

Public Assessment of the New HKCE History Curriculum

Public assessment of the new HKCE History curriculum, starting from 2004, consists of a written examination component and a school-based assessment (SBA) component.

1. Written examination (80% of the total subject marks)

Parts	Question types	% share of subject marks	Duration	Details of questions
A	Data-based Questions	50%	1 hour 15 minutes	<ul style="list-style-type: none"> • 4 questions • questions from both Theme A and Theme B • ALL questions are to be answered
B	Essay-type Questions	30%	45 minutes	<ul style="list-style-type: none"> • 5 questions • questions from both Theme A and Theme B • attempt ONE question only

2. SBA (20% of the total subject marks)

SBA areas	% share of subject marks	Assessment criteria
Elected written course assignment, such as essays, debate speeches and field visit journals, etc.	5%	<ul style="list-style-type: none"> • shows a clear grasp of the significance of the task • balanced contents, with appropriate use of relevant materials • well-organized and clearly presented
Course performance in S4	5%	<ul style="list-style-type: none"> • eager in participating in learning activities • respond to teacher's questions eagerly with clear answers • able to ask insightful questions to widen knowledge • shows a high ability in mastering historical skills, such as differentiating between facts and opinions, presenting logical arguments and interpreting historical resources
Course performance in S5	5%	
Internal tests / exams	5%	<ul style="list-style-type: none"> • teachers are requested to rank their students into five groups based on students' overall tests/exams performance in S4/5 year. • each student in the top group awarded 5 marks, each in the second best group 4 marks..., and each in the bottom group 1 mark. • the number of students in each group need not be the same.

1 The Two World Wars and the Peace Settlements



Key Historical Data

Historical Events

- | | |
|------|--|
| 1905 | First Moroccan Crisis |
| 1911 | Second Moroccan Crisis |
| 1914 | Sarajevo assassination; First World War began |
| 1915 | Italy entered the war on the side of the Allies |
| 1917 | United States entered the war on the side of the Allies; Russia withdrew from the war |
| 1918 | Germany surrendered; First World War ended |
| 1919 | Paris Peace Conference ; Weimar Republic in Germany established; Treaty of Versailles concluded;
League of Nations formed |
| 1920 | Nazi Party formed in Germany |
| 1921 | Fascist Party formed in Italy |
| 1922 | Mussolini rose to power in Italy after the March on Rome |
| 1923 | French occupation of the Ruhr in Germany |
| 1924 | Stalin and Trotsky began power struggle in the Soviet Union |

Historical Sources

The British attitude towards Germany

Lloyd George went to Versailles to present the peace terms to the Germans. I do not think David realized, before he went, what an exhausting event it would be. He came back quite exhausted with emotion. The Germans were arrogant and insolent. He says that it has made him more angry than any incident of the War, and if the Germans do not sign, he will have no mercy on them. He says for the first time he feels the same hatred for them that the French feel. I am glad they stirred him up so that he may keep stern with them: if they had been submissive he might have been sorry for them.

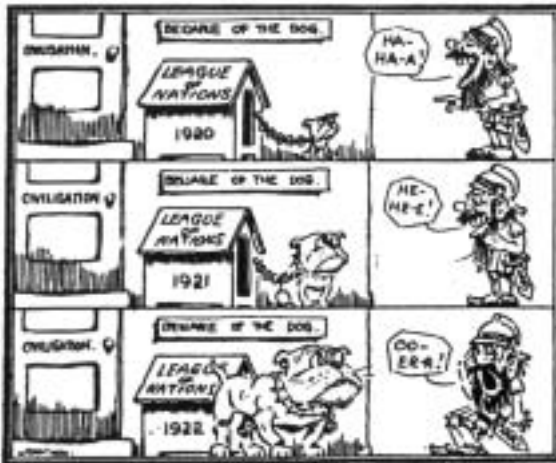
– An extract from Lloyd George's secretary and, later, wife,
Frances Stephenson, 7 May 1919



Data analysis

The extract shows a British view of how Germany should be treated in 1919. The arrogant attitude of the Germans made Lloyd George angry, and therefore he began to support French ideas on the need for a stern approach towards the Germans.

OUR WATCH DOG

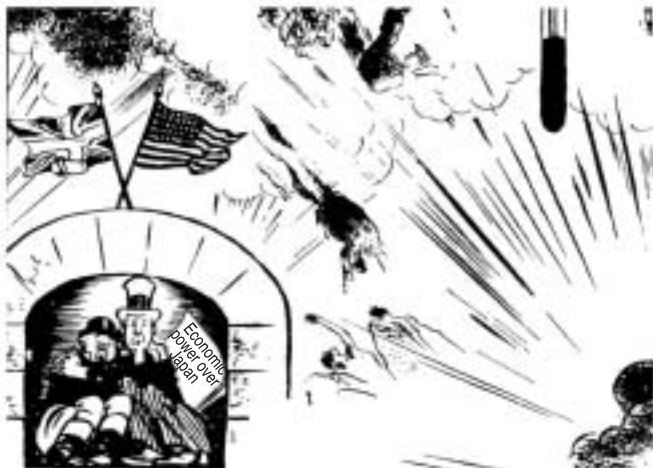


An optimistic view of the League of Nations, June 1920



Data analysis

The dog in the cartoon represents the power of the League. The dog grows up gradually and becomes strong. The man, representing war, is frightened by the fierce-looking dog and dares not enter the door of civilization (the door behind the dog).



A British cartoon published in 1937



Data analysis

The men inside the shelter represent Britain (left) and the USA (right). It shows the failure of Britain and the USA to act when Japan attacked China in 1937.



(d) The international atmosphere in 1962

Source E

e.g. • Kennedy claimed that aggressive conduct should be checked and challenged, otherwise, this would finally lead to war. Therefore, Kennedy ordered national mobilization and a naval blockade of Cuba in 1962. He also demanded the withdrawal of Soviet missiles from Cuba.

Source F

e.g. • When the US and the USSR were negotiating over the crisis, China under Mao Zedong tried to encourage Khrushchev to declare war on the US. This could have turned the threat of a nuclear war into a reality.

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3

Guidelines

L1: Able to identify the international atmosphere indicated by either Source, with relevant supporting evidence. [max. 3]

L2: Able to identify the international atmosphere indicated by both Sources and support with relevant supporting evidence. [max. 6]

5. Study Sources G and H.

Source G

The following is a poster about a war in the 1970s.



Source H

The following is a Soviet cartoon mocking at the cost of American lives in the Vietnam War.



- (a) Which war do Sources G and H refer to? (1 mark)
- (b) What was the main objective of designing Source G? Suggest **two** clues from the Source to support your answer. (2 + 2 marks)
- (c) What can you infer from Source H about the cartoonist's attitude towards the war? Explain your answer. (4 marks)
- (d) Are the words appearing in Source G based on historical facts? Explain your answer with reference to the Source, and using your own knowledge. (5 marks)

Guidelines

Students should carefully analyze the words and the photos in Source G, and the words and the scene in Source H.

Guidelines

The question requires students to judge whether Source G reflects the actual result of the war.



Practice

PART A (DATA-BASED QUESTIONS)

1. Study Sources A and B.

SOURCE A

A table showing the numbers of U-boats destroyed and Allied ships sunk.

Number of U-boats destroyed	
1914–16	46
1917	63
1918	69
Number of Allied ships sunk	
1914	3
1915	396
1916	964
1917	2439
1918	1035

SOURCE B

A cartoon showing the Germans with their 'baby', the U-boat.



(a) With reference to Source A, what happened to the number of Allied ships sunk after 1914? (1 mark)

(b) Explain, using your own knowledge, the reason for the change mentioned in (a). (2 marks)

(c) Do Sources A and B adequately reflect the reasons for American entry into the First World War? Explain your answer with reference to the Sources, and using your own knowledge. (7 marks)

PART B (ESSAY-TYPE QUESTIONS)

1. 'A struggle between capitalist and communist blocs'. To what extent is this an accurate description of the international conflicts which occurred during the period 1945–70? Support your answer with relevant historical facts. (30 marks)

Correct approach

- (1) State that the statement is to a large extent correct in describing the international conflicts that occurred during the period of 1945–70.
- (2) Highlight the events during the period of 1945–70. Such events included the Greek Civil War from 1946–47, the Chinese Civil War from 1946–49, the Berlin Blockade from 1948–49, the Korean War from 1950–53, the Cuban Missile Crisis in 1962 and the Vietnam War from 1965–75.
- (3) Explain how these events were related to the struggle between the capitalist and communist blocs.
- (4) Students who only describe the tension of the Cold War without relating to the question will not be given a passing mark.

Suggested essay plan

(1) Introduction

- a. Explain the division of European countries into two blocs in the post-war period.
- b. Point out that the capitalist bloc was made up of the Western capitalist countries under the leadership of the United States while the communist bloc was made up of the communist countries, led by the Soviet Union.
- c. Point out that most of the international conflicts occurred because of the differences between the capitalist and communist blocs. However, some of the conflicts during the period of 1945–70 were localized and caused by other factors.

(2) Body

- a. The following events marked the Cold War and showed the struggle between the capitalist bloc and the communist bloc.
 - i. The Berlin Blockade, 1948–49
 - The Soviet Union blockaded the city of Berlin because she wanted to occupy the whole of Germany for expansion. However, the United States and Britain provided massive airlifts into West Berlin. Finally, Germany was divided into East and West. East Germany was dominated by the communist bloc while West Germany was under the influence of the capitalist bloc.
 - ii. The Korean War, 1950–53
 - The Soviet Union supported North Korea's attempt to set up a communist government, while the United States established the democratic government in South Korea. During the war, UN troops fought against Chinese troops at the Yalu River to save South Korea from the communist armies.

Mock Examination 1

HISTORY

2 hours

This paper must be answered in English

1. This paper consists of **PART A** and **PART B**. Part A carries 50 % of the subject mark, and Part B carries 30%. You are required to answer questions from both Parts. You are advised to spend approximately 1 hour and 15 minutes on Part A and 45 minutes on Part B.
2. **Part A** consists of data-based questions, *all* of which are to be answered. The mark allocation is shown in brackets at the end of each question. It is a guide to the length of the answer required, which may vary from one sentence to a short paragraph. You should plan your time accordingly.
3. **Part B** consists of five essay-type questions, of which you may attempt any *one*. You are reminded of the necessity of presenting your answer in essay form and in a clear and orderly manner.
4. Where a question is divided into a number of sub-questions, you **MUST** also divide your answer into different parts accordingly. You risk mark penalties if you do not do so.

1 The Two World Wars and the Peace Settlements

PART A (DATA-BASED QUESTIONS)

1. (a) **The change of the number of Allied ships sunk.** 1
 • The number increased tremendously.
- (b) **Reason for the change in the number of Allied ships sunk.** 2
 • German adopted unlimited submarine warfare.
- (c) **Whether the Sources adequately reflect the reasons for American entry into the First World War** 7
L1 An answer confined to *either* usefulness *or* limitations of the Sources [max. 5]
L2 Comprehensive answer covering *both* usefulness *and* limitations of the Sources [max. 7]
 • No. It is inadequate to reflect the reasons for American entry in the First World War. 1
 Limitations
 e. g. • There are some other factors: if America remained neutral, the Allies would have probably been defeated by Germany. This would have affected the profits of American investors, since many European countries were indebted to the US. Moreover, American President Woodrow Wilson concerned about world democracy and advocated entry into the war to protect democratic values. 4
 Usefulness
 e. g. • The Source show the effects of Germany's unrestricted submarine warfare, which led to America's entry into the First World War. The warfare threatened the security of shipping involving neutral states, such as the US. 2
2. (a) **The event** 1
 • Germany's violation of Belgian neutrality
Clue 1
 e. g. • The paper with the words 'Belgian neutrality' on the floor
- (b) **Immediate effect after the event happened and reasons behind** 3
L1 Vague answer without support from relevant historical evidence [max. 2]
L2 Answer with support from relevant historical evidence [max. 3]
 • Britain declared war on Germany. 1
 • It was because Belgian neutrality was guaranteed by Britain at the London Conference in 1839. 2
- (c) **To what extent does the student agree with the statement** 6
L1 An answer confined to *either* agree *or* disagree with the statement [max. 4]
L2 Comprehensive answer covering *both* agree *and* disagree with the statement [max. 6]