

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) Infer from Source A two characteristics of Hong Kong's political system in 1951 [4 marks]

Two marks for each valid characteristic plus effective inference.

Characteristic:

- e.g. - Executive-led
- Local Chinese were discriminated

Explanation:

- e.g. - All members were appointed by the Governor
- Only five out of the eighteen members were ethnic Chinese

- (b) One administrative problem that the Hong Kong government faced in the early 1950s [3 marks]

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

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

Problem:

- e.g. - Low efficiency between the Police Department and the Legal Department ('considerably increasing the workload of police officers briefing non-Chinese speaking members of the Legal Department.')

- (c) Whether 'From 1951 until the end of colonial rule in 1997, Hong Kong had become better with respect to democracy and racial equality' [8 marks]

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

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

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

Better:

- e.g. - For the composition of the LegCo, all members were appointed in the 1950s. (Source A) In the 1990s, there was direct election for both Urban Council and Legislative Council. Governor no longer served as president of LegCo. (own knowledge)
- Local Chinese were discriminated in the appointment of major government officials in the 1950s. (Source B) However, they were appointed to key offices in the 1990s, like Anson Chan as Chief Secretary. (own knowledge)

Not better:

- e.g. - In the 1990s, ethnic minorities were still not treated equally. (own knowledge)

2. (a) Conclude from Source C one problem that might have hindered modernisation efforts in China *[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]*

Problem:

- e.g. - Short-sighted and seeking instant benefit ('... we must set up an accelerated school for law and politics, preferably offering a one-year course.')

(b) How successful were the revolutionaries in overthrowing the Qing government by January 1912? *[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]*

Candidates should be able to observe that by that time the revolution was still going on, but the Qing government had not been overthrown.

Clues:

- e.g. - 'China's southeastern part has largely settled down.'
- '... people in provinces such as Zhili and Shandong all consider it regretful that our army has so far failed to launch a northern expedition.'

3. (a) **How did the cartoon in Source E provoke fear towards Germany?** **[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]**
- e.g. - The goose ate food from France (coal and steel), but produced armaments (helmets with the SS sign) for Germany, thus possibly threatening the security of France.
- (b) **Is Source F meant to support or oppose Britain's entry into the EEC?** **[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]**
- The Source is meant to support Britain's entry into the EEC.
- e.g. - 'Entry into the European Communities would not of course affect the position of Monarchy.'
- '... it is not in practice possible to force another member state to act contrary to its vital national interests.'
- (c) **Whether 'European economic integration was irresistible in the period 1945-2000.'** **[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]**
- Sources:
- e.g. - Economic integration was still ongoing despite suspicion on its leading to another rise of militarism. (Source E)
- Even Britain eventually needed to prepare itself for joining the EEC. (Source F)
- Own knowledge:
- e.g. - Due to the split into different camps serving different interests, European countries organised themselves into different economic communities.
- After the end of the Cold War, many ex-communist countries joined the European Union.

4. (a) Conclude from Source G two types of peacekeeping efforts which were carried out in the period [4 marks]

Two marks for each effort plus effective explanation.

- e.g. - Forming supranational peace societies (e.g. PIPB / IPU)
- Promoting international law (e.g. forming institutes and making relevant publications)

- (b) What do you think was the cartoonist's view towards the prospect of peace? [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]

View:

- e.g. - Peace was at sight.

Explanation:

- e.g. - Prince Charming was already beside the sickbed of Sleeping Beauty (Peace) and about to use diplomatic means to resuscitate her.

- (c) Whether 'Peacekeeping was a stronger trend than military rivalry in the period 1900-14.' [8 marks]

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

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

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

Peacekeeping:

- e.g. - Every year after 1901, the Nobel Peace Prize was presented to worthy recipients with remarkable contribution to peacekeeping. (Source G)
- Britain was about to resuscitate Peace. (Source H)
- International crises were always resolved in a peaceful manner. (own knowledge)

Military rivalry:

- e.g. - All the peacekeeping efforts as listed in Source G could not prevent the outbreak of the First World War in 1914. (Source G)
- European powers were always well prepared for military actions. (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. How was Hong Kong's economic development during British rule up to 1997 affected by the China factor? Explain your view.

Criteria	Highest band of performance	Marks
- Coherent presentation with excellent analysis of the impact of the China factor on Hong Kong's economic 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 impact of the China factor on Hong Kong's economic 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 impact of the China factor on Hong Kong's economic development, but marred by lopsidedness and occasional vagueness. Historical data cover a considerable period of time.	C	17-19
- Shows a general understanding of the question, and discussion focuses on only a limited scope of China factor's impact on Hong Kong's economic development.	D	14-16
- Shows an awareness of the question, and discussion focuses on only a limited scope of China factor's impact on Hong Kong's economic development, 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 general history of Hong Kong's economic development, with only one or two lines that causally touch upon the impact of the China factor.	E/F	9-10
- A general history of Hong Kong's economic development, without discussing the impact of the China factor.	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:

- The Canton-Hong Kong General Strike and Boycott in the 1920s, embargo against China in the 1950s, Reform and Opening-up after 1978, etc.

2. **How far were the methods of economic development adopted in the Maoist period different from those in the post-Mao period? Explain your view.**

Criteria	Highest band of performance	Marks
- Coherent presentation with excellent analysis of the extent of difference between the methods of economic development in the PRC adopted in the Maoist period from those in the post-Mao period, 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 examine the extent of difference between the methods of economic development in the PRC adopted in the Maoist period from those in the post-Mao period. 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 extent of difference between the methods of economic development in the PRC adopted in the Maoist period from those in the post-Mao period; but noticeably 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; makes a serious attempt to compare the methods of the two economic developments, but the answer tends to be narrative, or - Discusses similarities or differences only when comparing the methods of the two economic developments.	D	14-16
- Shows an awareness of the question; attempts are made to compare the methods of the two economic developments, but the answer is narrative with factual errors and/or omissions.	E	11-13
- Primarily a narration of facts about the two economic developments, with one or two lines that casually touches on their methods.	E/F	9-10
- A narration of methods of economic development of one period, or - A narration of facts about the two economic developments, without any attempt to compare their methods.	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:

- Maoist period: relying solely on the Communist bloc's assistance; adopting collectivisation; economic development as a way to achieve political aims; using mass movement to overcome scientific backwardness, etc.
- Post-Mao period: opening China to both communist and capitalist countries; introducing socialist market economy; paying more respect to professionals and specialists, etc.

3. 'The USA facilitated more than hindered Japan's development after the Second World War.' Do you agree? Explain your view with reference to Japan's development in the period 1945-2000.

Criteria	Highest band of performance	Marks
- Coherent presentation with excellent analysis of the extent of contribution and hindrance the USA brought to Japan's development after the Second World War, 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 extent of contribution and hindrance the USA brought to Japan's development after the Second World War. 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 extent of contribution and hindrance the USA brought to Japan's development after the Second World War; but discussion is obviously lopsided to either contribution or hindrance, and/or contains underdeveloped arguments. Historical data cover a considerable period of time.	C	17-19
- Shows a good understanding of the question, and discussion focuses merely on contribution or hindrance the USA brought to Japan's development after the Second World War; or tackles both but marred by rough arguments.	D	14-16
- Shows an awareness of the question, and discussion attempts to tackle contribution or hindrance only, marred by rough arguments; 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 Japan's development after the Second World War, with only one or two lines that casually touch upon contribution and/or hindrance brought by the USA.	E/F	9-10
- A narration of Japan's development after the Second World War without discussing contribution and hindrance brought by the USA.	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:

- Contribution: new constitution that ensured peace and stability; mutual-defense arrangements that helped minimise military expenses of Japan; providing opportunities and markets for Japan's industrial products, etc.
- Hindrance: US's policies harming Japan's integrity and sovereignty; US checking Japan's economy in the late 20th century, etc.

4. To what extent was the Second World War a consequence of the Paris Peace Settlement (1919-23)? Explain your view with reference to Europe's historical development in the period 1919-39.

Criteria	Highest band of performance	Marks
- Coherent presentation with excellent analysis of the Paris Peace Settlement and other factors in terms of their relative importance in causing the Second World War, 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 importance of the Paris Peace Settlement and other factors in causing the Second World War. Historical examples cover a considerable period of time.	B	20-22
- Shows a good understanding of the question, and produces a good attempt to examine the relative importance of the Paris Peace Settlement and other factors in causing the Second World War; but discussion is obviously lopsided to the Paris Peace Settlement or other factors, and/or contains underdeveloped arguments (e.g. no obvious attempt to explain views such as 'large extent' and 'small extent'). Historical examples cover a considerable period of time.	C	17-19
- Shows a general understanding of the question, and discussion focuses merely on the Paris Peace Settlement, or attempts to tackle both but marred by rough content.	D	14-16
- Shows an awareness of the question; discussion is merely about the Paris Peace Settlement, 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 the process leading to the Second World War, with only one or two lines that casually touch upon how the Paris Peace Settlement led to the Second World War, or. - Discussion is solely based on other factors	E/F	9-10
- A narration of the process leading to the Second World War without discussing the Paris Peace Settlement, and/or without discussing how the Paris Peace Settlement led to the Second World 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 aspects may be covered:

- Paris Peace Settlement: the rise of aggressive totalitarian regimes; new democracies lacking the incapability to resist Nazi aggressions; the treaties were too harsh that even Britain and France did not uphold later, etc.
- Other factors: Great Depression; the League of Nations' lack of military power to check aggressions; appeasement policy, etc.

5. Assess the relative importance of ideological difference and national interest with respect to the development of the Cold War in the period 1946-91.

Criteria	Highest band of performance	Marks
- Coherent presentation with excellent analysis of ideological difference and national interest in terms of their relative importance in affecting the development of the Cold War in the period 1946-91, 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 ideological difference and national interest in affecting the development of the Cold War in the period 1946-91. 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 ideological difference and national interest in affecting the development of the Cold War in the period 1946-91; but discussion is obviously lopsided to ideological difference or national interest, and/or contains underdeveloped arguments. Historical data cover a considerable period of time.	C	17-19
- Shows a general understanding of the question, and discussion focuses on either ideological difference or national interest; or attempts to tackle both but marred by rough content.	D	14-16
- Shows an awareness of the question, and discussion focuses on either ideological difference or national interest, 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 the history of the Cold War, with only one or two lines that casually touch upon the relative importance of the two factors in affecting its development.	E/F	9-10
- A narration of the history of the Cold War without analysing the relative importance of the two factors in affecting its development.	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:

- Ideological factor: expanding communist influence in Europe after the Second World War; Truman Doctrine; Brezhnev Doctrine; Reagan's resumption of hostility, etc.
- National interest: the question of Germany; Khrushchev's initiation of peaceful co-existence; détente; Gorbachev's reforms, etc.

6. 'Israel should be primarily held responsible for its long-lasting conflicts with the Arabs after the Second World War.' Do you agree? Explain your view.

Criteria	Highest band of performance	Marks
- Coherent presentation with excellent analysis of the relative importance of Israel and other factors in causing the long-lasting conflicts with the Arabs after the Second World War, 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 Israel and other factors in causing the long-lasting conflicts with the Arabs after the Second World War. 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 Israel and other factors in causing the long-lasting conflicts with the Arabs after the Second World War, but discussion is obviously lopsided to either, and/or contains underdeveloped arguments. Historical examples cover a considerable period of time.	C	17-19
- Shows a general understanding of the question, and discussion focuses merely on Israel; or attempts to tackle both but marred by rough content.	D	14-16
- Shows an awareness of the question; discussion is merely on Israel, 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 long-lasting conflicts between Israel and the Arabs after the Second World War, with only one or two lines that casually touch upon their causes, or - Discussion is solely based on other factors.	E/F	9-10
- A narration of historical facts about the long-lasting conflicts between Israel and the Arabs after the Second World War, without analysing their causes.	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:

- Israel: repeated military efforts (1967, 1973); the expansion of Israeli settlements, etc.
- Other factors: historical factors; attitude of Arabian countries, etc.

7. 'The 20th century was characterised more by international cooperation than conflicts.' Do you agree? Explain your view using historical examples from Themes A and B within your history curriculum.

Criteria	Highest band of performance	Marks
- Coherent presentation with excellent analysis of international cooperation and conflicts as characteristics of the 20 th century as well as their relative importance, 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 discusses international cooperation and conflicts as characteristics of the 20 th century as well as their relative importance in a generally balanced manner. Historical examples reflect an adequate understanding of the question.	B	20-22
- Shows a good understanding of the question, and produces a good attempt to discuss international cooperation and conflicts as characteristics of the 20 th century as well as their relative importance, but obviously lopsided, and/or contains underdeveloped arguments. Historical examples reflect an adequate understanding of the question.	C	17-19
- Shows a general understanding of the question, and the discussion attempts to deal with both international cooperation and conflicts, though in an unbalanced manner; marred by rough arguments and/or vagueness in discussing 'characteristics'.	D	14-16
- Shows an awareness of the question, narrates on both international cooperation and conflicts in an unbalanced manner; attempts to deal with 'characteristics', though marred by rough arguments and overgeneralisation; or - Discussion is merely based on either international cooperation or conflicts, and attempts to deal with 'characteristics', and contains obvious factual errors.	E	11-13
- Same as Band E, but marred by fundamental errors and other weaknesses; or - Primarily a general narration of 20 th century history, with only one or two lines that casually touch upon international cooperation and/or conflicts.	E/F	9-10
- A general narration of 20 th century history without discussing international cooperation and conflicts.	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

- Theme A: cooperation – China and Japan after the Second World War; conflicts – Japan vs China & SE Asian countries in the first half of the 20th century, etc.
- Theme B: cooperation – the establishment of supra-governmental organisations (League of Nations, United Nations, EEC, EU, etc.), international conferences (Hague Conference, Paris Peace Conference, Helsinki Conference, etc.); conflicts – the two world wars, regional conflicts, Cold War, etc.