

PAPER 2 (ESSAY-TYPE QUESTIONS)

Hong Kong Diploma of Secondary Education Examination

History

General Marking Criteria for Essay-type Questions

(Note: In the assessment process, markers should first determine an appropriate grade for an answer based on 3 factors, viz. understanding of the question, contents, and presentation, and then convert that grade into a corresponding mark according to the following table.)

Criteria	Highest band of performance	Marks
<ul style="list-style-type: none">– Showing a clear grasp of the significance of the question.– Balanced contents, with appropriate and effective use of relevant material.– Well organised, clearly presented and fluent.	A	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

1. **Discuss the characteristics of the relationship between Hong Kong and mainland China in the first half of the 20th century.**

Criteria	Highest band of performance	Marks
- Coherent presentation with excellent discussion of the characteristics of the relationship between Hong Kong and mainland China, supported by solid historical data that cover several aspects and stretch over a considerable period of time.	A	14-15
- Shows a good understanding of the question, clearly examines the characteristics of the relationship between Hong Kong and mainland China. Historical data cover reasonable aspects and 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 characteristics of the relationship between Hong Kong and mainland China; but discussion contains underdeveloped arguments concerning the characteristics. Historical data cover a good part of the period.	C	10-11
- Shows a general understanding of the question, and discussion focuses on limited aspects.	D	8-9
- Shows an awareness of the question, and discussion focuses on limited aspects, 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 relationship between Hong Kong and mainland China, with only one or two lines that casually touch upon its characteristics.	E/F	5
- A narration of the relationship between Hong Kong and mainland China without analysing its characteristics.	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

The following aspects may be covered:

- Hong Kong's response to political changes in China (e.g. 1911 Revolution, KMT's political activism, Japanese invasion of China), Hong Kong elite's relationship with China, socio-economic link, etc.

2. Compare reform and revolution as means of transformation in China in the 20th century, using one reform and one revolution within your History syllabus as examples.

Criteria	Highest band of performance	Marks
- Coherent presentation with excellent comparison of reform and revolution as means of transformation in China using the chosen examples, substantiated by solid historical facts.	A	14-15
- Shows a good understanding of the question, clearly compares reform and revolution as means of transformation in China using the chosen examples, substantiated by relevant historical facts.	B	12-13
- Shows a good understanding of the question, and produces a reasonable comparison of reform and revolution as means of transformation in China using the chosen examples, but discussion is obviously lopsided and/or contains underdeveloped arguments. The answer is supported by relevant historical facts.	C	10-11
- Shows a general understanding of the question; makes a serious attempt to compare reform and revolution as means of transformation in China using the chosen examples, but the answer tends to be narrative.	D	8-9
- Shows an awareness of the question; attempts are made to compare reform and revolution as means of transformation in China, but the answer is narrative with factual errors and/or omissions.	E	6-7
- Primarily a narration of facts about the chosen reform and revolution, with one or two lines that casually compare reform and revolution as means of transformation in China.	E/F	5
- A narration of facts about the chosen reform and revolution, without any attempt to compare reform and revolution as means of transformation in China.	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

The following aspects may be covered:

- Effectiveness, breadth and depth of changes, ideology, etc.

3. 'In the period 1952-2000, Japanese diplomacy with other Asian countries aimed primarily at compensating its war guilt.' Do you agree? Explain your view.

Criteria	Highest band of performance	Marks
- Coherent presentation with excellent analysis of compensating war guilt and other factors in terms of their relative importance in shaping Japanese diplomacy, 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 compensating war guilt and other factors in terms of their relative importance in shaping Japanese diplomacy. 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 compensating war guilt and other factors in terms of their relative importance in shaping Japanese diplomacy; but discussion is noticeably lopsided and/or contains underdeveloped arguments (e.g. no obvious attempt to explain 'primarily'). Historical data cover a good part of the period in question.	C	10-11
- Shows a general understanding of the question and discussion focuses merely on compensating war guilt; or attempt to tackle it and other factors but marred by rough content.	D	8-9
- Shows an awareness of the question, and discussion is merely on compensating war guilt, marred by rough content; or attempts to tackle it and other factors, 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 Japanese diplomacy in the period concerned, with only one or two lines that causally touch upon how compensating war guilt contributed to such developments, or - Discussion is solely based on other aims.	E/F	5
- A narration of Japanese diplomacy without analysing its aims, or - Detailed narration of other aims of Japanese diplomacy 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

The following aspects may be covered:

- Compensating war guilt, Japan's economic interest, American interest, Cold War, etc.

4. 'The Great Depression was a more important factor than the Paris Peace Settlement (1919-23) in causing the Second World War.' Do you agree? Explain your view with reference to Europe's development in the period 1919-39.

Criteria	Highest band of performance	Marks
- Coherent presentation with excellent analysis of the relative importance of the two factors, supported by solid historical data that cover a considerable scope and period of time.	A	14-15
- Shows a good understanding of the question, clearly examines the relative importance of the two factors. Historical data cover a considerable scope and period of time.	B	12-13
- Shows a good understanding of the question, and produces a good attempt to examine the relative importance of the two factors; but obviously lopsided to either one, and/or contains underdeveloped arguments. Historical data cover reasonable scope and a good part of the period.	C	10-11
- Shows a general understanding of the question, and discussion focuses merely on one factor; or tackles both but marred by rough arguments.	D	8-9
- Shows an awareness of the question; discussion attempts to tackle one factor only, marred by rough arguments; or attempts to tackle both, but marred by rough arguments and lopsidedness.	E	6-7
- Same as Band E, but marred by obvious factual errors and/or overgeneralisation, or - Primarily a narration of facts about the two factors with only one or two lines that causally touch upon their relative importance.	E/F	5
- A general narration of facts about the two factors or inter-war developments without discussing the relative importance of the two factors.	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

The following aspects may be covered:

- Treaty settlement, French infringement of territorial settlement after 1923, the role of the USA in Europe's economic development, Great Depression, the nature of the rise of Hitler and totalitarianism, etc.

5. In what ways did the USSR affect the development of the Cold War in the period 1946-91?

Criteria	Highest band of performance	Marks
- Coherent presentation with a logical and balanced discussion of the ways in which the USSR affected the development of the Cold War in the period in question, supported by solid historical examples that cover a considerable part of the period.	A	14-15
- Shows a good understanding of the question, clearly examines the ways in which the USSR affected the development of the Cold War in the period in question. Historical examples cover a good part of the period.	B	12-13
- Shows a good understanding of the question, with a good attempt to discuss the ways in which the USSR affected the development of the Cold War in the period in question; but discussion is noticeably lopsided and/or contains underdeveloped arguments. Historical examples cover a good part of the period.	C	10-11
- Shows a general understanding of the question and obvious efforts to identify such ways, but it is not always clear in explaining how the USSR affected the development of the Cold War in the identified ways, or - Tackles only limited ways, or attempt to tackle several but marred by rough content.	D	8-9
- Shows an awareness of the question, with noticeable efforts to identify such ways, but the answer is weak in explaining how the USSR affected the development of the Cold War in the identified ways, or - Tackles only limited ways, marred by minor mistakes, or attempts to tackle several but containing obvious mistakes and rough contents.	E	6-7
- Primarily a narration of the USSR and the Cold War, with only one or two lines that causally touch upon the ways in which the USSR affected the development of the Cold War.	E/F	5
- A general account of the USSR and the Cold War, without any efforts to discuss the ways in which the USSR affected the development of the Cold War.	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

The following facts may be covered:

- Molotov Plan, Berlin Blockade, Warsaw Pact, Korean War, Cuban Missile Crisis, Vietnam War, détente, Afghanistan War, Mikhail Gorbachev, etc.

6. Do you agree that the United Nations served as an ideal platform for international cooperation? Explain your view with reference to its attempts at solving international conflicts and promoting international social and cultural cooperation in the period 1945-2000.

Criteria	Highest band of performance	Marks
- Coherent presentation with excellent analysis of the United Nations as a platform for international cooperation in the period in question, supported by solid historical examples that cover a considerable scope and period of time.	A	14-15
- Show a good understanding of the question, clearly examines the United Nations as a platform for international cooperation in the period in question. Historical examples cover a considerable scope and period of time.	B	12-13
- Shows a good understanding of the question, and makes concrete attempts to examine the United Nations as a platform for international cooperation in the period in question, but marred by underdeveloped arguments. Historical examples cover a good part of the period.	C	10-11
- Shows a general understanding of the question and makes some attempts to examine the United Nations as a platform for international cooperation in the period in question, but marred by rough arguments or inadequate treatment of the scope and period in question.	D	8-9
- Shows an awareness of the question, marred by rough arguments and inadequate treatment of the scope and period in question.	E	6-7
- Same as Band E, but marred by overgeneralisation.	E/F	5
- A loose narration of the United Nations without focusing on its function as a platform for international cooperation.	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

The following aspects may be covered:

- The role of the UN in solving international conflicts
- The role of the UN in promoting international social and cultural cooperation

7. Suppose you were living in the 1960s in a country/region covered in your History syllabus, and had a strong urge to migrate to another place under a different regime. State the country/region in which you were living and that to which you planned to migrate, and explain the problems you were facing in the current country/region and the attractions of the new one.

Criteria	Highest band of performance	Marks
- Coherent and clear explanation of the problems of the current country/region and the attractions of the new one in the light of 'strong urge to migrate', substantiated by good details of facts.	A	14-15
- Shows a good understanding of the question, clearly discusses the problems of the current country/region and the attractions of the new one in the light of 'strong urge to migrate', substantiated by good details of facts, but marred by slight lopsidedness.	B	12-13
- Shows a good understanding of the question, clearly discusses the problems of the current country/region and the attractions of the new one in the light of 'strong urge to migrate', but marred by noticeable lopsidedness. The example comes with reasonable details of facts.	C	10-11
- Shows a general understanding of the question; the concept of 'strong urge to migrate' is there but weakly handled; facts about the problems of the current country/region and the attractions of the new one are discussed, but the causal relationship behind is general.	D	8-9
- Shows an awareness of the question; the concept of 'strong urge to migrate' is weak and is not discussed explicitly; facts about the problems of the current country/region and the attractions of the new one, and the causal relationship behind, are both general, and contain factual errors.	E	6-7
- A factual account of the chosen countries/regions with merely one or two lines on their problems and attractions.	E/F	5
- A factual account of the chosen countries/regions without any attempts to discuss their problems and attractions.	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

Examples:

- The PRC → Hong Kong
- Hong Kong → The PRC
- East Germany → West Germany