

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

**0549 HINDI AS A SECOND LANGUAGE**

**0549/13**

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.

<b>Page 2</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – May/June 2014</b>	<b>0549</b>	<b>13</b>

### 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>

Page 3	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2014	0549	13

**Exercise 1, Questions 1–6**

1	जड़ी बूटियों और प्राकृतिक तेल।	[1]
2	शरीर प्राकृतिक तेलों को ज़्यादा ग्रहण करता है।	[1]
3	सौन्दर्य बढ़ाने के कार्यों के लिए।	[1]
4	जड़ी बूटियों की भारी मात्रा में मौजूदगी। अथवा मलिश के लिए अनुकूल वातावरण व जड़ी बूटियाँ	[1]
5	पाँच सितारा होटल	[1]
6	हाउसबोट।	[1]

**[Total: 6]**

Page 4	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2014	0549	13

### 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.*

आयु – 15 (वर्ष) (यदि अंक हिंदी में लिखे जाएं तो उन्हें स्वीकार किया जाए।)	[1]
ई-मेल – ss49@indie.org	[1]
पता – फ्लैट न. 38, रंगीन अपार्टमेंट, जयपुर	[1]
सप्ताह के दौरान	[1]
3 बजे से रात 7 बजे तक	[1]
<ul style="list-style-type: none"> <li>• दो वर्षों से स्कूल पत्रिका के संपादक</li> <li>• पत्रिका में लघु कहानी भी छप चुकी है।</li> </ul>	[1+1]

**[Total: 7]**

Page 5	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2014	0549	13

### Exercise 3, Questions 8–11

*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.*

<p><b>8</b> किन्हीं दो सही उत्तरों को स्वीकार करें</p> <ul style="list-style-type: none"> <li>• राजा महाराजा</li> <li>• और पौराणिक पात्रों को निभाते हैं। [1+1]</li> </ul>
<p><b>9</b> किन्हीं दो सही उत्तरों को स्वीकार करें</p> <ul style="list-style-type: none"> <li>• पुरानी गाथाओं को मंचित किया जाता था।</li> <li>• पृथ्वीराज चौहान के समय में भी स्वांग होता था।</li> <li>• राजा महाराजाओं के दरबार में स्वांग किया जाता था। [1+1]</li> </ul>
<p><b>10</b></p> <ul style="list-style-type: none"> <li>• स्वांग पूरे परिवार के साथ बैठकर देख सकते हैं।</li> <li>• टी.वी. और सिनेमा बनावटी है।</li> <li>• स्वांग कला बनावटी नहीं है। [1+1]</li> </ul>
<p><b>11</b> राजनितिक गतिविधियों ने स्वांग की जगह ले ली है। राजनिति बलवान हुई। [1]</p>

**[Total : 7]**

Page 6	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2014	0549	13

### Exercise 4, Question 12

#### Content (up to 6 marks)

Tick the points listed below.

- 1 एक स्थानीय वैकल्पिक मुद्रा का इस्तेमाल करते हैं। इसे टी.ई.एम. यानि टेम कहा जाता है।
- 2 एक यूरो मुद्रा एक टेम के बराबर है।
- 3 ये पूरी प्रणाली कंप्यूटर के जरिए ऑनलाइन है।
- 4 वस्तु की कीमत के अनुसार उनके खाते में जमा की जाती है।
- 5 अब तक 800 से ज्यादा लोग इस प्रक्रिया के सदस्य बन चुके हैं।
- 6 दोनों मुद्राएं एक साथ चल सकती हैं।
- 7 टेम यूरो की जगह नहीं लेगी बल्कि इससे यूरो को ही मजबूती मिलेगी।
- 8 इस मुद्रा को अपना रहे हैं।
- 9 संकट से जूझ रहे ग्रीस के इस शहर ने एक रास्ता खोजा है जिसमें उन्हें उम्मीद की किरण नजर आ रही है।
- 10 टेम पुराने ज़माने की याद दिलाता है।

#### 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 7	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2014	0549	13

**Exercise 5, Questions 13–20**

	सही	गलत	
13T	<input checked="" type="checkbox"/>	<input type="checkbox"/>	[1]
14F	<input type="checkbox"/>	<input checked="" type="checkbox"/>	[1]
15F	<input type="checkbox"/>	<input checked="" type="checkbox"/>	[1]
16F	<input checked="" type="checkbox"/>	<input type="checkbox"/>	[1]

<b>Justification</b>
14J कम शिक्षित होना और कम अंग्रेज़ी का ज्ञान से काम ढूढ़ने में मुश्किल होती है । [1]
15J बांग्लादेश और पाकिस्तान से आए टैक्सी चालाकों को साथ काम करते देखकर बहुत खुशी होती है। [1]

**Exercise 5, Questions 17–20**

17 1998 में एक हड़ताल की घोषणा की [1]
18 महिला होने के कारण स्वीकार करने में समय लगा। अथवा गम्भीरता से नहीं लिया। [1]
19 वह शायद पत्रकार हैं या किसी संस्था की कार्यकर्ता [1]
20 अपना काम पूरे जोश से करती हैं। [1]

**[Total: 10]**

Page 8	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2014	0549	13

### Exercise 6, Question 21

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
	IGCSE – May/June 2014	0549	13

### 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>