



MANDARIN CHINESE (PRINCIPAL)

9778/04

Paper 4 Chinese Culture

May/June 2019

MARK SCHEME

Maximum Mark: 60

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.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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. Candidates are required to answer two questions in total, one from each 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.

Candidates choose **two** questions in total, one from each section, and answer them in English.

Question	Answer	Marks
1 The founding of the People's Republic of China		
1(a)	<p>EITHER:</p> <p>(a) 'Revolutions are rooted in crisis.' Discuss the extent to which you agree with this statement with reference to China in the period 1937–49.</p> <p>Candidates may take a variety of approaches in presenting their argument. Concrete examples and an analytical approach are required. 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"> • the Sino-Japanese war • the Civil War • GMD corruption and mismanagement • Nationalism • the peasantry – poverty, lack of any control over land • how the CCP was able to take advantage of the social crisis. 	30
1(b)	<p>OR:</p> <p>(b) What were the immediate priorities for the Chinese Communist Party on coming to power in 1949? How successful were they in addressing these priorities?</p> <p>There is no single correct way of addressing this question. Candidates can develop their own argument as to how successfully they were, as long as it is backed up by evidence.</p> <p>Candidates may include some of the following priorities in their discussion:</p> <ul style="list-style-type: none"> • Stability • Economic development • Political change • Education • Health • International relations 	30

Question	Answer	Marks
2 Chinese economic trends since 1978		
2(a)	<p>EITHER:</p> <p>(a) Discuss the extent of the impact of Foreign Direct Investment (FDI) on China's economy since 1978. Include specific examples to illustrate your answer.</p> <p>Candidates crucially need specific examples to illustrate their essay. It is entirely up to them whether they choose to give a wider range of examples or perhaps choose to concentrate on fewer in more detail. Whatever they decide, as well as describing the nature of the impact, they also need to analyse its extent.</p> <p>They could include some of the following:</p> <ul style="list-style-type: none"> • which countries invest in China • what type of projects they invest in • what China's goals were in attracting and utilising FDI • FDI types • SEZs • Pearl River Delta and coastal regions being the major recipients of FDI • case studies: VW, Citroen, Danone, Coca-Cola, Sony etc. • Outgoing FDI from China to other countries 	30
2(b)	<p>OR:</p> <p>(b) Discuss how the economic reforms initiated by Deng Xiaoping in the period after 1978 developed China's socialist market economy. To what extent were the reforms successful?</p> <p>There is no single correct answer, but candidates will need relevant facts to illustrate their answers. They should include some of the following:</p> <ul style="list-style-type: none"> • Reform in the countryside and the Household Responsibility system • Commercial crops • Open Door policy • Four Modernisations • Foreign trade • Town and Village Enterprises • Special Economic Zones <p>As well as discussing these economic reforms, candidates need to reference how/if they contributed to a socialist market economy in their view.</p>	30

Question	Answer	Marks
3 Emerging China: population, environment and migration		
3(a)	<p>EITHER:</p> <p>(a) ‘China is focused on developing a more sustainable economy which will take account of the needs of the environment.’ Discuss the extent to which you agree with this statement by focusing on <u>two</u> or <u>three</u> specific projects or policy initiatives.</p> <p>Candidates need to indicate in their introduction that they understand the meaning of sustainability with reference to this question. They then need to think of some detailed case studies or policy initiatives to illustrate this. They could choose from any of the following but there are also many others:</p> <ul style="list-style-type: none"> • 3 Gorges Dam • Dongtan Eco-City • development of wind and solar power • development of electric vehicles • air quality initiatives etc. <p>The second part of the question is evaluative. Candidates need to assess the extent to which their chosen initiatives really demonstrate China’s focus on developing a more sustainable economy.</p>	30
3(b)	<p>OR:</p> <p>(b) The Chinese government is facing problems in relation to disparities in the life expectancy and educational attainment of its population. Discuss these problems and consider how successfully China is dealing with them.</p> <p>In relation to the discussion of the problems, candidates might mention some of the following:</p> <ul style="list-style-type: none"> • Ageing population in eastern seaboard areas exacerbated by the 4-2-1 issue • Lower life expectancy in rural areas and in west part of China • Life expectancy disparities caused by pollution of various types – pollution hotspots across China • Access to healthcare • Variation in the quality of education in East and West China, in rural and urban areas • How this educational variability can affect the economic development of the country <p>As well as describing problems, candidates will have to state how China is attempting to deal with them and how successful these solutions are.</p>	30

Question	Answer	Marks
4 <i>Chronicle of a Blood Merchant</i> , Yu Hua		
4(a)	<p>EITHER:</p> <p>(a) Discuss the extent to which the actions of Xu Sanguan and his family are affected by China’s political environment during the period in which the novel is set.</p> <p>There is no one answer or particular line required. A well-argued essay backed up by reference to the text 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. Candidates should comment on how specific actions of the characters are affected by political movements such as The Great Leap Forward, Great Famine, Cultural Revolution.</p>	30
4(b)	<p>OR:</p> <p>(b) ‘Hardship makes the protagonist a better man.’ Give examples from the novel to show how far you agree with this statement with respect to Xu Sanguan.</p> <p>Again there is no one answer or particular line to follow. A well-argued essay backed up by reference to the text is required. It is a personal view and candidates need to consider concrete examples in the novel and the extent to which they think these contribute to their agreement with the statement.</p>	30

Question	Answer	Marks
5 <i>The Song of Everlasting Sorrow</i> , Wang Anyi		
5(a)	<p>EITHER:</p> <p>(a) ‘One of the themes of <i>The Song of Everlasting Sorrow</i> is an examination of what endures and what remains the same – what resists the passage of time and what succumbs to the forces of cataclysmic social change.’ Analyse this statement with close reference to the novel and discuss the extent to which you agree with the statement.</p> <p>There is no single correct answer to this question. Candidates need to demonstrate that they have an understanding of what is being asked and detailed knowledge of the text so that they can pick relevant examples to illustrate their argument and relate them to events in China during the period covered by the novel.</p>	30
5(b)	<p>OR:</p> <p>(b) Discuss the relationship Wang Qiyao has with Mr Cheng and Jiang Lili respectively, and analyse the roles of these relationships in the novel. Include specific references 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 respective relationships of Jiang Lili and Mr Cheng with Wang Qiyao, and to analyse these relationships. The answer is likely to be a very personal response, but candidates need to refer to the text to back up their answers.</p>	30

Question	Answer	Marks
6 <i>The Blue Kite</i> , Tian Zhuangzhuang		
6(a)	<p>EITHER:</p> <p>(a) ‘Tian’s epic domestic drama is a direct honest account of how Mao’s policies affected the lives of ordinary people.’ Discuss the extent to which you agree with this statement with reference to the film’s content and cinematography.</p> <p>Specific references to the film’s content and cinematography rather than generalised statements are the key to a good answer to this question. Candidates need to consider all aspects of the statement. This will be a personal response, but candidates need evidence/examples to back up their answers.</p>	30
6(b)	<p>OR:</p> <p>(b) Discuss the portrayal of Tietou’s mother, Shujuan, in the film <i>The Blue Kite</i> and analyse her role in it.</p> <p>There is clearly no right or wrong answer to this question. First, they must discuss the portrayal of Shujuan in some detail with specific examples from the film to build their picture. Candidates then need to take a step back to analyse her role in the film as a whole.</p>	30