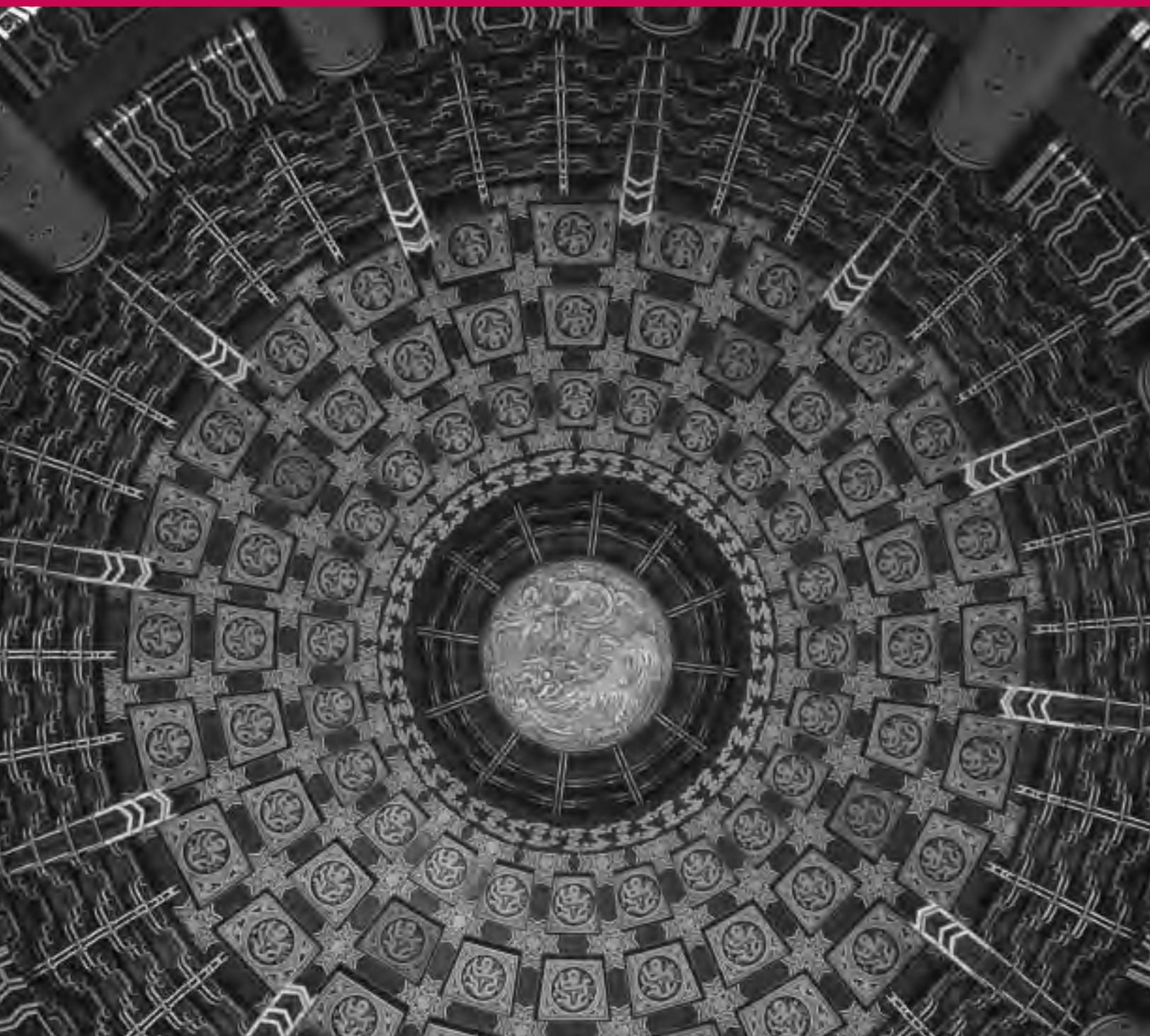


Cambridge Pre-U Specimen Papers
and Mark Schemes

Cambridge
Pre-U

Cambridge International Level 3
Pre-U Certificate in
MANDARIN CHINESE (Principal)

For use from 2008 onwards



UNIVERSITY of CAMBRIDGE
International Examinations

Specimen Materials

Mandarin Chinese (9778)

Cambridge International Level 3
Pre-U Certificate in Mandarin Chinese (Principal)

For use from 2008 onwards

QAN 500/4738/3

Support

CIE provides comprehensive support for all its qualifications, including the Cambridge Pre-U. There are resources for teachers and candidates written by experts. CIE also endorses a range of materials from other publishers to give a choice of approach. More information on what is available for this particular syllabus can be found at www.cie.org.uk

Syllabus Updates

This booklet of specimen materials is for use from 2008. It is intended for use with the version of the syllabus that will be examined in 2010, 2011 and 2012. The purpose of these materials is to provide Centres with a reasonable idea of the general shape and character of the planned question papers in advance of the first operational examination.

If there are any changes to the syllabus CIE will write to centres to inform them. The syllabus and these specimen materials will also be published annually on the CIE website (www.cie.org.uk/cambridgepreu). The version of the syllabus on the website should always be considered as the definitive version.

Further copies of this, or any other Cambridge Pre-U specimen booklet, can be obtained by either downloading from our website www.cie.org.uk/cambridgepreu

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UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
Cambridge International Level 3 Pre-U Certificate
Principal Subject

MANDARIN CHINESE

9778/01

1. Speaking

For Examination from 2010

THERE IS NO QUESTION PAPER FOR THE SPEAKING TEST.

This document consists of **4** printed pages.



The Speaking Test will be conducted and assessed by an External Examiner. There are 2 parts to this examination:

SECTION 1: PREPARED TOPIC AND TOPIC DISCUSSION

(5–7 minutes)

Candidates should research a topic related to the history, current affairs or culture (including art, cinema, literature and traditions) of the Chinese world. They should be able to speak in Chinese on this topic for about 2 minutes. The Examiner will ask the candidate questions in Chinese on the chosen topic. Candidates will be assessed on the content of their presentation (ability to present relevant facts, express opinions and put forward points for discussion) as well as their linguistic competence (comprehension and responsiveness, fluency, accuracy of tones, pronunciation, range of vocabulary, variety of sentence structures).

There is no Specimen Question Paper for the Prepared Topic and Topic Discussion as the subject matter of the Prepared Topic is chosen by the candidate and the Examiner's questions will arise out of the material presented by the candidate.

SECTION 2: GENERAL CONVERSATION

(6–8 minutes)

The General Conversation will begin with straightforward questions about the candidate's background and interests and move quickly on to a more mature conversation covering the Topic Areas listed in the Syllabus. It is expected that the General Conversation section will cover 2 or 3 of the Topic Areas, but it may cover more if the Examiner has difficulty finding something the candidate is interested in or can talk about. The Topic Area covered in the Prepared Topic Discussion will not be covered in the General Conversation. Candidates will be assessed on linguistic competence (comprehension and responsiveness, fluency, accuracy of tones, pronunciation, range of vocabulary, variety of sentence structures).

There is no Specimen Question Paper for the General Conversation, but the following are some examples of how a conversation can develop. You will see the way in which a mature discussion can develop from a very straightforward initial question. Visiting Examiners will be provided with a series of such suitable questions on each Topic Area.

Tell me about your school

Is it a good school? Why/Why not?
 How would you like to change it? Why?
 What differences do you think there are between the education system here and the one in China?
 What can we learn from the education system in China and vice versa?
 What is the point of education?

What subjects are you studying?

Why?
 What do you think about your Chinese course? How do you think it could be improved?
 Why do you think it is important to learn Chinese in the modern world?
 Do you think that the Chinese language will become more important than English in the next 50 years? Why?

**Have you visited China/
any other countries?**

Comparisons between the country visited and your own? In what way are they the same/different?

... leading to discussion of life-styles, attitudes, family life

Tell me about your experiences in other countries. Which do you prefer? Why? Where would you live if you could choose? Why?

Is tourism important in China? How do you think it might be improved?

What impressions do you think Chinese tourists receive when they first come here?

**Have you always lived in
this area?**

Answer: no

Where did you live before?

Which area do you prefer?

Why?

What is important to you about the area in which you live?

Why?

... leading on to questions of city v country life/social problems

Answer: yes

What can young people/tourists find to do in this area?

What do you think of the area?

How could your area be improved?

What is important to you about the area in which you live?

Why?

... leading on to questions of city v country life/social problems

**What do you like doing
in your spare time?**

Answer: sport

Spectator or participant?

Team or individual?

Why?

School sport/amateur v professional/drugs in sport/nationalism in sport

Violence in sport/in society/role of government etc

Answer: watching television

What sort of programmes?

News: is it impartial? Should the government censor news?

... leading on to the topic of censorship in general

Films: film industry/cultural grants

Documentaries: Do these serve as education or amusement?

... leading on to discussion of power of the media/the Press

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UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
Cambridge International Level 3 Pre-U Certificate
Principal Subject

MANDARIN CHINESE

9778/01

1. Speaking

For Examination from 2010

SPECIMEN MARK SCHEME

MAXIMUM MARK: 60

This document consists of **4** printed pages.



PREPARED TOPIC (15 marks)

Examiners will mark the Prepared Topic out of 15: 10 marks for Content/Presentation and 5 marks for Language.

Candidates whose Prepared Topic does not relate to the Chinese world will have their mark for Content/Presentation halved.

<p style="text-align: center;">Content/Presentation</p> <p style="text-align: center;">Knowledge of facts; ability to express opinions and raise issues for discussion.</p>	<p style="text-align: center;">Language</p>
<p>9–10 Full and well organised coverage of the topic; ideas and opinions included as well as factual points; lively presentation; Examiner’s interest sustained.</p>	<p>5 Has a very good feeling for the language; speaks fluently and accurately; shows good use of relevant idiom and uses a wide range of structures and vocabulary.</p>
<p>7–8 Good exposition and sound organisation of the topic; makes relevant factual points though may be less good in ideas and opinions; presentation somewhat stilted though keeps Examiner’s interest.</p>	<p>4 Speaks fairly fluently and accurately; uses idiom with a reasonable range of structures and vocabulary.</p>
<p>5–6 Adequate exposition of the topic; few ideas or opinions; evidence of preparation but presentation pedestrian.</p>	<p>3 May speak with hesitation; adequate range of structures and vocabulary; no ambiguity of meaning.</p>
<p>3–4 Material thin; rambling, repetitious; hardly any ideas or opinions; in danger of losing the Examiner’s interest.</p>	<p>2 Marked hesitation; limited range of structures and vocabulary; leading to some ambiguity of meaning.</p>
<p>0–2 Very little factual information; material irrelevant; vague, arguments incoherent; little effort at presentation.</p>	<p>0–1 Very marked hesitation; severe limitations of structures and vocabulary; thought processes basically influenced by mother tongue.</p>

TOPIC DISCUSSION AND GENERAL CONVERSATION (30 marks)

Examiners will mark each conversation section out of 15: 5 marks for Comprehension and Responsiveness and 10 marks for Accuracy and Range of Language.

Comprehension & Responsiveness	Accuracy and Range of Language
<p>5 Very good No problems of comprehension. Responses are natural and spontaneous even to unexpected questions. Able to present and defend a point of view in discussion.</p>	<p>9–10 Very good Consistently accurate. Only occasional minor slips. Extensive range of appropriate vocabulary. Able to use a wide range of structures with confidence.</p>
<p>4 Good Few problems of comprehension. Responds thoughtfully, and copes fairly well with unexpected questions. Reasonably forthcoming but tends to follow Examiner's lead.</p>	<p>7–8 Good Accuracy generally good, with more frequent errors than in the very best candidates. Shows a sound basic understanding of grammatical usage. Has sufficient range of vocabulary and structures to handle reasonably mature subjects.</p>
<p>3 Satisfactory Understands questions on basic situations and concepts, but has difficulty with more complicated ideas. Some delay in response. Needs encouragement to develop topics. OR Relies heavily on prepared responses.</p>	<p>5–6 Satisfactory Accuracy indicates a measure of competence but with some obvious and significant gaps in grammatical usage. Limited expression of ideas (but not ambiguity) caused by limitations in range of vocabulary and some structures.</p>
<p>3–4 Weak Has general difficulty in understanding. Limited response to questions on the majority of topics raised.</p>	<p>3–4 Weak Generally inaccurate use of the language. Severe limitations of vocabulary and structures restrict discussion to a very basic level.</p>
<p>0–2 Poor Severe problems of comprehension. Very marked hesitation. Limited responsiveness.</p>	<p>0–2 Poor No grasp of grammatical accuracy. Errors constant and repeated. Very restricted vocabulary. Only simple sentences and no variety of structure.</p>

PRONUNCIATION/INTONATION AND FEEL FOR THE LANGUAGE (15 marks)

In addition, 15 marks will be awarded globally for Pronunciation/Intonation (5 marks) and Feel for the Language (10 marks).

Feel for the Language	Pronunciation/Intonation
<p>9–10 <i>Very good</i> Has a very good feeling for the language and is able to express concepts fluently in appropriate idiom. Negligible influence from the mother tongue.</p>	<p>5 Outstanding pronunciation and intonation; an occasional slight mistake or hesitation. Not necessarily a native speaker.</p>
<p>7–8 <i>Good</i> Has a very good feeling for the language. Shows competent use of relevant idiom. Avoids significant influence from mother tongue.</p>	<p>4 Good pronunciation, makes a fair attempt at correct intonation and expression; some mistakes and/or hesitation.</p>
<p>5–6 <i>Satisfactory</i> Feeling for the language evident with some occasional use of relevant idiom. Thought processes and expression are influenced by mother tongue.</p>	<p>3 A fair degree of accuracy in pronunciation; quite a number of errors; some attempt at intonation and expression.</p>
<p>3–4 <i>Weak</i> Has scant feeling for the idiom. Generally translates literally from the mother tongue.</p>	<p>2 Intelligible but shows marked influence of mother tongue and very many errors of pronunciation.</p>
<p>0–2 <i>Poor</i> Has no feeling for the target language.</p>	<p>0–1 Very poor; many gross errors; frequently incomprehensible.</p>



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
Cambridge International Level 3 Pre-U Certificate
Principal Subject

CANDIDATE
NAME

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CENTRE
NUMBER

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CANDIDATE
NUMBER

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MANDARIN CHINESE

9778/02

2. Listening, Reading and Translation

For Examination from 2010

SPECIMEN PAPER

2 hours 30 minutes

Additional Materials: Candidates must have individual listening equipment.
Prescribed dictionary

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name on all the work you hand in.
Write in dark blue or black pen.
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **all** the questions in the spaces provided. There are instructions about how to answer the questions, and which language to answer in, above each item on the question paper.
The number of marks is given in brackets [] at the end of each question or part question.
You may approach the sections in any order you wish.

Section 1: Listening

You are advised to spend 30 minutes on this section.
You need not write in full sentences in responses to Listening Text (d).
You are reminded to write your response to Listening Text (e) in English prose.
You may listen to the passages as many times as you wish on your individual listening equipment.

Section 2: Reading

You are advised to spend 45 minutes on this section.
Full sentences are not required in the comprehension exercises.

Section 3: Chinese sayings

You are advised to spend 15 minutes on this section.

Section 4: Translation

You are advised to spend 1 hour on this section.

At the end of the examination, fasten all your work securely together.

This document consists of **11** printed pages and **3** blank pages.



SECTION 1: LISTENING (20 Marks)

For
Examiner's
Use

Exercise 1 Questions 1–3

Listening Text (a)

Listen to the words and write down the correct pinyin with tones.

1 [1]

2 [1]

3 [1]

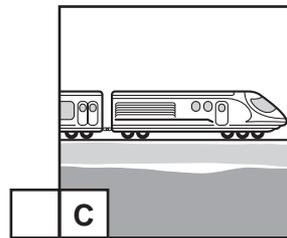
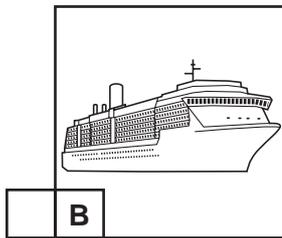
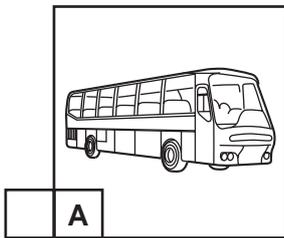
[3 marks]

Exercise 2 Questions 4–6

Listen to Texts (b) and (c) and answer the questions.

Listening Text (b)

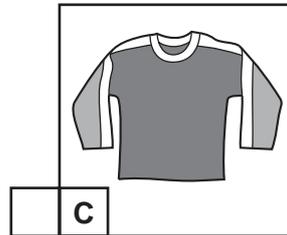
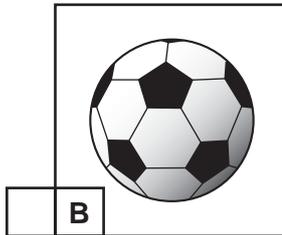
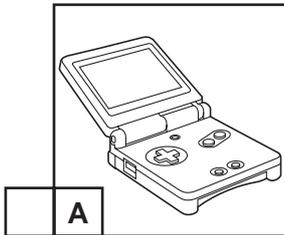
4 In which form of transportation is the tour conducted? Tick the correct answer.



[1]

Listening Text (c)

5 What did the family go to the shop to buy?



[1]

6 Mother's reaction to Beibei's request is to ...

A ignore what Beibei wants.

B buy both things immediately.

C give in to Beibei's demand.

[1]

[3 marks]

Exercise 3 Questions 7–10

Listening Text (d)

The graduate job market

Listen to Text (d) and answer the following questions in English.

7 How did graduates get jobs before?

.....
..... [2]

8 In what way do the students today have more freedom?

..... [1]

9 What are the advantages of working for a joint venture?

(i) [1]

(ii) [1]

10 (a) Why do some graduates like working for a state institution?

.....
..... [2]

(b) What is the drawback?

..... [1]

[8 marks]

Exercise 4 Question 11

For
Examiner's
Use

Listening Text (e)

Leisure activities in Beijing

11 Listen to Text (e) and summarise its content according to the bullet points provided in no more than 75 words of continuous English prose.

- Current situation
- Action taken
- Conclusion

[6 marks]

.....

.....

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TURN OVER FOR SECTION 2

SECTION 2: READING (18 marks)

Reading Text (a)

Read Text (a) which is about the relationships between parents and children and answer the questions.

可怜父母心

妈妈常说的一句话就是“养儿一百岁，长忧九十九”。是啊，不论儿女有多大，在母亲的眼里还是小孩，对生活上的小事经常注意和提醒。如冬天多穿衣服小心着凉，夏天天气热小心中暑，出汗记得换衣服，晚上出门不要太晚回来，电视不要看太久等等。一天很多遍，让我们觉得很烦，有时我们心情不好还会回几句嘴，也不感到有什么不对。作为母亲，总是觉得儿女的举动值得关心注意。

把儿女养大，做父母的其实并不想让儿女回报什么，看着孩子健康平安就心满意足了。我们平时再忙也应该关心老人的生活情况，常跟他们聊天，饮茶，吃饭，让他们觉得自己是家庭中重要的一部分。

Reading Text (b)

Read Text (b) which is about environmental tourism and answer the questions.

环保旅游

近年来，越来越多的游客更爱到乡间去度假，在大自然中得到休息，于是便出现了“环保旅游”。

目前，德国和奥地利等一些国家的旅行社开始组织保护生态环境的“软旅游”。具体说，就是采用对环境破坏较小的交通工具，如电动车、非机动车等；在选择旅行路线时也考虑生态保护的需要；选用环保专业人员担任导游，在旅行中讲解环保知识。

一些国家也在制定促进“环保旅游”的长远计划。在开发旅游资源时，尽量少修建人工设施，在一些旅游点设置步行区，以保持生态环境和自然景观。

一些专家认为，因为当前环境污染非常严重，人们的环保意识正在不断增强，所以“软旅游”将会有很大的发展。

Exercise 3 Questions 19–22

Complete the following sentences with the words in the box.

Italy
Austria
the countryside
manmade facilities
pedestrian areas
long-term plans

- 19 Recently, more and more tourists enjoy holidaying in [1]
- 20 Tourist operators in countries such as Germany and have started organising 'soft tourism'. [1]
- 21 Some countries are making to promote 'environmental tourism'. [1]
- 22 In order to protect natural habitat some tourist spots have created [1]

[4 marks]

Exercise 4 Questions 23–25

Answer the questions in English.

- 23 Give 2 examples of means of transport that have minimal environmental impact.
 - (i) [1]
 - (ii) [1]
- 24 Why are environmental professionals employed as tour guides?
..... [1]
- 25 Why do some experts think that 'soft tourism' has a great future?
.....
..... [2]

[5 marks]

SECTION 3: CHINESE SAYINGS (CHENGYU) (6 marks)

For
Examiner's
Use

Exercise 1 Question 26

26 For each of the following *chengyu*:

- (i) provide a literal translation, and
- (ii) add an explanation in English.

*Example*画蛇添足: (i) **Literally:** to draw a snake and add a leg(ii) **Explanation:** to do something superfluously, to spoil something already finished

(a) 坐井观天

(i) **Literally:**
..... [1](ii) **Explanation:**
..... [1]

(b) 老马识途

(i) **Literally:**
..... [1](ii) **Explanation:**
..... [1]

(c) 自相矛盾

(i) **Literally:**
..... [1](ii) **Explanation:**
..... [1]**[6 marks]**

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TURN OVER FOR SECTION 4

SECTION 4 : TRANSLATION (16 marks)**Exercise 1 Question 27**

27 Translate the following passage into English. It is about a man and woman meeting on an overnight train in China. The transfer of meaning is more important than literal correctness.

Meeting a stranger on the slow train

不知道有多少时间过去了，慢车总是将时间拉得很长。

她醒来发现对面铺上已经没有人了，但是茶几上放着他的杂志。他回来时，她坐在下铺上，低头看着他的杂志。

他们一个看一个读地过了一阵，然后，他问她出门做什么？她为什么一个人去北京了？她是做什么的？她没有回答，他就猜着说：“公司的业务员？报纸的记者？或者，演员？”她的脸转过来了一些。“你看上去像搞经济的？”这一句话竟然让她笑了。

[16 marks]

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UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
Cambridge International Level 3 Pre-U Certificate
Principal Subject

MANDARIN CHINESE

9778/02

2. Listening, Reading and Translation

For Examination from 2010

SPECIMEN MARK SCHEME

2 hours 30 minutes

MAXIMUM MARK: 60

This document consists of **6** printed pages.



SECTION 1: LISTENING**Exercise 1 Questions 1–3**

- 1 ài hào [1]
- 2 qián tú [1]
- 3 céng jīng [1]

Exercise 2 Questions 4–6

- 4 B [1]
- 5 C [1]
- 6 C [1]

Exercise 3 Questions 7–10

- 7 arranged [1] by the government [1] [2]
- 8 can choose their jobs [1]
- 9 (i) high income [1]
(ii) possibility of working abroad [1]
- 10 (a) shorter working hours [1]
less likely to be made redundant [1]
(b) lower pay [1]

Exercise 4 Question 11

- | | | | |
|----|--------------------|-----------------------------------|-----|
| 11 | Current situation: | living standards have improved | [1] |
| | | leisure activities more varied | [1] |
| | Action taken: | survey of the leisure activities | [1] |
| | | 1 of the activities | [1] |
| | Conclusion: | need to enrich leisure activities | [1] |
| | | build more facilities | [1] |

[Total marks for Section: 20]

SECTION 2: READING**Exercise 1 Questions 12–15**

- 12 grown up [1]
- 13 small [1]
- 14 too late [1]
- 15 advice [1]

Exercise 2 Questions 16–18

- 16 Seeing their children safe (1) and healthy (1) [1+1]
- 17 *Any 2 of:* [1+1]
 chat
 have a cup of tea with them
 have a meal with them
- 18 Reward any attempt to relate the title to the themes of the passage [1]

Exercise 3 Questions 19–22

- 19 the countryside [1]
- 20 Austria [1]
- 21 long-term plans [1]
- 22 pedestrian areas [1]

Exercise 4 Questions 23–25

- 23 (i) electrical vehicles [1]
 (ii) non-motorised vehicles [1]
- 24 to educate tourists on environmental protection [1]
- 25 environmental pollution is getting worse [1]
 people are increasingly aware of environmental issues [1]

[Total marks for Section: 18]

SECTION 3: CHENGYU

6 marks will be available in total: 1 × 3 marks for the literal translations and 1 × 3 marks for the explanations in English.

[Total marks for Section: 6]

SECTION 4: TRANSLATION

The passage for translation is divided into 18 marking groups. 1 mark is available for each correct marking group. 16 correct marking groups = full marks.

The 18 marking groups are as follows:

不知道有多少时间过去了， // 慢车总是将时间拉得很长。

她醒来发现 // 对面铺上已经没有人了， //

但是茶几上放着他的杂志。 // 他回来时，她坐在下铺上， // 低头看着他的杂志。

他们一个看一个读地 // 过了一阵， // 然后，他问她出门做什么？ //

她为什么一个人去北京了？ // 她是做什么的？ // 她没有回答，他就猜着说：//

“公司的业务员？ // 报纸的记者？或者，演员？” //

她的脸转过来了一些。 // “你看上去像搞经济的？” // 这一句话竟然让她笑了。

It was impossible to say how much time had passed; slow trains always drag out the time.

She woke to find that there was no one on the opposite bunk anymore, but his magazine was on the tea table. When he came back, she was sitting on the bottom bunk, head down reading the magazine.

A while passed, one watching the other reading, then he asked her what she was on her way to do? Why was she going to Beijing on her own? What did she do for a living? She did not answer him, so he tried guessing: “Company employee? Journalist for a newspaper? Or actress?” Her face turned towards him slightly. “You look as if you do economics.” These words, unexpectedly, made her laugh.

[Total marks for Section: 16]

Transcripts**Listening Text (a):**

1 爱好

2 前途

3 曾经

Listening Text (b):**长江二日游**

豪华游船，每人一千元。游船会带您畅游长江，从重庆出发，游览三峡和三峡大坝，第二天晚上到武汉。

Listening Text (c):**在商店**

一天，贝贝和妈妈、爸爸一起去商店给妈妈买毛衣，从玩具柜前经过时贝贝大声叫着：“我要买游戏机！”“太贵了，不能买。”爸爸说。贝贝大哭起来。妈妈忙说：“算了，算了，给他买吧，我的毛衣就不买了。”

Listening Text (d):**毕业生找工作**

在中国，过去大学生毕业后的工作完全由国家分配，用人单位没有选择，学生自己也没有选择。现在的学生比较自由，可以自己选择想做的工作。

一般来说，很多学生希望去收入高的单位工作。比如说，在合资企业工作不但收入高，而且有出国工作的可能，很受大学生的欢迎。也有一些学生喜欢去比较稳定的国家机关工作，因为工作时间比较短，失业被辞退的可能性也相当小，只是跟合资企业比起来工资少一些。

Listening Text (e):**北京人的业余生活**

现在人们的生活水平有了很大提高，业余生活也越来越丰富。最近北京市政府对人们的文化娱乐情况进行了调查。

调查结果表明，在一般的公共休息日，最多的娱乐是看电视和听音乐，然后是逛大街，看电影。这说明北京人的娱乐生活还不够丰富多彩。今后政府还应该多修建公共娱乐设施，进一步改善大家的业余生活。



CANDIDATE
NAME

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CANDIDATE
NUMBER

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MANDARIN CHINESE

9778/03

3. Writing and Usage

For Examination from 2010

SPECIMEN PAPER

2 hours

Additional Materials: Prescribed dictionary.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name on all the work you hand in.

Write in dark blue or black pen.

Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **all** the questions in the spaces provided. There are instructions about how to answer the questions above each item on the question paper.

The number of marks is given in brackets [] at the end of each question or part question.

Section 1

You are advised to spend 15 minutes on this section.

Section 2: Letter writing

You are advised to spend 30 minutes on this section.

Answer the question in **Chinese**.

You should write between 80 and 100 characters.

A maximum of 20 marks are available, of which 15 are for accuracy of language, and 5 are for communication of required elements.

Section 3: Opinion essay

You are advised to spend 1 hour 15 minutes on this section.

Answer **one** question in **Chinese**.

You should write between 175 and 225 characters.

A maximum of 30 marks are available, of which 20 are for accuracy and linguistic range, and 10 are for development and organisation of ideas.

At the end of the examination, fasten all your work securely together.

This document consists of **7** printed pages and **1** blank page.



SECTION 1 (10 marks)

For
Examiner's
Use

Exercise 1: Radical and stroke order skills

1 (a) Identify the following characters by their radical.

<i>Example</i>	
Character: 很	Radical: 彳

(i) **Character:** 把 **Radical:**

[1]

(ii) **Character:** 策 **Radical:**

[1]

(iii) **Character:** 难 **Radical:**

[1]

(b) Give the stroke order for the characters by completing the character stroke for stroke.

<i>Example</i>											
丶	ノ	彳	亻	亻	亻	亻	亻	亻	亻	亻	街

(i) 把 [1]

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

(ii) 策 [1]

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

(iii) 难 [1]

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

[6 marks]

Exercise 2: Use of grammar markers, aspect markers and measure words

- 2 Read the passage and fill in the blanks, **(a)–(d)**, choosing the correct answer from the list of alternatives, **(i)–(v)**, below. The passage is about a taxi pulling up outside a hotel and being cleaned.

雨停了，一辆脏 **(a)**..... 不得了的出租汽车停在一个大饭店门前。司机下车向路边提 **(b)**..... 水桶的小伙子招了招手。小伙子走过来，什么话也没说，拿起桶里的擦布很快地擦起车来。不到一刻钟，汽车变 **(c)**..... 个样子。司机满意地点点头，把一张五元的钱交给了小伙子，高兴 **(d)**..... 把车开走了。

(i) 了

(ii) 的

(iii) 着

(iv) 得

(v) 地

[4 marks]

SECTION 2: LETTER WRITING (20 marks)

*For
Examiner's
Use*

- 3 Write a letter **in Chinese** applying for a holiday job with a bank in China. This post has been advertised as being suitable for a young English speaker without prior experience.

Explain why you would like to work in China, ask about what the job entails and ask one further question about the job.

You should write between 80 and 100 characters. You should include an appropriate opening and closing in formal register.

Your letter will be marked out of 20 with 5 marks for content and 15 marks for language.

A large grid of dotted lines for writing the letter. The grid consists of 15 columns and 20 rows of squares, providing a guide for character placement and line length.

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TURN OVER FOR SECTION 3

SECTION 3: OPINION ESSAY (30 marks)

4 Write an essay **in Chinese** on **one** of the following questions.

You should write between 175 and 225 characters.

Your essay will be marked out of 30 with 10 marks for content and 20 marks for language.

(a) 家庭 – Family

为什么有的年轻人常说“我父母什么都不懂”？

Why do some young people often say that their parents don't understand a thing?

(b) 年轻人 – Young People

讲一讲广告上都用什么办法让年轻人买他们宣传的东西。

Discuss the methods employed by advertisers to encourage young people to buy the products they are promoting.

(c) 教育 – Education

如果你是校长，你会怎样改进你现在的学校？

If you were the Headteacher, how would you improve the school you currently attend?

(d) 旅游 – Tourism

在你所住的地区旅游业的发展对当地人的生活有什么影响？

What effect does tourism have on the lives of local people where you live?

(e) 城市和乡村 – Urban and Rural Life

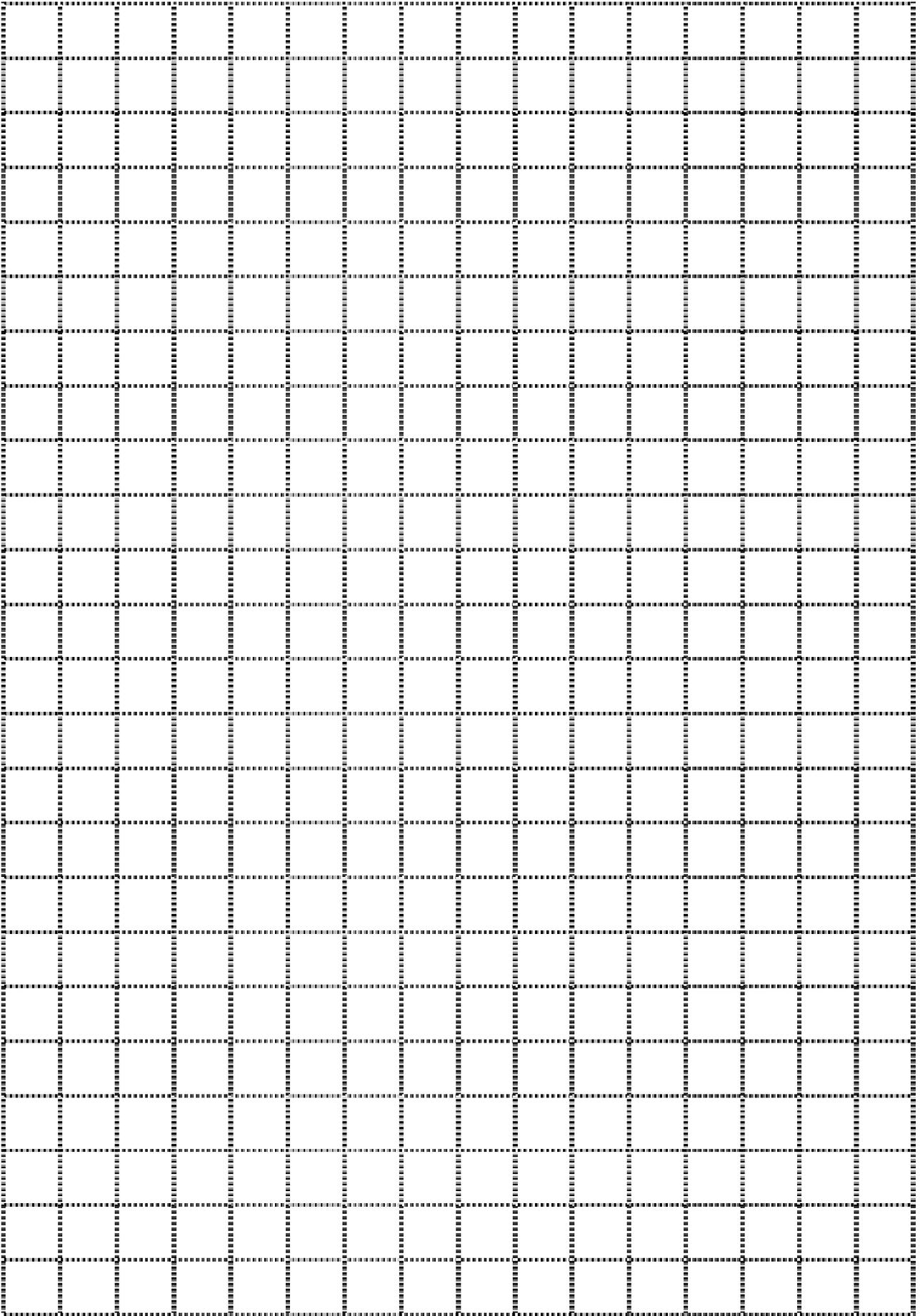
为什么说在中国城市和乡村的差别比在西方城乡差别大得多？

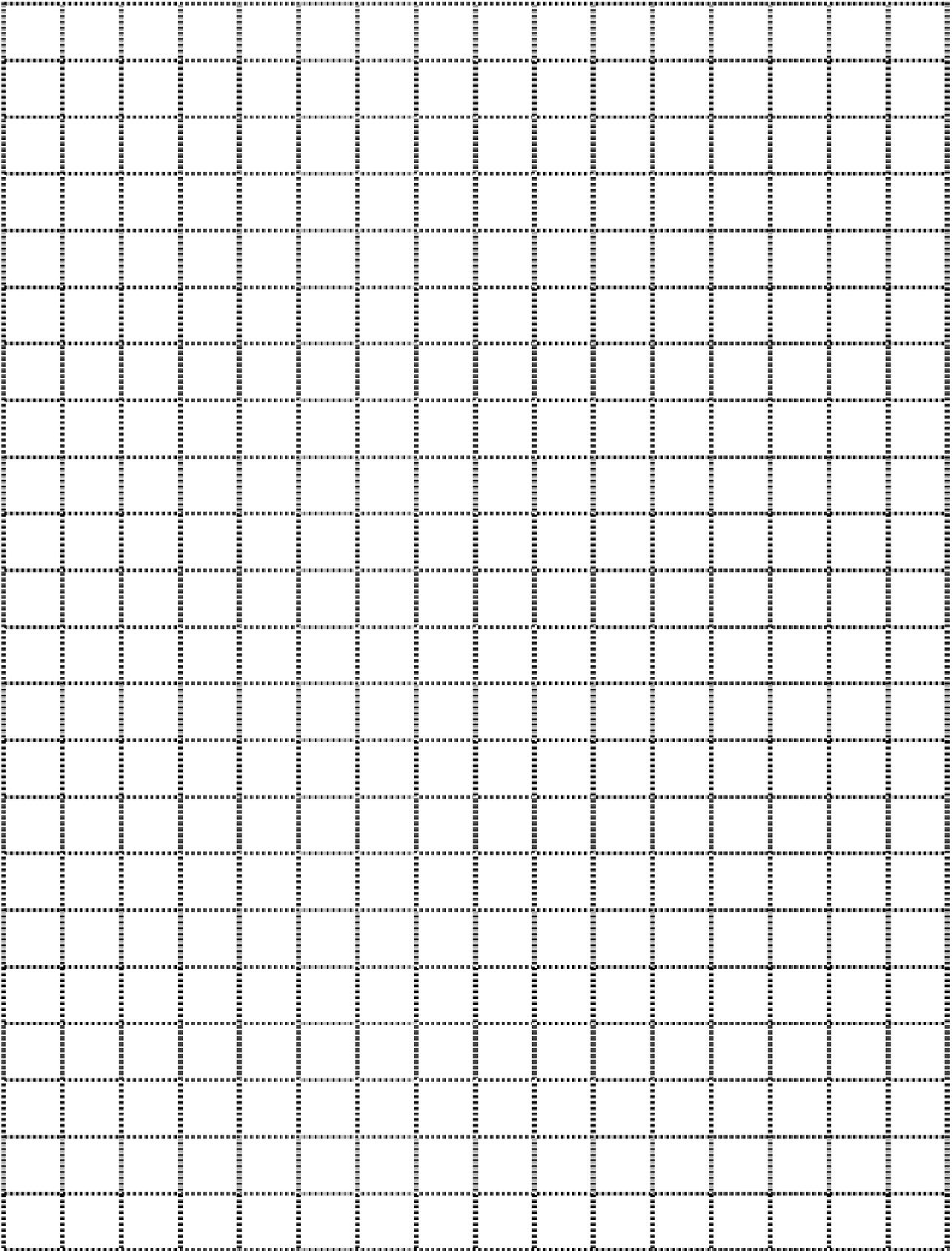
Why is it said that the difference between town and countryside is much greater in China than it is in the West?

(f) 环境 – The Environment

你对环境保护有什么看法？

What are your views on environmental protection?





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UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
Cambridge International Level 3 Pre-U Certificate
Principal Subject

MANDARIN CHINESE

9778/03

3. Writing and Usage

For Examination from 2010

SPECIMEN MARK SCHEME

2 hours

MAXIMUM MARK: 60

This document consists of **4** printed pages.



SECTION 1

Exercise 1: Radical and stroke order skills

Question 1

(a) Identification of character by radical = 3 × 1 mark [3]

(b) Stroke order = 3 × 1 mark [3]

Exercise 2: Use of grammar markers, aspect markers and measure words

Question 2

(a) iv [1]

(b) iii [1]

(c) i [1]

(d) v [1]

[Total marks for Section: 10]

SECTION 2: LETTER WRITING**Question 3****Communication of Required Elements = 5 marks**

- Explanation of why the candidate would like to work in China [1]
- Question about what the job entails [1]
- 1 further question about the job [1]
- Appropriate opening and closing in formal register [1+1]

Language = 15 marks

Accuracy of Characters [5]

5 marks	Highly accurate, with a wide range of characters including some more difficult or unusual ones correctly written, with occasional minor slips.
4 marks	Not as consistently accurate nor as wide a range as the highest level, but a good range of characters attempted with easy and moderately easy characters correctly written.
3 marks	A more limited range with most easy characters correctly written.
2 marks	Substantially inaccurate despite several examples of correctly written characters.
1 mark	Substantially inaccurate, with only isolated examples of correctly written characters.
0 marks	No relevant material presented.

Accuracy of Grammar and Structures [10]

9–10 marks	Highly accurate including use of more complex structures, but with occasional minor slips.
7–8 marks	Accurate in use of simpler structures, except for occasional more serious errors/more frequent slips.
5–6 marks	Generally accurate, but with increased incidence of more serious errors (or an extremely limited range of structures).
3–4 marks	Substantially inaccurate, despite several examples of accurate usage.
1–2 marks	Substantially inaccurate, with only isolated examples of accurate usage.
0 marks	No relevant material presented.

[Total marks for Section : 20]

SECTION 3: OPINION ESSAY

Question 4

- **Accuracy and linguistic range (20 marks)**
- **Development and organisation of ideas (10 marks)**

Where only a few relevant points are made it is unlikely that candidates will score more than a Satisfactory mark for Accuracy and linguistic range.

Accuracy and linguistic range	Development and organisation of ideas
<p>19–20 Excellent Almost flawless. Excellent range of vocabulary and complex sentence patterns. Good sense of idiom.</p>	<p>10 Excellent Implications of question fully grasped. Ideas and arguments very effectively organised, illustrated with relevant examples. Wholly convincing.</p>
<p>16–18 Very good Highly accurate. Wide range of vocabulary and complex sentence patterns. Some sense of idiom.</p>	<p>8–9 Very good Most implications of question explored. Ideas and arguments well organised, illustrated with relevant examples. Coherent argument.</p>
<p>12–15 Good Generally accurate. Good range of vocabulary and some complex sentence patterns.</p>	<p>6–7 Good Main implications of question explored. Organisation generally clear but lacking coherence in places. Some relevant examples. Some ability to develop argument.</p>
<p>8–11 Satisfactory Predominantly simple sentence patterns correctly used and/or some complex language attempted, but with variable success. Adequate range of vocabulary, but some repetition.</p>	<p>4–5 Satisfactory Some implications of question explored. Patchy or unambitious organisation, but with some attempt at illustration. Some irrelevant material.</p>
<p>4–7 Weak Persistent errors. Simple and repetitive sentence patterns. Limited vocabulary.</p>	<p>2–3 Weak Limited understanding of question. A few relevant points made. Rambling and/or repetitive. Ideas and arguments poorly developed.</p>
<p>1–3 Poor Little evidence of grammatical awareness. Very limited vocabulary.</p>	<p>1 Poor Minimal response. Implications of question only vaguely grasped. Very limited relevant content. Disorganised, unsubstantiated and undeveloped.</p>
<p>0 No relevant material presented</p>	<p>0 No relevant material presented</p>



MANDARIN CHINESE

9778/04

4. Chinese Culture
SPECIMEN PAPER

For Examination from 2010

2 hours 30 minutes

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name on all the work you hand in.
Write in dark blue or black pen.
Do not use staples, paper clips, highlighters, glue or correction fluid.

Dictionaries are **not** permitted.
You may **not** take texts into the examination.

Answer **one** question from Section 1: Topics in Chinese Culture **AND one** question from Section 2: Chinese Literature and Film.

Section 1: Topics in Chinese Culture

Answer **one** question in **English**. Choose **EITHER** Question (a) **OR** Question (b) from **one** topic. You should write between 600 and 750 words.
A maximum of 30 marks are available, of which 25 are for content and 5 are for structure.

Section 2: Chinese Literature and Film

Answer **one** question in English. Choose **EITHER** Question (a) **OR** Question (b) from **one** literary text/film. You should write between 600 and 750 words.
A maximum of 30 marks are available, of which 25 are for content and 5 are for structure.

At the end of the examination, fasten all your work securely together.

This document consists of **3** printed pages and **1** blank page.



SECTION 1: TOPICS IN CHINESE CULTURE (30 marks)

Choose **EITHER** Question (a) **OR** Question (b) from **ONE** of the topics and answer in English.

Recommended word length: 600–750 words.

Your answer will be marked out of 30 with 25 marks for content and 5 marks for structure.

1 The Founding of the People's Republic of China

EITHER:

(a) After the foundation of the People's Republic of China, what steps did the Chinese Communist Party undertake to implement their new ideology?

OR:

(b) Shortly after the founding of the People's Republic of China, China engaged in the Korean War. What effect did the war have on the development of the new Chinese state?

2 Chinese Economic Trends since 1978

EITHER:

(a) One of the main worries over the last decades of economic growth has been 'overheating'. To what extent do you think that this worry is justified.

OR:

(b) Since 1978, China's economy has already gone through a boom and bust cycle once. In your opinion, is the current boom sustainable?

3 The City of Beijing

EITHER:

(a) The architecture of Beijing reveals the historic ambition of dynastic emperors. Give an example from the past and put this into the context of contemporary Beijing.

OR:

(b) Throughout China's dynastic history, the capital frequently changed location. What, in your opinion, does the geographical position of Beijing mean to contemporary China?

SECTION 2: CHINESE LITERATURE AND FILM (30 marks)

Choose **EITHER** Question (a) **OR** Question (b) from **ONE** of the texts/film and answer in English.

Recommended word length: 600–750 words.

Your answer will be marked out of 30 with 25 marks for content and 5 marks for structure.

4 *The Picador Book of Contemporary Chinese Fiction*

EITHER:

(a) To what extent is the relationship of the individual to the collective a central theme which runs through a number of the works in this anthology? Illustrate your answer with specific reference to **two or three** of the stories.

OR:

(b) 'The idea in compiling this anthology was that it should be a bridge into the heart of Chinese culture, focusing on modern day concerns'. Do you think that the anthology achieves this aim? Discuss this question with specific reference to **two or three** of the stories.

5 *Red Dust, Ma Jian*

EITHER:

(a) Why is *Red Dust* more than just the story of a journey through China?

OR:

(b) The narrator of *Red Dust* is a self-proclaimed Buddhist. Explore the extent to which religion is an important theme in the book.

6 *Yellow Earth, Chen Kaige*

EITHER:

(a) How does the director employ colour schemes in the film? What are the symbolic meanings of these colour schemes?

OR:

(b) The conflict between villagers and the young soldier could allegorically stand for the conflict between traditional Confucianism and modern Communist ideology. How does the film portray this conflict, and which, if any, of these ideologies is portrayed as more desirable?

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UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
Cambridge International Level 3 Pre-U Certificate
Principal Subject

MANDARIN CHINESE

9778/04

4. Chinese Culture

For Examination from 2010

SPECIMEN MARK SCHEME

2 hours 30 minutes

MAXIMUM MARK: 60

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



The Paper will be divided into two sections. Candidates will be required to answer two questions in English, one to be chosen from each section. Each answer should be about 600–750 words in length and will be worth 50% of the marks available for the paper. 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 candidate's knowledge and understanding of a cultural topic and ability to use this knowledge to answer a question 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 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

Questions are open to interpretation and, therefore, the following notes 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 must choose two questions in total, one from each of the sections below, and answer it in English.

SECTION 1

EITHER:

1 The Founding of the People's Republic of China

(a) After the foundation of the People's Republic of China, what steps did the Chinese Communist Party undertake to implement their new ideology?

The end of the Civil War provided the Chinese Communist Party under the leadership of Mao Zedong with the opportunity to create a Socialist system. Two main movements can be identified: the economy changed into a planned economy Soviet-style, and the new ideology was promoted throughout the education system categorising individuals in social classes depending on birth and wealth.

The economy, ruined after the war against the Japanese, the mismanagement of the preceding government, as well as the Civil war (1945-1949), was given a new structure by adopting a five-year plan from 1953-1958 (although the plan was not formally introduced until 1955). Land reform and collectivisation of agriculture redistributed the wealth on a large scale and were the first targets of the CCP. Later, the emphasis shifted to heavy industry, in particular steel and coal.

Politically, China was not launching straight into a Soviet-style 'Dictatorship of the Proletariat'. To avoid purges and to bring some peace and stability, a transition period towards a Socialist state lasted from 1949-1953. Four classes were identified, peasants, workers, petty bourgeois and national bourgeois. These classes were allowed to co-exist during this period, 'thought reform' instead of forced abandonment of land and wealth in order to integrate into the Socialist society was promoted by the party.

Throughout the initial transition period, the CCP maintained the leadership of the political process. Important here is that the CCP was not the sole party but the leading party during this period.

OR:

(b) Shortly after the founding of the People's Republic of China, China engaged in the Korean War. What effect did the war have on the development of the new state?

The Korean War came at a time when China had just undergone two costly wars that, apart from the human victims, also severely weakened the Chinese economy. However, the new government could rely on huge support particularly from the rural sector and thus could use the Korean War to its advantage and accelerate the process of building a new China.

Without needing to discuss the origins of the war, and the reasons China entered it, the outcome was a success for the new leadership. China stood up militarily for the first time in nearly two centuries against Western powers (here in particular the United States), if not winning the war outright then certainly not losing it either, and thus regained international respect as well as giving confidence back to its own people. At the time, the war was called 'War to Resist America and Aid Korea', reflecting the internal propaganda. With Mao's own

son among the casualties, the Party's sacrifice was genuine. The war brought the country that had just undergone a bloody civil war together again, reawakened Nationalism and Patriotism and reconciled these ideas with the leadership of the CCP. The People's Liberation Army, attributed with the victory not only over the Nationalist troops (KMT) but also with the victory over Japan, added another victory to cement its reputation and maintain the support of the population.

2 Chinese Economic Trends since 1978

EITHER:

- (a) One of the main worries over the last decades of economic growth has been 'overheating'. To what extent do you think that this worry is justified.**

A definition of an overheating economy could be given, that is, an economy where demand for production outstrips the production capacity. This leads to over-employment or to resources being overstretched. It is a phenomenon that usually follows a period of below-par economic performance and it is generally regarded as unsustainable.

In terms of China's economy, there are two main worries: the lack of control over economic overheating the central government seems to have, and the consequences of the economy overheating.

The inability of the government to control overheating (usually an overheating economy can be controlled by manipulating monetary policies) can be attributed to the large-scale foreign investment that is fuelling China's boom, as well as to the fact that controls are less efficient than in other rapidly developing economies. As China's economy is still to a large extent party/government controlled, this has effects on economic as well as internal politics.

The main danger of an overheating economy is usually inflation. Goods become scarce as production cannot keep up, scarcity increases the price, export obligations cannot be kept, less money comes into the economy from outside, and eventually an economic downturn occurs, if not a recession. In China's case, the crisis of the late 1980s has also been attributed to a high rate of inflation (in 1988, the government introduced an 'austerity programme' to combat inflation).

OR:

- (b) Since 1978, China's economy has already gone through a boom and bust cycle once. In your opinion, is the current boom sustainable?**

A quick historical introduction shows that the Four Modernisations since 1978 laid the foundation for the rapid economic development in China. The formation of Special Economic Zones, market privatisation and foreign investment fuelled the initial boom. The reasons why the first economic boom did not last were to be found both in governmental policies and in investors' behaviour. The government were unused to handing over large parts of economic control to market forces and at times pursued a contradictory course in cohabiting with the market. If politics are uncertain, economic investors also withdraw when allowed windfall gains. If these are the conditions for the first economic boom-bust cycle in post-1978 China, the question is whether these are repeated today or whether a different set of economic and political conditions exists.

This can be answered by examining 1990s and current economic policies, for example ranging from inflation control to currency control, from regulations for foreign investment and the cutting of red tape. Investment itself has also become more mature. Conditions seem to be more favourable, although against this can be argued that overheating remains a serious

danger to the economy. Also, China has yet to fully develop financial and legal infrastructures and existing infrastructures are currently handicapping foreign investment. Another factor that will play an increasing role in the future is the rising demand for and cost of energy.

3 The City of Beijing

EITHER:

- (a) **The architecture of Beijing reveals the historic ambition of dynastic emperors. Give an example from the past and put this into the context of contemporary Beijing.**

Key examples of the historic ambition of dynastic emperors are:

- Tian'anmen Square and the Chang'an Avenue
- The Forbidden City
- The Summer Palace(s)
- The City Wall

To use the example of Tian'anmen Square and the avenues leading towards/away from it. The Gate of Heavenly Peace, Tian'anmen, was built under the reign of Emperor Yongle. Already the surroundings were planned expansively, although not as a public square, the centrepiece of the place adjacent to the gate was the Great Ming Gate (later Great Qing Gate, yet later Great China Gate), a focal point of imperial might throughout China's history.

Tian'anmen Square saw victory parades from dynastic emperors to military parades of the People's Liberation Army. It also played a large role in public protest: it was partially destroyed by the Boxer Rebellion in 1899 (after which the area was established as an open space) and saw the demonstrations of the May Fourth Movement in 1919. Mao Zedong promulgated the foundation of the People's Republic from there in 1949: he also oversaw the demolition of the Great China Gate and the expansion of the place to its current size. In the 1960s, demonstrations of the Red Guards took place there, in 1976 the death of Zhou Enlai and in 1989 the death of Hu Yaobang led to large-scale demonstrations there. Today, Mao's Mausoleum is a centre-piece of the square, and the flagpole to the north end of the square is used for the daily flag-raising and lowering ceremony. The square itself has become a huge tourist attraction, rather than a recreational place for native Beijing citizens as it was in the 1980s and 1990s.

Some other structures could also be used as examples, for instance the Lamasery (*Yonghegong*), a palace transformed into a monastery by Emperor Qianlong, indicating the importance of Chan Buddhism to his reign. Latterly, the monastery was closed during the 1960s and 1970s and is now reopened as a tourist attraction, as well as a showcase for the official treatment of Tibetan Buddhism, including the histories of the Dalai and Panchen Lamas.

OR:

- (b) **Throughout China's dynastic history, the capital frequently changed location. What, in your opinion, does the geographical position of Beijing mean to China past and present?**

A list of Chinese capitals could serve as an introduction to this question. Usually, capitals reflected the power centre of the reigning dynasty, and frequently a change of capital was necessitated by military defeats or crises, the latest example the (WW2) war-time capital Chongqing, after Nanjing fell to the Japanese.

A feature of China's history is its relationship with its northern neighbours, several often nomadic groups of Mongol ethnicity. The Great Wall was built (and re-built) in response to military threats from these groups, and the capture of large parts of north China during the Song dynasty led to the transfer of the capital from Kaifeng to Hangzhou. The Mongol dynasty used Beijing as its capital, and Emperor Yongle of the succeeding dynasty made a bold political statement by transferring the capital back to the north to Beijing. Likewise, the CCP under Mao Zedong transferred capital status back from Nanjing (Southern Capital) to Beijing (Northern Capital), renaming it Beijing (Northern Capital).

Also historically, the South of China has been more associated with trade and commerce, while from the North came military expansion and strong central government.

Beijing as contemporary capital first of all reflects the break the People's Republic wanted to make from the Republic of China. The importance of its strategic location has diminished in modern times.

SECTION 2

4 The Picador Book of Contemporary Chinese Fiction

EITHER:

- (a) **To what extent is the relationship of the individual to the collective a central theme which runs through a number of works in the anthology? Illustrate your answer with specific reference to 2/3 of the stories.**

Any of the stories could be used to discuss this theme, but a more sophisticated answer might try to look at the development of the relationship of the individual to the collective over time. For instance, *The Window* written by Mo Shen in 1978, *Life in a Small Courtyard* written by Wang Anyi in 1988 and *Cherry* written by Su Tong in 1996.

In the earliest story, *The Window*, Young Han, the booking clerk, feels the weight of the collective when Secretary Lei tells her that 'Through our work, we can show them the warmth the Party and Chairman Mao have towards them (the peasants)' and again when criticised during the Cultural Revolution for serving the people. The individual's life and emerging love are only apparent at the end.

In the second story, *Life in a Small Courtyard*, the emphasis on the political collective has moved on and the story looks at the collective from the point of view of a lot of people living very closely together and how this impacts on individual lives and also the lack of individual choice in terms of the constant itinerant demands made on the members of the Municipal Song and Dance Ensemble. However, in this second story the effect of the collective on the relationships of individuals is a dominant theme.

Finally, in the story *Cherry*, the collective recedes into the background as the focus is on the emerging encounter between Yin Shu and Cherry. Yin Shu's experience as an individual is described, although both characters are set firmly within the framework of their institutions, the Post Office and the Hospital – the collective. This answer could look at the changing role of the collective, but there are many different ways to approach the question. The collective as an element of traditional Chinese society and as element of socialism should be discussed.

OR:

- (b) **'The idea in compiling this anthology was that it should be a bridge into the heart of Chinese culture, focusing on modern day concerns.'** Do you think that the anthology achieves this aim? Discuss with specific reference to 2/3 of the stories.

This question is relatively straightforward, but requires a clear theme running through it and requires the candidate to consider both parts of the question – the bridge into the heart of Chinese culture and the focus on modern day concerns. The story *Between Themselves* by Wang Anyi, *Black Walls* by Liu Xin-wu and *Love Must Not be Forgotten* by Zhang Jie all give insights into Chinese culture, but still reflect modern day concerns.

Between Themselves is about almost Confucian relationships between older and younger, teacher and pupil, Headteacher and staff. It is also a story of criticism and self-criticism and the resulting missed opportunities. There are many good examples of this in the text and many ways in which to make a reference to how these issues are still at the forefront of modern day concerns eg a need to introduce critical thinking into the school syllabus as students are still too much in awe of their teachers to argue with them.

Black Walls gives a strong sense of China's communal living and the difficulties presented by having one's behaviour remarked upon closely by others. Candidates should discuss the close-knit nature of China's communities with reference to the text and perhaps even be able to observe that the Communist Party has used this feature of traditional China to good effect by encouraging aunties/grannies to report back on the activities of the street in which they live, but how urban communal living is changing as the populace move into high rise flats.

In *Love Must Not be Forgotten*, Zhang Jie's story of a mutual love which cannot be realised reflects the political realities of Chinese society in the sixties and seventies. The dominant theme of marriage for love is one which reflects modern-day concerns in a society where family often has more of a say about a suitable partner.

It is expected that these stories will have been read in class as a starting point for a discussion about Chinese culture then and now.

5 *Red Dust*, Ma Jian

EITHER:

- (a) **Why is *Red Dust* more than just the story of a journey through China?**

Red Dust is at face value the account of a writer's journey through several provinces in China. The wish to travel came to him partially for personal reasons – he was separating from his wife – but also because he feared for his own safety for political reasons.

The work operates on a strongly focused personal level, describing in detail the daily adventures of the narrator, the different local customs and the hardships of travel on a shoestring, as one would expect in a travel book. But the narrator, as the writer's alter ego, is also part of the literary and artistic scene in China, thus he manages to contrast the portrayals of local customs with a snapshot of the social circumstances of his fellow artists throughout the country, and the awakening of more rebellious, urban voices. In this, the book contrasts modernity with tradition, and its judgement is often ambiguous. The author does not just escape his own unsatisfactory living and working arrangements in the capital city, he is also on a spiritual quest, motivated by his Buddhist beliefs as he himself states.

The journey of the narrator also mirrors the development of China as a country. In his favourite guise as a journalist, the narrator obtains access to institutions across the country, enjoying a privileged view as well as providing an analysis of the Chinese psyche.

In another guise, the narrator adopts the position of the poorest of the country. He himself needs money to continue his journey and his attempts at earning money through various schemes, such as becoming a hairdresser, show the difficulties of making a living in modern China.

OR:

- (b) The narrator of *Red Dust* is a self-proclaimed Buddhist. Explore the extent to which religion is an important theme in the book.**

There is textual evidence throughout the narrative that the travels of the narrator are part of a deeper spiritual journey. Although the narrator himself does not seem to practise all of the tenets of Buddhism (he eats meat, for instance), he has taken the vows. The narrator's wish to pursue a path of passive acceptance is in conflict with the active rebellious streak which he possesses. He hopes that the passive nature of Buddhism will allow him to accept his own character.

Spiritual versus worldly concerns also confront each other in the wider picture of life in China. As China undergoes the process of modernisation, the peasant world and the urban citizens are brought into conflict, with the former being left behind in very squalid circumstances, sometimes portrayed in romantic terms and sometimes in a harsher fashion. Spirituality as a commodity in modern China is also portrayed as suffering from the economic changes, and remains suppressed by the smothering guidance of party and government. The lack of escape from these circumstances is also part of a Buddhist understanding that one cannot escape one's wheel of fate.

Although religion is not a central theme to the narrative, it is an important part of the narrator's character as well as of the psyche of the China he is investigating.

6 *Yellow Earth*, Chen Kaige

EITHER:

- (a) How does the director employ colour schemes in the film? What are the symbolic meanings of these colour schemes?**

There is more than one example to draw from, and more than one colour can be used to show the cinematographer's effectiveness. The cinematographer, Zhang Yimou, was later to become a director of equal importance to Chen Kaige, and his obsession with colour can also be seen in later films such as *Judou*.

The central colour here, its importance established by its inclusion in the title of the film, is of course yellow. Yellow has a unique significance in China's history as the very origin of the nation stems from the valley of the Yellow River. The first emperor, Qin Shi Huangdi, called himself 'Yellow Emperor'. In Imperial times, only the Emperor was allowed to wear the colour yellow.

In the film, the colour yellow is used to evoke the grandeur of China's landscape, and in extension the might of its history and tradition. The almost blinding effect of the sun in the prayer scene for instance shows the force of nature but also how much the people are bound to their land and to their traditions.

A juxtaposition for the colour yellow occurs in the usage of the colour red. The traditional joyful colour for weddings, it was also adopted by the Chinese Communist Party. In the film, evidence for the use of these colour schemes can be found to support the conflict between the two main doctrines that form the spine of the narrative.

OR:

- (b) The conflict between villagers and the young soldier could allegorically stand for the conflict between traditional Confucianism and modern Communist ideology. How does the film portray this conflict, and which, if any, of these ideologies is portrayed as more desirable?**

The strength of the film is that the portrayal of either ideology or doctrine can be interpreted both positively and negatively. The traditional world view is shown in the customs of the villagers, and most implicitly so in the ways of courtship and betrothal. The role of the woman is entirely passive and there is no room for individual sentiment. Hardship and tragedy seem to stem from the ignorance of local customs steeped in traditional Confucianist values. The antithesis of the rural scene is the urbane soldier. His modern ideals promise freedom from ignorance, stifling tradition, female suppression and ancient superstition. The Communist Party can promise all these things. However, the tragedy that unfolds is because of the heroine's desire to leave her pastoral setting. The film itself shows rural life not just as backward, but by its visually stunning shots also evokes passion for a great past. In the end, the soldier promised more than he could deliver, and the heroine finds her death (voluntarily or not) in the river: the nature she came from taking her back to death. There are therefore many layers of interpretation possible, and the argument for each can be backed by evidence from the film. This may also explain why the film, although criticised in the Chinese media, passed the test of censorship.

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