

高中

# 新探索 世界史

第二版

## New Exploring World History (Second Edition)

# 新增教材概覽

強化論述題作答能力

率先銜接文憑試新形式

持續更新評核資源



齡記出版有限公司  
LING KEE PUBLISHING CO., LTD.

# 強化論述題作答能力

## 1 論述題實戰攻略

### Advanced Tactics for HKDSE History Essay-type Questions

- 分**主題甲**、**主題乙**兩冊，夾附於相應的學生課本內。
- 共涵蓋以下**九個重點課題**，包括最新納入課程的「**本地文化承傳**」(Local heritage)：

#### 主題甲 Theme A

香港都市化發展

Urbanisation in Hong Kong

本地文化承傳

Local heritage

20世紀初日本的政治及外交概況

Overview of Japan's political and diplomatic

二次大戰後日本與亞洲國家的政治、經濟及文化關係

Japan's political, economic and cultural relations with other Asian countries after WWII

#### 主題乙 Theme B

1900-1914年歐洲主要國家的關係

Relations among European powers from 1900 to 1914

極權主義的興起

Rise of totalitarianism

1930年代集體安全失敗的原因及英美法蘇的外交政策

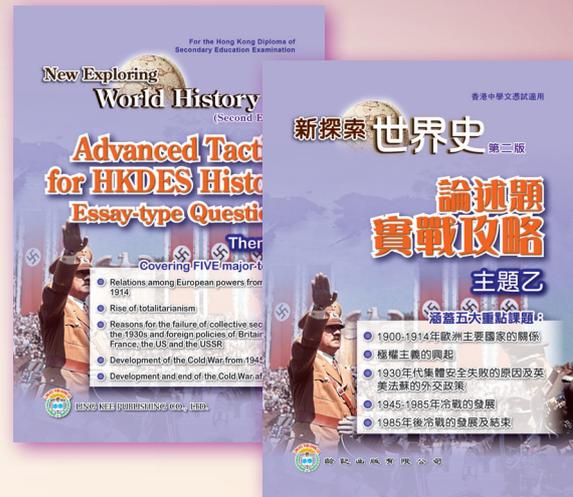
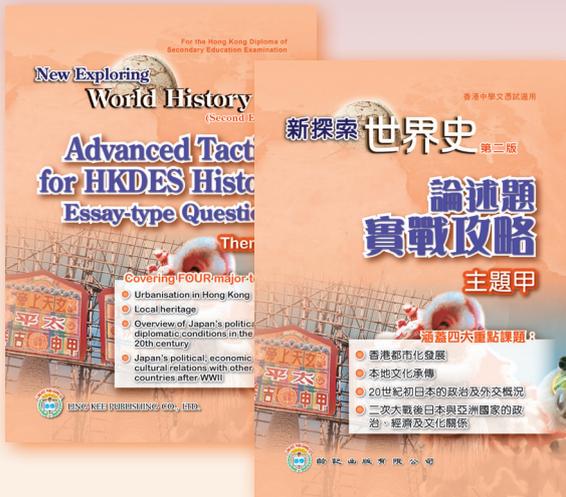
Reasons for the failure of collective security in the 1930s and foreign policies of Britain, France, the US and the USSR

1945-1985年冷戰的發展

Development of the Cold War from 1945 to 1985

1985年後冷戰的發展及結束

Development and end of the Cold War after 1985



配合課本正文，提供豐富補充資料，有效提高學生基本史識，符合現時考評深度。

### 二次大戰後日本與亞洲國家的政治、經濟及文化關係

年份	發展
1950年代	• 協助制定日本經濟發展五箇年計劃，推動經濟，協助建立立法及司法體系。 • 日本經濟發展帶動了「亞洲奇蹟」，帶動東南亞經濟發展，日本與東南亞國家建立外交關係，並訂立友好條約。
1967年	• 援助力促香港、澳門與新加坡、韓國與菲律賓國家的外交關係。 • 協助制定香港、澳門與新加坡的獨立條約，協助制定立法及司法、經濟與社會發展計劃的友好條約，協助制定立法及司法條約。
1977年	• 協助制定日本與菲律賓、韓國、新加坡與馬來西亞的經濟發展五箇年計劃，協助制定經濟發展五箇年計劃，協助制定立法及司法、經濟與社會發展計劃的友好條約，協助制定立法及司法條約。
1982年	• 協助制定日本與菲律賓、韓國、新加坡與馬來西亞的經濟發展五箇年計劃，協助制定經濟發展五箇年計劃，協助制定立法及司法、經濟與社會發展計劃的友好條約，協助制定立法及司法條約。
1990年	• 協助制定日本與菲律賓、韓國、新加坡與馬來西亞的經濟發展五箇年計劃，協助制定經濟發展五箇年計劃，協助制定立法及司法、經濟與社會發展計劃的友好條約，協助制定立法及司法條約。
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**政治關係**

**思考題**

二次大戰後日本能與亞洲國家建立緊密的政治關係嗎？

1953年，日本與美國達成歷史性條約，恢復獨立。美國對日本有深遠的影響。日本是美國在亞洲的盟友。因此，1950-1960年代，日本與亞洲國家建立緊密的政治關係。日本與亞洲國家建立緊密的政治關係，主要由於美國在亞洲的領導地位。日本與亞洲國家建立緊密的政治關係，主要由於美國在亞洲的領導地位。日本與亞洲國家建立緊密的政治關係，主要由於美國在亞洲的領導地位。

### 政治、經濟及文化關係

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### Political, economic and cultural relations between Japan and other Asian countries after WWII

Changes in Japan's post-war foreign policy

Year	Development
1950s	• Japan followed the US to practice the containment of communism in Asia and showed no desire to establish normal diplomatic relations with China and North Korea.
1951	• The US arranged the signing of the Treaty of San Francisco between Japan and the Allied Powers. Japan renounced its claims to Korea and Taiwan. Japan agreed to restore relations with them and get into the Southeast Asian market.
1957	• Kiishi Nobusuke became Prime Minister. He advocated economic diplomacy, and was seen as developing foreign relations with Asian countries.
1972	• Tanaka Kakuei became Prime Minister. He preferred developing independent foreign policy to avoid dependence on the US.
1973	• Japan abandoned following the US containment policy and normalised foreign relations with China.
1977	• Due to the constant anti-Japanese sentiments aroused in Southeast Asia, Japan realised the shortcoming of developing just economic relations with Southeast Asian countries. Prime Minister Fukuda Takeshi introduced the Fushida Doctrine. He announced that Japan would not become a military power, and expressed his hope of establishing relations with Southeast Asian countries in different aspects, not just economic relations.
1982	• Yasuhiro Nakasone became Prime Minister. He decided to transform Japan from an economic power to a political power. He suggested that Japan should be more involved in world politics and shoulder more responsibilities in world affairs.
1990	• Prime Minister Kaifu Toshirō advocated active foreign policy. He had visited more than 19 countries.
1994	• Prime Minister Murayama Tomiichi claimed that, bearing a humble attitude, he made major contributions to the stability of Asian countries during WWII. He also made verbal apology in order to relieve the resentment of various countries towards Japan.

**Political relations**

**Thinking**

Could Japan establish close political relations with other Asian countries after WWII?

Although Japan regained its autonomy after 1942, the US continued to have great influence on its diplomacy. Japan was the non-communist ally of the US. During the 1950s-1960s, Japan did not establish diplomatic relations with the communist system in Asia. For other non-communist countries in Asia, Japan improved its relations with them by paying reparations or providing economic aid.

In the 1970s, Japan became the world's second greatest economic power. It did not want to remain a politically weak country. Instead, it wanted to stay following the US to lead and to achieve diplomatic autonomy. In addition to a desire of the Cold War, relations between Japan and other Asian countries were further enhanced.

In the 1980s, the influence of the US and the USSR in the Asia and Southeast Asia was declining, and Japan took the chance to fill up their power vacuum. During the period 1982-1987, Prime Minister Nakasone Yasuhiro decided to transform Japan into a political power. He increased his diplomatic activities and expanded the military expenditure from less than 1% of the GNP. Since then, the political relations between Japan and other Asian countries had become closer. Japan played a more important role in Asian affairs.

**Relations with South and North Korea**

**1 South Korea**

• Korea had been a colony of Japan for 36 years. Although it was divided into North Korea and South Korea after WWII, people in both places still hated for Japan.

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加設「文憑試論述題分析」(Analysis of HKDSE essay-type questions) 環節，精選多條參考歷屆公開考試題目擬定的論述題，提供詳盡題解及表列式作答大綱，協助學生掌握各種題型及相應的答題技巧。

### 新探世界史

二次大戰期間所建立的集體安全系統，在戰後初期，有助維持和平？試參考 1919-1939 年間的史實，解釋你的答案。

二次大戰期間所建立的集體安全系統，在戰後初期，有助維持和平。這主要由於美國在亞洲的領導地位。日本與亞洲國家建立緊密的政治關係，主要由於美國在亞洲的領導地位。日本與亞洲國家建立緊密的政治關係，主要由於美國在亞洲的領導地位。

1919年，巴黎和會召開，各國代表聚集一堂，討論戰後國際秩序。美國總統威爾遜提出十四點原則，呼籲建立一個基於自願合作和國際法的集體安全系統。這成為國際聯盟的基礎。國際聯盟旨在通過外交途徑解決爭端，防止戰爭的爆發。在戰後初期，國際聯盟確實發揮了維持和平的作用。然而，隨著時間的推移，國際聯盟的權威逐漸削弱，最終在二次大戰期間崩潰。

1939年，國際聯盟未能阻止德國入侵波蘭，這標誌著集體安全系統的失敗。儘管如此，國際聯盟在戰後初期確實為維持和平做出了一些貢獻。它通過外交途徑解決了一些爭端，並促進了國際合作。然而，隨著冷戰的爆發，國際聯盟的作用進一步削弱。儘管如此，國際聯盟在戰後初期確實為維持和平做出了一些貢獻。

### Analysis of HKDSE essay-type questions

To what extent did collective security established during the inter-war period help maintain peace? Explain your answer with reference to a 'small event'.

This question requires students to evaluate the effectiveness of collective security established during the inter-war period in maintaining peace. It may be easier for students to answer the question if they hold a 'small event'.

Students are advised to consider the following factors when answering the question:

- The League of Nations, the signing of the Locarno Pact and the Kellogg-Briand Pact, as well as the three disarmament conferences. Students can discuss whether collective security could help to maintain peace from four aspects, including settling territorial disputes, stopping aggression, disarmament and maintaining good international relations. Comparisons between success and failure should be made in order to reach a conclusion. Students should pay attention to the arguments about the whole period of 1919-1939.
- The main points of the answer are as follows:

Maintaining peace	Failure of collective security	Conclusion
<ul style="list-style-type: none"> <li>• Settling territorial disputes of small states</li> <li>• The League of Nations</li> <li>• Locarno Pact and Kellogg-Briand Pact</li> <li>• Disarmament conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Failure to succeed in settling territorial disputes of small states</li> <li>• The League of Nations only guaranteed that the western boundary of Germany would remain unchanged</li> <li>• There was no effective provision to prevent Germany from violating the Locarno Pact</li> <li>• The international agreements became mere scraps of paper. Other countries did not sign Germany from violating the Locarno Pact.</li> </ul>	<ul style="list-style-type: none"> <li>• Success in settling territorial disputes of small states</li> <li>• Failure to succeed in settling territorial disputes of small states</li> <li>• The League of Nations only guaranteed that the western boundary of Germany would remain unchanged</li> <li>• There was no effective provision to prevent Germany from violating the Locarno Pact.</li> <li>• The international agreements became mere scraps of paper. Other countries did not sign Germany from violating the Locarno Pact.</li> </ul>

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# 率先銜接文憑試新形式

- 因應2018年起文憑試實施新評核大綱，提供**全新形式模擬試卷 (Mock Exam Papers)**，協助學生及早熟習最新考評要求。
- 試卷設計完全按照**考評局**公布修訂：**卷一歷史資料題**部分，新設「**本地文化承傳**」相關題目；**卷二論述題**部分，每題分數改為**廿五分**，參考答案改用**新評分尺**。
- 現行文憑試形式的**模擬試卷**，將持續提供至**2017年**止。

齡記出版有限公司  
香港中學文憑考試

歷史  
模擬試卷

2018  
評核模式

香港中學歷史科考試，設兩個卷：卷一歷史資料題佔分40%，卷二歷史論述題。考生可在預備卷中：資料題分40%，歷史論述題分別為一小時四十五分及一小時三十分。部分考生宜以十五分鐘撰寫作答。

以下七題，每題兩部分。

- 討論1945-1997年期有利或不利于香港民主發展的因素。(25分)
- 1949年在粵北方面發生中國20世紀歷史上的「一個轉折點」。試解釋你的答案。(25分)
- 遠溯至1900-1940年日本對西方列強的外交政策。(25分)
- 試評述香港在第二次世界大戰的爆發與最高潮時期的發展。試參考1919-1939年的史實，解釋你的答案。(25分)
- 「冷戰一方面導致國際衝突，另一方面促進國際合作」。你同意嗎？試解釋你的答案。(25分)
- 「和平或武力是有效解決爭端」。試以中國近代內戰及兩岸關係的發展為例，說明你的答案。
- 選取課程內任何一個國家，探討第二次世界大戰後至二十世紀末它所面對的經濟發展挑戰。

卷二 (論述題)

1. 討論1945-1997年期有利或不利于香港民主發展的因素。(25分)

評分標準	標準	最高可得等級	分數
A	表行「詳盡論述」，能選擇「有關的論述」對有利或不利于香港民主發展的影響，能以「詳實」的史實，說明論述的論證部分。	A	23-25
B	能選擇「詳實」的史實，說明論述的論證部分，能選擇「詳實」的史實，說明論述的論證部分。	B	20-22
C	能選擇「詳實」的史實，說明論述的論證部分。	C	17-19
D	能選擇「詳實」的史實，說明論述的論證部分。	D	14-16
E	能選擇「詳實」的史實，說明論述的論證部分。	E	11-13
F	能選擇「詳實」的史實，說明論述的論證部分。	F	5-10
G	能選擇「詳實」的史實，說明論述的論證部分。	G	2-4

處理方法：  
- 在結構方面，與學科有關的資料與歷史資料。  
- 在結構方面，與學科有關的資料與歷史資料。

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HONG KONG DIPLOMA OF  
SECONDARY EDUCATION EXAMINATION

History  
Mock Paper

2018  
Assessment Framework

HKDSE History examination consists of 2 written papers: Paper 1 consists of data-based questions, and carries 60% of the subject marks. Paper 2 consists of essay-type questions, of which candidates may attempt any two, and it carries 40% of the subject marks. The duration of Paper 1 and Paper 2 are 1½ hours and 2½ hours respectively. For Paper 2, students are advised to spend about 15 minutes on their writing.

Answer any two of the following seven questions.

- Discuss the factors that worked for and those that worked against the democratic development of Hong Kong in the period 1945-1997. (25 marks)
- In which aspects was the year 1949 a turning point in the 20th century? Explain your answer. (25 marks)
- Trace and explain the Japanese foreign policies towards the Western powers in the period 1900-1940. (25 marks)
- Do you think that Germany was the country which should bear the largest responsibility for the outbreak of the Second World War? Explain your answer with reference to the period 1919-1939. (25 marks)
- On the one hand, the Cold War led to international conflicts; on the other hand, it also led to international co-operation. Do you agree? Explain your answer. (25 marks)
- 'Peaceful means were more effective than force in resolving conflicts.' Comment on the statement with reference to the Vietnam Civil War and the apartheid in S. Africa. (25 marks)
- Select one country within your History course, and examine how the economy after the Second World War up to the end of the 20th century affected its citizens. (25 marks)

END OF PAPER

PAPER 2 (ESSAY-TYPE QUESTIONS)

1. Discuss the factors that worked for and those that worked against the democratic development of Hong Kong in the period 1945-1997. (25 marks)

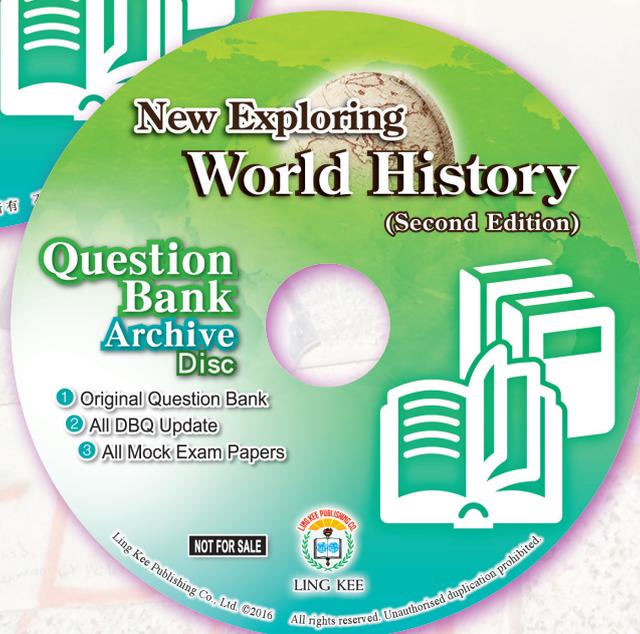
Marking criteria	Max Grade to be awarded	Marks
- Coherent presentation with a logical and balanced discussion of how the two sets of factors affected the democratic development of Hong Kong in the period in question, supported by solid historical examples that cover a considerable part of the period.	A	23-25
- Shows a good understanding of the question; clearly mentions the two sets of factors affected the democratic development of Hong Kong in the period in question. Historical examples cover a good part of the period.	B	20-22
- Shows a good understanding of the question, with a good attempt to discuss the two sets of factors affected the democratic development of Hong Kong in the period in question, but discussion is noticeably limited and contains underdeveloped arguments. Historical examples cover a good part of the period.	OC	17-19
- Shows a general understanding of the question, and obvious efforts to mention the factors, but it is not always clear in explaining how each factor affected the democratic development of Hong Kong, or - Only mentions one set of factors, or attempts to tackle both but marred by rough content.	D	14-16
- Shows an awareness of the question, with noticeable efforts to mention the factors, but the answer is weak in explaining how each factor affected the democratic development of Hong Kong, or - Tackles only one set of factors, marred by minor mistakes, or attempts to tackle both but containing obvious mistakes and rough content.	E	11-13
- Provides a statement of the democratic development of Hong Kong in the period in question, with only one or two lines that casually touch upon the factors behind it.	E-F	5-10
- A general statement of the democratic development of Hong Kong in the period in question, without any efforts to discuss the factors behind it.	F	5-8
- Shows little understanding of the question, with no distinction made between the two sets of factors.	G	2-4
- Contains very few relevant facts. Very poorly related and/or unrelated, with annoying mistakes in writing, punctuation, capitalization and placement.	U	0-4

# 持續更新評核資源

## 1 歷年試題庫光碟 Question Bank Archive Disc

此光碟包含：

- 原始試題庫題目。
- 歷年**歷史資料題更新**，總數**超過一百一十條**。
- 歷年**模擬試卷**。



# 2 歷史資料題簡報光碟

## History DBQ PowerPoints Disc

- 涵蓋主題甲及主題乙各課題，以簡報形式展示課本內所有歷史資料題圖文內容及相應的層次式評分指引 (level marking guidelines)，方便教師堂上講解及核對答案。
- 教師亦可於學科網站自行下載



2.1 早期的現代化努力——改革與革命

歷史資料題 (主題甲頁135，難度：1)

細閱資料A及B。

**資料A**

以下是一幅20世紀初的美國漫畫。

資料來源：  
<http://www.loc.gov/pictures/item/2010717700>

新探索世界史 第二版 歷史資料題簡報

2.1 早期的現代化努力——改革與革命

(b) 資料A的漫畫家及資料B的作者是否你在題(a)指出的歷史事件抱有相同的看法？試參考資料A及B，解釋你的答案。 [5分]

答案必須是不相同，否則難以提出理據。

L1 論述含混，未能有效運用資料；或論述欠均衡，答案僅涉及資料A或B，未作真正比較。 [最多2分]

L2 論述合理及均衡，能有效運用資料。 [最多5分]

例子：

- 資料A的作者認為辛亥革命使中國不再腐敗，並可帶來新景象。
- 資料B的作者認為辛亥革命沒有改變人們的政治及社會觀念。

新探索世界史 第二版 歷史資料題簡報

5.1 International Economic Co-operation

Data-based Question (Theme B, p.206; Difficulty: 1)

Study Sources A.

**Source A** The following German cartoon, published in 1951, is titled 'Six Ministers Board the Same Boat'. It describes the birth of a European economic organisation.

Provenance: <http://www.eccc.eu>

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5.1 International Economic Co-operation

(b) Was the cartoonist optimistic about the future of this economic organisation? Explain your answer with reference to Source A. [3 marks]

The answer should be yes; otherwise, it would be difficult to give arguments.

L1 Vague answer with ineffective use of the Source. [max. 2]

L2 Clear answer with effective use of the Source. [max. 3]

e.g.:

- The six men representing the six member states are happy.
- Belgium, the Netherlands and Luxembourg are very pleased to follow the lead of Germany, France and Italy to establish the organisation.
- The fine weather heralds the promising prospect.

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# 新探索世界史

第二版

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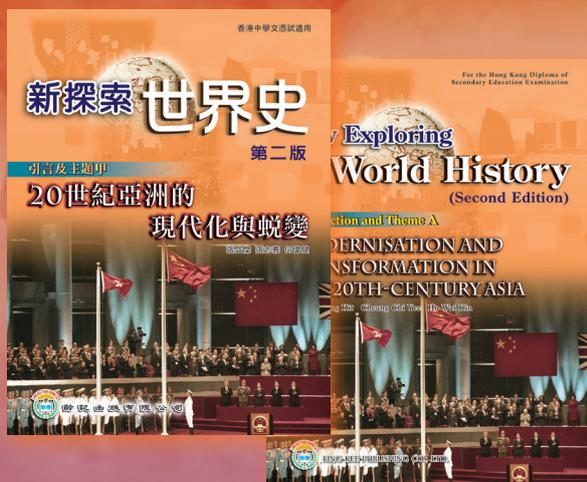
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試題庫印刷本

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學科網站 Subject Website

[http://hist.lingkee.com/  
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