



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

HINDI AS A SECOND LANGUAGE

0549/01

Paper 1 Reading and Writing

March 2017

MARK SCHEME

Maximum Mark: 60

<p>Published</p>

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This document consists of **12** printed pages.

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

Exercise 1, Questions 1–6

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

Question	Answer		Marks
1		Refuse	1
	बलिदान।		

Question	Answer		Marks
2		Refuse	1
	सौ प्रतियोगी	यदि परीक्षार्थी तीन भारतीय और सौ प्रतियोगी दोनों तथ्यों को जोड़ें तो अस्वीकार किया जाए।	

Question	Answer		Marks
3		Refuse	1
	दूसरे ग्रह	मंगल ग्रह	

Question	Answer		Marks
4		Refuse	1
	जोखिम उठाना		

Question	Answer		Marks
5		Refuse	1
	डर से गर्व		

Question	Answer		Marks
6		Refuse	1
	गोभी के पराठे		

[Total: 6]

Exercise 2, Question 7

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.

Question	Answer		Marks
7		Refuse	1
	नादिरा शाह		
		Refuse	1
	आयु - 15 (वर्ष) (यदि अंक हिंदी में लिखे जाएं तो उन्हें स्वीकार किया जाए।)		
		Refuse	1
	पता – 23 लक्ष्मण अपार्टमेंट, कांदिवली, मुंबई।	पता लिखने में सही क्रम को अवश्य ध्यान दिया जाए।	
		Refuse	1
	सप्ताहांत के दौरान		
		Refuse	1
	2 बजे से 4 बजे तक		
		Refuse	1 + 1
	<ul style="list-style-type: none"> • मैं पिछले 3 वर्षों से हिन्दुस्तानी संगीत सीख रही हूँ। • मैं स्कूल समारोह के लिए संगीत प्रस्तुति दे चुकी हूँ। 		

[Total: 7]

Exercise 3, Questions 8–10

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.

Question	Answer		Marks
8		Refuse	1 + 1 + 1
	<ul style="list-style-type: none"> पुरानी ग्रीक कलाकृतियों में पतंगबाज़ी के चित्र अंकित हैं। चीन में पतंगबाज़ी का इतिहास दो हजार साल पुराना/ सेनापति हानसीन ने कई रंगों की पतंगें बनाईं सिन्धु संस्कृति में पतंगों के चित्र तथा चित्रलिपि मिलती है। जापानी मानते हैं कि पतंग उड़ाने से देवता खुश हो जाते हैं। 		

Question	Answer		Marks
9		Refuse	1 + 1
	<p>किन्हीं दो सही उत्तरों को स्वीकार करें</p> <ul style="list-style-type: none"> गरुड़ की आकृति बनाई जाती जिसमें उसके फैले हुए पंखों को रंगीन कागज़ी लहरियों से सर्प की आकृति जिसके भीतर उसके फन को चमकीले रंगों से सजाया कागज, खपच्ची और कपड़े 		

Question	Answer		Marks
10	<div> <div></div> <div> <p>किन्हीं दो सही उत्तरों को स्वीकार करें।</p> <ul style="list-style-type: none"> आम लोग भी इस नज़ारे की ओर खींचे चले आते हैं। अथवा अहमदाबाद में पतंगबाज़ी की छटा देखते हूँ बनती है। ‘वो काटा, ‘वो मारा’ का शोर अहमदाबाद में अंतरराष्ट्रीय पतंग महोत्सव मनाया जाता है अथवा अहमदाबाद की पतंगबाज़ी विश्व में प्रसिद्ध है। </div> </div>	Refuse	1 + 1

[Total: 7]

Exercise 4, Question 11

Question	Answer	Marks
11	<p>Content (up to 6 marks)</p> <ol style="list-style-type: none"> 1 भारत में जैविक खेती की अवधारणा नई नहीं है। अथवा साठ-सत्तर के दशक में हरित क्रान्ति के तहत खेती के परम्परागत तरीकों में परिवर्तन किए गए। 2 लम्बे समय बाद इसके बुरे परिणाम भी हमारे सामने हैं। 3 कीटनाशकों की वजह मानव शरीर को भी कई तरह की बीमारियाँ होने लगी हैं। 4 डॉक्टरों के मुताबिक इन विषैले प्रभावों में कैंसर भी शामिल है। 5 खेतों में ज़मीन की सेहत बिगड़ती जा रही है। 6 फसलों की लागत दिनों-दिन बढ़ती जा रही है, वहीं उत्पादन घटता जा रहा है। 7 रासायनिक खादों के लगातार इस्तेमाल से जमीन में (नमक) की मात्रा काफी बढ़ गई है। 8 कई जगह तो ऊपरी सतह करीब एक फीट तक बुरी तरह खराब हो चुकी है। अथवा खेतों में बारिश के दौरान पानी का रिसाव भी नहीं हो पाता। 9 इन घातक रसायनों के छिड़काव किसानों की मौतें तक हो जाती है। 10 कई किसान केंचुआ खाद, कम्पोस्ट खाद आदि का इस्तेमाल कर रहे हैं। अथवा जैविक खेती निभाने से ज़मीन स्वस्थ रहती है अथवा हमें लौटना ही होगा अपनी परम्परा की तरफ़। <p>Language (up to 4 marks)</p> <p>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</p>	10

[Total: 10]

Exercise 5, Questions 12–15

Question	Answer	Marks
12F	<div>सही</div> <div><input type="checkbox"/></div> <div>ग़लत</div> <div><input checked="" type="checkbox"/></div>	1

Question	Answer	Marks
13F	<div>सही</div> <div><input type="checkbox"/></div> <div>ग़लत</div> <div><input checked="" type="checkbox"/></div>	1

Question	Answer	Marks
14T	<div>सही</div> <div><input checked="" type="checkbox"/></div> <div>ग़लत</div> <div><input type="checkbox"/></div>	1

Question	Answer	Marks
15F	<div>सही</div> <div><input type="checkbox"/></div> <div>ग़लत</div> <div><input checked="" type="checkbox"/></div>	1

Question	Answer		Marks
12J		Refuse	1
	मुझसे या मेरे भाई-बहन से आग्रह करतीं।		

Question	Answer		Marks
13J		Refuse	1
	बचपन की धुंधली यादों में मुझे अच्छे से याद है।		

Question	Answer		Marks
15J		Refuse	1
	उन्होंने फ्रंट कैमरेवाला फोन खरीदा।		

Exercise 5. Questions 16–18

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

Question	Answer		Marks
16		Refuse	1
	हनुमान चालीसा ऐप को। उनकी आँखें आरतियों और भजन बजाने का बटन खखोज रही थीं।		

Question	Answer		Marks
17		Refuse	1
	गाँव और छोटे कस्बों में जाती हैं।		

Question	Answer		Marks
18		Refuse	1
	तुम्हारे फ़ोन तो पुराने हैं। दम तो मेरे स्मार्टफ़ोन में है।/खुद के घर में डिजिटल क्रांति हो रही थी।		

[Total: 10]

Exercise 6, Question 19

Question	Answer	Marks
19	<p>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.</p> <ul style="list-style-type: none"> • 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 <u>does</u> 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 <u>does not</u> 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 are 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. 	20

[Total: 20]

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	Highly effective: <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	Fluent: <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	Effective: <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	Precise: <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	Satisfactory: <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	Safe: <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.

Mark band	CONTENT: relevance and development of ideas (AO: W1, W2, W6)	Mark band	LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)
3–4	Partly relevant: <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	Errors intrude: <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	Little relevance: <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	Hard to understand: <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.