

MARK SCHEME for the May/June 2009 question paper
for the guidance of teachers

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, which would have considered the acceptability of alternative answers.

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अभ्यास 1. उत्तर 1-5.

अंक

- 1 यह भावना कि उनके बच्चों को भी किसी अन्य बच्चे के समान बेहतर शिक्षा प्राप्त करने का अधिकार है। [1]
- 2 मुख्यतः पिछड़े वर्ग के लोग और आदिवासी लोग शामिल हैं। [1]
- 3 बाल पंचायत के गठन का उद्देश्य स्कूल के सामने आने वाली कठिनाइयों [जैसे पुस्तकों की अनुपलब्धि आदि का समाधान करना था।] [1]
- 4 गाँव से बाल श्रम का उन्मूलन, सभी बच्चों का स्कूलों में दाखिला, बाल पंचायतों का गठन तथा वयस्कों की पंचायत में बच्चों की बातों और माँगों पर गौर किया जाना शामिल है। [1]
- 5 (1) चुनाव में लड़कियों को प्रोत्साहन दिया जा रहा है।
(2) अपने कल्याण तथा विकास संबंधी मामलों को वयस्कों की पंचायत में उठाती हैं। [2]

अभ्यास 2, (उत्तर 6)

- नाम - शालिनी गुप्ता, गुप्ता, गुप्ता [1]
- आयु - 16 वर्ष, [1]
- पता - मकान न. 35, मुस्कान अपार्टमेंट, मयूर विहार, दिल्ली, [1]
- दूरभाष - 23555759, [1]
- क्रिकेट में रुचि - लगभग पिछले 8 वर्षों से, 9 वर्षों से [1]
- मुझको बल्लेबाज़ बनने का शौक है। मैं फिरकी बाल करना भी सीखना चाहती हूँ। [2]

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अभ्यास 3, उत्तर 7-10.

- 7 हरियाली तीज का महत्व श्रावण मास में चारों ओर फैली हरियाली और वर्षा होने की वजह से पैदा हुई अच्छी फसल से यानी खुशहाली से भी है। Also, उन्हीं त्यौहारों में से हरियाली तीज का त्यौहार खासकर महिलाओं के उल्लास व उमंग का त्यौहार है [2]
- 8 स्त्रियाँ इस दिन हरे रंग के वस्त्र धारण करती हैं और हरे ही रंग की चूड़ियाँ पहनती हैं और साथ ही हाथों पर हरी-हरी मेंहदी लगाती हैं। [2]
- 9 पैरों में महावर लगाना सुहाग की निशानी माना जाता है। [1]
- 10 यहाँ सिंधारे के रूप में पकवान, गुंजिया, घेवर, फैनी आदि भेजने का रिवाज होता है। Also, शादीशुदा बेटियों के यहाँ सिंधारे के रूप में पकवान, गुंजिया, घेवर, फैणी आदि भेजने का रिवाज होता है। [2]

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अभ्यास 4, प्रश्न – 11

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. बड़े बजट की फिल्मों में जोखिम बना रहता है।
2. कई छोटे बजट की फिल्में ज़्यादा सफल रही हैं।
3. बदलते शहरी जीवन ने दर्शकों की ज़रूरतों को बेहद प्रभावित किया है।
4. बदलते जीवन ने छोटी फिल्मों को ज़्यादा पसंद किया है।
5. मल्टीप्लेक्स सिनेमाघरों ने टिकटों की बिक्री के समीकरण को भी प्रभावित किया है।
6. छोटे बजट की फिल्मों ने कई नए कलाकारों को आगे आने का अवसर दिया है।

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]

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अभ्यास 5, उत्तर 12-19

- 12 सही, [1]
- 13 गलत, महल का निर्माण 1838 में राज राणा मदन सिंह द्वारा शुरू करवाया गया था [2]
- 14 गलत, राजा भवानी सिंह ने महल के पिछले भाग में एक नाट्य शाला का निर्माण करवाया। [2]
- 15 सही, [1]
- 16 शहर में [कई] मंदिर हैं इसलिए झारापाटन को घंटियों का शहर भी कहते हैं। [1]
- 17 मंदिर के गर्भगृह में भगवान विष्णु की प्रतिमा विराजमान है। [1]
- 18 श्री द्वारिकाधीश मंदिर को 1796 में झाला जालिम सिंह ने बनवाया। [1]
- 19 नौलखा किला जो एक अर्धनिर्मित किला है । [1]

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]

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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>Highly effective:</p> <ul style="list-style-type: none"> • Relevance: Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience. • Development of ideas: 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. 	9–10	<p>Fluent:</p> <ul style="list-style-type: none"> • Style: Almost first language competence. Ease of style. Confident and wide-ranging use of language, idiom and tenses. • Accuracy: None or very few errors. Well-constructed and linked paragraphs.
7–8	<p>Effective:</p> <ul style="list-style-type: none"> • Relevance: Fulfils the task, with appropriate register and good sense of purpose and audience. • Development of ideas: Ideas are well developed and at appropriate length. Engages reader's interest. 	7–8	<p>Precise:</p> <ul style="list-style-type: none"> • Style: 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. • Accuracy: Generally accurate, apart from occasional frustrating minor errors. There are paragraphs showing some unity, although links may be absent or inappropriate.
5–6	<p>Satisfactory:</p> <ul style="list-style-type: none"> • Relevance: 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. • Development of ideas: Material is satisfactorily developed at appropriate length. 	5–6	<p>Safe:</p> <ul style="list-style-type: none"> • Style: Mainly simple structures and vocabulary, sometimes attempting more sophisticated language. • Accuracy: 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.
3–4	<p>Partly relevant:</p> <ul style="list-style-type: none"> • Relevance: 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. • Development of ideas: Supplies some detail and explanation, but the effect is incomplete. Some repetition. 	3–4	<p>Errors intrude:</p> <ul style="list-style-type: none"> • Style: Simple structures and vocabulary. • Accuracy: 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.
0–2	<p>Little relevance:</p> <ul style="list-style-type: none"> • Limited engagement with task, but this is mostly hidden by density of error. Award 1–2 marks. • 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. 	0–2	<p>Hard to understand:</p> <ul style="list-style-type: none"> • 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. • Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of Hindi writing. Paragraphs absent or inconsistent. Award 0 marks.