

MARK SCHEME for the May/June 2014 series

9778 PRINCIPAL SUBJECT MANDARIN CHINESE

9778/04

Paper 1 (Chinese Culture), 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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The Paper is divided into two sections. Principal Subject candidates are required to answer two questions in total, one from each section. Short Course candidates are required to answer one question, from either 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 firsthand 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	<i>Excellent</i> 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	<i>Very good</i> 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	<i>Good</i> 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	<i>Satisfactory</i> 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	<i>Weak</i> 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.

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Content	
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

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.

Principal Subject candidates choose **two** questions in total, one from each of the sections below, and answer it in English.

Short Course candidates choose **one** question in total, from either section, and answer it in English.

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SECTION 1: TOPICS IN CHINESE CULTURE

1 The Founding of the People's Republic of China

EITHER:

- (a) Mao described the Red Army as ‘the fish who swam in the sea’, the sea being the Chinese peasants. To what extent was its relationship with the peasantry fundamental to the Chinese Communist Party’s ultimate victory over the Japanese and the Guomindang?**

Candidates may take a variety of approaches in presenting their argument. Concrete examples and an analytical approach are required. Candidates may include **some of** the following:

- Mao’s own background in Hunan
- the Long March
- democratic centralism, politics in command, mass line
- the Yan’an Period
- guerrilla warfare and mass mobilisation
- land reform

but they also need to give an indication of factors which might counter the statement. Candidates might include the effects of:

- Japanese aggression
- World War Two and the allied intervention
- Soviet support in Manchuria
- GMD corruption
- economic situation.

OR:

- (b) To what extent was the Chinese Communist Party successful in revolutionising the education of the population in the period 1949 to 1956?**

Candidates need to demonstrate a knowledge of the changes in education during this period; they may look at areas such as:

- reshaping of traditional attitudes: control of thoughts and behaviour of Chinese people
- expansion of primary education
- public health campaigns
- Soviet model of higher education
- language policy: *putonghua* and simplified characters.

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2 Chinese Economic Trends since 1978

EITHER:

- (a) **‘Corruption might eventually ruin China’s economy.’ How far do you agree with this statement? What measures have the Chinese government taken to deal with corruption and with what degree of success?**

Candidates need to show an understanding of the impact of corruption on China’s economy, which will need to be illustrated with examples such as the deputy mayor of Beijing being arrested for corruption to do with the vast Olympics redevelopment project, or the schools which were destroyed by the Sichuan earthquake as they had not been built properly because of local corruption.

They then need to look at what measures the Chinese government have taken and assess the success. They could include **some of** the following:

- Anti-corruption campaigns
- 2008 National Bureau for Corruption Prevention
- High-profile trials
- Reshuffle of provincial level judiciary
- The dilemma = ‘Fight corruption too little and destroy the country; fight it too much and destroy the Party’.

OR:

- (b) **Outline the means by which the Chinese government has dealt with the increasing energy needs of the country. How successful have these policies been?**

This essay requires candidates to discuss energy policy and analyse its success. Candidates might include **some of** the following:

- Coal – regional imbalance between production and consumption, mine safety and sulphurous, highly-polluting coal
- Gas – growth in gas production
- oil – shift from a net exporting to an importing country
- hydroelectric including 3 Gorges Dam
- renewable energies – wind and solar in Western China
- biomass
- persistent supply-demand gap
- low energy efficiency
- artificially low electricity tariffs
- environmental impact.

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3 Emerging China: Population, Environment and Migration

EITHER:

- (a) What were the main factors influencing China's population growth in the period 1949–1976? To what extent did Mao's view that a big population is a powerful population influence population policy in this period?**

Candidates might include **some of** the following:

- Population trends – China's first census
- Population distribution
- Post Great Leap Forward famine
- Historical pressure on resources, leading to infanticide, particularly female infanticide
- Mao's views on population
- Ma Yinchu and his view of a fast rate of population growth
- Planned births
- Wanxishao policy.

OR:

- (b) 'Pollution is now so serious that policies on pollution control must inevitably change.' To what extent to you agree with this statement with respect to present-day China? Illustrate your answer with specific examples.**

Candidates need to demonstrate knowledge of environmental pollution in China with respect to:

- water
- air
- waste disposal
- soil and forest erosion

They need to be able to illustrate specific knowledge of these areas of pollution and also existing attempts to mitigate environmental impacts. The question is asking the extent to which candidates agree that policies on pollution control must inevitably change, so candidates – as long as they can illustrate with examples – could say:

- that the status quo is fine and that things will get better over time
- that there needs to be stricter implementation of existing policy **or**
- that new and more stringent policies need to be enforced, as it is time to put the environment and health impacts before economic growth

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SECTION 2: CHINESE LITERATURE AND FILM

4 *Love in a Fallen City and Other Stories*, Eileen Chang

EITHER:

- (a) In *The Golden Cangue*, Ch'i-ch'iao (Cao Qiqiao) is 'transformed into an animal driven by the desire for power and money'. Analyse Ch'i-ch'iao's character with close reference to the text and discuss the extent to which you agree with this statement.

No particular line is required, but a well-argued essay which shows insights into the novel and is backed up by specific references. Candidates need to analyse Cao Qiqiao's character with examples and show a clear awareness of the change in her when she comes a mother-in-law, after being a daughter-in-law for so many years. The best candidates will show some awareness of the allegorical nature of *The Golden Cangue*, of a world where human beings are wrapped up in the outward manifestations of civilisation, but driven by desire.

OR:

- (b) 'Reading Eileen Chang is to read into the heart of the women of her time: repressed, oppressed, helpless, and surrendered to fate.' How far to you agree with this statement? Discuss with close reference to two stories.

Candidates can choose any two stories to answer this question. Certainly *Aloeswood Incense: The First Brazier* and *Love in a Fallen City* are stories which would throw up plenty of examples which could be usefully employed. There is no one correct answer. One could choose to focus on the difficult time of Weiling and Bai Liusu, but also use illustrations from the lives of other women in the stories to counter this argument too.

Again there is no one answer or particular line. A well-argued essay backed up by reference to the text is required

5 *Red Dust*, Ma Jian

EITHER:

- (a) Ma Jian faces danger and adversity during his journey. How well does he cope with these difficult experiences and to what extent does he learn from them? Illustrate your answer with close reference to the text.

To answer this question effectively, candidates need to plan carefully and give concrete examples to illustrate points made. Candidates might choose to look at instances of particular adversity and danger, such as when he gets lost in the desert or nearly gets beaten up. Does Ma Jian get better at coping with them or is he just carried along by his journey? Does the adversity he faces make him appreciate the city, family and friends more or does it help him along the way to enlightenment?

Candidates will need to have a clear idea of what they think of Ma Jian's journey in order to make an effective personal response to the statement in the question. There is clearly no one correct answer to this essay. A well-structured essay with well-chosen illustrations to back up points made is required.

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OR:

- (b) Discuss Ma Jian's relationships with his family and friends with reference to *Red Walls* and one other section of the novel.

No particular line is required, but a well-argued essay which shows insights into the novel and is backed up by specific references. Candidates can choose *Red Walls* and any other section of the novel. They may choose *Wandering Down the Coast* when Ma Jian calls to see his parents, but equally well, they could choose *Back to the City* where Ma Jian meets up with friends. Candidates need to show clear analysis of Ma Jian's relationships, which will, of course, require some analysis of Ma Jian's character and approach to life. The approach to the essay should be analytical, rather than descriptive.

6 *Yellow Earth*, Chen Kaige

EITHER:

- (a) 'The film *Yellow Earth* is a story about fate.' To what extent do you agree with this statement? Build your argument with close reference to the film.

To answer this question effectively, candidates will clearly need to have some notion of life in the Shanbei region at the time and also some knowledge of the work of the Chinese Communist Party and soldiers like Gu Qing, collecting songs. In answering the question, candidates may look at:

- character analysis
- the 'story'
- cinematography
- the songs
- the use of colour etc.

There is no single correct answer, but candidates should build their argument as to whether the film is about fate with close, specific reference to the film. (They could argue that Cui Qiao had a choice, which she was unequal to the task of taking. As long as they show awareness of the difficulties she faced and give concrete examples from the film to develop their argument, then this, too, would be fine.)

OR:

- (b) 'Gu Qing does not appear to notice the disconnect between his ideals and the family's reality.' How far do you agree with this statement? In your answer, include references to the characters, the physical environment in which they live and the cinematography.

Candidates need to show a knowledge of the political history of the time in which the film is set in order to be able to deal effectively with an analysis of what Gu Qing's ideals are; observations about Gu Qing must be closely referenced to the film. Candidates also need to have an understanding of the harsh reality of life for the family and the traditions and superstitions by which their life is governed; candidates should be able to make reference to how the cinematography reinforces this disjunction. The focus of the answer should be on the extent to which Gu Qing notices the disconnect between his ideals and the family's reality and the argument on which the essay is built must have clear examples and references from the film to back it up.