

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) According to the author's view in Source A, there were some changes in China's relations with Western countries in the early 20th century. Identify *one* change from Source A and cite the relevant clues to explain your answer. [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]
- Change: From being threatened by foreign powers to an attempt to take part in international affairs.
Clues: The last years of the Qing dynasty were dominated by fear of foreign invasion; China supported the Allies in the First World War.
- (b) According to Source B, what was the difference between the views of Extracts 1 and 2 on the promotion of plain language in China in the early 20th century? Identify *one* difference between the views from Source B and cite the relevant clues 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]
- The difference between the views:
- Used dialects to promote plain language; (Extract 1)
- Promoted plain language with grammar. (Extract 2)
Clues: Used Beijing Mandarin as plain language to write the news from places outside Beijing, current affairs overseas, and the customs of various countries. It is easily understandable and extremely interesting (Extract 1); there should be such grammar in Chinese literature, and then the new literature can be built. (Extract 2)
- (c) 'The first two decades of the 20th century witnessed a new look of China.' 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 new look of China:
e.g. - China participated in the First World War to support the Allies and improve its diplomatic relations. (Source A)
- Plain language was gradually promoted to replace Classical Chinese. (Source B)
- The form of government was changed from monarchy to republic. (own knowledge)

Not a new look of China:

- e.g.
- Plain language was not widely accepted in China. (Source B)
 - Industry could not be developed throughout the whole China.
(own knowledge)
 - China was still treated unfairly from a diplomatic point of view.
(own knowledge)

2. (a) According to the data of imports and exports shown in Source C, describe the trade performance of Japan from 1966 to 1972 in comparison to any two other countries listed. Cite relevant data from Source C to support your answer. [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 trade performance of Japan:

e.g. - The trade balance of Japan was better than that of France and Britain.
Clue: Japan had an increasing trade surplus from 1966 to 1972, but France and Britain suffered trade deficits.

- Japan's share of world trade was less than that of West Germany and the US.

Clue: Japan's share of world trade was less than that of West Germany and the US from 1966 to 1972.

- (b) According to Source D, identify *two* problems faced by Japan in terms of its economic development in the late 20th century and 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]

Problems:

e.g. - US pressure

Clue: Japan's economy was pressurised by the US high-technology sector.

- Challenges from East Asian economies

Clue: South Korea and other Asian economies challenged the superiority of Japan's manufacturing industry.

- Misjudgment by Japan's economic bureaucracy

Clue: The reputation of economic bureaucracy for long-term strategic thinking has been damaged by its misjudgment.

- (c) 'Japan's economy was progressing well from the mid-1960s to the end of the 1990s.' To what extent do you agree with this statement? Explain your answer with reference to Sources C and D, 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]

Progressing well:

e.g. - The trade balance of Japan was better than most Western countries from 1966 to 1972. (Source C)

- Tourism was gradually growing in Japan. (own knowledge)

Not progressing well:

e.g. - Japanese self-confidence was shaken by prolonged economic recession and problems. (Source D)

- The export of Japan's automobiles was restricted by the US and the European Community. (own knowledge)

3. (a) What was the attitude of the US towards the establishment of the League of Nations? Cite *one* clue from Source E to explain your answer. [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 attitude of the US: disregarded

Clue: The US man could not see the sunlight of the League of Nations while walking to the old road.

(b) According to Source F, identify *two* points of importance of the Locarno Treaty in contributing to world peace and 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]

Importance:

- Germany and France were willing to settle conflicts by peaceful means.

Clue: Arbitration agreements were signed by Germany, Belgium, France, Poland and Czechoslovakia.

- The question of the Rhineland was concluded among European countries.

Clue: A treaty clarifying the question of the Rhineland was concluded among Germany, Belgium, France, Britain and Italy.

(c) 'The 1920s was a period of stability.' To what extent 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 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 period of stability:

e.g. - The security issue and the question of the Rhineland were settled by European countries in 1925. (Source F)

- Conflicts among small countries were settled by the League of Nations. (own knowledge)

Not a period of stability:

e.g. - The power of the League of Nations in maintaining world peace was undermined without US support. (Source E)

- The Wall Street Crash led to instabilities. (own knowledge)

4. (a) Was the cartoonist optimistic towards an agreement being reached between the US and the USSR in 1979? Cite *one* clue from Source G to explain your answer. [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]

Not optimistic:

Clue: The US and the USSR representatives are hiding weapons behind their backs when holding the agreement together.

- * Candidates in general will not hold an optimistic attitude. However, marks should be awarded to answers that hold the optimistic attitude with an effective explanation.

- (b) How effective was the US-led boycott to the Moscow Olympic Games in 1980? Cite relevant clues from Source H 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]

Effective:

Clue: 45-50 nations were absent in the Moscow Olympic Games likely because of the US-led boycott.

Not effective:

Clue: About 80 nations did participate in the Moscow Olympic Games, and some nations allowed athletes to decide for themselves whether to participate.

- (c) 'Confrontations outweighed cooperation in US-Soviet relations from the 1970s to the 1980s.' Do you agree with this statement? 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]

Confrontations:

- e.g. - The US boycotted the Moscow Olympic Games because the USSR sent troops to Afghanistan. (Source H)
- The US condemned Soviet intervention in the Polish Solidarity Movement. (own knowledge)
- The US launched the Strategic Defense Initiative and the USSR responded to it. (own knowledge)

Cooperation:

- e.g.: - The US and the USSR negotiated the Strategic Arms Limitation Treaty (SALT II) in 1979. (Source G)
- The Helsinki Agreement was signed in 1975. (own knowledge)
- The US and the USSR leaders agreed to sign the Intermediate-Range Nuclear Force Treaty in 1987. (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"> - Shows an excellent analysis of the question. - Balanced content, with appropriate and effective use of relevant material. - Well organised, clearly presented and fluent. | A | 23-25 |
| <ul style="list-style-type: none"> - Shows a good understanding of the question. - Fairly balanced content, 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"> - Shows 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"> - Shows an inadequate understanding of the question, with little distinction made between relevant and irrelevant material. - Contains few relevant and important facts. - Poorly organised and barely understandable, with conspicuous mistakes in spelling personal and place names. | E/F | 9-10 |
| | F | 5-8 |
| <ul style="list-style-type: none"> - Shows little understanding of the question, with no distinction made between relevant and irrelevant material. - Contains very few relevant facts. - Very poorly organised and difficult to understand, with many mistakes in spelling important personal and place names. | U | 0-4 |

1. 'In the 20th century, Hong Kong's economic development brought about urbanisation, and urbanisation further facilitated its economic development.' Elaborate on this statement.

| Criteria | Highest band of performance | Marks |
|--|-----------------------------|-------|
| - Shows a coherent presentation with excellent and balanced analysis of the two phenomena. Able to periodise when describing the two developments, and to provide corresponding explanations of the cause-and-effect relationship in each sub-period, supported by solid historical examples that stretch over a considerable period of time. | A | 23-25 |
| - Shows a good understanding of the question and clearly examines the two phenomena. Able to periodise when describing the two developments, and to provide corresponding explanations of the cause-and-effect relationship in each sub-period. Historical examples cover a considerable period of time. | B | 20-22 |
| - Shows a good understanding of the question and makes a good attempt at examining the two phenomena. Able to periodise when describing the two developments, and to provide corresponding explanations on the cause-and-effect relationship in each sub-period, 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 attempts to deal with the two phenomena, but is obviously lopsided or marred by rough content. | D | 14-16 |
| - Shows an awareness of the question, but discussion merely attempts to deal with the two phenomena, and marred by rough content and lopsidedness. | E | 11-13 |
| - Same as Band E, but marred by factual errors and/or overgeneralisation, or - Primarily a narration of the features of the two developments, with one or two lines that casually touch upon their cause-and-effect relationship. | E/F | 9-10 |
| - A general narration of events of the two developments, without discussing the cause-and-effect relationship. | F | 5-8 |
| - Shows little understanding of the question, with no distinction made between relevant and irrelevant materials. - Contains very few relevant facts. - Very poorly organised and difficult to understand, with many mistakes in spelling important personal and place names. | U | 0-4 |

The following aspects may be covered:

- Economic development: Entrepot, industrial city, international financial centre, etc.
- Urbanisation: Reclamation projects, the development of the transport network, the development of new towns, urban renewal, etc.

2. Examine China's efforts to strengthen its relations with other Asian countries since 1978.

| Criteria | Highest band of performance | Marks |
|---|-----------------------------|-------|
| - Shows a coherent presentation with excellent and comprehensive analysis of China's efforts to strengthen its relations with other Asian countries 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 and clearly examines China's efforts to strengthen its relations with other Asian countries 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 at examining China's efforts to strengthen its relations with other Asian countries 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, but discussion focuses merely on China's efforts to strengthen its relations with other Asian countries in a certain period, and is obviously lopsided or marred by rough content. | D | 14-16 |
| - Shows an awareness of the question, and discussion focuses merely on China's efforts to strengthen its relations with other Asian countries in a certain period, and marred by rough content and lopsidedness. | E | 11-13 |
| - Same as Band E, but marred by factual errors and/or overgeneralisation, or - Primarily a narration of the development of China, with only one or two lines that casually touch upon the efforts of China to strengthen its relations with other Asian countries. | E/F | 9-10 |
| - A general narration of the development of China in the period concerned, without discussing the efforts of China to strengthen its relations with other Asian countries. | F | 5-8 |
| - Shows little understanding of the question, with no distinction made between relevant and irrelevant materials. - Contains 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:

- China's efforts: Official visits, the development of bilateral relations, peaceful negotiations, cooperative agreements in science and technology, education, culture, etc.

3. 'The end of the Second World War brought about tremendous changes to Japan.' Comment on the validity of this statement with reference to Japan's development from the 1920s to the 1960s.

| Criteria | Highest band of performance | Marks |
|---|-----------------------------|-------|
| - Shows a coherent presentation with balanced analysis of the periods before and after the end of the Second World War, with an excellent analysis of the extent of tremendous changes brought about to Japan by the end of the Second World War in the period concerned, supported by solid historical examples that stretch over a considerable part of the period. | A | 23-25 |
| - Shows a good understanding of the question and clearly examines the periods before and after the end of the Second World War, and the extent of tremendous changes brought about to Japan by the end of the Second World War in the period concerned. Historical examples cover a considerable period of time. | B | 20-22 |
| - Shows a good understanding of the question and makes a good attempt to examine the tremendous changes brought about to Japan by the end of the Second World War 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, but discussion focuses merely on the tremendous changes between the two periods brought about to Japan by the end of the Second World War, and is obviously lopsided, or marred by rough content. | D | 14-16 |
| - Shows an awareness of the question, but discussion focuses merely on the changes brought about to Japan by the end of the Second World War, and marred by rough content and lopsidedness. | E | 11-13 |
| - Same as Band (E), but marred by factual errors and/or overgeneralisation, or - Primarily a narration of the conditions in Japan before and after the end of the Second World War, with only one or two lines that casually touch upon changes. | E/F | 9-10 |
| - A general narration of the development of Japan before or after the end of the Second World War, without discussing the changes. | F | 5-8 |
| - Shows little understanding of the question, with no distinction made between relevant and irrelevant materials. - Contains 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 development, economic development, military development, foreign relations, etc.

4. 'The rise of totalitarianism was a key factor in undermining the decisions made in the Paris Peace Conference (1919).' Do you agree with this statement? Explain your view.

| Criteria | Highest band of performance | Marks |
|--|-----------------------------|-------|
| - Coherent presentation with excellent analysis of the relative importance of the rise of totalitarianism and other factors in undermining the decisions made in the Paris Peace Conference 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 and clearly examines the relative importance of the rise of totalitarianism and other factors in undermining the decisions made in the Paris Peace Conference in the period concerned. Historical examples cover a considerable period of time. | B | 20-22 |
| - Shows a good understanding of the question and makes a good attempt at examining the relative importance of the rise of totalitarianism and other factors in undermining the decisions made in the Paris Peace Conference in the period concerned; contains substantiated arguments, but the discussion is slightly lopsided. Historical examples cover a considerable period of time. | C | 17-19 |
| - Shows a general understanding of the question, but discussion focuses merely on the importance of the rise of totalitarianism and other factors, without making any comparisons; or attempts to make a comparison, but contains under-developed arguments. | D | 14-16 |
| - Shows an awareness of the question, but discussion focuses merely on the importance of the rise of totalitarianism; or attempts to tackle both, and marred by rough content. | E | 11-13 |
| - Same as Band (E), but marred by factual errors and/or overgeneralisation, or - Primarily a narration of the factors undermining the decisions made in the Paris Peace Conference, with only one or two lines that casually touch upon the importance of the rise of totalitarianism. | E/F | 9-10 |
| - A narration of the factors in undermining the decisions made in the Paris Peace Conference, without discussing the importance of the rise of totalitarianism. | F | 5-8 |
| - Shows little understanding of the question, with no distinction made between relevant and irrelevant materials. - Contains 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 decisions made in the Paris Peace Conference: disarmament, territorial arrangements, etc.
- The rise of totalitarianism: Fascism, Nazism, etc.
- Other factors: The Great Depression, the appeasement policy, the US isolationist policy, etc.

5. Examine the factors that influenced Arab-Israeli relations after 1945.

| Criteria | Highest band of performance | Marks |
|---|-----------------------------|-------|
| - Coherent presentation with comprehensive analysis of the factors that influenced Arab-Israeli relations 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 and clearly examines the factors that influenced Arab-Israeli relations 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 at examining the factors that influenced Arab-Israeli relations 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, but discussion focuses on some factors that influenced Arab-Israeli relations, and is obviously lopsided or marred by rough content. | D | 14-16 |
| - Shows an awareness of the question, and discussion attempts merely on some of the factors that influenced Arab-Israeli relations, and marred by rough content and lopsidedness. | E | 11-13 |
| - Same as Band E, but marred by factual errors and/or overgeneralisation, or - Primarily a narration of the events that happened in Arab-Israeli relations, with only one or two lines that casually touch upon the factors, and marred by rough content. | E/F | 9-10 |
| - A general narration of the events that happened in Arab-Israeli relations, without discussing the factors. | F | 5-8 |
| - Shows little understanding of the question, with no distinction made between relevant and irrelevant materials. - Contains 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:

- Factors: Nationalism, economic resources, international intervention and mediation, etc.

6. Analyse the obstacles to international social and cultural cooperation in the second half of the 20th century.

| Criteria | Highest band of performance | Marks |
|---|-----------------------------|-------|
| - Coherent presentation with comprehensive analysis of the obstacles to international social and cultural cooperation 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 and clearly examines the obstacles to international social and cultural cooperation 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 at examining obstacles to international social and cultural cooperation 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, but discussion focuses merely on some obstacles to international social and cultural cooperation in the period concerned, and is obviously lopsided or marred by rough content. | D | 14-16 |
| - Shows an awareness of the question, but discussion focuses merely on some obstacles to international social and cultural cooperation, and 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 failures of international social and cultural cooperation, with only one or two lines that casually touch upon the obstacles, and marred by rough content. | E/F | 9-10 |
| - A general narration of the failures of international social and cultural cooperation, without discussing the obstacles. | F | 5-8 |
| - Shows little understanding of the question, with no distinction made between relevant and irrelevant materials. - Contains 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:

- Obstacles: Institutional weaknesses of inter-governmental organisations, the economic disparities between countries, religious differences, etc.

7. 'The historical development of the 20th century was progress from hostilities to collaboration.' Illustrate this statement with relevant historical examples from Themes A and B in the curriculum.

| Criteria | Highest band of performance | Marks |
|---|-----------------------------|-------|
| - Shows a coherent presentation with comprehensive analysis of the changes and continuity in the progress from hostilities to collaboration, supported by solid historical examples that stretch over a considerable period of time. | A | 23-25 |
| - Shows a good understanding of the question and clearly examines the changes and continuity in the progress from hostilities to collaboration. Historical examples cover a considerable period of time. | B | 20-22 |
| - Shows a good understanding of the question and produces a good attempt at examining the changes and continuity in the progress from hostilities to collaboration, but contains slightly lopsidedness. Historical examples cover a considerable period of time. | C | 17-19 |
| - Shows a general understanding of the question, but discussion focuses merely on the progress from hostilities to collaboration in a certain period, and is obviously lopsided or marred by rough content. | D | 14-16 |
| - Shows an awareness of the question, but discussion focuses merely on events of hostilities and collaboration happened in a certain period, and marred by rough content and lopsidedness. | E | 11-13 |
| - Same as Band E, but marred by factual errors and/or overgeneralisation, or - Primarily a narration of events happened among the countries, with only one or two lines that casually touch upon the changes and continuity in the progress from hostilities to collaboration. | E/F | 9-10 |
| - A general narration of the events happened among the countries, without discussing the changes and continuity in the progress from hostilities to collaboration. | F | 5-8 |
| - Shows little understanding of the question, with no distinction made between relevant and irrelevant materials. - Contains 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:

- Hostilities: The World Wars, regional conflicts, rivalries in economic, military and other aspects, etc.
- Collaboration: The formation of international peace-keeping bodies, the formation of economic cooperation organisations, conferences, agreements, etc.