

**MARK SCHEME for the May/June 2009 question paper
for the guidance of teachers**

3202 NEPALI
3202/01 Paper 1 (Reading and Writing), maximum raw mark 100

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 must be read in conjunction with the question papers and the report on the examination.

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Section A – Composition

1 [2 compositions, max. 25 x 2]

23–25

Apart from very occasional slips, the language is accurate. Sentence structure is varied and demonstrates the candidate's skill in using different lengths and types of sentences for particular effects. Vocabulary is wide and precise. Punctuation is accurate and helpful to the reader. Spelling is accurate across the full range of vocabulary used. Paragraphs have unity, are linked, and show evidence of planning. The topic is addressed with consistent relevance; the interest of the reader is aroused and sustained.

20–22

The language is accurate; occasional errors are either slips or arise from attempts to use ambitious structures or vocabulary that may be imperfectly understood. Vocabulary is wide enough to convey intended shades of meaning with some precision. Sentences show some variation of length and type, including the confident use of complex sentences. Punctuation is accurate and generally helpful. Spelling is nearly always accurate. Paragraphs show some evidence of planning, have unity and are usually appropriately linked. The response is relevant, and the interest of the reader is aroused and sustained through most of the composition.

17–19

Vocabulary and structures are mainly correct when they are simple; mistakes may occur when more sophistication is attempted. Sentences may show some variety of structure and length, although there may be a tendency to repeat sentence types and 'shapes', producing a monotonous! effect. Spelling of simple vocabulary is accurate; but errors may occur when more ambitious vocabulary is used. Punctuation is generally accurate, although errors may occur when more difficult tasks are attempted e.g. the punctuation of direct speech. Sentence separation is correct. The composition is written in paragraphs which may show some unity, although links may be absent or inappropriate. The composition is relevant and will arouse some interest in the reader.

14–16

The meaning is generally clear. There will be patches of accurate language, particularly when simple vocabulary and structures are used. There may be some variety of sentence length and structure, but the reader may not be convinced that this variety is for a particular purpose. Vocabulary is usually adequate to convey intended meaning, although it may be insufficiently developed to achieve precision. Idiom may be uncertain at times. Punctuation will be used but may not enhance/clarify meaning. Some sentence separation errors may occur occasionally. Simple words will be spelt accurately, but more complex vocabulary may show some spelling weakness. Paragraphs will be used but may lack unity or coherence. A genuine attempt has been made to address the topic, but there may be digressions or failures of logic. Compositions may lack liveliness/interest value.

11–13

Meaning is never in doubt, but the errors are sufficiently frequent and serious to hamper precision, and may slow down speed of reading. Some simple structures will be accurate, but the script is unlikely to sustain accuracy for long. Vocabulary may be limited, either too simple to convey precise meaning or more ambitious but imperfectly understood. Some idiomatic errors are likely. Simple punctuation will usually be accurate, but there may be frequent sentence separation errors. Simple words will usually be spelt correctly, but there may be inconsistency, and frequent mistakes in the spelling of more difficult words. Paragraphs may lack unity or be used haphazardly. The subject matter will show some relevance. The incidence of linguistic error is likely to distract the reader from merits of content.

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8–10

There will be many serious errors of various kinds throughout the script, but they will be of the 'single-word' type: i.e. they could be corrected without re-writing the sentence. Communication will be established, although the weight of error may cause 'blurring' from time to time. Sentences will probably be simple and repetitive in structure. Vocabulary will convey meaning but is likely to be simple and imprecise. Errors in idiomatic usage will be a significant feature. Spelling may be inconsistent. Paragraphing may be haphazard or non-existent. There may be evidence of interesting and relevant subject matter, but the weight of linguistic error will tend to obscure or neutralise its effect.

5–7

Sense will usually be decipherable but some of the error will be multiple, requiring the reader to re-read and re-organise before meaning becomes clear. There are unlikely to be more than a few accurate sentences, however simple the whole composition. The content is likely to be comprehensible, but may be partly hidden by the density of the linguistic error.

0–4

Scripts are entirely, or almost entirely impossible to recognise as pieces of English writing. Whole sections will make no sense at all. Where occasional patches of relative clarity are evident some marks will be given. The mark of 0 is reserved for scripts that make no sense at all from beginning to end.

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Section B – Translation

2 Translate into English:

When I was working at the department of forestry 37 years ago, I had a Peace Corps friend whose name was Doug Kimoi. Once I went to travel to a city named Aspen, in Colorado, USA. I phoned Doug to let him know that I was there. I saw that he was living in a very nice house. He took me to a small room where there were thankas on the wall, a Nepali woolen carpet on the floor; metal items adorned the cupboard, a Tibetan style wooden table in the middle with a hubble-bubble on. For a moment I was astounded to see his love and affection towards Nepal.

Anyway I found out that he was already married. Because of a Nepali guest at his house, his wife was wearing a sari but how would she know about wearing a sari as she had never been to Nepal? She was wrapping herself with the sari just like one does with the petty coat. There are many foreigners who love Nepal like Doug. After all, what is there in Nepal that makes foreigners visit Nepal again and again? On the other hand, the entire Nepali people do not even try to understand their country and instead they are trying to move to foreign countries. However, foreigners come to Nepal considering it to be a Shangri-La.

[20 marks]

3 Translate into Nepali:

बर्दिया जिल्लाको सदरमुकाम गुलरियाबाट वनको बाटो हुँदै गाडीमा गएको एक घण्टापछि जनज्योति विद्यालयको प्राङ्गणमा प्रवेश गर्दा मैले एउटा चाखलाग्दो भवन देखें । यो साधारण विद्यालयहरू भन्दा निकै होचो थियो र यसको छानामा घाँस थियो । सोनाम नाम गरेका एक स्थानीय व्यक्ति जसले यो नयाँ विचार ल्याएका थिए, यसो भन्छन् - “घाँसले भवनलाई तातो हुनबाट बचाउँछ र बाहिर पानी पर्दाखेरिको आवाज पनि कम गराउँछ । ”

मे महिनाको घामलेगर्दा बाहिर मौसम एकदमै गर्मी थियो । त्यसैले हामी सबै घामबाट बच्न घाँसको छानामूनि हतारिएर गयौं । जसै हामी सिँढीबाट तलतिर झर्नु थियो तापक्रम तुरुन्तै तातोबाट चिसोमा परिणत भयो । जमिनको सतहभन्दा एक मिटर तल रहेका नयाँ कक्षाकोठाहरूको बाहिरी भागमा पुगेपछि मैले आरामको लामो सास फेरेँ किनकि मैले आफ्नो टाउको माथिको झ्यालबाट चिसो हावा बहेको अनुभव गरेँ ।

बर्दियामा पाँच बर्ष पुरानो ‘स्वतन्त्रताको लागि शिक्षा’ भन्ने योजनामा नयाँ विद्यालयहरू बनाउने कार्यक्रम समावेश गरेको छ । अब आफ्नो अन्तिम बर्षमा योजनाले नयाँ प्रविधिको प्रयोग गरी लाभ उठाएको छ जस अन्तर्गत यसै बर्ष निर्माण गरिएका दुइटा कक्षाकोठाहरू सामान्य भन्दा पाँच डिग्री कम चिसो हुने गरी बनाइएका छन् । यो प्रविधि भारतका विभिन्न ठाउँबाट यहाँ भित्रिएको हो ।

[20 marks]

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Section C – Comprehension

[15 marks for Content]

4 पहिलो उदाहरण हो - गाउँलेहरूले भुमाकोवारेमा धनेलाई बेलाबेलामा घोचपेच सुनाउने गर्थे । अनि दोस्रो उदाहरणचाहिँ गाउँलेहरूले धनेको घरमा पानी नपिउने भनेर उनलाई मानसिक दुख दिएकोलाई मान्न सकिन्छ ।

[2 marks]

5 धनेले जसरीपनि साहुबाट लिएको ऋण तिर्नु थियो । त्यसैले उनले त्यो ऋण तिर्नकोलागि कतैबाट अर्को ऋण पाइन्छ कि भनी धेरै खोज्यो, तर उनी निराश भए । यो प्रयास एउटा बच्चाले आकासबाट तारो खस्छ कि भनेर हात थाप्नु जस्तिकै थियो । जसरी आकासबाट तारा खस्न असम्भव छ त्यसैगरी धनेले ऋण पाउनु पनि असम्भव नै थियो ।

[4 marks]

6 नन्दे साहु हो र धने गाउँको एक किसान हो, त्यसैले तिनीहरूको बीच स्वाभाविकरूपमा साहु र असामीको सम्बन्ध थियो ।

[2 marks]

7 ऋण तिर्ने भाका बाँकी हुँदाहुँदै धने आएको देखेर नन्दे छक्क परेको हो । धने त्यहाँ साहुसंग लिएको ऋण चुक्ता गर्न आफ्नो खायल नै बेच्न भनी गएको थियो ।

[4 marks]

8 कुरा के थियो भने नन्दे आफ्नो भानिजकोलागि एउटा खायलको खोजीमा थियो जुन धने बसाइँ सरेपछि मात्र पुरा हुन सक्थ्यो । आफ्ना सारा प्रयास असफल भएपछि अन्तमा धनेले बसाइँ सर्ने नै निर्णय गर्‍यो । यसरी आफ्नो चाहना पुरा हुने देखेपछि नन्दे सन्तुष्ट र खुशी हुनु स्वाभाविक थियो ।

[3 marks]

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[5 marks for Language]

- 5 (Excellent)**
Clear, carefully chosen language with complex syntax where appropriate. Varied precise vocabulary. Hardly any or no technical errors.
- 4 (Good)**
Clear, appropriate language. Appropriate vocabulary. Few technical errors.
- 3 (Adequate)**
Language generally appropriate, but unsophisticated and generally simple syntax. Adequate vocabulary. Some technical errors.
- 2 (Weak)**
Unsophisticated language, not always appropriate. Very simple syntax with some clumsiness. Thin vocabulary. A number of technical errors.
- 1 (Poor)**
Thin, inappropriate use of language. Confused and obscure. Many errors.