

FUKIEN SECONDARY SCHOOL
S6 First Term Uniform Test (2020-2021)
History
Marking Scheme

Part A Essay-type Questions (25 marks)

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
- Showing a clear grasp of the significance of the question. - Balanced contents, with appropriate and effective use of relevant material. - Well organised, clearly presented and fluent.	A	23-25
- Showing an awareness of the significance of the question. - Fairly balanced contents, with reasonably accurate use of relevant material. - Reasonably well organised, understandable and fairly fluent.	B	20-22
	C	17-19
- Showing a general understanding of the question. - Generally narrative in presentation, and containing some irrelevant or wrong material. - Not well organised, but fairly understandable.	D	14-16
	E	11-13
- Showing inadequate understanding of the question, with little distinction made between relevant and irrelevant material. - 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
- Showing little understanding of the question, with no distinction made between relevant and irrelevant material. - 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. ***'The Paris Peace Settlement (1919-1923) was meant to preserve peace; unfortunately, it became an important factor that caused another world war.' Do you agree? Explain your answer. (25 marks)***

Criteria	Highest band of performance	Marks
- Coherent presentation with a logical and balanced discussion of the purpose of the Settlement and its impact on the situations in the 1930s, supported by solid historical examples that cover a considerable part of the period 1919-39.	A	23-25
- Shows a good understanding of the question, clearly examines the purpose of the Settlement and its impact on the situations in the 1930s. Historical examples cover a good part of the period 1919-39.	B	20-22
- Shows a good understanding of the question, with a good attempt to discuss the purpose of the Settlement and its impact on the situations in the 1930s; but discussion is noticeably lopsided and contains underdeveloped arguments. Historical examples cover a good part of the period 1919-39.	C	17-19
- Shows a general understanding of the question, and discussion is obviously lopsided to the impact of the Settlement on the situations in the 1930s.	D	14-16
- Shows an awareness of the question, and the answer only discusses the impact of the Settlement on the situations in the 1930s.	E	11-13
- Primarily a narration of the Paris Peace Settlement focusing on its purpose.	E/F	9-10
- A general account of the Paris Peace Settlement not focusing on its purpose and its impact on the situations in the 1930s.	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 should be covered:

- Purposes of the Paris Peace Settlement (1919-23)
- Whether it had caused the Second World War.

2. Compare the reasons for the 'détente' and the end of Cold War. (25 marks)

Candidates are required to explain the reasons for the happening of the 'détente' and the end of Cold War. Candidates needed to compare and contrast different reasons for 'détente' and the end of Cold War. Suggested arguments for similarities included: new leadership in both the United States and the Soviet Union; oppositely, arguments for differences might include: the defeat of the United States in the Vietnam War, the economic problems of the Soviet Union and the disharmony among the Communist bloc.

3. Trace and explain the development of economic integration in Western Europe in 1948-2000. (25 marks)

Candidates are required to periodize the development of economic integration in Western Europe in 1948-2000. Candidates have to explain the features and characteristics of each period, and explain the reasons for such periodization. Candidates are suggested to divide the process of economic integration in Western Europe into 3 periods: the foundation-laying period (1948-1958), the competition period (1958-67) and the enlargement period (1967-2000).

Part B Data-based Questions (30 marks)

- 4.**
- (a) According to Source A, why was Hitler not a man of 'good faith'? Explain your answer with reference to Source A. (3 marks)**

(a) Why was Hitler not a man of 'good faith'? [3 marks]

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

L2 Clear explanation, effective in using the Source. [max. 3]

e.g. - Hitler repeatedly broke the promises he himself made (keeping the Treaty of Locarno, no further territorial aim in Europe, non-interference with Czechoslovakia).

- (b) According to the author of Source C, what was the purpose of the appeasement policy? Explain your answer with reference to Source C. (4 marks)**

(b) The purpose of the appeasement policy as reflected in	Source C	[4 marks]
L1	Concrete attempt to identify the purpose of the appeasement policy, but vague in explanation with reference to the Source.	[max. 2]
L2	Valid answer about the purpose of the appeasement policy, with effective explanation with reference to the Source.	[max. 4]
e.g.	- The appeasement policy aimed at redirecting Nazi aggression towards the USSR (the two gentlemen – representing Britain and France – used Czechoslovakia as a bait to lure Nazi Germany to ‘go east’).	

- (c) Which Source do you think has the least negative view towards the appeasement policy in the 1930s? Explain your answer with reference to Sources A, B and C. (8 marks)**

(c) Which Source do you think has the least negative view towards the appeasement policy in the 1930s?	[8 marks]
L1 Shows attempt to identify the answer with explanation, but the explanation is not based on comparing the three Sources.	[max. 3]
L2 Shows attempt to identify the answer with explanation based on comparing the three Sources, but marred by unbalanced and rough arguments.	[max. 6]
L3 Succeeds in identifying the answer with valid explanation based on comparing the three Sources, with balanced discussion and sound arguments.	[max. 8]
e.g.	
- The appeasement policy made the author unable 'to hold up [his] head again'. (Source A) - The man in Source B was walking along a breaking plank of 'Czech Crisis', meaning that the appeasement policy resulted in crises. However, the cartoon showed that the globe was going away from war to peace, meaning that the author still regarded the policy as hopeful. (Source B) - The cartoon reflected a USSR view of the appeasement policy. Western democracies, as symbolized by the several gentlemen, tried to lure Nazi Germany (the wolf, as symbolized by the moustache and the Nazi hat) to 'go east' – that is, redirect its aggression to the USSR – by offering it Czechoslovakia. (Source C)	

5.

(a) Do you think that the cartoon was published in a capitalist or communist state? Explain your answer with reference to Source D. (3 marks)

L1 Attempts to identify that the cartoon was published in a capitalist state, but ineffective use of relevant clues from the Source. max. 2

L2 Identifies that the cartoon was published in a capitalist state with effective use of relevant clues from the Source. max. 3

Explanation:

- In the cartoon, Molotov threatened the people of the Eastern European countries by gun, forcing them 'to co-operate' with the Soviet Union. The cartoonist described the behaviour above as 'gangster politics'.
- The people of the Eastern European countries thought that the Soviet Union was just like Germany in the Second World War. That could be seen that the cartoon should be published in the capitalist countries.

(b) With reference to Source E, identify two reasons why the Soviet Union introduced the Molotov Plan. Explain your answer with reference to Source E. (4 marks)

L1 One reason only, or two reasons with weak support from the Source. max. 2

L2 Two reasons with effective clues from the Source. max. 4

Reasons:

- Strengthening the economic control of the Eastern European countries: the Soviet Union and the Eastern European countries formed joint companies, so that the Soviet Union could interfere in the business operations of the Eastern European countries.
- Plundering economic benefits from the Eastern European countries: through the signing of trade agreements, the Eastern European countries were subject to produce and export particular industrial and agricultural products according to the requirements of the Soviet Union. They became the economic vassals of the Soviet Union.

- (c) Discuss the short-term and long-term impact of the Molotov Plan on the Eastern European communist countries with reference to Sources D and E, and using your own knowledge.**
(8 marks)

- | | | |
|----|---|--------|
| L1 | Vague argument with ineffective use of both the Source and relevant facts. | max. 3 |
| L2 | Unbalanced argument with effective use of the Source or relevant facts only. | max. 5 |
| L3 | Reasonable and balanced argument with effective use of the Source and relevant facts. | max. 8 |

Short-term impact:

- Succeeding in the rapid economic recovery of the Eastern European countries. (Own knowledge)
- Assisting the Eastern European countries to achieve industrialisation. (Own knowledge)
- Arousing the resentment of the Eastern European countries against the Soviet Union. (Source D)
- Damaging the economic autonomy of the Eastern European countries. (Source E)

Long-term impact:

- The Eastern European countries could not have long-term economic planning which was according to their actual needs and development. Therefore, the people's living standard in the Eastern European countries was much lower than that in the Western Europe. (Own knowledge)
- Some Eastern European countries tried to get rid of the control of the Soviet Union, but were suppressed. (Own knowledge)

END OF MARKING SCHEME