

2008-CE
HIST



HONG KONG CERTIFICATE OF EDUCATION MOCK EXAMINATION 2008

History

by Keith Leung

(This paper should be answered in English)

Time Allowed: 2 Hours

1. This paper consists of **Part A** and **Part B**. Part A carries 50% of the subject marks, and Part B carries 30%. You are advised to spend 1 hour and 15 minutes on Part A and 45 minutes on Part B.
2. **Part A** consists of data-based questions, all of which are to be answered. The marks allocation is shown in brackets at the end of each question. It is a guide to the length of answer required, which may vary from a sentence to a short paragraph. You should plan your time accordingly.
3. **Part B** includes 5 essay-type questions, of which you may attempt any one. You are reminded of the necessity of presenting your answer in essay form and in a clear and orderly manner..
4. If the essay-type question is divided into sub-questions. You **MUST** divide your answer into different parts accordingly. You risk mark penalties if you do not do so.

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Part A Data-based Questions

1. Study Source A

Source A

The following is the propaganda song of the Hong Kong Family Planning Directory Association.

Two are good enough;
Two are good enough.
Be it a boy, be it a girl;
Two are good enough.
Don't go for more;
Don't go for more.
Having more may not be good;
Going for more may be bad for you.
Two are good enough;
Two are good enough.

- (a) With reference to Source A, why did the Hong Kong Government introduce the “Two Children Policy” in the 1970s. Explain your answer. (4 marks)
- (b) What are the usefulness and limitations of Source A in understanding the government’s population policy in the 1970s? With reference to Source A and using your own knowledge, explain your answer. (6 marks)

2. Study Source B

Source B

The following is an excerpt on the “Five Branches of Government” adopted by the Nationalist government during the Nanjing Decade (1928-1937).

In the West, the political system was a balance between the executive, legislative and judiciary powers. Sun Yixian’s political system was a separation of five powers: executive, legislative, judiciary, examination and control. The idea of a separation of five powers was conceived during the revolution in Late Qing China. Sun Yixian attempted to carry it out in 1912 when he was the Provisional President. Later, he incorporated the five-power political system into the Fundamentals of National Construction by the Nationalist Government. An Outline of Political Tutelage and the Organic Law of the Nationalist Government drafted on October 3, 1928 incorporated this five-power political system. This system was also incorporated in the Provisional Constitution during the Period of Political Tutelage proclaimed on June 1, 1931. By Article 71 of the constitution, the Nationalist government was to set up the Executive Yuan, Legislative Yuan, Judiciary Yuan, Examination Yuan and Control Yuan, together with other departments and committees. The organisation, powers and responsibilities of the five yuan and the inter-relationship between them were stipulated in the Organic Law of the Nationalist Government.

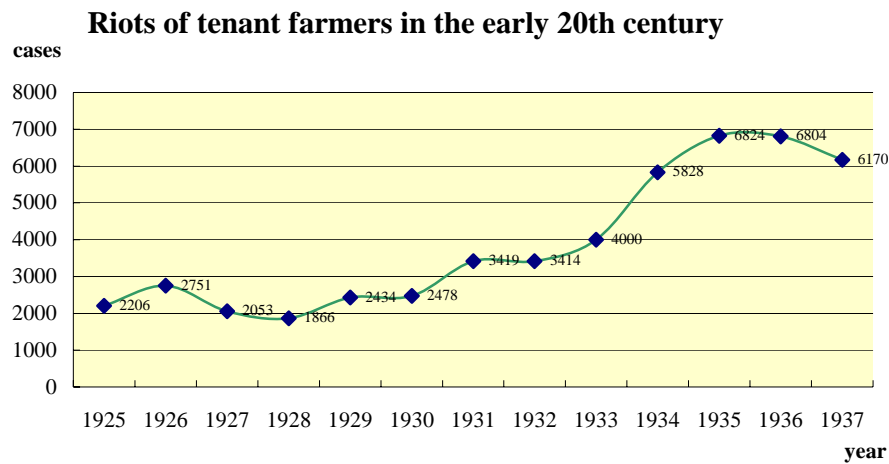
The five-power system was better than the Western system of separation of power by its addition of the examination and control powers. The Examination Yuan was to select able people for the country and improve the quality of civil servants. The Control Yuan was to supervise public affairs and civil servants throughout the country in order to promote administrative development.

Source: Cheng, Y.F., *Modern History of China*, Taiwan: Tung Wah Bookstore, 1979, p. 453

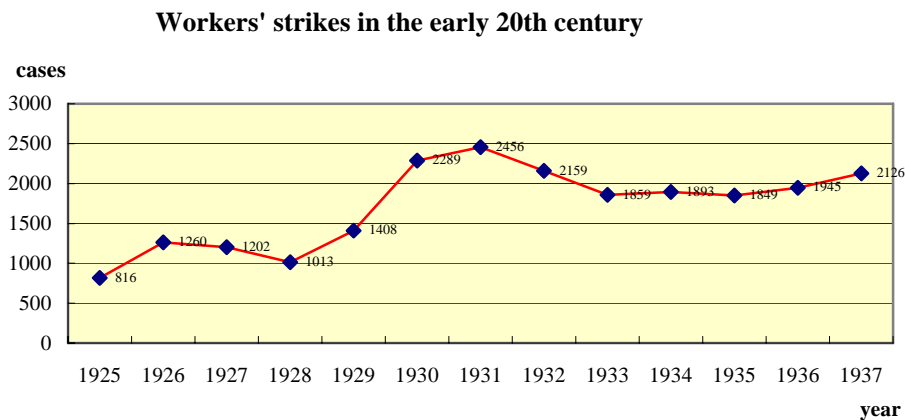
- (a) From Source B, what point out the difference between the political system adopted by the Nationalist government and that adopted by the Western countries? (2 marks)
- (b) What were the advantages of the five-power political system over the three-power political system commonly adopted by European countries? From Source B, suggest *one* clue to support your answer. (2 marks)
- (c) Source B reflects that the introduction of the Control Yuan and the Examination Yuan was an achievement of political modernization during the Nanjing Decade. Do you agree with this view point? Explain your answer. (6 marks)

3. Study Source C and D

Source C



Source D



- (a) With reference to Sources C and D, explain the trend of riots and strikes by tenant farmers and workers in Japan in the early 20th century. (4 marks)
- (b) Why did tenant farmers break into riots in Japan in the early 20th century? With reference to Source I and using your own knowledge, find out the reasons. (3 marks)
- (c) Why did workers go on strike in Japan in the early 20th century? With reference to Source D and using your own knowledge, find out the reasons. (3 marks)

4. Source E



- (a) With reference to Source E, describe the situation of unemployment in Germany between 1929 and 1933. (2 marks)
- (b) With reference to your own knowledge, give two reasons for the German problem of unemployment after World War I. (2 marks)
- (c) To what extent can the data in Source E help you to understand the reasons for the rise of Nazism in Germany between 1919 and 1939? (6 marks)

5. Study Source F

Source F

The cartoon below was published in France in the mid-1960s. It reflects the view of France on further expansion of Western European economic integration at that time.



- (a) Identify the people and countries represented respectively by the policeman and the two motor cars in Source F. (1+1+1 mark)
- (b) With reference to Source F, what was the view of France on further expansion of Western European economic integration? Suggest *two* relevant clues from the source to support your answer. (1+2 marks)
- (c) What are the usefulness and limitations of Source F in understanding the attitude of France towards the expansion of Western European economic integration as reflected in (b)? With reference to Source F and using your own knowledge, explain your answer. (4 marks)

Part B Easy Questions

- 6 (a) Account for the changing relationship between the mainland and Hong Kong from the Cultural Revolution to the transfer of sovereignty in 1997. (15 marks)
- (b) Analyse the role of Hong Kong in the Asia-Pacific region. (15 marks)
- 7 (a) Explain the meaning of the “Three Red Banners”. (10 marks)
- (b) Explain the impact of radical economic movement on the economic development of China. (10 marks)
- 8 (a) With reference to Japan’s internal and external political situation between 1895 and 1939, analyse the reasons for the rise of militarism. (15 marks)
- (b) What was the impact of Japanese militarism on the Asian region? (20 marks)
9. Choose TWO from the following to explain the disintegration of the Soviet Union. (15+15 marks)
- (a) De-Stalinisation;
 - (b) Ethnic conflict;
 - (c) The emergence of dissidents;
 - (d) Economic plight;
 - (e) Gorbachev’s New Thinking.
- 10 (a) Identify the role of the United States in postwar economic reconstruction in Western Europe. (15 marks)
- (b) Identify the role of the Soviet Union in postwar economic reconstruction in Eastern Europe. (15 marks)

END OF PAPER