

Marking Guidelines

These documents were prepared for markers' reference. They should not be regarded as sets of model answers. Candidates and teachers who were not involved in the marking process are advised to interpret their contents with care.

Paper 1

1. (a)

Suggested Marking Guidelines	Marks
The candidate:	
<ul style="list-style-type: none"> ● describes accurately and clearly the trends of the population statistics of Hong Kong, e.g., the percentage of young population (aged 0-14) is declining, while that of the elderly is rising; people are expected to live longer; an overall trend of ageing population can be found, etc. 	3-4
<ul style="list-style-type: none"> ● describes the trends, but the description lacks detail; or with misinterpretations of the trend(s) 	1-2
<ul style="list-style-type: none"> ● fails to describe the trends/ makes no attempt to answer the question ● gives an answer which is not relevant to the question 	0

1. (b)

Suggested Marking Guidelines	Marks
The candidate:	
<ul style="list-style-type: none"> ● correctly identifies and elaborates clearly on the social problems which may arise as a result of ageing population in Hong Kong, e.g., problem with deteriorating public health, increasing the government's burden on medical expenses and 'fruit money' for the elderly in the long run, etc. ● provides a well structured and in-depth explanation 	5-6
<ul style="list-style-type: none"> ● identifies and elaborates on the social problems, but which lacks detail 	3-4
<ul style="list-style-type: none"> ● lists the social problems; or attempts to elaborate on the social problems, but the elaboration may not be all correct/ relevant 	1-2
<ul style="list-style-type: none"> ● fails to list the social problems/ makes no attempt to answer the question ● gives an answer which is not relevant to the question 	0

1. (c)

Suggested Marking Guidelines	Marks
<p>The candidate:</p> <ul style="list-style-type: none"> ● presents his/her stance clearly and consistently ● justifies clearly and logically to what extent he/she agrees with the suggestion to legislate for young people to provide financial support to their own parents with reference to the information provided and his/her own knowledge and concepts (e.g., legislation, Chinese culture) in view of Hong Kong's current situation; formulates his/her arguments on the basis of a detailed and critical evaluation of the pros and cons; e.g.: <p><i>Points of agreement: explains clearly and in detail his/her arguments with relevant and valid examples; may construct arguments by drawing upon some of the points below or any other appropriate alternatives, e.g.,</i></p> <ul style="list-style-type: none"> ■ This forces young people to take care of their parents, helps maintain the tradition of filial piety and enhances social cohesion by encouraging young people to interact with their parents; ■ The government should regulate the morality of people in order to alleviate social problems; ■ As it is made compulsory by legislation, it ensures elderly people will have enough money for their living; ■ It reduces the burden on the tax payers/ society to take care of the elderly, etc. <p><i>Points of disagreement: explains clearly and in detail his/her arguments with relevant and valid examples; may construct arguments by drawing upon some of the points below or any other appropriate alternatives, e.g.,</i></p> <ul style="list-style-type: none"> ■ Some young people may not have enough income to support their parents. It creates tension between the older and younger generations; ■ Legislation may be unnecessary as most young people will follow the Chinese tradition of filial piety and take care of their parents. Rather, when young people are forced to provide financial support to their parents, the virtue of the Chinese tradition may be played down in society; ■ It is inappropriate to use legislation to regulate morality. The relationship between parents and children may deteriorate if children are not willing to support their parents financially; ■ It is difficult to implement as the payment by children to parents cannot be checked, and the administrative cost for the law enforcement would be huge, etc. <ul style="list-style-type: none"> ● provides a well structured, in-depth discussion, demonstrating a high level of critical analysis 	<p>9-10</p>
<ul style="list-style-type: none"> ● presents his/her stance consistently ● justifies the extent of his/her position by referring to the sources and basing answer on his/her knowledge; shows an understanding of the relevant knowledge and concepts and an ability to apply them where appropriate: <p><i>Points of agreement: explains his/her arguments with some relevant and valid examples; may construct arguments by drawing upon some of the points above or any other appropriate alternatives</i></p> <p><i>Points of disagreement: explains his/her arguments with some relevant and valid examples; may construct arguments by drawing upon some of the points above or any other appropriate alternatives</i></p> <ul style="list-style-type: none"> ● provides a well structured discussion, demonstrating some evidence of critical analysis, though might lack detail in parts 	<p>7-8</p>

<ul style="list-style-type: none"> ● presents his/her stance, but possibly with insufficient clarity ● attempts to justify his/her position by referring to the sources and basing answer on his/her knowledge, but lacks clarity/ consistency; shows a partial understanding or is only able to apply relevant knowledge and concepts in a basic way: <p><i>Points of agreement: attempts to construct arguments by drawing upon some of the points above or any other appropriate alternatives, but the explanation to his/her arguments is superficial</i></p> <p><i>Points of disagreement: attempts to construct arguments by drawing upon some of the points above or any other appropriate alternatives, but the explanation to his/her arguments is superficial</i></p> <ul style="list-style-type: none"> ● provides a somewhat shallow discussion, which is not well structured and does not always articulate his/her ideas clearly 	4-6
<ul style="list-style-type: none"> ● exhibits no clear stance and may put forward contradictory arguments ● attempts to explain his/her position according to his/her knowledge (with or without referring to the source), but the explanation is too partial, e.g., explaining with a wrong concept of legislation, Chinese culture, using irrelevant examples/ information for illustration, etc. ● gives a shallow discussion with little organisation/ without focus; expresses his/her ideas vaguely 	1-3
<ul style="list-style-type: none"> ● makes no attempt to answer the question ● gives an answer which is not relevant to the question 	0

2. (a)

Suggested Marking Guidelines	Marks
The candidate:	
● correctly identifies and clearly explains the public health risk of passive smoking (e.g. causing respiratory diseases, increasing the risk of developing cancer, raising the public medical and welfare expenses, etc.)	3-4
● correctly identifies but does not clearly explain the public health risk of passive smoking	1-2
● fails to identify the public health risk of passive smoking/ makes no attempt to answer the question	0
● gives an answer which is not relevant to the question	

2. (b)

Suggested Marking Guidelines	Marks
The candidate:	
● describes accurately and clearly the features of the coverage of the world population by the tobacco control policies and the changes occurred during the period 2008 – 2010, e.g. the coverage by each policy was small (mostly below 15%); in 2008, the lowest percentages of coverage were found with smoke-free areas, bans on cigarette advertisements and taxation on the purchase; in 2010, anti-smoking campaigns were the most popular and the percentage coverage doubled the other policies; warning labels on cigarette packets and establishing smoke-free areas were policies showing the greatest increase; there was a small change in percentage for programmes for giving up smoking and bans on cigarette advertisements, etc.	4-5
● describes accurately some features of the coverage of the world population by the tobacco control policies and the changes occurred, but the description lacks detail	2-3
● attempts to describe a few features of the coverage of the world population by the tobacco control policies and the changes occurred but not always accurately	1
● is unable to describe any feature/ makes no attempt to answer the question	0
● gives an answer which is not relevant to the question	

2. (c)

Suggested Marking Guidelines	Marks
<p>The candidate:</p> <ul style="list-style-type: none"> ● compares and provides a detailed and convincing argument as to why the two chosen control policies would be more effective in dealing with the public health risk of passive smoking in Hong Kong, e.g., <ul style="list-style-type: none"> ■ The data show that anti-smoking campaigns is the most popular policy, suggesting its effectiveness. With the well-developed mass media and the popularity of the Internet in Hong Kong, campaigns promoted through the media can reach a large audience and can be more influential. The risk of passive smoking will be reduced if fewer people smoke. On the other hand, bans on cigarette advertisements and taxation are not so widely adopted in the world. The effectiveness of the latter may also be hindered by smuggling of cigarettes from the mainland; ■ High tax on the purchase of cigarettes will pose a greater incentive for smokers to quit smoking, especially those with lower economic status. Campaigns on anti-smoking do not pose any actual effects on smokers. The establishment of smoke free areas cannot protect people from passive smoking at home. Hong Kong, being a crowded city, may have the smoke-free areas close to those for smoking; ■ The establishment of smoke-free areas, e.g., in restaurants and offices, makes it inconvenient for smokers and encourages them to quit smoking, safeguarding people from passive smoking. Some smokers may not be concerned about the expenditure on smoking even with the imposition of heavy tax on cigarettes, etc. ● in making an argument, shows an awareness of the limitation of the other policies ● makes extensive and appropriate use of the sources and own knowledge/ relevant concepts (e.g. mandatory controls, behavioural changes) ● provides a well structured, in-depth discussion, demonstrating a high level of critical analysis 	9-10
<ul style="list-style-type: none"> ● drawing upon the sources and own knowledge, provides a viable argument as to why the two chosen control policies would be more effective in dealing with the public health risk of passive smoking in Hong Kong ● in making an argument, shows some awareness of the limitation of the other policies ● makes appropriate but not extensive use of the sources and own knowledge ● provides a well structured discussion, demonstrating some evidence of critical analysis, though might lack detail in parts 	7-8
<ul style="list-style-type: none"> ● explains his/ her argument as to why the chosen control policies would be effective in dealing with the public health risk of passive smoking in Hong Kong but with insufficient detail and/or clarity; or provides a detailed and convincing argument as to why one of the control policies would be effective ● shows little awareness of the limitation of the other policies ● uses sources/ own knowledge in a limited manner or sometimes inappropriately ● provides a somewhat shallow discussion, which is not well structured and does not always articulate his/her ideas clearly 	4-6
<ul style="list-style-type: none"> ● attempts to explain why the chosen control policies would be effective in dealing with the public health risk of passive smoking in Hong Kong, but the explanation is partial and/or inconsistent and/or based upon inaccurate knowledge or unwarranted assumptions ● in making an argument, shows no awareness of the limitation of the other policies ● makes very limited use of sources and own knowledge/ relevant concepts (e.g. mandatory controls, behavioural changes) ● gives a shallow discussion with little organisation/ without focus; expresses his/her ideas vaguely 	1-3
<ul style="list-style-type: none"> ● makes no attempt to answer the question ● gives an answer which is not relevant to the question 	0

3. (a)

Suggested Marking Guidelines	Marks
The candidate:	
<ul style="list-style-type: none"> ● generalises within and across the data set and points out clearly and correctly the distinct features of the data given in the source, e.g., about half (52%) of the respondents either feel that ‘no political organisation represents or protects their interests best’ (40%) or ‘don’t know’ (12%); with respect to performance of the organisations, less than half of the respondents are satisfied (very satisfied and somewhat satisfied) with the performance of each of these political organisations; the data indicate that satisfaction level among Hong Kong people towards the functions of these political organisations is not high, and 12-34% of respondents do not know much about these organisations, etc. 	3-4
<ul style="list-style-type: none"> ● points out some features of the data given in the source, but the description lacks clarity or does not make full use of the data available 	1-2
<ul style="list-style-type: none"> ● fails to point out the features of the data/ makes no attempt to answer the question ● gives an answer which is not relevant to the question 	0

3. (b)

Suggested Marking Guidelines	Marks
The candidate:	
<ul style="list-style-type: none"> ● correctly identifies and explains clearly the factors that help to account for the views of the Hong Kong people as identified in (a) with regard to the hindrance to the development of political organisations in Hong Kong, e.g., <i>political system</i>: difficult for political organisations to run the government; <i>political culture</i>: people in Hong Kong in general prefer devoting their time to work and are not enthusiastic in political affairs, especially in joining political organisations; <i>scale of organisations</i>: the membership size of political organisations is still small at large, hence difficult for them to mobilise support; <i>lack of resources</i>: difficult for them to organise activities to promote their work to Hong Kong people; <i>weak policy research capacity</i>: difficult for them to provide valuable policy alternatives; <i>shortage of young talent</i>: difficult for them to sustain growth; <i>negative public image</i>: difficult for them to convince the general public, etc. 	4-5
<ul style="list-style-type: none"> ● identifies the factors and explains the views of the Hong Kong people as identified in (a) and the hindrance to the development of political organisations, but does not explain fully or with sufficient clarity 	2-3
<ul style="list-style-type: none"> ● attempts to point out some factors/ attempts to explain the views of the Hong Kong people as identified in (a), but the reasons provided may not be all correct/ relevant 	1
<ul style="list-style-type: none"> ● fails to point out the factors and explain the views of the Hong Kong people as identified in (a)/ makes no attempt to answer the question ● gives an answer which is not relevant to the question 	0

3. (c)

Suggested Marking Guidelines	Marks
<p>The candidate:</p> <ul style="list-style-type: none"> ● presents his/her stance clearly and consistently ● justifies clearly and logically the extent to which he/she supports the statement with reference to the information provided and his/her own knowledge and concepts (e.g., effective governance, political organisations) in view of Hong Kong's current situation; formulates his/her arguments on the basis of a detailed and critical evaluation regarding perspectives for and against the statement; e.g.: <p><i>Points of agreement: explains clearly and in detail his/her arguments with relevant and valid examples; may construct arguments by drawing upon some of the points below or any other appropriate alternatives, e.g.,</i></p> <ul style="list-style-type: none"> ■ Political organisations help collect and reflect different opinions from people, facilitating the government to formulate policies that cater for the needs/ address the concerns of different groups of people in society (e.g. environmental quality, health care, social harmony, Hong Kong-mainland relations); ■ Political organisations recruit and train political talents, e.g., in District Councils; ■ Political organisations help inform and raise the consciousness of the general public towards social, political or environmental issues and voice their opinions to the government. The participative political culture helps the government to establish more effective policies; ■ Political organisations help monitor the government/ make the government accountable to the people, e.g., through the Legislative Council and the pressure from the mass media, etc. <p><i>Points of disagreement: explains clearly and in detail his/her arguments with relevant and valid examples; may construct arguments by drawing upon some of the points below or any other appropriate alternatives, e.g.,</i></p> <ul style="list-style-type: none"> ■ Political organisations intensify political struggles within society, hence reducing the concerns of the government towards the social well-being of citizens/ economic development; ■ Political organisations undermine the efficiency of legislation due to their different interests. Political conflicts among the organisations would undermine the authority and governance of the government; ■ Some political organisations might use non-institutional means to disrupt social order, which might disharmonise the community and pose a huge obstacle for governance; ■ Political organisations have diverse objectives and interests, which may undermine the efficiency of the government administration and intensify political conflicts, etc. <ul style="list-style-type: none"> ● provides a well structured, in-depth discussion, demonstrating a high level of critical analysis 	<p>9-10</p>
<ul style="list-style-type: none"> ● presents his/her stance consistently ● justifies the extent of his/her position by referring to the sources and basing answer on his/her knowledge; shows an understanding of the relevant knowledge and concepts and an ability to apply them where appropriate: <p><i>Points of agreement: explains his/her arguments with some relevant and valid examples; may construct arguments by drawing upon some of the points above or any other appropriate alternatives</i></p> <p><i>Points of disagreement: explains his/her arguments with some relevant and valid examples; may construct arguments by drawing upon some of the points above or any other appropriate alternatives</i></p> <ul style="list-style-type: none"> ● provides a well structured discussion, demonstrating some evidence of critical analysis, though might lack detail in parts 	<p>7-8</p>

<ul style="list-style-type: none"> ● presents his/her stance, but possibly with insufficient clarity ● attempts to justify his/her position by referring to the sources and basing answer on his/her knowledge, but lacks clarity/ consistency; shows a partial understanding or is only able to apply relevant knowledge and concepts in a basic way: <p><i>Points of agreement: attempts to construct arguments by drawing upon some of the points above or any other appropriate alternatives, but the explanation to his/her arguments is superficial</i></p> <p><i>Points of disagreement: attempts to construct arguments by drawing upon some of the points above or any other appropriate alternatives, but the explanation to his/her arguments is superficial</i></p> <ul style="list-style-type: none"> ● provides a somewhat shallow discussion, which is not well structured and does not always articulate his/her ideas clearly 	4-6
<ul style="list-style-type: none"> ● exhibits no clear stance and may put forward contradictory arguments ● attempts to explain his/her position according to his/her knowledge (with or without referring to the source), but the explanation is too partial, e.g., explaining with a wrong concept of effective governance/ political organisations, using irrelevant examples/ information for illustration, etc. ● gives a shallow discussion with little organisation/ without focus; expresses his/her ideas vaguely 	1-3
<ul style="list-style-type: none"> ● makes no attempt to answer the question ● gives an answer which is not relevant to the question 	0

Paper 2

1. (a)

Suggested Marking Guidelines	Marks
<p>The candidate:</p> <ul style="list-style-type: none"> ● presents his/her stance clearly and consistently ● justifies clearly and logically the extent he/she agrees with the statement; formulates his/her arguments on the basis of a detailed and critical evaluation regarding perspectives for and against the statement; shows an in-depth understanding and an appropriate application of the relevant knowledge and concepts (e.g., interest of the whole society) in view of Hong Kong's current situation, e.g.: <p><i>Points of agreement: explains clearly and in detail his/her arguments with relevant and valid examples/ observations of Hong Kong; may construct arguments by drawing upon some of the points below or any other appropriate alternatives, e.g.,</i></p> <ul style="list-style-type: none"> ■ Transport infrastructure affects the economic and social well-being of the whole society. Personal interests should not hinder the development of the community; ■ Developing infrastructure requires high public expenditure/ tax payers' money, hence the needs of the whole society should take priority; ■ The government should be responsible for safeguarding the interest of the whole society. The interests of the whole society and personal interests are not mutually exclusive. Development in the community will benefit the individuals in the long run; ■ It is difficult for public policies to satisfy all individuals in a heterogeneous society. Decisions should be made once an agreement is reached among the majority of people, etc. <p><i>Points of disagreement: explains clearly and in detail his/her arguments with relevant and valid examples/ observations of Hong Kong; may construct arguments by drawing upon some of the points below or any other appropriate alternatives, e.g.,</i></p> <ul style="list-style-type: none"> ■ Legitimate personal interests (e.g., the right of private ownership of property) should be given prior consideration in a civilised society; ■ Hong Kong being a pluralistic society, when formulating public policies, which pose huge impact on individuals, the government should give prior consideration to the requests and views of these individuals; ■ The loss suffered by a certain group of people in society in relation to the developments should not be neglected. A responsible government should consider alternatives to minimise or compensate for their loss; ■ Serving the social interest may be manipulated by the government for the interest of the rulers, etc. <ul style="list-style-type: none"> ● provides a well structured, in-depth discussion, demonstrating a high level of critical analysis 	<p>9-10</p>

<ul style="list-style-type: none"> ● presents his/her stance consistently ● justifies the extent of his/her position, basing answer on his/her knowledge; shows an understanding of the relevant knowledge and concepts and an ability to apply them where appropriate: <p><i>Points of agreement: explains his/her arguments with some relevant and valid examples/ observations of Hong Kong; may construct arguments by drawing upon some of the points above or any other appropriate alternatives</i></p> <p><i>Points of disagreement: explains his/her arguments with some relevant and valid examples/ observations of Hong Kong; may construct arguments by drawing upon some of the points above or any other appropriate alternatives</i></p> <ul style="list-style-type: none"> ● provides a well structured discussion, demonstrating some evidence of critical analysis, though it might lack detail in parts 	7-8
<ul style="list-style-type: none"> ● presents his/her stance, but possibly with insufficient clarity ● attempts to justify his/her position by basing answer on his/her knowledge, but lacks clarity/ consistency; shows a partial understanding or is only able to apply relevant knowledge and concepts in a basic way: <p><i>Points of agreement: attempts to construct arguments by drawing upon some of the points above or any other appropriate alternatives, but the explanation in support of his/her arguments is superficial</i></p> <p><i>Points of disagreement: attempts to construct arguments by drawing upon some of the points above or any other appropriate alternatives, but the explanation in support of his/her arguments is superficial</i></p> <ul style="list-style-type: none"> ● provides a somewhat shallow discussion, which is not well structured and does not always articulate his/her ideas clearly 	4-6
<ul style="list-style-type: none"> ● exhibits no clear stance and may put forward contradictory arguments ● attempts to explain his/her position according to his/her knowledge, but the explanation is too partial e.g., explaining with a wrong concept of interest of the whole society, using irrelevant examples/ information for illustration, etc. ● gives a shallow discussion with little organisation/ without focus; expresses his/her ideas vaguely 	1-3
<ul style="list-style-type: none"> ● makes no attempt to answer the question ● gives an answer which is not relevant to the question 	0

1. (b)

Suggested Marking Guidelines	Marks
<p>The candidate:</p> <ul style="list-style-type: none"> ● presents his/her stance clearly and consistently ● justifies clearly and logically the extent of the general public involvement that the Hong Kong government should allow; formulates his/her arguments on the basis of a detailed and critical evaluation with regard to different perspectives; shows an in-depth understanding and an appropriate application of the relevant knowledge and concepts (e.g., public involvement) in view of Hong Kong's current situation, e.g.: <p><i>Supporting points: explains clearly and in detail his/her arguments with relevant and valid examples/ observations of Hong Kong; may construct arguments by drawing upon some of the points below or any other appropriate alternatives, e.g.,</i></p> <ul style="list-style-type: none"> ■ Since transport infrastructure projects require a large amount of public money, in the process of policy-making, a democratic and responsible government should listen to the opinions of the general public; ■ The project would be more feasible and legitimate as the planning would be more comprehensive after taking different opinions into account; ■ The interests of different stakeholders should be taken into account by incorporating them in a multi-channel consultation process or consultation committees, so as to protect the rights of the minority, etc. <p><i>Opposing points: explains clearly and in detail his/her arguments with relevant and valid examples/ observations of Hong Kong; may construct arguments by drawing upon some of the points below or any other appropriate alternatives, e.g.,</i></p> <ul style="list-style-type: none"> ■ It is difficult for the whole society to reach a consensus, and may result in more arguments and conflicts among different stakeholders; ■ Various stakeholders may focus on their own interests and needs, neglecting the long term development of society; ■ Public consultations take a long time and may result in delay of the projects, hindering the economic development and weakening the competitiveness of Hong Kong, etc. <ul style="list-style-type: none"> ● provides a well structured, in-depth discussion, demonstrating a high level of critical analysis 	<p>9-10</p>
<ul style="list-style-type: none"> ● presents his/her stance consistently ● justifies his/her position, basing answer on his/her knowledge; shows an understanding of the relevant knowledge and concepts and an ability to apply them where appropriate: <p><i>Supporting points: explains his/her arguments with some relevant and valid examples/ observations of Hong Kong; may construct arguments by drawing upon some of the points above or any other appropriate alternatives</i></p> <p><i>Opposing points: explains his/her arguments with some relevant and valid examples/ observations of Hong Kong; may construct arguments by drawing upon some of the points above or any other appropriate alternatives</i></p> <ul style="list-style-type: none"> ● provides a well structured discussion, demonstrating some evidence of critical analysis, though it might lack detail in parts 	<p>7-8</p>

<ul style="list-style-type: none"> ● presents his/her stance, but possibly with insufficient clarity ● attempts to justify his/her position by basing answer on his/her knowledge, but lacks clarity/ consistency; shows a partial understanding or is only able to apply relevant knowledge and concepts in a basic way: <p><i>Supporting points: attempts to construct arguments by drawing upon some of the points above or any other appropriate alternatives, but the explanation in support of his/her arguments is superficial</i></p> <p><i>Opposing points: attempts to construct arguments by drawing upon some of the points above or any other appropriate alternatives, but the explanation in support of his/her arguments is superficial</i></p> <ul style="list-style-type: none"> ● provides a somewhat shallow discussion, which is not well structured and does not always articulate his/her ideas clearly 	4-6
<ul style="list-style-type: none"> ● exhibits no clear stance and may put forward contradictory arguments ● attempts to explain his/her position according to his/her knowledge, but the explanation is too partial e.g., explaining with a wrong concept of public involvement, using irrelevant examples/ information for illustration, etc. ● gives a shallow discussion with little organisation/ without focus; expresses his/her ideas vaguely 	1-3
<ul style="list-style-type: none"> ● makes no attempt to answer the question ● gives an answer which is not relevant to the question 	0

2. (a)

Suggested Marking Guidelines	Marks
The candidate:	
<ul style="list-style-type: none"> ● identifies and explains in detail the ways through which globalization might influence Chinese culture on the mainland with the appropriate application of relevant knowledge and concepts (e.g., cultural values, cultural exchanges), e.g., <ul style="list-style-type: none"> ■ Through the Internet--political influence: Western ideas of democracy might challenge Communist political culture; cultural influence: Western culture can be brought by films, music; ■ Through economic activities by transnationals--social influence: Western lifestyle might transform traditional Chinese social and cultural values; economic changes: capitalist practices might weaken central planning over the economy or the mode of state ownership of production; Western-style consumerism; ■ Through social and cultural exchanges (e.g., visits and exchange studies)—cultural influence: Western practices and ideas are imported into the mainland through mutual contacts, etc. ● provides a well structured, in-depth discussion, demonstrating a high level of critical analysis 	6-8
<ul style="list-style-type: none"> ● identifies and explains the ways through which globalization might influence Chinese culture on the mainland with the application of relevant knowledge and concepts, but the explanation lacks sufficient clarity ● provides a well structured discussion, demonstrating some evidence of critical analysis, though it might lack detail in parts 	3-5
<ul style="list-style-type: none"> ● attempts to identify and explain the influences according to his/her knowledge, but the explanation is too partial; some of the influences are irrelevant ● gives a shallow discussion with little organisation/ without focus; expresses his/her ideas vaguely 	1-2
<ul style="list-style-type: none"> ● makes no attempt to answer the question ● gives an answer which is not relevant to the question 	0

2. (b)

Suggested Marking Guidelines	Marks
<p>The candidate:</p> <ul style="list-style-type: none"> ● presents his/her stance clearly and consistently ● justifies clearly and logically the extent he/she agrees with the statement; formulates his/her arguments on the basis of a detailed and critical evaluation regarding perspectives for and against the statement; shows an in-depth understanding and an appropriate application of the relevant knowledge and concepts (e.g., globalization, replacement of culture), e.g.: <p><i>Points of agreement: explains clearly and in detail his/her arguments with relevant and valid examples/ observations of the world; may construct arguments by drawing upon some of the points below or any other appropriate alternatives, e.g.,</i></p> <ul style="list-style-type: none"> ■ Global culture is dominated by Western culture in many aspects, e.g., fast food, clothing, because Western culture is regarded as more superior and trendy; ■ Western culture is weakening indigenous cultures in many countries, e.g., in China, because of the opening up policy adopted by these countries; ■ Western culture dominates indigenous culture because western countries and businesses have more resources to promote their culture, etc. <p><i>Points of disagreement: explains clearly and in detail his/her arguments with relevant and valid examples/ observations of the world; may construct arguments by drawing upon some of the points below or any other appropriate alternatives, e.g.,</i></p> <ul style="list-style-type: none"> ■ Global culture is not and cannot be dominated by Western culture, but rather it is a mixture of cultures in the world; ■ Indigenous culture is preserved and defended in schools and families in the non-Western world; ■ Both Western and indigenous cultures are respected and promoted by many people in the modern world, etc. <ul style="list-style-type: none"> ● provides a well structured, in-depth discussion, demonstrating a high level of critical analysis 	<p>10-12</p>
<ul style="list-style-type: none"> ● presents his/her stance consistently ● justifies his/her position basing on his/her knowledge; shows an understanding of the relevant knowledge and concepts and an ability to apply them where appropriate: <p><i>Points of agreement: explains his/her arguments with some relevant and valid examples/ observations of the world; may construct arguments by drawing upon some of the points above or any other appropriate alternatives</i></p> <p><i>Points of disagreement: explains his/her arguments with some relevant and valid examples/ observations of the world; may construct arguments by drawing upon some of the points above or any other appropriate alternatives</i></p> <ul style="list-style-type: none"> ● provides a well structured discussion, demonstrating some evidence of critical analysis, though it might lack detail in parts 	<p>7-9</p>

<ul style="list-style-type: none"> ● presents his/her stance, but possibly with insufficient clarity ● attempts to justify his/her position by basing answer on his/her knowledge, but lacks clarity/ consistency; shows a partial understanding or is only able to apply relevant knowledge and concepts in a basic way: <p><i>Points of agreement: attempts to construct arguments by drawing upon some of the points above or any other appropriate alternatives, but the explanation to his/her arguments is superficial</i></p> <p><i>Points of disagreement: attempts to construct arguments by drawing upon some of the points above or any other appropriate alternatives, but the explanation to his/her arguments is superficial</i></p> <ul style="list-style-type: none"> ● provides a somewhat shallow discussion, which is not well structured and does not always articulate his/her ideas clearly 	4-6
<ul style="list-style-type: none"> ● exhibits no clear stance and may put forward contradictory arguments ● attempts to explain his/her position according to his/her knowledge, but the explanation is too partial e.g., explaining with a wrong concept of globalization, replacement of culture, using irrelevant examples/ information for illustration, etc. ● gives a shallow discussion with little organisation/ without focus; expresses his/her ideas vaguely 	1-3
<ul style="list-style-type: none"> ● makes no attempt to answer the question ● gives an answer which is not relevant to the question 	0

3. (a)

Suggested Marking Guidelines	Marks
The candidate:	
<ul style="list-style-type: none"> ● explains clearly and logically why some mainland mothers-to-be may abuse the genetic test with an in-depth understanding and an appropriate application of the relevant knowledge and concepts (e.g., abuse, traditional Chinese culture) in view of the current situation on the mainland; shows an in-depth understanding of the disparity between the purposes of the provision of the test and the motives of some mainland mothers-to-be using the test, e.g.: <ul style="list-style-type: none"> ■ Traditional Chinese culture values a son more highly than a daughter because the son will carry the family name and continue the family line/ men remain as the family members after marriage; ■ Mainland's one-child policy restricts the number of babies to be born for each married couple, and given the restriction, many couples may opt for a son if they have a choice; ■ The genetic test lends itself to abuse by these couples who see this as a chance to abort the foetus once the sex is discovered to be the less favourable one, etc. ● provides a well structured, in-depth discussion, demonstrating a high level of critical analysis 	9-10
<ul style="list-style-type: none"> ● explains why some mainland mothers-to-be may abuse the genetic test with some relevant knowledge and concepts ● provides a well structured discussion, demonstrating some evidence of critical analysis, though it might lack detail in parts 	7-8
<ul style="list-style-type: none"> ● gives a simple explanation of why some mainland mothers-to-be may abuse the genetic test, but which lacks clarity, shows a partial understanding or is only able to apply relevant knowledge and concepts in a basic way ● provides a somewhat shallow discussion, which is not well structured and does not always articulate his/her ideas clearly 	4-6
<ul style="list-style-type: none"> ● attempts to give a brief and inadequate explanation or partially correct explanation of why some mainland mothers-to-be may abuse the genetic test, by applying a superficial level of knowledge or concepts, indicating a lack of understanding of the factors/ the current situation on the mainland ● gives a shallow discussion with little organisation/ without focus; expresses his/her ideas vaguely 	1-3
<ul style="list-style-type: none"> ● makes no attempt to answer the question ● gives an answer which is not relevant to the question 	0

3. (b)

Suggested Marking Guidelines	Marks
<p>The candidate:</p> <ul style="list-style-type: none"> ● explains clearly and logically both the potential social and ethical problems created by the use of genetic testing, with an in-depth understanding and an appropriate application of the relevant knowledge and concepts (e.g., values of life), possibly referring to the current situation on the mainland and in Hong Kong as examples, e.g.: <ul style="list-style-type: none"> ■ If the general value of people in a society prefers a certain sex, the genetic test might be used as a selection method for the parents to have more control over the sex of the baby born. This action poses as a big ethical problem as human life is almost downgraded to a commodity, its value determined by the personal preference of the couple involved or even the prevailing values of a society. This may lead to further discrimination towards the unfavoured sex; ■ This possibility of choice may result in a great imbalance of the population of the two sexes. With this imbalance, related planning on schools, jobs, services of different kinds, and public facilities etc. will also be affected. The imbalance in number of the two sexes may cause social problems such as the difficulties in finding marriage partners and forming families; ■ Unnecessary abortion itself is unethical because people will gradually despise life and further refuse to accept/ discriminate those with physical/ mental disabilities, etc. ● provides a well structured, in-depth discussion, demonstrating a high level of critical analysis 	9-10
<ul style="list-style-type: none"> ● explains both the potential social and ethical problems created by the use of genetic testing with some relevant knowledge and concepts ● provides a well structured discussion, demonstrating some evidence of critical analysis, though it might lack detail in parts 	7-8
<ul style="list-style-type: none"> ● gives a simple explanation of the potential social and ethical problems created by the use of genetic testing/ provides a detailed explanation of either the social or ethical problems created, but which lacks clarity, shows a partial understanding or is able to apply relevant knowledge and concepts in a basic way ● provides a somewhat shallow discussion, which is not well structured and does not always articulate his/her ideas clearly 	4-6
<ul style="list-style-type: none"> ● attempts to give a brief and inadequate/ partially correct explanation of the potential social and ethical problems created by the use of genetic testing, by applying a superficial level of knowledge or concepts, indicating a lack of understanding of the problems ● gives a shallow discussion with little organisation/ without focus; expresses his/her ideas vaguely 	1-3
<ul style="list-style-type: none"> ● makes no attempt to answer the question ● gives an answer which is not relevant to the question 	0