

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the March 2016 series

0549 HINDI AS A SECOND LANGUAGE

0549/01

Paper 1 (Reading and Writing), maximum raw mark 60

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IGCSE Hindi as a Second Language Reading and Writing (Paper 1)

This component tests the following Assessment Objectives:

AO1: Reading

- R1 understand and respond to information presented in a variety of forms
- R2 select and organise material relevant to specific purposes
- R3 recognise, understand and distinguish between facts, ideas and opinions
- R4 infer information from texts

AO2: Writing

- W1 communicate clearly, accurately and appropriately
- W2 convey information and express opinions effectively
- W3 employ and control a variety of grammatical structures
- W4 demonstrate knowledge and understanding of a range of appropriate vocabulary
- W5 observe conventions of paragraphing, punctuation and spelling
- W6 employ appropriate register/style

Overview of exercises on Paper 1

		Reading objectives tested	Marks for reading objectives	Writing objectives tested	Marks for writing objectives	Total available marks
Exercise 1	Reading (1)	R1	6	–	–	6
Exercise 2	Information transfer	R1, R2, R4	7	–	–	7
Exercise 3	Note-making	R1, R2, R3, R4	7	–	–	7
Exercise 4	Summary	R1, R2, R3	6	W1, W2, W3, W4, W5, W6	4	10
Exercise 5	Reading (2)	R1, R3, R4	10	–	–	10
Exercise 6	Writing	–	–	W1, W2, W3, W4, W5, W6	20	20
						60

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Exercise 1, Questions 1–5

1	अनाथ बच्चे / माँ के प्यार से वंचित	[1]
2	संगीत	[1]
3	लोकप्रियता के लिए	[1]
4	मिठास/ वसंत की तरह	[1]
5	आत्मविश्वास आत्मसम्मान आपसी संवाद किन्ही दो को स्वीकार करें।	[1+1]

[Total: 6]

Exercise 2, Question 6

Note: correct spelling is essential throughout the form-filling exercise.

The conventions of form-filling (i.e. instructions to tick, circle, delete) must be observed with total accuracy.

आयु – 16 (वर्ष) (यदि अंक हिंदी में लिखे जाएं तो उन्हें स्वीकार किया जाए।)	[1]
ईमेल – kumar.naman@gmail.com	[1]
पता – 35 लक्ष्मी अपार्टमेंट, मयूर विहार, दिल्ली।	[1]
सप्ताहांत के दौरान	[1]
9 बजे से दोपहर 12 बजे तक	[1]
<ul style="list-style-type: none"> पिछले दो वर्षों से स्कूल की चित्रकला प्रतियोगिता में प्रथम पुरस्कार जीता है। उसकी चित्रकारी स्कूल पत्रिका में शामिल की गई है। 	[1+1]

[Total: 7]

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Exercise 3, Questions 7–9

Note: correct responses only apply if they are placed under the correct sub-heading (as detailed below).

Remember that this exercise is marked for content (reading), not language.

7	<ul style="list-style-type: none"> • अच्छा वेतन मिलता है। • विदेश घूमने का अवसर मिलता है। • कई बहुराष्ट्रीय कंपनियों में अलग से दुभाषियों को लिया जाता है। • दुभाषियों की मांग निजी कंपनियों से लेकर सरकारी विभागों में देखी जा रही है। [1+1]
8	<ul style="list-style-type: none"> • निरंतर अभ्यास चाहिए। • शब्दों के साथ खेलने की अथवा । • ऐतिहासिक और सांस्कृतिक पृष्ठभूमि का ज्ञान होना चाहिए। [1+1+1]
9	<p>किन्हीं दो सही उत्तरों को स्वीकार करें</p> <ul style="list-style-type: none"> • निजी कंपनियां और • सैलानी [1+1]

[Total: 7]

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Exercise 4, Question 10

Content (up to 6 marks)

Tick the points listed below

1. सूनामी और भूकंप जैसी आपदाओं ने साबित कर दिया कि यह बड़े विनाश का कारण बन सकती है।
2. हम आपदाओं को रोक नहीं सकते लेकिन इसे कम करने का प्रयास अवश्य कर सकते हैं।
3. उड़ीसा के तटीय क्षेत्र में आपदाओं से प्रभावित लोगों का कहना था कि इतनी ऊंची लहरें पहले कभी नहीं देखी थीं।
4. सुनामी और भूकंप जैसी घटनाएं खबर बनती हैं लेकिन समुद्र की बढ़ती उग्रता से जो समस्याएं होती हैं उनके बारे में कोई खबर नहीं निकलती।
5. समुद्र के जल स्तर में एक मीटर की बढ़ोतरी 30 करोड़ लोगों के जीवन को बुरी तरह प्रभावित कर सकती है।
6. इसका असर 50 लाख वर्ग कि.मी. के क्षेत्र पर पड़ सकता है जिसमें मालदीप जैसे टापू गंगा तथा नील नदी के डेल्टा जैसे कई महत्वपूर्ण इलाके शामिल हैं।
7. दुनिया के कुछ सबसे विख्यात महानगरों, जैसे न्यूयॉर्क, लंदन और बैंकॉक के लिए भी विकट समस्या पैदा हो सकती है।
8. वैज्ञानिकों ने यह नतीजा निकाला है कि जलवायु बदलाव का सिलसिला अब पहले के मुकाबले तेज हो गया है।
9. ग्लेशियरों के तेजी से पिघलने के कारण समुद्र में अधिक पानी पहुंच रहा है।
10. चक्रवाती तूफान और सुनामी अधिक विनाशक रूप ले सकते हैं, बल्कि सामान्य समय में भी समुद्र का मिजाज असहनीय हो सकता है।

Language (up to 4 marks)

0 marks: meaning obscure because of density of language errors and serious problems with expression/nothing of relevance

1 mark: expression weak/reliance on lifting without discrimination

2 marks: expression limited/some reliance on lifting from the original, but some sense of order

3 marks: expression good, with attempts to group and sequence ideas in own words

4 marks: expression very good; clear, orderly grouping and sequencing largely in own words

[Total: 10]

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Exercise 5, Questions 11–14

	सही	गलत
11F	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12F	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13F	<input type="checkbox"/>	<input checked="" type="checkbox"/>
14T	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Remember that this exercise is marked for content (reading), not language.

11J बाहर की दुनिया से कितने अनभिज्ञ होते हैं। नादान होते हैं।	[1]
12J हाल ही में भारतीय महिला हॉकी टीम का कप्तान चुना गया है।	[1]
13J माया के पिता एक निजी कंपनी में बहुत ही मामूली नौकरी करते थे।	[1]

Exercise 5, Questions 15–17

Remember that this exercise is marked for content (reading), not language.

15 उन्हें छोटी उम्र में नौकरी मिल गई।	[1]
16 अपने और अपने परिवार के लिए अपना मकान बनवाया।	[1]
17 छोटे शहरों में भी खेलने की व्यवस्था हो जाए।	[1]

[Total: 10]

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Exercise 6, Question 18

Award the answer a mark for **Content (C)** [out of 10] and a mark for **Language (L)** [out of 10] in accordance with the General Criteria table that follows.

- **Content** covers **relevance** (i.e. whether the piece fulfils the task and the awareness of purpose/audience/register) and the **development of ideas** (i.e. the detail/explanation provided and how enjoyable it is to read).
- **Language** covers **style** (i.e. complexity of vocabulary and sentence structure) and **accuracy** (of grammar, spelling, punctuation and use of paragraphs).
- When deciding on a mark for content or language, first of all decide which mark band is most appropriate. There will not necessarily be an exact fit. Then decide between 2 marks within that mark band. Use the lower mark if it only just makes it into the band and the upper mark if it fulfils all the requirements of the band but does not quite make it into the band above.
- When deciding on a mark for **content**, look at both **relevance** and **development of ideas**. First ask yourself whether the writing fulfils the task, in terms of points to be covered and the length. If it does, it will be in one of the top three mark bands.
- When deciding on a mark for **language**, look at both the **style** and the **accuracy** of the language. A useful starting point would be first to determine whether errors intrude. If they do not, it will be in one of the top three mark bands.
- The **use of paragraphs** should **not** be the primary basis of deciding which mark band the work is in. Look first at the language used and once you have decided on the appropriate mark band, you can use the paragraphing as a factor in helping you to decide whether the work warrants the upper or lower mark in the mark band.
- If the essay is considerably **shorter than the stated word length but does fulfil the task**, it should be put in mark band 5 –6 for content.
- If the essay is considerably **shorter than the stated word length and does not fulfil the task**, it should be put in mark band 3 –4 for content or lower.
- If the essay is **partly relevant** and therefore in mark band 3 –4, the full range of marks for Language is available.
- If the essay is **totally irrelevant** and has nothing to do with the question asked, it should be given 0 marks for Content and Language, even if it is enjoyable to read and fluent.

[Total: 20]

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GENERAL CRITERIA FOR MARKING EXERCISE 6

Mark band	CONTENT: relevance and development of ideas (AO: W1, W2, W6)	Mark band	LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)
9–10	<p>Highly effective:</p> <ul style="list-style-type: none"> • Relevance: Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience. • Development of ideas: Shows independence of thought. Ideas are well developed, at appropriate length and persuasive. Quality is sustained throughout. Enjoyable to read. The interest of the reader is aroused and sustained. 	9–10	<p>Fluent:</p> <ul style="list-style-type: none"> • Style: Almost first language competence. Ease of style. Confident and wide-ranging use of language, idiom and tenses. • Accuracy: None or very few errors. Well-constructed and linked paragraphs.
7–8	<p>Effective:</p> <ul style="list-style-type: none"> • Relevance: Fulfils the task, with appropriate register and good sense of purpose and audience. • Development of ideas: Ideas are well developed and at appropriate length. Engages reader's interest. 	7–8	<p>Precise:</p> <ul style="list-style-type: none"> • Style: Sentences show variety of structure and length. Some style and turn of phrase. Uses some idioms and is precise in use of vocabulary. However, there may be some awkwardness in style making reading less enjoyable. • Accuracy: Generally accurate, apart from occasional frustrating minor errors. There are paragraphs showing some unity, although links may be absent or inappropriate.
5–6	<p>Satisfactory:</p> <ul style="list-style-type: none"> • Relevance: Fulfils the task, with reasonable attempt at appropriate register, and some sense of purpose and audience. A satisfactory attempt has been made to address the topic, but there may be digressions. • Development of ideas: Material is satisfactorily developed at appropriate length. 	5–6	<p>Safe:</p> <ul style="list-style-type: none"> • Style: Mainly simple structures and vocabulary, sometimes attempting more sophisticated language. • Accuracy: Meaning is clear, and work is of a safe, literate standard. Simple structures are generally sound, apart from infrequent spelling errors, which do not interfere with communication. Grammatical errors occur when more sophistication is attempted. Paragraphs are used but without coherence or unity.
3–4	<p>Partly relevant:</p> <ul style="list-style-type: none"> • Relevance: Partly relevant and some engagement with the task. Does not quite fulfil the task, although there are some positive qualities. Inappropriate register, showing insufficient awareness of purpose and/or audience. • Development of ideas: Supplies some detail and explanation, but the effect is incomplete. Some repetition. 	3–4	<p>Errors intrude:</p> <ul style="list-style-type: none"> • Style: Simple structures and vocabulary. • Accuracy: Meaning is sometimes in doubt. Frequent distracting errors hamper precision and slow down reading. However, these do not seriously impair communication. Paragraphs absent or inconsistent.
0–2	<p>Little relevance:</p> <ul style="list-style-type: none"> • Limited engagement with task, but this is mostly hidden by density of error. Award 1–2 marks. • No engagement with the task, or any engagement with task is completely hidden by density of error. Award 0 marks. If essay is completely irrelevant, no mark can be given for language. 	0–2	<p>Hard to understand:</p> <ul style="list-style-type: none"> • Multiple types of error in grammar/spelling/word usage/punctuation throughout, which most make it difficult to understand. Occasionally, sense can be deciphered. Paragraphs absent or inconsistent. Award 1–2 marks. • Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of Hindi writing. Paragraphs absent or inconsistent. Award 0 marks.