

香港考試及評核局
HONG KONG EXAMINATIONS AND ASSESSMENT AUTHORITY

香港中學文憑考試
HONG KONG DIPLOMA OF SECONDARY EDUCATION EXAMINATION

練習卷
PRACTICE PAPER

通識教育 試卷一及二
LIBERAL STUDIES PAPERS 1 AND 2

評卷參考
MARKING GUIDELINES

(2012年2月29日修訂稿)
(Updated as at 29 February 2012)

本評卷參考乃香港考試及評核局專為本科練習卷而編寫，供教師和學生參考之用。學生不應將評卷參考視為標準答案，硬背死記，活剝生吞。基於本科課程和考評設計的特色，這種學習態度，無助學生改善學習，學懂應對及解難。

This set of marking guidelines has been prepared by the Hong Kong Examinations and Assessment Authority for teachers' and students' reference. This set of marking guidelines should NOT be regarded as a set of model answers. With regard to the nature of the curriculum and assessment design of the subject, the use of model answers, or anything else which encourages rote memorisation, will not help students to improve their learning nor develop their abilities in addressing and solving problems.



Marking Guidelines

General Notes for Teachers on Marking

1. This set of marking guidelines has been updated with revisions made after the scrutiny of actual samples of student performance in the practice papers. Teachers are strongly advised to conduct their own internal standardisation procedures before applying the marking schemes. After standardisation, teachers should adhere to the marking scheme to ensure a uniform standard of marking within the school.
2. The marking guidelines will only list a set of suggested marking criteria for each question for teachers' reference. They should not be regarded as sets of model answers. Alternative answers are also accepted as long as they are reasonable.
3. Markers should mark positively. They should give credit to what *is* in the answer rather than starting with a rigid, preconceived view of what the answer ought to be.
4. When it comes to stand points and points of view, there are no 'wrong' answers. Candidates are entitled to take any position they wish on an issue. They are not to be marked on the 'correctness of their views' or on how close their views correspond to those of the marker. What counts is whether they can put forward a well-reasoned view.
5. The whole range of marks for each question should be fully utilised. Markers should not be tempted to give a 'safe' mark, because this will lead to the bunching of many scripts around the marks in the middle, thus lessening the effectiveness of the question in differentiating between candidates of different levels of ability.
6. A script scoring the top mark range needs not be perfect. It may contain minor flaws in content, approach or presentation.

Paper 1

1. (a)

Suggested Marking Guidelines	Marks
The candidate:	
<ul style="list-style-type: none"> ● explains accurately and in detail, with specific reference to Source A, the problem of contaminated rice in mainland China and the possibility of it being imported into Hong Kong and consumed in restaurants ● explains that the man has brought his own rice to avoid the possibility of his family consuming rice that is contaminated 	3-4
<ul style="list-style-type: none"> ● offers a plausible interpretation of Source B but with limited reference to Source A ● attempts to explain the problem in Source A but is not able to relate the understanding of the problem to a plausible interpretation of Source B 	1-2
<ul style="list-style-type: none"> ● fails to offer a plausible interpretation of the cartoon with reference to Source A/ makes no attempt to answer the question ● gives an answer which is not relevant to the question 	0

1. (b)

Suggested Marking Guidelines	Marks
The candidate:	
<ul style="list-style-type: none"> ● explains fully and clearly, using all the evidence available, how Source A can support the view that both agricultural and industrial development might bring about negative impacts on the quality of life, e.g., how the use of fertilizers and pesticides, and industrial development in rural areas affect the health of people and the living environment etc. ● provides a well-structured and in depth elaboration 	5-6
<ul style="list-style-type: none"> ● explains how Source A can support the view that agricultural and industrial development might bring about negative impacts on the quality of life, but the explanation lacks detail or does not make full use of the evidence available; or explains in detail with evidence how either agricultural <u>or</u> industrial development might bring about negative impacts ● provides a well-structured elaboration, though it might lack detail in parts 	3-4
<ul style="list-style-type: none"> ● offers an explanation of how agricultural and industrial development might bring about negative impacts on the quality of life, but does not support the explanation with evidence from Source A ● gives a brief answer with little organisation/ without focus; expresses his/her ideas vaguely 	1-2
<ul style="list-style-type: none"> ● fails to explain how Source A can support the view that agricultural and industrial development might bring about negative impacts on the quality of life/ makes no attempt to answer the question ● gives an answer which is not relevant to the question 	0

1. (c)

Suggested Marking Guidelines	Marks
The candidate:	
<ul style="list-style-type: none"> ● suggests a wide range of feasible ways to reduce the risk of Hong Kong people consuming rice contaminated by cadmium ● fully and clearly explains the suggestions made ● recognises that ways of reducing the risk can be undertaken by different stakeholders (e.g. in mainland China: strengthening controls on industrial pollution; reducing the use of fertilizers and pesticides; and in Hong Kong: the banning of rice imports from areas with cases of contaminated rice; regular testing of imported rice samples; only importing from accredited producers; boycotting the purchase of rice from areas with cases of contamination, etc.) ● draws extensively and appropriately on the sources and own knowledge ● provides an answer that is well-structured; expresses his/her ideas clearly and in sufficient depth 	7-8
<ul style="list-style-type: none"> ● suggests a range of feasible ways to reduce the risk of Hong Kong people consuming contaminated rice ● explains the suggestions made but not always with sufficient detail and/or clarity ● recognises that ways of reducing the risk can be undertaken by different stakeholders ● draws on sources and own knowledge ● provides an answer that is well-structured, but may not express his/her ideas with sufficient clarity/ in sufficient depth 	5-6
<ul style="list-style-type: none"> ● suggests a narrow range of ways to reduce the risk of Hong Kong people consuming contaminated rice ● explains the suggestions made but with insufficient detail and/or clarity ● fails to recognise that ways of reducing the risk can be undertaken by different stakeholders ● draws on sources and own knowledge but use of sources is limited or sometimes inappropriate ● provides an answer that is not well-structured, and does not always express his/her ideas clearly 	3-4
<ul style="list-style-type: none"> ● lists a few ways, which may not be feasible, to reduce the risk of Hong Kong people consuming contaminated rice, e.g. not importing rice from the mainland, etc. ● does not fully and clearly explain the suggestions ● fails to recognise that ways of reducing the risk can be undertaken by different stakeholders ● draws predominantly on the sources or own knowledge in a limited manner and not always appropriately/ correctly ● provides a brief answer with little organisation; expresses his/her ideas vaguely 	1-2
<ul style="list-style-type: none"> ● fails to suggest ways to reduce the risk of Hong Kong people consuming contaminated rice/ makes no attempt to answer the question ● gives an answer which is not relevant to the question 	0

2. (a)

Suggested Marking Guidelines	Marks
The candidate:	
<ul style="list-style-type: none"> ● describes clearly and accurately the trends shown by the statistics in the aspects of educational level, unemployment level, and income level, e.g., the percentage of young people with tertiary education increased over the period of 1981-2006; the percentage of unemployed young people increased over the period of 1981-2006; the ratio of the median earning of young people to that of the general working population decreased over the period of 1981-2006 	3-4
<ul style="list-style-type: none"> ● describes the trends accurately in 2 out of 3 aspects, but misinterprets the statistics for 1 aspect; describes clearly and accurately 1 of the trends 	1-2
<ul style="list-style-type: none"> ● fails to describe the trends/ makes no attempt to answer the question ● gives an answer which is not relevant to the question 	0

2. (b)

Suggested Marking Guidelines	Marks
The candidate:	
<ul style="list-style-type: none"> ● suggests and explains clearly some challenges faced by the young people aged 18-22 (born in 1984-88), showing the ability to project the problems as reflected in the statistics, e.g., low social mobility – as the income of young people by proportion of the income of the general working population was lower compared to the older generations and they found it more difficult to get employed, it would be more difficult for them to climb up the social ladder; low job satisfaction – as young people had a higher educational level but less income, they might feel that the monetary rewards from their jobs did not match with their qualifications; high competition in job market/ low job satisfaction – as more young people with a higher educational level competed for jobs, they would face severe competition in the job market, etc. ● provides a well-structured and in depth elaboration 	5-6
<ul style="list-style-type: none"> ● suggests some challenges, but does not provide sufficient elaboration with reference to Source A; or describes the situation that young people were experiencing, but fails to conceptualise the challenges ● provides a well structured elaboration, though it might lack detail in parts 	3-4
<ul style="list-style-type: none"> ● attempts to point out some challenges, but is not clear in the explanation ● gives a brief answer with little organisation/ without focus; expresses his/her ideas vaguely 	1-2
<ul style="list-style-type: none"> ● fails to explain the challenges/ makes no attempt to answer the question ● gives an answer which is not relevant to the question 	0

2. (c)

Suggested Marking Guidelines	Marks
<p>The candidate:</p> <ul style="list-style-type: none"> ● identifies clearly the main viewpoint of the principal official in his speech: young people of the post- 80s should bear in mind the following when participating in social movements: to respect others’ rights; to accommodate; to compromise, and to adopt peaceful and rational ways of making their point. The official further gave out some warning that responsibilities were always ignored; that young people should refrain from dictating thoughts of others; and he believed that violent clashes were unnecessary ● presents his/her stance clearly and consistently ● justifies clearly and logically the extent to which he/she agrees or disagrees with the official’s viewpoint by referring to the sources and basing answer on his/her knowledge; formulates his/her arguments on the basis of a detailed and critical evaluation regarding perspectives for and against the official’s viewpoint; shows an in-depth understanding and appropriate application of the relevant knowledge and concepts (e.g civic rights and responsibilities, social participation, etc.), e.g.: <p><i>Points of agreement: explains clearly and in detail his/her arguments with relevant and valid observations; 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"> ■ There are some incidents in which some young social activists undertook violent actions and used violent language that threatened the safety of individuals and stability of society; ■ Respecting others’ rights, accommodating views of others, making compromises, and taking peaceful action are essential for making social progress; ■ A correct and positive view of personal development and inter-personal relationships should be established. Rationality, inclusiveness, respect, and peaceful conciliation are important social values, etc. <p><i>Points of disagreement: explains clearly and in detail his/her arguments with relevant and valid observations; 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"> ■ A certain degree of radical action is necessary as peaceful expression of opposition views is ineffective for changing the government’s mind under the existing political framework; the right of civil disobedience (the refusal to obey certain laws or government orders for the purpose of condemning or scrapping unjust government policies) should be enjoyed by citizens; ■ The responsibilities of respecting others’ freedom and rights were not ignored as the young social activists just aimed at having a dialogue with the government and concerned parties rather than taking away the freedom and rights of others; ■ Upholding principles should not be interpreted as dictating thoughts of others. Upholding principles should rather be treated as a positive way of fostering mutual understanding of genuine concerns and interests, etc. <ul style="list-style-type: none"> ● provides a well structured, in-depth discussion, demonstrating a high level of critical analysis 	<p>9-10</p>

<ul style="list-style-type: none"> ● identifies the main viewpoint of the principal official in his speech ● presents a stance consistently ● justifies the extent to which he/she agrees or disagrees with the official's viewpoint 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: <p><i>Points of agreement: explains his/her arguments with some relevant observations; 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 observations; may construct arguments by drawing upon some of the points above or any other appropriate alternatives</i></p> <ul style="list-style-type: none"> ● provides a well structured discussion, demonstrating some evidence of critical analysis, though might lack detail in parts 	7-8
<ul style="list-style-type: none"> ● attempts to identify the main viewpoint of the principal official in his speech; but may show only a partial understanding ● presents a stance, but possibly with insufficient clarity ● attempts to justify his/her position of whether he/she agrees or disagrees with the official's viewpoint by referring to the sources and basing answer on his/her knowledge, but lacks clarity/ consistency; shows a partial understanding or is only able to apply relevant knowledge and concepts in a basic way: <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"> ● provides a somewhat shallow discussion, which is not well structured and does not always articulate his/her ideas clearly 	4-6
<ul style="list-style-type: none"> ● identifies vaguely some aspects of the principal official's viewpoint, but shows only a partial understanding ● exhibits no clear stance and may put forward contradictory arguments ● attempts to explain his/her position (referring partially or without referring to the official's arguments in the source), but the explanation is too partial/ contains some wrong observations ● gives a shallow discussion with little organisation/ without focus; expresses his/her ideas vaguely 	1-3
<ul style="list-style-type: none"> ● makes no attempt to answer the question ● gives an answer which is not relevant to the question 	0

3. (a)

Suggested Marking Guidelines	Marks
The candidate:	
<ul style="list-style-type: none"> ● describes correctly the pattern of preferred work-life ratio, e.g. the average preferred ratio is about 5:5/ 6:4; the majority (around 75%) of the population preferred a more balanced work-life ratio (between 4:6 and 6:4); not many people (less than 3%) wanted to work too much or too little (9:1 or 1:9) 	3-4
<ul style="list-style-type: none"> ● describes briefly some of the figures; some of the descriptions are not correct 	1-2
<ul style="list-style-type: none"> ● fails to describe the figures/ makes no attempt to answer the question ● gives an answer which is not relevant to the question 	0

3. (b)

Suggested Marking Guidelines	Marks
The candidate:	
<ul style="list-style-type: none"> ● points out correctly the difference between preferred and actual work-life ratios, i.e. the preferred ratio is lower than the actual work-life ratios ● provides and explains in detail two possible reasons to account for the difference between preferred and actual work-life ratios, e.g. some employers push their employees to work longer hours; employees with low-paid jobs have to earn more by working longer, etc. ● provides a well-structured and in depth elaboration 	5-6
<ul style="list-style-type: none"> ● points out approximately the difference between preferred and actual work-life ratios ● suggests two reasons to account for the difference between preferred and actual work-life ratios, but does not explain them fully or with sufficient clarity ● provides a well structured elaboration, though it might lack detail in parts 	3-4
<ul style="list-style-type: none"> ● attempts to point out the difference between preferred and actual work-life ratios ● attempts to suggest reasons to explain the difference between preferred and actual work-life ratios, but the reasons provided may not be all correct/ relevant; or attempts to explain one reason only ● gives a brief answer with little organisation/ without focus; expresses his/her ideas vaguely 	1-2
<ul style="list-style-type: none"> ● fails to point out or explain the difference/ makes no attempt to answer the question ● gives an answer which is not relevant to the question 	0

3. (c)

Suggested Marking Guidelines	Marks
<p>The candidate:</p> <ul style="list-style-type: none"> ● presents his/her stance clearly and consistently ● justifies clearly and logically to what extent he/she supports the labour organisation's viewpoint with reference to the information provided and his/ her own knowledge and concepts (e.g. regulation, implementation, etc) in view of Hong Kong's current situation; formulates his/her arguments on the basis of a detailed and critical evaluation of the pros and cons; e.g.: <p><i>Points of agreement: explains clearly and in detail his/her arguments with 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"> ■ To allow more time for employees to spend with their families; to improve parent-children relationships; to allow more time for rest and for better health of the employees etc. <p><i>Points of disagreement: explains clearly and in detail his/her arguments with 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"> ■ Higher production costs reduce the competitiveness of Hong Kong and thus hinder economic development; this may limit the earnings of some employees, especially those with low-paid jobs who may wish to work longer hours, etc. <ul style="list-style-type: none"> ● provides a well structured, in-depth discussion, demonstrating a high level of critical analysis 	9-10
<ul style="list-style-type: none"> ● presents his/her stance consistently ● justifies 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: <p><i>Points of agreement: explains his/her arguments with some 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 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"> ● provides a well structured discussion, demonstrating some evidence of critical analysis, though might lack detail in parts 	7-8
<ul style="list-style-type: none"> ● presents his/her stance, but possibly with insufficient clarity ● attempts to justify his/her position by referring to the sources and basing answer on his/her knowledge, but lacks clarity/ consistency; shows a partial understanding or is only able to apply relevant knowledge and concepts in a basic way: <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"> ● provides a somewhat shallow discussion, which is not well structured and does not always articulate his/her ideas clearly 	4-6

<ul style="list-style-type: none"> ● exhibits no clear stance and may put forward contradictory arguments ● attempts to explain his/her position according to his/her knowledge (with or without referring to the source), but the explanation is too partial e.g. explaining with a wrong concept of regulation or implementation, using irrelevant examples/ information for illustration, etc. ● gives a shallow discussion with little organisation/ without focus; expresses his/her ideas vaguely 	1-3
<ul style="list-style-type: none"> ● makes no attempt to answer the question ● gives an answer which is not relevant to the question 	0

Paper 2

1. (a)

Suggested Marking Guidelines	Marks
<p>The candidate:</p> <ul style="list-style-type: none"> ● presents his/her stance clearly and consistently ● justifies clearly and logically to what extent he/she thinks that the Valentine’s Day practice of flower giving reflects gender stereotyping; formulates his/her arguments on the basis of a detailed and critical evaluation regarding perspectives for and against the view; shows an in-depth understanding and an appropriate application of the relevant knowledge and concepts (e.g. gender stereotyping) in view of Hong Kong’s current situation, e.g.: <p><i>Points of agreement: 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"> ■ The flower-giving practice on Valentine’s Day is a male obligation/responsibility; ■ The way men carry out this responsibility is an indication of their male identity; ■ The value of the flowers is directly related to the value of the receiver. The value of the woman and the status of the man are measured by the price of the flowers and the choice of the gift directly reflects the giver’s perception of the value of the receiver, etc. <p><i>Points of disagreement: 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"> ■ Discusses how the phenomenon reflected in the source is only an exceptional/individual example of reports about the meaning and practice of Valentine’s Day; ■ Women also give gifts to their boy-friends, but those are not reported; (As women usually do not give flowers to men, this can also be a reason to agree.) ■ Flowers are only one of the more common gifts that are popular choices, etc. <ul style="list-style-type: none"> ● provides a well structured, in-depth discussion, demonstrating a high level of critical analysis 	<p>9-10</p>
<ul style="list-style-type: none"> ● presents his/her stance consistently ● 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: <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"> ● provides a well structured discussion, demonstrating some evidence of critical analysis, though it might lack detail in parts 	<p>7-8</p>

<ul style="list-style-type: none"> ● presents his/her stance, but possibly with insufficient clarity ● attempts to justify his/her position, basing answer on his/her knowledge, but lacks clarity/ consistency; shows a partial understanding or is only able to apply relevant knowledge and concepts in a basic way: <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"> ● provides a somewhat shallow discussion, which is not well structured and does not always articulate his/her ideas clearly 	4-6
<ul style="list-style-type: none"> ● exhibits no clear stance and may put forward contradictory arguments ● 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 gender stereotyping, using irrelevant examples/ information for illustration, etc. ● gives a shallow discussion with little organisation/ without focus; expresses his/her ideas vaguely 	1-3
<ul style="list-style-type: none"> ● makes no attempt to answer the question ● gives an answer which is not relevant to the question 	0

1. (b)

Suggested Marking Guidelines	Marks
<p>The candidate:</p> <ul style="list-style-type: none"> ● presents his/her stance clearly and consistently ● justifies clearly and logically the extent to which he/she agrees that Hong Kong people identifying themselves more with Western culture is the cause of higher popularity of Valentine's Day than Yuan Xiao Festival; 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. the concept of cultural identity) in the Hong Kong context, e.g.: <p><i>Points of agreement: 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"> ■ Because of its colonial past, Hong Kong is a more westernised city, thus Western festivals are better recognised and more widely celebrated; ■ Because of Hong Kong's economic development, people generally pride themselves on being international citizens, who share Western culture and consumer behaviour with regard to festivals that originated in the West, such as Valentine's Day, Halloween, Christmas, Mother's Day etc., thus identifying with international festivals more; ■ HK is a capitalist city, and its consumption culture is similar to other major capitalist cities in the West, etc. (can be a reason to disagree) <p><i>Points of disagreement: explains clearly an 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"> ■ It can be explained in terms of other factors, e.g., commercialisation. The meaning and celebration of Valentine's Day now is already different from its cultural roots, thus it is not a matter of cultural identity, but a worldwide trend of consumption which facilitates this popularity; ■ It is the ignorance regarding some of the traditional Chinese festivals and cultural practices that reduces the popularity of a festival such as Yuan Xiao; ■ Valentine's Day and Yuan Xiao have different cultural histories and celebration practices, etc. <ul style="list-style-type: none"> ● provides a well structured, in-depth discussion, demonstrating a high level of critical analysis 	<p>9-10</p>
<ul style="list-style-type: none"> ● presents his/her stance consistently ● justifies his/her position basing on his/her knowledge; shows an understanding of the relevant knowledge and concepts and an ability to apply them where appropriate: <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"> ● provides a well structured discussion, demonstrating some evidence of critical analysis, though it might lack detail in parts 	<p>7-8</p>

<ul style="list-style-type: none"> ● presents his/her stance, but possibly with insufficient clarity ● attempts to justify his/her position by basing answer on his/her knowledge, but lacks clarity/ consistency; shows a partial understanding or is only able to apply relevant knowledge and concepts in a basic way: <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"> ● provides a somewhat shallow discussion, which is not well structured, and does not always articulate his/her ideas clearly 	4-6
<ul style="list-style-type: none"> ● exhibits no clear stance and may put forward contradictory arguments ● 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 cultural identity, using irrelevant examples/ information for illustration, etc. ● gives a shallow discussion with little organisation/ without focus; expresses his/her ideas vaguely 	1-3
<ul style="list-style-type: none"> ● makes no attempt to answer the question ● gives an answer which is not relevant to the question 	0

2. (a)

Suggested Marking Guidelines	Marks
<p>The candidate:</p> <ul style="list-style-type: none"> ● explains clearly the relationship between economic development and energy consumption, e.g. industrial development requires consumption of energy; energy consumption reflects economic growth; economic growth can be adjusted by controlling energy consumption; Five-year Plan is a blueprint of China’s macro development plan (including social and economic aspects), any consideration of an adjustment of energy consumption should be included in the Plan so as to match up with the development direction in various aspects of the country ● explains clearly and thoroughly some possible reasons for the Chinese government to propose a reduction in both economic growth and energy consumption with the appropriate application of relevant knowledge and concepts, e.g., <ul style="list-style-type: none"> ■ Economic development needs energy resources. Fast economic development consumes a large amount of fossil fuels, leading to environmental deterioration. The reduction of economic growth and energy consumption helps the conservation of the environment and energy resources; ■ Fast economic growth leads to over-heating of the economy and high energy consumption. A reduction in economic growth and energy consumption helps achieve sustainable development in the country; ■ Economic development needs a stable energy supply. The demand for energy is high in China as well as worldwide. A reduction in economic growth helps alleviate the pressure on the exploitation of energy resources and lower the demand for the import of energy resources; ■ Reducing the economic growth and developing industries e.g. those related high-technology and environmental conservation, helps diversify the economy, conserve energy, comply with international agreements on climate change, e.g. United Nations Framework Convention on Climate Change, Cancun Agreements, etc. and promote a positive image of a country with environmental concerns, etc. ● provides a well structured, in-depth discussion, demonstrating a high level of critical analysis 	<p>6-8</p>
<ul style="list-style-type: none"> ● explains the relationship between economic development and energy consumption ● explains some possible reasons for the Chinese government to propose the reduction with the application of relevant knowledge and concepts, but the explanation lacks sufficient clarity ● provides a well structured discussion, demonstrating some evidence of critical analysis, though it might lack detail in parts 	<p>3-5</p>
<ul style="list-style-type: none"> ● attempts to explain according to his/her knowledge, but the explanation is too partial, e.g. giving reasons, some of which are not justifiable, for the reduction in economic growth and energy consumption without developing a relationship between them ● gives a shallow discussion with little organisation/ without focus; expresses his/her ideas vaguely 	<p>1-2</p>
<ul style="list-style-type: none"> ● makes no attempt to answer the question ● gives an answer which is not relevant to the question 	<p>0</p>

2. (b)

Suggested Marking Guidelines	Marks
The candidate:	
<ul style="list-style-type: none"> ● points out directly and clearly the stakeholders involved in the conflicts, e.g. <ul style="list-style-type: none"> ■ local governments vs the central government; ■ businessmen vs the government; ■ businessmen vs working class, etc. ● explains clearly and logically why and how conflicts may occur among these stakeholders by applying the concept of conflict in the context of mainland China, e.g., <ul style="list-style-type: none"> ■ Conflicts arise with the proposal due to differences in concerns/ values/ interests (long term vs short term, individual vs collective), e.g. Conflicts arise between the long-term benefit from the protection of the environment and the short-term profits from economic development, etc; ■ Local governments may wish to maintain profits and attract more investment and may not follow what the central government wants them to do; ■ Businessmen do not want to comply with the rules and regulations of the government which incur higher production costs; ■ Slowing down of economic development may cause some workers to be laid off, therefore conflict between the businessmen and working class may arise, etc. ● provides a well structured, in-depth discussion, demonstrating a high level of critical analysis 	10-12
<ul style="list-style-type: none"> ● points out the stakeholders involved in the conflicts ● explains why and how conflicts may occur among these stakeholders with some relevant knowledge and concepts ● provides a well structured discussion, demonstrating some evidence of critical analysis, though it might lack detail in parts 	7-9
<ul style="list-style-type: none"> ● points out briefly the stakeholders involved in the conflicts ● gives a simple explanation of the conflicts by referring to the differences in views/ concerns towards the reductions, but which lacks clarity, applying basic knowledge and concepts ● provides a somewhat shallow discussion, which is not well structured, and does not always articulate his/her ideas clearly 	4-6
<ul style="list-style-type: none"> ● points out vaguely the stakeholders involved in the conflicts, but some of them may not be correct ● gives a brief and inadequate explanation or partially correct explanation of some of the stakeholders' views towards the reductions, by applying a superficial level of knowledge or concepts, indicating a lack of understanding of the conflicts ● provides a rather shallow discussion without an organised structure and vaguely expressed ideas 	1-3
<ul style="list-style-type: none"> ● makes no attempt to answer the question ● gives an answer which is not relevant to the question 	0

3. (a)

Suggested Marking Guidelines	Marks
<p>The candidate:</p> <ul style="list-style-type: none"> ● presents his/her stance clearly and consistently ● justifies clearly and logically the stance of whether he/she thinks that prejudice poses difficulties for the personal development of people in Hong Kong from ethnic minorities; formulates his/her arguments on the basis of a detailed and critical evaluation regarding perspectives for and against the view; shows an in-depth understanding and an appropriate application of the relevant knowledge and concepts (e.g. ethnic minorities, prejudice, personal development) in view of Hong Kong's current situation, e.g.: <p><i>Points of agreement: explains clearly and in detail how prejudice results in ethnic minorities suffering injustice/ disadvantages in their daily/ professional life/ personality development 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"> ■ Explains the prejudice HK society holds against ethnic minorities expressed in ways such as, labelling them by giving them nicknames; creating stereotypes about their appearance or abilities; refusing to mix with them in daily life; making fun of them because of their cultural differences/ everyday practices, etc. ■ Explains the impact on personal development, e.g., peers isolating ethnic minority members/ not mixing with them in daily life; prejudicing them for their imagined (stereotypical) behaviour rather than observing their individual behaviour; discriminating against them in judging their ability/ behaviour, leading to low self-esteem/ disadvantages in finding jobs, etc. ■ Legal protection against discrimination is inadequate, e.g., it is difficult to gather evidence to take legal action against discrimination in job interviews, etc. <p><i>Points of disagreement: explains clearly and in detail how ethnic minorities grow/ live/ succeed as other locals; other factors affecting their personal development 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"> ■ Ethnic minorities face difficulties in personal development because of factors other than prejudice, e.g. cross-generation poverty, etc. ■ Ethnic minorities are protected against discrimination by law, e.g. The Race Discrimination Ordinance. The Equal Opportunities Commission guards against discrimination. Youngsters of ethnic minorities can lead their lives in the same way as local Chinese; ■ Despite the prejudice against these ethnic minorities, some of them have the same opportunities and succeed as other locals do, e.g. Viv and the TV Star, Gill Mohindapaul Singh (喬寶寶), the Kadoori family; ethnic minorities can mix with locals, e.g., in school, etc. <ul style="list-style-type: none"> ● provides a well structured, in-depth discussion, demonstrating a high level of critical analysis 	<p>9-10</p>

<ul style="list-style-type: none"> ● presents his/her stance consistently ● 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: <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"> ● provides a well structured discussion, demonstrating some evidence of critical analysis, though it might lack detail in parts 	7-8
<ul style="list-style-type: none"> ● presents his/her stance, but possibly with insufficient clarity ● attempts to justify his/her position by basing answer on his/her knowledge, but lacks clarity/ consistency; shows a partial understanding or is only able to apply relevant knowledge and concepts in a basic way: <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"> ● provides a somewhat shallow discussion, which is not well structured and does not always articulate his/her ideas clearly 	4-6
<ul style="list-style-type: none"> ● exhibits no clear stance and may put forward contradictory arguments ● 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 prejudice / difficulties in personal development, using irrelevant examples/ information for illustration, etc. ● gives a shallow discussion with little organisation/ without focus; expresses his/her ideas vaguely 	1-3
<ul style="list-style-type: none"> ● makes no attempt to answer the question ● gives an answer which is not relevant to the question 	0

3. (b)

The candidate:	Marks
<ul style="list-style-type: none"> ● suggests a wide range of feasible ways for the HK Government and young people to facilitate ethnic harmony ● fully and clearly explains the suggestions made and how they facilitate ethnic harmony e.g. <ul style="list-style-type: none"> ■ Young people should enhance their understanding of the nature of a multi-cultural city and the importance of peaceful co-existence of different cultures, e.g. celebrating Chinese festivals together with non-Chinese friends; joining activities organised by NGOs to learn more about the ethnic minorities in their district and to mix with them, etc. ■ The government may promote the spirit of HK as an international and multi-cultural city by organising/ sponsoring activities in different districts; subsidising NGOs for organising programmes to help the ethnic minorities to integrate into the community; reviewing and enforcing laws to ensure the same legal rights are enjoyed by ethnic minorities as by others, etc. ● draws extensively and appropriately on own knowledge or concepts (e.g. ethnic harmony) ● provides an answer that is well-structured; expresses his/her ideas with clarity 	9-10
<ul style="list-style-type: none"> ● suggests a range of feasible ways for the HK Government and young people to facilitate ethnic harmony ● explains the suggestions made, but not always with sufficient detail and/or clarity ● draws on own knowledge or concepts ● provides an answer that is well-structured, but which may not express his/her ideas with sufficient clarity 	7-8
<ul style="list-style-type: none"> ● suggests a narrow range of ways for the HK Government and young people to facilitate ethnic harmony; or suggests a wide range of ways for <u>either</u> the HK Government <u>or</u> young people only ● explains the suggestions made but with insufficient detail and/or clarity ● shows a partial understanding or is only able to apply relevant knowledge and concepts in a basic way ● provides an answer that is not well-structured, and does not always express his/her ideas clearly 	4-6
<ul style="list-style-type: none"> ● lists a few ways for the HK Government or young people to facilitate ethnic harmony that may not be feasible ● does not fully and clearly explain the suggestions ● attempts to explain the suggestions according to his/her knowledge, but the explanation is too partial ● provides a brief answer with little organisation; expresses his/her ideas vaguely 	1-3
<ul style="list-style-type: none"> ● fails to suggest ways for the HK Government or young people to facilitate ethnic harmony/ makes no attempt to answer the question ● gives an answer which is not relevant to the question 	0