



Cambridge Pre-U

MANDARIN CHINESE (PRINCIPAL)

9778/04

Paper 4 Chinese Culture

May/June 2022

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 May/June 2022 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.

Annotations available on RM Assessor

Annotation	Meaning
✓	Correct or credit for good content point
?	Unclear
EG	Example used
SEEN	To indicate that the page has been seen

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	<i>Very good</i> 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	<i>Good</i> A clear structure, with logical presentation of ideas. Most paragraphs well-constructed. Includes an adequate introduction and conclusion.
3	<i>Satisfactory</i> 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	<i>Weak</i> 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	<i>Poor</i> 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 on 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) Evaluate the importance of propaganda for the Chinese Communist Party (CCP) during the late stages of the Chinese Civil War (1945–49) and the early years of the People's Republic of China (PRC) (1949–53).</p> <p>This question requires candidates to evaluate how important propaganda was in ensuring the CCP could firstly seize power from the GMD and then remain in power in the early years of the PRC. Candidates may use examples such as literacy programmes, the use of radio and posters, emancipation of women or other relevant examples, but the best responses will be analytical and not descriptive, making a judgment of these factors compared to other CCP actions. The best answers should also illustrate an awareness of how CCP propaganda changed in between 1945 and 1953 and what the party had learned from earlier experiments in Jiangxi and Yan'an. Candidates could mention:</p> <ul style="list-style-type: none"> • CCP encouragement of using simplified characters and increasing literacy in the countryside. • CCP engagement with women, expanding their support base. • Radio/newspaper/posters/film used to strengthen morale and increase support for the party. • Use of study sessions and Mao Zedong thought. • Jiangxi Soviet and Yan'an very useful experiments in how to control people through ideology and propaganda. • Mass education campaigns to win the hearts and minds of the population. • The vast majority of campaigns very successful, in contrast to those of the GMD. • Other actions of the CCP also very important, such as harsh repression of opposition, punishments for enemies of the party and rewards for conforming to party policies. 	

Question	Answer	Marks
1(b)	<p>OR:</p> <p>(b) What policies did the Chinese Communist Party (CCP) implement to improve the lives of the Chinese peasants in the early years of the People’s Republic of China (PRC) (1949–1953)? How effective were these policies in practice?</p> <p>For this question, candidates are required to make a judgement as to whether life had improved for the rural population between 1949 and 1953, taking into account social, economic and political factors. The best answers will consider women and children in the countryside as well as men and show an understanding that there was a huge difference in the impact on urban and rural citizens during the early years of the PRC. Answers should exhibit sustained analysis instead of purely historical fact and show an awareness of conditions for rural residents before the CCP came to power. Things that candidates might examine include:</p> <ul style="list-style-type: none"> • Land reform and collectivisation of agriculture. • Collectives replacing landlords. • Mass literacy campaigns (and spread of propaganda). • Marriage reform and efforts to emancipate women. • Effects of the Second World War and Civil War. • Korean War. • Attacks on urban residents and political purges not having as much impact in the countryside. 	

Question	Answer	Marks
2 Chinese economic trends since 1978		
2(a)	<p>EITHER:</p> <p>(a) China is sometimes described as the ‘World’s Factory’. To what extent has China managed to balance its export-driven economy with its improving standard of living and rising costs?</p> <p>This question requires candidates to analyse the Chinese economic model. They should show an awareness of how China’s dependency on exports has changed and in what way the products now being produced have also changed. The best answers will also analyse China’s shift towards imports from poorer nations and producing more goods for domestic distribution as the country becomes richer. Points that candidates could make include:</p> <ul style="list-style-type: none"> • Details of the reform and opening up which allowed China to trade with Western countries and take on cheap manufacturing to allow exports to grow. • Being able to peg their currency and keep the RMB artificially low has allowed them to continue producing goods at cheap prices for longer than expected. • As the GDP has grown and Chinese middle class has emerged, a consumer led economy is starting to appear, in which goods are sold on the domestic market as well as exported. • Production shifting from the east coast where costs are higher, to cities in the interior where prices are still more competitive. • Shift towards creating luxury and hi-tech goods instead of cheaper, mass produced goods and important luxury brands from abroad. • Attempts to replace foreign luxury items with Chinese equivalents (e.g. Rolls Royce, French wine, Italian fashion brands). 	

Question	Answer	Marks
2(b)	<p>OR:</p> <p>(b) Economically speaking, to what extent can China still be regarded as a socialist country? Give specific examples from the past 40 years to support your answer.</p> <p>This question requires candidates to analyse to what extent ‘Socialism with Chinese Characteristics’ has become more capitalist than it is socialist and if there is any trace of left-wing elements left in the Chinese economy. There are a number of areas that are relevant to the question, and candidates are not required to give a fully comprehensive response, as long as their examples are valid and support their answer. Things that candidates could mention include:</p> <ul style="list-style-type: none"> • Socialism with Chinese characteristics. • Reform and opening up with the subsequent impact on the economy. • Agricultural reforms and experiments with free market economics. • Private vs state-owned enterprise. • Currency pegging and value manipulation. • Stock markets • Social security and welfare reforms over the past 40 years. • Foreign investment and international cooperation. • Economic freedom not matched by political reform. • Quality of life improvements for many Chinese, but gap between the rich and poor increasing. 	

Question	Answer	Marks
3 Emerging China: population, environment and migration		
3(a)	<p>EITHER:</p> <p>(a) Discuss the effect of the <i>hukou</i> system on Chinese society over the past 20 years. To what extent have attempts at reform been successful? Give specific examples to support your answer.</p> <p>Candidates should briefly outline the main reforms of the <i>hukou</i> registration system and analyse to what extent the government has achieved its goals. They will need to show an awareness of the issues rural <i>hukou</i> holders face when working away from home and whether these have been addressed. Answers must be analytical and not merely descriptive in order to gain the top marks. Candidates could mention the following:</p> <ul style="list-style-type: none"> • What the <i>hukou</i> has meant for migrant workers in China. • Access to housing, minimum wage, working hours etc. • Hukou reforms over the past 10 years and what this has meant for the rural <i>hukou</i> holder. • How children have been affected – right to education. • Healthcare options for migrant workers. • Positive aspects of holding a rural <i>hukou</i>. 	
3(b)	<p>OR:</p> <p>(b) Analyse whether it is better to live in eastern China than in the west of the country. Justify your answer with geographical, social and economic evidence.</p> <p>This question allows candidates to choose how they wish to answer and which specific regions of China they deal with. However, the best answers will include arguments concerning both social and economic implications affecting people living in the east or the west. Candidates must use evidence to support their answer. Candidates could mention the following:</p> <ul style="list-style-type: none"> • Difference in wealth distribution – eastern cities far richer than the west of the country. • Urban population (mostly located in the east) afforded more opportunities in terms of work, leisure and education. • Racial tension in the regions of Xinjiang and Xizang (Tibet) and discrimination against ethnic minorities. • Environmental risks in both rural and urban areas. • Some western areas enjoying great prosperity, e.g. Lanzhou or Chengdu. • Living standards also rising for rural residents, though perhaps not as quickly as in the cities. • Rural residents not as restricted by the one-child policy and have more options in terms of property ownership. 	

Question	Answer	Marks
4 <i>Chronicle of a Blood Merchant</i> , Yu Hua		
4(a)	<p>EITHER:</p> <p>(a) To what extent could it be argued that <i>Chronicle of a Blood Merchant</i> has a happy ending? Refer to the entire novel in your answer.</p> <p>Candidates could argue that the ending is a happy one or not, as long as they justify their response with evidence from the text. The best answers will include a sound knowledge of the story as a whole, not just the ending and will make a judgement based on the transformation of the protagonists and their lives compared with the beginning of the novel.</p> <p>An example of arguments that candidates could use to support it not being a happy ending is Xu Sanguan has had to physically give away his life essence to support his family, which reflects the impact of life in Maoist China on the population. Or, to the contrary, one could argue that his family relationships were in fact strengthened by the hardship he encountered and he emerges at the end as a better man.</p>	
4(b)	<p>OR:</p> <p>(b) ‘Xu Sanguan is more affected by personal weakness and family misfortune than he is by political turmoil’. To what extent do you agree with this assessment? Support your answer using evidence from the text.</p> <p>Successful answers to this question will include a detailed character analysis of Xu Sanguan, using examples from the text, and then make a judgement as to whether he is more affected by personal misfortune than by political changes around him. Either argument is justifiable, but candidates must convincingly support their arguments and show an understanding of literary devices.</p>	

Question	Answer	Marks
5 <i>The Song of Everlasting Sorrow</i> , Wang Anyi		
5(a)	<p>EITHER:</p> <p>(a) ‘In Wang Anyi’s <i>The Song of Everlasting Sorrow</i>, the men are villains and the women are victims.’ To what extent do you agree with this statement? Refer to at least two men and two women in your answer.</p> <p>There are a number of ways candidates can approach this question. Successful answers will analyse whether male and female characters are presented as victims, villains or neither. It is arguable that several men are portrayed as villains, but not every male character in the novel, and there is evidence to suggest female characters are both victims and heroines. Candidates must present a number of examples and show a detailed knowledge and understanding of the text. They should also display character analysis and personal interpretation of the novel.</p>	
5(b)	<p>OR:</p> <p>(b) <i>The Song of Everlasting Sorrow</i> is a tale of complex relationships. Compare and contrast the way in which Wang Qiyao interacts with men and women in the novel and analyse the effect this has on the reader.</p> <p>There are several different ways candidates could approach this question. They must choose several examples of relationships, both romantic and platonic, to analyse and ensure they comment on the differences between how Wang Qiyao interacts with men and women. The best answers will also suggest what impact this might have on the reader. It is not important which relationships the candidate chooses to examine, but they must demonstrate familiarity with the text and personal response to the question, using examples to support their ideas.</p>	

Question	Answer	Marks
6 <i>The Blue Kite</i> , Tian Zhuangzhuang		
6(a)	<p>EITHER:</p> <p>(a) Analyse the structure of <i>The Blue Kite</i>, focusing on why the director chose to separate the film into distinct chapters and what each of these sections adds to the film.</p> <p>Candidates can approach this question in a number of ways. Successful answers will show a solid knowledge of how the film is structured (three sections: father, uncle, stepfather) and suggest reasons for this/effects of this. The best answers will link historical events to the different sections and include symbolism and metaphor in their answer. Answers must include both the director's possible motives and what the segment adds to the film as a whole.</p>	
6(b)	<p>OR:</p> <p>(b) 'In the film <i>The Blue Kite</i>, dramatic symbolism is more important than historical accuracy.' To what extent do you agree with this statement? Justify your answer, with close reference to the film.</p> <p>This answer requires candidates to analyse the film as a whole, making a judgement as to whether the film is historically accurate and, if it is not, argue whether that is as important as the artistic vision of the director. Successful answers will choose relevant scenes from across the film to support their answers and display a high level of analysis throughout. It does not matter what the candidate's final argument is, as long as they have justified their answer.</p>	