

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

歷史 試卷一及二
HISTORY PAPER 1 & 2

評卷參考
MARKING SCHEME

(2012年2月27日修訂稿)
(updated as at 27 Feb 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。這種學習態度，既無助學生改善學習，學懂應對及解難，亦有違考試着重理解能力與運用技巧之旨。

This marking scheme has been prepared by the Hong Kong Examinations and Assessment Authority for teachers' and students' reference. This marking scheme should NOT be regarded as a set of model answers. Our examinations emphasise the testing of understanding, the practical application of knowledge and the use of processing skills. Hence 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 Scheme
General Notes for Teachers on Marking

Introductory Notes

General Principles

1. This marking scheme 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. In questions asking for a specified number of reasons or examples etc. and a student gives more than the required number, the extra answers should not be marked. For instance, in a question asking students to provide two examples, and if a student gives three answers, only the first two should be marked.
4. Teachers should mark positively. They should give credit for what is in the answer rather than starting with a rigid, preconceived view of what the answer ought to be, or being too conscious of what is omitted.
5. The whole range of marks for each question should be fully utilised. Markers should not be tempted to give a 'safe' non-committal mark, because this will lead to the bunching of many scripts around a particular mark range, thus lessening the effectiveness of the question in differentiating between candidates of different levels of ability.
6. A distinction script need not be perfect: it may contain minor flaws in contents or in presentation.
7. This subject adopts 'level-marking'. The marks of all essay-type questions are uniformly divided into eight performance bands. The number of performance levels for data-based questions will depend on the marks allotted, to be indicated as L1, L2, L3 etc; the larger the number, the higher the performance level.

Data-based Questions

8. The marking scheme is intended to act as a guide, not as a prescriptive answer sheet. Candidates are not required to use the exact wording given in the marking scheme.
9. Basically, the questions are designed to test candidates' ability to interpret and evaluate historical evidence and/or data; therefore, where appropriate the emphasis in the marking should be on assessing the quality of thinking and the historical skills displayed by the candidates, rather than factual recall or the ability to write at length. It is important to mark cautiously answers which do not display a high level of literacy, but which may show good conceptual or inferential skills.

Essay-type Questions

10. The marking scheme comprises (a) a *criteria table* and (b) *question-specific guidelines*.
11. In the assessment process, teachers should first determine an appropriate grade for an answer based on three factors, viz. understanding of the question, contents, and presentation, and then convert that grade into a corresponding mark according to the *criteria table*.
12. The information given in the *question-specific guidelines* is intended to supplement the *criteria table* and provide markers with specific guidelines concerning the requirements and emphases of individual questions.
13. In order to be fair to all candidates, scripts just below a particular grade boundary should be left where they are; they must not be pushed up to the higher grade level out of sympathetic consideration.

Paper 1

1. (a) **Describe Japan's economic development in the period 1955-75** [3 marks]
- L1** Shows attempts to describe Japan's economic development, but weak in using clues from the Source and/or covering the whole period. [max. 2]
- L2** Succeeds in describing Japan's economic development, supported by valid clues from the Source and covering the whole period. [max. 3]
- e.g. - Japan's economy expanded continuously in the period 1955-75 (to be supported by the GNP figures over the two decades).
- (b) **Two changes of the Allied powers' policy towards Japan in the decade after the Second World War** [4 marks]
- L1** Identifies only one change, or able to identify two changes but unable to make due reference to the Source. [max. 2]
- L2** Identifies two changes, with due reference to the Source. [max. 4]
- e.g. - The Allied powers reversed their policies from forbidding to allowing Japan's rearmament.
- SCAP changed from occupying Japan to granting independence to it.
- (c) **Whether 'the economic development of Japan in the period 1945-75 was primarily due to foreign factors.'** [8 marks]
- L1** Vague answer, unable to effectively refer to the Sources and own knowledge, and/or with inadequate coverage of the period in question, and/or paying little attention to the key word 'primarily'. [max. 2]
- L2** Merely refers to the Sources or own knowledge, and/or covering only part of the period in question, and/or with inadequate treatment of the key word 'primarily'. [max. 4]
- L3** Refers to both the Sources and own knowledge, basically covering the whole period in question, with adequate treatment of the key word 'primarily'. [max. 8]
- Agree:
- e.g. - The Allies created a favourable setting for Japan's massive economic developments. (Sources A and B)
- The US's strategic need during the Cold War provided the support that Japan needed in developing its economy. (Source B)
- The outbreak of the Korean War made the US determined to restore Japan's international position. (own knowledge)
- Disagree:
- e.g. - Increasing domestic demand was a strong force behind Japan's economic development. (own knowledge)
- Foreign influence became much weaker after Japan's independence from the Allies in the 1950s. (Source B and own knowledge)

2. (a) **Two characteristics of the Red Guards** **[4 marks]**

L1 Only one characteristic, or two but weakly supported by clues of the Source. *[max. 2]*

L2 Two characteristics that are duly supported by clues of the Source. *[max. 4]*

Characteristics:

- e.g. - Red Guards claimed to be loyal to Mao Zedong.
- Red Guards were rebellious.

(b) **Was Cultural Revolution harmful to China's modernisation?** **[6 marks]**

L1 Vague answer, unable to effectively refer to the Source and own knowledge, and/or with little attention to the effect on China's modernisation. *[max. 2]*

L2 Merely refers to the Source or own knowledge, and/or with inadequate treatment of the effect on China's modernisation. *[max. 3]*

L3 Refers to both Source and own knowledge, with adequate treatment of the effect on China's modernisation. *[max. 6]*

- e.g. - Cultural Revolution allowed the existence of only one thought (i.e., Mao Zedong's Thought), and this suffocated China's intellectual development. (Source and own knowledge)
- Cultural Revolution promoted ultra-leftism (e.g. Red Guards' rebellious behaviours), and slowed down China's developments in every aspect (Source and own knowledge).

* Candidates in general will hold the view that the Cultural Revolution was harmful to China's modernisation. However, marks may be awarded to answers that hold the opposite view and are presented logically.

3. (a) **Cartoonist's view of the deeds of the country as represented by the gander in the event described by the cartoon** [4 marks]

L1 Shows attempts to identify the view but weak in using clues from the Source. [max. 2]

L2 Identifies the view, duly supported by clues from the Source. [max. 4]

View:

e.g. - Germany's remilitarization in the Rhineland was not a peaceful act as claimed by Germany.

Clues:

e.g. - Goose-step and the armament-bound goose symbolised military advancement. It was Nazi Germany which took the action (as evidenced by the swastika at the goose's body). The destination was the Rhineland, as mentioned in the lyrics.
- Germany claimed that it was a peaceful act ('Pax Germanica'), but the lyrics put it explicitly that the advancement was a blunder.

- (b) **Is Source D adequate in reflecting the threats to collective security in period 1919-38?** [8 marks]

L1 Merely refers to the Source or cites relevant historical facts, and/or holds the view of 'adequate'. [max. 4]

L2 Refers to the Source and cites relevant historical facts; clearly explains the personal viewpoint. [max. 8]

Source:

e.g. - The armaments of the goose symbolised Germany's rearmament efforts.
- The Locarno Treaty being torn to pieces symbolised the ineffectiveness of the international treaties signed after the First World War.

Own knowledge:

e.g. - There were invasions in the 1920s and 1930s, such as Abyssinia by Italy, China by Japan, and Austria by Germany.
- Powers such as Germany, Italy and Japan withdrew from the League of Nations. This undermined the peace-keeping capability of the League of Nations.

* 'Threats' should not be understood as 'general weakness' of the collective security system, but as something done to pose danger to the collective security.

4. (a) **Was the cartoon published in a capitalist or communist state?** [3 marks]

L1 Attempts to point out that the cartoon was published in a capitalist state, but unable to explain the answer with due reference to the Source. [max. 2]

L2 Points out that the cartoon was published in a capitalist state, and explains the answer with due reference to the Source. [max. 3]

Explanation:

- e.g. - 'Constant red war threat': only a capitalist state would hold this view.
- The globe showed a sickle (representing the USSR) containing north and south America. In other words, the cartoonist thought that threat came from communism, and the cartoon should be published in a capitalist state.

(b) **Infer from Source F about Khrushchev's purpose in delivering the speech** [4 marks]

L1 Shows attempts to infer, but unable to explain the answer with due reference to the Source. [max. 2]

L2 Infers the purpose and explain the answer with due reference to the Source [max. 4]

Purpose:

- e.g. - To arouse the attention of the Moscow residents to the idea of 'peaceful coexistence'.

Clues:

- e.g. 'To disregard this is to shut one's eyes and ears and bury one's head like the ostrich does when in danger.'

(c) **Whether 'in the 1950s, the relationship between the capitalist and communist blocs became less hostile.?'** [6 marks]

L1 Vague answer, unable to effectively refer to the Sources and own knowledge, and/or with inadequate coverage of the period in question. [max. 2]

L2 Merely refers to the Sources or own knowledge, and/or covers only part of the period in question. [max. 3]

L3 Refers to both Sources and own knowledge, and basically covers the whole period in question. [max. 6]

Agree:

- e.g. - Source E, which was published in the early 1950s, suggested imminent confrontation between the two blocs. Towards the end of the 1950s, the idea of peaceful co-existence was promoted, as reflected in Source F. (Sources)
- After the Korean War, there was no major confrontations between the two blocs in the 1950s. (own knowledge)

Disagree:

- e.g. - 'A great deal would perish in a nuclear war' suggested that the nuclear threat was still imminent in the late 1950s. (Source F)
- Armament race was still under way. The powers competed to develop their own nuclear and hydrogen bombs. (own knowledge)

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	Max band to be awarded	Range of Marks (Max. 15)
<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	14-15
<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	12-13
	C	10-11
<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	8-9
	E	6-7
<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	5
	F	3-4
<ul style="list-style-type: none"> – Showing little understanding of the question, with no distinction made between relevant and irrelevant material. – Containing very few relevant facts. – Very poorly organised and difficult to understand, with annoying mistakes in writing/spelling important personal and place names. 	U	0–2

Paper 2

1. **‘Hong Kong’s economic development in the second half of the 20th century was primarily shaped by the China factor.’ Do you agree? Explain your answer.** (15 marks)

Criteria	Highest band of performance	Marks
- Coherent presentation with reasonable analysis of the China factor and other factors in terms of their relative importance in leading to Hong Kong’s economic developments, supported by solid historical data that stretch over a considerable period of time.	A	14-15
- Shows a good understanding of the question, clearly examines the relative importance of the China factor and other factors in leading to Hong Kong’s economic developments. Historical data stretch over a considerable period of time.	B	12-13
- Shows a good understanding of the question, and produces a good attempt of examining the relative importance of the China factor and other factors in leading to Hong Kong’s economic developments; but discussion is obviously lopsided to the China factor or other factors, and/or contains underdeveloped arguments (e.g. no obvious attempt to explain ‘primarily’). Historical data cover a considerable period of time.	C	10-11
- Shows a general understanding of the question, and discussion focuses merely on the China factor; or attempts to tackle both but marred by rough content.	D	8-9
- Shows an awareness of the question, and discussion is merely on the China factor, marred by rough content; attempts to tackle both, but marred by rough content and lopsidedness.	E	6-7
- Same as Band E, but marred by obvious factual errors and/or overgeneralisation, or - Primarily a narration of Hong Kong’s economic developments in the period concerned, with only one or two lines that casually touch upon how the China factor contributed to the developments, or - Discussion is solely based on other factors.	E/F	5
- A narration of Hong Kong’s economic development without analysing its causes, or - Detailed narration of other factors of Hong Kong’s economic developments without presenting any arguments.	F	3-4
- Shows little understanding of the question, with no distinction made between relevant and irrelevant materials. - Containing very few relevant facts. - Very poorly organised and difficult to understand, with annoying mistakes in writing/spelling important personal and place names.	U	0-2

2. **Account for the rise of militarism in Japan in the 1930s.**

(15 marks)

Criteria	Highest band of performance	Marks
- Coherent presentation with a reasonable and balanced discussion of the major reasons/factors that caused the rise of militarism in Japan in the 1930s, supported by solid historical data that are relevant to the period in question.	A	14-15
- Shows a good understanding of the question, with a clear and generally balanced discussion of the major reasons/factors that caused the rise of militarism in Japan in the 1930s, supported by historical data that are relevant to the period in question.	B	12-13
- Shows a good understanding of the question, with a clear discussion of the major reasons/factors that caused the rise of militarism in Japan in the 1930s, but obviously lopsided to certain reasons/factors. Historical data are relevant to the period in question.	C	10-11
- Shows a general understanding of the question. Some discussion of reasons/factors that caused the rise of militarism in Japan in the 1930s is presented, although sometimes it is sidetracked to the background of the rise.	D	8-9
- Same as Band D, but marred by disproportional discussion of the background of the rise and/or overgeneralisation.	E	6-7
- Primarily a narration of background of the rise, with only one or two lines that casually touch upon factors/reasons that caused the rise of militarism in Japan in the 1930s.	E/F	5
- A general account of Japan in the first three decades of the 20 th century.	F	3-4
- Shows little understanding of the question, with no distinction made between relevant and irrelevant materials. - Containing very few relevant facts. - Very poorly organised and difficult to understand, with annoying mistakes in writing/spelling important personal and place names.	U	0-2

3. **In what ways was the year 1949 a turning point of modern Chinese history?**

(15 marks)

Criteria	Highest band of performance	Marks
- Coherent presentation with reasonable and balanced comparison of the periods before and after 1949, with effective explanation about in what ways the turning point had marked profound changes for China. The answer is effectively substantiated.	A	14-15
- Shows a good understanding of the question; able to explain in what ways the turning point had marked profound changes for China, but marred by slight lopsidedness in the period before or after that. Historical examples are generally relevant.	B	12-13
- Shows a good understanding of the question; clearly discuss the period before and after 1949 and shows in what ways they were different, but weak in explaining why the year served as a turning point. Historical examples are generally relevant.	C	10-11
- Shows a general understanding of the question, with some success to relate the subsequent development to the year 1949, but without any attempt to compare such developments with those that took place beforehand; or - Attempts to discuss the periods before and after the year 1949, marred by lopsidedness. Historical examples are generally relevant, but contain vagueness.	D	8-9
- Conscious to show what changes occurred after the year 1949, but without any attempt to relate to that year.	E	6-7
- A general account of events relevant to the year 1949, with occasionally casual remarks on their impact.	E/F	5
- A general account of events relevant to the year 1949, or a general discussion ROC or PRC history.	F	3-4
- Shows little understanding of the question, with no distinction made between relevant and irrelevant materials. - Containing very few relevant facts. - Very poorly organised and difficult to understand, with annoying mistakes in writing/spelling important personal and place names.	U	0-2

4. **Examine how the Paris Peace Settlements (1919-23) established a new international order.** (15 marks)

Criteria	Highest band of performance	Marks
- Coherent presentation with balanced discussion of different aspects of a new international order created by the Paris Peace Settlements, highlighting how different the new order was by comparing that with the one before the First World War. The answer is effectively substantiated.	A	14-15
- Shows a good understanding of the question; able to provide a generally balanced discussion of different aspects of a new international order created by the Paris Peace Settlements, with some efforts to highlight how different the new order was by comparing that with the one before the First World War. The answer is effectively substantiated.	B	12-13
- Shows a good understanding of the question; able to provide a generally reasonable discussion of different aspects of a new international order created by the Paris Peace Settlements, but without conscious efforts to highlight how different the new order was by comparing that with the one before the First World War. Historical examples are generally relevant.	C	10-11
- Shows a general understanding of the question. Shows some success on discussing the international order after the First World War, but marred by occasional weakness in handling the key word 'international order'.	D	8-9
- Shows an awareness of the question; the answer was marred by obvious weakness in handling the key word 'international order'.	E	6-7
- A general account of developments after the Paris Peace Settlements, with only casual remarks on 'international order'.	E/F	5
- A general account of post-war developments or the Paris Peace Settlements.	F	3-4
- Shows little understanding of the question, with no distinction made between relevant and irrelevant materials. - Containing very few relevant facts. - Very poorly organised and difficult to understand, with annoying mistakes in writing/spelling important personal and place names.	U	0-2

5. **Assess the significance of Gorbachev relative to other factors which brought about the end of the Cold War.**

(15 marks)

Criteria	Highest band of performance	Marks
- Coherent presentation with reasonable analysis of Gorbachev and other factors in terms of their relative importance in leading to the end of the Cold War, supported by solid historical examples that stretch over a considerable period of time.	A	14-15
- Shows a good understanding of the question, clearly examines the relative importance of Gorbachev and other factors in leading to the end of the Cold War. Historical examples stretch over a considerable period of time.	B	12-13
- Shows a good understanding of the question, and produces a good attempt of examining the relative importance of Gorbachev and other factors in leading to the end of the Cold War, but discussion is obviously lopsided to Gorbachev or other factors, and/or contains underdeveloped arguments (e.g. no attempt to determine the relative importance of Gorbachev). Historical examples cover a considerable period of time.	C	10-11
- Shows a general understanding of the question, and discussion focuses merely on Gorbachev; or attempts to tackle both but marred by rough content.	D	8-9
- Shows an awareness of the question; discussion is merely on Gorbachev, marred by rough content; or attempts to tackle both, but marred by rough content and lopsidedness.	E	6-7
- Same as Band E, but marred by obvious factual errors and/or overgeneralisation, or - Primarily a narration of the Cold War developments, with only one or two lines that causally touch upon Gorbachev's contribution to its end, or - Discussion is solely based on other factors.	E/F	5
- A narration of the Cold War developments without analysing its causes, or - Detailed narration about other factors that led to the end of the Cold War, without presenting any arguments.	F	3-4
- Shows little understanding of the question, with no distinction made between relevant and irrelevant materials. - Containing very few relevant facts. - Very poorly organised and difficult to understand, with annoying mistakes in writing/spelling important personal and place names.	U	0-2

6. **Discuss the roles the United Nations played in settling the racial conflicts in the Balkans and conflicts between Israel and the Arabs.**

(15 marks)

Criteria	Highest band of performance	Marks
- Coherent presentation with reasonable and balanced discussion of the roles the United Nations played in settling the conflicts between Israel and the Arabs and racial conflicts in the Balkans. The answer is effectively substantiated.	A	14-15
- Shows a good understanding of the question; able to discuss the roles the United Nations played in settling the conflicts between Israel and the Arabs and racial conflicts in the Balkans, but marred by slight lopsidedness. Historical examples are generally relevant.	B	12-13
- Shows a good understanding of the question; able to discuss the roles the United Nations played in settling the conflicts between Israel and the Arabs and racial conflicts in the Balkans, but marred by lopsidedness and occasional vagueness. Historical examples are generally relevant.	C	10-11
- Shows a general understanding of the question, with some success to discuss the roles the United Nations played in settling the conflicts between Israel and the Arabs and racial conflicts in the Balkans, but tend to be narrative in presentation, or - Present a disproportionate answer that primarily discusses the roles of the United Nations played in settling the conflicts between Israel and the Arabs or racial conflicts in the Balkans.	D	8-9
- Attempts to discuss the roles the United Nations played in settling the conflicts between Israel and the Arabs and racial conflicts in the Balkans, but the answer is narrative in presentation, or - Only discusses the roles of the United Nations played in settling the conflicts between Israel and the Arabs or racial conflicts in the Balkans.	E	6-7
- A narrative account of the work done by the United Nations concerning the two issues, with only one or two lines that casually touch upon its roles, or - Only discusses the roles of the United Nations played in settling the conflicts between Israel and the Arabs or racial conflicts in the Balkans, with important omissions.	E/F	5
- A narrative account of the work done by the United Nations concerning the two issues, without any treatment of the keyword 'role'.	F	3-4
- Shows little understanding of the question, with no distinction made between relevant and irrelevant materials. - Containing very few relevant facts. - Very poorly organised and difficult to understand, with annoying mistakes in writing/spelling important personal and place names.	U	0-2

7. Choose any one country or region covered by the course, and discuss to what extent this country/region in the late 20th century was different from what it had been in the early 20th century.

(15 marks)

Criteria	Highest band of performance	Marks
- Coherent presentation with reasonable and balanced discussion of similarities and differences between the two periods, coming with a clear viewpoint, supported by solid historical examples that cover both periods.	A	14-15
- Shows a good understanding of the question, clearly examines similarities and differences between the two periods, coming with a clear viewpoint, supported by solid historical examples that cover most of the two periods.	B	12-13
- Shows a good understanding of the question, and produces a concrete examination of similarities and difference between the two periods; but the discussion tends to be lopsided to one of the periods, and/or contains underdeveloped arguments (e.g. no attempt to explain 'large extent' or 'small extent'). Historical examples cover a considerable part of both periods.	C	10-11
- Shows a general understanding of the question, and the discussion focuses primarily on differences; or attempts to tackle both differences and similarities but marred by rough content.	D	8-9
- Shows an awareness of the question; discussion focuses merely on the differences, marred by rough content; or attempts to tackle both differences and similarities, but marred by rough content and lopsidedness.	E	6-7
- Same as Band E, but marred by obvious factual errors and/or overgeneralization, or - Primarily a narration of developments in the two periods, with only one or two lines that make some casual comparisons, or - Only discusses similarities between the two periods.	E/F	5
- A narration of developments in the two periods, without making any comparisons.	F	3-4
- Shows little understanding of the question, with no distinction made between relevant and irrelevant materials. - Containing very few relevant facts. - Very poorly organised and difficult to understand, with annoying mistakes in writing/spelling important personal and place names.	U	0-2