

## **MARK SCHEME for the May/June 2008 question paper**

### **0549 HINDI AS A SECOND LANGUAGE**

**0549/01**

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.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

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

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the May/June 2008 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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अभ्यास 1. उत्तर 1-6.

- 1 बग्गी बंद डिब्बे की तरह होती है, तो फिटन और टमटम खुले वाहन हैं, जिन्हें नवाबों द्वारा यात्रा में वरीयता दी जाती थी।
- 2 जिसमें एक से ज्यादा घोड़े हों।
- 3 सामाजिक आर्थिक बदलावों ने हल्के वाहनों के निर्माण को प्रोत्साहित किया।
- 4 तांगे एक से ज्यादा यंत्रियों को ले जाने के लिए है जबकि इक्के में सिर्फ एक यात्री जा सकता है।
- 5 प्रतियोगिता में हिस्सा लेने का निमंत्रण प्राप्त होने या मीडिया में इसकी घोषणा के साथ ही शुरू हो जाती हैं।  
(Any one from three)
- 6 पुरानी नाल के स्थान पर नई नाल लगाई जाती है। पैरों की सुंदरता बढ़ाने के लिए कशीदाकारी युक्त वस्त्र पैरों में डाले जाते हैं और पीतल या चांदी के घुंघरू बांधे जाते हैं।

7 अभ्यास 2, प्रश्न 7.

नाम - नरेश यादव,	अंक 1
आयु - 16 वर्ष,	अंक 1
पता - मकान न. 22, सिविल लाइंस, इलाहाबाद,	अंक 1
दूरभाष - 395759,	अंक 1
चित्रकला में रुचि - लगभग पिछले 6 वर्षों से	अंक 1
प्राकृतिक सुंदरता आंकने में ज्यादा दिलचस्पी है।	
चटकीले रंगों से उसने कई भौगोलिक परिस्थितियों को	अंक 2
अपने चित्रों में संजोया है।	

अभ्यास 3, उत्तर 8-11.

- 8 अनुष्का शंकर लंदन में 10 वर्ष रहीं और उन्होंने 9 साल की उम्र से सितार बजाना सीखा। 13साल की उम्र में पहली प्रस्तुति दी। (Any two from three)
- 9 मेरे माता पिता ने हमेशा वह सबकुछ करने दिया जो मैं करना चाहती थीं। छुट्टियों में अपने दोस्तों के साथ मैं जहां भी जाना चाहती थीं, मेरे माता पिता जाने देते थे।
- 10 तीन एलबम आए हैं। पहला अनुष्का नाम से, दूसरा अनुराग, तीसरा 'लाईव करनेगी हॉल'
- 11 हम दोनों दो अलग किस्म का संगीत बजाते हैं और इसके बीच में किसी तरह की तुलना करना ठीक नहीं है।

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### अभ्यास 4, प्रश्न- 12

परिच्छेद में समाहित करने के लिए संगत बिन्दु

Mark up to 6 for **content** and up to 4 for **language**.

Count words and cross out everything after 120.

Do not award language marks if there is no content.

#### **Content** (up to 6 marks)

Tick and number the points listed below.

- 1 बढ़ते दंत रोगों का मूल कारण भोजन में विटामिन ए तथा सी की कमी है। अधिक गर्म और अधिक ठंडे पदार्थों का सेवन करना बताया है।
- 2 भारत में दंत रोगों से पीड़ित लोगों का आंकड़ा 20 करोड़ से ज़्यादा है।
- 3 दंत रोगों में सबसे ज़्यादा पायरिया का प्रकोप है।
- 4 पान, तंबाकू, सिगरेट-जैसी निरर्थक वस्तुओं से मुंह की ग्रंथियों में विकृति आ जाती है।
- 5 भोजन के बाद ठीक से मुंह साफ न किया जाए तो खाद्य पदार्थों के छोटे कण दांतों की झिरी या जड़ों में अटक कर सड़न पैदा करते हैं और लैक्टिक एसिड बनाते हैं।
- 6 बच्चों को चॉकलेट, फास्ट फूड, शीतल पेय आदि से बचाना चाहिए।
- 7 अधिक गर्म और अधिक ठंडे पदार्थों का सेवन से भी दाँतों पर बुरा असर पड़ता है।
- 8 दांतों की रक्षा के लिए व्यक्ति को नियमित रूप से नींबू, संतरा, मौसमी, आंवला, जैसी फल-सब्जियों का सेवन करना चाहिए।

#### **Language** (up to 4 marks)

- 0 meaning obscure because of density of language errors and serious problems with expression / nothing of relevance.
- 1 expression weak / reliance on lifting without discrimination
- 2 expression limited / some reliance on lifting from the original, but some sense of order
- 3 expression good, with attempts to group and sequence ideas in own words
- 4 expression very good; clear, orderly grouping and sequencing, largely own words

**[Max. total for Exercise 4: 10 marks]**

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अभ्यास 5, उत्तर 13-20

- 13 सही [1]
- 14 गलत, चम्बा का इतिहास, कला, धर्म और पर्यटन का मनोहरी मेल है [1+1]
- 15 सही [1]
- 16 गलत, चम्बा के सौन्दर्य को आत्मसात करने के बाद ही डा. बोगल ने इसे अचंभा कहा होगा। [1+1]
- 17 बड़े कलाप्रिय, धार्मिक और जनसेवक राजा मिले।
- 18 किसी घाटी की ऊंचाई पर खड़े होकर देखें तो समूचा चम्बा शहर भी किसी अनूठी कलाकृति जैसा ही लगता।
- 19 चुपचाप उसका पीछा किया।
- 20 उसकी बेटी को उससे छीन लिया और एक मंदिर बनाने का आदेश दिया। (any one from two)

अभ्यास- 6.

लिखित उत्तर

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### Exercise 6

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.

Annotate as follows:

C (mark) + L (mark) = ringed total

- **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.
- 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.

**[Max. total for Exercise 6: 20 marks]**

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### 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> None 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>