



Cambridge IGCSE™

HINDI AS A SECOND LANGUAGE

0549/01

Paper 1 Reading and Writing

October/November 2020

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.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2020 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

This document consists of **8** printed pages.

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
1	अपने नाना-नानी से मिलने	1
2	कम्प्यूटर विज्ञान की शिक्षा की कमी से/ कम्प्यूटर विज्ञान की कमी/ कोई सुविधा नहीं थी	1
3	कम्प्यूटर-कोड-कैम्प शुरू किया	1
4	(i) कम्प्यूटर-विज्ञान के शिक्षक Reject: स्वयंसेवक दल (ii) सहपाठी/ मित्रों से	2
5	(i) छात्रों को कम्प्यूटर का उपयोग करना आया। कम्प्यूटर शिक्षा के प्रति उत्साह बढ़ा (ii) छात्रों ने गाँव के बच्चों को कम्प्यूटर की शिक्षा देनी शुरू की। स्वयंसेवक दल बना	2
6	लंदन (के प्रवंचित इलाके) में बच्चों को अपनी योग्यता बढ़ाने का समान अवसर देने के लिए। बच्चों को अपनी क्षमता पूरी तरह उपलब्ध करवाने के लिए।	1
7	B	1
8	C	1
9	B	1
10	A	1
11	D	1
12	C	1
13	C	1
14	D	1
15	A/ B	1
16	(i) बुद्धि-परीक्षा-अंक का क्षेत्र मस्तिष्क के बायें भाग में है। Reject: अधिक महत्वपूर्ण भावनात्मक वाला पक्ष है। (ii) और दाहिने भाग भावनात्मक मेधा का (iii) बुद्धि-परीक्षा-अंक बौद्धिक स्तर को और भावनात्मक मेधा संवेदनशीलता को बढ़ाती है	2

Question	Answer	Marks
17	(i) भावनात्मक मेधा व्यवहार-कुशलता का विज्ञान और अपनी भावनाओं के साथ-साथ दूसरों की भावनाओं को समझने की कला (ii) भावनात्मक मेधा स्वयं के प्रति जागरूकता और सामाजिक दक्षता सिखाती है। आपसी संबंधों में सुधार आता है। (iii) कार्यक्षेत्र में 80% सफलता भावनात्मक मेधा पर निर्भर	3
18	(i) बुद्धि नितांत आवश्यक, अथवा दूसरों से व्यवहार करने की योग्यता ही सबसे बड़ी कला है। (ii) पर सच्ची सहायता हृदय से आती है। (iii) यदि अनुभव कर सकते हो तो दूसरों से भावनात्मक साझा करना किताबी ज्ञान से कहीं अधिक मूल्यवान (iv) ग़लती स्वीकार करके उसे सुधारने की कोशिश करनी आवश्यक	3
19	पंडित के साथ हुए विवाद का प्रसंग (वर्षों बाद भी उन्होंने अपने अनुयायी के सामने ग़लती स्वीकारने में संकोच नहीं किया) उन्होंने कठिन आलोचना सुनकर भी अविचलित रहना सीखा।	1

Question	Answer	Marks
20	<p data-bbox="304 248 1318 315">Award up to 10 marks, based on up to 4 marks for Content and up to 6 marks for being accurate and concise in your Language.</p> <p data-bbox="304 344 427 376">Content:</p> <p data-bbox="304 412 416 443">4 marks Makes 4 clear points that answer the question.</p> <p data-bbox="304 510 416 542">3 marks Makes some clear points that answer the question.</p> <p data-bbox="304 609 416 640">2 marks Makes one or two points relevant to the question</p> <p data-bbox="304 707 400 739">1 mark Content has limited relevance to the question.</p> <p data-bbox="304 806 416 837">0 marks No response worth of credit.</p> <p data-bbox="304 904 456 936">Language:</p> <p data-bbox="304 972 416 1003">6 marks Very good attempt to use own words and to organise and sequence points cohesively. A concise summary. Wide range of vocabulary and grammatical structures, used accurately. Assured control of punctuation and spelling.</p> <p data-bbox="304 1137 416 1169">5 marks Good attempt to use own words and to organise and sequence points cohesively. Good range of vocabulary and grammatical structures, used accurately. Good control of punctuation and spelling.</p> <p data-bbox="304 1303 416 1335">4 marks Reasonable attempt to use own words and to organise and sequence points cohesively. A range of vocabulary and grammatical structures, used mostly accurately. Some inaccuracies of punctuation and spelling but these do not obscure meaning.</p> <p data-bbox="304 1491 416 1523">3 marks Some reliance on language from the text, but with an attempt to organise and sequence points. Satisfactory use of language, although sometimes inaccuracies obscure the meaning.</p> <p data-bbox="304 1657 416 1688">2 marks Mainly reliant on language from the text with no attempt to organise and sequence points cohesively. Inaccuracies of vocabulary, grammatical structures, punctuation and spelling make the meaning frequently unclear.</p> <p data-bbox="304 1823 400 1854">1 mark Copying entirely from text with little or no use of own words. Multiple language inaccuracies.</p> <p data-bbox="304 1957 416 1989">0 marks No response worthy of credit.</p>	10

Question	Answer	Marks
21	<p>Award up to 3 marks for Content and up to 5 marks for the style and accuracy of Language.</p> <p>Content: Award 1 mark for covering each bullet point, up to a maximum 3 marks.</p> <p>Language (style and accuracy)</p> <p>5 marks Uses a wide range of language including complex structures effectively. High level of accuracy, very good control of language. Consistently appropriate style and register. Uses well-constructed and linked paragraphs.</p> <p>4 marks Uses a range of structures appropriately. Attempts to use more ambitious language. Mostly accurate with a good control of language. Any errors do not impede meaning. Appropriate style and register. Uses reasonably well-constructed paragraphs with some linking words.</p> <p>3 marks Uses mainly simple structures and vocabulary. Sometimes attempts to use more ambitious language. Uses simple structures with a good degree of control. Inaccuracies occur when attempting more ambitious language. Meaning is generally clear. Some attempt to use appropriate style and register and to organise writing into paragraphs.</p> <p>2 marks Uses simple structures and vocabulary. Some degree of control. Meaning is sometimes in doubt. Style and register may be inconsistent or inappropriate. Limited or no use of paragraphs.</p> <p>1 mark Uses very simple structures and vocabulary. Lack of control of simple structures makes meaning mostly difficult to understand. Inappropriate style and register. No use of paragraphs.</p> <p>0 marks No response worthy of credit.</p>	8

Question	Answer	Marks
21	<ol style="list-style-type: none"> 1 शिक्षा संस्थाओं में बौद्धिक स्तर को विकसित किया जाता है। किन्तु दाहिनी ओर भावनात्मक पक्ष होता है। 2 भावनात्मक मेधा उस क्षमता को दर्शाता है जिससे एक व्यक्ति दूसरे से संबंध बनाता है। 3 इससे मानसिक कुंठा दूर होती है और व्यक्ति आत्मविश्लेषक बनता है। 4 बुद्धि नितांत आवश्यक है पर सच्ची सहायता हृदय से ही आती है। 5 डेनियल के अनुसार इससे जागरूकता, नियंत्रण, संवेदनशीलता और सामाजिक दक्षता सीख सकते हैं। 6 विवेकानंद के अनुसार क्रोध और दुश्चिंताओं से दूर रहने में मदद मिलती है। 7 कठिन आलोचना सुनकर भी अविचलित रहना सीखा। अथवा स्वयं का व्यवहार विश्लेषण करना। 	

Question	Answer	Marks
22	<p>Award up to 8 marks for Content and up to 8 marks for the style and accuracy of Language.</p> <p>Content: relevance and development of ideas</p> <p>Level 4 [7–8 marks] Fulfil the task, with consistently appropriate register and a very good sense of purpose and audience. Ideas are well developed and communicated effectively, at appropriate length. Effectively organised and coherent. Consistently appropriate style and register. Uses well-constructed and linked paragraphs.</p> <p>Level 3 [5–6 marks] Fulfil the task, with appropriate register and a good sense of purpose and audience. Ideas are well developed at appropriate length. Well organised and coherent. Appropriate style and register. Uses reasonably well-constructed paragraphs with some linking words.</p>	16

Question	Answer	Marks
22	<p>Level 2 [3–4 marks] Fulfils the task reasonably well with mostly relevant points. The register may not be consistent. Demonstrates a reasonable sense of purpose and audience. Ideas are satisfactorily developed at appropriate length. Generally well organised and coherent. Some attempt to use appropriate style and register and to organise writing into paragraphs.</p> <p>Level 1 [1–2 marks] Limited engagement with the task with few relevant points. Inappropriate register and insufficient awareness of purpose and/or audience. There is some development of ideas, although in places this is incomplete and/or repetitive. Organisation may lack coherence. Style and register may be inconsistent or inappropriate. Limited or no use of paragraphs.</p> <p>Level 0 [0 marks] No response worthy of credit.</p> <p>Language: style and accuracy</p> <p>Level 4 [7–8 marks] Uses a range of language, including complex structures and less common words and phrases, effectively. High level of accuracy; excellent control throughout. Any errors are related to less common words and structures.</p> <p>Level 3 [5–6 marks] Uses a range of structures and words and phrases, generally appropriately. Mostly accurate with a good degree of control. There may be slight awkwardness when attempting to use more ambitious language.</p> <p>Level 2 [3–4 marks] Uses mainly simple structures and vocabulary. Demonstrates a reasonable degree of control. Grammatical errors occur when attempting more ambitious language. Meaning is generally clear.</p> <p>Level 1 [1–2 marks] Uses simple structures and vocabulary. Some lack of control of simple structures. Meaning is often obscured.</p> <p>Level 0 [0 marks] No response worthy of credit.</p>	