



Cambridge International Examinations
Cambridge Pre-U Certificate

SHORT COURSE MANDARIN CHINESE

1341/02

Chinese Culture

May/June 2016

MARK SCHEME

Maximum Mark: 30

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.

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This syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 3 Pre-U Certificate.

This document consists of **10** printed pages.

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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.

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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

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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.

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

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

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1 The Founding of the People's Republic of China

EITHER:

- (a) How did support for the Chinese Communist Party (CCP) within China change in the years 1937–1949?

Candidates may take a variety of approaches in presenting their argument. Concrete examples and an analytical approach are required in an assessment of the growth of support for the Chinese Communist Party.

Candidates should refer to some of the following (which appear below in no particular order):

- the Second United Front
- the Yan'an period
- the development of the Mass Line
- the Sino-Japanese War
- Land Reform – rent limitation and reduction
- growth of Party members
- stamping out of corruption and promotion of literacy
- growing party bureaucracy in the villages
- Lin Biao and the development of the Red Army
- restraint and good behaviour by Communist troops
- the GMD's failings with respect to the economy and rampant inflation under the GMD.

OR:

- (b) 'Few human societies have been so purposefully transformed in such a short time.' Discuss the 'purposeful transformation' of China by Mao between 1949–1956. How effective was this transformation?

There is no single correct answer to this question. Candidates can make their own argument, as long as it is backed up by concrete examples.

Candidates may include some of the following in their discussion:

- Land Reform
- first Five-Year Plan
- education
- mass campaigns.

Alongside, or after, the discussion of the 'purposeful transformation', there must also be a careful argument constructed around an evaluation of how effective the transformation was. This essay does not merely require a description.

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2 Chinese Economic Trends since 1978

EITHER:

- (a) Discuss the extent of China's economic growth over the last 30 years and assess the extent to which you think this growth is sustainable.

Candidates need to show an understanding of the question, indicating how China's economy has grown in the last 30 years and probably how that compares with growth rates in the US and Europe to indicate they understand the relative scale of China's growth. They then need to discuss the economic growth and assess the extent to which they think it is sustainable.

There is no correct answer to this question and candidates will need up-to-date examples to illustrate their answers. They might include some of the following:

- lowering of China's bank reserve ratio
- how the global economy effects China's growth
- environmental issues impeding growth
- shortage of natural resources
- systemic imbalances in the economy impeding further growth
- government intervention.

OR:

- (b) To what extent have China's economic reforms since 1978 translated into poverty reduction for the whole country's population?

An evaluative answer to this question will need examples. The following might be included by candidates:

- GDP and per capita GDP
- rationing as compared to food supply now
- consumer products as compared to before
- party and business elites
- urban – rural divide
- East China – West China differences
- migrant labour
- lack of clean air to breathe, lack of clean water
- transport and communications systems
- education.

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3 Emerging China: Population, Environment and Migration

EITHER:

- (a) Discuss the growth of renewable energies in China (hydroelectricity, biomass, solar, wind). To what extent can the growth of renewables solve China's environmental problems?

Candidates need to make sure that they consider both parts of this question. They need to be able to give good examples (case studies) of the growth of China's renewable energy, backed up by figures if possible. When they are looking at whether the growth of renewables can solve China's environmental problems, they will need to be sure that they take some consideration of what is causing China's environmental problems e.g. coal-fired power stations are a big problem, but pollution from industrial plants and cars etc. is also significant.

Candidates may mention some of the following:

- wind power – fast growth aims to have 100 GW of wind power capacity by 2020, much of it offshore. Also big wind turbine manufacturer/domestic wind turbine manufacturers Sinovel Wind, Dongfang Electric etc.
- solar – largest global market for solar hot water with two thirds of global capacity
- hydroelectricity – Three Gorges Dam, Gansu Dang project, Xinjiaba Dam etc.
- China as a very large producer of ethanol-based biofuels. Bioenergy is also used at the domestic level in China, both in biomass stoves and by producing biogas from animal manure
- government legislative framework to support growth.

OR:

- (b) What measures has China taken since 1982 to control its population? To what extent have these measures succeeded?

In this essay, candidates need to discuss and evaluate the questions and show the extent to which they agree with the second question.

They will need to include some of the following:

- changes in population policy since 1982
- current population trends
- positive demographic dividend – where there are more people of productive age and a low dependency ratio; negative demographic dividend – where fewer people have to provide for more dependents
- balance between rural and urban populations is changing – city dwellers have fewer children
- ageing population
- male/female imbalance
- exceptions
- personal choice.

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

EITHER:

- (a) What Chang offers is what all good literature offers: engaging stories, interesting characters, beautiful central controlling metaphors, and evocative imagery'. Discuss this statement with reference to *Jasmine Tea* and **one** other story from this collection.

Again there is no one answer or particular line. A well-argued essay backed up by reference to and examples from the text is required. It is a personal view and candidates need to consider *Jasmine Tea* and one other story to illustrate if/how they have each of the four components:

- engaging stories,
- interesting characters,
- beautiful, central, controlling metaphors
- evocative imagery.

In addition to *Jasmine Tea*, they are free to choose any story which they know well and which they feel illustrates the statement. Of course, if they disagree with aspects of the statement, they are at liberty to do so, providing, again, that their statements are backed up by evidence.

OR:

- (b) Compare Zhenbao's relationship with women in *Red Rose, White Rose* with that of another male protagonist from one of the other stories in the collection.

Candidates need to discuss Zhenbao's relationship with women in *Red Rose, White Rose*, making careful reference to the text to back up statements made. This then needs to be compared with one of the other male protagonist's relationship with women in one of the other stories. There is plenty of opportunity for candidates to use any one of a number of stories to serve as a comparison and to explore the similarities and differences in portrayal.

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5 *The Boat to Redemption*, Su Tong

EITHER:

- (a) 'The novel focuses on people rather than on politics.' To what extent would you agree with this statement?

This essay gives candidates the opportunity to draw widely on examples from across the novel to assess the extent to which they agree with the statement. It is quite possible to argue that it is a novel about boat people without political motives and convictions, but it is also possible to say that their lives are fundamentally moulded by the political framework within which they live. There is no one correct answer; any statements must be backed up by references to the text.

OR:

- (b) Discuss the portrayal of Huixian's personality and analyse her role in the novel.

There is clearly no right or wrong answer to this question. Candidates need to be sure to cover both parts of the essay. First, they must discuss the personality of Huixian 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.

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6 *Balzac and the Little Chinese Seamstress*, Dai Sijie

EITHER:

- (a) To what extent does the film *Balzac and the Little Chinese Seamstress* testify to the liberating power of literature?

The Little Chinese Seamstress in the film appears to be transformed by books and the new ideas introduced to her through them by Luo and Ma. Candidates need to refer to this in detail, but also go on to consider whether the film really does testify to this, as indicated by the title or whether perhaps it is more about young romance.

OR:

- (b) Discuss the film *Balzac and the Little Chinese Seamstress* as a love story. How do the cinematographic techniques used in the film enhance the depiction of the love story?

Again, the question is in two halves. Candidates need to discuss how/why the film could be classed as a love story with specific examples from the film. They then need to consider the cinematography and might particularly look at the luscious, green and mountainous countryside and the film shots of it and consider whether this is there to reflect the harsh realities of the Chinese countryside in the Cultural Revolution or is rather more romantic in intent. There is no correct answer to this question and candidates are free to develop their own argument, as long as it is backed up by concrete examples.