

International General Certificate
of Secondary Education

Syllabus

HINDI AS A SECOND LANGUAGE 0549

For examination in June 2009

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HINDI AS A SECOND LANGUAGE

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1 INTRODUCTION

International General Certificate of Secondary Education (IGCSE) syllabuses are designed as two-year courses for examination at age 16-plus.

All IGCSE syllabuses follow a general pattern. The main sections are:

- Aims
- Assessment Objectives
- Assessment
- Curriculum Content.

The IGCSE subjects have been categorised into groups, subjects within each group having similar Aims and Assessment Objectives.

Hindi as a Second Language falls into Group I, Languages, of the International Certificate of Education (ICE).

It is presumed that most candidates for Hindi as a Second Language will be studying the language in order to promote their educational or employment prospects. Candidates will be expected to understand a wider range of social registers and styles than they can produce and to communicate appropriately.

The topics selected will relate to the interests and needs of the candidates in using Hindi as a Second Language, e.g. education, the world of work, current affairs, health and welfare, travel, school affairs.

2 AIMS

The syllabus assesses students' ability to use Hindi as a medium of practical communication, and is aimed at students for whom Hindi is not a first language/mother tongue but for whom it is a lingua franca or language of study.

The aims set out below describe the general educational purposes of a course in Hindi as a Second Language, and are the same for all students. They are not listed in order of priority.

The aims are to:

- 1 develop the ability to use Hindi effectively for the purpose of practical communication
- 2 form a sound base for the skills required for further study or employment using Hindi as the medium
- 3 develop an awareness of the nature of language and language-learning skills, along with skills of a more general application
- 4 promote students' personal development.

3 ASSESSMENT OBJECTIVES

This syllabus assesses Reading, Writing and Listening.

Assessment Objectives (AOs) have been grouped under skill headings, but it is recognised that these are interrelated.

READING

Candidates will be assessed on their ability to:

- 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

WRITING

Candidates will be assessed on their ability to:

- 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

LISTENING

Candidates will be assessed on their ability to:

- L1 understand and respond to information presented in a variety of forms
- L2 recognise, understand and distinguish between facts, ideas and opinions
- L3 select and organise material relevant to specific purposes

SPECIFICATION GRIDS**PAPER 1: READING AND WRITING**

Assessment Objective	Section 1				Section 2	
	Exercise 1	Exercise 2	Exercise 3	Exercise 4	Exercise 5	Exercise 6
R1	✓	✓	✓	✓	✓	
R2		✓	✓	✓		
R3			✓	✓	✓	
R4		✓	✓		✓	
W1				✓		✓
W2				✓		✓
W3				✓		✓
W4				✓		✓
W5				✓		✓
W6				✓		✓

PAPER 2: LISTENING

Assessment Objective	Exercise 1	Exercise 2	Exercise 3	Exercise 4
L1	✓	✓	✓	✓
L2			✓	✓
L3		✓		✓

4 ASSESSMENT

SCHEME OF ASSESSMENT SUMMARY

Candidates will take:

	Duration of Examination	Weighting
Paper 1 Reading and Writing	2 hours	67%

and:

Paper 2 Listening	Approx. 35-45 mins	33%
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All candidates are eligible for the award of grades A* to G.

DESCRIPTION OF COMPONENTS

All questions and responses to be in Hindi.

Paper 1: Reading and Writing

Total mark: 60; duration: 2 hours.

For all parts of this paper, candidates write their answers in spaces provided in a question paper booklet. Dictionaries may not be used.

The question paper is divided into two sections, as follows, and candidates should attempt all exercises:

Section 1

- **Exercise 1** – Reading exercise: candidates will be required to answer a series of questions testing skim-/gist-reading skills, requiring short (single word/phrase) answers, based on a short text printed in the question paper. The text will be one of the following types: advertisement, brochure, leaflet, guide, report, manual, instructions.

Assessment objective: R1

Total mark: 6

- **Exercise 2** – Information transfer: candidates will be required to complete a form/notes template on the basis of information provided on the question paper.

Assessment objectives: R1, R2, R4

Total mark: 7

- **Exercise 3** – Note making: candidates will be required to make brief notes (under a supplied heading or headings) relating to a text printed in the question paper.

Assessment objectives: R1, R2, R3, R4

Total mark: 7

- **Exercise 4** – Summary writing: candidates will be required to write a paragraph-length summary about an aspect or aspects of a passage printed on the question papers.
Assessment objectives: R1, R2, R3, W1, W2, W3, W4, W5, W6
Total mark: 10

Section 2

- **Exercise 5** – Reading exercise: candidates will be required to answer a series of questions testing more detailed comprehension, based on a text printed in the question paper. The text will take the form of a report/newspaper/magazine article.
Assessment objectives: R1, R3, R4
Total mark: 10
- **Exercise 6** – Writing exercise: candidates will be required to write approximately 150-200 words of continuous prose, in response to a short stimulus (which may take the form of pictures) and/or short prompts printed on the paper. A purpose, format and audience for the writing will be specified.
Assessment objectives: W1, W2, W3, W4, W5, W6
Total mark: 20

Paper 2: Listening

Total mark: 30; duration: approx. 35-45 minutes.

For all parts of this paper, candidates write their answers in spaces provided in a question paper booklet. Dictionaries may not be used.

Each exercise tests listening comprehension of recorded texts (e.g. dialogues, interviews, conversations, talks) on a cassette tape played in the examination room. Each text is heard twice on the cassette tape.

The cassette tape is controlled by the invigilator of the examination, not the candidate(s). For details about room, equipment, checking the tapes in advance and guidance on acoustics, teachers/invigilators should consult the relevant sections of the *Handbook for Centres* about the conduct of listening tests.

The question paper is divided into four exercises, as follows, and candidates should attempt all exercises.

- **Exercise 1** – Six comprehension items based on a series of short spoken texts (e.g. travel announcement, answerphone message, brief message), requiring short answers
Assessment objectives: L1
Total mark: 6
- **Exercise 2** – Comprehension exercise based on longer spoken texts (e.g. conversation, interview, monologue, talk): candidates will be required to complete gaps on forms/charts printed on the question paper.
Assessment objectives: L1, L3
Total mark: 8

- **Exercise 3** – True-or-false exercise based on longer spoken texts (e.g. conversation, interview, monologue, talk): candidates will be required to indicate whether statements printed on the question paper are either true or false by ticking the correct box.

Assessment objectives: L1, L2

Total mark: 6

- **Exercise 4** – Comprehension exercise based on longer spoken texts (e.g. conversation, interview, monologue, talk): candidates will be required to answer open-ended questions, with short or sentence-length answers.

Assessment objectives: L1, L2, L3

Total mark: 10

5 CURRICULUM CONTENT

ASSESSMENT OBJECTIVE

1 Reading

All students should be able to:

- demonstrate the ability to understand public notices and signs (including timetables and advertisements)
- demonstrate the ability to extract relevant specific information from forms, letters, brochures and examples of imaginative writing considered likely to be within the experience of and reflecting the interests of young people from varied cultural backgrounds
- scan for particular information, organise the relevant information and present it in a logical manner/given format

In addition, candidates aiming for grades A*-C should be able to:

- demonstrate the ability to extract relevant information from a wider range of texts, including magazines and newspapers likely to be read by young people
- demonstrate the ability to identify the important points or themes within an extended piece of writing
- draw conclusions from and see relations within an extended text

2 Writing

All students should be able to:

- carry out simple writing tasks, e.g. completing forms, short pieces in an appropriate and accurate form of Hindi in response to a written stimulus
- demonstrate the ability to describe, report, give personal information
- identify, organise and present given material in a particular form

In addition, candidates aiming for grades A*-C should be able to:

- carry out longer writing tasks on a wider range of topics in response to a written stimulus

3 Listening

All students should be able to:

- demonstrate understanding of specific details, information and semi-formal announcements in contexts such as news, weather, travel broadcasts, and in interviews, dialogues and telephone conversations
- demonstrate general comprehension of the speaker's intentions where appropriate

In addition, candidates aiming for grades A*-C should be able to:

- identify the important points or themes of the material they hear, including attitudes
- draw conclusions from and identify the relationships between ideas within the material they hear
- show awareness of major variations in register

6 GRADE DESCRIPTIONS

Grade descriptors are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall, and may conceal weakness in one aspect of the examination that is balanced by above-average performance on some other.

At **Grade A** the candidate has demonstrated expertise by:

- understanding and communicating arguments, ideas and information both at a straightforward and a more complex level;
- structuring work overall so that the reader can follow the argument from the beginning to the end;
- selecting material from texts and developing it in relationship to the question, sufficient to show some independence of thought;
- recognising and explaining underlying meaning and the writer's attitude to the subject matter;
- varying style in different types of writing and giving evidence of a good range of language;
- spelling and punctuating accurately (with few if any mistakes);
- using well constructed paragraphs and sentences and obeying standard grammatical conventions.

At **Grade C** the candidate has demonstrated competence by:

- understanding and communicating arguments, ideas and information at a straightforward level;
- ensuring that all work has a clear beginning, middle and ending, and that ideas generally follow on from one another;
- selecting material from texts in answer to questions and providing straightforward explanations and developments to show relevance;
- recognising more obvious meanings and attitudes;
- writing with some knowledge of style and the possibility of varying it according to different types of writing; using a range of language adequate to all the tasks set;
- spelling and punctuating with accuracy;
- using adequate paragraphing and some variety of sentence construction and showing awareness of standard grammatical conventions.

At **Grade F** the candidate has demonstrated a basic level of competence by:

- understanding and communicating information at a basic level;
- ensuring that all work has a basic sequence;
- selecting material from texts in answer to questions and providing basic explanations;
- recognising straightforward meanings and attitudes;
- writing at least in single sentences with the possibility of sentence variety according to different types of writing; using language adequate to some of the tasks set;
- spelling and punctuating so that weaknesses do not seriously impair communication;
- using occasional paragraphing and variety of sentence construction, with some regard to everyday grammatical conventions.