

## Marking Guidelines

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 acceptable as long as they are reasonable.

### Paper 1

1. (a)

Suggested Marking Guidelines		Marks
The candidate:		
<ul style="list-style-type: none"> <li>● clearly describes two general trends as shown in Source A (e.g. increasing percentages of both primary and secondary students, across the individual adverse effects over the period of 2014-2017); shows his/her understanding of what a general trend is, e.g.                             <ul style="list-style-type: none"> <li>■ Over the period of 2014-2017, there was a general increase in the percentages of primary and secondary school students reporting experiences in the five adverse effects, with the exceptions of 'academic results affected' (dropped 8.3%) and 'give up outdoor activities' (dropped 0.3%) among secondary school students.</li> <li>■ For both cases of primary and secondary school students, the greatest increase in percentage points was shown in the adverse effects of 'Quarrel with parents' and 'sleep time deprived' (more than 10% among primary school students and more than 4% among secondary school student) over the three years.</li> <li>■ The trends for secondary school students were more variable among the five items. Some of the adverse effects increased ('quarrel with parents', 'sleep time deprived' and 'deceive parents, friends or teachers about time spent online') but to a lesser degree than that in primary schools, while other effects showed a decrease ('academic results affected' (8.3% lower)) or remained relatively stable ('give up outdoor activities' (around 41%)), etc.</li> </ul> </li> <li>● makes appropriate and full use of the source</li> </ul>		4
<ul style="list-style-type: none"> <li>● attempts to generalise two trends from the source, but does not describe them clearly; or identifies and describes clearly only one trend</li> <li>● makes use of some points of relevance in the source, but not comprehensively</li> </ul>		2-3
<ul style="list-style-type: none"> <li>● attempts to briefly describe the figures; or fails to make generalisations across the items/categories for the whole period of time, e.g. just indicates the changes of a single item</li> <li>● makes use of the source in a limited manner or sometimes inappropriately</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

1. (b)

Suggested Marking Guidelines		Marks
The candidate:		
<ul style="list-style-type: none"> <li>identifies and clearly explains two personal development problems that might arise from the behaviours shown in Source B by generalising across the items</li> <li>shows an understanding and an appropriate application of the relevant knowledge and concepts (e.g. personal development problems, etc.).</li> </ul> <p>Possible problems and explanations may include the following:</p> <ul style="list-style-type: none"> <li>■ Dishonesty: Downloading movies or music without the consent of the copyright holders and using another identity to make friends online were dishonest behaviours that young people admitted having. 11.4% and 7.3% said they often and 13.6% and 9.3% said they sometimes do these respectively. The percentage of respondents who often or sometimes downloaded movies or music without the consent of the copyright holders was the highest in the figure (25%). The fact that downloading online is easy and does not involve any face to face encounter with anyone may reduce the severity of this dishonest behaviour in the eyes of young people. It is possible that habitually engaging in dishonest behaviour may become a risk factor in personal development. Young people may develop negative values such as avoidance and self-deception, etc., as a result, it may be difficult to establish a trusting relationship with family members and friends.</li> <li>■ Addiction: Some Hong Kong young people may become addicted to the online world as shown in the findings on 'feel empty/down when not online', 'cannot stop going online' and 'cannot stop spending money on online activities'. In the table, 7.6% and 6.3% of young people often 'feel empty/down when not online' and 'cannot stop going online' for various reasons respectively; 16.5% and 13.3% found themselves sometimes having these respective problems. About one-fifth of the respondents, who 'often' or 'sometimes' had these problems, were at the risk of becoming addicted to the online world. It might be difficult for young people to have healthy and balanced character development and to be accepted by schoolmates and friends.</li> <li>■ Adverse effects on social relationships (e.g. Ruthlessness/ Antipathy/ Violence/ Disrespect to others): using violent language to attack somebody is a negative online behaviour found in young people in Hong Kong. Although only 5.5% and 9.0% often or sometimes do this respectively, the context of using abusive language in online situations makes the behaviour a risk to personal development. The online situation does not let the abuser know the immediate results of his/her behaviour on the victims. The use of the Internet distances the abuser from the victims and may either create the illusion that there is no consequence for the victim, or prevent the abuser from seeing the damage his/her behaviour has caused. In comparison with the item of 'Use violent language to attack somebody', a similar percentage of respondents said they often (6.2%) or sometimes (9.6%) accessed 'pornographic/indecent/violent information or video clips'. Such behaviour may affect the development of empathy/ morality, etc.</li> </ul> <ul style="list-style-type: none"> <li>makes appropriate and full use of Source B</li> <li>provides a well-structured, clear and in-depth elaboration</li> </ul>		5-6
<ul style="list-style-type: none"> <li>identifies and attempts to explain two problems from the source by focusing on one or two items without generalisation, but does not explain the problems fully or clearly; or identifies and explains fully only one problem; applies relevant knowledge and concepts, but the analysis might lack detail in parts</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>points out one/ two problems and attempts to offer a brief explanation for the problem(s), but the problem(s) is/are not totally correct or relevant to the source</li> <li>uses the source in a limited manner or sometimes inappropriately, e.g. the answer shows discrepancies between the problems and the source</li> <li>gives a superficial answer with little organisation/ without focus; expresses his/her ideas vaguely</li> </ul>		1-2

1. (c)

Suggested Marking Guidelines	Marks
The candidate:	
<ul style="list-style-type: none"> <li>● explains and justifies clearly and logically in what ways the sources might be used to support the claim; draws appropriately upon the relevant evidence from the sources to justify the argument</li> <li>● shows an in-depth understanding and an appropriate application of the relevant knowledge and concepts (e.g. public health, physical health and mental health, understanding of diseases, interpersonal relationships, the impacts of globalization, etc), in view of the current situation in the world; 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>■ According to Source D, the World Health Organization defined 'gaming disorder' as a new 'disease', recognising its effects on people's health in the world. The formal inclusion of 'gaming disorder' in the international disease classification (Source D) suggests that it might be a public health problem. A feature of gaming disorder is the priority given to gaming over other kinds of activities in daily life – over personal, family, social, educational and occupational or other important areas of life, which may lead to adverse effects on the mental and physical wellbeing of the public.</li> <li>■ Addiction to the Internet and electronic screen products may affect mental wellbeing/health among members of the public. Source C is a cartoon, and its mocking tone reflects a common behaviour in contemporary life. 'Looking at his phone' has already become an essential feature in human behaviour, so that the birds in the cartoon can distinguish between human beings and non-human beings. Source C suggests the prevalence of the phenomenon of 'gaming disorder' as defined in Source D, as all those suffering such a disorder are giving increasing priority to gaming over other activities. Source B also confirms this situation, as a small portion of young people demonstrated an addictive habit of going online, and feeling empty/down when not online. Although quite a large proportion of young people reported that they did not have the same behaviour related to the use of the Internet, the risk is present given the trend seen in Source A, and the fact that a small portion of young people already reported having these behaviours.</li> <li>■ The Internet may also pose a potential physical health risk. In Source A, it is shown that both primary and secondary school students reported Internet use had resulted in deprivation of sleep time. Together with the fact that quite a sizeable group of students also gave up outdoor activities, it shows a lifestyle that is confined and unbalanced. A prolonged unhealthy lifestyle such as this may lead to vulnerability to physical diseases (e.g. common cold, flu) and other physical health conditions (e.g. chronic tiredness, obesity), etc.</li> </ul> </li> <li>● makes appropriate and full use of the sources available to explain how they support the view</li> <li>● provides a well-structured, clear and in-depth elaboration</li> </ul>	7-8
<ul style="list-style-type: none"> <li>● justifies how the sources might be used to support the view, but does not explain fully or clearly in parts</li> <li>● shows an understanding of the relevant knowledge and concepts and an ability to apply them where appropriate</li> <li>● makes appropriate use of some of the sources available</li> <li>● provides a well-structured elaboration, though it might lack clarity/ detail in parts</li> </ul>	5-6

<ul style="list-style-type: none"> <li>● attempts to justify his/her argument by referring to the sources, but lacks clarity/ consistency; attempts to explain in what ways the use of the Internet poses a risk to public health, but does not provide sufficient depth and detail from the sources; constructs an argument by quoting the sources, but the explanation/ justification is partial/ may not draw a clear relationship between the use of the Internet and public health risk</li> <li>● shows partial understanding or is only able to apply relevant knowledge and concepts in a basic way</li> <li>● makes partial use of the sources available but not always appropriately</li> <li>● gives an answer which is somewhat shallow and poorly structured, and does not always articulate his/her ideas clearly</li> </ul>	3-4
<ul style="list-style-type: none"> <li>● identifies/ lists a few problems with the use of the Internet and explains briefly public health, but fails to relate them to each other; attempts to explain his/her arguments but the explanation is too partial; makes minimal attempt to explain it/them with reference to the sources</li> <li>● makes limited/ inappropriate use of the sources to explain how the claim might be supported; may draw some wrong conclusions from 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>● makes no attempt to answer the question</li> <li>● gives an answer which is not relevant to the question</li> </ul>	0



2. (a)

Suggested Marking Guidelines		Marks
The candidate:		
<ul style="list-style-type: none"> <li>● makes a clear and comprehensive comparison of population trends between more developed and less developed regions as shown in Source A, e.g. <ul style="list-style-type: none"> <li>■ Figures 1A and 1B show the proportions of the elderly (aged 65 and above) in the population in more developed regions and less developed regions have continued to grow from 1950 to now, and this trend would continue until 2050. (From 1950 to 2050, the population aged 65 and above in more developed regions shows an increase of about 19 percentage points (from about 8% to about 27%), while that in less developed regions is about 10 percentage points (from about 4% to about 14%).) More developed regions have a faster growth rate of population aged 65 and above than less developed regions. It is estimated that the elderly population will increase by about 11 percentage points (from about 16% to 27%) in the next 40 years (from 2010 to 2050). In less developed regions, it is estimated that population aged 65 and above will increase by about 8 percentage points (from about 6% to 14%) from 2010 to 2050.</li> <li>■ In comparison with less developed regions, the proportion of population aged 25-64 in more developed regions is more stable from 1950 to 2050 (about 48%), slightly increasing from 1980 to mid-2000 (from about 49% to 54%) and dropping slowly afterwards. In less developed regions, the variations in the proportion of population aged 25-64 have been greater than those in more developed regions from 1950 to 2020. It was about 40% in 1950 and dropped slightly to about 36% in 1970. An increasing trend was shown in the percentage of population of less developed regions from 1970 to 2020, after which the percentage will remain the same (about 50%) until 2050, etc.</li> </ul> </li> <li>● makes appropriate and full use of the sources</li> </ul>		4
<ul style="list-style-type: none"> <li>● provides a brief comparison between more developed and less developed regions, but may neglect some key features of the trends; or compare the data within one region only; or tends to describe the trends of the two regions separately</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 briefly some of the figures, but some of the description may not be correct</li> <li>● makes use of the source in a limited manner or sometimes inappropriately</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

2. (b)

Suggested Marking Guidelines		Marks
The candidate:		
<ul style="list-style-type: none"> <li>from Sources A and B, identifies and clearly elaborates on two challenges that might be posed to more developed regions by the population trends</li> <li>shows an in-depth understanding and an appropriate application of the relevant knowledge and concepts</li> </ul>		5-6
The challenges may be:		
<ul style="list-style-type: none"> <li>Shrinking labour force: <ul style="list-style-type: none"> <li>Source A shows that the percentage of population aged 25-64 has been decreasing since 2010 in more developed regions. The labour force of Japan, a more developed country, has decreased by 4.5 million over the past six year and a restructuring of human resources will be necessary (Source B). More developed regions are facing the problem of shrinking labour force which may cause negative effects on economic growth (e.g. a decline in productivity, a rise in the cost of living due to soaring wages, decline in consumption, less tax revenue).</li> <li>More developed regions are facing fierce competition for young and capable migrant workers. The aging problem is a global trend (Source A) and all more developed regions are likely to attempt to attract migrant workers to relieve the problem of workforce shortage.</li> </ul> </li> <li>Financial burdens/ challenges in welfare provision: <ul style="list-style-type: none"> <li>With the increasing percentage of elderly population (Source A), the governments of more developed regions might face an increasing pressure of fiscal sustainability. The rise in the elderly population implies that more medical and welfare facilities/benefits (e.g. hospitals, day-care centres and medical experts) for the elderly might be needed.</li> <li>A pension system that relies on younger generations to support the elderly might be difficult to maintain in a financially sustainable manner. The challenge may be very great as the proportion of population aged 25-64 will be decreasing (Sources A and B). This implies that a smaller proportion of population will pay taxes (e.g. income tax, consumption tax), which is one of the major sources of government revenues.</li> </ul> </li> <li>Challenge in maintaining the quality of life of the elderly: <ul style="list-style-type: none"> <li>A large number of retirees might face a decline in living standards and the need to spend more money on health care after the loss of company health care coverage before they reach the age eligible for pension benefits, as there is a time gap between the age of retirement and the age of receiving pension benefits (Source B).</li> <li>Given the increasing number of people who are not working (Sources A and B), societies may face challenges in the provision of entertainment/ pastimes/ social activities / transport for them, etc.</li> </ul> </li> </ul>		
<ul style="list-style-type: none"> <li>makes appropriate and full use of Sources A and B</li> <li>provides a well-structured, clear and in-depth elaboration</li> </ul>		
<ul style="list-style-type: none"> <li>identifies and attempts to explain two challenges from the sources, but does not explain fully or clearly; or identifies and explains fully only one challenge; applies relevant knowledge and concepts, but the analysis might lack detail in parts</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>points out one/two challenge(s) and attempts to offer a brief explanation for the challenge, but the challenge is not totally correct or relevant to the sources; or describes briefly some of the figures from the sources</li> <li>uses the sources in a limited manner or sometimes inappropriately, e.g. the answer shows discrepancies between the challenges and the sources</li> <li>gives a superficial answer with little organisation/ without focus; expresses his/her ideas</li> </ul>		1-2

vaguely	
● fails to identify any challenge/ makes no attempt to answer the question	
● gives an answer which is not relevant to the question	0

2. (c)

The candidate:	Suggested Marking Guidelines	Marks
<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 international migration would be a solution to the challenge mentioned in (b) with reference to the sources and his/her own knowledge; provides an informed argument by considering the pros and cons of international migration in view of the current situation in the world</li> <li>● shows an in-depth understanding and appropriate application of relevant knowledge and concepts (e.g. quality of life, global citizens, plurality, open-mindedness, cultural diversity, globalized network, global economy, interdependence, etc.); explains clearly and in detail his/her arguments with points of relevance in the sources and his/her own knowledge; may construct arguments by drawing upon some of the points below or any other appropriate alternatives, e.g.</li> </ul> <p><i>Shrinking labour force:</i></p> <p><i>International migration would be a solution to the challenge.</i></p> <ul style="list-style-type: none"> <li>■ More developed countries/regions may attempt to attract migrant workers to offset aging populations (Sources A and B). Workforce migration on a large scale may directly reduce the problem of workforce shortage of more developed countries/regions. Instead of relying on irregular workers (Source B), who work as temporary or part-time staff, migrants may provide a regular supply of labour.</li> </ul> <p><i>International migration would not be a solution to the challenge.</i></p> <ul style="list-style-type: none"> <li>■ In the long run, the population aged 25-64 of less developed countries/regions may not keep rising and may adopt a downward trend as in more developed countries/regions (Source A). Also, retirement migration (Source C) may reduce the potential workforce in more developed countries/regions. Japan, for example, attempted to increase its workforce by encouraging retirees to return to the workplace (Source B). If retirees who may return to the workplace emigrate to other overseas places, it may be more difficult to stop the workforce from declining further (Source A).</li> </ul> <p><i>Welfare provision:</i></p> <p><i>International migration would be a solution to the challenge.</i></p> <ul style="list-style-type: none"> <li>■ The pressure on the home country/ region to provide welfare facilities/benefits (e.g. medical care) (Source C) to the elderly would be relieved. Also, retirees may return to their home country/ region when older (Source C). International migration would give governments time to increase welfare facilities for the elderly gradually. This is important in more developed countries/regions where the proportion of the elderly population will increase fast from 2020 (Source A). The increase in government revenues from taxes paid by migrant workers (Source B) may help improve the provision of welfare for the elderly.</li> </ul> <p><i>International migration would not be a solution to the challenge.</i></p> <ul style="list-style-type: none"> <li>■ As shown in Source C, some retiring migrants may return to their more developed home countries/regions for medical care. Therefore, international migration may not help relieve the pressure on the medical and welfare system of more developed countries/regions. The health conditions of the returning retirees may have been affected by inadequate medical treatment in the places they had migrated to. The follow-up treatments in their home countries/regions may also be more difficult due to incomplete medical records.</li> </ul>		7-8

<p><i>Maintenance of the quality of life of the elderly:</i>  <i>International migration would be a solution to the challenge.</i></p> <ul style="list-style-type: none"> <li>Retirees of more developed countries/regions (e.g. Hong Kong, Japan, the UK) may migrate to less developed countries/regions (e.g. Malaysia and Thailand) (Source C). The destination countries/ regions provide retirees with a high quality of life at lower living cost (e.g. low housing prices, low costs of living, in-expensive entertainment facilities) in comparison with their home countries/ regions, etc.</li> </ul> <p><i>International migration would not be a solution to the challenge.</i></p> <ul style="list-style-type: none"> <li>Governments of more developed countries/regions may find that migrant workers from less developed countries/regions (Source A) might be a more convenient solution to labour shortages than providing incentives to women and the elderly to enter/re-enter the workforce (Source B). Rather than making use of a vast reservoir of retirees, more developed countries/regions may rely on migrant workers to alleviate labour shortages. Therefore, the opportunities for the retirees who wish to return to the workforce to gain income might be reduced. For those who cannot afford the application for retirement migration, even if they are re-employed, the income of irregular employment (Source B) may not help them to maintain their pre-retirement quality of life. Also, the medical care in less developed countries/regions, which may be the destinations of retirement migrants, may not be as advanced as that in their home countries/ regions (Source C), etc.</li> </ul> <ul style="list-style-type: none"> <li>● makes appropriate and full use of the sources to provide a clear explanation of the arguments</li> <li>● provides well-structured and in-depth arguments</li> </ul>	
<ul style="list-style-type: none"> <li>● presents his/her stance consistently</li> <li>● justifies his/her arguments by drawing on much of the relevant evidence from the sources and his/her knowledge, but may not fully utilise them for supporting the arguments and may provide a slightly limited discussion of the issue; explains his/her arguments by drawing upon some of the points above or any other appropriate alternatives</li> <li>● shows an understanding of the relevant knowledge and concepts and an ability to apply them where appropriate</li> <li>● makes appropriate use of some of the sources available</li> <li>● provides a well-structured discussion, demonstrating some evidence of critical analysis, though this 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 by drawing on some of the evidence from the sources and his/her knowledge, but the argument lacks clarity/ consistency; tends to explain in general terms the positive or negative impacts of international migration and does not explain in sufficient depth or detail how international migration may/may not overcome the challenge; attempts to construct arguments by drawing upon some of the points above or any other appropriate alternatives, but the explanation of his/her arguments is superficial</li> <li>● shows an incomplete understanding of the issue or is only able to apply relevant knowledge and concepts in a basic way</li> <li>● makes partial use of the sources available but not always appropriately</li> <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>● attempts to explain briefly international migration, but fails to relate it to the challenge; 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, and may show a misunderstanding of the relevant concepts/ knowledge: quality of life/ global citizens/ plurality/ open-mindedness/ cultural diversity/ globalized network/ global economy/ interdependence, etc.; uses irrelevant/ inappropriate examples/ information for illustration</li> <li>● makes limited/ inappropriate use of the sources; may draw some wrong conclusions from the sources</li> <li>● gives a superficial answer with little organisation/ without focus; expresses his/her ideas vaguely</li> </ul>	1-2

3. (a)

Suggested Marking Guidelines		Marks
The candidate:		
<ul style="list-style-type: none"> <li>clearly describes one major feature of public opinion on press freedom in Hong Kong from 2013 to 2018 from Table 1A and Table 1B respectively, e.g.           <ul style="list-style-type: none"> <li><b>Table 1A:</b> <ul style="list-style-type: none"> <li>The opinions of the public on the threats to press freedom in Hong Kong became more negative. The survey figures decreased continuously in Table 1A. The decreasing ratings by the public indicated that the following items were perceived to be more common: self-censorship (decreased by 6.5% from 4.6 in 2013 to 4.3 in 2018); employers' pressure on editorial freedom (decreased by 7.9% from 3.8 in 2013 to 3.5 in 2018); and the lives of news reporters being threatened (decreased by 6% from 5.0 in 2013 to 4.7 in 2018).</li> <li>All the figures were below 5 (the mid-point) on a 10-point scale, except 'the lives of news reporters being threatened when reporting' being 5.0 in 2013. The rating of 'Freedom of editing and reporting being affected by pressure from bosses or management of news media on employees' was standing low at 3.5 in 2018. This indicated negative opinions from the public on the level of threats to press freedom in Hong Kong.</li> </ul> </li> <li><b>Table 1B:</b> <ul style="list-style-type: none"> <li>All the ratings in Table 1B show continuous declines. The rating of 'having sufficient legislation to ensure access to information for reporting' was down from 5.8 in 2013 to 5.3 (decreased by 8.6%) in 2018. The rating of the effectiveness of the local media in exercising their monitoring function was down from 6.6 in 2013 to 5.9 (decreased by 10.6%) in 2018 and the rating of diversity of standpoints and orientations of the local media dropped from 6.0 in 2013 to 5.4 in 2018 (dropped by 10%), implying that the public perceived the mass media to be facing greater restriction in exercising their monitoring role.</li> <li>All the ratings from 2013 to 2018 were above the mid-point (5.3 to 6.6) (with a maximum of 10), indicating slightly positive opinions over these three items, etc.</li> </ul> </li> </ul> </li> <li>makes appropriate and full use of the source</li> </ul>		4
<ul style="list-style-type: none"> <li>attempts to describe one major feature from Table 1A and Table 1B respectively, but does not describe them clearly; or describes clearly only one feature from either Table 1A or Table 1B</li> <li>makes use of some points of relevance in the source, but not comprehensively</li> </ul>		2-3
<ul style="list-style-type: none"> <li>describes briefly some of the figures, but some of the description may not be correct</li> <li>uses the source in a limited manner or sometimes inappropriately</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
<p>The candidate:</p> <ul style="list-style-type: none"> <li>● identifies and explains clearly two contexts in which a dilemma might arise between press freedom and social responsibility with reference to the sources and his/her own knowledge</li> <li>● shows an in-depth understanding and appropriate application of relevant knowledge and concepts (e.g. press freedom, social responsibility, news censorship, self-censorship, freedom of expression, conflict and harmony, etc.); 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>■ <i>In the context of social order/ freedom of expression:</i> Press freedom is important to safeguard freedom of expression (The HKSAR Basic Law stipulates that Hong Kong residents shall have freedom of speech, of the press and of publication.) People in Hong Kong showed their worries about the deterioration of press freedom by giving lower ratings to the items in the survey in Table 1A. However, there is a concern that absolute press freedom will undermine social responsibility, which is important in maintaining peace and order in society (Source B). Assuming social responsibility through absolute control over press freedom will take away the freedom of expression from people. Under pressure from news media management, which may stem from political compliance in order to maintain social order, news reporters may exercise self-censorship and so inadvertently reduce press freedom (Table 1A), thus failing to maintain diversified standpoints and orientations in reporting and monitoring the government (as shown in the public perceptions in Table 1B).</li> <li>■ <i>In the context of privacy/ right to be informed:</i> It is the right of everyone to enjoy freedom of expression and the freedom of receiving information as stated in the International Covenant on Civil and Political Rights (Source B). Suppressing press freedom through self-censorship, employers' pressure on editorial freedom, and restrictions to access of information for reporting will therefore reduce the freedom of expression (Table 1A), which may worsen the quality of life in the aspect of political freedom. However, privacy (Source B) might be intruded upon if personal information/ details of people's private lives are divulged or monitored by the press.</li> <li>■ <i>In the context of national security/ monitoring:</i> With the protection of adequate legislations, news media with multifarious stances should therefore be able to exercise the function of monitoring by reflecting different ideas and revealing abuses of power and suppression of freedoms (Table 1B). This will indirectly strengthen socio-participation for demanding the government to be more accountable to the people. However, the disclosure of information (e.g. about military use) may jeopardise national security (Source B).</li> <li>■ <i>In the context of social morals/ freedom of ideas:</i> Press freedom is not absolute as the press has to assume social responsibility by balancing other values such as social morals (Source B). However, social responsibility should not be used as an excuse to suppress freedom of expression and press, for instance via self-censorship and/or interference in news editing and reporting by news media management (Table 1A), preventing the press and society from discussing different views. These values are also important for safeguarding the personal interests of individuals against any abuse, preventing serious problems and chaos in society and even in the whole country, and encouraging socially acceptable behavior of individuals etc.</li> </ul> </li> <li>● makes appropriate and full use of the sources to provide a clear explanation of the arguments</li> <li>● provides a well-structured, clear and in-depth elaboration</li> </ul>	6-8
<ul style="list-style-type: none"> <li>● identifies and explains two contexts in which a dilemma might arise between press freedom and social responsibility, but does not explain fully or with sufficient clarity; or clearly identifies and fully explains one context with reference to the sources; or one of the contexts described may be irrelevant</li> <li>● applies relevant knowledge and concepts, but the analysis might lack detail in parts</li> <li>● makes appropriate use of some of the sources available</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 or attempts to elaborate on one context in which a dilemma might arise between press freedom and social responsibility, but the explanation is partial; or identifies one or two contexts but makes no attempt to explain with reference to the sources; or may attempt to describe briefly press freedom and social responsibility, but fails to relate them to each other; or attempts to list some positive or negative impacts of exercising press freedom or controls of press freedom through different means</li> <li>makes partial use of the sources available but not always appropriately</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 contexts/ makes no attempt to answer the question</li> <li>gives an answer which is not relevant to the question</li> </ul>	0

Paper 2

1. (a)

Suggested Marking Guidelines		Marks
The candidate:		
<ul style="list-style-type: none"> <li>explains clearly and in detail the difficulties in preserving Cantonese Opera in Hong Kong, in view of the current situation in Hong Kong with an in-depth and comprehensive analysis</li> <li>shows an in-depth understanding and an appropriate application of relevant knowledge and concepts (e.g. inheritance of Chinese culture and customs, preservation of culture and heritage, the changing social and cultural situations of Hong Kong, etc.); may draw upon some of the points below or any other appropriate alternatives, e.g. <ul style="list-style-type: none"> <li>Cantonese Opera is a unique art form. It has its own special set of costumes and styles of make-up; and learning to perform it involves very specific singing, body movements, and mannerisms that require long years of training and practice. Currently in Hong Kong, professional and systematic training in this art is available in very few places. Not enough professional teachers are there to continue the heritage and to make it widely popular.</li> <li>With limited places to professionally train performers in Cantonese Opera, there are not enough qualified performers to make this art a part of popular culture. It remains largely the interest of a small selected group of people, who are mostly middle age adults or older people. As it is an art form that appeals to a minority, the government has not allocated abundant resources to support its development (e.g. venues, professional development, audience education, etc.). Some have said that the rental charges of the Xiqu Centre in the West Kowloon Cultural Centre are too high for most Cantonese Opera troupes to afford.</li> <li>From the audience point of view, the subject matter of Cantonese Opera may not be directly relevant to their daily life. In the days when it was part of popular culture, people read the historical stories in fiction, and listened to these same stories on the radio. Now the historical stories that are the subject matter of Cantonese Opera do not feature much in the popular culture people are in touch with every day. Also, some of the ideology exhibited in the stories may also feel out-of-date to many contemporary citizens. Gender relations and family relations depicted in the Cantonese Opera stories may seem very different from those that people maintain today. It is difficult to compete with other forms of popular culture that have a greater appeal to young people. Therefore there is not a big audience who find the art form appealing.</li> <li>The audience needs to be developed through education. Without a strong background in Chinese history and literature, it is hard to have a sound understanding of the content of the stories of Cantonese Opera. As Cantonese Opera gets more remote from popular culture, audience education becomes more important in order to cultivate an interest in and the ability to appreciate this art form. Music is not a compulsory subject in the senior secondary curriculum, therefore it is not easy to have an informed body of audience who understand this art, etc.</li> </ul> </li> </ul>	6-8	
<ul style="list-style-type: none"> <li>provides a well-structured, clear and in-depth elaboration</li> <li>explains the difficulties in preserving Cantonese Opera in Hong Kong with the support of some relevant knowledge and concepts, but the explanation lacks sufficient detail in parts; tends to focus on certain perspectives/ stakeholders</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>attempts to describe some problems related to the preservation of Cantonese Opera/ traditional Chinese culture; lists some concerns of stakeholders on the preservation of Cantonese Opera in Hong Kong, but may miss out some important stakeholders/ perspectives; provides an explanation which is incomplete/ may not be completely correct/ relevant; applies a superficial level of knowledge or concepts; provides an answer indicating a lack of understanding of the difficulties/ the current situation in Hong Kong</li> <li>gives a superficial answer with little organisation/ without focus; expresses his/her ideas vaguely</li> </ul>	1-2	

1. (b)

### Suggested Marking Guidelines

The candidate:	Marks
<ul style="list-style-type: none"> <li>● presents his/her stance clearly and consistently</li> <li>● justifies clearly and logically whether he/she agrees/disagrees with the statement in view of the current situation in Hong Kong; supports his/her viewpoint by comparing comprehensively and weighing critically the importance of intangible cultural heritage in contemporary life in Hong Kong</li> <li>● shows an in-depth understanding and an appropriate application of the relevant knowledge and concepts (e.g. traditional knowledge, arts and crafts in Chinese culture, changing social and economic environments, differences in ways of life, availability of resources to sustain development, connection between culture and identity, changes in social values etc.); explains clearly and in detail his/her arguments with relevant and valid examples/ observations regarding Hong Kong; may construct arguments by drawing upon some of the points below or any other appropriate alternatives, e.g.:</li> </ul>	10-12
<p><i>Points of agreement: (Intangible cultural heritage can make important contributions to contemporary life in Hong Kong.)</i></p> <ul style="list-style-type: none"> <li>■ Intangible cultural heritage covers a wide range of skills, traditional customs and knowledge which are closely related to daily life and therefore can make important contributions to contemporary life in Hong Kong. Traditional crafts and craftsmanship are not just skills, but they also produce objects that are part of the everyday life of previous times. Craftsmanship that creates dim sum, for example, is not just about food that can represent a culture, but also the setting that goes with the eating of dim sum, the relationships that are enriched in these occasions. Intangible cultural heritage, which is part of previous daily life deserves to have greater importance in contemporary Hong Kong because these skills shaped the culture, and its continual development depends on a healthy maintenance of such skills. Herbal tea, for example, is a vivid reference to a practical side of Hong Kong life before and now. It has functional value as well as its social value that can be lived out in contemporary Hong Kong.</li> <li>■ Intangible cultural heritage has intrinsic value. Despite the prevalence of other systems of knowledge in present day Hong Kong such as western medicine, it is also well recognised that there are gaps/opportunities when traditional knowledge such as Chinese Medicine can be a good complement, or even an alternative. The philosophical content of many types of traditional knowledge, e.g. Martial Arts, carries the culture's beliefs and values. Traditional knowledge should be more accessible to ordinary people (instead of just seeing it in movies and as events in sports competitions) so as to reinsert such values and beliefs (which are representative of the cultural values) back into contemporary life in Hong Kong.</li> <li>■ Cultural identity can often be interestingly and subtly expressed in the performing arts. With the strong influence of globalization over the economy and culture in the contemporary life of Hong Kong, there is a possibility of cultural dominance and uniformity if local traditions are not enhanced and protected. Preserving traditional performing arts such as Cantonese Opera or Puppetry can strengthen Hong Kong people's understanding of traditional and local culture and their sense of belonging, building up and maintaining cultural consensus, and developing cultural uniqueness.</li> <li>■ Intangible cultural heritage may attract tourists and generate income for Hong Kong. The status of declared cultural heritage by UNESCO will help to brand Hong Kong as a city with a unique culture and the sensitivity to preserve its culture, etc.</li> </ul>	

*Points of disagreement: (Intangible cultural heritage cannot make important contributions to contemporary life in Hong Kong.)*

- Many of the traditional skills and knowledge have lost their relevance to contemporary life, such as some performing arts (Cantonese Opera, some provincial music), crafts (making of paper lanterns, mahjong tiles etching), festive rituals (Hungry Ghost Festival), etc. Contemporary life in Hong Kong has taken a very different form than before, and due to changes in the social and economic environment, our habits and way of life have become very different. As a result, we are moving farther away from many of the original practices and skills common in our culture. Martial Arts is an example of an intangible cultural heritage becoming so remote that it is seen mostly in entertainment (e.g. movies) and no longer as a part of daily life. These skills and knowledge do not have a direct contribution to the practical daily life of ordinary people and may remain items solely of historical interest.
- Although traditional knowledge has accumulated over a long period of time, many new ways of solving problems have been discovered in recent times. It is more efficient to apply new methods for daily life situations, such as building and construction, medical science, and new technologies in manufacturing and design. New methods and technology are developed with reference to more recent life situations and are more effective and better suited to modern life.
- Globalization of culture is the nature of the contemporary world. Maintaining traditional culture in contemporary life in Hong Kong is an uphill fight against global culture. The speed of change in Hong Kong's culture under the influence of globalization has been exponential.
- The economic value of intangible culture in business activities is not high in Hong Kong nowadays. Intangible cultural heritage items such as arts and crafts (examples may include paper lanterns, cha guo, mahjong tile etching, etc.) can remain as special skills that represent some aspects of our culture, to be appreciated and preserved for all to know. The government may provide resources for their preservation and appreciation in the form of museum space, experiential workshops, and even publicise them to the global audience. In this way, the various items of intangible cultural heritage may be assigned to special spaces, rather than being an essential part of ordinary daily life of Hong Kong people, etc.

● provides a well-structured, in-depth discussion, demonstrating a high level of critical analysis

- presents his/her stance consistently
- justifies his/her position, basing answer on his/her knowledge; parts of the discussion lack sufficient depth and detail; the perspective taken into consideration is not wide enough; may construct arguments by drawing upon some of the points above or any other appropriate alternatives
- 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
- provides a well-structured discussion, demonstrating some evidence of critical analysis, though it might lack detail in parts

7-9

- presents his/her stance, but possibly with insufficient clarity
- attempts to justify his/her position by basing answer on his/her knowledge, but the argument lacks clarity/ consistency/ detail, or might contain inappropriate points, or draw questionable conclusions; provides an argument that lacks an assessment of the importance of the contributions of intangible cultural heritage/ focuses mainly on what should be considered more important in contemporary life in Hong Kong, rather than clearly justifying why intangible cultural heritage can/ cannot make important contributions; tends to explain in general terms the relevance of intangible cultural heritage to contemporary life in Hong Kong and does not provide sufficient depth and detail; 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
- shows partial understanding or is only able to apply relevant knowledge and concepts in a basic way; does not make reference to the Hong Kong context in the discussion

4-6



<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>	
<ul style="list-style-type: none"> <li>● exhibits no clear stance and may put forward contradictory arguments</li> <li>● describes briefly intangible cultural heritage and contemporary life in Hong Kong, but fails to relate them to each other; attempts to list some positive or negative impacts brought about by intangible cultural heritage; attempts to indicate his/her position according to his/her knowledge, but the answer shows a superficial level of understanding and conclusions are inadequate or only partially correct; provides an explanation that is too partial and may show misunderstanding of the relevant concepts/ knowledge: traditional knowledge/ art and craft in the Chinese culture/ changing social and economic environment/ differences in way of life/ availability of resources to sustain development/ connection between culture and identity/ social values change, etc.; uses 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

2. (a)

Suggested Marking Guidelines		Marks
The candidate:		
<ul style="list-style-type: none"> <li>explains clearly and in detail the possible hindrances to the development of private enterprises in China with an in-depth and comprehensive analysis, in view of the current situation in China;</li> <li>shows an in-depth understanding and an appropriate application of relevant knowledge and concepts (e.g. non-public sector, private enterprise, market mechanism, government intervention, economic reform and opening-up, etc.); may draw upon some of the points below or any other appropriate alternatives, e.g. <ul style="list-style-type: none"> <li>More difficult for the private enterprises to obtain bank loans: This might make it difficult for private enterprises to get capital for investment, operation, production, and delivery of services. The overall productivity might be lowered.</li> <li>More regulation (e.g. on online commerce and real estate): Regulation makes it difficult to do business freely. This might limit private enterprises in doing online commerce and developing real estate projects. The competitive edge of private enterprises might be reduced.</li> <li>Higher taxes imposed by the government and increased employees' benefits (e.g. value-added tax, social security contributions): These might increase the production costs. Business profit might decrease.</li> <li>Political/ ideological bias: Policies that favour state-owned enterprises may pose a hindrance to the development of private enterprises, etc.</li> </ul> </li> <li>provides a well-structured, clear and in-depth elaboration</li> </ul>		6-8
<ul style="list-style-type: none"> <li>explains the possible hindrances to the development of private enterprises in China with the support of some relevant knowledge and concepts, but the explanation lacks sufficient detail in parts; tends to focus on certain perspectives/ stakeholders</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>attempts to list some problems that private enterprises are facing; lists some concerns of stakeholders on the development of private enterprises in China, but may miss out some important stakeholders; provides an explanation which is incomplete/ may not be completely correct/ relevant; applies a superficial level of knowledge or concepts; provides an answer indicating a lack of understanding of the difficulties/ the current situation in China</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

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>● justifies clearly and logically whether state-owned enterprises should play a more dominant role than private enterprises in the economic development of China in the global economy in view of the current situation in China and the world; supports his/her viewpoint by comparing comprehensively and weighing critically the roles of state-owned enterprises and private enterprises in the economic development of China in the global economy</li> <li>● shows an in-depth understanding and an appropriate application of the relevant knowledge and concepts (e.g. reform of state-owned enterprises, the roles of enterprises of the non-public sector, government intervention, market mechanism, global economy, etc.); explains clearly and in detail his/her arguments with relevant and valid examples/ observations of China and the world; may construct arguments by drawing upon some of the points below or any other appropriate alternatives, e.g.:</li> </ul> <p><i>State-owned enterprises should play a more dominant role than private enterprises in the economic development of China in the global economy.</i></p> <ul style="list-style-type: none"> <li>■ State-owned enterprises run strategic industries and businesses essential to China, such as technology and energy resources. As these strategic industries and businesses involve national interest and security, they are pertinent to China's influence on the global economy. It would be better for state-owned enterprises to play this role as private enterprises may not have national interest and security as their priority.</li> <li>■ The Chinese government has a better control over the planning and production of state-owned enterprises in a bid to match China's overall economic and national development and respond to global economic development. The objectives of China's five-year plan can be better achieved with the Chinese government's efforts in coordinating state-owned enterprises, while private enterprises are more autonomous to set their production plans.</li> <li>■ State-owned enterprises have larger capital to maintain and to expand businesses in a global economy with overseas market and investment. As the global economy is characterised by overseas trade and finance, state-owned enterprises with more capital and support from the government are in a better position to invest overseas. State-owned enterprises are backed up by the Chinese government in international trade and agreements. In contrast, private enterprises receive less government support and may face more challenges from individual shareholders.</li> <li>■ State ownership of business being consistent with the national ideology of China facilitates the exertion of China's political influence on the global economy, etc.</li> </ul> <p><i>Private enterprises should play a more dominant role than state-owned enterprises in the economic development of China in the global economy.)</i></p> <ul style="list-style-type: none"> <li>■ In comparison with state-owned enterprises, which are regulated by more rules and procedures, private enterprises are more efficient in production and more flexible in their operation for meeting the needs of the global market. As a matter of fact, private businesses now account for 60% of China's gross domestic product and 50% of China's total tax revenue.</li> <li>■ Private enterprise can respond to market changes and the changes of the global economy quickly as they can make new business plans for a shorter time span. State-owned enterprises respond more slowly as they have to take the government's five-year plan into consideration.</li> <li>■ Private enterprises are more diversified in different business fields of the global economy. They are involved in a wide range of businesses with different scales of production. They provide 80% of jobs for the working population of China. State-owned enterprises are involved in a narrow range of businesses and only provide 20% of jobs.</li> <li>■ As the ideology underpinning state-owned enterprises is inconsistent with the</li> </ul>	<p>10-12</p>

<p>neo-liberalism dominating the global economy, private enterprises are more in line with global ideology, etc.</p>	
<ul style="list-style-type: none"> <li>● provides a well-structured, in-depth discussion, demonstrating a high level of critical analysis</li> <li>● presents his/her stance consistently</li> <li>● justifies his/her position, basing his/her answer on his/her knowledge; parts of the discussion lack sufficient depth and detail; the perspective taken into consideration is not wide enough; may construct arguments by drawing upon some of the points above or any other appropriate alternatives</li> <li>● 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> <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 the argument lacks clarity/ consistency/ detail, or might contain inappropriate points, or draw questionable conclusions; provides an argument that lacks a comparison of the relative roles of state-owned enterprises and private enterprises in the economic development of China in the global economy/ focuses on either type of enterprise; may fail to take into consideration China's economic development in the global economy, tends to explain in general terms the pros and cons of the development of these types of enterprises and does not provide sufficient depth and detail; 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</li> <li>● shows partial understanding or is only able to apply relevant knowledge and concepts in a basic way; does not make reference to the Chinese context in the discussion</li> <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>● describes briefly state-owned enterprises and private enterprises; attempts to list some pros or cons of both types/ either type of enterprises; describes briefly the global economy, but does not relate it with state-owned enterprises/ private enterprises; attempts to indicate his/her position according to his/her knowledge, but the answer shows a superficial level of understanding and conclusions are inadequate or only partially correct; provides an explanation that is too partial and may show misunderstanding of the relevant concepts/ knowledge: reform of state-owned enterprises/ the roles of enterprises of the non-public sector/ government intervention/ market mechanism/ global economy, etc.; uses 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

3. (a)

## Suggested Marking Guidelines

The candidate:	Marks
<ul style="list-style-type: none"> <li>explains clearly and in detail a range of (positive and negative) impacts that smart city development may have on the use of energy resources, with an in-depth and comprehensive analysis in view of the current situation in the world</li> <li>shows an in-depth understanding and an appropriate application of relevant knowledge and concepts (e.g. quality of life; driving forces on the use of energy, including daily life needs, transportation, industry; renewable and non-renewable sources of energy; energy-related technologies; pollutants generated from the use of energy; energy efficiency; planning, managing, and regulating energy resources; waste, etc.). The candidate may draw upon some of the points below or any other appropriate alternatives, e.g.:               <ul style="list-style-type: none"> <li>Efficient use of energy resources through various smart technologies increases energy savings and reduces energy use and/or waste                   <ul style="list-style-type: none"> <li>Transportation: More efficient coordination of interlocking public and private transportation networks; improved bus on-time performance; efficient public transportation systems can reduce private transportation usage; smart-technology coordinated bike-share/ride-share or similar programmes can reduce traffic congestion</li> <li>Infrastructure: Automation (such as through indoor and outdoor light/motion sensors) of various energy-consuming components in public areas (buildings, streets) will save energy resources by adjusting or shutting down when not in use; power is only supplied/used on demand, as determined by smart sensors; sensors regulate public and private water and electricity usage</li> </ul> </li> <li>Use of different types of energy resources                   <ul style="list-style-type: none"> <li>Electricity vs. petrol for powering public and private transport</li> <li>Smart sensors and other smart city components use of renewable (solar, etc.) vs. non-renewable sources of energy</li> </ul> </li> <li>Increasing use of energy resources                   <ul style="list-style-type: none"> <li>Energy resources are used in the construction/development/adaptation of smart city components</li> <li>Smart components (smartphones, sensors, Wi-Fi transmitters) require and consume electricity (batteries, etc.), whether replaced or recharged</li> <li>Complex smart data systems require their own energy usage</li> </ul> </li> <li>Uneven distribution in the use of efficient energy resources, greater focus on smart cities at the expense of other places still relying on traditional energy resources, etc.</li> </ul> </li> <li>provides a well-structured, clear and in-depth elaboration</li> </ul>	6-8
<ul style="list-style-type: none"> <li>attempts to offer some explanation of the impacts that smart city development may have on the use of energy resources, displaying some relevant knowledge and concepts, but the explanation lacks sufficient detail in parts; tends to focus on certain types of technology</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>tries to describe briefly a smart city and the use of energy resources in a city, but fails to relate them to each other; provides an explanation which is partial/ may not be completely correct/ relevant; applies a superficial level of knowledge or concepts; provides an answer indicating a lack of understanding of the issue/ the current situation of the world</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



3. (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>● justifies clearly and logically the extent to which smart city development would bring about a more sustainable society in view of the current situation in the world; formulates his/her arguments on the basis of a comprehensive and critical evaluation of the positive and negative impacts of smart city development, regarding various dimensions and the relationship between a smart city and a sustainable society, e.g. whether or not smart city development could bring about intergenerational and intragenerational equity in the use and accessibility of environmental and economic and social resources for the maintenance/enhancement of quality of life in society;</li> <li>● shows an in-depth understanding and an appropriate application of the relevant knowledge and concepts (e.g. sustainability, conservation, intergenerational/intragenerational considerations, science and technological development, energy and their effects on the living environment, constraints in pursuing sustainable development, relevant socio-economic and political influences on sustainability, quality of life, etc.); explains clearly and in detail his/her arguments with relevant and valid examples/ observations in the world; may construct arguments by drawing upon variations in the combination of the points below or any other appropriate alternatives, e.g.:</li> </ul> <p><i>Smart city development could bring about a more sustainable society.</i></p> <ul style="list-style-type: none"> <li>■ Intergenerational and intragenerational equity in the use and distribution of resources           <ul style="list-style-type: none"> <li>• Smart city development could contribute to building a more sustainable society when governments or policymakers purposefully make use of smart technologies to facilitate a change in how resources, such as natural and financial resources are used (under the principle of ecologically friendly production and consumption) and distributed under the principle of intragenerational and intergenerational equity in society.</li> </ul> </li> <li>■ Saving resources for future generations through enhancing efficiency and effectiveness in the use of resources           <ul style="list-style-type: none"> <li>• It may bring about efficiencies in transport, reduced traffic congestion, leading to reduced automotive exhaust and carbon emissions (e.g. by using electric public transportation); effective identification of sources/areas of pollution to rectify (air-quality sensors, big data, data analytics).</li> <li>• Smart cities' goal of maximising efficiency of infrastructure, services, and energy usage saves money.</li> <li>• There may be a reduced wastage of natural resources (e.g. by using water-quality sensors); effective management/collection/disposal of solid waste, etc.</li> </ul> </li> <li>■ Enhancing accessibility, potentiality and providing more opportunities for the whole society           <ul style="list-style-type: none"> <li>• Higher accessibility, faster and comprehensive communications in cities may be brought about by the Internet of Things and information and communications technology.</li> <li>• The development of smart technologies opens up new markets, entrepreneurship, and investment opportunities, creating economic growth, new companies, and more jobs.</li> <li>• Constant generation of new employment opportunities to manage smart systems, etc.</li> <li>• Positive effects of smart technologies will be brought about by individuals'/citizens' constant use of smart technologies in their lifestyles and individual concern and action for efficiency and access to opportunities. Overall aim/direction/mission/purpose is to enhance quality of life for city residents.</li> </ul> </li> </ul>	10-12

*Smart city development could not bring about a more sustainable society.*

<ul style="list-style-type: none"> <li>■ Failure to bring about intergenerational and/or intragenerational equity           <ul style="list-style-type: none"> <li>• Smart city development does not automatically or necessarily lead to a more sustainable society. For instance, smart technologies can be used simply to reinforce the status quo, albeit in a more efficient manner. Governments, the general public and/or corporations may use smart technologies for their own needs without considering the existing and future needs of the country/ community. As a result, the principle of ecologically friendly production and consumption and the principle of intragenerational equity may not be observed.</li> </ul> </li> <li>■ Greater disparity/ more serious inequity           <ul style="list-style-type: none"> <li>• As resources are limited, there may be unequal allocation of funds to places where smart technology identifies a need, but not to places where there is no smart technology.</li> <li>• Smart employment opportunities are skewed towards those with advanced education. Automation may negatively influence employment opportunities.</li> <li>• The use of smart technologies requires constant education and publicity: issue of the digital divide (based on age, social class, educational level, digital literacy, language ability, economic position, geographic location) and potential uneven distribution and sustainability of potential smart city benefits; uneven development of smart cities; some areas may be left behind while others move ahead, etc.</li> </ul> </li> <li>■ Counter effects/ unintended negative consequences           <ul style="list-style-type: none"> <li>• There may be increased energy generation and consumption through need to power smart technologies, resulting in negative environmental impact.</li> <li>• Short life-span (being quickly outdated and useless) of tech products, needing constant replacement and generating increasing e-waste.</li> <li>• Smart city development requires enormous financial and technological resources which could have been spent on other areas of need. Existing cities are not well-designed to utilise smart technologies, requiring large costs of retrofitting or construction of new areas/cities. Millions of sensors need to be installed, tested/monitored/checked and replaced, which is costly. Therefore, the cost of living in smart cities may be very high, paid for directly or indirectly through taxes.</li> <li>• Smart cities may require the collection of individuals' data and there may be concerns about privacy/over-collection of data, etc.</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>● provides a well-structured, in-depth discussion, demonstrating a high level of critical analysis</li> <li>● presents his/her stance consistently</li> <li>● justifies his/her position, basing answer on his/her knowledge, but the range of arguments evaluating the impacts is not comprehensive; may construct arguments by drawing upon some of the points above or any other appropriate alternatives</li> <li>● 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> <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 the argument lacks clarity/ consistency/ detail, or might contain inappropriate points, or draw questionable conclusions; tends to explain the positive or negative impacts of smart city development on society in general terms/ tends to focus on certain dimensions of sustainability and does not provide sufficient depth and detail; 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</li> <li>● shows partial understanding or is only able to apply relevant knowledge and concepts in a basic way; does not make reference to the current situation in the world in the discussion</li> <li>● provides a somewhat shallow discussion, which is not well structured and does not always</li> </ul>	4-6

articulate his/her ideas clearly	
<ul style="list-style-type: none"> <li>● exhibits no clear stance and may put forward contradictory arguments</li> <li>● attempts to describe briefly smart city development and sustainable society, but fails to relate them to each other; attempts to indicate his/her position according to his/her knowledge, but the answer shows a superficial level of understanding and conclusions are inadequate or only partially correct; provides an explanation that is too incomplete and may show misunderstanding of the relevant concepts/ knowledge: sustainability/ conservation/ intergenerational/intragenerational considerations/ science, technological development, energy and their effects on the living environment/ constraints in pursuing sustainable development/ relevant socio-economic and political influences on sustainability/ quality of life, etc.; uses 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