustering strategy with reference to the sources, e.g. domination of the pro-establishment camp in the Legislative Council as shown in Source A: the pan-democratic camp has no choice but to use the filibustering strategy to express their dissatisfaction; insincere government's attitude towards the pan-democratic camp as shown in Source B: the pan-democratic camp has to use the filibustering strategy to delay the legislative process; the monitoring role of the legislators as shown in Source D: legislators have a role to check and balance the power of the executive, etc.</li> <li>provides a well-structured and in-depth explanation</li> </ul>		5-6
<ul style="list-style-type: none"> <li>identifies and explains why some Legislative Councillors adopt the filibustering strategy, but does not explain fully or with sufficient clarity</li> </ul>		3-4
<ul style="list-style-type: none"> <li>attempts to point out some reasons for some Legislative Councillors to adopt the filibustering strategy (with or without referring to the sources), or the reasons provided may not be all correct/ relevant</li> </ul>		1-2
<ul style="list-style-type: none"> <li>fails to point out the reasons / makes no attempt to answer the question</li> <li>gives an answer which is not relevant to the question</li> </ul>		0

2. (c)

Suggested Marking Guidelines	Marks
The candidate:	
<ul style="list-style-type: none"> <li>● presents his/her stance clearly and consistently</li> <li>● explains and justifies clearly and logically whether he/she thinks that filibustering in the Hong Kong Legislative Council harms the interests of Hong Kong citizens with respect to the points of relevance in the sources and his/her own knowledge and concepts (e.g. interests of citizens, checks and balances) in view of the current situation in Hong Kong; formulates his/her arguments on the basis of a detailed and critical evaluation of the pros and cons, e.g.</li> </ul> <p><i>Points of agreement: (filibustering harms the interests of Hong Kong citizens)</i>  <i>explains clearly and in detail his/her arguments with the points of relevance in the sources and relevant and valid examples; may construct arguments by drawing upon some of the points below or any other appropriate alternatives, e.g.</i></p> <ul style="list-style-type: none"> <li>■ Many other bills which could benefit society could not be examined;</li> <li>■ Some people will suffer as a result of the delay of legislation and appropriation (e.g. the Old Age Living Allowance);</li> <li>■ Wasting time and public resources (109 hours; 11 days; 12 million dollars), etc.</li> </ul> <p><i>Points of disagreement: (filibustering does not harm the interests of Hong Kong citizens)</i>  <i>explains clearly and in detail his/her arguments with the points of relevance in the sources and relevant and valid examples; may construct arguments by drawing upon some of the points below or any other appropriate alternatives, e.g.</i></p> <ul style="list-style-type: none"> <li>■ To protect the interests of people in society as represented by the pan-democratic camp;</li> <li>■ To listen and consider more views and interests in a pluralistic Hong Kong society;</li> <li>■ To check against policies proposed by the government without popular mandate, etc.</li> </ul> <ul style="list-style-type: none"> <li>● provides a well-structured, in-depth discussion, demonstrating a high level of critical analysis</li> </ul>	7-8
<ul style="list-style-type: none"> <li>● presents his/her stance consistently</li> <li>● justifies the extent of his/her position by referring to the sources and basing answer on his/her knowledge; shows an understanding of the relevant knowledge and concepts and an ability to apply them where appropriate:</li> </ul> <p><i>Points of agreement: explains his/her arguments with some points of relevance in the sources and relevant and valid examples; may construct arguments by drawing upon some of the points above or any other appropriate alternatives</i></p> <p><i>Points of disagreement: explains his/her arguments with some points of relevance in the sources and relevant and valid examples; may construct arguments by drawing upon some of the points above or any other appropriate alternatives</i></p> <ul style="list-style-type: none"> <li>● provides a well-structured discussion, demonstrating some evidence of critical analysis, though might lack detail in parts</li> </ul>	5-6

<ul style="list-style-type: none"> <li>● presents his/her stance, but possibly with insufficient clarity</li> <li>● attempts to justify his/her position by referring to the sources and basing answer on his/her knowledge, but lacks clarity/ consistency; shows partial understanding or is only able to apply relevant knowledge and concepts in a basic way:</li> </ul> <p><i>Points of agreement: attempts to construct arguments by drawing upon some of the points above or any other appropriate alternatives, but the explanation to his/her arguments is superficial</i></p> <p><i>Points of disagreement: attempts to construct arguments by drawing upon some of the points above or any other appropriate alternatives, but the explanation to his/her arguments is superficial</i></p> <ul style="list-style-type: none"> <li>● provides a somewhat shallow discussion, which is not well structured and does not always articulate his/her ideas clearly</li> </ul>	3-4
<ul style="list-style-type: none"> <li>● exhibits no clear stance and may put forward contradictory arguments</li> <li>● attempts to explain his/her position according to his/her knowledge (with or without referring to the points of relevance in the sources), but the explanation is too partial, e.g. explaining with a wrong concept of interests of the citizens/ checks and balances, using irrelevant/ inappropriate examples/ information for illustration, etc.</li> <li>● gives a shallow discussion with little organisation/ without focus; expresses his/her ideas vaguely</li> </ul>	1-2
<ul style="list-style-type: none"> <li>● makes no attempt to answer the question</li> <li>● gives an answer which is not relevant to the question</li> </ul>	0

3. (a)

Suggested Marking Guidelines	Marks
The candidate:	
<ul style="list-style-type: none"> <li>● identifies and explains clearly and in detail two social factors which could lead to changes in the division of labour by gender in Hong Kong families mentioned in the source, e.g. more job opportunities for women; Western culture and the idea of equality between sexes causing the Chinese culture of 'men earning for the family and women taking care of domestic work' to diminish; the popularity of employing domestic helpers making it possible for women to go into the workforce, etc.</li> <li>● makes appropriate use of the points of relevance in the source</li> <li>● provides a well-structured and in-depth explanation</li> </ul>	5-6
<ul style="list-style-type: none"> <li>● identifies and explains two reasons mentioned in the source, but the explanation lacks clarity and/or detail; or identifies and explains clearly and in detail one reason as mentioned in the source</li> <li>● makes use of some points of relevance in the source</li> </ul>	3-4
<ul style="list-style-type: none"> <li>● identifies or attempts to elaborate on one reason (may or may not be from the source/ social factors), but the elaboration may not be all correct/ relevant</li> <li>● may not make use of evidence from the source</li> </ul>	1-2
<ul style="list-style-type: none"> <li>● fails to identify any reasons/ makes no attempt to answer the question</li> <li>● gives an answer which is not relevant to the question</li> </ul>	0



3. (b)

Suggested Marking Guidelines	Marks
The candidate:	
<ul style="list-style-type: none"> <li>● identifies correctly and elaborates clearly and in detail on the values reflected in the views on the roles of men and women in the source with respect to the points of relevance in the source and relevant and valid examples; shows an in-depth understanding and an appropriate application of the relevant knowledge and concepts; may draw upon some of the points below or any other appropriate alternatives, e.g.               <ul style="list-style-type: none"> <li>■ Equality between men and women: There are a lot of careers/professions suitable for both women and men in society;</li> <li>■ Inequality between men and women: Men and women are not equal in society. The differentiation of roles between genders is still prominent;</li> <li>■ The status of men being higher than women in families with traditional Chinese culture / patriarchy: Men earning for the family with women doing the housework has been a long-held tradition in Chinese society, and this Chinese culture should also be maintained;</li> <li>■ Value of life/family: The value of life should not be measured by the earning power. Taking care of the children is also a contribution to the family;</li> <li>■ Personal autonomy: One does not need to follow the mainstream in society. Even though most men put emphasis on career, Mr Wong chose to be a 'house husband', etc.</li> </ul> </li> <li>● draws extensively and appropriately on the source and own knowledge or concepts</li> <li>● provides a well-structured and in depth elaboration</li> </ul>	6-8
<ul style="list-style-type: none"> <li>● identifies correctly and provides an elaboration on the values reflected in the views on the roles of men and women in the source, but the elaboration lacks clarity and/or detail</li> <li>● draws on the source and own knowledge</li> <li>● provides a well-structured elaboration, though it might lack clarity/ detail in parts</li> </ul>	3-5
<ul style="list-style-type: none"> <li>● lists some values/ viewpoints; or attempts to elaborate on the values/ viewpoints, but the elaboration may not be all correct/ relevant</li> <li>● uses the source in a limited manner or sometimes inappropriately</li> <li>● gives a brief answer with little organisation/ without focus; expresses his/her ideas vaguely</li> </ul>	1-2
<ul style="list-style-type: none"> <li>● makes no attempt to answer the question</li> <li>● gives an answer which is not relevant to the question</li> </ul>	0

Paper 2

1. (a)

Suggested Marking Guidelines		Marks
The candidate:		
<ul style="list-style-type: none"> <li>explains clearly and logically the difficulties for the Hong Kong government in achieving a broad consensus among citizens through consultation on the issue of municipal waste charging scheme, with an in-depth and comprehensive analysis in view of the current situation in Hong Kong; shows an in-depth understanding and an appropriate application of the relevant knowledge and concepts (e.g. public participation, consensus-making), e.g. <ul style="list-style-type: none"> <li>The involvement of different stakeholders with different interests or opposing viewpoints makes it difficult for the government to get stakeholders to fully understand the situations of one another or the benefits to the whole society;</li> <li>Some people may lack trust on the government, so that it is difficult to come to a rational discussion among stakeholders on the issue;</li> <li>It may take a long time for the government to bring about a broad consensus and results in policy delay and damage to the government image;</li> <li>Different organisations may lobby support for their own standpoints or interests, making it difficult to reach a consensus, resulting in social conflicts and possibly weakening the government's legitimacy etc.</li> </ul> </li> <li>provides a well-structured, in-depth discussion, demonstrating a high level of critical analysis</li> </ul>		6-8
<ul style="list-style-type: none"> <li>explains the difficulties for the Hong Kong government with some relevant knowledge and concepts, but the analysis might lack detail in parts/ tends to focus on certain perspectives</li> <li>provides a well-structured discussion, demonstrating some evidence of critical analysis, though it might lack detail in parts</li> </ul>		3-5
<ul style="list-style-type: none"> <li>attempts to give a brief and inadequate explanation or partially correct explanation of some difficulties, by applying a superficial level of knowledge or concepts, indicating a lack of understanding of the difficulties / the current situation in Hong Kong</li> <li>gives a shallow discussion with little organisation/ without focus; expresses his/her ideas vaguely</li> </ul>		1-2
<ul style="list-style-type: none"> <li>fails to explain the difficulties/ makes no attempt to answer the question</li> <li>gives an answer which is not relevant to the question</li> </ul>		0

1. (b)

Suggested Marking Guidelines	Marks
<p>The candidate:</p> <ul style="list-style-type: none"> <li>● presents his/her stance clearly and consistently</li> <li>● justifies clearly and logically whether he/she thinks that providing economic incentives is the most effective way in comparison with other approaches to solid waste reduction in Hong Kong; formulates his/her arguments on the basis of a detailed and critical evaluation; shows an in-depth understanding and an appropriate application of the relevant knowledge and concepts (e.g. economic incentives, waste reduction) in view of Hong Kong's current situation, e.g.</li> </ul> <p><i>Points of agreement: (providing economic incentives is the most effective way)</i>  <i>explains clearly and in detail his/her arguments with relevant and valid examples/ observations of Hong Kong; may construct arguments by drawing upon some of the points below or any other appropriate alternatives, e.g.</i></p> <ul style="list-style-type: none"> <li>■ This is an immediate reward or punishment to people and makes people think twice before dumping solid waste. The effects will be more prominent than advertisements;</li> <li>■ It can reduce solid waste at source;</li> <li>■ It is more feasible when compared to mandatory waste reduction;</li> <li>■ There are successful examples, e.g., the implementation of plastic bag levy, etc</li> </ul> <p><i>Points of disagreement: (providing economic incentives is not the most effective way)</i>  <i>explains clearly and in detail his/her arguments with relevant and valid examples/ observations of Hong Kong; may construct arguments by drawing upon some of the points below or any other appropriate alternatives, e.g.</i></p> <ul style="list-style-type: none"> <li>■ Some people may not mind paying the charge/ may not expect rewards and therefore will not produce less solid waste;</li> <li>■ It may increase the burden of some stakeholders, e.g., restaurant owners, the low income class, and therefore may be opposed by those people. It takes a long time for implementation when compared to other measures, such as advertising;</li> <li>■ Fly-tipping may be resulted, instead of waste reduction;</li> <li>■ Some other measures, such as mandatory recycling schemes, education to influence people's behaviour/ change personal lifestyle, could be more effective, etc.</li> </ul> <ul style="list-style-type: none"> <li>● provides a well-structured, in-depth discussion, demonstrating a high level of critical analysis</li> </ul>	<p>10-12</p>
<ul style="list-style-type: none"> <li>● presents his/her stance consistently</li> <li>● justifies his/her position, basing answer on his/her knowledge, by comparing with other approaches to waste reduction; shows an understanding of the relevant knowledge and concepts and an ability to apply them where appropriate:</li> </ul> <p><i>Points of agreement: explains his/her arguments with some relevant and valid examples/ observations of Hong Kong; may construct arguments by drawing upon some of the points above or any other appropriate alternatives</i></p> <p><i>Points of disagreement: explains his/her arguments with some relevant and valid examples/ observations of Hong Kong; may construct arguments by drawing upon some of the points above or any other appropriate alternatives</i></p> <ul style="list-style-type: none"> <li>● provides a well-structured discussion, demonstrating some evidence of critical analysis, though it might lack detail in parts</li> </ul>	<p>7-9</p>



<ul style="list-style-type: none"> <li>● presents his/her stance, but possibly with insufficient clarity</li> <li>● attempts to justify his/her position by basing answer on his/her knowledge, but lacks clarity/ consistency/ without a comparison with other approaches; shows partial understanding or is only able to apply relevant knowledge and concepts in a basic way:</li> </ul> <p><i>Points of agreement: attempts to construct arguments by drawing upon some of the points above or any other appropriate alternatives, but the explanation to his/her arguments is superficial</i></p> <p><i>Points of disagreement: attempts to construct arguments by drawing upon some of the points above or any other appropriate alternatives, but the explanation to his/her arguments is superficial</i></p> <ul style="list-style-type: none"> <li>● provides a somewhat shallow discussion, which is not well structured, and does not always articulate his/her ideas clearly</li> </ul>	4-6
<ul style="list-style-type: none"> <li>● exhibits no clear stance and may put forward contradictory arguments</li> <li>● attempts to explain some of the advantages/ disadvantages/ meaning of economic incentives/ other approaches according to his/her knowledge, but the explanation is too partial e.g. explaining with a wrong concept of economic incentives/ waste reduction, using irrelevant examples/ information for illustration, etc.</li> <li>● gives a shallow discussion with little organisation/ without focus; expresses his/her ideas vaguely</li> </ul>	1-3
<ul style="list-style-type: none"> <li>● makes no attempt to answer the question</li> <li>● gives an answer which is not relevant to the question</li> </ul>	0

2. (a)

Suggested Marking Guidelines	Marks
The candidate:	
<ul style="list-style-type: none"> <li>● identifies and explains in detail the factors motivating Hong Kong people to participate in some major events concerning the nation with an in-depth and comprehensive analysis, in view of the current situation in Hong Kong and the mainland; shows the appropriate application of relevant knowledge and concepts (e.g. patriotism, altruism), e.g. <ul style="list-style-type: none"> <li>■ Hong Kong people are concerned with the political/socio-economic development of the mother country for betterment;</li> <li>■ Hong Kong people are patriotic to defend the territory of the mother country;</li> <li>■ Hong Kong people are altruistic to offer help to their fellow countrymen, etc.</li> </ul> </li> <li>● provides a well-structured, in-depth discussion, demonstrating a high level of critical analysis</li> </ul>	6-8
<ul style="list-style-type: none"> <li>● identifies and explains the reasons with the application of relevant knowledge and concepts, but the analysis might lack detail in parts/ tends to focus on certain perspectives</li> <li>● provides a well-structured discussion, demonstrating some evidence of critical analysis, though it might lack detail in parts</li> </ul>	3-5
<ul style="list-style-type: none"> <li>● attempts to identify and explain the reasons according to his/her knowledge, but the explanation is too partial; some of the reasons are irrelevant</li> <li>● gives a shallow discussion with little organisation/ without focus; expresses his/her ideas vaguely</li> </ul>	1-2
<ul style="list-style-type: none"> <li>● makes no attempt to answer the question</li> <li>● gives an answer which is not relevant to the question</li> </ul>	0

## 2. (b)

Suggested Marking Guidelines	Marks
<p>The candidate:</p> <ul style="list-style-type: none"> <li>● presents his/her stance clearly and consistently</li> <li>● justifies clearly and logically the extent he/she agrees with the statement; formulates his/her arguments on the basis of a detailed and critical evaluation regarding perspectives for and against the statement; shows an in-depth understanding and an appropriate application of the relevant knowledge and concepts (e.g. national identity, socio-political participation) in view of the current situation in Hong Kong and the mainland, e.g.</li> </ul> <p><i>Points of agreement: explains clearly and in detail his/her arguments with relevant and valid examples/ observations of Hong Kong and the mainland; may construct arguments by drawing upon some of the points below or any other appropriate alternatives, e.g.</i></p> <ul style="list-style-type: none"> <li>■ Contacts with the motherland create better understanding of the domestic situation of the motherland, hence being empathetic;</li> <li>■ Working/interacting with fellow countrymen fosters sharing of common values;</li> <li>■ Promoting/defending the national interest of the motherland increases the sense of national feeling as Chinese nationals, etc.</li> </ul> <p><i>Points of disagreement: explains clearly and in detail his/her arguments with relevant and valid examples/ observations of Hong Kong and the mainland; may construct arguments by drawing upon some of the points below or any other appropriate alternatives, e.g.</i></p> <ul style="list-style-type: none"> <li>■ Hong Kong people still maintain a strong sense of Hong Kong identity because of large political/economic/cultural differences between Hong Kong and the mainland;</li> <li>■ Participation in major events concerning the nation might further consolidate the Hong Kong identity as Hong Kong people feel superior of their values; or Hong Kong people feel powerless/hopeless to change the mainland;</li> <li>■ Participation in major events concerning the nation might create more conflicts between Hong Kong people and the mainland government, etc.</li> </ul> <ul style="list-style-type: none"> <li>● provides a well-structured, in-depth discussion, demonstrating a high level of critical analysis</li> </ul>	10-12
<ul style="list-style-type: none"> <li>● presents his/her stance consistently</li> <li>● justifies the extent of his/her position, basing answer on his/her knowledge; shows an understanding of the relevant knowledge and concepts and an ability to apply them where appropriate:</li> </ul> <p><i>Points of agreement: explains his/her arguments with some relevant and valid examples/ observations of Hong Kong and the mainland; may construct arguments by drawing upon some of the points above or any other appropriate alternatives</i></p> <p><i>Points of disagreement: explains his/her arguments with some relevant and valid examples/ observations of Hong Kong and the mainland; may construct arguments by drawing upon some of the points above or any other appropriate alternatives</i></p> <ul style="list-style-type: none"> <li>● provides a well-structured discussion, demonstrating some evidence of critical analysis, though it might lack detail in parts</li> </ul>	7-9

<ul style="list-style-type: none"> <li>● presents his/her stance, but possibly with insufficient clarity</li> <li>● attempts to justify his/her position by basing answer on his/her knowledge, but lacks clarity/ consistency; shows partial understanding or is only able to apply relevant knowledge and concepts in a basic way:</li> </ul> <p><i>Points of agreement: attempts to construct arguments by drawing upon some of the points above or any other appropriate alternatives, but the explanation in support of his/her arguments is superficial</i></p> <p><i>Points of disagreement: attempts to construct arguments by drawing upon some of the points above or any other appropriate alternatives, but the explanation in support of his/her arguments is superficial</i></p> <ul style="list-style-type: none"> <li>● provides a somewhat shallow discussion, which is not well structured and does not always articulate his/her ideas clearly</li> </ul>	4-6
<ul style="list-style-type: none"> <li>● exhibits no clear stance and may put forward contradictory arguments</li> <li>● attempts to explain his/her position according to his/her knowledge, but the explanation is too partial e.g. explaining with a wrong concept of national identity/ social participation, using irrelevant examples/ information for illustration, etc.</li> <li>● gives a shallow discussion with little organisation/ without focus; expresses his/her ideas vaguely</li> </ul>	1-3
<ul style="list-style-type: none"> <li>● makes no attempt to answer the question</li> <li>● gives an answer which is not relevant to the question</li> </ul>	0

3. (a)

Suggested Marking Guidelines		Marks
The candidate:		
<ul style="list-style-type: none"> <li>explains clearly and logically the various ways in which sustainable development may help to improve people's quality of life in China with an in-depth and comprehensive analysis; shows an in-depth understanding and an appropriate application of the relevant knowledge and concepts (e.g. sustainable development, quality of life), referring to the current situation on the mainland as examples, e.g. <ul style="list-style-type: none"> <li>Better health as a result of air/water pollution controls/ the use of cleaner energy resources: Air/water pollution in some Chinese industrial cities is serious and the health of residents is reported to have been affected;</li> <li>Reduction of natural disasters as a result of more natural conservation, and protection of life and property: Frequent flooding and landslide occur in China due to deforestation. If forests are preserved, there will be less flooding/landslide to claim lives and destroy homes;</li> <li>Stable food supply as a result of better protection of the natural environment: Some parts of China occasionally face shortage of food supply due to soil depletion and over-farming;</li> <li>Better material and spiritual life for future generations as a result of the consideration of the principle of inter-generation equity in the economic development strategy: energy/ environmental resources could be available for future economic development with a slower pace of economic growth rate and green economy. The overall economic development brings about more job opportunities and public resources for the improvement of the material and spiritual life of future generations continuously;</li> <li>Less social conflict as intra-generation equity (including the equity among regions and industries) is considered in the development strategy: Mutually beneficial economic and social development plans that cater for the needs of different parts of the country may be carried out. With the improvement of job opportunities and social services in different parts of the country, the social problems arising from the disparity between the rural and urban areas and the over-dependence on a certain industry can be reduced, etc.</li> </ul> </li> <li>provides a well-structured, in-depth discussion, demonstrating a high level of critical analysis</li> </ul>		6-8
<ul style="list-style-type: none"> <li>explains how sustainable development may help to improve people's quality of life in China with some relevant knowledge and concepts, but the analysis might lack detail in parts/ tends to focus on certain perspectives</li> <li>provides a well-structured discussion, demonstrating some evidence of critical analysis, though it might lack detail in parts</li> </ul>		3-5
<ul style="list-style-type: none"> <li>attempts to give a brief and inadequate/ partially correct explanation of how sustainable development may help to improve people's quality of life in China, by applying a superficial level of knowledge or concepts, indicating a lack of understanding of the issue/the current situation on the mainland</li> <li>gives a shallow discussion with little organisation/ without focus; expresses his/her ideas vaguely</li> </ul>		1-2
<ul style="list-style-type: none"> <li>makes no attempt to answer the question</li> <li>gives an answer which is not relevant to the question</li> </ul>		0

3. (b)

Suggested Marking Guidelines		Marks
The candidate:		
<ul style="list-style-type: none"> <li>● presents his/her stance clearly and consistently</li> <li>● justifies clearly and logically whether he/she agrees with the statement; supports his/her viewpoint by comparing comprehensively and weighing critically the relative importance of economic development and environmental protection; shows an in-depth understanding and an appropriate application of the relevant knowledge and concepts (e.g. environmental protection, prioritising) in view of the current situation on the mainland, e.g.</li> </ul> <p><i>Points of agreement: explains clearly and in detail his/her arguments with relevant and valid examples/ observations of the mainland; may construct arguments by drawing upon some of the points below or any other appropriate alternatives, e.g.</i></p> <ul style="list-style-type: none"> <li>■ China is a developing economy with a low GDP per capita. Putting economic development first can reduce the number of Chinese people suffering from poverty, while putting environmental protection first will raise the cost of production and hurt the economy;</li> <li>■ Social services in China such as education and housing are largely inadequate. Putting economic development first can give the Chinese government more public resources to be spent on the provision of social services, while putting environmental protection first will require the government to spend less on social provisions and more on environmental protection;</li> <li>■ Putting economic development first can create a stronger economy, in face of keen competition from other countries. A strong economy will give China a larger say in the world economy and will make China more influential in international politics, while putting environmental protection first will not directly increase China's world influence;</li> <li>■ Putting economic development first will not make the environment worse because economic advancement and related inventions will replace traditional modes of production which are environmentally unfriendly, etc.</li> </ul> <p><i>Points of disagreement: explains clearly and in detail his/her arguments with relevant and valid examples/ observations of the mainland; may construct arguments by drawing upon some of the points below or any other appropriate alternatives, e.g.</i></p> <ul style="list-style-type: none"> <li>■ Putting environmental protection first will not retard economic development because it will attract more foreign investors to invest and foreign professionals to work in China, or even facilitate the development of environmental protection industry;</li> <li>■ Putting environmental protection first can encourage sustainable industrial and agricultural production. In fact, the annual growth rate of GDP has been high in China throughout these years and substantial government income has been generated for environmental protection;</li> <li>■ Putting environmental protection first will not reduce the Chinese influence in the world economy and international politics because environmental protection is a dominant theme in the world;</li> <li>■ China is one of the big emitters of pollutants, e.g. carbon dioxide, in the world because of the less stringent pollution controls, especially during the early period of opening up. Putting environmental protection first will reduce the destruction to the environment as a result of economic development, shouldering up the responsibility of a member of the global village, etc.</li> </ul>		10-12
<ul style="list-style-type: none"> <li>● provides a well-structured, in-depth discussion, demonstrating a high level of critical analysis</li> </ul>		



<ul style="list-style-type: none"> <li>● presents his/her stance consistently</li> <li>● justifies his/her position, basing answer on his/her knowledge; shows an understanding of the relevant knowledge and concepts and an ability to apply them where appropriate:</li> </ul> <p><i>Points of agreement: explains his/her arguments with some relevant and valid examples/ observations of the mainland; may construct arguments by drawing upon some of the points above or any other appropriate alternatives</i></p> <p><i>Points of disagreement: explains his/her arguments with some relevant and valid examples/ observations of the mainland; may construct arguments by drawing upon some of the points above or any other appropriate alternatives</i></p> <ul style="list-style-type: none"> <li>● provides a well-structured discussion, demonstrating some evidence of critical analysis, though it might lack detail in parts</li> </ul>	7-9
<ul style="list-style-type: none"> <li>● presents his/her stance, but possibly with insufficient clarity</li> <li>● attempts to justify his/her position by basing answer on his/her knowledge, but lacks clarity/ consistency/ without comparing the relative importance of economic development and environmental protection; shows partial understanding or is only able to apply relevant knowledge and concepts in a basic way:</li> </ul> <p><i>Points of agreement: attempts to construct arguments by drawing upon some of the points above or any other appropriate alternatives, but the explanation in support of his/her arguments is superficial</i></p> <p><i>Points of disagreement: attempts to construct arguments by drawing upon some of the points above or any other appropriate alternatives, but the explanation in support of his/her arguments is superficial</i></p> <ul style="list-style-type: none"> <li>● provides a somewhat shallow discussion, which is not well structured and does not always articulate his/her ideas clearly</li> </ul>	4-6
<ul style="list-style-type: none"> <li>● exhibits no clear stance and may put forward contradictory arguments</li> <li>● attempts to explain some of the positive/ negative impacts brought about either by economic development or environmental protection, or attempts to explain his/her position according to his/her knowledge, but the explanation is too partial e.g. explaining with a wrong concept of environmental protection/ prioritising, using irrelevant examples/ information for illustration, etc.</li> <li>● gives a shallow discussion with little organisation/ without focus; expresses his/her ideas vaguely</li> </ul>	1-3
<ul style="list-style-type: none"> <li>● makes no attempt to answer the question</li> <li>● gives an answer which is not relevant to the question</li> </ul>	0