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**HINDI AS A SECOND LANGUAGE**

**0549/01**

Paper 1 Reading and Writing

**October/November 2017**

MARK SCHEME

Maximum Mark: 60

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**Published**

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This document consists of **14** 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**

		<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>

**Marking rationale**

- In general, for the exercises which test only reading skills (Exercise 1, Exercise 3, Exercise 5) spelling errors are tolerated where they do not interfere with the communication of the correct answer. However, where the error creates another word with a different meaning, the mark is not awarded.
- For Exercise 2 (form-filling) *reading marks* are awarded for the accurate transfer of information and spelling errors are therefore not tolerated. In addition, the conventions of form-filling (i.e. instructions to tick, delete, underline, circle) must be observed with total accuracy.
- Any word or phrase underlined in the mark scheme is a key detail and must be included in the response for the award of marks. If a key detail generates another word with a different meaning, the mark(s) should not be awarded.
- Any detail contained within brackets (like this) in the mark scheme is **not** required for the award of marks. It is *additional* information which it is anticipated a number of candidates will include.
- Where candidates include additional unnecessary information, use the following rule:
  - If the excess detail is irrelevant and does not interfere with the communication of the correct answer, the mark(s) may be awarded
  - If the excess detail contains clearly incorrect information, i.e. negates the correct answer, the mark(s) should not be awarded
- In general synonyms are accepted but where a candidate has rearranged or re-worded the answer please check carefully that the key information has been conveyed.

**Exercise 1, Questions 1–6**

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

Question	Answer	Marks	Not Allowed Responses
1	एक साल पुरानी।	1	
2	सफेद पारदर्शी शीट	1	वह उसका खूब खयाल रखते थे।
3	साइबर मोहल्ला	1	
4	बिजली गुल फोन/ चार्ज नहीं हो पाता	1	
5	मौसम	1	
6	गांव पिछड़ा या प्रत्येक काम के लिए शहर नहीं जा सकते।	1	पूरी तरह से जगतजाल से नहीं जुड़ पाए हैं।

**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	Not Allowed Responses
7	रूखसाना हाशमी	1	
	आयु - 15 (वर्ष) (यदि अंक हिंदी में लिखे जाएं तो उन्हें स्वीकार किया जाए।)	1	
	पता – 15 बिड़ला निकेतन, पटियाला, पंजाब।	1	पता लिखने में सही क्रम को अवश्य ध्यान दिया जाए।
	सप्ताह के दौरान	1	
	4 बजे से 6 बजे तक	1	
	<ul style="list-style-type: none"> <li>• मैं पिछले 2 वर्षों से पंजाबी लोकनृत्य सीख रही हूँ।</li> <li>• मैं स्कूल समारोह के लिए 2 वर्षों से लोकनृत्य प्रस्तुति भी कर रही हूँ। अथवा मुझे लोकनृत्य दो वर्षों से पसंद है।</li> </ul> <p style="text-align: right;">[1 + 1]</p>	2	मैं लोकनृत्य की बारीकियों को समझने के लिए इस कार्यशाला में जाना चाहती हूँ। प्रथम वचन में लिखना अनिवार्य है।

**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	Not Allowed Responses
8	<ul style="list-style-type: none"> <li>• उच्च वर्ग या उच्च मध्यम वर्ग सरकारी विद्यालयों को हेय दृष्टि से देखते हैं।</li> <li>• सरकारी स्कूल खैराती स्कूल समझे जाने लगे हैं।</li> <li>• अथवा वेतन भोगियों ने ही अपने बच्चों को इन स्कूलों से निकाल लिया। [1 + 1]</li> </ul>	2	
9	<ul style="list-style-type: none"> <li>• पिछले वर्ष हाई स्कूल की परीक्षा में राजधानी में राजकीय इंटर कॉलेज छात्र ने 87 फीसद अंक अर्जित किए।</li> <li>• गणित विषय में उसने सौ में से सौ अंक हासिल किए।</li> <li>• इस विद्यालय का हाई स्कूल का परीक्षा परिणाम 78 फीसद रहा। [1+1+1]</li> </ul>	3	
10	<p>किन्हीं दो सही उत्तरों को स्वीकार करें</p> <ul style="list-style-type: none"> <li>• विद्यालयों का स्तर उठाने की ज़रूरत है।</li> <li>• राजनितिक इच्छाशक्ति के साथ निर्णय करने की आवश्यकता है।</li> <li>• अतिरिक्त संसाधन जुटाना [1 + 1]</li> </ul>	2	

**Exercise 4, Question 11**

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	Not Allowed Responses
11	<p><b>Content (up to 6 marks)</b></p> <p>Tick the points listed below.</p> <ol style="list-style-type: none"> <li>1 इसका नुकसान अब जंगलों में रहने वाले जानवरों को भी भुगतना पड़ रहा है।</li> <li>2 वन्यप्राणियों को अब अपने पीने के पानी की तलाश में लम्बी-लम्बी दूरियाँ तय करना पड़ रही है।</li> <li>3 पानी की तलाश में जंगलों से सटी बस्तियों की तरफ निकल आते हैं।</li> <li>4 ऐसे में जानवर गाँव वालों या उनके बच्चों पर हमला कर देते</li> <li>5 इसके फलस्वरूप मनुष्य अपनी जान की रक्षा के लिए जानवरों पर हमला कर देते हैं।/ तेंदुआ डेढ़ साल की एक बच्ची को लेकर भागने लगा।</li> <li>6 इन घटनाओं के बावजूद वन विभाग ने कोई अतिरिक्त व्यवस्था नहीं की है।</li> <li>7 पीने के पानी के लिए आस-पास के नदी-नालों या तालाबों पर निर्भर रहते थे। अथवा गर्मी आते ही नदी नाले सूख जाते हैं।</li> <li>8 पेड़ों की संख्या में भी कमी आई है।</li> <li>9 वैकल्पिक व्यवस्था के अभाव में ये बेजुबान सिर्फ पानी के लिए यहाँ-वहाँ भटकने को मजबूर है।</li> <li>10 दरअसल विकास की अंधी दौड़ में हमने अपने फायदों के लिए प्रकृति का ताना-बाना भी बिगाड़ दिया है। कोई बिन्दु जो इस आखिरी बिन्दु से जुड़े उसको शामिल करें।</li> </ol>	6	

Question	Answer	Marks	Not Allowed Responses
11	<p><b>Language (up to 4 marks)</b></p> <p><b>0 marks:</b> meaning obscure because of density of language errors and serious problems with expression/nothing of relevance</p> <p><b>1 mark:</b> expression weak/reliance on lifting without discrimination</p> <p><b>2 marks:</b> expression limited/some reliance on lifting from the original, but some sense of order</p> <p><b>3 marks:</b> expression good, with attempts to group and sequence ideas in own words</p> <p><b>4 marks:</b> expression very good; clear, orderly grouping and sequencing largely in own words</p>	4	



## Exercise 5, Questions 12–15

Question	Answer	Marks	Not Allowed Responses
	सही      ग़लत		
12F	<input type="checkbox"/> <input checked="" type="checkbox"/>		
13F	<input type="checkbox"/> <input checked="" type="checkbox"/>		
14T	<input checked="" type="checkbox"/> <input type="checkbox"/>		
15F	<input type="checkbox"/> <input checked="" type="checkbox"/>		
<i>Remember that this exercise is marked for content (reading), not language.</i>			
12J	अपनी संगीत शिक्षा पूरी की, फ़िल्मों में गाना गाया	1	
13J	शादी या जन्मदिन जैसे मौकों के लिए गीत गाने वाला यह घराना आज चर्चा में हैं	1	
15J	कहीं पर कुछ लिखा हुआ नहीं है। सबकुछ मौखिक है	1	

**Exercise 5, Questions 16–18**

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

Question	Answer	Marks	Not Allowed Responses
16	लाखों लोगों ने गाना सुना।	1	
17	नूबे खान ने लय और ताल संबंधी कुछेक परिवर्तन किए हैं	1	
18	राजस्थानी संगीत को श्रेय नहीं देते हैं। अथवा पंजाबी संगीत को श्रेय मिलता है। (वह दर्जा नहीं मिला जो पंजाबी संगीत को मिला)	1	

## Exercise 6, Question 19

Question	Answer	Marks	Not Allowed Responses
19	<p>Award the answer a mark for <b>Content (C)</b> [out of 10] and a mark for <b>Language (L)</b> [out of 10] in accordance with the General Criteria table that follows.</p> <ul style="list-style-type: none"> <li>• <b>Content</b> covers <i>relevance</i> (i.e. whether the piece fulfils the task and the awareness of purpose/audience/register) and the <i>development of ideas</i> (i.e. the detail/explanation provided and how enjoyable it is to read).</li> <li>• <b>Language</b> covers <i>style</i> (i.e. complexity of vocabulary and sentence structure) and <i>accuracy</i> (of grammar, spelling, punctuation and use of paragraphs).</li> <li>• 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.</li> <li>• When deciding on a mark for <b>content</b>, look at both <i>relevance</i> and <i>development of ideas</i>. 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.</li> <li>• When deciding on a mark for <b>language</b>, look at both the <i>style</i> and the <i>accuracy</i> 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.</li> <li>• The <b>use of paragraphs</b> should <b>not</b> 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.</li> </ul>	20	

Question	Answer	Marks	Not Allowed Responses
19	<ul style="list-style-type: none"> <li>• If the essay is considerably <b>shorter than the stated word length but <u>does fulfil the task</u></b>, it should be put in mark band 5–6 for content.</li> <li>• If the essay is considerably <b>shorter than the stated word length and <u>does not fulfil the task</u></b>, it should be put in mark band 3–4 for content or lower.</li> <li>• If the essay is <b>partly relevant</b> and therefore in mark band 3–4, the full range of marks for Language are available.</li> <li>• If the essay is <b>totally irrelevant</b> 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.</li> </ul>		

## 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> None 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>

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	<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>