

Marking Schemes

This document was prepared for markers' reference. It should not be regarded as a set of model answers. Candidates and teachers who were not involved in the marking process are advised to interpret its content with care.

PAPER 1 (DATA-BASED QUESTIONS)

1. (a) With reference to Source A, identify and explain *one feature* of the Hong Kong economy in the early 20th century. *[3 marks]*

L1 Vague explanation and ineffective use of the Source. *[max. 1]*

L2 Clear answer with effective explanation with reference to the Source. *[max. 3]*

Feature:

- e.g. - Development of retail and wholesale industry ('Wing On set up retail and wholesale business.')
- Internationalisation ('Wing On selected diversified kinds of goods from the mainland and overseas for sale.' / 'Wing On set up overseas branches.')

- (b) Infer from Source B the relations between Hong Kong and the mainland in the 1930s. Cite *two* clues, one from Extract 1 and one from Extract 2 of Source B to support your answer. *[4 marks]*

L1 Vague explanation and ineffective use of relevant clues in the Source. *[max. 2]*

L2 Clear answer with effective use of relevant clues in the Source. *[max. 4]*

The relations between Hong Kong and the mainland in the 1930s: logically inferred with relevant clues.

e.g.: Supportive / Advantageous, etc.

Economic aspect:

- e.g. - Banks from China set up branches in Hong Kong. (Clue: 'Banks registered by the Chinese businessmen in the mainland ... came to Hong Kong one after the other to set up business.') (Extract 1)
- Hong Kong acted as the channel for the foreign merchants to open up trade with China. (Clue: 'The initial purpose of the establishment of foreign banks was to assist foreign merchants in opening up trade with China') (Extract 1)
- Chinese film companies established business in Hong Kong. (Clue: 'Chinese film companies successively established studios in Hong Kong') (Extract 2)

Social aspect:

- e.g. - People in Hong Kong supported the resistance movement against the Japanese aggression. (Clue: 'the Hong Kong film makers demonstrated their spirit of solidarity in confronting the national crisis') (Extract 2)

[8 marks]

- (c) How useful are Sources A and B in reflecting the economic development of Hong Kong in the period 1900-41? Explain your answer with reference to Sources A and B and using your own knowledge.

[max. 2]

- L1 Vague answer, ineffective in using both the Sources and own knowledge.

[max. 4]

- L2 Lack in balance, effective in using *either* the Sources *or* own knowledge only.

[max. 8]

- L3 Sound and balanced answer, effective in using *both* the Sources *and* own knowledge.

Usefulness:

- e.g. - The tertiary industry developed in Hong Kong, including retail and wholesale industry. (Source A)
- The internationalisation of economy grew in Hong Kong. (Sources A and B)
- The banking business developed in Hong Kong. (Source B)
- The film industry developed in Hong Kong. (Source B)

Limitations:

-The diversified nature of the Hong Kong economy.

- e.g. - There were farming and fishing in Hong Kong. (own knowledge)
- Secondary industry grew in Hong Kong, early industries included manufacturing and sugar refinery. (own knowledge)
- Ship-building industry developed in Hong Kong, such as Taikoo Dockyard and Whampoa Dockyard. (own knowledge)
- The entrepot trade of Hong Kong developed and reached the Asia-Pacific Rim. (own knowledge)

-The ups and downs of the Hong Kong economy.

- e.g. - The strikes in the 1920s brought about negative impact on the Hong Kong economy. (own knowledge)
- In the period of the Japanese invasion of China, the industrialists in the mainland relocated their factories to Hong Kong, stimulating the growth of industries. (own knowledge)

2.	(a) Identify and explain <i>one</i> difference in the main features of China's socialist modernisation in the mid-1950s and early 1990s, as reflected respectively in the two photos of Source C.	[3 marks]
	L1 Vague explanation and ineffective use of the Source.	[max. 1]
	L2 Clear answer with effective explanation with reference to the Source.	[max. 3]
	Difference in the main features of China's socialist modernisation: e.g. - State-private management (Photo 1) / The socialist market economy (Photo 2)	
	Explanation: e.g. - In the mid-1950s, the 'Tianjin City State-Private Enterprise Sheng Xi Fu Hat Factory' celebrated its transformation from an enterprise of private ownership into state-private ownership with a signboard-hanging ceremony. (Photo 1) / In 1991, the Shenzhen Stock Exchange was established reflecting the emergence of private investment in the stock market. (Photo 2)	
(b)	Infer from Source D <i>two</i> characteristics of the economic development in Shenzhen in the 1980s. Support your answer with clues in Source D.	[4 marks]
	Two marks for each valid characteristic with a relevant clue.	
	Characteristics with clues: e.g. - The high speed of construction in Shenzhen (Clue: 'the speed of the building of a storey every 3 days') - The introduction of wage system with market mechanism (Clue: 'the piece rate wage payment', 'Workers could work harder to earn more.') - The technological improvement facilitating the economic development in Shenzhen (Clue: 'the adoption of the most advanced technique of slip forming in the world')	
(c)	What were the factors driving the economic modernisation in China after 1978? Explain your answer with reference to Sources C and D and using your own knowledge of the development of China in the period 1978-2000.	[8 marks]
	L1 Vague answer, ineffective in using both the Sources and own knowledge.	[max. 2]
	L2 Lack in balance, effective in using <i>either</i> the Sources <i>or</i> own knowledge only.	[max. 4]
	L3 Sound and balanced answer, effective in using <i>both</i> the Sources <i>and</i> own knowledge.	[max. 8]
	Sources: e.g. - Political factor: The government's adaptation of the economic policies to the socialist transformation (Sources C and D) - Social factor: The support of the masses to the government (Source C) / The entrepreneurial passion and the courageous spirit leading to innovation (Source D) - Technological factor: The enhancement of the technological level in China (Source D)	
	Own knowledge: e.g. - Political factor: The Reform and Opening-up policy of China was introduced in 1978. - External factor: China was benefitted from joining the regional / international organisations. / China established good diplomatic relations with many countries.	

3. (a) With reference to Source E, identify and explain *one* guiding principle proposed by President Wilson for the peace settlement after the First World War. [3 marks]
- L1 Vague explanation and ineffective use of the Source. [max. 1]
- L2 Clear answer with effective explanation with reference to the Source. [max. 3]
- Guiding principle:
 e.g. - The principle of open diplomacy ('the processes of peace shall be absolutely open and that they shall involve no secret understandings')
 - The principle of preserving international peace ('the world be made safe to live in')
 - The principle of justice ('be assured of justice and fair dealing by the other peoples of the world')
- (b) What, in your opinion, is the main message of the cartoon in Source F? Cite *two* clues from Source F to support your answer. [4 marks]
- L1 Vague explanation and ineffective use of relevant clues in the Source. [max. 2]
- L2 Clear answer with effective use of relevant clues in the Source. [max. 4]
- Main message:
 e.g. - The Allies pushed Germany to the brink of danger at the Paris Peace Conference.
- Clues:
 e.g. - The caption 'THE FINISHING TOUCH' implies the Allies' threat to Germany.
 - The hand representing the Allies is going to push the timid figure, representing Germany, off the 'Peace Discussions' diving board into the sea.
 - The man, representing Germany, displayed a facial expression of fear.
- (c) 'The peacemakers aimed to seek revenge on Germany rather than international peace at the Paris Peace Conference.' Do you agree with this statement? Explain your answer with reference to Sources E and F and using your own knowledge. [8 marks]
- L1 Vague answer, ineffective in using both the Sources and own knowledge. [max. 2]
- L2 Lack in balance, effective in using *either* the Sources *or* own knowledge only. [max. 4]
- L3 Sound and balanced answer, effective in using *both* the Sources *and* own knowledge. [max. 8]
- To seek revenge on Germany:
 e.g. - Germany was not represented at the Paris Peace Conference, as against the principle of open diplomacy in Wilson's Fourteen Points. (Source E and own knowledge)
 - The Allies pushed Germany to the brink of danger. (Source F)
 - The peacemakers imposed punitive terms in the Treaty of Versailles including cession of territories, reparations, disarmament and war guilt clause. (own knowledge)

To seek international peace:

- e.g. - Wilson's Fourteen Points were tailored for serving as guidelines to restore international peace at the end of the First World War. (Source E)
- The Allies agreed to set up an international organisation for the promotion of international peace after the First World War.(own knowledge)
- Lloyd George proposed punishing Germany to a limited extent so as to restore trade and balance of power in Europe for achieving international peace. (own knowledge)

4. (a) According to the report of the US newspaper, what was the attitude of Khrushchev towards the US commercial product mentioned in Source G? Explain your answer with reference to Source G. [3 marks]
- L1 Vague explanation and ineffective use of the Source. [max. 1]
- L2 Clear answer with effective explanation with reference to the Source. [max. 3]
- Attitude:
e.g. - Appreciative / Positive
- Explanation:
e.g. - Khrushchev was satisfied with the taste of cola (Clue: 'Very refreshing!')
Newspaper headline: 'Praise of Capitalist Refreshment'
- (b) Infer from Source H two characteristics of Khrushchev's foreign policies. Support your answer with clues in Source H. [4 marks]
- Two marks for each valid characteristic with a relevant clue.
- Characteristics with clues:
e.g. - Military intimidation (Clue: Khrushchev is using a fishing rod, representing a missile, which is threatening the US and Western countries.)
- Support given to the allies (Clue: Castro is leaning on Khrushchev.)
- (c) 'The USSR dominated the development of the Cold War in the period 1953-64.' Do you agree with this statement? Explain your answer with reference to Sources G and H and using your own knowledge. [8 marks]
- L1 Vague answer, ineffective in using both the Sources and own knowledge. [max. 2]
- L2 Lack in balance, effective in using either the Sources or own knowledge only. [max. 4]
- L3 Sound and balanced answer, effective in using both the Sources and own knowledge. [max. 8]
- Agree:
e.g. - The attitude of Khrushchev to the US commercial product affected the relations between the US and the USSR. (Source G)
- The USSR supported the allies with missiles and submarines, and thus affected the relations between the two international blocs. (Source H)
- In 1955, the USSR formed the Warsaw Pact to counteract the NATO. (own knowledge)
- Disagree:
e.g. - The US attended the American National Exhibition held in Moscow, taking the initiative to strengthen its economic ties with the USSR. (Source G)
- President Kennedy secretly removed missiles from Turkey. (own knowledge)

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 materials.- Well organised, clearly presented and fluent.	A	23-25
<ul style="list-style-type: none">- Showing an awareness of the significance of the question.- Fairly balanced contents, with reasonably accurate use of relevant materials.- Reasonably well organised, understandable and fairly fluent.	B	20-22
	C	17-19
<ul style="list-style-type: none">- Showing a general understanding of the question.- Generally narrative in presentation, and containing some irrelevant or wrong materials.- Not well organised, but fairly understandable.	D	14-16
	E	11-13
<ul style="list-style-type: none">- Showing inadequate understanding of the question, with little distinction made between relevant and irrelevant materials.- Containing few relevant and important facts.- Poorly organised and barely understandable, with conspicuous mistakes in writing/spelling personal and place names.	E/F	9-10
	F	5-8
<ul style="list-style-type: none">- Showing 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	0-4

1.

Analyse the social, economic and cultural roles played by Hong Kong in the Asia-Pacific Rim in the period 1971-97.

Criteria	Highest band of performance	Marks
<ul style="list-style-type: none"> - Coherent presentation with excellent analysis of the social, economic and cultural roles played by Hong Kong in the Asia-Pacific Rim in the period 1971-97, supported by solid historical examples that stretch over a considerable period of time. 	A	23-25
<ul style="list-style-type: none"> - Shows a good understanding of the question, clearly examines the social, economic and cultural roles played by Hong Kong in the Asia-Pacific Rim in the period 1971-97. Historical examples stretch over a considerable period of time. 	B	20-22
<ul style="list-style-type: none"> - Shows a good understanding of the question, and produces a good attempt of examining the social, economic and cultural roles played by Hong Kong in the Asia-Pacific Rim in the period 1971-97; but discussion is obviously lopsided, and/or contains underdeveloped arguments. Historical examples cover a considerable period of time. 	C	17-19
<ul style="list-style-type: none"> - Shows a general understanding of the question, and discussion focuses merely on the roles played by Hong Kong in any two aspects (social, economic or cultural) in the Asia-Pacific Rim in the period 1971-97; or attempts to tackle all of the three aspects, but marred by rough content. 	D	14-16
<ul style="list-style-type: none"> - Shows an awareness of the question, and discussion focuses merely on the roles played by Hong Kong in any two aspects in the Asia-Pacific Rim, marred by rough content and lopsidedness. 	E	11-13
<ul style="list-style-type: none"> - Same as Band E, but marred by obvious factual errors and/or overgeneralisation, or - Primarily a narration of Hong Kong history in the period concerned, with only one or two lines that casually touch upon the roles played by Hong Kong in the Asia-Pacific Rim. 	E/F	9-10
<ul style="list-style-type: none"> - A general narration of Hong Kong history in the period concerned, without discussing the importance of the roles played by Hong Kong. 	F	5-8
<ul style="list-style-type: none"> - 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	0-4

The following aspects may be covered:

- Social roles: Refugee asylum provider, job provider, etc.
- Economic roles: Trade middleman, trade planner, etc.
- Cultural roles: Culture exporter, cultural exchange facilitator, etc.

2.

Assess the significance of the 1911 Revolution and the May Fourth Movement in the modernisation of China in the period 1911-37.

Criteria	Highest band of performance	Marks
- Coherent presentation with excellent analysis of the significance of the two events in China's modernisation, supported by solid historical examples that stretch over a considerable period of time.	A	23-25
- Shows a good understanding of the question, clearly examines the significance of the two events in China's modernisation. Historical examples stretch over a considerable period of time.	B	20-22
- Shows a good understanding of the question, and produces a good attempt of examining the significance of the two events in China's modernisation, but discussion is obviously lopsided, and/or contains underdeveloped arguments. Historical examples cover a considerable period of time.	C	17-19
- Shows a general understanding of the question, and a limited discussion on the significance in China's modernisation; the answer focuses only on one event; or attempts to tackle the two events, but marred by rough content.	D	14-16
- Shows an awareness of the question, and an insufficient discussion on the significance in China's modernisation, marred by rough arguments, or	E	11-13
- The answer focuses on only one event with minor errors in content, or attempts to discuss two events but contains obvious errors in content.		
- Primarily a narration of the development of the two events in the period concerned, with only one or two lines that casually touch upon the significance in China's modernisation.	E/F	9-10
- A general narration of the development of the two events in the period concerned, without discussing the significance in China's modernisation.	F	5-8
- Shows little understanding of the question, with no distinction made between relevant and irrelevant materials.		
- Containing very few relevant facts.	U	0-4
- Very poorly organised and difficult to understand, with annoying mistakes in writing/spelling important personal and place names.		

The following aspects may be covered:

- Political aspect: Transformation of the political system, etc.
- Socio-economic aspect: Abolition of social evils, rise of new social classes, development of capitalism, etc.
- Cultural aspect: Decline of Confucianism, influx of the Western culture, etc.

3.

'Domestic problems were more important than the drive for foreign expansion in leading to the rise of militarism in Japan in the 1930s.' Do you agree with this statement? Explain your view with reference to Japan's development in the period 1918-37.

Criteria	Highest band of performance	Marks
- Coherent presentation with excellent analysis of the relative importance of domestic problems and the drive for foreign expansion in leading to the rise of the Japanese militarism, supported by solid historical examples that stretch over a considerable period of time.	A	23-25
- Shows a good understanding of the question, clearly examines the relative importance of the two factors in leading to the rise of the Japanese militarism. Historical examples stretch over a considerable period of time.	B	20-22
- Shows a good understanding of the question, and produces a good attempt of examining the relative importance of the two factors in leading to the rise of the Japanese militarism, but discussion is obviously lopsided to either one, and/or contains underdeveloped arguments. Historical examples cover a considerable period of time.	C	17-19
- Shows a general understanding of the question, and discussion focuses merely on the importance of the two factors, without making any comparisons.	D	14-16
- Shows an awareness of the question, and discussion is limited to the importance of one factor only; or attempts to tackle both, but marred by rough content and lopsidedness.	E	11-13
- Same as Band E, but marred by obvious factual errors and/or overgeneralisation, or - Primarily a narration of the reasons for the rise of the Japanese militarism, with only one or two lines that casually touch upon their relative importance.	E/F	9-10
- A general narration of the reasons for the rise of the Japanese militarism, without discussing their relative importance.	F	5-8
- 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	0-4

The following aspects may be covered:

- Domestic problems: Weaknesses of party politics, socio-economic instability, etc.
- Drive for foreign expansion: Rise of extreme ideologies, successes in foreign expansion, Japan's traditional militaristic spirit, etc.

4. ‘The failure of the League of Nations was primarily due to its institutional weaknesses.’ Do you agree with this statement? Explain your view with reference to the historical development in the interwar period.

Criteria	Highest band of performance	Marks
- Coherent presentation with excellent analysis of the relative importance of the institutional weaknesses of the League of Nations and other factors in leading to its failure, supported by solid historical examples that stretch over a considerable period of time.	A	23-25
- Shows a good understanding of the question, clearly examines the relative importance of the institutional weaknesses of the League of Nations and other factors in leading to its failure. Historical examples stretch over a considerable period of time.	B	20-22
- Shows a good understanding of the question, and produces a good attempt of examining the relative importance of the institutional weaknesses of the League of Nations and other factors, but discussion is obviously lopsided to either one, and/or contains underdeveloped arguments. Historical examples cover a considerable period of time.	C	17-19
- Shows a general understanding of the question, and discussion focuses merely on the importance of the institutional weaknesses of the League of Nations and other factors, without making any comparisons.	D	14-16
- Shows an awareness of the question, and discussion is limited to the importance of the institutional weaknesses of the League of Nations, marred by rough content; or attempts to tackle its institutional weaknesses and other factors, but marred by rough content and lopsidedness.	E	11-13
- Same as Band E, but marred by obvious factual errors and/or overgeneralisation, or - Primarily a narration of the efforts and limitations of the League of Nations, with only one or two lines that casually touch upon the causes of its failure, or - Discussion is solely based on other factors for its failure.	E/F	9-10
- A general narration of the development of the League of Nations in the interwar period, without discussing the causes of its failure.	F	5-8
- 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	0-4

The following aspects may be covered:

- Institutional weaknesses: Membership of the League, decision-making mechanism, etc.
- Other factors: Great Depression, rise of totalitarianism, etc.

5.

Examine the impact of the North Atlantic Treaty Organisation and the European Community on the historical development of Europe in the second half of the 20th century.

Criteria	Highest band of performance	Marks
<ul style="list-style-type: none"> - Coherent presentation with excellent analysis of the impact of the North Atlantic Treaty Organisation and the European Community on the historical development of Europe in different perspectives in the second half of the 20th century, supported by solid historical examples that stretch over a considerable period of time. 	A	23-25
<ul style="list-style-type: none"> - Shows a good understanding of the question, clearly examines the impact of the North Atlantic Treaty Organisation and the European Community on the historical development of Europe in the second half of the 20th century. Historical examples stretch over a considerable period of time. 	B	20-22
<ul style="list-style-type: none"> - Shows a good understanding of the question, and produces a good attempt of examining the impact of the North Atlantic Treaty Organisation and the European Community on the historical development of Europe in the second half of the 20th century, but discussion is slightly lopsided to either one. Historical examples cover a considerable period of time. 	C	17-19
<ul style="list-style-type: none"> - Shows a general understanding of the question, and discussion focuses on the impact of the North Atlantic Treaty Organisation and the European Community on the historical development of Europe in the second half of the 20th century, but is obviously lopsided to either one and marred by rough content. 	D	14-16
<ul style="list-style-type: none"> - Shows an awareness of the question, and discussion focuses merely on the impact of the North Atlantic Treaty Organisation or the European Community on the historical development of Europe in the second half of the 20th century, marred by rough content and lopsidedness. 	E	11-13
<ul style="list-style-type: none"> - Same as Band E, but marred by obvious factual errors and/or overgeneralisation, or - Primarily a narration of the efforts made by the North Atlantic Treaty Organisation and /or the European Community, with only one or two lines that casually touch upon their impact on the historical development of Europe in the second half of the 20th century. 	E/F	9-10
<ul style="list-style-type: none"> - A general narration of the efforts made by the North Atlantic Treaty Organisation and /or the European Community, without discussing their impact on the historical development of Europe in the second half of the 20th century. 	F	5-8
<ul style="list-style-type: none"> - 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	0-4

The following aspects may be covered:

- NATO: Leading to the formation of the Warsaw Pact, splitting the world into two camps in the Cold War, etc.
- EC: Promoting the European economic integration, laying the foundation of the European Union, etc.

6. Assess the effectiveness of the efforts made by international organisations to tackle the problems of population and resources in the second half of the 20th century.

Criteria	Highest band of performance	Marks
- Coherent presentation with reasonable and balanced discussion of the extent of the effectiveness of international organisations in tackling the problems of population and resources in the second half of the 20 th century, discussion is supported by good use of solid historical examples that stretch over a considerable period of time.	A	23-25
- Shows a good understanding of the question, clearly examines the extent of the effectiveness of the efforts of international organisations in tackling the problems of population and resources in the second half of the 20 th century, discussion is supported by reasonable use of historical examples that stretch over a considerable period of time.	B	20-22
- Shows a good understanding of the question, and produces a good attempt of examining the extent of the effectiveness of international organisations in tackling the problems of population and resources in the second half of the 20 th century, but discussion is slightly lopsided to either achievements or limitations, and/or contains underdeveloped arguments. Historical examples cover a considerable period of time.	C	17-19
- Shows a general understanding of the question, attempts to discuss the achievements and/or limitations of international organisations in tackling the problems of population and resources in the second half of the 20 th century, but obviously lopsided and marred by rough content.	D	14-16
- Shows an awareness of the question, attempts to discuss the achievements or limitations of international organisations in tackling the problems of population and resources in the second half of the 20 th century, but marred by rough content and lopsidedness.	E	11-13
- Primarily a narration of the efforts made by international organisations in tackling the problems of population and resources in the second half of the 20 th century, with one or two lines that causally touch upon their effectiveness.	E/F	9-10
- A general narration of the efforts made by international organisations in tackling the problems of population and resources in the second half of the 20 th century, without any attempts to assess their effectiveness.	F	5-8
- 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	0-4

The following aspects may be covered:

- Achievements: Slowing down population growth, increasing food production, etc.
- Limitations: Population growth not fully controlled in developing countries, uneven distribution of wealth in the world, etc.

7. Select one of the following years, and explain why it could be regarded as a turning point in the 20th century world history:

- (a) 1929
- (b) 1945
- (c) 1991

Criteria	Highest band of performance	Marks
- Coherent presentation with reasonable and balanced comparison of the periods before and after the selected year, with effective explanation about the ways in which the turning point had marked profound changes for the 20 th century world history. The answer is effectively substantiated with historical examples.	A	23-25
- Shows a good understanding of the question, able to explain the ways in which the turning point had marked profound changes for the 20 th century world history, but marred by slight lopsidedness in the period before or after the selected year. Historical examples are generally relevant.	B	20-22
- Shows a good understanding of the question, clearly discusses the periods before and after the selected year and shows the ways in which they were different, but weak in explaining why the year served as a turning point in the 20 th century world history. Historical examples are generally relevant.	C	17-19
- Shows a general understanding of the question, attempts to relate the 20 th century world history to the selected year, but without any attempts to compare such developments with those that took place before the year, or	D	14-16
- Attempts to discuss the periods before and after the selected year, but obviously lopsided. Historical examples are generally relevant, but contain vagueness.		
- Shows an awareness of the question, attempts to discuss the changes occurring after the selected year, without relating them to the development of the 20 th century world history.	E	11-13
- Primarily a narration of the events relevant to the selected year, occasionally with casual remarks on their impact.	E/F	9-10
- A general narration of the events relevant to the selected year, without any efforts to discuss their impact.	F	5-8
- 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	0-4

The following aspects may be covered

- 1929 Great Depression brought about great changes.
- 1945 End of the Second World War brought about great changes.
- 1991 End of the Cold War brought about great changes.