

**只限教師參閱**

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

**2013 年香港中學文憑考試  
HONG KONG DIPLOMA OF SECONDARY EDUCATION EXAMINATION 2013**

**練習卷  
PRACTICE PAPER**

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

**評卷參考  
MARKING GUIDELINES**

**(2013 年 1 月 21 日 修訂稿)  
(Updated as at 21 January 2013)**

本評卷參考乃香港考試及評核局專為本科練習卷而編寫，供教師和學生參考之用。學生不應將評卷參考視為標準答案，硬背死記，活剝生吞。基於本科課程和考評設計的特色，這種學習態度，無助學生改善學習，學懂應對及解難。

This set of marking guidelines has been prepared by the Hong Kong Examinations and Assessment Authority for teachers' and students' reference. This set of marking guidelines should NOT be regarded as a set of model answers. With regard to the nature of the curriculum and assessment design of the subject, the use of model answers, or anything else which encourages rote memorisation, will not help students to improve their learning nor develop their abilities in addressing and solving problems.

2013-PP-DSE-LS-1

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**Marking Guidelines****General Notes for Teachers on Marking**

1. This set of marking guidelines has been updated with revisions made after the scrutiny of actual samples of student performance in the practice papers. Teachers are strongly advised to conduct their own internal standardisation procedures before applying the marking guidelines. After standardisation, teachers should adhere to the marking guidelines to ensure a uniform standard of marking within the school.
2. The marking guidelines will only list a set of suggested marking criteria for each question for teachers' reference. They should not be regarded as sets of model answers. Alternative answers are also accepted as long as they are reasonable.
3. 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.
4. 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.
5. 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.
6. A script scoring the top mark range need not be perfect. It may contain minor flaws in content, approach or presentation.

Paper 1

1. (a)

Suggested Marking Guidelines	Marks
The candidate:	
<ul style="list-style-type: none"> <li>correctly and comprehensively compares the carbon monoxide levels on the two days shown in Source A, e.g., both the average and the maximum levels dropped in Tung Choi Street and Lockhart Road; the decrease was more significant for the maximum levels in Tung Choi Street (decreased by nearly half); both the average and maximum levels rose in Fa Yuen Street, etc.</li> </ul>	4
<ul style="list-style-type: none"> <li>correctly but only partially compares the data of carbon monoxide levels on the two days shown in Source A</li> </ul>	2-3
<ul style="list-style-type: none"> <li>describes some of the figures of carbon monoxide levels on the two days, but makes no attempt to compare</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>presents his/her stance clearly and consistently</li> <li>justifies clearly and logically the extent to which he/she supports the view with respect to the points of relevance in Sources A and B and his/her own knowledge and concepts (e.g., law implementation, effectiveness); formulates his/her arguments on the basis of a detailed and critical evaluation regarding perspectives for and against the statement and limitations of some of the evidence in Sources A and B, e.g.,</li> </ul> <p><i>Points of agreement: 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>It is ineffective as there has been no noticeable change in drivers' behaviour observed and the carbon monoxide levels were not lowered at all the sites in Source A; Source B shows that some vehicles have been exempt and all vehicles have been exempt under certain circumstances, such as on days with the very hot weather warning;</li> <li>The law is difficult to enforce as no penalty tickets have been issued so far, though some drivers have breached the law, etc.</li> </ul> <p><i>Points of disagreement: 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>It shows some effect, e.g. there has been some reduction in carbon monoxide levels at some hotspots of idling engine;</li> <li>The ban/law shows its deterrent effect. Some drivers switch off the engines when a policeman approaches and no penalty tickets have been issued 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

<ul style="list-style-type: none"> <li>● presents his/her stance consistently</li> <li>● justifies the extent of his/her position by referring to the sources and basing answer on his/her knowledge; shows an understanding of the relevant knowledge and concepts and an ability to apply them where appropriate:</li> </ul> <p><i>Points of agreement: 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 of disagreement: 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>	<p>5-6</p>
<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 referring to the sources and 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:</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>	<p>3-4</p>
<ul style="list-style-type: none"> <li>● exhibits no clear stance and may put forward contradictory arguments</li> <li>● attempts to explain his/her position according to his/her knowledge (with or without referring to the points of relevance in the sources), but the explanation is too partial, e.g., explaining with a wrong concept of law implementation/ effectiveness, using irrelevant/ inappropriate examples/ information for illustration, etc.</li> <li>● gives a shallow discussion with little organisation/ without focus; expresses his/her ideas vaguely</li> </ul>	<p>1-2</p>
<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>	<p>0</p>

1. (c)

Suggested Marking Guidelines	Marks
<p>The candidate:</p> <ul style="list-style-type: none"> <li>● suggests and justifies convincingly three feasible ways to enhance the effectiveness of the idling engine ban., e.g.,                             <ul style="list-style-type: none"> <li>■ Increasing the number of inspectors to issue tickets to drivers breaking the law;</li> <li>■ Making the law easier to enforce, e.g., reducing the time allowance for idling engines to 3 minutes in 30 minutes;</li> <li>■ reducing the exemption, e.g., the types of vehicles exempted;</li> <li>■ Strengthening the deterrent effect, e.g., increasing the fine;</li> <li>■ Education/ promotion via the mass media to raise people's awareness of environmental protection, etc.</li> </ul> </li> <li>● makes suggestions which include both changes in the law itself and ways to enhance the implementation of the law;</li> <li>● draws extensively and appropriately on the sources and own knowledge or concepts (e.g., law enforcement)</li> <li>● provides an answer that is well structured; expresses his/her ideas clearly and in sufficient depth</li> </ul>	<p>6-8</p>
<ul style="list-style-type: none"> <li>● suggests and justifies, but not always convincingly, two to three feasible ways to enhance the effectiveness of the idling engine ban; or suggests and justifies convincingly two ways</li> <li>● makes suggestions which might either be related to changes in the law itself or ways to enhance the implementation of the law</li> <li>● draws on sources and own knowledge</li> <li>● provides an answer that is well structured, but may not express his/her ideas with sufficient clarity/ in sufficient depth</li> </ul>	<p>3-5</p>
<ul style="list-style-type: none"> <li>● lists some ways which may not be feasible, e.g., issuing tickets whenever drivers leave their engines idling, etc.; or suggests and justifies convincingly just one way</li> <li>● lists some suggestions which might either be related to changes in the law itself or ways to enhance the implementation of the law</li> <li>● uses sources in a limited manner or sometimes inappropriately</li> <li>● provides a brief answer with little organisation, expresses his/her ideas vaguely</li> </ul>	<p>1-2</p>
<ul style="list-style-type: none"> <li>● fails to make suggestions/ makes no attempt to answer the question</li> <li>● gives an answer which is not relevant to the question</li> </ul>	<p>0</p>

2. (a)

Suggested Marking Guidelines	Marks
The candidate:	
<ul style="list-style-type: none"> <li>identifies and explains clearly three factors contributing to the illegal trading of human organs on the mainland as mentioned in Source A, e.g., growing consumerism among the young on the mainland, leading to the selling of organs to satisfy their consumption; the high demand for transplants on the mainland but the shortage of a legally available supply; and the globalization of the illegal trade in human organs, etc.</li> <li>provides a well structured and in-depth explanation</li> </ul>	5-6
<ul style="list-style-type: none"> <li>provides two to three explanations as mentioned in Source A but the explanation lacks clarity and/or detail; or identifies and explains clearly two factors as mentioned in Source A</li> </ul>	3-4
<ul style="list-style-type: none"> <li>attempts to explain (may or may not be from Source A), but the elaboration may not be all correct/ relevant; or identifies and explains clearly just one factor</li> </ul>	1-2
<ul style="list-style-type: none"> <li>fails to provide any explanations/ 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>provides a clear and detailed explanation of how Sources A and B support the statement that the illegal trading of human organs is the dark side of globalization, by explaining how globalization brings about the problems of illegal trading of human organs, e.g.,                             <ul style="list-style-type: none"> <li>exploitation of developing countries under the process of globalization. Patients in developed countries purchase human organs from developing countries;</li> <li>intensification of the unequal relationship between the developed and developing countries by encouraging and spreading unethical values (e.g. money is everything) and illegal means;</li> <li>under the globalization process, the Internet becomes more popular and the transport networks are more developed, making the trading of organs easier;</li> <li>the spread of consumerism and commercialisation through globalization indirectly facilitates the selling of human organs in order to procure money to purchase consumer goods, which is unethical, etc.</li> </ul> </li> <li>makes appropriate use of most points of relevance in the sources</li> <li>provides a well-structured and in-depth explanation</li> </ul>	6-8
<ul style="list-style-type: none"> <li>provides an explanation of how Sources A and B support the statement that the illegal trading of human organs is the dark side of globalization but the explanation lacks clarity and/or detail</li> <li>makes appropriate use of some points of relevance in the sources</li> <li>provides a well-structured explanation, though it might lack detail in parts</li> </ul>	3-5
<ul style="list-style-type: none"> <li>describes some of the features of the illegal trading of human organs but does not link them to globalization</li> <li>may explain the statement without making use of evidence from the sources</li> <li>gives a brief 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. (a)

Suggested Marking Guidelines	Marks
The candidate:	
<ul style="list-style-type: none"> <li>clearly and logically identifies and explains two possible impacts of the pattern of participation on the personal growth of young people, e.g., inadequate inter-personal communication skills/ inadequate exercises for healthy physical growth as the two top activities (browsing the Internet and watching TV) do not involve face-to-face inter-personal interactions/ physical exercises; materialistic and consumerism mentality as shopping, being the third popular leisure activity, would nurture such kind of attitude; may be more apathetic to social development as about 85% of the youth never/seldom participated in social activities; the general/specialized knowledge and skills may not be sufficient as taking interest classes are not popular leisure activities of the youth; the artistic and cultural appreciation skills may be lower as participation in arts and cultural activities is not frequent among the youth; concerns of social justice/ public affairs/ the needy may be lower as about 60% of the youth never/seldom took part in charitable activities, and being a volunteer is at the bottom of the leisure activity list; browsing the Internet and watching TV help young people to learn more about the news/ trends of the world, etc.</li> <li>provides a well-structured and in-depth explanation</li> </ul>	5-6
<ul style="list-style-type: none"> <li>identifies and explains two impacts, but which lacks detail; or identifies and explains one impact clearly and logically</li> </ul>	3-4
<ul style="list-style-type: none"> <li>lists the impact; or attempts to explain the impacts, but the elaboration may not be all correct/ relevant; or may not focus on the impact on personal growth; or just describes the pattern of participation</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
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 with reference to the information provided and his/her own knowledge and concepts (e.g., the content of the Liberal Studies curriculum) in view of Hong Kong's current situation; formulates his/her arguments on the basis of a detailed and critical evaluation regarding perspectives for and against the statement; e.g.:</li> </ul> <p><i>Points of agreement: explains clearly and in detail his/her arguments with relevant and valid examples; may construct arguments by drawing upon some of the points below or any other appropriate alternatives, e.g.,</i></p> <ul style="list-style-type: none"> <li>Liberal Studies curriculum includes topics on social and political participation, social responsibility, and altruism;</li> <li>Liberal Studies curriculum encourages the use of ad hoc issues in society and life events for teaching, enhancing the understanding of social participation and public affairs;</li> <li>Liberal Studies curriculum advocates experiential learning, learning outside the classroom, and life-wide learning opportunities (e.g., participating in forums). As the data show that participation in community affairs is not a common leisure activity, the subject provides more opportunities for them to participate;</li> <li>Liberal Studies curriculum places importance on independent and critical thinking, etc.</li> </ul>	7-8

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<p><i>Points of disagreement: explains clearly and in detail his/her arguments with relevant and valid examples; may construct arguments by drawing upon some of the points below or any other appropriate alternatives, e.g.,</i></p> <ul style="list-style-type: none"> <li>■ Social participation is a small part of the Liberal Studies curriculum. As the curriculum puts more emphasis on the analysis of social participation, the practice of it may not be facilitated;</li> <li>■ The Liberal Studies curriculum does not include the details of how to organise/participate in charitable and social activities;</li> <li>■ Liberal Studies is only part of the Senior Secondary curriculum and the impact might be limited;</li> <li>■ Whether or not the level of participation will be raised, depends on other factors, e.g., personal pre-disposition, time-management (some young people may not be interested in these activities as shown in the data), 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> <li>● presents his/her stance consistently</li> <li>● justifies the extent of his/her position by referring to the sources and basing answer on his/her knowledge; shows an understanding of the relevant knowledge and concepts and an ability to apply them where appropriate:</li> </ul> <p><i>Points of agreement: explains his/her arguments with some relevant and valid examples; may construct arguments by drawing upon some of the points above or any other appropriate alternatives</i></p> <p><i>Points of disagreement: explains his/her arguments with some relevant and valid examples; may construct arguments by drawing upon some of the points above or any other appropriate alternatives</i></p> <ul style="list-style-type: none"> <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 by referring to the sources and 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:</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>	3-4
<ul style="list-style-type: none"> <li>● exhibits no clear stance and may put forward contradictory arguments</li> <li>● attempts to explain his/her position according to his/her knowledge (with or without referring to the source), but the explanation is too partial, e.g., explaining with a wrong concept of Liberal Studies curriculum, 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>	1-2
<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

Paper 2

1. (a)

Suggested Marking Guidelines	Marks
<p>The candidate:</p> <ul style="list-style-type: none"> <li>● explains clearly and logically the conflicts might arise from the implementation of redevelopment plans in Hong Kong among key stakeholders with an in-depth understanding and an appropriate application of the relevant knowledge and concepts (e.g., conflicts, preservation of culture, quality of life, development) in view of the current situation in Hong Kong, e.g.:                             <ul style="list-style-type: none"> <li>■ Hong Kong community vs the government/ Urban Renewal Authority: (different ideologies of preservation, values on historical structures and living cultures), e.g.,                                     <ul style="list-style-type: none"> <li>--Redevelopment projects revitalise the area and at the same time preserve some major characteristics of the area;</li> <li>--Some people believe that maintaining the original atmosphere of a vibrant Hong Kong community is essential in defining a unique Hong Kong identity, and a mark of the Hong Kong way of life/ collective memory. The area will be redeveloped with the introduction of new buildings, altering the original setting and the characteristics of the community, etc;</li> </ul> </li> <li>■ Hawkers/ shop operators/ residents vs the government/ Urban Renewal Authority: (social interest vs personal interest), e.g.,                                     <ul style="list-style-type: none"> <li>--The Urban Renewal Authority plan aims at redeveloping the area so that it is easier to maintain and manage, and more beneficial to the overall image of Hong Kong as a cosmopolitan. The old shop street may become a tourist attraction and bring better business;</li> <li>--Many hawkers may also be local residents. The plan may make it impossible for certain stalls or shops to afford the rent in the redeveloped space. The redeveloped area may not retain the original closeness between the hawkers and the residents as more outsiders may visit this area. It may not be easy to persuade the original residents and shop owners to relocate to another area; a large sum of public fund may be involved in relocating residents and shops, etc;</li> </ul> </li> <li>■ Among local residents: (different needs, living styles and expectations of the living environment), e.g.,                                     <ul style="list-style-type: none"> <li>Some residents may welcome the plan:                                             <ul style="list-style-type: none"> <li>--There will be more open space, better community facilities, e.g. new wet market, new community hall etc. Some residents may want to move out of their old homes and buy newer and better facilitated flats in a nearby district, etc;</li> </ul> </li> <li>Some residents may oppose the plan:                                             <ul style="list-style-type: none"> <li>--Changing the local street plan/structure means changing the well-established living styles/habits and patterns of life. Redeveloping the area may mean forced movement for some residents, and they may want to stay in an area they grow up; the established human relationships/ networks among residents and hawkers and shop operators may be destroyed by the redevelopment, etc.</li> </ul> </li> </ul> </li> </ul> </li> <li>● demonstrates an awareness of the conflicting perspectives of different stakeholders</li> <li>● provides a well-structured, in-depth discussion, demonstrating a high level of critical analysis</li> </ul>	<p>9-10</p>
<ul style="list-style-type: none"> <li>● explains the conflicts might arise from the implementation of redevelopment plans in Hong Kong with some relevant knowledge and concepts</li> <li>● demonstrates an awareness of the conflicting perspectives of some stakeholders</li> <li>● provides a well-structured discussion, demonstrating some evidence of critical analysis, though it might lack detail in parts</li> </ul>	<p>7-8</p>

<ul style="list-style-type: none"> <li>● gives a simple explanation of the conflicts by referring to the differences in concerns among stakeholders towards the redevelopment plan, but which lacks clarity; shows partial understanding or is only able to apply relevant knowledge and concepts in a basic way</li> <li>● shows some awareness of the differences in concerns of the stakeholders</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>● attempts to give a brief and inadequate explanation or partially correct explanation of the conflicts that may arise; or briefly describes the views of different stakeholders; applies a superficial level of knowledge or concepts, indicating a lack of understanding of the conflicts/ the current situation in Hong Kong</li> <li>● shows no awareness of the differences in concerns of the stakeholders</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

1. (b)

Suggested Marking Guidelines	Marks
The candidate:	
<ul style="list-style-type: none"> <li>● explains clearly and logically the possible impacts (either positive or negative) on the young people themselves and the Hong Kong community 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 the relevant knowledge and concepts (e.g., responsibility, rationality, public participation, sense of belonging), e.g.:                     <ul style="list-style-type: none"> <li>■ Possible impacts on the young people:                             <ul style="list-style-type: none"> <li>--providing a chance for the young people to meet with people from different classes, backgrounds and walks of life, and to develop communication skills, organisational skills when liaising and discussing with other team members;</li> <li>--providing more chances for them to know the government decision making process and its considerations, broadening their horizon;</li> <li>--broadening their knowledge of the Hong Kong society, letting them know the unique way of life and culture of this area;</li> <li>--understanding the consideration of self-interests underlying the views of different parties and the standpoint of the government may help the formulation of more objective and balanced views. But this may also lead to cynicism and extreme views, etc.</li> </ul> </li> <li>■ Possible impacts on the community:                             <ul style="list-style-type: none"> <li>--providing chances for young people to understand their roles and ways for community affair participation, training young talents for social and political participation, and different organisations;</li> <li>--providing the perspectives of young people in the policy-making process so that the needs of the youth can be taken care of by the community; providing a chance to have better communication among the stake-holders and to know what different parties desire, so as to negotiate with the government a plan that can be accepted by most people involved ;</li> <li>--an in-depth and comprehensive understanding of the needs and development of the community will enhance the integration between the young people and others, e.g., the old neighbours in the community and the shop owners ;</li> </ul> </li> </ul> </li> </ul>	9-10

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<p>--if the young people oppose the redevelopment project, they may join in other organisations and parties to voice their objection, which may hinder the progress of development; on the other hand, this is an opportunity for the government and society to review the project so as to benefit the community/ enhance social development, etc.</p> <ul style="list-style-type: none"> <li>● provides a well-structured, in-depth discussion, demonstrating a high level of critical analysis</li> </ul>	
<ul style="list-style-type: none"> <li>● explains the possible impacts (either positive or negative) on the young people themselves and the Hong Kong community with some relevant knowledge and concepts, but the analysis might lack detail in parts/ 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>	7-8
<ul style="list-style-type: none"> <li>● gives a simple explanation of the possible impacts (either positive or negative) on the young people themselves and the Hong Kong community, but which lacks clarity; or explains clearly the possible impacts either on the young people themselves or the community; shows partial understanding or is only able to apply relevant knowledge and concepts in a basic way</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>● attempts to give a brief and inadequate explanation or partially correct explanation of the possible impacts on the young people themselves and/ or the community, by applying a superficial level of knowledge or concepts, indicating a lack of understanding of the impacts/ the current situation in Hong Kong</li> <li>● gives a shallow discussion with little organisation/ without focus; expresses his/her ideas vaguely</li> </ul>	1-3
<ul style="list-style-type: none"> <li>● fails to explain the impacts/ 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>● presents his/her stance clearly and consistently</li> <li>● justifies clearly and logically whether he/she agrees with the statement; formulates his/her arguments on the basis of a detailed and critical evaluation regarding perspectives for and against the statement; shows an in-depth understanding and an appropriate application of the relevant knowledge and concepts (e.g., cultural practice, peer pressure) in view of Hong Kong's current situation, e.g.:</li> </ul> <p><i>Points of agreement: explains clearly and in detail his/her arguments with relevant and valid examples/ observations of Hong Kong; may construct arguments by drawing upon some of the points below or any other appropriate alternatives, e.g.,</i></p> <ul style="list-style-type: none"> <li>■ It is not easy to change the eating habits or cultural practices such as eating habits, e.g., It is a long-held traditional Chinese perception that meat is more nutritious and is better for health; meat-eating in Chinese traditional culture is also a mark of wealth – as can be seen that meat is a celebration food item;</li> <li>■ Media has promoted meat as boosting good health and representing a high-class and quality lifestyle, thus indirectly substantiating the relatively higher status of the dominant eating habit;</li> </ul>	9-10	

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<ul style="list-style-type: none"> <li>■ Besides the dominant trend, it is not always easy to find the alternatives. The alternatives are often more expensive and their quality may not be good;</li> <li>■ As vegetarian diet is not the dominant trend, adopting an eating habit different from the dominant trend may cause inconvenience in daily life and strain in human relationships, etc.</li> </ul> <p><i>Points of disagreement: explains clearly and in detail his/her arguments with relevant and valid examples/ observations of Hong Kong; may construct arguments by drawing upon some of the points below or any other appropriate alternatives, e.g.,</i></p> <ul style="list-style-type: none"> <li>■ HK is a cosmopolitan, with frequent communication with the rest of the world. It is easy to obtain information about eating habits and related matters. It is possible to go against the mainstream living style;</li> <li>■ Transportation and communication networks are well developed, thus it is easy to obtain various food products from other parts of the world to maintain a lifestyle different from the dominant trend here;</li> <li>■ Hong Kong is a civilised and pluralistic society with different living styles, and the core values of freedom of choice and respect for diversity;</li> <li>■ Good interpersonal relationships are not only hinged on the same eating habit. It is possible for people to choose to lead a life different from their friends, 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>	
<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; shows an understanding of the relevant knowledge and concepts and an ability to apply them where appropriate:</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>	7-8
<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:</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 his/her position according to his/her knowledge, but the explanation is too partial e.g., explaining with a wrong concept of cultural practice/ peer pressure, without using the habit of meat-eating in Hong Kong as an example, 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. (b)

Suggested Marking Guidelines	Mark
<p>The candidate:</p> <ul style="list-style-type: none"> <li>● suggests a wide range of feasible measures to help cultivate environmentally-friendly eating habits in Hong Kong, e.g.                             <ul style="list-style-type: none"> <li>■ Introducing economic incentives (e.g., tax advantages) to gain support from the business sector for environmentally-friendly eating habits;</li> <li>■ Providing incentives for local production of food to increase choices of local food supply, thus reducing the reliance on imported food products;</li> <li>■ Speeding up the implementation of the food waste collection and treatment scheme for restaurants to provide more choices of more environmentally friendly restaurants;</li> <li>■ Funding researches on the impact of environmentally-friendly eating habits/ food production;</li> <li>■ Education/ promotion via the mass media and in schools to change people's eating habits and values on food/ eating, e.g., reducing food wastage, reducing the use of disposable cutlery and containers by consuming less take-away food, avoiding the consumption of endangered species, etc.</li> </ul> </li> <li>● fully and clearly explains the suggestions made</li> <li>● draws extensively and appropriately on own knowledge or concepts (e.g., environmentally-friendliness, government's roles)</li> <li>● provides an answer that is well structured; expresses his/her ideas clearly and in sufficient depth</li> </ul>	<p>9-10</p>
<ul style="list-style-type: none"> <li>● suggests a range of feasible measures to help cultivate environmentally-friendly eating habits in Hong Kong</li> <li>● explains the suggestions made but not always with sufficient detail and/or clarity</li> <li>● draws on own knowledge or concepts</li> <li>● provides an answer that is well structured, but may not express his/her ideas with sufficient clarity/ in sufficient depth</li> </ul>	<p>7-8</p>
<ul style="list-style-type: none"> <li>● suggests a narrow range of measures to help cultivate environmentally-friendly eating habits in Hong Kong</li> <li>● explains the suggestions made but with insufficient detail and/or clarity</li> <li>● shows partial understanding or is only able to apply relevant knowledge and concepts in a basic way</li> <li>● provides an answer that is not well structured, and does not always express his/her ideas clearly</li> </ul>	<p>4-6</p>
<ul style="list-style-type: none"> <li>● lists a few measures, which may not be feasible, e.g. banning meat-eating, etc.</li> <li>● does not fully and clearly explain the suggestions</li> <li>● attempts to explain the suggestions according to his/her knowledge, but the explanation is too partial, e.g. using irrelevant examples/ information for illustration, etc.</li> <li>● provides a brief answer with little organisation; expresses his/her ideas vaguely</li> </ul>	<p>1-3</p>
<ul style="list-style-type: none"> <li>● fails to suggest measures to help cultivate environmentally-friendly eating habits/ makes no attempt to answer the question</li> <li>● gives an answer which is not relevant to the question</li> </ul>	<p>0</p>

3. (a)

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 he/she agrees with the statement; supports his/her viewpoint by comparing comprehensively and weighing critically the good and harm brought to the quality of life of people in Hong Kong by economic globalization; shows an in-depth understanding and an appropriate application of the relevant knowledge and concepts (e.g., economic globalization, quality of life and interdependence) in view of Hong Kong's current situation;; e.g.:</li> </ul> <p><i>Points of agreement: explains clearly and in detail his/her arguments with relevant and valid examples/ observations of Hong Kong; may construct arguments by drawing upon some of the points below or any other appropriate alternatives, e.g.,</i></p> <ul style="list-style-type: none"> <li>■ Large amount of capital flow to Hong Kong for investment to create jobs;</li> <li>■ Advanced technology and skills are imported for enhancing productivity and government revenue. Hence, there will be more public fund for the improvement of public infrastructure, environmental quality and social well-being, enhancing the educational opportunities;</li> <li>■ New professions, industries, and services are created in Hong Kong; more expatriate workers come to Hong Kong , creating a more cosmopolitan society;</li> <li>■ Exports will increase, which will boost the income of Hong Kong citizens and further enhance the standard of living, etc.</li> </ul> <p><i>Points of disagreement: explains clearly and in detail his/her arguments with relevant and valid examples/ observations of Hong Kong; may construct arguments by drawing upon some of the points below or any other appropriate alternatives, e.g.,</i></p> <ul style="list-style-type: none"> <li>■ Hong Kong being an open economy, international hot money and financial speculation may cause financial instability in Hong Kong;</li> <li>■ Import trade may cause inflation to the Hong Kong economy, reducing citizens' purchasing power and choices in daily commodities;</li> <li>■ Transnationals establishing polluting industries on the mainland may lead to cross-border pollution;</li> <li>■ An economic downturn or financial crisis of the world will directly affect the Hong Kong economy and people's livelihood, 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>	<p>9-10</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; shows an understanding of the relevant knowledge and concepts and an ability to apply them where appropriate:</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>	7-8
<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:</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 his/her position according to his/her knowledge, but the explanation is too partial e.g., explaining with a wrong concept of economic globalization/ quality of life, 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

3. (b)

Suggested Marking Guidelines	Mark
<p>The candidate:</p> <ul style="list-style-type: none"> <li>● suggests a wide range of feasible ways for Hong Kong to maintain its prosperity, e.g.,                             <ul style="list-style-type: none"> <li>■ To increase land supply for lowering the cost of rent to attract investment;</li> <li>■ To improve the environmental quality to attract foreign investment;</li> <li>■ To maintain social stability by providing more support to the poor (e.g. social services and public housing);</li> <li>■ To maintain the rule of law and anti-corruption institutions to provide a fair and stable environment for investments;</li> <li>■ To provide professional training and higher education for high quality manpower;</li> <li>■ To strength the cooperation with the mainland for enhancing Hong Kong's competitiveness (e.g. finance and services sectors);</li> <li>■ To develop new industries/business for economic diversification, etc.</li> </ul> </li> <li>● fully and clearly explains the suggestions made and how they maintain prosperity when Hong Kong is facing competitions and internal challenges</li> <li>● draws extensively and appropriately on own knowledge or concepts (e.g. economic competitiveness, stability)</li> <li>● provides an answer that is well structured; expresses his/her ideas with clarity</li> </ul>	<p>9-10</p>
<ul style="list-style-type: none"> <li>● suggests a range of feasible ways for Hong Kong to maintain its prosperity</li> <li>● explains the suggestions made and how they maintain prosperity when Hong Kong is facing competitions and internal challenges, but not always with sufficient detail and/or clarity</li> <li>● draws on own knowledge or concepts</li> <li>● provides an answer that is well structured, but which may not express his/her ideas with sufficient clarity</li> </ul>	<p>7-8</p>
<ul style="list-style-type: none"> <li>● suggests a narrow range of ways for Hong Kong to maintain its prosperity</li> <li>● explains the suggestions made and how they maintain prosperity when Hong Kong is facing either competitions or internal challenges, with insufficient detail and/or clarity</li> <li>● shows partial understanding or is only able to apply relevant knowledge and concepts in a basic way</li> <li>● provides an answer that is not well structured, and does not always express his/her ideas clearly</li> </ul>	<p>4-6</p>
<ul style="list-style-type: none"> <li>● lists a few ways for Hong Kong to maintain its prosperity that may not be feasible</li> <li>● does not fully and clearly explain the suggestions</li> <li>● attempts to explain the suggestions according to his/her knowledge, but the explanation is too partial, e.g. using irrelevant examples/ information for illustration, etc.</li> <li>● provides a brief answer with little organisation; expresses his/her ideas vaguely</li> </ul>	<p>1-3</p>
<ul style="list-style-type: none"> <li>● fails to suggest ways for Hong Kong to maintain its prosperity / makes no attempt to answer the question</li> <li>● gives an answer which is not relevant to the question</li> </ul>	<p>0</p>