

# Cambridge IGCSE™

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**HINDI AS A SECOND LANGUAGE**

**0549/01**

Paper 1 Reading and Writing

**For examination from 2027**

MARK SCHEME

Maximum Mark: 60

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**Specimen**

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This document has **8** pages.

**Generic Marking Principles**

All examiners must apply these general marking principles when marking candidate responses. Examiners must apply them alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme must 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 descriptions for the question
- the specific skills defined in the mark scheme or in the generic level descriptions 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 descriptions.

**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 descriptions in mind.

Cambridge IGCSE Hindi as a Second Language Paper 1 Reading and Writing tests the following Assessment Objectives:

**Reading**

- R1 demonstrate understanding of specific factual information
- R2 demonstrate understanding of the connections between the ideas, opinions and attitudes
- R3 identify and select details for a specific purpose
- R4 demonstrate understanding of implied meaning

**Writing**

- W1 communicate information, ideas and opinions
- W2 organise ideas into coherent text using a range of linking devices
- W3 use a range of appropriate grammatical structures and vocabulary
- W4 use appropriate register and style for the given purpose and audience

Question	Answer	Marks
1	सामाजिक सद्भावना / मेल मिलाप के लिए	1

Question	Answer	Marks
2	बहुत से त्योहार / त्योहारों की अधिकता	1

Question	Answer	Marks
3	सावन की पूर्णिमा को	1

Question	Answer	Marks
4	भाई-बहन के स्नेह / सुरक्षा	1

Question	Answer	Marks
5	मेले लगते हैं।	1

Question	Answer	Marks
6	बहनों का प्रेम मित्रता देश प्रेम / सैनिकों को राखी बाँधना	3

Question	Answer	Marks
7(a)	B	1
7(b)	A	1
7(c)	D	1
7(d)	A	1
7(e)	D	1
7(f)	C	1
7(g)	D	1
7(h)	B	1
7(i)	C	1

Question	Answer	Marks
8	अंतरिक्ष में उपग्रहों की वर्तमान स्थिति और तकनीकी समस्या: <ul style="list-style-type: none"> <li>• सन 2019 में उपग्रहों की संख्या में चारगुणा बढ़ोतरी</li> <li>• इंटरनेट उपग्रहों द्वारा रेडियो दूरबीनों की गतिविधि में हस्तक्षेप</li> <li>• वैज्ञानिक अनुसंधान में बाधा</li> </ul>	3

Question	Answer	Marks
9	भविष्य में सांस्कृतिक मुद्दा: <ul style="list-style-type: none"> <li>• अंतरिक्ष की तस्वीरें बिगड़ना</li> <li>• आकाश के प्राकृतिक दृश्य में दखल</li> <li>• उपग्रहों के बढ़ने से तारों का अवरुद्ध हो सकना</li> <li>• अन्य सभ्यताओं के संकेतों का पता लगाना कठिन</li> </ul>	4

Question	Answer	Marks
10	A	1

Question	Answer	Marks
11	C	1

Question	Answer	Marks
12	B	1

Question	Answer	Marks
13	A	1

Question	Answer	Marks
14	A	1

Question	Answer	Marks
15	B	1

**Generic marking criteria for Exercises 5 and 6**

The following general instructions, and tables of marking criteria, apply to both Exercises 5 and 6.

- You should decide on a mark for Content and a mark for Language separately.
- Content covers task fulfilment (i.e. whether the response is relevant, and demonstrates an awareness of purpose/audience/register) and the development of ideas (i.e. the detail/explanation provided). Note that the writing does not necessarily need to be imaginative or enjoyable to read in order to be awarded top marks.
- Language covers range (e.g. of vocabulary and sentence structure), accuracy (e.g. of grammar, spelling and punctuation), and organisation (e.g. overall coherence, sequencing of ideas, paragraphing, and use of cohesive devices such as linking words, relative clauses and referencing).
- The descriptors should all be interpreted at CEFR B2 level.
- When deciding on a mark for Content:
  - Consider both task fulfilment and relevance of ideas.
  - First, ask yourself whether the writing fulfils the task, in terms of the points to be covered and the required length. If the task is generally fulfilled it should be awarded at least 3–4 marks.
  - Focus on the level descriptors and decide which is the best fit. Note that there will not necessarily be an exact fit. Then decide between the lower and the higher mark within that level. Use the lower mark if the writing fulfils some of the requirements of the level, and the higher mark if it fulfils all or most of the requirements of the level. Note that if all the requirements in the level are fulfilled, then the next level up should also be considered.
  - If the writing is considerably longer than the recommended word length, consider whether this impacts on any of the criteria in any way, for example if some of the content is irrelevant or repetitive, or if accuracy has been compromised.
  - If the writing is considerably shorter than the recommended word length, it should be given 1–2 marks or less for Content for only partially fulfilling the task.
  - If the writing is only partly relevant and therefore can be awarded only 1–2 marks for Content, the full range of marks for Language is still available.
  - If the writing is totally irrelevant and has nothing to do with the question asked, it should be given 0 marks for Content and Language.
- When deciding on a mark for Language:
  - Consider the range and accuracy of the language, and the overall organisation.
  - First, gain an overall impression of the level.
  - Focus on the level descriptors and decide which is the best fit. Note that there will not necessarily be an exact fit. Then decide which mark to award within the level. Use the lower mark if it fulfils only a few of the requirements of the level; use the middle mark if it fulfils some of the requirements of the level; use the higher mark if it fulfils all or most of the requirements of the level. Note that if all the requirements in the level are fulfilled, then the next level up should also be considered.

Question	Answer	Marks
16	Award up to a total of 15 marks.  Up to 6 marks to be awarded for Content. Plus up to 9 marks to be awarded for Language.  See generic marking criteria for Exercises 5 and 6.	<b>15</b>

Question	Answer	Marks
17	Award up to a total of 15 marks.  Up to 6 marks to be awarded for Content. Plus up to 9 marks to be awarded for Language.  See generic marking criteria for Exercises 5 and 6.	<b>15</b>

**Table A: Content**

Marks	Description
<b>5–6</b>	<p><u>Task fulfilment</u></p> <ul style="list-style-type: none"> <li>• Task is fulfilled.</li> <li>• Content is fully relevant throughout.</li> <li>• Consistently appropriate style for the text type.</li> <li>• Excellent sense of purpose and audience.</li> </ul> <p><u>Development of ideas</u></p> <ul style="list-style-type: none"> <li>• Content is very well developed.</li> <li>• Response is of appropriate length.</li> </ul>
<b>3–4</b>	<p><u>Task fulfilment</u></p> <ul style="list-style-type: none"> <li>• Task is generally fulfilled.</li> <li>• Content is generally relevant.</li> <li>• Generally appropriate style for the text type.</li> <li>• Generally good sense of purpose and audience.</li> </ul> <p><u>Development of ideas</u></p> <ul style="list-style-type: none"> <li>• Content is generally developed.</li> <li>• Response is of appropriate length.</li> </ul>
<b>1–2</b>	<p><u>Task fulfilment</u></p> <ul style="list-style-type: none"> <li>• Task is only partially fulfilled.</li> <li>• Content is only partially relevant.</li> <li>• Style for the text type is inconsistent or inappropriate.</li> <li>• Insufficient sense of purpose and audience.</li> </ul> <p><u>Development of ideas</u></p> <ul style="list-style-type: none"> <li>• Limited attempt to develop content.</li> <li>• Response is under-length.</li> </ul>
<b>0</b>	No creditable content.

**Table B: Language**

<b>Marks</b>	<b>Description</b>
<b>7–9</b>	<p><u>Range and accuracy</u></p> <ul style="list-style-type: none"> <li>• Uses a wide range of common and less common vocabulary appropriately.</li> <li>• Uses a wide range of simple and complex structures.</li> <li>• High level of accuracy of language. Occasional errors may be present but these do not impede communication.</li> <li>• Errors are restricted to less common vocabulary or more complex structures.</li> </ul> <p><u>Organisation</u></p> <ul style="list-style-type: none"> <li>• Effectively organised and sequenced.</li> <li>• Uses a wide range of linking words and other cohesive devices appropriately.</li> </ul>
<b>4–6</b>	<p><u>Range and accuracy</u></p> <ul style="list-style-type: none"> <li>• Uses a range of common vocabulary appropriately and attempts to use some less common vocabulary.</li> <li>• Uses a range of simple structures and attempts to use some complex structures.</li> <li>• Generally good level of accuracy of language. Errors do not generally impede communication.</li> <li>• Errors are generally related to less common vocabulary or more complex structures.</li> </ul> <p><u>Organisation</u></p> <ul style="list-style-type: none"> <li>• Generally well organised and sequenced.</li> <li>• Uses a range of linking words and other cohesive devices generally appropriately.</li> </ul>
<b>1–3</b>	<p><u>Range and accuracy</u></p> <ul style="list-style-type: none"> <li>• Uses a limited range of vocabulary.</li> <li>• Uses a limited range of structures.</li> <li>• Lack of control of language. Errors impede communication.</li> <li>• Errors occur when using common vocabulary and simple structures.</li> </ul> <p><u>Organisation</u></p> <ul style="list-style-type: none"> <li>• Limited attempt at organisation and sequencing.</li> <li>• Limited attempt to use linking words and other cohesive devices.</li> </ul>
<b>0</b>	No creditable content.