



HINDI AS A SECOND LANGUAGE

0549/01

Paper 1 Reading and Writing

October/November 2019

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 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **7** 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	बंगला भाषा के प्रसिद्ध कवि / नोबेल पुरस्कार विजेता कवि	1
2	भाई-बहन का त्यौहार / भाई बहन के परस्पर स्नेह बंधन	1
3(i)	गंगास्नान करने	1
3(ii)	राखी मनाने (‘मंत्रोच्चार के लिए’ को अस्वीकार करें)	1
4	प्रसिद्ध कवि/रबीन्द्रनाथ को देखने के लिए / देखते ही पहचान गए	1
5	रखवाला राखी नहीं बंधवाएगा / मुसलमान होने के कारण	1
6(i)	मसजिद में राखी मनाने की खुशी / मुसलमान हमारे भाई हैं	1
6(ii)	मसजिद में राखी की मिठाई बँटी / दंगे नहीं हुए / रविन्द्रनाथ कुशल थे।	1
7	c	1
8	d	1
9	d	1
10	b	1
11	d	1
12	b	1
13	c	1
14	a	1
15	b / c	1
16(i)	जोड़ना/मिलाना / संयम/अनुशासन	1
16(ii)	योग मन की वृत्तियों पर नियंत्रण करता है	1
17(i)	शारीरिक: योगासन / स्वास्थ्य और क्षमता बढ़ाने के लिए	1
17(ii)	मानसिक/आध्यात्मिक: ध्यान अंग है / दुष्कर मनोभावों से मुक्ति / मन और आत्मा का सम्बंध दृढ़	1

Question	Answer	Marks
18(i)	शारीरिक शक्ति का बढ़ना / लचीलापन बना रहता है।	1
18(ii)	रोग से लड़ने की ताकत / हड्डियाँ मज़बूत होती हैं	1
18(iii)	मानसिक एकाग्रता से जागरूकता और स्मरण शक्ति का बढ़ना	1
19(i)	विद्यार्थियों के मानसिक स्वास्थ्य में सुधार और कल्याण की भावना	1
19(ii)	मानसिक एकाग्रता और स्मरण शक्ति बढ़ती है। / दुश्चिंताओं से एक भावनात्मक दूरी बना देती हैं।	1
19(iii)	शिक्षा पर सकारात्मक प्रभाव / बच्चों में हो रहे मानसिक रोगों से लड़ने की ताकत	1
20	<p>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>Content:</p> <p>4 marks Makes 4 clear points that answer the question.</p> <p>3 marks Makes some clear points that answer the question.</p> <p>2 marks Makes one or two points relevant to the question.</p> <p>1 mark Content has limited relevance to the question.</p> <p>0 marks No response worth of credit.</p> <p>List of possible main points:</p> <p>चैतन्यता-ध्यान की विधि और योगदान:</p> <p>(i) योग मन और शरीर को जोड़ता है। (1)</p> <p>(ii) शरीर को रोगों से लड़ने की शक्ति मिलती है। (1)</p> <p>(iii) स्मरण शक्ति और मानसिक एकाग्रता का सकारात्मक प्रभाव</p> <p>(iv) लंदन का स्कूल का पाठ्यक्रम में चैतन्य ध्यान को सम्मिलित किया गया है। (1)</p> <p>(v) जीवन की चुनौतियों का सामना करना की शक्ति</p> <p>(vi) दुश्चिंताओं से दूरी बना देती है। (1)</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> <ul style="list-style-type: none"> • . • . • . <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
22	<p data-bbox="316 253 1206 320">Award up to 8 marks for Content and up to 8 marks for the style and accuracy of Language.</p> <p data-bbox="316 353 954 387">Content: relevance and development of ideas</p> <p data-bbox="316 421 592 454">Level 4 [7–8 marks]</p> <p data-bbox="316 456 1310 524">Fulfils the task, with consistently appropriate register and a very good sense of purpose and audience.</p> <p data-bbox="316 526 1241 593">Ideas are well developed and communicated effectively, at appropriate length.</p> <p data-bbox="316 595 778 629">Effectively organised and coherent.</p> <p data-bbox="316 631 1230 698">Consistently appropriate style and register. Uses well-constructed and linked paragraphs.</p> <p data-bbox="316 732 592 766">Level 3 [5–6 marks]</p> <p data-bbox="316 768 1286 835">Fulfils the task, with appropriate register and a good sense of purpose and audience.</p> <p data-bbox="316 837 932 871">Ideas are well developed at appropriate length.</p> <p data-bbox="316 873 703 907">Well organised and coherent.</p> <p data-bbox="316 909 1161 976">Appropriate style and register. Uses reasonably well-constructed paragraphs with some linking words.</p> <p data-bbox="316 1010 592 1043">Level 2 [3–4 marks]</p> <p data-bbox="316 1046 1310 1135">Fulfils the task reasonably well with mostly relevant points. The register may not be consistent. Demonstrates a reasonable sense of purpose and audience.</p> <p data-bbox="316 1137 1042 1171">Ideas are satisfactorily developed at appropriate length.</p> <p data-bbox="316 1173 831 1207">Generally well organised and coherent.</p> <p data-bbox="316 1209 1286 1276">Some attempt to use appropriate style and register and to organise writing into paragraphs.</p> <p data-bbox="316 1310 592 1344">Level 1 [1–2 marks]</p> <p data-bbox="316 1346 1262 1413">Limited engagement with the task with few relevant points. Inappropriate register and insufficient awareness of purpose and/or audience.</p> <p data-bbox="316 1415 1286 1482">There is some development of ideas, although in places this is incomplete and/or repetitive.</p> <p data-bbox="316 1485 762 1518">Organisation may lack coherence.</p> <p data-bbox="316 1520 1310 1588">Style and register may be inconsistent or inappropriate. Limited or no use of paragraphs.</p> <p data-bbox="316 1621 560 1655">Level 0 [0 marks]</p> <p data-bbox="316 1657 703 1691">No response worthy of credit.</p>	16

Question	Answer	Marks
22	<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>	