

# Special Features

**最新中學會考  
歷史科課程公開評核**

1. 考試詳情 (以資料冊第 49 頁)

級別	考試科目	分數比重	考試時間	評核
中一	歷史科	5%	1 小時 15 分鐘	• 7 級分級 • 每級分數之總和佔全二 • 每級分數佔全二分數
中二	歷史科	5%	45 分鐘	• 7 級分級 • 每級分數之總和佔全二 • 每級分數佔全二分數

2. 每科資料冊詳 (以資料冊第 49 頁)

科目名稱	分數比重	評核標準
中國近代史 (1840-1949) 及 世界近代史 (1450-1945)	5%	• 內容理解 • 資料分析 • 歷史批判 • 歷史解釋
中國傳統史 (1949-1979)	5%	• 內容理解 • 資料分析 • 歷史批判 • 歷史解釋
中國現代史 (1979-1997)	5%	• 內容理解 • 資料分析 • 歷史批判 • 歷史解釋
世界史 (1945-1997)	5%	• 內容理解 • 資料分析 • 歷史批判 • 歷史解釋

## 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**

**Tip in answering DBQ**

- Read the question carefully. Underline what you should be looking for in your source material.
- Read all the information (e.g. year, title, dialogue, etc.) in the source very carefully. They might be the useful clues to help you answer the question.
- Be attentive to the question wording, such as those history facts answer must be directly drawn from the source, with reference to those of the source implies interpretation or evaluation of the source in using your own knowledge (the answer must not be drawn from the source, etc.). It indicates the extent that your answer should be dependent on the source itself.
- Use your attention to be **steady** for each question because they are quite in the required length of the answer and the time you should spend on it.
- Do **NOT** answer too many items unless you are asked to do so.
- Do not waste your time on any question that is beyond your competence.
- Do **NOT** spend too much time on any one question. If the question is too difficult, just skip it and come back to it later.
- Common errors in answering DBQ are:**
  - Not fully reading the question
  - Not fully reading the information in the source
  - Not fully reading the question for marking schemes for the answer and using own knowledge
  - Not fully using the available information in the source
  - Not fully giving direct answers to the question
  - Inadequate understanding of the source

**Tip in answering essay-type questions**

- Read the question carefully, as in revision.
- Approach the question correctly.** Do not answer the question by looking at each question because different kinds of questions require different approaches.

## Exam Strategies

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

**1 The Two World Wars and the Peace Settlements**

**Concept Map**

The concept map outlines the following structure:

- Background Issues:**
  - Economic conditions
  - Political conditions
  - Social conditions
- The Two World Wars:**
  - World War I (1914-1918)
  - World War II (1939-1945)
- The Peace Settlements:**
  - Treaty of Versailles (1919)
  - Treaty of Tientsin (1922)
  - Treaty of Nanking (1942)
  - Treaty of San Francisco (1951)
  - Treaty of Commerce and Consular Rights (1943)
  - Treaty of Chungking (1945)
- Significance of the Two World Wars:**
  - Changes in the map of Europe
  - Changes in the balance of power
  - Changes in the structure of international relations
  - Changes in the structure of international relations
  - Changes in the structure of international relations
  - Changes in the structure of international relations
  - Changes in the structure of international relations
  - Changes in the structure of international relations
- Significance of the Peace Settlements:**
  - Changes in the map of Europe
  - Changes in the balance of power
  - Changes in the structure of international relations
  - Changes in the structure of international relations
  - Changes in the structure of international relations
  - Changes in the structure of international relations
  - Changes in the structure of international relations
  - Changes in the structure of international relations

## 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.

Do not write on this material.

**Demographic**

**PART A (DATA-BASED QUESTIONS)**

1. Study Sources A and B.

**SOURCE A**

The following is selected from a historian's writing on the founding of the United States.

During the Civil War the US served as an important link between the Eastern Bloc and Western Bloc. This role was recognized and eventually used by the United States public in various historical contexts. The US is the only nation that is seen to have a role in the development of the world's most powerful nation and its role has been its most significant role in the world's most powerful nation.

**SOURCE B**

The following is selected from a historian's writing on the effectiveness of the US resolution.

The US resolution was largely ignored, and society of agreement was not reached until 1945. The US resolution was not accepted, and it is often in relation with the flow of American economic, military and diplomatic support to the United States. This support was not intended to support the resolution of the United States, but to support the US in the 1940s. The US resolution was not accepted, and it is often in relation with the flow of American economic, military and diplomatic support to the United States.

(a) Identify implications of the United States in effecting Source A. (2 marks)

Describe any one evidence from Source B about the world's role of the United States? (2 marks)

**Guideline**

Identify any specific evidence from Source A and Source B, and then explain the difference between the two sources. This is done through the use of the evidence from Source A and Source B.

**Guideline**

Describe any one evidence from Source B, and then explain the world's role of the United States.

## • 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.

Do not write on this material.

**Practice**

**PART A (DATA-BASED QUESTIONS)**

1. Study Sources A and B.

**SOURCE A**

The following map shows the change in area of tropical rainforests in the 1980s (area).

**SOURCE B**

The following is selected from a historian's book.

Due to the environmental problems, the general public is becoming more concerned about their environment. The focus has not been on just agriculture and the environmental problems it is still already an environmental problem. This is the environmental education that is an important approach because the children are the future of the world's children. Therefore, it is very important to have a good environmental education for the children of the world.

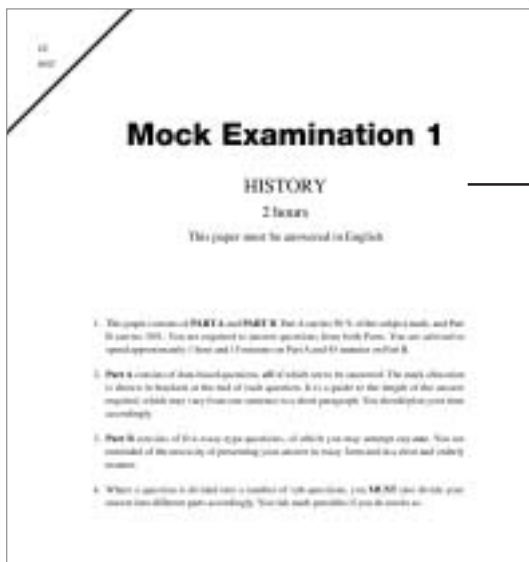
(a) Identify the environmental problem, as shown in Source A. Give reasons for the problem. (3 + 2 marks)

(b) Describe the environmental problem in Source B. (2 marks)

(c) What are the similarities and differences between Source A and the environmental problem as well as its causes? Explain any three similarities between the two sources, including your own knowledge. (6 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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## • 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.



# 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"> <li>• 4 questions</li> <li>• questions from both Theme A and Theme B</li> <li>• ALL questions are to be answered</li> </ul>
B	Essay-type Questions	30%	45 minutes	<ul style="list-style-type: none"> <li>• 5 questions</li> <li>• questions from both Theme A and Theme B</li> <li>• attempt ONE question only</li> </ul>

## 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"> <li>• shows a clear grasp of the significance of the task</li> <li>• balanced contents, with appropriate use of relevant materials</li> <li>• well-organized and clearly presented</li> </ul>
Course performance in S4	5%	<ul style="list-style-type: none"> <li>• eager in participating in learning activities</li> <li>• respond to teacher's questions eagerly with clear answers</li> <li>• able to ask insightful questions to widen knowledge</li> <li>• shows a high ability in mastering historical skills, such as differentiating between facts and opinions, presenting logical arguments and interpreting historical resources</li> </ul>
Course performance in S5	5%	
Internal tests / exams	5%	<ul style="list-style-type: none"> <li>• teachers are requested to rank their students into five groups based on students' overall tests/exams performance in S4/5 year.</li> <li>• 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.</li> <li>• the number of students in each group need not be the same.</li> </ul>

# Exam Strategies

## Tips in answering DBQ

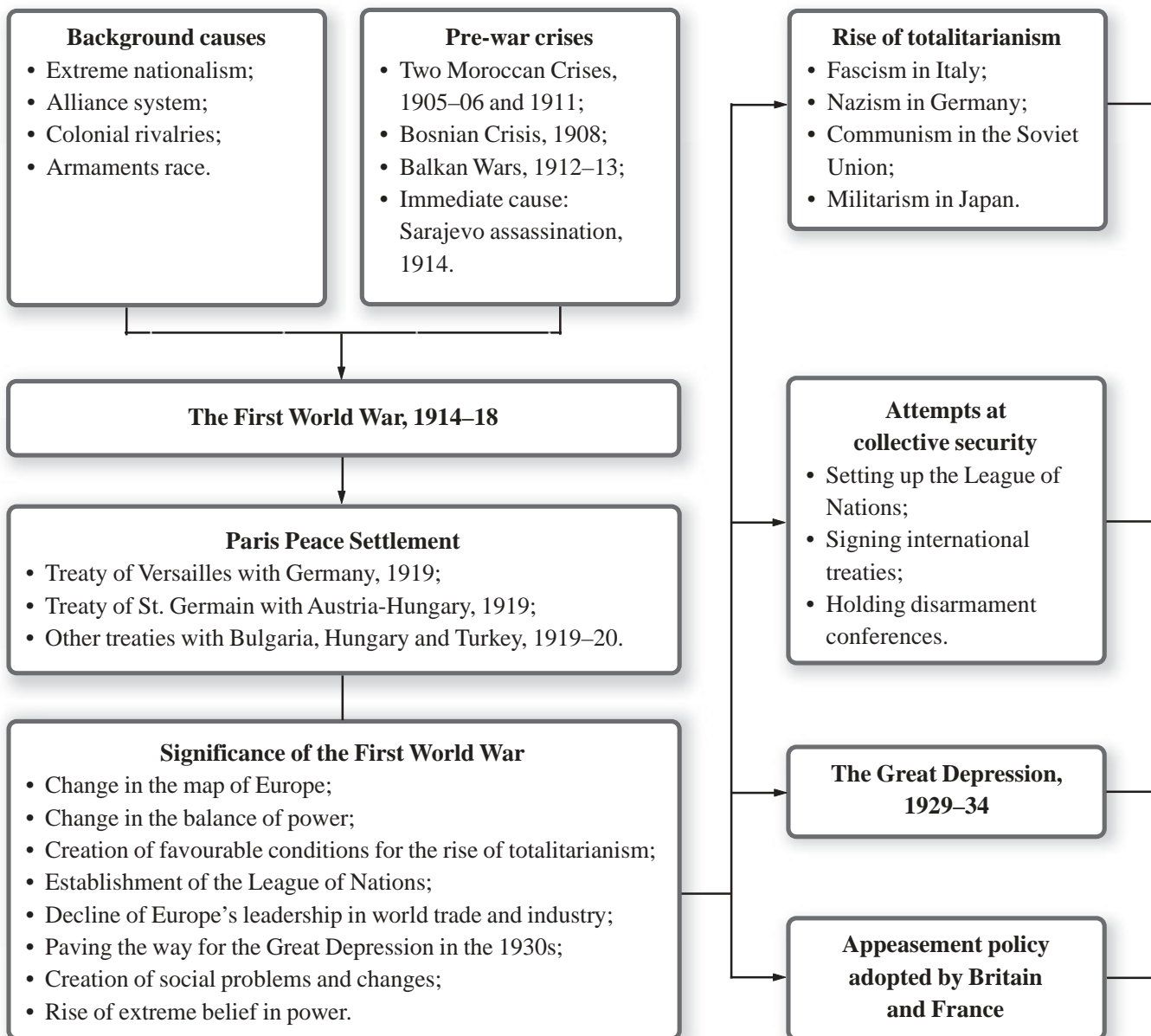
1. Read the question carefully. It indicates what you should be looking for in your source reading.
2. Study all the information (e.g., year, title, dialogue, etc.) of the source very carefully. They might be the useful clues which help you answer the question.
3. Pay attention to the **question wording**, 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

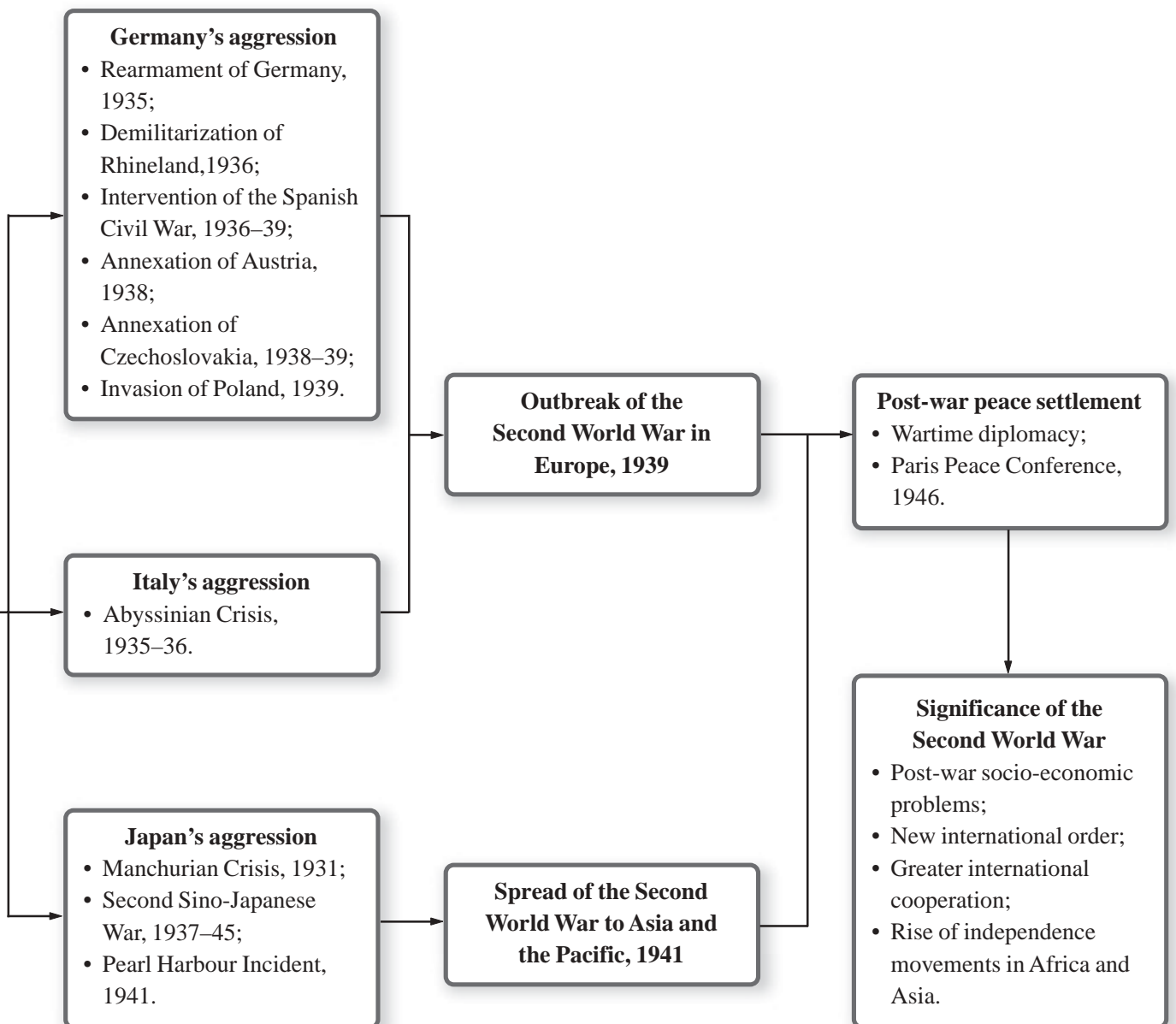
## Tips in answering essay-type questions

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 The Two World Wars and the Peace Settlements

## Concept Map









- His oratory helped to build the image of the Fascist Party.
- With great popular support, Mussolini led the Black Shirts to ‘March on Rome’ (進軍羅馬) in 1922 and finally forced the king to appoint him prime minister.

## B. The meaning and features of Fascism

Features	Ideas
<b>Totalitarianism</b>	<ul style="list-style-type: none"> <li>• The Fascists believed in ‘everything in the state, nothing outside the state and nothing against the state’.</li> </ul>
<b>One-party dictatorship</b>	<ul style="list-style-type: none"> <li>• The Fascist Party had absolute control over the state.</li> <li>• All other parties must be banned.</li> </ul>
<b>Anti-communism</b>	<ul style="list-style-type: none"> <li>• The Fascists opposed communism because it encouraged class struggle and weakened society’s unity.</li> </ul>
<b>Anti-democracy</b>	<ul style="list-style-type: none"> <li>• The Fascist opposed democracy because it only led to corruption and inefficiency.</li> </ul>
<b>Worship of the leader</b>	<ul style="list-style-type: none"> <li>• The leader was glorified as a saviour.</li> <li>• The individual should be absolutely obedient to the leader.</li> </ul>
<b>Glorification of war</b>	<ul style="list-style-type: none"> <li>• The Fascists advocated expansionist foreign policy because they believed that war can achieve national glory.</li> </ul>

Table 1.10 The meaning and features of Fascism



### Reminder

Besides these features, the Fascists also aimed to develop the nation’s internal resources and depend less on imports, in order to make Italy economically strong.

## C. Mussolini’s domestic policies

### (a) The one-party dictatorship

- In 1923, Mussolini forced the parliament to pass a new electoral law, which automatically gave two-thirds of the parliamentary seats to the political party with the largest number of votes.
- The Fascist Party used violent methods to win the election of 1924 and dominated the parliament. Mussolini declared himself ‘Il Duce’ (leader) of Italy.
- In 1926, Mussolini declared all other political parties illegal. Italy now became a one-party dictatorship.



### Reminder

He monopolized political power by making the Fascist Party supreme in Italy.

### (b) Use of terror to suppress opposition

- Mussolini suppressed all opposition parties and press by force. Opponents were imprisoned, murdered or sent to concentration camps.
- Secret police was used to arrest and watch opponents.

## Learning Focus

- explain the meaning, origins and features of the Cold War;
- trace and explain the developments of the Cold War;
- explain the easing of tension between the US and USSR ;
- analyze the collapse of the USSR and the Warsaw Pact;
- analyze the causes and development of other major conflicts after WWII such as Arab-Israeli conflicts, racial conflicts in the Balkans and apartheid in South Africa;
- discuss the achievements and the limitations of the United Nations in the peace-making attempts.

## 2.1 The meaning of the Cold War

- It was a term used to describe the rivalries between the capitalist bloc led by the US and the communist bloc led by the USSR in the post-war period.
- No major war broke out between the two blocs because they realized that a real war would lead to both sides being destroyed.
- The rivalries took the forms of propaganda, economic competition, rival military alliances, arms race and localized conflicts.

## 2.2 The origins of the Cold War

### A. Ideological differences between the US and USSR

- The Cold War (冷戰) was caused by the ideological differences between the capitalist US and communist USSR.


Capitalist US	VS	Communist USSR
<ul style="list-style-type: none"> <li>• emphasized individual freedom;</li> <li>• believed in democracy;</li> <li>• believed in free economy and private property ownership.</li> </ul>		<ul style="list-style-type: none"> <li>• emphasized the power of state;</li> <li>• believed in totalitarianism;</li> <li>• believed in planned economy and public ownership.</li> </ul>

Table 2.1 Ideological differences between the capitalist US and communist USSR

- The ideological differences sharpened the suspicion between the USSR and the US, which damaged the Soviet-Western relations.



# Demonstration

## PART A (DATA-BASED QUESTIONS)

1. Study Sources A and B.

### SOURCE A

The following is adapted from a historian's writing on the functions of the United Nations.

*During the Cold War, the UN served as an important broker between the Eastern Bloc and Western Bloc. Now, with only one superpower, and increasingly 'messy' conflicts around the globe, its function has become less clear. The UN is becoming irrelevant, a mere debating club. Several recent disastrous peacekeeping missions suggest that the UN has never by itself had sufficient muscle for effective peacekeeping or nation-building.*

### SOURCE B

The following is adapted from a historian's writing on the effectiveness of the UN resolutions.

*The UN resolutions are hugely important, and worthy of enforcement with massive military force, if the White House says so. Otherwise, the resolutions have little or no significance, and they certainly can't be allowed to interfere with the flow of American economic, military and diplomatic support to any of Washington's allies. Today, several countries are continuing to ignore large numbers of resolutions approved by the UN Security Council since the early 1990s. Morocco remains in violation of more than a dozen such resolutions. So does Israel. And Turkey continues to violate quite a few.*



### Guidelines

When facing questions with two or more Sources, students should first read through them, notice their similarities and differences before attempting questions, which are set based on the understanding of the Sources.

- (a) Identify **two** functions of the United Nations, as reflected in Source A.

(2 marks)

- (b) What can you conclude from Source A about the writer's view of the United Nations?

(3 marks)



### Guidelines

Identify the writer's negative view of the UN.

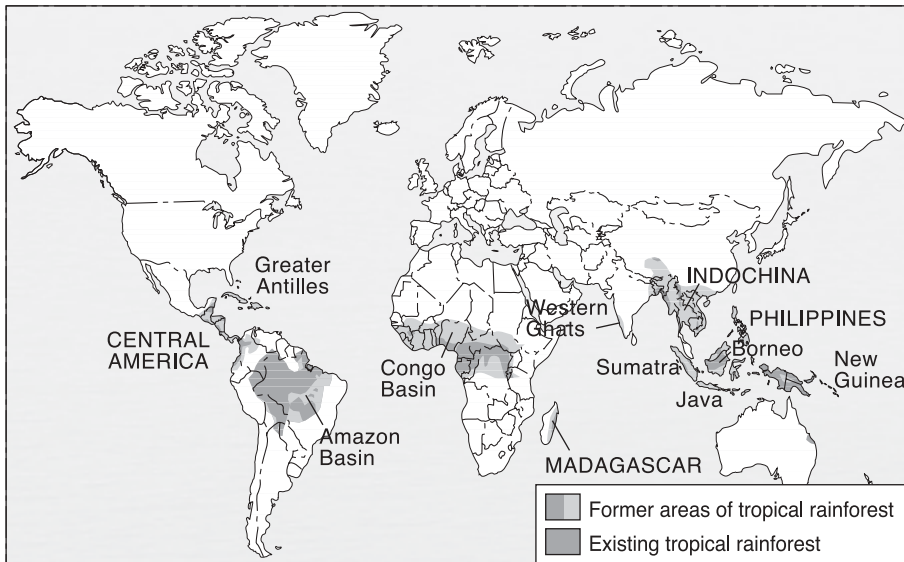
# Practice

## PART A (DATA-BASED QUESTIONS)

1. Study Sources A and B.

### SOURCE A

The following map shows the change in areas of tropical rainforest in the 20th century.



### SOURCE B

The following is adapted from a history book.

*Due to the overpopulation problems, the general public is becoming more concerned about their environment. The best way we have to deal effectively with the environmental problems is to fully develop an environmental education system. Also, the environmental education should focus on children especially because the children nowadays are the hosts of the world in future. Therefore, it is very important to develop positive attitudes towards the natural environment at the early years of childhood.*

- (a) Identify the environmental problem, as shown in Source A. Give **two** reasons for this problem. (1 + 2 marks)
- (b) According to Source B, what is the best solution to environmental problems? **Hint 1** (4 marks)
- (c) What are the usefulness and limitations of Sources A and B in reflecting the environmental problem as well as its solution? Explain your answer with reference to the Sources, and using your own knowledge. **Hint 2** (6 marks)

## Glossary

Commonwealth	英聯邦	an international group of nations which consists of Britain and former members of British empires
economic integration	經濟統合	joining together of several nations into an economic unit
EURATOM	歐洲原子能聯營	an economic organization which aimed to promote joint efforts in developing Europe's nuclear energy resources
Exchange Rate Mechanism	匯率機制	national currencies linked to a central rate with only minor fluctuations permitted

## Errors and Improvement

Wrong concepts / Common errors	Corrections
<b>Failure to understand the significance of European integration</b>	Firstly, European economic integration greatly increased trade and employment opportunities in Europe. It brought prosperity and improvement in living standard to its peoples. Secondly, by fostering good relations between member states, European integration helped to preserve peace and stability. Thirdly, economic unity enhanced Europe's international position which enabled Europe to counterbalance the influence of the two superpowers.
<b>Failure to compare the roles of US and USSR in the post-Second World War European economic reconstruction</b>	After WWII, the two superpowers competed with each other for world leadership. To increase their influence in Europe, both played an active role in the post-war economic reconstruction in Europe; both contributed to European economic recovery by providing economic aid; both also played a leading role in promoting economic cooperation and unity. However, the results were different. The US succeeded in promoting an American new order which brought prosperity to Western Europe, but the USSR failed to bring economic benefits to Eastern Europe because all the economic policies aimed to serve her own needs.
<b>Failure to identify the obstacles to European integration in the second half of the 20th century</b>	Firstly, the Cold War led to division of Europe into two rival economic blocs. There was no economic cooperation between the Eastern bloc and Western bloc. Secondly, the conflicting interests among the members also set an obstacle to the European integration. This explained why France vetoed the British application for EEC membership. Some also opposed the entry of Eastern European countries into the EU because it would increase the economic burden of the EU. Thirdly, not all European states and peoples supported the idea of political union. Britain strongly opposed any movement towards a politically united Europe. Nationalist feelings are still strong in some European states.

# 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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## 4 International Social and Cultural Cooperation

### PART A (DATA-BASED QUESTIONS)

1. (a) **Environmental problem** 1
- Deforestation
- Two reasons** 2
- e.g. • Population growth created demand for the clearing of forests to make more farmland.
- Timber trade is an important part of the revenue of many tropical regions.
- (b) **The best solution to environmental problems** 4
- To fully develop an environmental education system. 2
  - The education should focus on children because they are the hosts of the world in future. 2
- (c) **Usefulness and limitations of the Sources in reflecting the environmental problem and its solution** 6
- L1** An answer confined to *either* usefulness *or* limitations of the Sources. [max. 4]
- L2** Comprehensive answer covering *both* usefulness *and* Limitations of the Sources. [max. 6]
- Usefulness:
- e.g. • The Sources show the problem of global warming and deforestation, while the solution is to develop an environmental education system. 2
- Limitations:
- e.g. • Other environmental problems such as pollution and desertification are omitted. 2
- Other solutions to environmental problems are omitted. Only through international agreement and cooperation could valuable resources, plants and animals be saved for the future generation. 2
2. (a) **Examples** 2
- e.g. • Natural disaster such as flooding, droughts.
- Man-made disaster such as wars.
- (b) **Three major problems confronting the worlds** 3
- e.g. • Hunger
- Increase in world population
  - Stress on natural resources
- (c) **The author's view of world food problem** 4
- L1** Merely identifies the author's view with no explanation/relevant evidence from the Source. [max. 2]
- L2** Identifies the author's view and elaborates the answer with relevant evidence from the Source. [max. 4]
- Author's view:
- e.g. • The author thinks the world food problem is serious and needs to be dealt with immediately. This can be seen from words such as 'intolerable' and