

**MARK SCHEME for the May/June 2014 series**

**0549 HINDI AS A SECOND LANGUAGE**

**0549/11**

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

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.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2014 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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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

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

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**Exercise 1, Questions 1–5**

1	हिवरे बाजार।	[1]
2	रोजाना स्कूल लगता है/ कक्षा लगती है। आंगनवाड़ी रोज़ खुलती है। साफ़ गांव या साफ़ सड़क अनाज की दुकान[	[1+1]
3	ग्राम स्वराज	[1]
4	जल स्तर ऊपर आया है मिट्टी में नमी बढ़ी है जमीन उपजाऊ हो गई है। दो दो फसलें उगा रहे हैं।	[1]
5	बाहर के किसी व्यक्ति को नहीं बेची जाएगी बाहर बेचने पर पाबंदी/ रोक लगा दी गई है।	[1]

**[Total: 6]**

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### 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 – 15 (वर्ष)	[1]
ईमेल – Sk21@indi.com	[1]
पता – मकान न. 233, समाचार अपार्टमेंट, मयूर विहार, दिल्ली। (ध्यान रहे कि पता इसी क्रम में लिखा होना चाहिए)	[1]
दूरभाष – 2439493839	[1]
दोपहर 3 बजे से रात 7 बजे तक	[1]
<ul style="list-style-type: none"> <li>तीन वर्षों से भरतनाट्यम सीख रही हूँ।</li> <li>मंच प्रस्तुति भी कर चुकी हूँ।</li> </ul> <p>(दोनों वाक्य प्रथम वचन में होने चाहिए)</p>	[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	(a)	<ul style="list-style-type: none"> <li>• यूट्यूब के माध्यम से याहू ने भी अपना चैनल शुरू किया है।</li> </ul>	[1+1+1]
	(b)	<ul style="list-style-type: none"> <li>• विज्ञापनों से होने वाली आय निर्माता/कंपनी और यूट्यूब के बीच बांटी जाएगी।</li> </ul>	
8		<ul style="list-style-type: none"> <li>• वितरकों द्वारा खरीदे न जाने के कारण</li> <li>• वित्तीय प्रबंध न होने की वजह से अधूरी रह गई।</li> <li>• बिना नामी नायक के फिल्मों विदेशों में बेचना मुश्किल है।</li> </ul>	[1+1]
9		<ul style="list-style-type: none"> <li>• टी.वी. सीरियल और इंटरनेट प्रस्तुति होगी</li> <li>• कलाकार ऑनलाइन चुनें जाएंगे।</li> <li>• फिल्म कारोबार के समीकरण / गणित बदलेंगे।</li> <li>• अंतर्जाल प्रस्तुतियों का उभार जोर पकड़ेगा।</li> <li>• फिल्म निर्माण की प्रक्रिया, तकनीक, सरल और सर्वसुलभ हो जाएगी।</li> <li>• नए फिल्मकारों के लिए सामाजिक मीडिया हुनर प्रदर्शन का बेहतरीन ज़रिया बनेगा।</li> </ul>	[1+1]

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### Exercise 4, Question 10

#### Content (up to 6 marks)

Tick the points listed below.

1. ऊंची-ऊंची इमारतें, तंग गलियां, गंदगी भरे रास्ते, प्रदूषित जलवायु
2. मुश्किल से दिखाई देने वाले खुले मैदान और स्थान
3. महानगरों में बच्चों के खेलने की जगह निरंतर सिकुड़ती जा रही है।
4. बचपन का तो नाम ही होता है उछल-कूद करके धमाचौकड़ी मचाना, ताकि बच्चों में जो ढेर सारी ऊर्जा होती है।
5. ऊर्जा का इस्तेमाल करके शारिरिक विकास किया जा सकता है।
6. अगर बच्चों को खुले में खेलने का अवसर ना मिले तो वे या तो टीवी से चिपके रहते हैं या फिर वीडियो गेम में उलझे रहते हैं।
7. खेल के मैदानों की कीमत पर औद्योगिक और शहरी विकास करना।
8. प्रकृति ही मानव जाति की सब से अच्छी शिक्षक रही है।
9. हम बच्चों को खेलने की मूलभूत सुविधाएं देंगे।
10. फिर किस तरह खेलों में अंतरराष्ट्रीय स्तर पर पुरस्कार-सम्मान हासिल कर सकेंगे।

#### 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 11–17**

सही    गलत

11F	<input type="checkbox"/>	<input checked="" type="checkbox"/>	[1]
12F	<input type="checkbox"/>	<input checked="" type="checkbox"/>	[1]
13F	<input type="checkbox"/>	<input checked="" type="checkbox"/>	[1]
14T	<input checked="" type="checkbox"/>	<input type="checkbox"/>	[1]

Justification	
11J	टूटी-फूटी हिंदी बोलते हैं। वे थोड़ी थोड़ी हिंदी बोल लेते हैं। [1]
12J	वह मोहम्मद रफ़ी और किशोर कुमार के बारे में सब कुछ जानता है। [1]
13J	अब्दुल भारत कभी नहीं गया। [1]

**Exercise 5, Questions 15–17**

15	दो एक दोहे/भजन/गाने सुनाए [1]
16	घर जाकर भी बॉलीवुड के बारे में सोचता है। • अब्दुल ने अपनी बीबी और पांच साल के बेटे को भी बॉलीवुड का दीवाना बनाया। • दीवार पर ताजमहल की एक फोटो लगी है। [1]
17	भाई चारगी / मिलजुलकर रहते देखकर • हर संस्कृति की इज्जत देखकर [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 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.

**[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><b>Highly effective:</b></p> <ul style="list-style-type: none"> <li><b>Relevance:</b> Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience.</li> <li><b>Development of ideas:</b> 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.</li> </ul>	9–10	<p><b>Fluent:</b></p> <ul style="list-style-type: none"> <li><b>Style:</b> Almost first language competence. Ease of style. Confident and wide-ranging use of language, idiom and tenses.</li> <li><b>Accuracy:</b> No or very few errors. Well-constructed and linked paragraphs.</li> </ul>
7–8	<p><b>Effective:</b></p> <ul style="list-style-type: none"> <li><b>Relevance:</b> Fulfils the task, with appropriate register and good sense of purpose and audience.</li> <li><b>Development of ideas:</b> Ideas are well developed and at appropriate length. Engages reader's interest.</li> </ul>	7–8	<p><b>Precise:</b></p> <ul style="list-style-type: none"> <li><b>Style:</b> 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.</li> <li><b>Accuracy:</b> Generally accurate, apart from occasional frustrating minor errors. There are paragraphs showing some unity, although links may be absent or inappropriate.</li> </ul>
5–6	<p><b>Satisfactory:</b></p> <ul style="list-style-type: none"> <li><b>Relevance:</b> 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.</li> <li><b>Development of ideas:</b> Material is satisfactorily developed at appropriate length.</li> </ul>	5–6	<p><b>Safe:</b></p> <ul style="list-style-type: none"> <li><b>Style:</b> Mainly simple structures and vocabulary, sometimes attempting more sophisticated language.</li> <li><b>Accuracy:</b> 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.</li> </ul>
3–4	<p><b>Partly relevant:</b></p> <ul style="list-style-type: none"> <li><b>Relevance:</b> 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.</li> <li><b>Development of ideas:</b> Supplies some detail and explanation, but the effect is incomplete. Some repetition.</li> </ul>	3–4	<p><b>Errors intrude:</b></p> <ul style="list-style-type: none"> <li><b>Style:</b> Simple structures and vocabulary.</li> <li><b>Accuracy:</b> 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.</li> </ul>
0–2	<p><b>Little relevance:</b></p> <ul style="list-style-type: none"> <li>Limited engagement with task, but this is mostly hidden by density of error. Award 1 – 2 marks.</li> <li>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.</li> </ul>	0–2	<p><b>Hard to understand:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of Hindi writing. Paragraphs absent or inconsistent. Award 0 marks.</li> </ul>