



Cambridge International Examinations
Cambridge Pre-U Certificate

MANDARIN CHINESE (SHORT COURSE)

1341/02

Paper 2 Chinese Culture

May/June 2017

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.

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 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.

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.

| Question | Answer | Marks |
|---|--|-------|
| 1 The Founding of the People's Republic of China | | |
| 1(a) | <p>EITHER:</p> <p>(a) To what extent did the period 1937–1949 prepare Mao to govern the People's Republic of China in the period 1949–1956?</p> <p>Candidates may take a variety of approaches in presenting their argument. Concrete examples and an analytical approach are required in the assessment of the extent to which the period 1937–1949 prepared Mao to govern the PRC from 1949–1956. It is up to them to choose a range of examples to illustrate their argument.</p> <p>Candidates could refer to some of the following (which appear below in no particular order):</p> <ul style="list-style-type: none"> • Growth of CCP doctrines: party control based on indoctrination, the 'mass line', class struggle • Yan'an 'rectification' campaign and thought reform movement; establishing Party discipline (1942–1944) • Mao's lectures on literature and art in 1942 • Sino-Japanese War • Civil War • Land reform post 1949 • Mass campaigns in the early 1950s • Korean War | |
| 1(b) | <p>OR:</p> <p>(b) How did the People's Republic of China – so soon after its foundation – come to be involved in the Korean War? What impact did this war have on China and the Chinese leadership?</p> <p>There is no single correct answer to this question. Candidates can develop their own argument as to how, as long as it is backed up by evidence. After the discussion of the reasons why, there must also be a careful discussion of the impact the war had on China and the Chinese leadership.</p> <p>Candidates may include some of the following in their discussion:</p> <ul style="list-style-type: none"> • US-China relations • Sino-Soviet relations • The war as a tool to accelerate the process of building a new China • The Korean War as a success for the new government (international respect, patriotism, military confidence) | |

| Question | Answer | Marks |
|---|--|-------|
| 2 Chinese Economic Trends since 1978 | | |
| 2(a) | <p>EITHER:</p> <p>(a) Discuss the agricultural reforms of 1978–1984 in China and analyse the means by which they were responsible for a dramatic growth in productivity.</p> <p>Candidates need to show knowledge of what the reforms actually were and then analyse how they improved productivity with some specific examples. Candidates can choose how to structure their essay – either a discussion of reforms followed by analysis of how these improved productivity or a combined approach, where reform and illustration of how they were responsible for productivity growth are discussed together.</p> <p>They could include some of the following:</p> <ul style="list-style-type: none"> • household responsibility system • reduction of quotas to be sold to the state • selling of surpluses on the open market • township and village enterprises • investment in agriculture • price adjustments | |
| 2(b) | <p>OR:</p> <p>(b) What roles have both imported and exported consumer goods played in the growth of the Chinese economy since 1978?</p> <p>Candidates need to make sure that they deal with both imports and exports when answering this question. There is no single correct answer, but candidates will need up-to-date examples to illustrate their answers. They should include some of the following:</p> <ul style="list-style-type: none"> • imported consumer goods stimulate demand • brand awareness examples: luxury brands stimulate spending and economic growth • exports gain foreign currency • stimulate infrastructure development and higher tech development • contribute to China's growth and economic importance in the world which in turn leads to WTO accession etc. • means by which China is linked to the global economy | |

| Question | Answer | Marks |
|--|---|-------|
| 3 Emerging China: Population, Environment and Migration | | |
| 3(a) | <p>EITHER:</p> <p>(a) Discuss China's <i>hukou</i> (household registration) system and analyse the extent to which you think the system has affected China's economic development.</p> <p>Candidates need to make sure that they consider both parts of this question. They need to be able to demonstrate an understanding of what exactly the <i>hukou</i> system is and how it works before giving their analysis as to the extent to which it has affected China's economic development.</p> <p>Candidates may mention some of the following:</p> <ul style="list-style-type: none"> • constrained urbanisation • migrant workers at the margins of legality • imbalance in age structure of rural population • suboptimal allocation of resources • differences in status between (migrant) workers and citizens – inequalities of human capital and welfare rights | |
| 3(b) | <p>OR:</p> <p>(b) What measures is China taking to deal with an ageing population? To what extent do you think these measures will be successful?</p> <p>Candidates need to outline the measures and then discuss the extent to which they think they will be successful. Candidates – as long as they can back up with evidence – can develop their own argument.</p> <p>They could mention some of the following:</p> <ul style="list-style-type: none"> • 4–2–1 families • move from 1 child to 2 children policy • declining labour supply • healthcare and pensions • Japan's experience • low fertility • demographic dividend • measures too late? • 1 child policy never widespread in rural areas | |

| Question | Answer | Marks |
|--|---|-------|
| 4 Love in a Fallen City and Other Stories, Eileen Chang | | |
| 4(a) | <p>EITHER:</p> <p>(a) ‘What I am talking about is the law of family relations and that never changes!’ This statement is made by Third Master in <i>Love in a Fallen City</i>. To what extent is this statement borne out in the story and in one other story in the collection?</p> <p>There is no one answer or particular line required. A well-argued essay backed up by reference to the texts (i.e. <i>Love in a Fallen City</i> and one other story) is required. Candidates must remember the evaluative nature of the question. It is not a descriptive essay, but must focus on the <i>extent</i> to which this statement is borne out.</p> | |
| 4(b) | <p>OR:</p> <p>(b) Anguish and survival, conflict between duty and self-fulfilment: how far would you say these are key themes of the stories in the collection? Discuss with reference to <i>The Golden Cangue</i> and one other story in the collection.</p> <p>There is no one answer or particular line to follow. 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 <i>The Golden Cangue</i> and one other story to illustrate how far anguish and survival, conflict and self-fulfilment are key themes.</p> | |

| Question | Answer | Marks |
|--|--|-------|
| 5 The Boat to Redemption, Su Tong | | |
| 5(a) | <p>EITHER:</p> <p>(a) Discuss the character of Ku Wenxuan and analyse the role he plays in the novel.</p> <p>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 character of Ku Wenxuan in some detail with specific examples from the text to build their picture. They then need to take a step back to analyse his role in the novel as a whole.</p> | |

| Question | Answer | Marks |
|----------|---|-------|
| 5(b) | <p>OR:</p> <p>(b) The title of the novel in Chinese, <i>He An</i>, literally means ‘river and shore’, representing the worlds of two different types of people – those who live on firm ground are politically reliable; those who live on boats are exiles or politically questionable. How far do you agree with this statement? Discuss with close reference to the text.</p> <p>This question has no single correct answer. Careful argument and examples are needed in building up a coherent essay to illustrate the extent to which candidates agree with this statement.</p> | |

| Question | Answer | Marks |
|---|---|-------|
| 6 <i>Balzac and the Little Chinese Seamstress</i>, Dai Sijie | | |
| 6(a) | <p>EITHER:</p> <p>(a) The film <i>Balzac and the Little Chinese Seamstress</i> shows China's ambivalent attitude to both its past and present. Discuss this statement with close reference to the film.</p> <p>Close reference to the film rather than generalised statements is the key to a good answer to this question. Through the examples, China's ambivalent attitude should be illustrated with reference to the past and present and a well thought-out and planned essay should be developed. The most thoughtful candidates may well go on to make some sort of assessment as to whether the ambivalent attitude portrayed in the film truly reflects ambivalence in China or just the ambivalence of the film director.</p> | |
| 6(b) | <p>OR:</p> <p>(b) Discuss the roles of Ma and Luo in the film <i>Balzac and the Little Chinese Seamstress</i> and assess their relative importance to the Seamstress.</p> <p>This essay should first discuss the roles of Ma and Luo in the film, looking at the similarities and differences between the two boys. Candidates should then go on to talk specifically about the way in which each is important to the Seamstress and seek to make a thoughtful assessment about their relative importance, backed up by specific references to the film.</p> | |