



# Cambridge IGCSE™

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**HINDI AS A SECOND LANGUAGE**

**0549/01**

Paper 1 Reading and Writing

**October/November 2021**

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 October/November 2021 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	(i) मनोरंजन (ii) नैतिक संदेश / शिक्षा	2	<b>Please reject:</b> आशा
2	सुखांत/ जैसे उनके दिन फिरे जैसे सबके फिरे।	1	<b>Please reject:</b> मनोरंजन
3	उसका दाना चक्की के खूटे में फंस गया था।	1	<b>Please reject:</b> चक्की में फंस गया था
4	वह राजा को छोड़ दे। या राजा को छोड़ने की दरखास्त कर ाली।	1	
5	जब चींटी हाथी को काटने को तैयार हो गई।	1	
6	(i) सतत प्रयत्न <b>अथवा</b> हार नहीं माननी चाहिए। (ii) धीरज रखें <b>अथवा</b> अपनी शक्ति कमजोर न माने। <b>अथवा</b> दूसरों की मदद करें।	2	
7	B	1	
8	D	1	
9	C	1	
10	D	1	
11	C	1	
12	B	1	
13	A	1	
14	D	1	
15	A	1	
16	(i) पेंग्विन अपने पंखों से उड़ने की क्षमता खोकर उनका प्रयोग बदल कर तैराक बन गए। <b>अथवा</b> उड़ने में असमर्थ। (ii) हड्डियाँ भारी हो गई... और चप्पू जैसे हाथ उन्हें तैराकी में माहिर तैराक बनाते हैं।	2	

Question	Answer	Marks	Guidance
17	(i) 17–20 प्रजातियाँ, सबसे बड़ा ऐम्परर और सबसे छोटा कोरोरा पेंग्विन। (ii) दक्षिणी गोलार्द्ध, न्यूजीलैंड, तस्मानिया, दक्षिण ऑस्ट्रेलिया, दक्षिण अफ्रीका और भूमध्यरेखा के उत्तर प्रदेश।	2	
18	(i) मछली, झींगा आदि का शिकार। (ii) लगभग पाँच साल की उम्र में मादा पेंग्विन प्रजनन के लिए तैयार <b>अथवा</b> अधिकतर प्रजातियाँ वसंत और ग्रीष्म ऋतु में प्रजनन करती हैं। <b>अथवा</b> एक या दो अंडे देकर मादा भोजन खोजने के लिए और नर अंडे सेने में व्यस्त।	2	
19	(i) धरती पर कोई शत्रु नहीं या उनके अस्तित्व को खतरा नहीं। (ii) जलवायु-परिवर्तन से सबसे बड़ा खतरा। (iii) संकटापन्न प्रजाति के रूप में गणना।	3	

Question	Answer	Marks	Guidance
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><b>Content:</b></p> <p><b>4 marks</b> Makes 4 clear points that answer the question.</p> <p><b>3 marks</b> Makes some clear points that answer the question.</p> <p><b>2 marks</b> Makes one or two points relevant to the question</p> <p><b>1 mark</b> Content has limited relevance to the question.</p> <p><b>0 marks</b> No response worth of credit.</p> <p><b>List of possible main points:</b></p> <ol style="list-style-type: none"> <li>1 पेंग्विन पक्षी होकर भी उड़ने में असमर्थ, पानी में तैरने में माहिर।</li> <li>2 अधिकांश पेंग्विन दक्षिणी ध्रुव में मिलते हैं, पर न्यूजीलैंड, दक्षिण ऑस्ट्रेलिया, तस्मानिया, दक्षिण अफ्रीका आदि देशों में भी बड़ी संख्या में पाए जाते हैं। केवल एक ही प्रजाति भूमध्यरेखा के उत्तर में पाई जाती है।</li> <li>3 पेंग्विन का मुख्य भोजन मछली और झींगा है। पेंग्विन एक सामाजिक पक्षी, समूह में रहता है। अथवा मुँह में दाँत न होने के कारण भोजन को पकड़ने के लिए चोंच का प्रयोग।</li> <li>4 लगभग पाँच साल की उम्र में मादा पेंग्विन प्रजनन के लिए तैयार हो जाती है। अथवा एक या दो अंडे देकर भोजन की खोज में निकलती है।</li> <li>5 नर पेंग्विन खाए-पीए बिना अंडे को सेता है।</li> <li>6 पेंग्विन का धरती पर कोई भक्षक (शत्रु) नहीं।</li> <li>7 जलवायु-परिवर्तन से बर्फ पिघलने के कारण उसके अस्तित्व को खतरा।</li> <li>8 उनकी गणना संकटापन्न प्रजाति के अंतर्गत अपेक्षित।</li> </ol>	10	

Question	Answer	Marks	Guidance
20	<p><b>Language (style and accuracy)</b></p> <p><b>5–6 marks</b> 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> 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> 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><b>2 marks</b> 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><b>1 mark</b> 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>		

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> Award 1 mark for covering each bullet point, up to a maximum 3 marks.</p> <p><b>Language (style and accuracy)</b></p> <p><b>5 marks</b> 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> 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> 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><b>2 marks</b> 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><b>1 mark</b> 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><b>0 marks</b> 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> 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> 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> 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> 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> 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> 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> 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> 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> Uses simple structures and vocabulary. Some lack of control of simple structures. Meaning is often obscured.</p> <p><b>Level 0 [0 marks]</b> No response worthy of credit.</p>		