Cambridge Pre-U

MANDARIN CHINESE (PRINCIPAL)	9778/04
Paper 4 Chinese Culture	May/June 2023
MARK SCHEME	
Maximum Mark: 60	

Published

This document consists of **14** printed pages.

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
SEEN	To indicate that the page has been seen
EG	Example used

General Marking Instructions	
Questions 1/2/3/4/5/6	Check the script to see which question the candidate has answered and then select the correct row in the mark input box *(e.g. if the candidate has answered question 3(a), select 3(a)C in the mark input panel)*. NB If a candidate has written down the wrong question number, e.g. they have clearly answered question 2(b), but have written question 1(a) on the script, place a '?' next to the question number. You must enter the mark against the question number that the candidate actually answered. **Marks** **Content:** Select 1(a)C or 1(b)C or 2(a)C or 2(b)C or 3(a)C or 3(b)C or 4(a)C or 4(b)C or 5(a)C or 5(b)C or 6(a)C or 6(b)C, according to which question the candidate has answered. Enter a mark out of **25** for **Content** in the mark input box for the question that the candidate has answered. **Structure:** Next, enter a mark out of **5** for **Structure** under 1(a)S or 1(b)S or 2(a)S or 2(b)S or 3(a)S or 3(b)S or 4(a)S or 4(b)S or 5(a)S or 5(b)S or 6(a)S or 6(b)S, according to which question the candidate has answered. After you have entered your marks for the questions that the candidate has answered, CLICK ON **COMPLETE** so that 'NR' can be populated automatically for the questions that the candidate has not answered.

Rubric infringements:
Candidates are told to answer **one** question from Section 1 and **one** question from Section 2.
Sometimes a candidate will misread the rubric and will answer more or fewer than two questions, or more than one question on the same topic/set text/film.
Please mark **all** of the responses on each script. RM Assessor will automatically calculate the best mark that the candidate can achieve, within the acceptable rubric rules.

Crossing out:

(a) If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.

(b) If a candidate crosses out an answer <u>to a whole question</u> but makes no second attempt at it, mark the crossed out work. (Please note that a 'second attempt' could just be a single word.)

Errors in question labelling
If a candidate has mis-labelled their work (e.g. they write 4a in the margin, but their answer is clearly to 4b), the examiner should place a question mark annotation beside the question number in the script margin but proceed to enter the marks in the box for the question actually answered.

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 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)	**EITHER:** **Evaluate the impact of the war with Japan (1937–1945) on the eventual victory of the Chinese Communist Party (CCP) in the Civil War.** Candidates need to show an understanding of the effect of the Japanese invasion on the struggle between the CCP and the GMD for the control of China as well as the impact of the war on China's economy and infrastructure. Candidates may include some of the following: • The devastating effect of the war on the progress made by the GMD during the Nanjing decade. • The role of the war on establishing Mao as a leader, the development of his tactics of guerrilla warfare. • The need for cooperation between Nationalist and CCP armies, including the 'legalization' of the Red Army. • The international need to keep China in the war against Japan: the US reining in the Nationalists' anti-communism; the USSR's support for Mao. • The propaganda benefits of GMD mismanagement of the war, the behaviour of its soldiers and acts such as the bombing of the Yellow River dykes. • Japanese targeting of Nationalist cities in contrast to isolation of Yanan. • Jiang's prioritising attacks on the CCP instead of concentrating on fighting Japanese troops.	30

Question	Answer	Marks
1(b)	**OR:** **Discuss the relationship between Mao and Stalin. What impact did this relationship have on the early years of the People's Republic of China (PRC)?** An analytical approach to the relationship between the two leaders is required. Candidates should consider their personalities, their political aims and their face-to-face encounters during Mao's visit to Moscow in 1949. Candidates can make their own argument about the impact of their relationship, as long as it is backed up by concrete examples. Candidates may include some of the following: • Their personalities, both power-hungry, egotistical, suspicious of rivals, demanding complete loyalty. • The tensions in their different status: Stalin as leader of the first Communist state, Mao and the CCP as the 'little brother'. • Strategic aims such as Mao's need for international support, Stalin's desire to keep access to Manchuria and natural resources. • The nationalistic sentiments of both, China's sensitivity to unequal treaties. • The impact of the Sino-Soviet treaty and the Korean War. • The impact of Stalin's death in 1953 on Mao's policies; ramping up of radicalism; Mao's fear that he would be denounced, like Stalin, by his successors. • The impact on their relationship of Soviet involvement in the Japanese War and the Civil War.	30

Question	Answer	Marks
2	**Chinese economic trends since 1978**	
2(a)	**EITHER:** **Outline the key developments in China's transport infrastructure since 1979 and analyse how improvements in road, rail and air travel have contributed to China's economic development.** Candidates need to show an understanding of the key role of transport infrastructure in China's development and the condition of transport links prior to the reform period. Candidates should include specific examples in their answer. They could refer to some of the following: • Highway building especially in the 1990s linking major cities, regional capitals to ports, seeding manufacturing bases along the routes. • Reduction in journey times improved access to resources/products. • High speed train network, new airports and air routes which led to improvements in business communications. • Flows of people (e.g. migrant workers), capital and resources. • The Belt and Road Initiative and the implications of this for global trade	30
2(b)	**OR:** **'Low unemployment rates are crucial for social stability in China.' What measures have the Chinese government taken to maintain high levels of employment in the past forty years? To what extent have these measures been successful?** Candidates should show an understanding of the link between employment, prosperity and social order. Candidates must remember the evaluative nature of the question. They could refer to some of the following issues: • The gradual loosening of *hukou* rules in the 80s and 90s to resolve labour surplus in the countryside, leading to a surge in rural-urban migration, and greater flexibility in access to labour. • The development of SEZs for job creation. • SOEs can get cheap loans and soak up unemployment e.g. de-mobbed soldiers. • the retention of the *hukou* system which masks unemployment as peasants get reabsorbed into rural life. • Government policies of moving away from low end manufacturing into high tech industries to resolve graduate under-employment. • Investment in education • The one-child policy	30

Question	Answer	Marks
3	**Emerging China: population, environment and migration**	
3(a)	**EITHER:** **Discuss China's use of coal in power generation over the past two decades. Evaluate China's success in reducing coal usage in its efforts to lower CO_2 emissions.** Candidates need to make sure that they address the ever-increasing demand for power generation in China. They need to look at the demand for coal and what challenges have arisen in trying to reduce this demand. Candidates will need specific examples to illustrate their answers. They could include some of the following: • Heavy reliance on coal especially in the north. • China as the largest user and producer of coal in the world. • Monopoly of the Big Five coal producers. • Fluctuations in coal prices due to market conditions. • Competition from alternative energy sources; drop in % of coal in China's energy production mix over the past decade. • Environmental pressures through legislation and targets; anti-pollution measures, both national and regional. • Resistance to measures to stop building coal-fired power stations, fears of economic damage if use of coal is curbed.	30
3(b)	**OR:** **Analyse the impact of the one-child policy on the social and economic status of women in China in the past three decades.** Candidates will need to show an understanding of the one-child policy and the particular issues facing women in the family structure and the workforce. An evaluative answer to this question is necessary. Candidates could address some of the following issues: • The one-child policy reduced the burden on women balancing child rearing with paid work. • Reforms in the one-child policy • To counter problems of female infanticide and abandonment of baby girls, propaganda focused on enhancing the status of girls. • The current gender imbalance, value of wife increases, but also trafficking and kidnapping of women (men in rural areas seeking wives). • Pressure on young women now to marry and bear children to counter the problem of an ageing population. • Increasing reluctance to hire young women because of potential maternity pay burden. • Government control e.g. sterilizations and forced abortions, interference in women's reproductive rights. • Increased educational opportunities for girls as single children in contrast to traditional focus on education of boys in a family. • Benefits to the society as a whole of a lower population.	30

Question	Answer	Marks
4	***Chronicle of a Blood Merchant*, Yu Hua**	
4(a)	**EITHER:** '***Chronicle of a Blood Merchant* is more a comic novel than a tragedy.'** **To what extent do you agree with this statement? Support your answer** **using evidence from the text.** There is no one answer or particular line required. A well-argued essay backed up by reference to the text (i.e. specific comic scenes/tragic events) is required. Candidates must remember the evaluative nature of the question. It is not a descriptive essay and must focus on the extent to which the candidate agrees with the statement.	**30**
4(b)	**OR:** ***Chronicle of a Blood Merchant* is set in a small town in China but many** **of the characters come from the countryside. How does Yu Hua** **portray differences between urban and rural attitudes and values?** **Evaluate the role of this urban-rural divide in the novel.** A response to this question should give clear examples of characters from town or rural backgrounds and some specific examples of different values (for example frugality vs extravagance; rural ignorance and superstitions) and different lifestyles (the harsh life of peasants vs the softer life of towns people). Evaluation, and not just description, is crucial.	**30**

Question	Answer	Marks
5	***The Song of Everlasting Sorrow: A Novel of Shanghai*, Wang Anyi**	
5(a)	**EITHER:** **Discuss the character of Jiang Lili in the novel *The Song of Everlasting Sorrow* and analyse the role she plays in the novel.** Candidates need to cover both parts of the essay. First, they must discuss the character of Jiang Lili in some detail with specific examples from the text to build their picture. They then need to take a step back to analyse her role in the novel as a whole.	**30**
5(b)	**OR:** **In the novel *The Song of Everlasting Sorrow*, Wang Anyi states 'Opportunities are severely limited in this city of freedom'. To what extent do you think that this is true? Discuss with reference to two characters.** This question has no single correct answer. Careful argument and examples are needed in building up a coherent argument to illustrate the extent to which candidates agree with this statement in relation to the two characters they choose to discuss.	**30**

Question		Answer	Marks
6		***The Blue Kite*, Tian Zhuangzhuang**	
	6(a)	**EITHER:** **Discuss how the director Tian Zhuangzhuang uses children and their games as a backdrop to the action in the film *The Blue Kite.* Evaluate the importance of this backdrop to the film's narrative and atmosphere.** A response to this question should give clear examples of the appearance of children and their games and the cinematographic techniques used by making specific reference to scenes in the film. It could also give some overall assessment as to how the children and their actions reflect the political changes in the film and the growing sense of violence and threat. Evaluation, and not just description, is crucial.	30
	6(b)	**OR:** **'Mealtimes are key dramatic moments in the film *The Blue Kite*.' To what extent do you think this is true? Discuss with close reference to scenes involving meals.** Candidates need to make close reference to relevant scenes and should discuss the narrative purpose of these scenes and the cinematographic techniques used.	30