



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

HINDI AS A SECOND LANGUAGE

0549/01

Paper 1 Reading and Writing

October/November 2016

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 will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2016 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O Level components.

© IGCSE is the registered trademark of Cambridge International Examinations.

This syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

This document consists of **9** printed pages.

| | | | |
|---------------|--|-----------------|--------------|
| Page 2 | Mark Scheme | Syllabus | Paper |
| | Cambridge IGCSE – October/November 2016 | 0549 | 01 |

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

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

| Page 3 | Mark Scheme | Syllabus | Paper |
|--------|---|----------|-------|
| | Cambridge IGCSE – October/November 2016 | 0549 | 01 |

Exercise 1, Questions 1–5

| | |
|---|-----|
| 1 इंटरनेट और फोन या तकनीकी उपकरणों की अनुपस्थिति | [1] |
| 2 काम बाकी रहता है/ काम छूट जाता है/ देर तक काम करना पड़ता है | [1] |
| 3 शांति या तकनीक के जाल से निकलने | [1] |
| 4 प्रकृति से जुड़े | [1] |
| 5 (i) कंपनी के कर्मचारी | [1] |
| (ii) छात्र | [1] |

[Total: 6]

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 – rk5@hotmail.com | [1] |
| पता– 235 आराम बाग, सरोजनी नगर, नई दिल्ली। | [1] |
| सप्ताहांत के दौरान | [1] |
| 2 बजे से बजे तक 4 | [1] |
| <ul style="list-style-type: none"> • मैं कुश्ती खेल की बारिकियों के बारे में जानना चाहता हूँ। • मैं स्कूल के खिलाड़ियों के बीच कुश्ती को बढ़ावा देना चाहता हूँ। • स्कूल में खिलाड़ियों के बीच कुश्ती के बारे में जानकारी बढ़ाना | [1+1] |

[Total: 7]

| Page 4 | Mark Scheme | Syllabus | Paper |
|--------|---|----------|-------|
| | Cambridge IGCSE – October/November 2016 | 0549 | 01 |

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 | <ul style="list-style-type: none"> • क्रोध और चिड़चिड़ापन। • घुलने मिलने की समस्या। <p style="text-align: right;">[1+1]</p> |
| 8 | <ul style="list-style-type: none"> • बच्चों को समुचित और पौष्टिक नाश्ता करवाकर ही स्कूल भेजें। • बच्चों को दिन में तीन मुख्य आहार और दो से तीन बार अल्पाहार जरूर देने चाहिए। • अल्पाहार का सबसे अच्छा विकल्प फल या मेवा है। <p style="text-align: right;">[1+1+1]</p> |
| 9 | <p>किन्हीं दो सही उत्तरों को स्वीकार करें</p> <ul style="list-style-type: none"> • उन्हें शक्कर युक्त खाद्य पदार्थों से दूर रखें। • उनके आहार में सब्जियाँ व फलों की मात्रा बढ़ाएँ। • शारीरिक गतिविधियों में भाग लेने के लिए प्रेरित करना चाहिए। <p style="text-align: right;">[1+1]</p> |

[Total: 7]

| | | | |
|--------|---|----------|-------|
| Page 5 | Mark Scheme | Syllabus | Paper |
| | Cambridge IGCSE – October/November 2016 | 0549 | 01 |

Exercise 4, Question 10

Do not award language marks if there is no content to reward.

Content (up to 6 marks)

Tick the points listed below:

1. घर में भी शारीरिक मानसिक प्रताड़ना का शिकार होना पड़ रहा है।-
2. रिपोर्ट का अनुसार 48 फीसदी पुरुष और 42 फीसदी महिलाओं को उनका अपन-परिजनों द्वारा ही प्रताड़ित किया जाता है।
3. 2026 तक भारत में बुजुर्गों की संख्या 17 करोड़ पहुंच जाएगी।
4. जैसे-जैसे औद्योगिक विकास तज़ी सहुआ, उसी का अनुपात में यहां सामाजिक विस्थापन की प्रक्रिया भी तज़ हुई है या गांव का कई लोग शहर की ज़्यादा मजदूरी की तरफ आकर्षित हो रहे हैं और बुजुर्ग गांव में अकल रह रहे हैं।
5. संयुक्त परिवार का विघटन की प्रक्रिया तज़ होना सवृद्ध हाशियपर चल गए।
6. उन बुजुर्गों की दशा तो और भी खराब हुई, जो कछल खती पर निर्भर रहे हैं।
7. आज एकल परिवार एक कदम और आग जाकर व्यक्ति-केन्द्रित सामाजिक इकाई बन रहे हैं-।
8. अभिभावक और वरिष्ठ नागरिक 2007 का अनुसार, वरिष्ठ नागरिकों की दख़्खभाल का जिम्मा परिवार का सदस्यों को दिया गया है।
9. इस कानून में राज्य सरकार को हर जनपद में 'वृद्ध आश्रम' खोलना का भी निर्देश है/ अभी कुछ भी लागू होता नहीं दिखता।
10. अमरिका, कनाडा, यूरोप और एशिया का कई दशों की सरकारें वरिष्ठ नागरिकों की सुविधाओं का खास ध्यान रख रही हैं।

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]

| | | | |
|--------|---|----------|-------|
| Page 6 | Mark Scheme | Syllabus | Paper |
| | Cambridge IGCSE – October/November 2016 | 0549 | 01 |

Exercise 5, Questions 11–14

| | | |
|-----|-------------------------------------|-------------------------------------|
| | सही | गलत |
| 11F | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 12T | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 13F | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 14F | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Questions 11, 13 and 14 JUSTIFICATION

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

| | | |
|-----|--|-----|
| 11J | जासूस की कल्पना करते ही करमचंद और जेम्स बॉण्ड जैसे काल्पनिक पात्र आँखों के सामने घूमने लगते हैं। | [1] |
| 13J | पतिका एक दूसरे पर शक करना। इस तरह पत्नी-के मामले सबसे ज़्यादा आम हैं। | [1] |
| 14J | शक एक उद्योग नहीं है बल्कि असुरक्षा की भावना का एक उद्योग है। | [1] |

| | | | |
|--------|---|----------|-------|
| Page 7 | Mark Scheme | Syllabus | Paper |
| | Cambridge IGCSE – October/November 2016 | 0549 | 01 |

Exercise 5, Questions 15–17

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

| |
|---|
| 15 हमारी फ़ीस प्रतिदिन और काम के हिसाब से से होती है। [1] |
| 16 जिसकी जासूसी कर रहे हैं उसे किसके फोन आ रहे हैं [1] |
| 17 उनके पास पैसों की ज़बरदस्त तथी थी तब घर चलाकर रमेश की पत्नी ने सहारा दिया। [1] |

[Total: 10]

| | | | |
|--------|---|----------|-------|
| Page 8 | Mark Scheme | Syllabus | Paper |
| | Cambridge IGCSE – October/November 2016 | 0549 | 01 |

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]

| | | | |
|--------|---|----------|-------|
| Page 9 | Mark Scheme | Syllabus | Paper |
| | Cambridge IGCSE – October/November 2016 | 0549 | 01 |

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>Highly effective:</p> <ul style="list-style-type: none"> • 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 | <p>Fluent:</p> <ul style="list-style-type: none"> • 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 | <p>Effective:</p> <ul style="list-style-type: none"> • 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 | <p>Precise:</p> <ul style="list-style-type: none"> • 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 | <p>Satisfactory:</p> <ul style="list-style-type: none"> • 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 | <p>Safe:</p> <ul style="list-style-type: none"> • 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. |
| 3–4 | <p>Partly relevant:</p> <ul style="list-style-type: none"> • 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 | <p>Errors intrude:</p> <ul style="list-style-type: none"> • 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. |
| 0–2 | <p>Little relevance:</p> <ul style="list-style-type: none"> • Limited engagement with task, but this is mostly hidden by density of error. Award 1–2 marks. • 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. | 0–2 | <p>Hard to understand:</p> <ul style="list-style-type: none"> • 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. • Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of Hindi writing. Paragraphs absent or inconsistent. Award 0 marks. |