Cambridge Assessment
International Education

Syllabus

Cambridge IGCSE®
Hindi as a Second Language 0549

For examination in June and November 2020, 2021 and 2022.
Also available for examination in March 2020, 2021 and 2022 for India only.

हिंदी

Version 1

Cambridge
Pathway

Why choose Cambridge?

Cambridge Assessment International Education prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Our international qualifications are recognised by the world's best universities and employers, giving students a wide range of options in their education and career. As a not-for-profit organisation, we devote our resources to delivering high-quality educational programmes that can unlock learners' potential.

Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for learners to progress from one stage to the next, and are well supported by teaching and learning resources.

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are confident, responsible, reflective, innovative and engaged – equipped for success in the modern world.

Every year, nearly a million Cambridge students from 10 000 schools in 160 countries prepare for their future with an international education from Cambridge International.

'We think the Cambridge curriculum is superb preparation for university.'
Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, USA

Quality management

Our systems for managing the provision of international qualifications and education programmes for students aged 5 to 19 are certified as meeting the internationally recognised standard for quality management, ISO 9001:2008. Learn more at **www.cambridgeinternational.org/ISO9001**

Contents

Changes to this syllabus

The latest syllabus is version 1, published September 2017.

1 Why choose this syllabus?

Key benefits

Cambridge IGCSE® syllabuses are created especially for international students. For over 25 years, we have worked with schools and teachers worldwide to develop syllabuses that are suitable for different countries, different types of schools and for learners with a wide range of abilities.

Cambridge IGCSE Hindi as a Second Language is accepted by universities and employers as proof of knowledge and understanding of Hindi as a Second Language.

The Cambridge IGCSE Hindi as a Second Language syllabus encourages learners to develop an understanding of a wide range of social registers and styles, and to learn to communicate appropriately.

Our programmes balance a thorough knowledge and understanding of a subject and help to develop the skills learners need for their next steps in education or employment.

Our approach encourages learners to be:
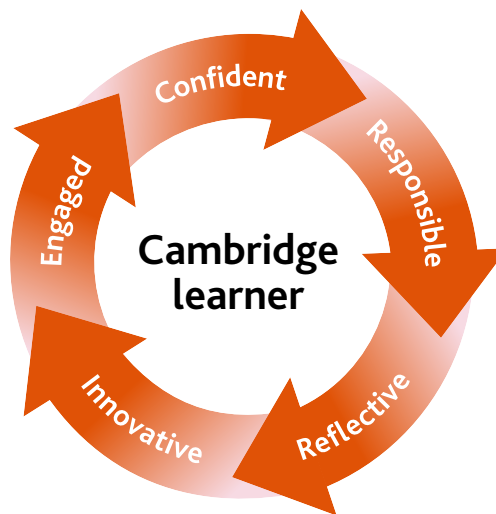
'The strength of Cambridge IGCSE qualifications is internationally recognised and has provided an international pathway for our students to continue their studies around the world.'

Gary Tan, Head of Schools and CEO, Raffles International Group of Schools, Indonesia

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Recognition and progression

The combination of knowledge and skills in Cambridge IGCSE Hindi as a Second Language gives learners a solid foundation for further study. Candidates who achieve grades A* to C are well prepared to follow a wide range of courses including Cambridge International AS & A Level Hindi, or the equivalent.

Cambridge IGCSEs are accepted and valued by leading universities and employers around the world as evidence of academic achievement. Many universities require a combination of Cambridge International AS & A Levels and Cambridge IGCSEs to meet their entry requirements.

UK NARIC, the national agency in the UK for the recognition and comparison of international qualifications and skills, has carried out an independent benchmarking study of Cambridge IGCSE and found it to be comparable to the standard of GCSE in the UK. This means students can be confident that their Cambridge IGCSE qualifications are accepted as equivalent to UK GCSEs by leading universities worldwide.

Learn more at www.cambridgeinternational.org/recognition

'Cambridge IGCSE is one of the most sought-after and recognised qualifications in the world. It is very popular in Egypt because it provides the perfect preparation for success at advanced level programmes.'
Mrs Omnia Kassabgy, Managing Director of British School in Egypt BSE

Supporting teachers

We provide a wide range of practical resources, detailed guidance, and innovative training and professional development so that you can give your learners the best possible preparation for Cambridge IGCSE.

Teaching resources

- School Support Hub
  www.cambridgeinternational.org/support
- Syllabus
- Scheme of work
- Learner guide
- Discussion forum
- Resource list
- Endorsed textbooks and digital resources

Exam preparation resources

- Question papers
- Mark schemes
- Example candidate responses to understand what examiners are looking for at key grades
- Examiner reports to improve future teaching

Support for Cambridge IGCSE

Training

- Face-to-face workshops around the world
- Online self-study training
- Online tutor-led training
- Cambridge Professional Development Qualifications

Community

You can find useful information, as well as share your ideas and experiences with other teachers, on our social media channels and community forums.

Find out more at
www.cambridgeinternational.org/social-media

2 Syllabus overview

Aims

The syllabus aims summarise the context in which you should view the syllabus content and describe the purposes of a course based on this syllabus. They are not listed in order of priority.

The aims are to:

- develop the ability to use Hindi effectively for the purpose of practical communication
- form a sound base for the skills required for further study or employment using Hindi as the medium
- develop an awareness of the nature of language and language-learning skills
- encourage learners' use of the expanding body of new vocabulary in Hindi
- promote learners' personal development.

Content overview

Cambridge IGCSE Hindi as a Second Language offers learners the opportunity to develop practical communication skills in listening, speaking, reading and writing. In both written and spoken Hindi, learners will be able to follow factual information as well as abstract ideas, select relevant details, and understand what is directly stated or implied.

Learners will be encouraged to respond effectively to a variety of stimuli. They will be able to express their viewpoints with a degree of accuracy and clarity, in spoken and written form, in order to meet the needs of the given purpose and target audience. This will enable learners to become independent users of Hindi in a range of contexts.

Support for Cambridge IGCSE Hindi as a Second Language

Our School Support Hub **www.cambridgeinternational.org/support** provides Cambridge schools with a secure site for downloading specimen and past question papers, mark schemes, grade thresholds and other curriculum resources specific to this syllabus. The School Support Hub community offers teachers the opportunity to connect with each other and to ask questions related to the syllabus.

Assessment overview

All candidates take two components.

Centres can choose to enter candidates for an optional third component: Component 3 Speaking. Component 3 is internally marked and externally moderated.

Marks for Component 3 do not contribute to the overall qualification grade: this component is separately endorsed. Where candidates perform to an appropriate standard, certificates record separately a grade from 1 (high) to 5 (low) for Speaking.

All candidates take:		and:	
Paper 1	2 hours	**Paper 2**	Approx. 35–45 minutes
Reading and Writing	67%	Listening	33%
60 marks		30 marks	
Written examination consisting of six exercises that test a range of reading and writing skills. Types of task include: short answer questions, multiple matching, note-making, summary writing, functional writing and extended writing		Written examination consisting of four exercises that test listening skills. Candidates listen to recordings of short and longer spoken texts. Types of task include: short answer questions, gap-fill sentences, information correction and multiple-choice questions	
Externally assessed		Externally assessed	

and candidates can choose to take:

Component 3	Approx. 10–12 minutes
Speaking	Separately endorsed
60 marks	
The speaking test consists of three parts: candidates give a two- to three-minute presentation, followed by a short discussion with the examiner about the presentation, followed by a short conversation with the examiner about general topics	
Internally assessed/externally moderated	

3 Subject content

The skills covered in the syllabus are outlined below.

1   Reading

- understand public notices and signs (including timetables and advertisements)
- identify and select correct details from simple texts
- select and organise relevant information from a range of texts that are likely to be within the experience of young people and reflecting the interests of people from varied cultural backgrounds, such as blogs, brochures, emails, forms, imaginative writing, letters, magazines, newspapers and webpages
- identify some ideas, opinions and attitudes in a range of texts
- understand what is implied but not directly stated within a text, such as gist, opinion, writer's purpose and intention
- identify the important points or themes within an extended piece of writing
- draw conclusions from an extended text and recognise connections between related ideas within a text

2   Writing

- communicate factual information, ideas and arguments in short and extended writing tasks in appropriate and accurate Hindi
- respond to a written stimulus and use appropriate register and style/format for the given purpose and audience, such as a summary, an informal letter/email, an article, a report or review
- use a range of grammatical structures, punctuation and vocabulary
- express opinions and use appropriate register/style
- select and organise information and ideas into coherent paragraphs and use a range of linking devices

3   Listening

- understand factual information and ideas from a range of sources, such as a recorded phone message, news or weather report, travel broadcast, interview, dialogue, memoir or telephone conversation
- identify relevant information and select correct details from a range of sources
- identify ideas, opinions and attitudes from a range of sources and understand the connections between them
- show some awareness of what is implied but not directly stated, such as gist, purpose and intention

4   Speaking (optional)

- communicate factual information, ideas and arguments
- use a range of appropriate vocabulary and grammatical structures using suitable pronunciation and intonation
- organise and link ideas with a range of appropriate linking devices
- give a short, clear presentation without a script on a chosen topic
- demonstrate competence in a range of speech activities, such as respond to questions on topics within a defined range (for example, past and present schooling, future plans and current affairs)
- take part in a conversation and demonstrate flexibility in dealing with new ideas and other speakers' responses
- show a sense of audience

4 Details of the assessment

For information on Assessment objectives (AOs), see Section 5.

Paper 1 – Reading and Writing

All questions and responses will be in Hindi.

Written paper, 2 hours, 60 marks

Candidates should attempt all questions.

For all parts of this paper, candidates write their answers in spaces provided in a question paper booklet. Dictionaries may **not** be used in the examination.

The question paper is divided into six exercises, as follows:

Exercise 1 – Short answer questions: candidates read a short text printed in the question paper and answer a series of questions that test their skimming and gist-reading skills and require short answers of a single word or phrase. The text will be one of the following types: advertisement, brochure, leaflet, guide, report, manual, instructions, newspaper/magazine article.

Assessment objectives: R1, R2, R3, R4

Total marks: 8

Exercise 2 – Multiple matching: candidates read a series of short paragraphs followed by a series of sentences, then match each sentence to one of the paragraphs.

Assessment objectives: R1, R2, R3

Total marks: 9

Exercise 3 – Note-making: candidates read a longer text printed in the question paper and make brief notes under a number of supplied headings.

Assessment objectives: R1, R2, R3, R4

Total marks: 9

Exercise 4 – Summary: candidates write a paragraph-length summary (of no more than 100 words) about an aspect or aspects of the text in exercise 3. Candidates should use their own words as far as possible.

Assessment objectives: R2, R3, W1, W2, W3, W4, W5

Total marks: 10

Exercise 5 – Writing exercise: candidates write a short piece of functional prose such as an email, of approximately 120 words. A stimulus of short prompts and/or pictures will be printed in the question paper. A purpose, format and audience for the writing will be specified.

Assessment objectives: W1, W2, W3, W4, W5

Total marks: 8

Exercise 6 – Extended writing exercise: candidates write a longer piece of continuous prose, of approximately 200 words. A stimulus of short prompts will be printed in the question paper. A purpose, format and audience for the writing will be specified.

Assessment objectives: W1, W2, W3, W4, W5

Total marks: 16

Paper 2 – Listening

All questions and responses will be in Hindi.

Written paper, approximately 35–45 minutes, 30 marks

Candidates should attempt all questions.

For all parts of this paper, candidates write their answers in spaces provided in a question paper booklet. Dictionaries may **not** be used in the examination.

Each exercise tests listening comprehension of spoken material (e.g. dialogues, interviews, conversations, news items, public announcements, talks) recorded onto a CD that will be played in the examination room. Candidates hear the spoken material for each exercise twice and appropriate pauses are included on the recording to allow candidates time to read the questions and write their answers.

The CD is controlled by the invigilator of the examination, not the candidate(s). Teachers/invigilators should consult the relevant sections of the *Cambridge Handbook* for details about room, equipment, checking the CD in advance and guidance on ensuring that candidates can hear the recording clearly.

The question paper is divided into four exercises, as follows:

Exercise 1 – Short answer questions: candidates hear a series of short spoken texts (e.g. travel announcement, recorded phone message, brief dialogue) and write short answers in response to six questions.

Assessment objectives: L1, L2

Total marks: 6

Exercise 2 – Gap-fill sentences: candidates hear a longer spoken text (e.g. conversation, interview, monologue, formal talk) and complete gaps in notes/sentences printed in the question paper.

Assessment objectives: L1, L2

Total marks: 8

Exercise 3 – Information correction: candidates hear a longer spoken text (e.g. conversation, interview, monologue, talk) and correct information in notes printed in the question paper.

Assessment objectives: L2, L3, L4

Total marks: 8

Exercise 4 – Multiple-choice questions: candidates hear a discussion between two speakers and answer multiple-choice comprehension questions.

Assessment objectives: L1, L2, L3, L4

Total marks: 8

> Component 3 – Speaking (optional)

Speaking test, approximately 10–12 minutes, 60 marks

The Speaking test is an optional component and is separately endorsed with grades of 1 (high) to 5 (low). There is no question paper for the Speaking test. **The test will be conducted and assessed in Hindi**, and must be recorded for **all** candidates.

Dictionaries may **not** be taken into the test.

Speaking tests take place during a period before the main examination series (see the timetable for the relevant series). A teacher/examiner at the centre assesses candidates using the Speaking assessment criteria grid (see pages 14–17). After the tests, the centre must send the final marks, a recorded sample of the candidates' performances and completed forms for external moderation to Cambridge International before the advertised deadline. The forms for completion and the size of the sample required are available from www.cambridgeinternational.org/samples

Further information about the administration of speaking tests is provided in the *Cambridge Handbook*, available from our website. Further guidance is supplied in the *Guidance for the administration of the Speaking test* document, which is also available from our website.

Structure of the Speaking test

There will be three parts to the test:

Part 1

A two- to three-minute presentation by the candidate on a chosen topic.

The topic of the presentation should be chosen by the candidate and must reflect an aspect, or aspects, of life in a Hindi-speaking community or Hindi-speaking culture.

Note: A script of the presentation is not allowed.

Candidates may prepare a single 'cue card' in Hindi to bring into the examination room. This should be no larger than a postcard, and could contain a maximum of five headings to remind candidates of the points they wish to make. Candidates may also bring in a limited quantity of illustrative material (no more than three or four items), which may include maps, diagrams, statistics and pictures but must not provide additional written support or script for their presentation.

Assessment objectives: S1, S2, S3, S4, S5

20 marks

Part 2

A three- to four-minute discussion with the examiner about the presentation.

Assessment objectives: S1, S2, S3, S4, S5

20 marks

Part 3

A three- to four-minute conversation with the examiner about general topics (see below and on page 13).

Assessment objectives: S1, S2, S3, S4, S5

20 marks

Topics for Part 3 of the Speaking test

At least two topics will be covered in the general conversation: one from Areas A–B and one from Areas C–E. The candidate will not know in advance which topics will be covered by the examiner. Topics must be chosen that do not overlap with the content of the candidate's presentation.

Area	Topics		Examples of the depth and scope in which areas should be covered in the general conversation section
A Everyday activities	**Home life and school**		Examples of possible areas of discussion are: how you help in the house, school discipline, or the dangers of smoking.
	Home life	A1	
	School routine	A2	
	Eating and drinking	A3	
	Health and fitness	A4	
B Personal and social life	**Self, family and personal relationships**		Examples of possible areas of discussion are: responsibilities of having younger siblings, or the advantages and disadvantages of tourism for your country.
	Self, family, personal relationships	B1	
	Everyday life	B2	
	Eating out	B3	
	Holidays		
	Holidays, school holidays and public holidays	B4	

Area	Topics		Examples of the depth and scope in which areas should be covered in the general conversation section
C The world around us	**Home town and local area**		Examples of possible areas of discussion are: the advantages and disadvantages of living in the country or in a town.
	Home town and geographical surroundings	C1	
	Clothes	C2	
	Shopping	C3	
	Public services, local customs, etc.	C4	
	Natural and man-made environment		
	Weather	C5	
	Finding the way	C6	
	People, places and customs		
	Meeting and greeting phrases	C7	
	Travel and transport	C8	
	Famous sites and famous cities	C9	
	Animals	C10	
	Festivals	C11	
D The world of work	**Continuing education**		Examples of possible areas of discussion are: the advantages and disadvantages of going to university, going to work or having a gap year straight after school.
	Further education and training	D1	
	Careers and employment		
	Future career plans	D2	
	Employment	D3	
E The international world	**Tourism at home and abroad**		Examples of possible areas of discussion are: the value of travel for young people.
	Holiday travel and transport (see also C8)	E1	
	Geographical surroundings (see also C1)	E2	
	Life in other countries		
	Weather (see also C5)	E3	
	Places and customs	E4	
	Food and drink (see also A3)	E5	
	Meeting people (see also C7)	E6	

Speaking assessment criteria grid

Part 1: Presentation [Total: 20 marks]

Content and Presentation Knowledge of facts, ability to express opinion and raise issues for discussion		Vocabulary, Pronunciation and Intonation	Structures
	9–10 marks	**5 marks**	**5 marks**
Level 5	• Full and well organised coverage of the topic • Ideas and opinions included as well as factual points • Lively presentation that sustains examiner's interest fully	• Uses a wide range of precise vocabulary generally accurately • Pronunciation and intonation are clear	• Uses a variety of complex structures • Generally accurate
	7–8 marks	**4 marks**	**4 marks**
Level 4	• Good coverage and sound organisation of the topic • Makes relevant factual points with some ideas and opinions • Clear presentation that sustains examiner's interest	• Uses a sufficient range of vocabulary, which sometimes lacks precision • Vocabulary errors do not impede communication • Pronunciation and intonation are generally clear	• Uses some complex structures and a range of simple structures • Errors do not impede communication
	5–6 marks	**3 marks**	**3 marks**
Level 3	• Adequate coverage of the topic, generally organised • Includes some factual points with few ideas or opinions • Presentation is slow and somewhat stilted though examiner's interest is generally sustained	• Uses a limited range of vocabulary, and hesitates when going beyond simplicity • Vocabulary lacks precision, but errors do not usually impede communication • Pronunciation and intonation sometimes lack clarity but communication is not impeded	• Generally uses simple structures accurately • Errors occur when complex structures are attempted • Any errors in simple structures do not impede communication

Content and Presentation Knowledge of facts, ability to express opinion and raise issues for discussion		Vocabulary, Pronunciation and Intonation	Structures
	3–4 marks	**2 marks**	**2 marks**
Level 2	• Thin coverage of the topic, lacking organisation • Few ideas or opinions • Mostly coherent but weak presentation that sometimes does not follow a logical sequence	• Uses a very limited range of vocabulary which is sometimes inadequate to convey even simple ideas • Pauses frequently • Vocabulary errors often impede communication • Pronunciation and intonation cause some communication difficulties	• Generally uses very simple structures, such as single-word responses • Errors often occur and some impede communication
	1–2 marks	**1 mark**	**1 mark**
Level 1	• Very thin and often irrelevant coverage • Very little factual information, only vague ideas and opinions • Incoherent presentation	• Uses enough words to convey only very short pieces of information • Pronunciation and intonation cause frequent communication difficulties	• Uses only very simple structures • Errors often impede communication
	0 marks	**0 marks**	**0 marks**
	• No rewardable content	• No rewardable content	• No rewardable content

Part 2: Topic conversation [Total: 20 marks] and Part 3: General conversation [Total 20 marks]

This grid is used for both Parts 2 and 3 and should be applied separately for each part.

	Comprehension and Responsiveness	Vocabulary, Pronunciation and Intonation	Structures
	9–10 marks	**5 marks**	**5 marks**
Level 5	• No problems of comprehension • Responses are natural and spontaneous even to unexpected questions and to changes in direction of the conversation • Able to present and defend a point of view • Shows sustained ability to initiate and maintain conversation and to contribute at some length	• Uses a wide range of precise vocabulary generally accurately • Pronunciation and intonation are clear	• Uses a variety of complex structures • Generally accurate
	7–8 marks	**4 marks**	**4 marks**
Level 4	• Few problems of comprehension • Responds thoughtfully, and copes reasonably well with unexpected questions and with changes in direction of the conversation • Reasonably forthcoming but tends to follow examiner's lead • Responds relevantly and at length to questions which makes frequent prompting unnecessary	• Uses a sufficient range of vocabulary, which sometimes lacks precision • Vocabulary errors do not impede communication • Pronunciation and intonation are generally clear	• Uses some complex structures and a range of simple structures • Errors do not impede communication

Comprehension and Responsiveness	Vocabulary, Pronunciation and Intonation	Structures
5–6 marks	**3 marks**	**3 marks**
Level 3 • Understands discussion around basic situations and concepts, but has difficulty with more complex ideas • Some delay in response • Needs prompting and encouragement to develop topics but attempts to keep the conversation going • May rely heavily on seemingly prepared responses	• Uses a limited range of vocabulary but hesitates when going beyond simple structures • Vocabulary lacks precision, but errors do not usually impede communication • Pronunciation and intonation sometimes lack clarity but communication is not impeded	• Generally uses simple structures accurately • Errors occur when complex structures are attempted • Any errors in simple structures do not impede communication
3–4 marks	**2 marks**	**2 marks**
Level 2 • Generally has difficulty understanding • Responses to questions raised on the majority of topics are limited and brief • Needs prompting and encouragement to go beyond single word responses	• Uses a very limited range of vocabulary which is sometimes inadequate to convey even simple ideas • Pauses frequently • Vocabulary errors often impede communication • Pronunciation and intonation cause some communication difficulties	• Generally uses very simple structures, such as single-word responses • Errors often occur and some impede communication
1–2 marks	**1 mark**	**1 mark**
Level 1 • Severe problems of comprehension • Very marked hesitation. Limited responsiveness • Responses are so brief and imprecise that little is communicated	• Uses enough words to convey only very short pieces of information • Conversation is limited and confused • Pronunciation and intonation cause frequent communication difficulties	• Uses only very simple structures • Errors often impede communication
0 marks	**0 marks**	**0 marks**
• No rewardable content	• No rewardable content	• No rewardable content

5 Assessment objectives

The assessment objectives (AOs) are:

AO1 Reading

R1   identify and select relevant information

R2   understand ideas, opinions and attitudes

R3   show understanding of the connections between ideas, opinions and attitudes

R4   understand what is implied but not directly stated, e.g. gist, writer's purpose, intention and feelings

AO2 Writing

W1   communicate information/ideas/opinions clearly, accurately and effectively

W2   organise ideas into coherent paragraphs using a range of appropriate linking devices

W3   use a range of grammatical structures and vocabulary accurately and effectively

W4   show control of punctuation and spelling

W5   use appropriate register and style/format for the given purpose and audience

AO3 Listening

L1   identify and select relevant information

L2   understand ideas, opinions and attitudes

L3   show understanding of the connections between ideas, opinions and attitudes

L4   understand what is implied but not directly stated, e.g. gist, speaker's purpose, intention and feelings

AO4 Speaking

S1   communicate ideas/opinions clearly, accurately and effectively

S2   develop responses and link ideas using a range of appropriate linking devices

S3   use a range of grammatical structures and vocabulary accurately and effectively

S4   show control of pronunciation and intonation patterns

S5   engage in a conversation and contribute effectively to help move the conversation forward

Weighting for assessment objectives

The approximate weightings allocated to each of the assessment objectives (AOs) are summarised below.

Assessment objectives as a percentage of the qualification

Assessment objective	Weighting in IGCSE %
AO1 Reading	33
AO2 Writing	33
AO3 Listening	33
AO4 Speaking	Separately endorsed

Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %		
	Paper 1	Paper 2	Component 3
AO1 Reading	50	0	0
AO2 Writing	50	0	0
AO3 Listening	0	100	0
AO4 Speaking	0	0	100

6 What else you need to know

This section is an overview of other information you need to know about this syllabus. It will help to share the administrative information with your exams officer so they know when you will need their support. Find more information about our administrative processes at www.cambridgeinternational.org/examsofficers

Before you start

Previous study

We recommend that learners starting this course should have had prior contact with Hindi at school and/or in their community.

Guided learning hours

We design Cambridge IGCSE syllabuses based on learners having about 130 guided learning hours for each subject during the course. The number of hours a learner needs to achieve the qualification will vary according to local practice and their previous experience of the subject.

Availability and timetables

You can enter candidates in the November exam series. If your school is in India, you can enter your candidates in the March exam series. You can view the timetable for your administrative zone at www.cambridgeinternational.org/timetables

Private candidates can enter for this syllabus.

Combining with other syllabuses

Candidates can take this syllabus alongside other Cambridge syllabuses in a single exam series. The only exceptions are:

• syllabuses with the same title at the same level.

Cambridge IGCSE, Cambridge IGCSE (9–1) (Level 1/Level 2 Certificates) and Cambridge O Level syllabuses are at the same level.

Group awards: Cambridge ICE

Cambridge ICE (International Certificate of Education) is a group award for Cambridge IGCSE. It allows schools to offer a broad and balanced curriculum by recognising the achievements of learners who pass examinations in a range of different subjects.

Learn more about Cambridge ICE at www.cambridgeinternational.org/cambridgeice

Making entries

Exams officers are responsible for submitting entries to Cambridge International. We encourage them to work closely with you to make sure they enter the right number of candidates for the right combination of syllabus components. Entry option codes and instructions for submitting entries are in the *Cambridge Guide to Making Entries*. Your exams officer has a copy of this guide.

Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as 'administrative zones'. We allocate all Cambridge schools to one administrative zone determined by their location. Each zone has a specific timetable. Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.

Support for exams officers

We know how important exams officers are to the successful running of exams. We provide them with the support they need to make your entries on time. Your exams officer will find this support, and guidance for all other phases of the Cambridge Exams Cycle, at www.cambridgeinternational.org/examsofficers

Retakes

Candidates can retake the whole qualification as many times as they want to. This is a linear qualification so candidates cannot retake individual components.

Equality and inclusion

We have taken great care to avoid bias of any kind in the preparation of this syllabus and related assessment materials. In compliance with the UK Equality Act (2010) we have designed this qualification to avoid any direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. We can put arrangements in place for these candidates to enable them to access the assessments and receive recognition of their attainment. We do not agree access arrangements if they give candidates an unfair advantage over others or if they compromise the standards being assessed.

Candidates who cannot access the assessment of any component may be able to receive an award based on the parts of the assessment they have completed.

Information on access arrangements is in the *Cambridge Handbook* at www.cambridgeinternational.org/examsofficers

Language

This syllabus is available in English only. The assessment materials are in Hindi.

After the exam

Grading and reporting

Grades A*, A, B, C, D, E, F or G indicate the standard a candidate achieved at Cambridge IGCSE.

A* is the highest and G is the lowest. 'Ungraded' means that the candidate's performance did not meet the standard required for grade G. 'Ungraded' is reported on the statement of results but not on the certificate. In specific circumstances your candidates may see one of the following letters on their statement of results:

- Q (result pending)
- X (no result)
- Y (to be issued)

These letters do not appear on the certificate.

Grade descriptions

Grade descriptions are provided to give an indication of the standards of achievement candidates awarded particular grades are likely to show. Weakness in one aspect of the examination may be balanced by a better performance in some other aspect.

Grade descriptions for Cambridge International IGCSE Hindi as a Second Language will be published after the first assessment of the IGCSE in 2019. Find more information at www.cambridgeinternational.org/igcse

'While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.'

Zhai Xiaoning, Deputy Principal, The High School Affiliated to Renmin University of China