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香港考試及評核局  
HONG KONG EXAMINATIONS AND ASSESSMENT AUTHORITY

2015 年香港中學文憑考試  
HONG KONG DIPLOMA OF SECONDARY EDUCATION EXAMINATION 2015

通識教育 試卷一及二  
LIBERAL STUDIES PAPERS 1 AND 2

**評卷參考**  
**MARKING GUIDELINES**

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**Marking Guidelines**

**General Instructions for Markers**

1. The marking guidelines will only list a set of suggested marking criteria for each question for markers' reference. They should not be regarded as sets of model answers. Alternative answers are also accepted as long as they are reasonable.
2. Markers should mark positively. They should give credit to what *is* in the answer rather than starting with a rigid, preconceived view of what the answer ought to be. Answers should be holistically marked and the marks awarded should reflect the overall quality of the answer.
3. When it comes to stand points and points of view, there are no 'wrong' answers. Candidates are entitled to take any position they wish on an issue. They are not to be marked on the 'correctness of their views' or on 'how close' their views correspond to those of the marker. What counts is whether they can put forward a well-reasoned view.
4. The whole range of marks for each question should be fully utilised. Markers should not be tempted to give a 'safe' mark, because this will lead to the bunching of many scripts around the marks in the middle, thus lessening the effectiveness of the question in differentiating between candidates of different levels of ability.
5. A script scoring the top mark range need not be perfect. It may contain minor flaws in content, approach or presentation.

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Paper 1

1. (a)	Suggested Marking Guidelines	Marks
	The candidate:	
	<ul style="list-style-type: none"> <li>describes clearly and in detail the changes in the condition of <i>sannong</i> (agriculture, rural areas, farmers) in China with reference to Sources A, B and C, e.g.: <ul style="list-style-type: none"> <li>-- Agriculture: The importance of agriculture in China's economy is declining as reflected by the decreasing contribution of the primary industry to the GDP (Source A) in the period, while the contribution of the tertiary industry to the GDP is increasing and that of the secondary industry remains more or less the same, etc.</li> <li>-- Rural areas: The rural areas in China are facing the problem of decreasing manpower as reflected by the decreasing proportion of people living in the rural areas (Source B) in the period, etc.</li> <li>-- Farmers: The income gap between farmers and urban residents in China is getting wider as reflected by the rapid increase in income earned by urban residents and by the slow increase in income earned by farmers. The rapid increase in income earned by urban residents is illustrated by the high speed train in the cartoon (Source C) while the slow increase in income earned by farmers is illustrated by a low speed cart towed by a donkey in the cartoon, etc.</li> </ul> </li> <li>makes appropriate and full use of the sources</li> </ul>	4-5
	<ul style="list-style-type: none"> <li>describes the changes in the condition of 3 components of <i>sannong</i> in China with reference to the sources, but does not explain fully or with sufficient clarity; describes clearly and in detail the changes in the condition of 2 components of <i>sannong</i> in China with reference to Sources A, B and/or C</li> <li>makes use of some points of relevance in the sources, but not comprehensively</li> </ul>	2-3
	<ul style="list-style-type: none"> <li>describes some figures or the cartoon in Sources A, B and/or C; attempts to describe the changes in the condition of 1 component, but may not be all correct/ relevant/ may not make use of evidence from the sources</li> <li>makes use of the source in a limited manner or sometimes inappropriately</li> </ul>	1
	<ul style="list-style-type: none"> <li>fails to describe any changes/ makes no attempt to answer the question</li> <li>gives an answer which is not relevant to the question</li> </ul>	0

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1. (b)

	Suggested Marking Guidelines	Marks
	The candidate:	
	<ul style="list-style-type: none"> <li>identifies and explains clearly two social problems that might arise from the changes in the condition of <i>sannong</i>; shows an in-depth understanding and an appropriate application of the relevant knowledge and concepts; may draw upon some of the points below or any other appropriate alternatives, e.g.: <ul style="list-style-type: none"> <li>Social discontent might arise as the wealth gap between the farmers and the urban residents grows. As more farmers migrate to the cities to find jobs, they may find it difficult to adapt to city life. They do not receive sufficient social protection (e.g. medical services) and equal treatment (e.g. income, education, opportunity). Farmers will be treated unfairly, and may feel neglected and unjust. Social harmony might be affected as a consequence, etc.;</li> <li>The health of the Chinese people might suffer as the quantity and quality of arable land decline. As more farmers leave the rural area, a lot of farmland is abandoned, resulting in desertification, soil degradation and soil erosion. To boost production, excessive chemicals and fertilisers are used, leading to the problems of land pollution and food safety, etc.;</li> <li>The Chinese society might face the problem of a shortage of food supply. The food supply might decrease due to the constraints in food production and the decline in agriculture's share in the Chinese economy. Domestic agricultural production may not be able to satisfy the demand of the Chinese population. The shortage of food supply and the import of more expensive agricultural products may lead to price inflation and uncertainty in food supply, etc.;</li> </ul> </li> <li>makes appropriate and full use of the sources</li> <li>provides a well-structured, clear and in-depth elaboration</li> </ul>	5-6
	<ul style="list-style-type: none"> <li>identifies and explains two social problems arising from the changes in the condition of <i>sannong</i> with reference to the sources, but does not explain fully or with sufficient clarity; or identifies and explains clearly one social problem with reference to the sources; applies relevant knowledge and concepts, but the analysis might lack detail in parts; may not generalise the problems</li> <li>makes use of some points of relevance in the sources, but not comprehensively</li> <li>provides a well-structured elaboration, though it might lack clarity/ detail in parts</li> </ul>	3-4
	<ul style="list-style-type: none"> <li>identifies or attempts to elaborate on one social problem arising from the changes in the condition of <i>sannong</i>, but the explanation is partial; may attempt to describe some cases in China; or one of the problems described may be irrelevant; identifies one or two social problems but makes no attempt to explain with reference to the sources</li> <li>uses the sources in a limited manner or sometimes inappropriately, e.g. showing discrepancies between the problems and the sources</li> <li>gives a superficial answer with little organisation/ without focus; expresses his/her ideas vaguely</li> </ul>	1-2
	<ul style="list-style-type: none"> <li>fails to identify any social problems/ makes no attempt to answer the question</li> <li>gives an answer which is not relevant to the question</li> </ul>	0

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1. (c)	
Suggested Marking Guidelines	Marks
<p>The candidate:</p> <ul style="list-style-type: none"> <li>suggests and clearly explains one measure for each of the social problems identified in (b); shows an in-depth understanding and an appropriate application of the relevant knowledge and concepts; may draw upon some of the points below or any other appropriate alternatives, e.g.: <ul style="list-style-type: none"> <li>Social discontent problem: The Chinese government can reduce social discontent by improving the 'hukou' system to allow farmers to enjoy adequate facilities and equal treatment in cities; enhancing the employment services and vocational training for rural migrant workers, etc.;</li> <li>Health problem: The Chinese government can improve the health problem by raising the food safety standard through a stringent monitoring and licensing system; cleaning up the environment of food production areas; tackling the pollution of farmland at source; banning the use of polluted farmland and water resources for food production; imposing severe punishment on irresponsible producers who have led to serious food safety problems, etc.;</li> <li>Food shortage problem: The Chinese government can solve the problem of food shortage and inflation by helping farmers with grants and loans to use mechanised farming techniques to raise food production; raising the minimum purchase prices of wheat and rice; subsidising farmers to ensure a relatively fairer income to maintain the quality of life of farmers; improving the soil conditions of farmland to increase the agricultural output, etc.;</li> </ul> </li> <li>provides a well-structured, clear and in-depth elaboration</li> </ul>	5-6
<ul style="list-style-type: none"> <li>suggests and explains one measure for each of the problems identified in (b) with relevant knowledge and concepts, but does not explain fully or with sufficient clarity; or identifies and explains clearly one measure for one of the problems</li> <li>provides a well-structured elaboration, though it might lack clarity/ detail in parts</li> </ul>	3-4
<ul style="list-style-type: none"> <li>identifies or attempts to elaborate on one measure for one of the problems, but the explanation is too partial; one of the measures suggested may be irrelevant; or identifies one measure for each of the problems but makes no attempt to explain with reference to the sources</li> <li>gives a superficial answer with little organisation/ without focus; expresses his/her ideas vaguely</li> </ul>	1-2
<ul style="list-style-type: none"> <li>fails to suggest any measure/ makes no attempt to answer the question</li> <li>gives an answer which is not relevant to the question</li> </ul>	0

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2. (a)	
Suggested Marking Guidelines	Marks
<p>The candidate:</p> <ul style="list-style-type: none"> <li>identifies and explains clearly and in detail two reasons why an increasing number of young people in Hong Kong are undergoing plastic surgery from Source A; shows an in-depth understanding and an appropriate application of the relevant knowledge and concepts; may draw upon some of the points below or any other appropriate alternatives. Reasons could include: <ul style="list-style-type: none"> <li>They have poor self-perception/ low self-esteem and lack confidence in their appearance (like the university graduate);</li> <li>They believe that a 'better' appearance helps to impress the employers in interviews and improve their employment prospects (like the university graduate);</li> <li>They face peer pressure and may follow what their friends are doing; they think that they will not be teased by their friends for their appearance after plastic surgery (like the university graduate);</li> <li>Young people are more easily influenced by celebrities/the media. They take their idols as their role models and may imitate them; the media shape the concept of beauty by advertisements, e.g. a western look is beautiful (as mentioned by the plastic surgeon), etc.;</li> </ul> </li> <li>draws appropriately on the source to provide a clear explanation of the reasons</li> <li>provides a well-structured, clear and in-depth elaboration</li> </ul>	5-6
<ul style="list-style-type: none"> <li>identifies two reasons why an increasing number of young people in Hong Kong are undergoing plastic surgery, but does not explain fully; or identifies and explains fully one reason; applies relevant knowledge and concepts, but the analysis might lack detail in parts; may not generalise the reasons</li> <li>makes use of some points of relevance in the source, but not comprehensively</li> <li>provides a well-structured elaboration, though it might lack clarity/ detail in parts</li> </ul>	3-4
<ul style="list-style-type: none"> <li>identifies or attempts to explain one reason, but the explanation is partial; or one of the reasons are irrelevant; or identifies one/two reasons but makes no attempt to explain with reference to the source</li> <li>uses the source in a limited manner or sometimes inappropriately, e.g. showing discrepancies between the reasons and the source</li> <li>gives a superficial answer with little organisation/ without focus; expresses his/her ideas vaguely</li> </ul>	1-2
<ul style="list-style-type: none"> <li>fails to identify any reasons/ makes no attempt to answer the question</li> <li>gives an answer which is not relevant to the question</li> </ul>	0

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2. (b)

Suggested Marking Guidelines	Marks
<p><b>The candidate:</b></p> <ul style="list-style-type: none"> <li>presents his/her stance clearly and consistently</li> <li>explains and justifies clearly and logically the extent to which he/she agrees that the government should ban 'medically unnecessary' plastic surgery on under-18s through legislation in view of the current situation of Hong Kong; draws appropriately upon the relevant evidence from the sources and his/her own knowledge; uses appropriate concepts (e.g. self-perception, self-esteem, peer pressure, individual freedom, legislation); formulates his/her arguments on the basis of a detailed and critical evaluation with regard to different justifications for and against the ban, e.g.</li> </ul> <p><i>Points in support of the ban: explains clearly and in detail his/her arguments with the points of relevance in the sources and 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"> <li>Under-18s are maturing physically and some form of plastic surgery might be unsuitable for them;</li> <li>Under-18s might not be sufficiently mature to make such important decisions about their bodies and might not rationally assess the risks and consequences. They might be susceptible to the influence of their peers and/or celebrities;</li> <li>Some parents might not have the necessary knowledge to make an informed decision as to whether their son/daughter should have plastic surgery. 'Weak' parents might be pressurised by their sons/daughters into giving consent for them to have plastic surgery;</li> <li>Plastic surgery has an element of risk. Therefore, legislation is necessary as it conveys a clear message of the risks and inappropriateness of plastic surgery to young people and their parents, etc.;</li> </ul> <p><i>Points against the ban: explains clearly and in detail his/her arguments with the points of relevance in the sources and 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"> <li>The need for plastic surgery is personal and in some situations, it might be difficult to determine whether plastic surgery is 'medically unnecessary' or not;</li> <li>A decision as to whether under-18s should have plastic surgery is a family / personal issue on the personal growth of young people. It is the responsibility of parents, instead of the government/ law, to ensure the health and safety of their children;</li> <li>A ban might result in many under-18s going abroad for plastic surgery where the cost/risk could be higher than in Hong Kong;</li> <li>A ban may lead to young people seeking unlawful means for plastic surgery, raising the risk of surgery indirectly etc.</li> </ul> <ul style="list-style-type: none"> <li>provides a well-structured, in-depth discussion, demonstrating a high level of critical analysis</li> </ul>	7-8

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Suggested Marking Guidelines	Marks
<p><b>The candidate:</b></p> <ul style="list-style-type: none"> <li>presents his/her stance consistently</li> <li>justifies his/her position with regard to the ban through legislation, drawing on much of the relevant evidence from the sources and his/her knowledge, but may not fully utilise it for supporting the arguments and may provide a slightly limited discussion on the issue; shows an understanding of the relevant knowledge and concepts and an ability to apply them where appropriate:</li> </ul> <p><i>Points in support of the ban: explains his/her arguments with some points of relevance in the sources and 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 against the ban: explains his/her arguments with some points of relevance in the sources and 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"> <li>provides a well-structured discussion, demonstrating some evidence of critical analysis, though might lack detail in parts</li> </ul>	5-6
<ul style="list-style-type: none"> <li>presents his/her stance, but possibly with insufficient clarity</li> <li>attempts to justify his/her position with regard to the ban through legislation by drawing on some of the evidence from the sources and his/her knowledge, but the argument lacks clarity/ consistency and some of the evidence might be irrelevant or used inappropriately; tends to explain the pros or cons of the ban generally and does not provide sufficient depth and detail; shows partial understanding of the issue or is only able to apply relevant knowledge and concepts in a basic way:</li> </ul> <p><i>Points in support of the ban: 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 against the ban: 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"> <li>provides a somewhat shallow and poorly structured discussion, and does not always articulate his/her ideas clearly</li> </ul>	3-4
<ul style="list-style-type: none"> <li>presents no clear stance and may put forward contradictory arguments</li> <li>points out some pros and/or cons of plastic surgery; attempts to indicate his/her position but makes limited/ inappropriate use of information from the sources and his/her knowledge; may not attempt to explain with reference to the sources; the argument tends to be vague and partial, e.g. explaining with a wrong concept of self-perception/ self-esteem/ peer pressure/ individual freedom/ legislation, using irrelevant/ inappropriate examples/ information for illustration</li> <li>gives a superficial answer with little organisation/ without focus; expresses his/her ideas vaguely</li> </ul>	1-2
<ul style="list-style-type: none"> <li>makes no attempt to answer the question</li> <li>gives an answer which is not relevant to the question</li> </ul>	0

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3. (a)

Suggested Marking Guidelines	Marks
The candidate:	
<ul style="list-style-type: none"> <li>identifies and clearly describes the trends of international tourism as reflected in Source A, e.g. a continued expansion of international tourism; the number of international tourists increased by approximately 2.5 times from 1990 to 2012, exceeding 1 billion in 2012; there is a more than fourfold increase of international tourism receipts from 1990 to 2012, etc.;</li> <li>explains clearly and logically the potential benefits as deduced from Source A, e.g. economic: the creation of new jobs (e.g. providing services to tourists) and enterprises (e.g. hotels, travel agencies); more infrastructure development (e.g. road networks, airport facilities), etc.</li> <li>provides a well-structured and clear elaboration</li> </ul>	4
<ul style="list-style-type: none"> <li>identifies the trends but describes briefly with the source</li> <li>identifies a potential benefit from Source A, but does not explain fully or with sufficient clarity</li> </ul>	2-3
<ul style="list-style-type: none"> <li>describes briefly some of the figures, but some of the descriptions may not be correct</li> <li>identifies one or does not identify any potential benefit and the explanation is too partial, and may not draw a relationship with the source</li> </ul>	1
<ul style="list-style-type: none"> <li>makes no attempt to answer the question</li> <li>gives an answer which is not relevant to the question</li> </ul>	0

3. (b)

Suggested Marking Guidelines	Marks
The candidate:	
<ul style="list-style-type: none"> <li>clearly identifies and explains in detail two global concerns arising from the trends in international tourism, with reference to the sources; shows an in-depth understanding and an appropriate application of the relevant knowledge and concepts (e.g. cultural diversity, quality of life); may draw upon some of the points below or any other appropriate alternatives, e.g.: <ul style="list-style-type: none"> <li>Environmental impacts: increasing emissions of CO<sub>2</sub> caused by tourists (as shown in Source B) may aggravate global warming; therefore, how to use energy efficiently or the possibilities of alternative energy resources to reduce the environmental impacts of energy use (e.g. on transportation) are becoming important;</li> <li>Impacts on cultural heritage: with the increasing number of tourists in cultural heritage sites, there may be damage to the cultural heritage and crowds of tourists may affect the appreciation of the culture heritage (from Sources B and C); hence enhancing cultural heritage conservation and management will be a global concern;</li> <li>Culture clashes: tourists may fail to respect local customs, moral values and regulations due to ignorance or carelessness (as shown in Source C); stereotyping and anti-tourist attitudes may grow among local people; enhancing mutual understanding between tourists and local residents is necessary;</li> <li>Conflicts over resource usage: with the increasing number of tourists, local residents may enjoy less local resources due to tourism development; conflicts on land use may arise due to the development of tourist facilities (e.g. hotels, new tourist spots); a surge in hotel room rates and prices of commodities might be brought about (from Sources A, B and C); there may be more requests for the government to make a good balance between developing tourism and maintaining quality of life for local residents, etc.;</li> </ul> </li> <li>draws appropriately on the sources to provide a clear explanation of the relationship between the trends and the global concerns</li> <li>provides a well-structured, clear and in-depth elaboration</li> </ul>	6-8

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The candidate:	
<ul style="list-style-type: none"> <li>identifies and explains two global concerns with reference to the sources and with the application of relevant knowledge and concepts, but the analysis might lack detail in parts/ tends to focus on certain perspectives; or may not generalise the concerns; or identifies clearly one global concern and explains fully with reference to the sources</li> <li>makes use of some points of relevance in the source, but not comprehensively</li> <li>provides a well-structured elaboration, though it might lack clarity/ detail in parts</li> </ul>	3-5
<ul style="list-style-type: none"> <li>identifies and attempts to elaborate on one concern, but the explanation is partial; attempts to describe briefly some problems related to tourism, which may not be global or relevant; identifies one or two global concerns but makes no attempt to explain with reference to the sources</li> <li>uses the sources in a limited manner or sometimes inappropriately</li> <li>gives a superficial answer with little organisation/ without focus; expresses his/her ideas vaguely</li> </ul>	1-2
<ul style="list-style-type: none"> <li>fails to identify any concerns/ makes no attempt to answer the question</li> <li>gives an answer which is not relevant to the question</li> </ul>	0

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Paper 2

1.(a)	Suggested Marking Guidelines	Marks
The candidate:		
<ul style="list-style-type: none"><li>identifies and explains clearly and in detail some factors that might influence press freedom in Hong Kong, with an in-depth and comprehensive analysis, in view of the current situation of Hong Kong; shows an in-depth understanding and an appropriate application of relevant knowledge and concepts (e.g. press freedom; self-censorship); may draw upon some of the points below or any other appropriate alternatives, e.g.:<ul style="list-style-type: none"><li>Access to government information by the media – the government might restrict the amount of government information accessible for the news/mass media to report; limit the press areas; select some media for briefing sessions;</li><li>Business consideration – As advertisements are major sources of income to the news/mass media, the media cannot survive without the continuous support from advertisers which may be sensitive to certain news items;</li><li>Violent attacks – Violent assaults might be conducted to intimidate journalists or media corporation owners, exerting influence on editorial independence;</li><li>Protection of freedom of expression by law – e.g. The Basic Law safeguards press freedom (Article 27);</li><li>Core values in Hong Kong – People who believe that freedom of expression is one of the core values of Hong Kong will strive to protect it, etc.;</li></ul></li><li>provides a well-structured, in-depth discussion, demonstrating a high level of critical analysis</li></ul>	6-8	
<ul style="list-style-type: none"><li>identifies and explains some reasons for press freedom to be influenced in Hong Kong with some relevant knowledge and concepts, but the explanation lacks sufficient detail in parts/tends to focus on certain perspectives; may not generalise the reasons</li><li>provides a well-structured discussion, demonstrating some evidence of critical analysis, though it might lack detail in parts</li></ul>	3-5	
<ul style="list-style-type: none"><li>describes briefly some reasons; lists some incidents related to the influence on press freedom; provides an explanation which is partial/ may not be all correct/relevant, by applying a superficial level of knowledge or concepts, indicating a lack of understanding of the reasons/ the current situation in Hong Kong</li><li>gives a shallow discussion with little organisation/ without focus; expresses his/her ideas vaguely</li></ul>	1-2	
<ul style="list-style-type: none"><li>fails to explain the reasons/ makes no attempt to answer the question</li><li>gives an answer which is not relevant to the question</li></ul>	0	

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1. (b)

Suggested Marking Guidelines		Marks
The candidate:		
<ul style="list-style-type: none"> <li>presents his/her stance clearly and consistently</li> <li>justifies clearly and logically the extent to which he/she agrees with the statement; formulates his/her arguments on the basis of a comprehensive 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. governance, press freedom, the right to information) in view of the current situation in Hong Kong, e.g.</li> </ul>		10-12
Points of agreement:	<i>(A high degree of press freedom would enhance the effectiveness of governance by the Hong Kong government)</i> 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.	
<ul style="list-style-type: none"> <li>A high degree of press freedom could make public policies more responsive to public needs in Hong Kong because the general public can better inform government leaders (e.g. the Chief Executive and Secretaries of Bureaus) of their needs through the news/mass media;</li> <li>A high degree of press freedom might lower the chance of power abuse by officials or mal-administration in Hong Kong because the news/mass media can monitor the government more effectively by exposing the mistakes or scandals of the government;</li> <li>A high degree of press freedom could better enhance the legitimacy of government policies in Hong Kong because the press/mass media could make the decision-making process more transparent, and increase the communication between the government and the general public or among different stakeholders;</li> <li>A high degree of press freedom provides a wider platform for diverse or opposition views for the consideration of the Hong Kong government. As a result, the government could be more cautious in the process of policy formation and implementation, as well as in policy revision, etc.</li> </ul>		
Points of disagreement:	<i>(A high degree of press freedom would not enhance the effectiveness of governance by the Hong Kong government)</i> 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.	
<ul style="list-style-type: none"> <li>Even though a high degree of press freedom enables the reports of citizens' demands, the wrongdoings or scandals of the Hong Kong government, public policies might not be responsive to the public needs because the government is not fully representative, and is not fully open and receptive to public opinions;</li> <li>A high degree of press freedom plays an insignificant role in monitoring policy implementation in Hong Kong because the press can hardly get access to the restricted information of policy implementation and related data;</li> <li>Limited press freedom, sometimes, might enhance the efficiency of decision-making because irrational views might not be expressed through the press/mass media, making it easier for the community to reach consensus;</li> <li>Absolute press freedom might propagandise negative values which might be detrimental to social harmony. The community might become divided and the stability and prosperity might be jeopardised. As a result, the legitimacy of the government might be weakened, etc.</li> </ul>		
<ul style="list-style-type: none"> <li>provides a well-structured, in-depth discussion, demonstrating a high level of critical analysis</li> </ul>		

2015-DSE-LS-12

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Suggested Marking Guidelines	Marks
<p>The candidate:</p> <ul style="list-style-type: none"> <li>● presents his/her stance consistently</li> <li>● justifies the extent of his/her position, basing answer on his/her knowledge, but the range of arguments evaluated for and against is not comprehensive; shows an understanding of the relevant knowledge and concepts and an ability to apply them where appropriate, but may not fully utilise concepts/ concrete examples in the discussion:</li> </ul> <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"> <li>● provides a well-structured discussion, demonstrating some evidence of critical analysis, though it might lack detail in parts</li> </ul>	7-9
<ul style="list-style-type: none"> <li>● presents his/her stance, but possibly with insufficient clarity</li> <li>● attempts to justify his/her position by basing answer on his/her knowledge, but lacks clarity/ consistency; shows partial understanding or is only able to apply relevant knowledge and concepts in a basic way; does not focus the discussion on the relationship between press freedom and the effectiveness of governance; may deny that restricting press freedom would reduce the effectiveness of governance in Hong Kong by just putting forward other factors undermining the effectiveness of governance, rather than providing an explanation to the denial; may make little reference to the Hong Kong context in the discussion:</li> </ul> <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"> <li>● provides a somewhat shallow discussion, which is not well structured and does not always articulate his/her ideas clearly</li> </ul>	4-6
<ul style="list-style-type: none"> <li>● exhibits no clear stance and may put forward contradictory arguments</li> <li>● attempts to explain briefly press freedom/ governance; attempts to indicate his/her position according to his/her knowledge, but the explanation is too partial e.g. explaining with a wrong concept of governance/ press freedom/ the right to information, using irrelevant examples/ information for illustration, etc.</li> <li>● gives a shallow discussion with little organisation/ without focus; expresses his/her ideas vaguely</li> </ul>	1-3
<ul style="list-style-type: none"> <li>● makes no attempt to answer the question</li> <li>● gives an answer which is not relevant to the question</li> </ul>	0

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2. (a)

Suggested Marking Guidelines	Marks
<p>The candidate:</p> <ul style="list-style-type: none"> <li>● identifies and explains clearly and in detail the barriers to achieving consensus among a range of major stakeholders on standard working hours in Hong Kong with an in-depth and comprehensive analysis, in view of the current situation in Hong Kong; shows an in-depth understanding and an appropriate application of relevant knowledge and concepts (e.g. care and concerns, public participation, consensus-making, sectoral interests); may draw upon some of the points below or any other appropriate alternatives, e.g. <ul style="list-style-type: none"> <li>■ Different major stakeholders will try to protect their own vested interest. Businesses will be concerned about the financial consequences of standard working hours and will wish to sustain profitability; employees will wish to enhance their quality of life/ increase their income. The government will be concerned to maintain a competitive business environment in Hong Kong and improve quality of life;</li> <li>■ There are different opinions among and within stakeholder groups. It is difficult to find a common ground to engage in dialogues, e.g. Some employees will see standard working hours as an improvement in the life-work balance. Others may be concerned that it will result in a wage reduction;</li> <li>■ The technicality/ details of the legislation on standard working hours is/are contentious e.g. the number of hours that employees are expected to work; the legitimate overtime rate; the categories of jobs that could be exempted, etc.;</li> </ul> </li> <li>● provides a well-structured, in-depth discussion, demonstrating a high level of critical analysis</li> </ul>	6-8
<ul style="list-style-type: none"> <li>● identifies and explains the main barriers to achieving consensus among some stakeholders on standard working hours in Hong Kong with some relevant knowledge and concepts, but the explanation lacks sufficient detail/ tends to focus on certain perspectives</li> <li>● provides a well-structured discussion, demonstrating some evidence of critical analysis, though it might lack detail in parts</li> </ul>	3-5
<ul style="list-style-type: none"> <li>● attempts to describe some problems related to legislation on standard working hours; lists some concerns of stakeholders on standard working hours in Hong Kong and may miss some important stakeholders; provides an explanation which is partial/ may not be all correct/relevant, by applying a superficial level of knowledge or concepts, indicating a lack of understanding of the barriers/ the current situation in Hong Kong</li> <li>● gives a shallow discussion with little organisation/ without focus; expresses his/her ideas vaguely</li> </ul>	1-2
<ul style="list-style-type: none"> <li>● fails to explain the barriers/ makes no attempt to answer the question</li> <li>● gives an answer which is not relevant to the question</li> </ul>	0

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2. (b)

Suggested Marking Guidelines	Marks
<p>The candidate:</p> <ul style="list-style-type: none"> <li>● presents his/her stance clearly and consistently</li> <li>● explains and justifies clearly and logically the extent to which he/she agrees/disagrees with the claim; formulates his/her stance on the basis of a comprehensive and critical evaluation regarding perspectives for and against the claim; shows an in-depth understanding and an appropriate application of the relevant knowledge and concepts (e.g. quality of life, modern lifestyle, economic competitiveness, costs of production) in view of the current situation in Hong Kong (e.g. the importance of work for Hong Kong people or other more important factors for quality of life of the working population), e.g.,</li> </ul> <p><i>Points in support of the claim: (Standard working hours is essential to the improvement of the quality of life of Hong Kong people.)</i> <i>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"> <li>■ Long working hours cause stress and ill-health. Standard working hours shortens the total working hours as some employers would avoid paying more and may not ask workers to work overtime. Workers' physical and mental health may improve;</li> <li>■ Long working hours are detrimental to the achievement of a good life-work balance. Standard working hours enables workers to have more time for family, friends and recreation, enhancing the relationships with families and friends, and family harmony;</li> <li>■ Working hours in Hong Kong are high compared with the industrially developed world in general. Stress-inducing long working hours could reduce productivity. Standard working hours could improve the productivity and raise the competitiveness of Hong Kong. More investors may choose Hong Kong for business. Job opportunities in Hong Kong might increase, enhancing employees' material life, etc.;</li> </ul> <p><i>Points against the claim: (Standard working hours is not essential to the improvement of the quality of life of Hong Kong people.)</i> <i>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"> <li>■ Standard working hours would have a significant financial impact and harm Hong Kong's economic competitiveness. It could cause the closure of some business and loss of jobs. Without standard working hours, small or medium scale enterprises may operate with lower costs of production and sustain their business even in times of economic downturns. It could result in more stable salary for some employees, with a corresponding stability in their standard of living;</li> <li>■ Standard working hours could result in a shortage of labour in Hong Kong as workers may work for a shorter period of time. The economic environment may be less attractive for investors. Some of the investors may consider retreating from Hong Kong, leading to a reduction in job opportunities, affecting employees' material life eventually;</li> <li>■ Some workers may work overtime more in order to earn a higher wage with the overtime pay rate, especially for those with low paid jobs. The life-work balance might deteriorate further. Instead of introducing standard working hours, the enhancement of fringe benefits for workers, e.g. medical schemes, may improve the health conditions of workers more effectively, etc.;</li> </ul> <ul style="list-style-type: none"> <li>● provides a well-structured, in-depth discussion, demonstrating a high level of critical analysis</li> </ul>	10-12

2015-DSE-LS-15

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Suggested Marking Guidelines	Marks
<p>The candidate:</p> <ul style="list-style-type: none"> <li>● presents his/her stance consistently</li> <li>● justifies the extent to which he/she agrees/disagrees with the claim, basing answer on his/her knowledge, but the range of arguments evaluated for and against is not comprehensive; shows an understanding of the relevant knowledge and concepts and an ability to apply them where appropriate; but may not fully utilise concepts/ concrete examples in the discussion</li> </ul> <p><i>Points in support of the claim: 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 against the claim: 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"> <li>● provides a well-structured discussion, demonstrating some evidence of critical analysis, though might lack detail in parts</li> </ul>	7-9
<ul style="list-style-type: none"> <li>● presents his/her stance, but possibly with insufficient clarity</li> <li>● attempts to justify the extent to which he/she agrees/disagrees with the claim by basing on his/her knowledge, but lacks clarity/ consistency; evaluates a narrow range of arguments for and against the claim; shows a partial understanding or is only able to apply relevant knowledge and concepts in a basic way; may make little reference to the Hong Kong context in the discussion</li> </ul> <p><i>Points in support of the claim: 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 against the claim: 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"> <li>● provides a somewhat shallow discussion, which is not well structured and does not always articulate his/her ideas clearly</li> </ul>	4-6
<ul style="list-style-type: none"> <li>● exhibits no clear stance and may put forward contradictory arguments</li> <li>● lists the pros and/or cons brought by standard working hours, instead of formulating an argument on quality of life; makes an attempt to explain the extent to which he/she agrees/disagrees with the claim, but the explanation lacks detail, and is too partial e.g. explaining with a wrong concept of quality of life / modern lifestyle/ economic competitiveness/ costs of production; and uses irrelevant/inappropriate arguments/examples/ information for illustration, etc.</li> <li>● gives a shallow discussion with little organisation/ without focus; expresses his/her ideas vaguely</li> </ul>	1-3
<ul style="list-style-type: none"> <li>● makes no attempt to answer the question</li> <li>● gives an answer which is not relevant to the question</li> </ul>	0

2015-DSE-LS-16



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3. (a)	Suggested Marking Guidelines	Marks
<b>The candidate:</b>		
	<ul style="list-style-type: none"> <li>identifies and explains clearly and in detail the effects that the entertainment industry, as a global culture, may have on its audiences with an in-depth and comprehensive analysis, in view of the current situation of the world; shows the appropriate application of relevant knowledge and concepts (e.g. global culture, cultural beliefs/values, appreciation, cultural homogeneity/heterogeneity); may draw upon some of the points below or any other appropriate alternatives, e.g.: <ul style="list-style-type: none"> <li>The popularity and easy access to information technology enables products of the entertainment industry, i.e. films, TV dramas, music, stars, fashion styles, electronic products, food, costumes of different cultures, to enjoy high visibility across global audiences of different age groups, becoming shared knowledge among global audiences of different age groups;</li> <li>The "knowledge" about these global cultural products and information about the culture is not simply factual information, but is also the potential carrier of cultural values, beliefs, and views about the world. These ideological beliefs can be transmitted to global audiences in an attractive and entertaining manner through the popular cultural products which enjoy enormous appeal. Given the wide variety of these cultural products, the breadth and width of global audience reached can be substantial;</li> <li>The popularity of entertainment and cultural products will establish a homogenous global identity in the mind of global audience (who are consumers of these products) as trendy, stylish, rich, attractive products, and thus being admired and followed in the audience's daily practices;</li> <li>One of the direct results of the admiration of these entertainment and cultural products will be collective consumer behaviours, e.g. the purchase of related products (food/fashion/electronic equipment), tourism, and even an imitation of the practices and adoption of the beliefs;</li> <li>The audiences may understand a culture in a simplistic and stereotyped manner as portrayed by the entertainment industry. As a result, the cultural heterogeneity of a place will be overshadowed, etc.;</li> </ul> </li> <li>provides a well-structured, in-depth discussion, demonstrating a high level of critical analysis</li> </ul>	6-8
	<ul style="list-style-type: none"> <li>identifies and explains the effects that the entertainment industry, as a global culture, may have on its audiences with some relevant knowledge and concepts, but the explanation lacks sufficient detail/ tends to focus on certain perspectives</li> <li>provides a well-structured discussion, demonstrating some evidence of critical analysis, though it might lack detail in parts</li> </ul>	3-5
	<ul style="list-style-type: none"> <li>attempts to explain briefly global culture/ some effects of the entertainment industry, without making reference to global culture; provides an explanation which is partial/ may not be all correct/relevant, by applying a superficial level of knowledge or concepts, indicating a lack of understanding of the effects/ the current situation of the world</li> <li>gives a shallow discussion with little organisation/ without focus; expresses his/her ideas vaguely</li> </ul>	1-2
	<ul style="list-style-type: none"> <li>fails to explain the effects/ makes no attempt to answer the question</li> <li>gives an answer which is not relevant to the question</li> </ul>	0

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3. (b)	Suggested Marking Guidelines	Marks
<b>The candidate:</b>		
	<ul style="list-style-type: none"> <li>presents his/her stance clearly and consistently</li> <li>justifies clearly and logically whether he/she agrees with the statement by comparing with other ways for governments to increase their influence in the world; 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. cultural influences, cultural flows, national strength) in view of the current situation of the world, e.g. <p><i>Points of agreement: (Soft power is the most effective way for governments to increase their influence in the world.)</i> <i>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"> <li>Soft power wins the battle for hearts and minds, which is beyond rational and logical analysis. The influence of soft power over the audiences is not concrete, and cannot be measured by hard facts. This ambiguity of soft power leaves a strong impression on the hearts and minds of the audiences, and is not easy to take away. The strong impressions (usually positive) on the audiences over e.g. the entertainment/ communications/information technology industry will create a sense of identification in the audiences with other aspects of the culture (i.e. its history, policies, traditions, customs, etc.) via this soft power, and this increases the overall sense of identification with the culture concerned. A positive image cannot be easily established by economic power and military force;</li> <li>Soft power is usually exercised via the attractive and appealing products of the entertainment, communications and cultural industries, such as movies, fashion, food culture, cultural tourism, communication softwares, etc. It is an easy entrance to reach different age groups (from children to teenagers and adults), thus the groups concerned can be very large. On the other hand, not all age groups are interested in the military power of a government;</li> <li>The soft power via the entertainment/cultural/information technology industry very often leads to changes in behaviour, such as the purchase of products introduced directly or indirectly to the audiences because of the entertainment/cultural/ information technology products they enjoy. This is an actual increase in economic benefits to the countries concerned, etc.;</li> </ul> <p><i>Points of disagreement: (Soft power is not the most effective way for governments to increase their influence in the world.)</i> <i>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"> <li>Soft power, because of its nature being exercised through cultural products, entertainment communications/information technology industry, etc., is more indirect. It does not necessarily touch on the essential aspects of people's life/ society, such as finance, the military or politics. So even if governments provide support to these industries, they may not be able to increase their economic and political influence in a globalized world. Strengthening the economic and military power, etc is a more direct means to increase a country's global influence;</li> <li>The "real" power of governments lies in the economic strength, political influence, military strength, scientific and technological advancement. These are tools for governments to have an immediate, more effective and direct influence over the globalized world;</li> <li>Soft power is usually exercised through cultural influence (e.g. via the entertainment/ cultural industry), which is susceptible to changes in trends, fashion, ideologies, etc., undergoing processes that are not easy to quantify. This makes the exercise of soft power unstable and unreliable, etc.;</li> </ul> </li> <li>provides a well-structured, in-depth discussion, demonstrating a high level of critical analysis</li> </ul>	10-12

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Suggested Marking Guidelines	Marks
<p>The candidate:</p> <ul style="list-style-type: none"> <li>● presents his/her stance consistently</li> <li>● justifies his/her position, basing answer on his/her knowledge, but the comparison with other ways for governments to increase their influence in the world is not comprehensive; shows an understanding of the relevant knowledge and concepts and an ability to apply them where appropriate, but may not fully utilise concepts/ concrete examples in the discussion:</li> </ul> <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"> <li>● provides a well-structured discussion, demonstrating some evidence of critical analysis, though it might lack detail in parts</li> </ul>	7-9
<ul style="list-style-type: none"> <li>● presents his/her stance, but possibly with insufficient clarity</li> <li>● attempts to justify his/her position by basing answer on his/her knowledge, but lacks clarity/ consistency/ without a comparison with other ways for governments to increase their influence in the world; shows a partial understanding or is only able to apply relevant knowledge and concepts in a basic way; may make little reference to the world context in the discussion:</li> </ul> <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"> <li>● provides a somewhat shallow discussion, which is not well structured, and does not always articulate his/her ideas clearly</li> </ul>	4-6
<ul style="list-style-type: none"> <li>● exhibits no clear stance and may put forward contradictory arguments</li> <li>● attempts to explain soft power/ global influence of a government/ other ways for governments to increase their influence in the world according to his/her knowledge, but the explanation lacks detail and is partial e.g. explaining with a wrong concept of cultural influences/ cultural flows/ national strength, using irrelevant examples/ information for illustration, etc.</li> <li>● gives a shallow discussion with little organisation/ without focus; expresses his/her ideas vaguely</li> </ul>	1-3
<ul style="list-style-type: none"> <li>● makes no attempt to answer the question</li> <li>● gives an answer which is not relevant to the question</li> </ul>	0