



Cambridge IGCSE™

HINDI AS A SECOND LANGUAGE

0549/01

Paper 1 Reading and Writing

February/March 2024

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 February/March 2024 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **11** printed pages.

PUBLISHED**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 descriptions 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	(पहला) बालिका विद्यालय खोला	1	Please reject:
2	सावित्रीबाई को पढ़ना-लिखना सिखाया	1	सावित्री बाई के मार्गदर्शक बने।
3	एक वर्ष में विद्यार्थी संख्या 9 से बढ़कर 150 हो गई/बालिकाओं की संख्या सरकारी स्कूल के लड़कों की संख्या से अधिक हो गई।	1	बच्चों की संख्या बड़ गई।
4	वे उनका विरोध करने के लिए ताने कसते थे।	1	
5	कोई 2 स्वीकार करें: (i) स्त्री शिक्षा का प्रसार/स्त्री विमर्श को देश की वैचारिक मुख्य धारा में लाना, (ii) विधवा-विवाह का समर्थन/विधवा आश्रम की स्थापना (iii) स्त्रियों को समान अधिकार दिलाने के लिए सेवामंडल की स्थापना	2	सभी स्त्रियाँ एक साथ चटाई पर बैठती थी।
6	(i) सावित्रीबाई का जन्म दिन बालिका दिवस के रूप में मनाया जाना। (ii) पुणे विश्वविद्यालय का नाम सावित्रीबाई पुणे विश्वविद्यालय किया जाना।	2	
7	C	1	
8	B	1	
9	A	1	
10	D	1	
11	C	1	
12	A	1	
13	B	1	

Question	Answer	Marks	Guidance
14	D (A को भी स्वीकारें)	1	
15	D	1	
16	(i) अरबी भाषा के 'कहवा' से/ अरबी भाषा में इसकी व्युत्पत्ति 'कहिया' से दी गई है। (ii) भूख की कमी	2	
17	(i) शारीरिक जागरूकता के लिए (ii) ध्यान लगाने के लिए	2	
18	<u>कारण:</u> (आवश्यक) (i) कॉफी बौद्धिक जीवन का प्रतीक/वहाँ पर लोग कई मसलों पर चर्चा करने, मुशायरे सुनने और शतरंज खेलने लगे। <u>प्रतिक्रियाएँ</u> कोई 2 स्वीकार करें: (ii) कॉफी हाउस के मसजिदों से अधिक लोकप्रिय हो जाने की आशंका (iii) कॉफी हाउस मयखानों से भी बदतर/षडयंत्र के अड्डे बनने का भय (iv) कॉफी हाउस बंद करवाने के असफल प्रयास/कड़ी सज़ा का ऐलान	3	
19	(i) किसान को कॉफी के दाम का दसवाँ हिस्सा मिलना (ii) विकसित देशों को उसका अधिकांश लाभ मिलना	2	यदि पहला उत्तर गलत है और दूसरे उत्तर में दोनों बातें हैं तो केवल 1 अंक दें।

Question	Answer	Marks	Guidance
20	<p>अंतर्वस्तु के लिए 4 अंक और सटीक और संक्षिप्त भाषा के लिए अधिकतम 6 दिए जाएंगे। <i>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.</i></p> <p>Content:</p> <p>4 marks <i>Makes 4 clear points that answer the question.</i></p> <p>3 marks <i>Makes some clear points that answer the question.</i></p> <p>2 marks <i>Makes one or two points relevant to the question</i></p> <p>1 mark <i>Content has limited relevance to the question.</i></p> <p>0 marks <i>No response worth of credit.</i></p> <p>List of possible main points:</p> <p><u>उत्पत्ति:</u> कॉफी का जन्मस्थान लालसागर के दक्षिणी छोर पर स्थित यमन और इथियोपिया की पहाड़ियाँ हैं/ इथियोपिया से कॉफी का चलन अरब देश पहुँचा और वहाँ वह बेहद लोकप्रिय पेय बन गया। शुरुआत में इसकी खेती केवल यमन में होती थी।</p> <p><u>लोकप्रियता:</u> (i) अरब देशों में जैसे-जैसे इसका प्रचलन बढ़ा, वहाँ कॉफी हाउस खुले और लोग वहाँ बैठकर कई मसलों पर चर्चा करने, मुशायरे सुनने और शतरंज खेलने लगे/ (ii) कॉफी हाउस बौद्धिक जीवन का प्रतीक बन गए और लोग मस्जिदों के बजाए कॉफी हाउस का रुख करने लगे।</p>	10	

Question	Answer	Marks	Guidance
20	<p>सामाजिक असमानता: लगभग सारी कॉफी दुनिया के कम विकसित, निम्न-आय वाले क्षेत्रों में उगाई जाती है। कॉफी के बीस को सुखाने के बाद सूखी बीस को किसान समृद्ध 'ग्लोबल नॉर्थ' को बेच देते हैं जहाँ विकसित देशों में उन्हें भूना जाता है। बीस को भूनने के बाद उसकी कीमत बढ़ जाती है। कॉफी के मूल्य के 1 डॉलर में से केवल 10 सेंट उसके उत्पादक के पास जाता है और 81 सेंट उसे भूनकर तैयार करने वाले देशों तथा बाकी का बीच वाले व्यापारी के पास जाता है।</p> <p>Language (style and accuracy)</p> <p>5–6 marks <i>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.</i></p> <p>4 marks <i>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.</i></p> <p>3 marks <i>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.</i></p> <p>2 marks <i>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.</i></p> <p>1 mark <i>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.</i></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>Content: Award 1 mark for covering each bullet point, up to a maximum 3 marks:</p> <p>1 आप कहाँ जा रहे थे 2 वहाँ क्या हुआ 3 आपको कैसा लगा।</p> <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>	8	

Question	Answer	Marks	Guidance
21	<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>		

Question	Answer	Marks	Guidance
22	<p>परीक्षार्थियों के अपने विचार</p> <p>Award up to 8 marks for Content and up to 8 marks for the style and accuracy of Language.</p> <p>Content: relevance and development of ideas</p> <p>Level 4 [7–8 marks] 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>Level 3 [5–6 marks] 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>Level 2 [3–4 marks] 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>Level 1 [1–2 marks] 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>Level 0 [0 marks] No response worthy of credit.</p>	16	

Question	Answer	Marks	Guidance
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>		