

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)

- I. (a) **What was the role played by the USA in the Russo-Japanese War as shown in the postcard? Explain your answer with reference to 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]
- The role played by the USA: Mediator, etc.
Explanation: The USA stopped fighting between Japan and Russia in 1905.
- (b) **Identify *two* characteristics of Japan's elementary education in the early 20th century. Explain your answer with reference to Source B.** [4 marks]
- L1 Vague explanation and ineffective use of relevant clues of the Source. / One valid characteristic and effective explanation. [max. 2]
- L2 Clear answer with effective explanation with relevant clues of the Source. [max. 4]
- Characteristics:
e.g. - Co-education (Clue: Both boys and girls learned drawing.)
e.g. - Diversified learning (Clue: Elementary schools provided various subjects, such as Morals, Japanese Language, Geography, Science, Arithmetic, etc.)
- (c) **'Japan could be regarded as a strong and westernised country in the period 1900-26.' Do you agree with this statement? Explain your answer with reference to Sources A and B and using your own knowledge.** [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]
- A strong country:
e.g. - The victory of Japan in the Russo-Japanese War. (Source A)
- Japan was one of the members in the League of Nations. (own knowledge)
- Not a strong country:
e.g. - Japan was restrained by the USA. (Source A)
- The clause of racial equality proposed by Japan was rejected by the USA, Britain, etc. (own knowledge)
- A westernised country:
e.g. - Japanese primary students received westernised education. (Source B)
- Japanese adopted western culture, for example wearing western clothing. (own knowledge)

Not a westernised country:

- e.g.
- In 1919, the schools provided Morals, Japanese Language and Japanese History subjects, etc. (Source B)
 - Shintoism was the state religion in Japan. (own knowledge)

2. (a) According to the author's view, what was the major change of the economic development of Hong Kong in the second half of the 20th century? Explain your answer with reference to Source C. [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]

The major change: From industrial development to diversified development.
(Clue: 'As the industrial sector matured, the local economy needed to diversify to sustain a high rate of growth.'))

- (b) Identify *two* characteristics of population composition in Hong Kong in Source D. Explain your answer with relevant clues from Source D. [4 marks]

L1 Vague explanation and ineffective use of relevant clues of the Source. / One valid characteristic and effective explanation. [max. 2]

L2 Clear answer with effective explanation with relevant clues of the Source. [max. 4]

Characteristics:

e.g. - Residents born in Hong Kong were the majority in Hong Kong total population. (Clue: The total population of Hong Kong was 5 522 281, while the number of residents born in Hong Kong was 3 299 597.)

e.g. - It was a diverse population. (Clue: Hong Kong population included different ethnic groups, including other Asian and Oceanian countries, European countries, American countries, etc.)

- (c) How useful are Sources C and D in reflecting Hong Kong as an international city in the second half of the 20th century? Explain your answer with reference to Sources C and D and using your own knowledge. [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]

Usefulness:

e.g. - Hong Kong was a well-known financial centre. (Clue: 'Major foreign and international banks, international law partnership, accountancies and firms of consultants opened offices in Hong Kong.') (Source C)

- Hong Kong was a multicultural society. (Clue: Hong Kong population included different ethnic groups, including other Asian and Oceanian countries, European countries, American countries, etc.) (Source D)

Limitations:

e.g.: - Global connection (Kai Tak Airport provided air transport, linking Hong Kong to other international destinations.) (own knowledge)

- International participation (In 1986, Hong Kong became a separate contracting party to the General Agreement on Tariffs and Trade.) (own knowledge)

- Diverse culture (Residents in Hong Kong celebrated foreign festivals and Chinese traditions.) (own knowledge)

3. (a) **Conclude from Source E one form of peace-keeping effort adopted by European countries in the period 1900-13. Cite *two* clues from Source E to support your answer.** [3 marks]

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

L2 Clear answer with effective use of relevant clues in the Source. [max. 3]

Forms of peace-keeping effort:

- e.g. - Calling conference (Clue: Algeciras Conference began in 1906. Hague Conference was called in 1907.)
- Signing agreement (Clue: In 1904, the Russo-German Commercial Agreement was signed. In 1911, the Franco-German agreement on Morocco was signed.)

- (b) **What obstacle hindered an improvement in Anglo-German relations after the Agadir crisis? Cite *two* clues from Source F to explain your answer.** [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]

Obstacle: Divergent stances over different issues between Britain and Germany.

- e.g. - No consent reached to naval limitations (Clue: 'Britain was willing to limit naval arms and remained her supremacy in sea; But, Germany agreed to disarm unless Britain promised her neutrality in case of a continental war.')
- Different expectations on British neutrality (Clue: 'Britain did not promise her neutrality in case of Germany attacked France; But, Germany expected a guarantee of British neutrality for the agreement on Germanys' naval disarmament.')

- (c) **'The situation in Europe remained stable in the period 1900-13.' Do you agree with this statement? Explain your answer with reference to Sources E and F and using your own knowledge.** [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]

The situation in Europe remained stable:

- e.g. - Different forms of peace-keeping effort were adopted by European countries. (Clue: The Algeciras Conference was called in 1906. Also, Anglo-Russian Entente was achieved in 1907.) (Source E)
- Britain and Germany attempted to improve their relations. (Clue: 'In February 1912, Britain sent a mission to Berlin, the two countries tried to reach a détente.')
- (Source F)
- The alliance system led to check and balance among European countries. (own knowledge)

The situation in Europe was unstable:

- e.g. - Naval race existed between Britain and Germany. (Clue: Germany passed the Second German Naval Law in 1900. Britain launched the first dreadnought in 1906. (Source E))
- The mission of Britain failed to achieve its objectives. (Clue: 'Britain and Germany could not achieve détente and temporarily deteriorated Anglo-German relations.')
- (Source F)
- Local crisis increased the tensions in Europe, such as 1908 Bosnian Crisis. (own knowledge)

4. (a) Identify from Source G *one* change in the global epidemic situation of smallpox in the 1960s and the 1970s. Support your answer with reference to Source G. [3 marks]

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

L2 Clear answer with effective explanation with relevant clues of the Source. [max. 3]

Change: Smallpox spread in some places, but was eradicated later.
Clues: Smallpox was found in South America, Africa, etc. in 1967 in Map 1; But, it was eradicated in those places in / before 1979 in Map 2.

(b) With reference to Source H, identify and explain *two* purposes of the speech given by the President of the World Bank in 1989. [4 marks]

L1 Vague explanation and ineffective use of relevant clues of the Source. / One valid purpose and effective explanation. [max. 2]

L2 Clear answer with effective explanation with relevant clues of the Source. [max. 4]

Purposes:

- e.g.
- To urge donations from the countries (Clue: 'The President of the World Bank urge other countries to carry part of the burden of financing these programs.')
 - To encourage the governments to carry out national family planning programs (Clue: 'The World Bank would support the adoption and implementation of national family planning programs.')
 - To arouse concern on the growth of global population (Clue: 'The world population was already approaching 10 billion by 2025.')

(c) How successful was the United Nations in tackling international social and cultural problems in the second half of the 20th century? Explain your answer with reference to Sources G and H and using your own knowledge. [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]

Successful:

- e.g.
- The smallpox was eradicated in South America, Africa and India in/ before 1979 in Map 2. (Source G)
 - The UNICEF provided financial aids to improve children's education and life in developing countries. (own knowledge)
 - The United Nations Educational, Scientific and Cultural Organisation passed the World Heritage Convention in 1972 to conserve the world heritage. (own knowledge)

Not successful:

- e.g.
- After 1985, the United Nations Fund for Population Activities lacked support from the USA and other countries. (Source H)
 - The United Nations Environment Programme could not unite countries to implement the environmental conservative policies. In 1997, the United Nations called Kyoto conference to decrease the emission of greenhouse gases. This was not supported by all countries. (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 many mistakes in writing/spelling important personal and place names. 	U	0-4

1. 'China attempted different explorations in modernisation in the first half of the 20th century.' Illustrate this statement with reference to China's political development in the period 1900-49.

Criteria	Highest band of performance	Marks
- Coherent presentation with excellent and comprehensive analysis of different explorations attempted by China in political modernisation in the period concerned, 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 different explorations attempted by China in political modernisation in the period concerned. 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 different explorations attempted by China in political modernisation in the period concerned, but the discussion is slightly lopsided. Historical examples cover a considerable period of time.	C	17-19
- Shows a general understanding of the question, and discussion focuses merely on some explorations attempted by China in political modernisation in the period concerned, and marred by rough content.	D	14-16
- Shows an awareness of the question, and discussion focuses merely on some explorations attempted by China in political modernisation in the period concerned, sometimes marred by obvious mistakes.	E	11-13
- Same as Band E, but marred by obvious factual errors and/or overgeneralisation, or - Primarily a narration of China's political development, with only one or two lines that casually touch upon the explorations attempted by China in political modernisation.	E/F	9-10
- A general narration of China's political development, without discussing the explorations attempted by China in political modernisation.	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 many mistakes in writing/spelling important personal and place names.	U	0-4

The following aspects may be covered:

- A constitutional monarchy (Late Qing Reform), a republican and constitutional government (1911 Revolution and the reform of Nanjing government), a socialist system (The political system of People's Republic of China), etc.

2. Examine the impact on Japan of its foreign policy from 1931 to 1952.

Criteria	Highest band of performance	Marks
- Coherent presentation with excellent and comprehensive analysis of the impact on Japan of its foreign policy in the period concerned, 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 impact on Japan of its foreign policy in the period concerned. 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 impact on Japan of its foreign policy in the period concerned, but the discussion is slightly lopsided. Historical examples cover a considerable period of time.	C	17-19
- Shows a general understanding of the question, and discussion focuses merely on the impact on Japan of its foreign policy in the period concerned, but the discussion is obviously lopsided, or marred by rough content.	D	14-16
- Shows an awareness of the question, and discussion focuses merely on the impact on Japan of its foreign policy, marred by rough content; and/ or - The answer focuses on a certain period, marred by rough content, and/ or with obvious factual errors.	E	11-13
- Same as Band E, but marred by obvious factual errors and/ overgeneralisation, or - Primarily a narration of Japan's foreign policy in the period concerned, with only one or two lines that casually touch upon the impact on Japan of its foreign policy.	E/F	9-10
- A general narration of Japan's foreign policy in the period concerned, without discussing the impact on Japan of its foreign policy.	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 many mistakes in writing/spelling important personal and place names.	U	0-4

The following aspects may be covered:

- Political aspect: political instability, democratisation, etc.
- Economic aspect: abnormal economic development, stable economic recovery, etc.
- Military aspect: expansion in Asia-Pacific Rim, demilitarisation, etc.
- External aspect: breaking with western democratic countries, developing economic relations with Asian countries, etc.

3. Discuss the characteristics of different stages in regional cooperation in Southeast Asia since 1967.

Criteria	Highest band of performance	Marks
- Coherent presentation with excellent and comprehensive analysis of the characteristics in different stages of regional cooperation in Southeast Asia in the period concerned, 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 characteristics in different stages of regional cooperation in Southeast Asia in the period concerned. Historical examples cover a considerable period of time.	B	20-22
- Shows a good understanding of the question, and produces a good attempt of examining the characteristics in different stages of regional cooperation in Southeast Asia in the period concerned, but the discussion is slightly lopsided, and/ or contains occasional weakness in periodisation. Historical examples cover a considerable period of time.	C	17-19
- Shows a general understanding of the question, and discussion focuses merely on some characteristics in different stages in the regional cooperation in Southeast Asia, and marred by rough content.	D	14-16
- Shows an awareness of the question, and discussion focuses merely on the major events in regional cooperation in Southeast Asia, 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 events happened in regional cooperation in Southeast Asia, with one or two lines that casually touch upon the characteristics in the period concerned.	E/F	9-10
- A general narration of events happened in regional cooperation in Southeast Asia, without concluding the characteristics in the period concerned.	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 many mistakes in writing/spelling important personal and place names.	U	0-4

The following aspects may be covered:

- Inactive, anti-communism, promoting harmony, diversified cooperation, cooperating with the outside world, etc.

4. Which factor – the failure of peace-keeping efforts or the Great Depression – was more important in causing the outbreak of the Second World War? Explain your view with reference to the historical development in the interwar period.

Criteria	Highest band of performance	Marks
- Coherent presentation with excellent analysis of the relative importance of the failure of peace-keeping efforts and the Great Depression in causing the outbreak of the Second World War, 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 the failure of peace-keeping efforts and the Great Depression in causing the outbreak of 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 the relative importance of the failure of peace-keeping efforts and the Great Depression in causing the outbreak of the Second World War. The discussion is slightly lopsided to either factor, but contains substantiated arguments. Historical examples cover a considerable period of time.	C	17-19
- Shows a general understanding of the question, and discussion focuses merely on the importance of the two factors, without making any comparison; or attempts to make comparison on the importance of the two factors, but contains under-developed arguments.	D	14-16
- Shows an awareness of the question, and discussion focuses merely on the importance of either factor; or attempts to tackle both, but marred by rough content.	E	11-13
- Same as Band E, but marred by obvious factual errors and/or overgeneralisation, or - Primarily a narration of the two factors in causing the outbreak of the Second World War, with only one or two lines that casually touch upon their importance.	E/F	9-10
- A general narration of the two factors in causing the outbreak of the Second World War, without discussing their importance.	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 many mistakes in writing/spelling important personal and place names.	U	0-4

The following aspects may be covered:

- The failure of peace-keeping efforts: The failure of Paris Peace Conference, the unsuccess of appeasement policy, the failure of collective security, etc.
- The Great Depression: The serious world economic recession led to the implementation of the US isolationist policy, the appeasement policy, the rise of Nazism, etc.

5. Analyse the factors that facilitated economic integration in Europe in the period 1946-2000.

Criteria	Highest band of performance	Marks
- Coherent presentation with excellent and comprehensive analysis of the factors that facilitated economic integration in Europe in the period concerned, 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 factors that facilitated economic integration in Europe in the period concerned. 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 factors that facilitated economic integration in Europe in the period concerned, but the discussion is slightly lopsided to Western Europe or Eastern Europe. Historical examples cover a considerable period of time.	C	17-19
- Shows a general understanding of the question, and discussion focuses merely on some factors that facilitated economic integration in Europe in the period concerned, and the discussion is obviously lopsided to Western Europe or Eastern Europe, and marred by rough content.	D	14-16
- Shows an awareness of the question, and discussion focuses merely on some factors that facilitated economic integration in Western Europe or Eastern Europe, marred by rough content and/or lopsidedness.	E	11-13
- Same as Band E, but marred by obvious factual errors and/or overgeneralisation, or - Primarily a narration of the process of European economic integration, with only one or two lines that casually touch upon its factors.	E/F	9-10
- A general narration of the process of European economic integration without discussing its factors.	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 many mistakes in writing/spelling important personal and place names.	U	0-4

The following aspects may be covered:

- Political aspect: The influence of the USA and USSR, ideological differences, the collapse of the USSR, etc.
- Economic aspect: Destructions of the Second World War, the stagnation of trade, etc.
- Social aspect: Shortage of raw materials, serious unemployment, etc.

6. Examine the roles played by the USA in the development of the Cold War in the period 1946-91.

Criteria	Highest band of performance	Marks
- Coherent presentation with excellent and comprehensive analysis of the roles played by the USA in the development of the Cold War in the period concerned, 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 roles played by the USA in the development of the Cold War in the period concerned. 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 roles played by the USA in the development of the Cold War in the period concerned, but the discussion is slightly lopsided, and/ or contains under-developed arguments. Historical examples cover a considerable period of time.	C	17-19
- Shows a general understanding of the question, and discussion focuses merely on some roles played by the USA in the development of the Cold War in the period concerned, and the discussion is obviously lopsided and marred by rough content.	D	14-16
- Shows an awareness of the question, and discussion focuses on some roles played by the USA in the development of the Cold War in the period concerned, 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 events participated by the USA in the Cold War in the period concerned, with only one or two lines that casually touch upon its roles.	E/F	9-10
- A general narration of events participated by the USA in the Cold War in the period concerned, without discussing its roles.	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 many mistakes in writing/spelling important personal and place names.	U	0-4

The following aspects may be covered:

- Political aspect: a leader of the capitalist bloc, a challenger to the communist bloc, etc.
- Economic aspect: an aid provider, trade promoter, etc.
- Military aspect: a military organiser, a competitor, etc.

7. “The ideas of individuals” is the main driving force in bringing about historical changes.’ Do you agree with this statement? Select one of the following to explain your view.

- (a) ‘Socialism with Chinese characteristics’ of Deng Xiao-ping and the achievement of China’s economic modernisation
 (b) The ‘opposition to the apartheid’ of Nelson Mandela and the end of apartheid in South Africa

Criteria	Highest band of performance	Marks
- Coherent presentation with excellent analysis of the relative importance of the ideas of the individual selected and other factors as a main driving force in bringing about historical changes, 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 the ideas of the individual selected and other factors as a main driving force in bringing about historical changes. 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 the ideas of the individual selected and other factors as a main driving force in bringing about historical changes. The discussion is slightly lopsided to either factor, but contains substantiated arguments. Historical examples cover a considerable period of time.	C	17-19
- Shows a general understanding of the question, and discussion focuses merely on the importance of the ideas of the individual selected and other factors as a main driving force in bringing about historical changes, without making any comparison; or attempts to make comparison on the importance of the two factors, but contains under-developed arguments.	D	14-16
- Show an awareness of the questions, and discussion focuses merely on the importance of the ideas of the individual selected as a main driving force in bringing about historical changes; 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 changes brought about by the ideas of the individual selected, with only one or two lines that casually touch upon the ideas of the individual selected as a main driving force, or - Discussion is solely based on other factors in bringing about the historical changes.	E/F	9-10
- A general narration of historical changes brought about by the ideas of the individual selected, without discussing the ideas of the individual selected as a main driving force.	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 many mistakes in writing/spelling important personal and place names.	U	0-4

The following aspects may be covered:

- 'Socialism with Chinese characteristics' of Deng Xiao-ping: upholding Marxism with concrete realities of China, etc.
Other factors: Japan's export-oriented economy, the regional cooperation of Southeast Asia, economic transformation of Hong Kong, etc.
- The 'opposition to the apartheid' of Nelson Mandela: the struggle to apartheid law, the idea of equality, etc.
Other factors: The pressure from the international community, the opposition of African National Congress, the reforms of Botha and de Klerk, etc.