

## **MARK SCHEME for the May/June 2014 series**

### **9778 PRINCIPAL SUBJECT MANDARIN CHINESE**

**9778/02**

Paper 2 (Listening, Reading and Translation),  
maximum raw mark 60

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 will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2014 series for most IGCSE, Pre-U, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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## Section 1: Listening

### Exercise 1

- |          |    |            |     |
|----------|----|------------|-----|
| <b>1</b> | 宣传 | xuān chuán | [1] |
| <b>2</b> | 酱油 | jiàng yóu  | [1] |
| <b>3</b> | 请客 | qǐng kè    | [1] |

### Exercise 2

- |          |        |            |
|----------|--------|------------|
| <b>4</b> | C      | [1]        |
| <b>5</b> | A<br>D | [1]<br>[1] |

### Exercise 3

- |          |  |                   |
|----------|--|-------------------|
| <b>6</b> | 1 mark each for following concepts:<br>(i) inseparable / closely related<br>(ii) does not guarantee / does not definitely lead to / does not cause<br>(iii) forever requires / always requires | [1]<br>[1]<br>[1] |
| <b>7</b> | (i) opportunities<br>(ii) environment  | [1]<br>[1]        |
| <b>8</b> | (i) one's attitudes influences one's actions<br>(ii) one's attitude determines the (high) degree/height of success   | [1]<br>[1]        |

|               |                              |                 |              |
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#### Exercise 4

9 1 mark for each correct element up to a maximum of 7 marks:

What draws people to social networks

The impact of social networks on our lives

[7]

|    |   |
|----|---|
| 1  | People's common interests, hobbies  |
| 2  | and activities  |
| 3  | These social networks are changing our lifestyle (rapidly)  |
| 4  | According to survey,  |
| 5  | (city) people spend (far) more than one hour per day on internet social platforms.  |
| 6  | The arrival of these media  |
| 7  | broke/changed/transformed the traditional form of communication   |
| 8  | The use of these online platforms   |
| 9  | also enables (modern) people to find an efficient/good/effective way  |
| 10 | to reduce stress/pressure.  |
| 11 | By communicating on these platforms   |
| 12 | easily and pleasantly   |
| 13 | despite their busy/fast-paced lives, people could get rest.   |
| 14 | (In conclusion,) these social network platforms have shortened/reduced the distance between people/brought people closer. |

**[Total marks for Section 1: 20]**

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## Section 2: Reading

### Exercise 1

- 10 1 mark each for:
- cost of trading [1]
  - decrease [1]
  - fit for purpose [1]

### Exercise 2

- 11 1 mark each for any 3 of: [1] + [1] + [1]
- the time we spend on the roads every day
  - the wait in traffic / traffic jams
  - the cost of taking taxis
  - the cost of fuel/petrol/diesel
- 12 1 mark each for:
- B** reduction in unnecessary consumption [1]
  - D** more time at one's disposal [1]
- 13 build a good/effective/fit for purpose transport system / repair transport system [1]

### Exercise 3

- 14 1 mark each for:
- A** a concentration of high achieving students [1]
  - C** feeder schools to top universities [1]
  - F** ever increasing student/staff numbers [1]
- 15 1 mark each for any 2 of: [1] + [1]
- (i) best teachers (*accept an alternative positive modifier, e.g. first class etc.*)
  - (ii) best equipment/facilities (*accept an alternative positive modifier, e.g. more advanced*)

### Exercise 4

- 16 the annual fee for many super middle schools exceeds the cost of 4 years of undergraduate study [1]
- 17 1 mark each for:
- (i) (they control local) educational development [1]
  - (ii) by the way schools charge fees / by the fee structure (*accept 'fee standard' for fee structure*) / by the standard fee [1]
- 18 a fair educational environment (for all citizens) / fairness / equality [1]

**[Total marks for Section 2: 18]**

|               |                              |                 |              |
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### Section 3: Chinese sayings

6 marks will be available in total 1 × 3 marks for the translations and 1 × 3 marks for the explanations in English.

**(a) 虎父虎子**

- (i)** Tiger father (begets) tiger son. [1]
- (ii)** A chip off the old block. [1]

**(b) 夜郎自大**

- (i)** Ludicrous conceit of the King of Yelang. [1]
- (ii)** Conceit stemming from (pure) ignorance. (*Tolerate 'arrogance' for 'ignorance'.*) [1]

**(c) 守株待兔**

- (i)** To stand by a tree stump waiting for a hare/rabbit. [1]
- (ii)** To wait for windfalls / To trust to chance rather than taking the initiative. [1]

**[Total marks for Section 3: 6]**

|               |                              |                 |              |
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#### Section 4: Translation

##### Parental support for children

对于大多数正在步入“成家”年龄的年轻人，结婚买房的需求就在眼前。面对过高的房价，不少父母在即将退休的年龄当上了孩子的“房奴”。

很多年轻人表示，父母工作了一生，到退休了还要为自己背负购房压力，自己也感到难受。但面对买房的困难，只有父母能帮助自己。这些年轻人的父母为了帮孩子购房，大多要花掉他们在银行所有的钱。

专家指出，父母的这种“爱”虽然帮助孩子解除了一时的困难，但长久来看，不利于年轻人在消费和管理他们的收入时做出适合自己能力的正确选择。

*1 mark per correct element up to a maximum of 16 marks*

|    |   |
|----|---|
| 1  | To the majority of young people who are stepping into                           |
| 2  | the getting married / 'forming a family' stage in life                          |
| 3  | the need to get married and buy a house becomes imminent                        |
| 4  | However, faced with extortionate / high price tags,                             |
| 5  | many parents have become their children's 'house slaves'                        |
| 6  | as they are approaching retirement age.   |
| 7  | Many young people feel that their parents have worked for their entire lives    |
| 8  | and the thought of having their parents shouldering the burden of buying houses |
| 9  | (at the retirement age) saddened/made uncomfortable/upset these young people.   |
| 10 | However, when facing housing difficulties,                                      |
| 11 | parents are the only source of help!  |
| 12 | In order to support/help their children,  |
| 13 | many parents have to spend their entire savings (in the bank).                  |
| 14 | Specialists pointed out that although this type of 'parental love'              |
| 15 | helped to ease/remove the temporary/short term/one-off difficulty               |
| 16 | in the long term, it will not help young people to make appropriate decisions   |
| 17 | on consumption and,   |
| 18 | managing their income   |
| 19 | according to their own ability.   |

**[Total marks for Section 4: 16]**