



Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

HINDI AS A SECOND LANGUAGE

0549/01

Paper 1 Reading and Writing

March 2018

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.

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This document consists of **13** printed pages.

PUBLISHED**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.

Question	Answer	Marks	Guidance
Exercise 1, Questions 1–5			
<i>Note: Remember that this exercise is marked for content (reading), not language.</i>			
1	यूके के लीड्स शहर में/लीड्स शहर में	1	Reject ल्यूटन
2	माध्यमिक विद्यालय में गृह-विज्ञान पढ़ने के बाद/गृहविज्ञान पढ़ने के बाद	1	
3	अपने खाना बनाने के शौक को आगे बढ़ाने के लिए/ वे भी इसप्रकार के व्यंजन आसानी से बना सकती हैं। / प्रतियोगिता में केक बिस्कुट बनते देखकर	1	
4	(i) बांग्लादेश की मौलिक पाकविधि को जानने और दूरदर्शन पर प्रस्तुत करने के लिए	1	
	(ii) अपनी जड़ों से जुड़ने के लिए / उसके लोग और मातृभूमि के लिए गया।	1	
5	बहुत अभ्यास आवश्यक है/ अभ्यास	1	

Question	Answer	Marks	Guidance
Exercise 2, Question 6 <i>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.</i>			
6	(i) 16–17	1	
	(ii) फ्लैट नंबर 3 बी, 25 गुरुसदय रोड , कोलकाता 700004	1	
	(iii) आर्य कन्या विद्यालय (Please accept कन्या विद्यालय also)	1	
	(iv) सप्ताहांत में	1	
	(v) सुबह नौ बजे से दोपहर बारह बजे तक	1	
	(vi) बचपन से ही कहानी लिखने का शौक / स्कूल की पत्रिका में 3 वर्षों से कहानी प्रकाशित / पत्रिका की सर्वश्रेष्ठ कहानी का पुरस्कार (कोई 2)	2	

Question	Answer	Marks	Guidance
Exercise 3, Questions 7–9			
<i>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.</i>			
7	जो मनोभाव बोल कर व्यक्त करने कठिन होते हैं उन्हें पत्र में लिख कर व्यक्त किए जा सकता है / लेखक अपने मन के भाव पत्र में लिख सकता है। / अपनी आंतरिक और अंतरंग भावनाएँ व्यक्त करना।	1	
	पत्र द्वारा लेखक और पाने वाले को मानसिक रूप से जोड़ना / कभी कभी मौखिक रूप से कहना कठिन होता है तब लिखकर सम्प्रेषित कर सकते हैं। / लेखक और पत्र पाने वाला मानसिक रूप से जुड़कर मानसिक दूरियाँ मिटा दे। / भौतिक दूरियों को दूर कर देना। / पत्र से लेखक का व्यक्तित्व सामने आता है।	1	
8	पुराने समय में पत्र घुड़सवार संदेशवाहक/दूत/कबूतर द्वारा भेजे जाते थे/ पुराने समय में पत्र पाने वाले को उसका मूल्य नहीं चुकाना पड़ता था।	1	
	आजकल डाकिया पत्र पहुँचाता है / पहले पत्र बंद करके नहीं भेजा जाता था।	1	
9	सामाजिक और सांस्कृतिक महत्त्व	1	
	तत्कालीन इतिहास की जानकारी	1	
	महारानी अटोसा के हाथ का लिखा पत्र जो लगभग 500 वर्ष पूर्व लिखा गया / विश्वप्रसिद्ध पिता नेहरू जी का पुत्री के प्रति गहरा प्रेम और तत्कालीन इतिहास की झलक	1	

Question	Answer	Marks	Guidance
Exercise 4, Question 10 Count words and indicate when the 120 word limit has been reached with the slash (/) annotation tool. Do not award language marks if there is no content to reward.			

Question	Answer	Marks	Guidance
10	निद्रा के लाभ: नींद में शरीर का तापमान, रक्तचाप और दिल की धड़कन की गति में गिरावट के कारण हृदय को कम मेहनत करनी पड़ती है / नैशनल स्लीप फाउंडेशन के अनुसार जन्मजात बच्चे को 14–17 घंटे और पूर्ण वयस्क व्यक्ति को 7–9 घंटे सोने की ज़रूरत है। स्मरण शक्ति को बल मिलता है/ बिमारियों से लड़ सकता है। गहरी नींद दीर्घ जीवन के लिए आवश्यक नींद में बौद्धिक क्षमता, वाणी और सोचने की शक्ति की पुष्टि दिमाग का विकास (कोई 3) अनिद्रा से संभावित हानि: कच्ची नींद से मोटापा, हृदय रोग, उच्च रक्तचाप, मधुमेह आदि रोग लगने का खतरा सर्दी, जुकाम जैसे रोगों से लड़ने की शारीरिक शक्ति में कमी मानसिक एकाग्रता में कमी/याददाश्त में कमजोरी दिमाग के काम करने की ताकत में कमी बिना कारण गुस्सा/झुंझलाहट/चिड़चिड़ापन/ थकान का अनुभव, स्मार्टफोन आईपैड जैसे विद्युत सक्रिय उपकरण नींद में खलल डाल सकते हैं। अतएव उन्हें सोते समय बंद करके रखना चाहिए। खराटे लेना/स्वासरोध आदि (कोई 3) 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	10	

Question	Answer	Marks	Guidance
Exercise 5, Questions 11–14			
11	गलत	1	
	औचित्य: कंगारू के बच्चे अर्धविकसित अवस्था में जन्म लेकर मां के पेट की थैली में पनपते हैं	1	
12	गलत	1	
	औचित्य: अफ्रीकी हाथी के कद और कान एशियाई हाथी से बड़े होते हैं	1	
13	गलत	1	
	औचित्य: हाथी की सूंड श्वास लेने, पानी पीने और सामान पकड़ने के काम आती है	1	
14	सही	1	

Question	Answer	Marks	Guidance
<u>Exercise 5, Questions 15–17</u>			
<i>Remember that this exercise is marked for content (reading), not language.</i>			
15	बाहरी तापमान का असर उनके शरीर के तापमान पर नहीं होता है / उनके शरीर पर परिवर्तन नहीं होता।	1	
16	हाथी दांत के लिए किए गए अवैध शिकार/व्यापार से	1	
17	हाथियों का उपयोग चिड़ियाघर और सर्कस में प्रदर्शन/मनोरंजन के लिए करने के विरुद्ध	1	

Question	Answer	Marks	Guidance
18	Exercise 6, Question 18 • 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. प्रदूषण की परिभाषा, प्रकार, अपने शहर में प्रदूषण होने के कारण, उसके दुष्प्रभाव और उन्हें दूर करने के सुझाव, नागरिकों में जागरूकता लाने के उपाय आदि पर व्यक्तिगत विचार	20	

PUBLISHED**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: • 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: • 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: • 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: • 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: • 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: • 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: • 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: • 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.