

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 From British Administration to HKSAR



Key Historical Data

Historical Events

- 1842 **Hong Kong Island ceded to Britain under the Treaty of Nanjing**
Henry Pottinger came to be the first governor of Hong Kong
- 1860 **Kowloon Peninsula ceded to Britain under the Convention of Beijing**
- 1866 District Watch Force established
- 1872 Tung Wah Hospital set up
- 1880 Po Leung Kung Hui restructured to become Po Leung Kuk
- 1883 Sanitary Board established
- 1895 Xingzhonghui (Revive China Society) in Hong Kong founded by Sun Yixian
- 1898 **New Territories leased to Britain under the Convention Respecting the Extension of Hong Kong Territory**
- 1921 Seamen's Union formed
- 1922 Seamen's strike
- 1925 **Guangdong-Hong Kong General Strike began**
- 1926 Guangdong-Hong Kong General Strike ended; Heung Yee Kuk established



The cover page of *Northeast Cartoons*, 1946

The life after Land Reforms in 1952

In the old days I worked as a servant. I was busy every night until midnight, and I had to get up before dawn. Now I am very busy too but I work for myself. This is happy labour. ... My condition now is good. I've got a house, land to till, clothes to wear and the right to speak. Who dared speak before? In the past when I served in other families, I was often beaten or cursed. To live in one's own house and eat out of one's own bowl is the happiest life.

—An extract adapted from a woman describing how her life changed after the Land Reforms in 1952



A cartoon entitled 'Kill again when the knife is ready', 1947

Data analysis

The cartoon shows that Communists sought support for Mao Zedong and for the defence of Yanan which was attacked by the Nationalists during the Chinese Civil War.

Data analysis

The extract shows the positive attitude of a peasant toward the Land Reforms. As she mentioned, she had to work as a servant and was often beaten or cursed before the Land Reforms, yet now she could work for herself, have a house and other necessities after such Reforms.

Data analysis

The cartoon shows that, though Jiang Jieshi was apparently presenting the 'Peace Agreement' to the Communists in 1947, he was in fact preparing the 'knife' to fight against them.



Demonstration

PART A (DATA-BASED QUESTIONS)

1. Study Source A.

SOURCE A

The following cartoon shows the growth of the manufacturing sector in the 1960s.



- (a) Identify the industry reflected in Source A. Suggest **one** clue from the Source to support your answer. (1+ 1 marks)
- (b) What was the cartoonist's attitude towards the growth of the manufacturing sector? (3 marks)
- (c) Does Source A adequately reflect the economic situation of Hong Kong in the 1960s? Explain your answer with reference to the Source, and using your own knowledge. (7 marks)

Guidelines

Students may infer a clue from what is being produced in the cartoon.

Guidelines

Students should pay attention to the facial expression of the cartoon characters.

Suggested Answer

- | | |
|---|---|
| (a) The industry | 1 |
| • The electronics industry | |
| Clue | 1 |
| e.g. • The workers are making cassette tape recorders. | |
| (b) The cartoonist's attitude towards the growth of the manufacturing sector | 3 |
| • Positive attitude | 1 |
| Reason | |
| e.g. • The smile of one of the two men in the cartoon suggests that the cartoonist was happy with the growth of the manufacturing sector. | 1 |

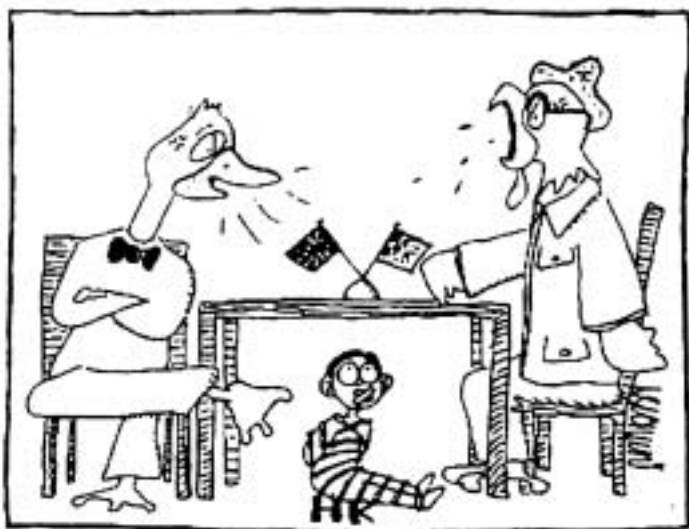
Practice

PART A (DATA-BASED QUESTIONS)

1. Study Sources A and B.

SOURCE A

The following cartoon reflects the political dispute over Hong Kong between two countries in the 1990s.



SOURCE B

The following extract is adapted from the report of Xinhua News Agency in 1994.

China issued a legal regulation today to abolish Hong Kong's political structure based on Governor Christopher Patten's 'reform package' and establish a new one, when the country regains sovereignty over Hong Kong on 1st July 1997.

(a) Name the two countries represented by the chicken and the duck. Suggest **two** clues from Source A to support your answer. (2+2 marks)

PART B (ESSAY-TYPE QUESTIONS)

1. (a) Trace and describe the struggle between the Communists and the Nationalists in the period from 1919 to 1949. (20 marks)
- (b) In what ways did their struggle affect the development of Chinese history? (10 marks)

Correct approach

- (1) Trace and describe the struggle between the Communists and the Nationalists in the period from 1919 to 1949. The formation and breakdown of the United Front should also be discussed.
- (2) Explain how their struggle affected the development of Chinese history.

Suggested essay plan

(1) Introduction

- a. A brief description of the background of the Communists and the Nationalists.
- b. Their conflicts and struggles can be divided into three historic stages.

(2) Body

- a. Trace and describe the struggle between the Communists and the Nationalists
 - i. Between 1919 and 1928
 - The Communist Party of China was formed in 1921.
 - The First United Front was formed in 1924.
 - The Nationalists attacked the Communist in Shanghai in 1927 and this marked the end of the First United Front.
 - ii. Between 1929 and 1945
 - The Chinese Red Army was formed in Jinggangshan. They made use of guerilla tactics to avoid fighting with the Nationalist troops in open battles.
 - The Communists set up the Chinese Soviet Republic at Ruijin in 1931.
 - The Communists started the Long March in 1934 in order to avoid total destruction by the Nationalists.
 - The Japanese aggression forced the Nationalists to agree to the Second United Front in 1937.
 - The Communists consolidated their influence in northwest China during the Second Sino-Japanese War, 1937–45.
 - iii. Between 1946–1949
 - A civil war was fought between the Communists who were supported by the Soviet Union and the Nationalists who were supported by the US.

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 From British Administration to HKSAR

PART A (DATA-BASED QUESTIONS)

1. (a) **The two countries represented by the chicken and the duck** 2
- Britain and China
- Clues** 2
- e.g. • The national flags on the table 1
- The clothes of the two figures 1
- (b) **The ‘reform package’ refers to** 4
- The political reform launched by Governor Christopher Patten, which aimed to abolish both the ex-officio and appointed seats and make the Legislative Council wholly elected.
- (c) **The reason for the political dispute between the two countries** 2
- Britain and China had disputes over the development of direct elections in Hong Kong. While Britain attempted to establish a representative government, China opposed the idea.
- Clues** 2
- e.g. • In Source A, the boy under the table is labeled ‘HK’. This suggests that the dispute was related to Hong Kong affairs. 1
- In Source B, China raised objection to Governor Patten’s reform as she was worried that the establishment of representative government would make Hong Kong more independent and this would threaten the territorial integrity of China. 1
- (d) **Usefulness and limitations of Sources A and B in reflecting Hong Kong’s political situation in the late 20th century** 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. • Source A indicates that Britain and China had disputes over Hong Kong affairs. Source B indicates that China would not recognize the political reform launched by Governor Christopher Patten. Instead, she dismissed Patten’s attempt in reforming Hong Kong’s political structure and established a new one after 1997. 4
- Limitations
- e.g. • Neither Source shows the impact of direct elections in the Legislative Council. In fact, many political parties were formed as a result of the political reform. 2
2. (a) (i) **The local Chinese association** 1
- The Kaifong Association
- Clue** 1
- e.g. • The words ‘Cheung Sha Wan Kaifong Association’ written on the banner