



中華人民共和國香港特別行政區政府總部教育局
Education Bureau
Government Secretariat, Government of the Hong Kong Special Administrative Region
The People's Republic of China

本局檔案 Our Ref.: EDB(EI)/HEA/1/1/(11)

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立法會教育事務委員會
事務委員會秘書
黃安琪女士

黃女士：

教育事務委員會
2020年5月25日特別會議跟進事項

2020年5月26日來函收悉。就委員會要求政府提供香港中學文憑考試歷史科（卷一）的考題二（c）的評卷參考，香港考試及評核局（考评局）已提供有關考題評卷參考的兩個版本。委員如對評卷參考有任何問題，我們樂於轉達考评局跟進。

教育局局長

（劉永豪  代行）

連附件

2020年7月15日

副本送：考评局（經辦人：蘇國生博士）

9 July 2020

Ms Au Wen-sze, Wendy
Principal Assistant Secretary (Education Infrastructure)
Education Bureau
The Government of the Hong Kong Special Administrative Region
4/F, East Wing, Central Government Offices
2 Tim Mei Avenue, Tamar
Hong Kong

Dear 

Release of Marking Schemes to Legislative Council (LegCo)

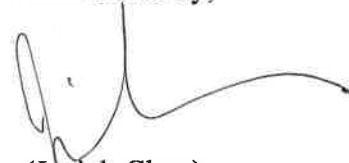
With the approval of the Council of Hong Kong Examinations and Assessment Authority (HKEAA) and upon the completion of the Judicial Review on the invalidation of History Question in 2020 Hong Kong Diploma of Secondary Education Examination (HKDSE), we would like to release the marking schemes (both draft and revised draft version) of Question 2(c) of History Paper 1 of the 2020 HKDSE to the Legislative Council (LegCo) Panel on Education members following our written reply to LegCo members' questions on 10 June 2020.

The draft marking scheme serves to indicate what is expected of the candidates and specifies the requirements of individual questions, mark allocation and examples of acceptable responses (not model answers), and is prepared for markers' reference. During the standardization and marking processes (if performed), the marking scheme may be further updated by the Chief Examiner, if necessary, in the light of candidates' responses revealed in the processes.

Please help follow up with the LegCo Secretariat.

With best wishes,

Yours sincerely,



(Josiah Chan)

Director – Corporate Services

cc Mr Yung Wing-ki, Samuel, SBS, MH, JP, The Chairman of HKEAA
Ir Dr So Kwok-sang, The Secretary General of HKEAA
Professor Mak King-sang, Director – Public Examinations of HKEAA

只限閱卷員參閱

FOR MARKERS' USE ONLY

香港考試及評核局

HONG KONG EXAMINATIONS AND ASSESSMENT AUTHORITY

2020 年香港中學文憑考試

HONG KONG DIPLOMA OF SECONDARY EDUCATION EXAMINATION 2020

歷史

HISTORY

本評卷參考乃香港考試及評核局專為今年本科考試而編寫，供閱卷員參考之用。閱卷員在完成閱卷工作後，若將本評卷參考提供其任教會考班的本科同事參閱，本局不表反對，但須切記，在任何情況下均不得容許本評卷參考落入學生手中。學生若索閱或求取此等文件，閱卷員/教師應嚴詞拒絕，因學生極可能將評卷參考視為標準答案，以致硬背死記，活剝生吞。這種落伍的學習態度，既不符現代教育原則，亦有違考試着重理解能力與運用技巧之旨。因此，本局籲請各閱卷員/教師通力合作，堅守上述原則。

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2020年香港中學文憑考試

歷史科評卷參考

引言

一般原則

1. 評卷時必須恪守閱卷員會議中所審定之評卷參考，以確保評分按照劃一的標準。
2. 閱卷員應就考卷所提供的內容，作正面的評核，而不應持有既定的答案模式，或過分執著考卷所遺漏的地方。
3. 每題的分數應予充分運用。「中間落墨」的評核方式，將令分數過分集中於某一範圍內，從而影響該題分辨不同程度考生的能力之有效性。
4. 優等考卷毋須完美無瑕，內容或表達方面倘有輕微不足之處，亦可接受。

歷史資料題

5. 評卷參考祇屬指引性質，而非規定的答案。考卷中所用字詞，不須與評卷參考完全相同。
6. 基本上，試題旨在測驗考生理解及評價歷史證據及 / 或資料的能力。因此，評卷的重點應在適當地評估考生所展示思維能力與史學技能而非其記誦史實或寫作能力。對於寫作水平不足，但・念或推斷技能甚佳的答案，應予小心評閱。
7. 評卷參考所提供的答案僅屬「建議」，此外尚會有・多未被提及但同樣恰當的答案。遇有疑問，閱卷員應與試卷主席商議。

2020 年香港中學文憑考試

歷史科評卷參考 (初稿)

卷一 (歷史資料題)

2. (c) 「1900-45年間，日本為中國帶來的利多於弊。」確否？ [8 分]

L1 答案含混，未能有效運用資料及個人所知。 [最多2分]**L2** 欠缺均衡，僅能有效運用資料或個人所知。 [最多4分]**L3** 答案合理且均衡，能有效運用資料及個人所知。 [最多8分]

同意：

- 例： - 日本對清政府的改革作出支援。(資料C)
- 日本對1912年的中國新政權作出財政支援。(資料D)
- 日本的野心增強了中國民族主義。(個人所知)

不同意：

- 例： - 「速成」的學習模式，讓國人不現實地以為現代化可以速戰速決。(資料C)
- 「所有兌換匯水，均由三井洋行自定。」匯水沒有經過兩國商討，會導致不公。(資料D)
- 山東問題影響中國的領土完整。(個人所知)
- 1930及1940年代日本侵華造成大量傷亡，大大影響國府的安全。(個人所知)

HONG KONG DIPLOMA OF SECONDARY EDUCATION EXAMINATION, 2020

HISTORY MARKING SCHEME

Introductory Notes***General Principles***

1. The marking scheme finalised at the Markers' Meeting should be strictly adhered to in order to achieve a uniform standard of marking.
2. Markers should mark positively. They should give credit for what is in the answer rather than starting with a rigid, preconceived view of what the answer ought to be, or being too conscious of what is omitted.
3. The whole range of marks for each question should be fully utilised. Markers should not be tempted to give a 'safe' non-committal mark, because this will lead to the bunching of many scripts around a particular mark range, thus lessening the effectiveness of the question in differentiating between candidates of different levels of ability.
4. A distinction script need not be perfect: it may contain minor flaws in contents or in presentation.

Data-based Questions

5. The marking scheme is intended to act as a guide, not as a prescriptive answer sheet. Candidates are not required to use the exact wording given in the marking scheme.
6. Basically, the questions are designed to test candidates' ability to interpret and evaluate historical evidence and/or data; therefore, where appropriate the emphasis in the marking should be on assessing the quality of thinking and the historical skills displayed by the candidates, rather than factual recall or the ability to write at length. It is important to mark cautiously answers which do not display a high level of literacy, but which may show good conceptual or inferential skills.
7. The suggested answers are 'suggestions' only; there may be many more answers that are not mentioned in the marking scheme but nevertheless are equally valid. In case of doubt, markers should consult with the Examiner.

Hong Kong Diploma of Secondary Education Examination, 2020

History Marking Guidelines (Draft)

PAPER 1 (DATA-BASED QUESTIONS)

2. (c) Whether 'Japan did more good than harm to China in the period 1900-45.' [8 marks]
- L1** Vague answer, ineffective in using both Sources and own knowledge. [max. 2]
- L2** Lack in balance, effective in using Sources *or* own knowledge only. [max. 4]
- L3** Sound and balanced answer, effective in using *both* Sources *and* own knowledge. [max. 8]
- Agree:
- e.g. - Japan provided support to the Qing government in its reform efforts. (Source C)
- Japan offered financial support to the new Chinese regime in 1912. (Source D)
- Japanese aggression strengthened Chinese nationalism. (own knowledge)
- Not agree:
- e.g. - The 'accelerated' manner of learning led the Chinese think unrealistically that modernisation could be done in a speedy way. (Source C)
- 'All remittance fees are to be determined by the Mitsui Company.' The amount was not negotiable and might lead to unfairness. (Source D)
- The Shandong Question undermined China's territorial integrity. (own knowledge)
- Japanese invasion in the 1930s and 1940s caused high casualty and undermined the security of the Nationalist Government. (own knowledge)

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2020 年香港中學文憑考試

歷史科評卷參考 (改稿, 供委員會討論)

卷一 (歷史資料題)

2. (c) 「1900-45年間，日本為中國帶來的利多於弊。」確否？ [8分]

L1 答案含混，未能有效運用資料及個人所知。 [最多2分]

僅抄錄資料不作解釋，或胡亂引錄無關題旨的資料者，將不獲分數。

L2 欠缺均衡，僅能有效運用資料或個人所知。 [最多4分]**L3** 答案合理且均衡，能有效運用資料及個人所知。 [最多8分]

不論取任何立場，均須提出弊與利兩方的論據，加以比較並作結論。

注解：

試題旨在測驗考生理解及評價歷史證據及 / 或資料的能力。因此，評卷的重點應在適當地評估考生所展示思維能力與史學技能而非其記誦史實或寫作能力。

例子：

資料C：

日本對清政府的改革作出支援。然而，「速成」的學習模式，讓國人不現實地以為現代化可以速戰速決。

資料D：

日本對1912年的中國新政權作出財政支援。然而，「所有兌換匯水，均由三井洋行自定。」匯水沒有經過兩國商討，對中國不公平。

個人所知：

- 二十一條旨在將中國變成日本的保護國。
- 山東問題影響中國的領土完整。
- 1930及1940年代日本侵華造成大量傷亡(如南京大屠殺)，大大影響國民政府的安全。
- 日本的野心增強了中國民族主義。

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Hong Kong Diploma of Secondary Education Examination, 2020

History Marking Guidelines (Revised draft, for Council discussion)

PAPER 1 (DATA-BASED QUESTIONS)

2. (c) Whether 'Japan did more good than harm to China in the period 1900-45.' [8 marks]

L1 Vague answer, ineffective in using both Sources and own knowledge. [max. 2]

Simply copying information from Sources without explanation, or indiscriminately copying from the Source, will get zero marks.

L2 Lack in balance, effective in using Sources *or* own knowledge only. [max. 4]

L3 Sound and balanced answer, effective in using *both* Sources *and* own knowledge. [max. 8]

Evidence from both sides (harm and good) shall be presented and compared before reaching a conclusion, regardless of what viewpoint to take.

Note: The questions are designed to test candidates' ability to interpret and evaluate historical evidence and/or data; therefore, where appropriate the emphasis in the marking should be on assessing the quality of thinking and the historical skills displayed by the candidates, rather than factual recall or the ability to write at length.

E.g.

Source C:

Japan provided support to the Qing government in its reform efforts. However, the 'accelerated' manner of learning led the Chinese think unrealistically that modernisation could be done in a speedy way.

Source D:

Japan offered financial support to the new Chinese regime in 1912. However, 'all remittance fees are to be determined by the Mitsui Company.' The amount was not negotiable and led to unfairness.

Own knowledge:

- The Twenty-One Demands intended to make China a protectorate of Japan.
- The Shandong Question undermined China's territorial integrity.
- Japanese invasion in the 1930s and 1940s caused high casualty (such as the Nanjing Massacre) and undermined the security of the Nationalist Government.
- Japanese aggression strengthened Chinese nationalism.