



Cambridge Pre-U

MANDARIN CHINESE (PRINCIPAL)

9778/04

Paper 4 Chinese Culture

October/November 2020

MARK SCHEME

Maximum Mark: 60

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2020 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

The Paper is divided into two sections. Candidates are required to answer two questions in total, one from each section. Answers must be written in English and should be about 600–750 words in length. Answers will be assessed for Content and Structure according to the criteria below.

- Content (25 marks)
- Structure (5 marks)

The paper is intended to test candidates' knowledge and understanding of cultural topics and ability to use this knowledge to answer questions in a clear and focused manner. Great value is placed on evidence of a first-hand response and thoughtful, personal evaluation of what candidates have chosen to study. Candidates may have been encouraged to depend closely on prepared notes and quotation: quotation for its own sake is not useful, although it will gain credit if used appropriately to illustrate a point in the answer.

Candidates should write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates are not penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in these areas is likely to influence judgements concerning the overall clarity and effectiveness of the writing.

Candidates will not tend to show all the qualities or faults described in any one mark band. Examiners will attempt to weigh all these up at every borderline, in order to see whether the work can be considered for the category above.

Examiners will take a flexible approach, and even when there are obvious flaws in an answer, reward evidence of knowledge and especially any signs of understanding and careful organisation.

Content	
23–25	Excellent Excellent ability to organise material in relation to the question. Comprehensive response with an extensive number of relevant points targeting the terms of the question with precision. Displays detailed knowledge and sustained analysis.
19–22	Very good A thoughtful and well-argued response to the question. Includes a large number of relevant points, well-illustrated. Displays thorough knowledge, good understanding and analysis of the material.
15–18	Good A well-argued response to the question. Includes a good number of relevant points, most of which are developed and illustrated. Some limitations of insight, but a coherent approach.
11–14	Satisfactory A mainly relevant response to the question. Shows fair knowledge and understanding of the material. Includes a fair number of relevant points not always linked and / or developed.
6–10	Weak An uneven OR basic response to the question. Shows some knowledge and understanding of the material. Includes some relevant points, but development and illustration are limited. Contains padding AND / OR has some obvious omissions OR is largely narrative / description.
1–5	Poor Little attempt to answer the question. Only elementary knowledge and understanding of the material. Makes very few relevant points and even these are largely undeveloped and unsubstantiated. OR a response which makes hardly any attempt to address the terms of the question but which displays a basic general knowledge of the material.
0	No rewardable content

Structure	
5	Very good A well-structured and coherent piece of writing, with ideas and arguments clearly linked throughout. All paragraphs well-constructed. Includes a comprehensive introduction and conclusion.
4	Good A clear structure, with logical presentation of ideas. Most paragraphs well-constructed. Includes an adequate introduction and conclusion.
3	Satisfactory Some success in organising material and ideas into a structured piece of writing. A reasonable attempt to paragraph but weakness in introduction and conclusion.
2	Weak Some attempt to organise material and ideas into a structured piece of writing. Many single-sentence paragraphs or no attempt at paragraphing. Organisation of ideas not always logical.
1	Poor No attempt to organise material and ideas into a structured piece of writing. Incoherent. Ideas introduced in no apparent order.
0	No rewardable structure

INDICATIVE CONTENT

Candidates should write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the writing.

Questions are open to interpretation and, therefore, the following notes are not intended to be prescriptive but to give an indication of some of the points which could be made in response to each question. They are by no means exhaustive.

Candidates choose **two** questions in total, one from each section, and answer them in English.

Question	Answer	Marks
1 The founding of the People's Republic of China		
1(a)	<p>EITHER:</p> <p>(a) There were great social changes in China between 1949 and 1956, not least for women. Analyse the impact of these changes for women in the early years of the People's Republic of China (PRC).</p> <p>There are many different approaches to this answer. Candidates should be able to use examples from the period to support their argument of how society changed for women during the period. Some points candidates may focus on are:</p> <ul style="list-style-type: none"> • Land Reform which led to changes in family structure • Increase in access to work • Reforms to marriage and divorce • Access to education • Role of women in education • Childcare in early PRC • Role of women in the PRC • Participation of women in political discourse • CCP policies during the Civil War/Sino-Japanese War and how this influenced later PRC policy • Female infanticide • Foot binding 	
1(b)	<p>OR:</p> <p>(b) 'The Chinese Civil War was not so much won by the Chinese Communist Party (CCP) as it was lost by the Nationalists (GMD). To what extent do you think this assessment is fair?'</p> <p>Candidates may be in support of or against the statement. However, either way they should evaluate different factors in the outcome of the Chinese Civil War and should make a conclusion based on evidence presented. They could include some of the following:</p> <ul style="list-style-type: none"> • CCP strengths and tactics • Military mistakes of the GMD • Chiang's mismanagement of funds and refusal to work with the CCP • Difference between Mao and Chiang Kai-shek (Jiang Jieshi) as leaders • Weaknesses/corruption in the GMD state • inflation • Popular dislike of GMD policies • International support for the GMD • Japanese occupation of China • Treatment of the general population by GMD and CCP • Different bases of support for the CCP and GMD 	

Question	Answer	Marks
2 Chinese economic trends since 1978		
2(a)	<p>EITHER:</p> <p>(a) How far do you agree with the idea that China’s economic policies since 1978 show a similar repetitive pattern: first a period of pushing forward quickly with rapid reform, followed by a period of more conservative policies? Use specific examples in your answer.</p> <p>There is a lot of evidence that candidates can use in addressing this question. There must be an awareness of how reforms changed during different periods of history and how more rapid reform was often succeeded by more moderate policies. Candidates might include some of the following:</p> <ul style="list-style-type: none"> • Initial rapid reform – the Four Modernisations/Open Door Policy • Chinese GDP growth • Conservative influence during the 1980s; resistance to Western cultural influence • Anti-Spiritual Pollution Campaign • Anti-Bourgeois Liberalisation Campaign • June 4th crackdown • Zhu Rongji and Jiang Zemin – speeding up of reforms • The Hu-Wen administration – return to more gradual policies • Privatisation and state-owned industries • Inflation and currency pegging • Xi-Li administration • Development of service industries 	

Question	Answer	Marks
2(b)	<p>OR:</p> <p>(b) ‘Agriculture was the first area to be reformed by Deng Xiaoping post-1978, but it has been largely ignored by recent economic policies’. Evaluate this statement in relation to the Chinese government’s focus on agriculture in economic policy in the last 40 years.</p> <p>Successful answers will analyse the focus on agriculture in economic reform since 1978 and make a judgement as to whether agriculture has been ignored in recent years. A variety of responses are valid as long as they are supported and justified with evidence. Candidates could include some of the following:</p> <ul style="list-style-type: none"> • The Four Modernisations – the role of agriculture • Town and Village Enterprises (TVEs) • Free-market economy • Special Economic Zones (SEZs) and their impact on the countryside • Tax incentives for rural residents • Property laws for rural residents • Mechanisation of agriculture • Exodus of rural workforce • Corruption in the countryside • Social services in the countryside (e.g. provision of housing, education, health care) 	

Question	Answer	Marks
3 Emerging China: population, environment and migration		
3(a)	<p>EITHER:</p> <p>(a) Is China one of the most environmentally unfriendly countries in the world or one of those most dedicated to finding green solutions to ecological challenges? Justify your answer with specific examples.</p> <p>This question requires candidates to show an understanding of both the environmental issues facing China as well as what the Chinese government and other agencies are doing to combat the issues. Candidates should use examples to support their arguments. They might include some of the following:</p> <ul style="list-style-type: none"> • Environmental issues caused by rapid urbanisation and industrialisation • Water pollution • Burning of fossil fuels and car pollution • Deforestation • Recycling initiatives • Investment in renewable energy • Regulations for cars in cities • Solar power and solar technology for export • Punishments for non-green industry and incentives for green companies 	
3(b)	<p>OR:</p> <p>(b) What impact have the migration and family planning policies since Reform and Opening Up had on ethnic minority groups in China? You may either focus on one ethnic group or use examples from several different groups in China.</p> <p>There are a large variety of appropriate responses to this question. Candidates may focus their answers on one ethnic minority group in China or use a range of different groups to make their point. In either case, successful answers will display the ability to analyse how family planning policies and migration laws have affected ethnic minorities in China. Responses might include:</p> <ul style="list-style-type: none"> • Ethnic minorities overwhelmingly belong to rural <i>hukou</i> areas • Exemption from one-child policy for ethnic minorities • Autonomous regions – Xinjiang, Xizang, Guangxi • Han migration to sparsely populated regions • Minority languages not taught in China – integration difficult • ‘Hanification’ of minority regions • Racism towards Uyghurs/Tibetans 	

Question	Answer	Marks
4 <i>Chronicle of a Blood Merchant</i>, Yu Hua		
4(a)	<p>EITHER:</p> <p>(a) Analyse the relationship between Xu Sanguan and his three sons in the novel <i>Chronicle of a Blood Merchant</i>. What can readers learn from these characters about family relationships in China during the period in which the novel is set?</p> <p>There are a number of ways candidates can approach this question. Candidates must show a clear knowledge of the text in order to analyse the relationship between the four characters. The strongest answers will have a firm understanding of characterisation in the novel and how that is used in relation to the historical period of the novel, and may possibly mention the experiences of the author who lived through that period.</p>	
4(b)	<p>OR:</p> <p>(b) Reputation and gossip are key themes in <i>Chronicle of a Blood Merchant</i>. Discuss how the idea of ‘losing face’ is presented in the novel and analyse what impact this has on the plot. Give specific examples from the text.</p> <p>There are many possible answers to this question. Candidates should discuss how the theme of ‘losing face’ manifests itself in the novel and suggest reasons for this and the impact it has on the plot. A strong understanding of the historical setting is required, as is a solid familiarity with the text.</p>	

Question	Answer	Marks
5 <i>The Song of Everlasting Sorrow</i>, Wang Anyi		
5(a)	<p>EITHER:</p> <p>(a) Wang Anyi has stated, ‘I personally feel that the face of history is not built by large-scale incidents; history occurs day after day, bit by bit transforming our daily lives.’ Analyse the presentation (or absence) of major historical events in Maoist China versus individual character narratives in the novel, <i>The Song of Everlasting Sorrow</i>.</p> <p>There are many possible answers to this question. Candidates should present how history is dealt with in the novel through individual stories on a personal level and analyse literary devices from the work. A decent knowledge of historical setting is required, as is a solid familiarity with the text.</p>	

Question	Answer	Marks
5(b)	<p>OR:</p> <p>(b) Discuss the theme of nostalgia in <i>The Song of Everlasting Sorrow</i>. To what extent is the novel shaped by Wang Qiyao's preoccupation with the past?</p> <p>Candidates should discuss the theme of nostalgia in the novel and analyse Wang Qiyao's focus on the past. Successful answers to this question will display a solid familiarity with the work and close textual analysis. Good answers will include analysis of how the characters' fixations with the past shape the narrative of the novel.</p>	

Question	Answer	Marks
6 <i>The Blue Kite</i>, Tian Zhuangzhuang		
6(a)	<p>EITHER:</p> <p>(a) To what extent does the film <i>The Blue Kite</i> use individual tragedies to express national trauma? Make close reference to examples from the film.</p> <p>There are many possible answers to this question. Responses should illustrate what impact the national situation has on the family in the film and make links between the two. The relationship between the personal events of the characters and the wider historical narrative should be explored. Candidates should avoid simply retelling the film and focus on sustained analysis of the material, displaying an understanding of metaphor, symbolism and cinematography.</p>	
6(b)	<p>OR:</p> <p>(a) Analyse the transformation of the character Tietou in <i>The Blue Kite</i> focusing on his interactions with other characters in the film.</p> <p>There are many ways to approach this question. Candidates should analyse the changes in Tietou's character reflected in his behaviour, interactions with others and the content of his narration. This could include the stark contrast in his relationship with his mother and biological father, but also how neither of these relationships is without conflict. The best answers could examine how violence is often present in Tietou's relationships with others and offer a suggestion as to why the director chose to do this. The best responses will show an awareness of metaphor and cinematography, such as the recurring Crow Song or artistic parallels between the children's relationships and those of the adults concerned. Purely narrative responses will not be able to access the top marks.</p>	