

Special Features

Public Assessment of the New HKCE History Curriculum

Public assessment of the new HKCE History curriculum, covering from 2004 onwards, consists of a written examination component and a critical-based assessment (CBA) component.

1. Written examination (30% of the total subject marks)

Item	Question type	% share of subject marks	Duration	Details of questions
A	Essay-based Questions	50%	1 hour (1 minute)	<ul style="list-style-type: none"> 4 questions Candidates must select three of them All questions are to be answered
B	Short-type Questions	50%	15 minutes	<ul style="list-style-type: none"> 10 questions Questions from both 'Series A' and 'Series B' Average 100 questions each

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

Assessment	% share of subject marks	Assessment criteria
Essays written on current topics, such as issues, debate questions and both historical and contemporary	10%	<ul style="list-style-type: none"> Students have grasped the significance of the text Subsidiary points, with appropriate use of facts, statistics, and well-organized and clearly presented
Class performance II	10%	<ul style="list-style-type: none"> Significant points in writing are clear Response to teacher's questions suggest with clear answers Offers an insightful opinion to understanding
Class performance III	10%	<ul style="list-style-type: none"> Shows a high ability in analyzing factual data, such as differentiating between fact and opinion, presenting logical arguments and reasoning (logical/analytical)
Oral class debate	10%	<ul style="list-style-type: none"> Students are required to take their own stand on the topic based on evidence, current information and their own prior knowledge in the topic Students are required to justify their stand with evidence and logical arguments Students are required to listen to the other side of the argument and respond to it The teacher will observe and assess the students' performance

Public Assessment of the New HKCE History Curriculum

The Public Assessment of the New HKCE History Curriculum, that will be effective from 2004, is introduced in depth.

Exam Strategies

Tips in answering DBQ

- Read the question carefully. Underline what you should be looking for in your source reading.
- Underline all the information (e.g. year, title, dialogue, etc.) in the source that is essential. They might be the words that can help you answer the question.
- Pay attention to the question wording, such as 'from history'. After answer must be directly drawn from the source, with reference to issues in the source requires interpretation or evaluation of the source in using your own knowledge (this answer could not be drawn from the source, etc.). It indicates the extent that your answer should be drawn from the source itself.
- Use your attention to the words in each question because they are guides to the required length of the answer and the time you should spend on it.
- Do NOT answer too many items unless it is a single word, short phrase, or short sentence.
- Do NOT answer too many items unless it is a single word, short phrase, or short sentence.
- Do NOT spend too much time on any one question. If the question is too difficult, just skip it and come back to it if time permits.
- Common errors in answering DBQ are:
 - Not fully grasping the gist of the question
 - Not fully understanding the relevance or content of the source
 - Not fully grasping the context for making reference to the source and using own knowledge
 - Not fully grasping the question and not grasping the context of the source
 - Not fully grasping the context and not grasping the relevance
 - Not grasping understanding, etc. issues

Tips in answering essay-type questions

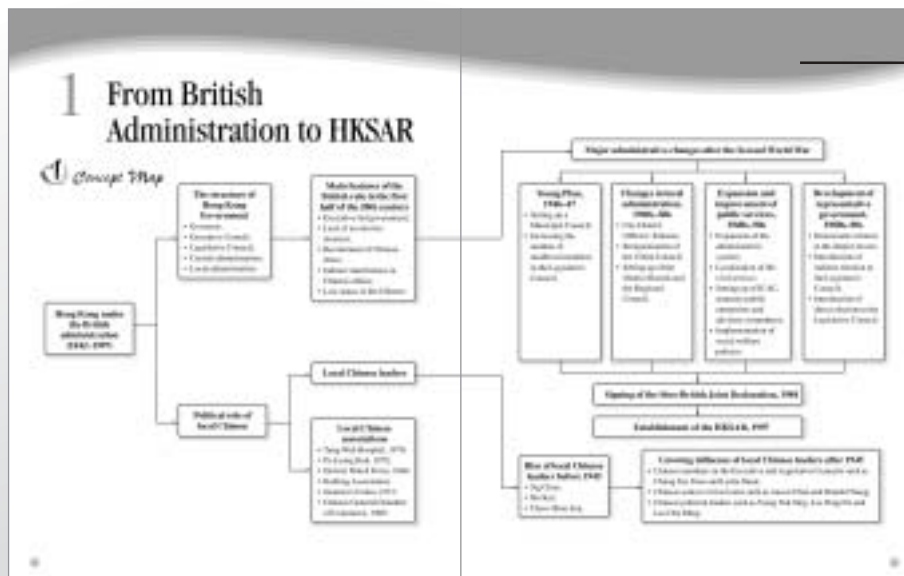
- Read the question carefully, as instructed.
- Approach the question correctly. Do not answer the wording of each question because different kinds of answers require different approaches.

Exam Strategies

It provides students with tips in answering DBQ and essay-type questions.

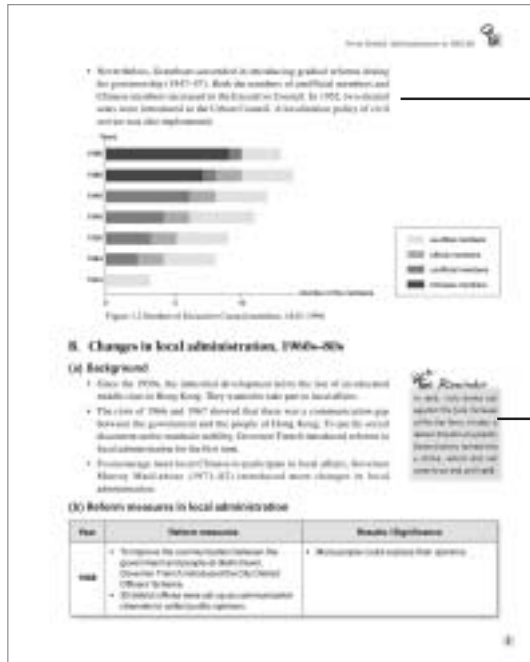
Concept Map

At the opening of each chapter, a spread-page of outline chart summarizes the framework of the whole chapter. It also functions as a quick review of all the important concepts under the topic.



• Learning Focus

It allows students to have an overall idea of the main learning points that are going to be studied. This ensures students to grip the core idea of the whole chapter concisely.



• Notes

All the notes are written in simple and concise English. There are also plenty of figures and tables, which enhance students' understanding of the content.

• Reminder

Supplementary information, tips for students and study / exam skills are put near relevant notes throughout the chapter.

• Glossary

To familiarize students with key history terms.



• Errors and Improvement

To provide students with common errors and correct concept in examinations.

Department of Curriculum & Assessment

Demonstration

PART A (DATA-BASED QUESTIONS)

1. Study Sources A and B

SOURCE A

The following cartoon was published in a Chinese magazine in 1918.



Although the Chinese people will never become independent!

1.0 generalisation
1.1 description
1.2 identify purpose
1.3 explain
1.4 summarise main
idea
1.5 make link
1.6 identify conclusion
1.7.1 explanation

SOURCE B

The following text is adapted from a historical view of the 1911 Revolution.

The revolutionists leading about one-fifth of the population of the Chinese empire, it is true, their success and the effects were great, but the country's general condition had not done much better, and still today is not promising. In addition, without any of the Latin (and the Teutonic) States' national sentiment. By what means and by the hands of the Chinese revolutionists, were given the seeds of a new national sentiment?

10. What does Source A tell you about the life of the Chinese people in 1918? Explain your answer with reference to Source B. (11 marks)

1.0 generalisation
1.1 description
1.2 identify purpose
1.3 explain
1.4 summarise main
idea
1.5 make link
1.6 identify conclusion
1.7.1 explanation

- **Demonstration with Guidelines**

To illustrate how to answer typical HKCEE questions. Detailed solution with marking schemes are provided to help students familiarize themselves with the techniques of answering questions. Guidelines are also given as hints for tackling the problems.

Department of Curriculum & Assessment

Practice

PART A (DATA-BASED QUESTIONS)

1. Study Sources A and B

SOURCE A

The following cartoon was published in *Cartoonist*.



SOURCE B

The following extract is adapted from a historical writing about Britain after independence.

Although Britain had achieved a major pre-eminence in setting up most of the people and organs which the government and the Empire, its administrative contribution by itself was equally important, such facts. The rapid expansion of British progress and the nature of British success were due to the economic and creative influences and great resources (financially, morally, a popular will), resulting from a desire for greater economic expansion. Britain was able to 1918 and spread its influence and other nations. Its dominions did not immediately surrender to the situation, but stood on the periphery of 1918 and organized the emergence of 1918, which had provided for a strong, independent nation.

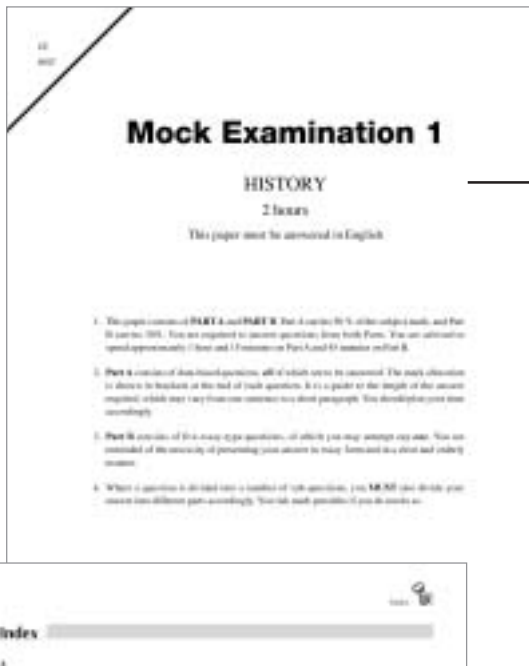
10. What is the cartoonist's view towards the future of Britain as shown in Source A? Explain your answer with reference to **Source B**. (11 marks)

10. Identify the central problem being addressed in **Source B**. (3 marks)

10. To what extent do Sources B and C adequately reflect the history of Britain's contribution and with the problem? Explain your answer with reference to the Sources. (2 marks)

- **Practice with Hints**

Exam-oriented practices with hints are designed to test students' understanding. Answers with detailed explanatory notes are provided.



• Mock Examination

Two mock examination papers (with solution) are provided for students to test their knowledge.

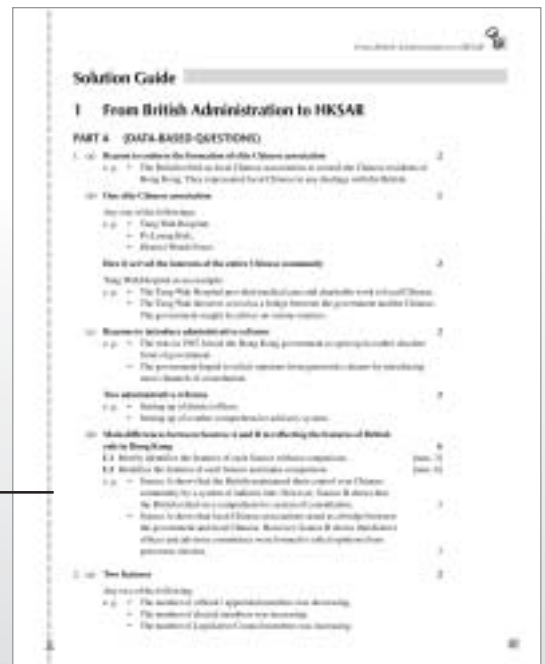
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Introduction to the History of Hong Kong	100

• Bilingual Index

A list of English-Chinese glossary, with page-reference, is provided at the end of the book for quick search.

• Solution Guide

A separate solution guide is enclosed for easy reference.



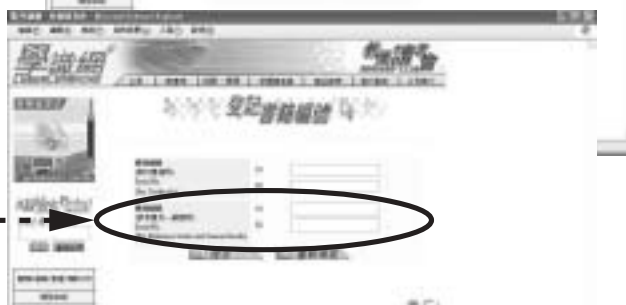
Instructions on Accessing Online Interactive Learning Resources

Free online interactive learning resources are provided on our website (<http://www.hkep.com>). The following is the procedure to acquire the resources:

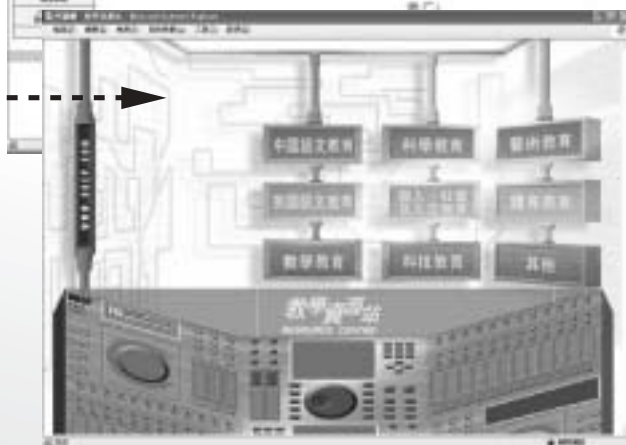
1. Go to 'Readers' Club' (教圖讀者會) and enter your login name (會員名稱) and PIN (會員密碼). Readers who have not signed up as members can register for free. (Registration is required once only.) Registered users can directly continue the following steps.



2. Enter the serial number (924606024887) of this book. After registration, the password (書籍認可密碼) for using the resources will be sent to you through email.



3. Once receiving the password, readers can get access to the resources at the 'Resource Centre' (教學資源站).



4. Those who access the resources for the first time, a dialogue box will pop up to request the password for using the resources.

For enquiry, welcome to contact us through the following email address: editorial@hkep.com.

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.

Exam Strategies

Tips in answering DBQ

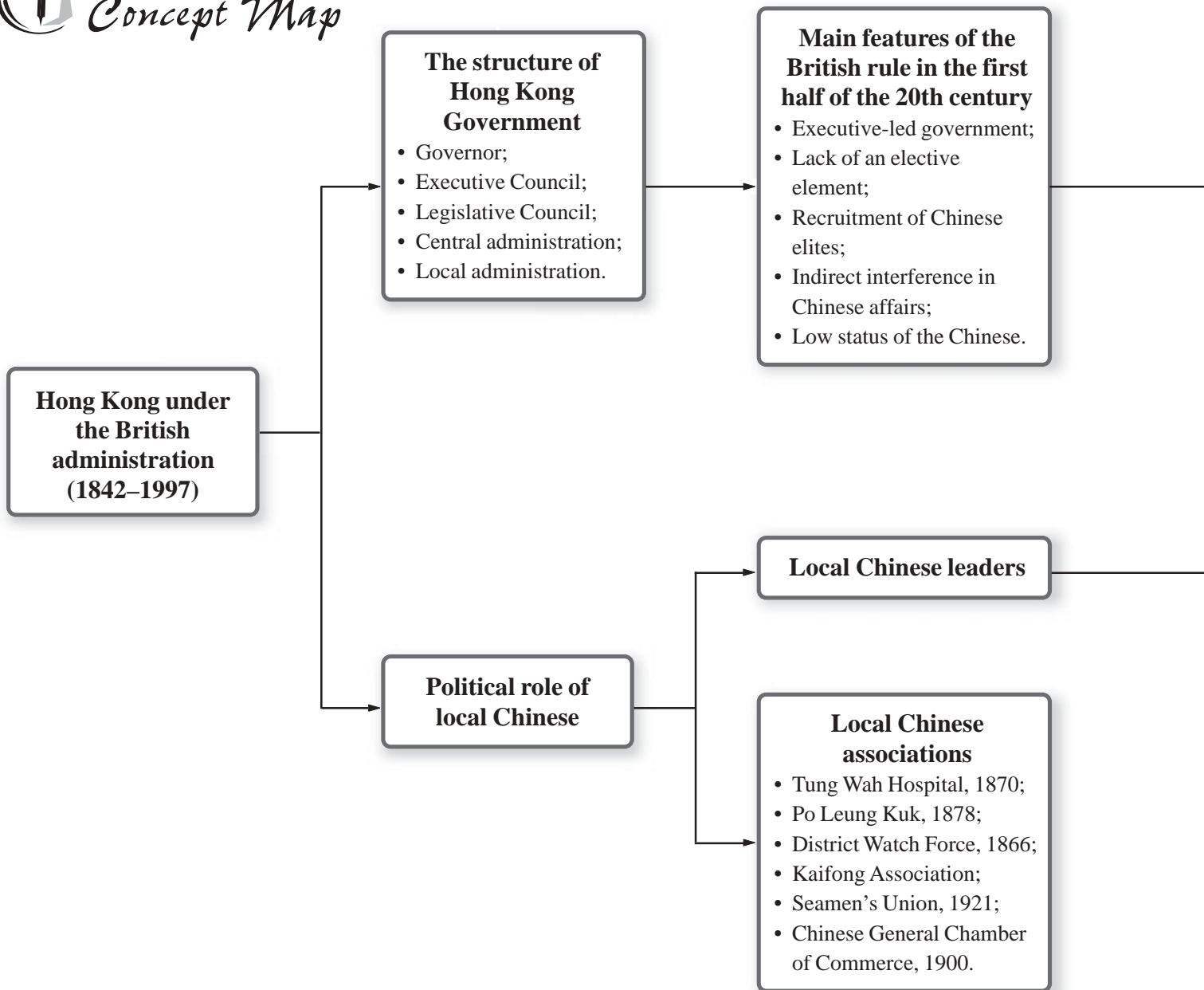
1. Read the question carefully. It indicates what you should be looking for in your source reading.
2. Study all the information (e.g., year, title, dialogue, etc.) of the source very carefully. They might be the useful clues which help you answer the question.
3. Pay attention to the **question wording**, such as from Source A (the answer must be directly drawn from the source), with reference to Source A (the answer requires interpretation or evaluation of the source) and using your own knowledge (the answer needs not to be drawn from the source), etc. It indicates the extent that your answer should be drawn from the source itself.
4. Also pay attention to the **marks** for each question because they are guides to the required length of the answer and the time you should spend on it.
5. Do **NOT** answer in **essay form** (answer with a single word, short phrases, or short sentences).
6. Try to write your answer in your own words instead of copying from the sentences of the sources.
7. Do **NOT** spend too much time on any **one** question. If the question is too difficult, just skip it (and come back to it if time permits).
8. **Common errors** in answering DBQ in the HKCEE:
 - fail to grasp the gist of the question
 - fail to make clear reference to relevant clues from the source
 - fail to explain the answer by making reference to the source and using own knowledge
 - write an answer simply by copying directly from the source
 - fail to point out the usefulness and the limitations of the source
 - fail to give clear and reasonable elaboration
 - inadequate understanding of the source

Tips in answering essay-type questions

1. Read the question carefully, at least twice.
2. **Approach the question correctly.** Pay attention to the wording of each question because different kinds of wording may require different approaches.

1 From British Administration to HKSAR

Concept Map



Major administrative changes after the Second World War

**Young Plan,
1946–47**

- Setting up a Municipal Council;
- Increasing the number of unofficial members in the Legislative Council.

**Changes in local
administration,
1960s–80s**

- City District Officers' Scheme;
- Reorganization of the Urban Council;
- Setting up of the District Boards and the Regional Council.

**Expansion and
improvement of
public services,
1940s–90s**

- Expansion of the administrative system;
- Localization of the civil service;
- Setting up of ICAC, statutory public enterprises and advisory committees;
- Implementation of social welfare policies.

**Development of
representative
government,
1980s–90s**

- Democratic reforms at the district levels;
- Introduction of indirect election to the Legislative Council;
- Introduction of direct election to the Legislative Council.

Signing of the Sino-British Joint Declaration, 1984

Establishment of the HKSAR, 1997

**Rise of local Chinese
leaders before 1945**

- Ng Choy;
- Ho Kai;
- Chow Shou Son.

Growing influence of local Chinese leaders after 1945

- Chinese members in the Executive and Legislative Councils such as Chung Sze Yuen and Lydia Dunn;
- Chinese senior civil servants such as Anson Chan and Donald Tsang;
- Chinese political leaders such as Tsang Yok Sing, Lee Peng Fei and Lee Chu Ming.

Learning Focus

- identify the main features of British administration in the first half of the 20th century;
- describe the major administrative changes from 1945 to 1997;
- examine the political role of local Chinese leaders and associations under the British administration.

1.1 Main features of British administration in the first half of the 20th century

A. The structure of Hong Kong government

(a) The governor

Status	Authority
<ul style="list-style-type: none"> • Under the British administration, the governor was the sole representative of the British Crown. • He was the head of the government. 	<ul style="list-style-type: none"> • By the <i>Letters Patent</i> (英皇制誥) and the <i>Royal Instructions</i> (皇室訓令), he held the highest authority over the governmental structure. • As the head of the Legislative Council, he had the power to make laws. • As the head of the Executive Council, he was responsible for making all decisions regarding important policies. • He had the power to nominate members of the Legislative Council and the Executive Council. • He could appoint or dismiss judges and public officials, and to grant an amnesty to prisoners. • He was also the Commander-in-Chief of the British forces in Hong Kong.

Table 1.1 The status and authority of the Hong Kong governor

Reminder

The governor was given great power by the British Crown to safeguard the interests of the British. completely unchecked because he had to follow the instructions and policies laid down by the British governor was nominated by, and answered to, the British prime minister.

(b) The Executive Council

Membership	Functions
<ul style="list-style-type: none"> • It consisted of ex-officio members, official members (官守議員) and unofficial members. 	<ul style="list-style-type: none"> • It advised the Governor on policy formulations.

- Nevertheless, Grantham succeeded in introducing gradual reforms during his governorship (1947–57). Both the numbers of unofficial members and Chinese members increased in the Executive Council. In 1952, two elected seats were introduced to the Urban Council. A localization policy of civil service was also implemented.

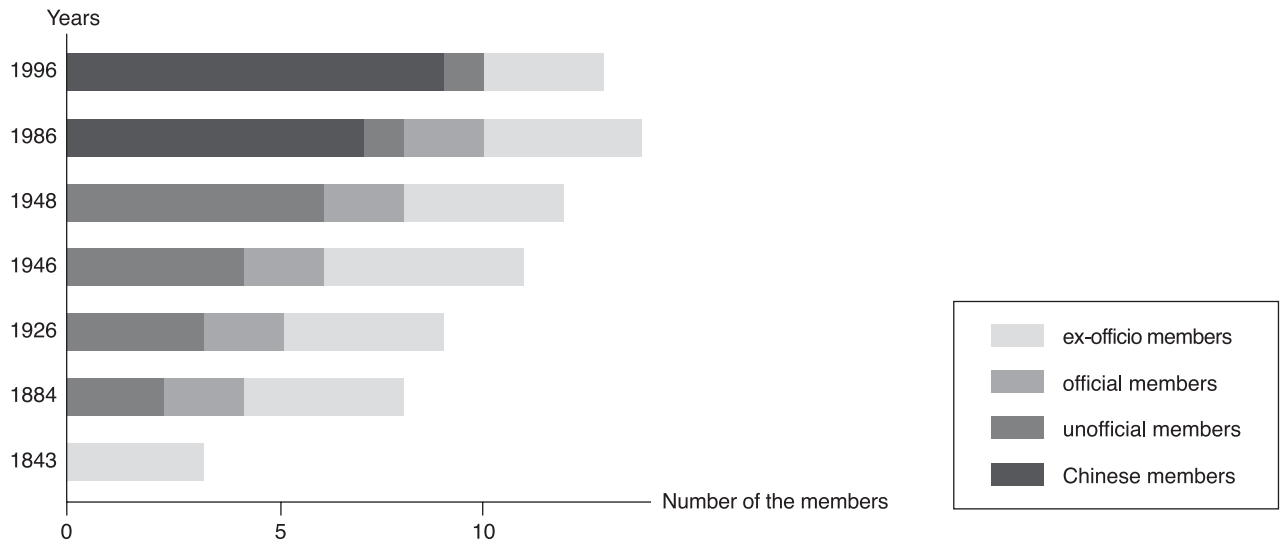


Figure 1.2 Number of Executive Council members, 1843–1996

B. Changes in local administration, 1960s–80s

(a) Background

- Since the 1950s, the industrial development led to the rise of an educated middle class in Hong Kong. They wanted to take part in local affairs.
- The riots of 1966 and 1967 showed that there was a communication gap between the government and the people of Hong Kong. To pacify social discontent and to maintain stability, Governor Trench introduced reforms in local administration for the first time.
- To encourage more local Chinese to participate in local affairs, Governor Murray MacLehose (1971–82) introduced more changes in local administration.



Reminder
In 1966, riots broke out against the fare increases of the Star Ferry. In 1967, a labour dispute at a plastic flower factory turned into a strike, which did not come to an end until 1968.

(b) Reform measures in local administration

Year	Reform measures	Results / Significance
1968	<ul style="list-style-type: none"> • To improve the communication between the government and people at district level, Governor Trench introduced the City District Officers' Scheme. • 30 district offices were set up as communication channels to collect public opinions. 	<ul style="list-style-type: none"> • More people could express their opinions.

Glossary

Asian financial turmoil	亞洲金融風暴	a financial crisis starting in July 1997 in Thailand, it greatly affected stock markets and currencies of several Asian countries
embargo	禁運	stopping all trade or other economic relations with a country
entrepot	轉口港	a port where goods can be imported and re-exported without paying import duties
extended family	大家庭	a family consisting of the nuclear family and their blood relatives
knowledge-intensive	知識密集型	industries that require a large expenditure on industries knowledge, creation and innovation
labour-intensive	勞工密集型	industries that require a large expenditure of industries labour but not much capital
logistics	物流	the process of transporting, supplying and supporting a field project
nuclear family	核心家庭	a family consisting of a married couple and their children
protectionism	保護主義	an economic policy of protecting domestic industries through the use of high tariffs to discourage imports
rural-urban migration	城鄉遷移	migration from rural to urban areas
value-added	增值	something added to a product to increase its value or price

Errors and Improvement

Wrong concepts/Common errors	Corrections
<p>Failure to identify the different stages of economic development of Hong Kong in the 20th century</p>	<p>In the first half of the 20th century, entrepot trade was the pillar of the Hong Kong economy. Then, during the 1950s and 60s, Hong Kong went through a stage of industrialization. Since the 1970s, Hong Kong entered the stage of economic diversification. More economic sectors, such as financing, tourism and property market in the service sector, became the economic pillars. In the mid-1980s, Hong Kong had successfully transformed from an industrial city into an international financial centre.</p>
<p>Failure to identify the main characteristics of Hong Kong culture</p>	<p>Hong Kong culture is a blend of Chinese and foreign cultures. Since Chinese and foreign cultures have coexisted for over 150 years, they interacted with each other to give Hong Kong a unique culture. Besides, Hong Kong is a typical capitalist and commercialized society. Different business enterprises influence the way of life of Hong Kong people. To cater the tastes of the people, cultural activities would become commercialized.</p>

Glossary

Asian financial turmoil	亞洲金融風暴	a financial crisis starting in July 1997 in Thailand, it greatly affected stock markets and currencies of several Asian countries
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Demonstration

PART A (DATA-BASED QUESTIONS)

1. Study Sources A and B.

SOURCE A

The following cartoon was published in a Chinese magazine in 1918.



公債 : government bonds
 外債 : foreign debt
 地丁 : land-poll tax
 錢糧 : tribute grain tax
 關稅 : customs dues
 鹽稅 : salt tax
 雜稅 : miscellaneous taxes
 釐金 : *likin*
 印花 : stamp duty
 兵捐 : military contributions
 人民自由 : people's freedom

Who says the Chinese people can still enjoy freedom and happiness?

SOURCE B

The following extract is adapted from a historian's view of the 1911 Revolution.

The Revolution did not bring about much change in the composition of the Chinese ruling classes. It is true that the emperor and his officials were gone, but the conservative gentry-landlords had not been overthrown, and still ruling in the countryside. In addition, military men of the Late Qing like Yuan Shikai remained influential. Revolutionaries and intellectuals, who helped run the Republic, were powerless in the presence of these conservative forces.

- (a) What does Source A tell you about the life of the Chinese people in 1918? Explain your answer with reference to Source A.

(3 marks)



Guidelines

Show the hardship of the people in 1918.



Practice

PART A (DATA-BASED QUESTIONS)

1. Study Sources A and B

SOURCE A

The following cartoon was published in Cambodia.



SOURCE B

The following extract is adapted from a historian's writing about Indonesia after independence.

Although Sukarno had achieved a major accomplishment in uniting so many diverse peoples and regions under one government and one language, his administration was marked by inefficiency, injustice, corruption, and chaos. The rapid expropriation of Dutch property and the ousting of Dutch citizens severely dislocated the economy and soaring inflation and great economic hardship ensued. A popular revolt, stemming from a desire for greater autonomy, began on Sumatra early in 1958 and spread to Sulawesi and other islands. The disorders led to increasingly authoritarian rule by Sukarno, who dissolved the parliament in 1960 and reinstated the constitution of 1945, which had provided for a strong, independent executive.

- (a) What is the cartoonist's view towards the future of Cambodia as shown in Source A? Explain your answer with reference to **one** clue from the Source. Hint 1 (1+1 marks)
- (b) Identify **three** political problems facing Indonesia, as reflected in Source B. (3 marks)
- (c) To what extent do Sources A and B adequately reflect how the leaders of Cambodia and Indonesia dealt with their problems? Explain your answer with reference to the Sources. Hint 2 (6 marks)

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.

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Solution Guide

1 From British Administration to HKSAR

PART A (DATA-BASED QUESTIONS)

1. (a) **Reason to endorse the formation of elite Chinese association** 2
 e. g. • The British relied on local Chinese associations to control the Chinese residents of Hong Kong. They represented local Chinese in any dealings with the British.
- (b) **One elite Chinese association** 1
 Any one of the followings:
 e. g. • Tung Wah Hospital;
 • Po Leung Kuk;
 • District Watch Force.
- How it served the interests of the entire Chinese community** 2
 Tung Wah Hospital as an example:
 e. g. • The Tung Wah Hospital provided medical care and charitable work to local Chinese.
 • The Tung Wah directors served as a bridge between the government and the Chinese. The government sought its advice on various matters.
- (c) **Reasons to introduce administrative reforms** 2
 e. g. • The riots in 1967 forced the Hong Kong government to open up its rather obsolete form of government.
 • The government hoped to solicit opinions from grassroots citizens by introducing more channels of consultation.
- Two administrative reforms** 2
 e. g. • Setting up of district offices.
 • Setting up of a rather comprehensive advisory system.
- (d) **Main differences between Sources A and B in reflecting the features of British rule in Hong Kong** 6
L1 Merely identifies the features of each Source without comparison. [max. 3]
L2 Identifies the features of each Source and make comparison. [max. 6]
 e. g. • Source A shows that the British maintained their control over Chinese community by a system of indirect rule. However, Source B shows that the British relied on a comprehensive system of consultation. 3
 • Source A shows that local Chinese associations acted as a bridge between the government and local Chinese. However, Source B shows that district offices and advisory committees were formed to solicit opinions from grassroots citizens. 3
2. (a) **Two features** 2
 Any two of the following:
 e. g. • The number of official / appointed members was decreasing.
 • The number of elected members was increasing.
 • The number of Legislative Council members was increasing.