



# Cambridge IGCSE™

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**HINDI AS A SECOND LANGUAGE**

**0549/01**

Paper 1 Reading and Writing

**February/March 2022**

MARK SCHEME

Maximum Mark: 60

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**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 February/March 2022 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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This document consists of **9** 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 | Guidance   |
|----------|--|-------|--|
| 1        | औषधि / बीमारियों में उपयोग किया जाता है।   | 1     | <b>Reject:</b> सौंदर्य प्रसाधन सामग्री/ बीमारी/ पेट की बीमारियों में लाभकारी |
| 2        | रहस्यमय  | 1     | <b>Please reject:</b> सौंदर्य प्रसाधन सामग्री                                |
| 3        | (i) अरबी भाषा के 'एलोह' से<br>(ii) उसका स्वाद/ कसैला/ कड़ुा स्वाद  | 2     | <b>Reject:</b> चमकीला  |
| 4        | (i) गर्मी और<br>(ii) सूखी ज़मीन/कम पानी वाली जमीन  | 2     | जलवायु परिवर्तन  |
| 5        | रेगिस्तान में उपजने के बावजूद पत्ते के भीतर के रस की जानकारी करने के लिए/जलवायु परिवर्तन से पानी की कमी में खेती करने के उपाय खोजने के लिए/ पौधे के सूखी और मरुस्थलीय ज़मीन पर पनपने वाले विशेषता के लिए | 1     | पत्ते के भीतर गूदे में पानी किस तरह संचित रहता है                            |
| 6        | क्योंकि उन दावों के वैज्ञानिक प्रमाण उपलब्ध नहीं।  | 1     | बहुत कम वैज्ञानिक  |
| 7        | D  | 1     |  |
| 8        | A  | 1     |  |
| 9        | B  | 1     |  |
| 10       | D  | 1     |  |
| 11       | B  | 1     |  |
| 12       | C  | 1     |  |
| 13       | A  | 1     |  |
| 14       | A  | 1     |  |
| 15       | C  | 1     |  |

| Question | Answer  | Marks | Guidance  |
|----------|---|-------|---|
| 16       | (i) वैदिक काल में इसका वर्णन<br>(ii) यूनानी चिकित्सक द्वारा उल्लेख/ 460 ईस्वी पूर्व औषध शास्त्र में/ प्राचीन ईसाई चर्च संघ के समय स्त्रियाँ रोगियों की सेवा करने जाती थीं/ 100 ईस्वी पूर्व चरक द्वारा उल्लेख।                         | 2     | औषध शास्त्र   |
| 17       | (i) 19वीं शताब्दी में इसका श्रेय फ्लोरेंस नाइटिंगेल को मिला।<br>(ii) मेरी सीकोल के योगदान को □ धुनिक युग में मान्यता मिली।<br>□ ज उनका स्मरण फ्लोरेंस नाइटिंगेल के साथ  | 2     |   |
| 18       | Accept any <b>3</b> from <b>4</b><br>(i) बुद्धिमान<br>(ii) दयावान/ उदारता<br>(iii) रोगी की सेवा करने में कुशल/ दक्ष<br>(iv) धैर्यवान  | 3     | कर्मठता/कठिनाइयों का सामना करना/<br>सफलतापूर्वक रोगी का इलाज करना/लगन/परिश्रम |
| 19       | (i) तत्कालीन समाज में मिश्र-जाति के प्रति असहिष्णुता / पूर्वाग्रह / रंगभेद की भावना<br>(ii) Accept any <b>one</b> of the following two:<br>• मेरी सीकोल ब्रिटिश सरकार के औपचारिक दल की सदस्य नहीं थीं<br>• मेरी सीकोल स्वयंसेविका थीं | 2     | उन्हें मुफ्त चाय और लेमोनेड बाँटने वाली                                       |

| Question | Answer   | Marks | Guidance |
|----------|--|-------|----------|
| 20       | <p>अंतर्वस्तु के लिए 4 अंक और सटीक और संक्षिप्त भाषा के लिए अधिकतम 6 दिए जाएंगे।</p> <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><b>Content:</b></p> <p><b>4 marks</b><br/>Makes 4 clear points that answer the question.</p> <p><b>3 marks</b><br/>Makes some clear points that answer the question.</p> <p><b>2 marks</b><br/>Makes one or two points relevant to the question</p> <p><b>1 mark</b><br/>Content has limited relevance to the question.</p> <p><b>0 marks</b><br/>No response worth of credit.</p> <p><b>List of possible main points (2 points for Florence Nightingale and 2 points for Mary Seacole)</b></p> <ol style="list-style-type: none"> <li>रोगी की सेवा-सुश्रूषा को परिचर्या कहते हैं।</li> <li>चरक के अनुसार उपचारिका को चतुर, दयावान, रोगी की सब प्रकार से सेवा करने में दक्ष और धैर्यवान होना चाहिए।</li> <li>माना जाता है कि धुनिक परिचर्या की नींव फ्लोरेंस नाइटिंगेल ने डाली।</li> <li>फ्लोरेंस नाइटिंगेल के प्रबंध के परिणामस्वरूप बैरक के अस्पतालों में मृत्युसंख्या 42 प्रतिशत से घटकर 2 प्रतिशत रह गई।</li> <li>उसी दौरान जमैइका मूल की मेरी सीकोल ने अपनी माँ की देखरेख में जड़ी-बूटियों से उपचार करने की विधि सीखी।</li> <li>जब फ्लोरेंस नाइटिंगेल नर्सों का एक दल लेकर क्राइमिया जाने की तैयारी कर रही थीं, मेरी सीकोल ने उस दल में शामिल होने के लिए वेदन किया जो बिना कारण बताए अस्वीकृत कर दिया गया।</li> <li>मेरी सीकोल ने सन 1855 में एक स्वतंत्र स्वयं सेविका के रूप में क्राइमिया जाकर एक भोजनालय खोला जिसमें मुफ्त भोजन और पेय बाँटने के साथ वे घायल सैनिकों की परिचर्या करने लगीं। घायल सैनिक उन्हें 'माँ सीकोल' पुकारते थे।</li> </ol> | 10    |          |

| Question | Answer  | Marks | Guidance |
|----------|---|-------|----------|
| 20       | <p>8 वे क्राइमिया में फ्लोरेंस नाइटिंगेल से मिली और उनके दिल में सम्मिलित होने के उनके अनुरोध को फिर से अस्वीकार कर दिया गया।</p> <p>9 मेरी सीकोल को संदेह था कि सम्भवतः इसके पीछे उनका मिश्रजातीय होना रहा होगा।</p> <p>10 तत्कालीन इतिहासकारों ने कदाचित रंगभेद की भावना से उपचारिका के रूप में मेरी के योगदान को नकारते हुए लिखा कि वे चाय और लेमोनेड के मुफ्त वितरण करने के लिए जानी जाती थीं।</p> <p>11 □ धुनिक परिचर्या की प्रवर्तक के रूप में □ ज मेरी सीकोल का नाम फ्लोरेंस नाइटिंगेल के साथ लिया जाता है।</p> <p><b>Language (style and accuracy)</b></p> <p><b>5–6 marks</b><br/>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><b>4 marks</b><br/>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><b>3 marks</b><br/>Uses mainly simple structures and vocabulary. Sometimes attempts to use more ambitious language.<br/>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><b>2 marks</b><br/>Uses simple structures and vocabulary.<br/>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><b>1 mark</b><br/>Uses very simple structures and vocabulary.<br/>Lack of control of simple structures makes meaning mostly difficult to understand. Inappropriate style and register. No use of paragraphs.</p> |       |          |

| Question | Answer   | Marks | Guidance |
|----------|--|-------|----------|
| 21       | <p>Award up to 3 marks for Content and up to 5 marks for the style and accuracy of Language.</p> <p><b>Content:</b><br/>Award 1 mark for covering each bullet point, up to a maximum 3 marks:</p> <ol style="list-style-type: none"> <li>1 फ़िल्म की कथावस्तु</li> <li>2 उसका सबसे रोचक भाग</li> <li>3 किस उम्र के दर्शकों के लिए उपयुक्त है और क्यों?</li> </ol> <p><b>Language (style and accuracy)</b></p> <p><b>5 marks</b><br/>Uses a wide range of language including complex structures effectively.<br/>High level of accuracy, very good control of language. Consistently appropriate style and register. Uses well-constructed and linked paragraphs.</p> <p><b>4 marks</b><br/>Uses a range of structures appropriately. Attempts to use more ambitious language.<br/>Mostly accurate with a good control of language. Any errors do not impede meaning.<br/>Appropriate style and register. Uses reasonably well-constructed paragraphs with some linking words.</p> <p><b>3 marks</b><br/>Uses mainly simple structures and vocabulary. Sometimes attempts to use more ambitious language.<br/>Uses simple structures with a good degree of control. Inaccuracies occur when attempting more ambitious language. Meaning is generally clear.<br/>Some attempt to use appropriate style and register and to organise writing into paragraphs.</p> <p><b>2 marks</b><br/>Uses simple structures and vocabulary.<br/>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><b>1 mark</b><br/>Uses very simple structures and vocabulary.<br/>Lack of control of simple structures makes meaning mostly difficult to understand. Inappropriate style and register. No use of paragraphs.</p> <p><b>0 marks</b><br/>No response worthy of credit.</p> | 8     |          |

| Question | Answer  | Marks | Guidance |
|----------|---|-------|----------|
| 22       | <p>Award up to 8 marks for Content and up to 8 marks for the style and accuracy of Language.</p> <p><b>Content: relevance and development of ideas</b></p> <p><b>Level 4 [7–8 marks]</b><br/>Fulfils the task, with consistently appropriate register and a very good sense of purpose and audience. Ideas are well developed and communicated effectively, at appropriate length. Effectively organised and coherent. Consistently appropriate style and register. Uses well-constructed and linked paragraphs.</p> <p><b>Level 3 [5–6 marks]</b><br/>Fulfils the task, with appropriate register and a good sense of purpose and audience. Ideas are well developed at appropriate length. Well organised and coherent. Appropriate style and register. Uses reasonably well-constructed paragraphs with some linking words.</p> <p><b>Level 2 [3–4 marks]</b><br/>Fulfils the task reasonably well with mostly relevant points. The register may not be consistent. Demonstrates a reasonable sense of purpose and audience. Ideas are satisfactorily developed at appropriate length. Generally well organised and coherent. Some attempt to use appropriate style and register and to organise writing into paragraphs.</p> <p><b>Level 1 [1–2 marks]</b><br/>Limited engagement with the task with few relevant points. Inappropriate register and insufficient awareness of purpose and/or audience. There is some development of ideas, although in places this is incomplete and/or repetitive. Organisation may lack coherence. Style and register may be inconsistent or inappropriate. Limited or no use of paragraphs.</p> <p><b>Level 0 [0 marks]</b><br/>No response worthy of credit.</p> | 16    |          |



| Question | Answer  | Marks | Guidance |
|----------|---|-------|----------|
| 22       | <p><b>Language: style and accuracy</b></p> <p><b>Level 4 [7–8 marks]</b><br/>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><b>Level 3 [5–6 marks]</b><br/>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><b>Level 2 [3–4 marks]</b><br/>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><b>Level 1 [1–2 marks]</b><br/>Uses simple structures and vocabulary. Some lack of control of simple structures. Meaning is often obscured.</p> <p><b>Level 0 [0 marks]</b><br/>No response worthy of credit.</p> |       |          |