



Cambridge Assessment International Education
Cambridge Pre-U Certificate

MANDARIN CHINESE (SHORT COURSE)

1341/02

Paper 2 Chinese Culture

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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 document consists of **11** 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.

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.
1–5	<i>Poor</i> 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	<i>Very good</i> 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	<i>Good</i> A clear structure, with logical presentation of ideas. Most paragraphs well-constructed. Includes an adequate introduction and conclusion.
3	<i>Satisfactory</i> 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	<i>Weak</i> 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	<i>Poor</i> No attempt to organise material and ideas into a structured piece of writing. Incoherent. Ideas introduced in no apparent order.
0	No rewardable structure

Question	Answer	Marks
<p>INDICATIVE CONTENT</p> <p>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.</p> <p>Questions are open to interpretation and, therefore, the following note 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.</p> <p>Principal Subject candidates choose two questions in total, one from each of the sections below, and answer them in English.</p> <p>Short Course candidates choose one question in total, from either section, and answer it in English.</p>		
<p>The Founding of the People's Republic of China</p>		
1(a)	<p>What role did the ‘Yan’an Period’ play in the eventual victory of the Chinese Communist Party in 1949?</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 ‘Yan’an Period’. 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"> • Democratic centralism; • Mass line; • Land redistribution; • Politics in command; • Yan’an Forum on Literature and Art. 	30
1(b)	<p>Discuss the development of China’s relationships with foreign countries in the period 1949-56.</p> <p>There is no single correct answer to this question. Candidates can develop their own argument as long as it is backed up by evidence.</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 Korean War; • Japan, Taiwan, SE Asia, Pakistan. 	30

Question	Answer	Marks
Chinese Economic Trends since 1978		
2(a)	<p>In the last 20 years, the growth of China's economy has resulted in a significant increase in the demand for domestic raw materials and for raw materials imported from abroad. How has China dealt with this demand and what challenges have arisen?</p> <p>Candidates need to make sure that they deal with both the demand for raw materials from within China and the demand for raw materials from abroad when answering this question. They need to look at what has been done to address the demand and what challenges have arisen. There is no single correct answer, but candidates will need specific examples to illustrate their answers. They could include some of the following:</p> <ul style="list-style-type: none"> • Deforestation • Environmental degradation and relocation of communities • Move to a consumer-driven economic model in China • Raw materials from Africa (e.g. copper, oil, iron ore and bauxite) • Raw materials from South America (e.g. soy bean, iron ore, oil, copper) • WTO disputes with respect to China's export restrictions on raw materials • An element of international political and economic distrust • Environmental degradation abroad • Increase in world price for copper and the results of this. 	30
2(b)	<p>'Wage increases for individuals have significantly affected the development of the Chinese economy since 1978.' How far do you agree with this statement? Discuss with specific examples.</p> <p>There is no single correct answer, but candidates will need relevant examples to illustrate their answers and to support the development of their argument. They could include some of the following:</p> <ul style="list-style-type: none"> • Consumer-led demand • Rise in output to meet this demand • Increase in import of consumer goods • Luxury goods • Interaction with the wider world, through study, business and travel • Provided stability as to some extent all have benefited • Housing and car markets • But also increase in corruption to seek even greater personal gain. • Rising salary costs for businesses • End of 'cheap China' 	30

Question	Answer	Marks
Emerging China: Population, Environment and Migration		
3(a)	<p>‘Rapid urbanisation is incompatible with improving air and water quality in China.’ Discuss how far you agree with this statement with specific examples.</p> <p>In this question, candidates need to show that they have some understanding of how rapidly Chinese has urbanised over time, They then need to talk about the extent to which it is possible (or not) to improve air and water quality at the same time and give some specific examples, ideally from specific cities. They could include some of the following, but this is not an exhaustive list.</p> <ul style="list-style-type: none"> • Move from rural to urban • Megacities • Cities of 5–10 million people • Growth of cars and roads with planning still for workplaces in centre • Industry in the cities • Public transport • High demand for water • Cap on car number plates • Public awareness of pollution, particularly air quality 	30
3(b)	<p>‘The contribution of migrant workers to the Chinese economy has generally been at great personal cost to the individual families concerned.’ Discuss this statement and the extent to which you agree with it.</p> <p>This question requires candidates to consider both the contribution of migrant workers to the economy and the cost to individual families. Depending on how they have studied the migrant work issue, candidates make look at broad statistics and issues (with examples to illustrate) or might also take a case study approach and illustrate the broad statement by looking at migrant families from a certain area of China and how they have contributed to growth and the extent to which the individual families have benefited (or not).</p> <p>Candidates could include some of the following:</p> <ul style="list-style-type: none"> • low labour costs • long hours • lack of residency rights • working practices • children and elderly in the countryside, etc. 	30

Question	Answer	Marks
<i>Love in a Fallen City and Other Stories</i>, Eileen Chang		
4(a)	<p>‘Eileen Chang reveals the huge gulf in Chinese culture between traditional patriarchy and a troubled modernity.’ How far do you agree with this statement? Discuss with reference to <i>Aloeswood Incense</i> and <u>one</u> other story.</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>Aloeswood Incense</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 the candidate agrees with the statement.</p>	30
4(b)	<p>Eileen Chang’s descriptions of people and place enable the reader both to enjoy rich language and imagery and to learn about the cities of Shanghai and Hong Kong at the time. Examine the descriptions and imagery used in any <u>two</u> of the short stories to illustrate this and the extent to which you consider this to be an important focus of her work.</p> <p>Again there is no one answer or particular line to follow. A well-argued essay backed up by reference to and examples from the stories is required. It is a personal view and candidates need to consider descriptions and imagery used in two of the stories and the extent to which they have responded to them as a reader.</p>	30

Question	Answer	Marks
<i>The Boat to Redemption, Su Tong</i>		
5(a)	<p>‘<i>The Boat to Redemption</i> is a novel focusing on the fate of people caught up in the absurdities of the Cultural Revolution.’ With specific examples from the text discuss the extent to which you agree with this statement.</p> <p>There is clearly no right or wrong answer to this question. Candidates will need to demonstrate that they have an understanding of the Cultural Revolution and can illustrate clearly some of the examples of the absurdities of the time. The extent to which they decide that the novel focuses on this is up to them, but their examples and argument needs to address this question.</p>	30
5(b)	<p>Su Tong uses the 15-year-old Dongliang as the narrator of the novel. Why does Su Tong do this, and how successful is this narrative device? 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 why the candidate thinks Su Tong uses Dongliang as a narrator and the extent to which they think this is successful.</p>	30

Question	Answer	Marks
<i>Balzac and the Little Chinese Seamstress, Dai Sijie</i>		
6(a)	<p>‘<i>Balzac and the Little Chinese Seamstress</i> is artfully designed to appeal to lovers of romance and books, but by the end, I was not convinced that the film displayed much knowledge of either.’ Discuss this film critic’s statement and the extent to which you agree with it.</p> <p>Close reference to the film rather than generalised statements is the key to a good answer to this question. Candidates need to consider both aspects of the statement ‘romance and books’ and the extent to which they agree (or disagree) that the film does not display much knowledge of either. This is a very personal response, which could be argued either way, but candidates need examples to back up their answers.</p>	
6(b)	<p>Discuss the roles of the village chief and the peasants in the film <i>Balzac and the Little Chinese Seamstress</i> and assess their importance to the film’s narrative.</p> <p>A response to this question should give clear examples of the roles of the village chief and the peasants by making specific reference to the film. However, it needs also to give some overall assessment as to how the village chief and the peasants are used to reflect the attitudes towards the Cultural Revolution, rural ignorance etc. – the backdrop against which the protagonists play out the story. Evaluation, and not just description, is crucial.</p>	