

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 the extent he/she agrees with the statement; 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., interest of the whole society) 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"> ■ Transport infrastructure affects the economic and social well-being of the whole society. Personal interests should not hinder the development of the community; ■ Developing infrastructure requires high public expenditure/ tax payers' money, hence the needs of the whole society should take priority; ■ The government should be responsible for safeguarding the interest of the whole society. The interests of the whole society and personal interests are not mutually exclusive. Development in the community will benefit the individuals in the long run; ■ It is difficult for public policies to satisfy all individuals in a heterogeneous society. Decisions should be made once an agreement is reached among the majority of people, 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"> ■ Legitimate personal interests (e.g., the right of private ownership of property) should be given prior consideration in a civilised society; ■ Hong Kong being a pluralistic society, when formulating public policies, which pose huge impact on individuals, the government should give prior consideration to the requests and views of these individuals; ■ The loss suffered by a certain group of people in society in relation to the developments should not be neglected. A responsible government should consider alternatives to minimise or compensate for their loss; ■ Serving the social interest may be manipulated by the government for the interest of the rulers, 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 the extent of 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 interest of the whole society, 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 of the general public involvement that the Hong Kong government should allow; formulates his/her arguments on the basis of a detailed and critical evaluation with regard to different perspectives; shows an in-depth understanding and an appropriate application of the relevant knowledge and concepts (e.g., public involvement) in view of Hong Kong's current situation, e.g.: <p><i>Supporting points: 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"> ■ Since transport infrastructure projects require a large amount of public money, in the process of policy-making, a democratic and responsible government should listen to the opinions of the general public; ■ The project would be more feasible and legitimate as the planning would be more comprehensive after taking different opinions into account; ■ The interests of different stakeholders should be taken into account by incorporating them in a multi-channel consultation process or consultation committees, so as to protect the rights of the minority, etc. <p><i>Opposing points: 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"> ■ It is difficult for the whole society to reach a consensus, and may result in more arguments and conflicts among different stakeholders; ■ Various stakeholders may focus on their own interests and needs, neglecting the long term development of society; ■ Public consultations take a long time and may result in delay of the projects, hindering the economic development and weakening the competitiveness of Hong Kong, 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>Supporting points: 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>Opposing points: 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>Supporting points: 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>Opposing points: 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 public involvement, 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
The candidate:	
<ul style="list-style-type: none"> ● identifies and explains in detail the ways through which globalization might influence Chinese culture on the mainland with the appropriate application of relevant knowledge and concepts (e.g., cultural values, cultural exchanges), e.g., <ul style="list-style-type: none"> ■ Through the Internet--political influence: Western ideas of democracy might challenge Communist political culture; cultural influence: Western culture can be brought by films, music; ■ Through economic activities by transnationals--social influence: Western lifestyle might transform traditional Chinese social and cultural values; economic changes: capitalist practices might weaken central planning over the economy or the mode of state ownership of production; Western-style consumerism; ■ Through social and cultural exchanges (e.g., visits and exchange studies)—cultural influence: Western practices and ideas are imported into the mainland through mutual contacts, etc. ● provides a well structured, in-depth discussion, demonstrating a high level of critical analysis 	6-8
<ul style="list-style-type: none"> ● identifies and explains the ways through which globalization might influence Chinese culture on the mainland 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 	3-5
<ul style="list-style-type: none"> ● attempts to identify and explain the influences according to his/her knowledge, but the explanation is too partial; some of the influences are irrelevant ● gives a shallow discussion with little organisation/ without focus; expresses his/her ideas vaguely 	1-2
<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. (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 he/she agrees with the statement; 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., globalization, replacement of culture), e.g.: <p><i>Points of agreement: explains clearly and in detail his/her arguments with relevant and valid examples/ observations of the world; 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"> ■ Global culture is dominated by Western culture in many aspects, e.g., fast food, clothing, because Western culture is regarded as more superior and trendy; ■ Western culture is weakening indigenous cultures in many countries, e.g., in China, because of the opening up policy adopted by these countries; ■ Western culture dominates indigenous culture because western countries and businesses have more resources to promote their culture, etc. <p><i>Points of disagreement: explains clearly and in detail his/her arguments with relevant and valid examples/ observations of the world; 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"> ■ Global culture is not and cannot be dominated by Western culture, but rather it is a mixture of cultures in the world; ■ Indigenous culture is preserved and defended in schools and families in the non-Western world; ■ Both Western and indigenous cultures are respected and promoted by many people in the modern world, etc. <ul style="list-style-type: none"> ● provides a well structured, in-depth discussion, demonstrating a high level of critical analysis 	<p>10-12</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 the world; 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 the world; 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>7-9</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 globalization, replacement of culture, 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. (a)

Suggested Marking Guidelines	Marks
The candidate:	
<ul style="list-style-type: none"> ● explains clearly and logically why some mainland mothers-to-be may abuse the genetic test with an in-depth understanding and an appropriate application of the relevant knowledge and concepts (e.g., abuse, traditional Chinese culture) in view of the current situation on the mainland; shows an in-depth understanding of the disparity between the purposes of the provision of the test and the motives of some mainland mothers-to-be using the test, e.g.: <ul style="list-style-type: none"> ■ Traditional Chinese culture values a son more highly than a daughter because the son will carry the family name and continue the family line/ men remain as the family members after marriage; ■ Mainland's one-child policy restricts the number of babies to be born for each married couple, and given the restriction, many couples may opt for a son if they have a choice; ■ The genetic test lends itself to abuse by these couples who see this as a chance to abort the foetus once the sex is discovered to be the less favourable one, etc. ● provides a well structured, in-depth discussion, demonstrating a high level of critical analysis 	9-10
<ul style="list-style-type: none"> ● explains why some mainland mothers-to-be may abuse the genetic test with some relevant knowledge and concepts ● provides a well structured discussion, demonstrating some evidence of critical analysis, though it might lack detail in parts 	7-8
<ul style="list-style-type: none"> ● gives a simple explanation of why some mainland mothers-to-be may abuse the genetic test, but which lacks clarity, shows a partial understanding or is only able to apply relevant knowledge and concepts in a basic way ● 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"> ● attempts to give a brief and inadequate explanation or partially correct explanation of why some mainland mothers-to-be may abuse the genetic test, by applying a superficial level of knowledge or concepts, indicating a lack of understanding of the factors/ the current situation on the mainland ● 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)

Suggested Marking Guidelines	Marks
<p>The candidate:</p> <ul style="list-style-type: none"> ● explains clearly and logically both the potential social and ethical problems created by the use of genetic testing, with an in-depth understanding and an appropriate application of the relevant knowledge and concepts (e.g., values of life), possibly referring to the current situation on the mainland and in Hong Kong as examples, e.g.: <ul style="list-style-type: none"> ■ If the general value of people in a society prefers a certain sex, the genetic test might be used as a selection method for the parents to have more control over the sex of the baby born. This action poses as a big ethical problem as human life is almost downgraded to a commodity, its value determined by the personal preference of the couple involved or even the prevailing values of a society. This may lead to further discrimination towards the unfavoured sex; ■ This possibility of choice may result in a great imbalance of the population of the two sexes. With this imbalance, related planning on schools, jobs, services of different kinds, and public facilities etc. will also be affected. The imbalance in number of the two sexes may cause social problems such as the difficulties in finding marriage partners and forming families; ■ Unnecessary abortion itself is unethical because people will gradually despise life and further refuse to accept/ discriminate those with physical/ mental disabilities, etc. ● provides a well structured, in-depth discussion, demonstrating a high level of critical analysis 	9-10
<ul style="list-style-type: none"> ● explains both the potential social and ethical problems created by the use of genetic testing with some relevant knowledge and concepts ● provides a well structured discussion, demonstrating some evidence of critical analysis, though it might lack detail in parts 	7-8
<ul style="list-style-type: none"> ● gives a simple explanation of the potential social and ethical problems created by the use of genetic testing/ provides a detailed explanation of either the social or ethical problems created, but which lacks clarity, shows a partial understanding or is able to apply relevant knowledge and concepts in a basic way ● 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"> ● attempts to give a brief and inadequate/ partially correct explanation of the potential social and ethical problems created by the use of genetic testing, by applying a superficial level of knowledge or concepts, indicating a lack of understanding of the problems ● 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