



Mark Scheme (Results)

Summer 2013

International GCSE Hindi (4HNO)
Paper 01

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question Number	Answer	Mark
1	<p>Sentences Testing grammatical knowledge This part of the paper is marked out of fifteen.</p> <p>3 marks per sentence $3 \times 5 = 15 \text{ marks}$</p> <p>Deduct $\frac{1}{2}$ mark for each minor error.</p>	(15)

Question Number	Answer	Mark
1(a)	मेरा बेटा अंग्रेजी स्कूल में पढ़ता है।	(2)

Question Number	Answer	Mark
1(b)	क्या आपने पिछले महीने में राधा को कोई पत्र लिखा?	(2)

Question Number	Answer	Mark
1(c)	अपनी आमदनी से अधिक खर्च न (मत) करो।	(2)

Question Number	Answer	Mark
1(d)	भले ही वह गरीब है, वह ईमानदार है।	(2)

Question Number	Answer	Mark
1(e)	गायिका अच्छी तरह गा नहीं पाई क्योंकि उसका गला खराब था।	(2)

Five sentences each worth 2 marks, plus a global mark for **quality of language**. Marks are awarded for **communication** and for **quality of language**, using the following assessment criteria grids.

Communication	Mark
No relevant communication.	0
At least half the sentence is correctly communicated in the target language.	1
Fully communicated in the target language, although with some ambiguity in the expression.	2

The **quality of language** assessment criteria grid below is applied **globally** to all five sentences.

Quality of language	Mark
No language worthy of credit.	0
Frequent basic errors with only isolated examples of accurate language.	1
High incidence of error which impedes communication at times; inconsistent.	2
Accuracy variable with some basic errors.	3
Level of accuracy generally secure but incidence of error increase in more complex language.	4
High level of accuracy with only minor errors.	5

Question 2 – Translation into Hindi

Marks are awarded for transmission and quality of language, using the following assessment criteria grids.

Transmission	Mark
No language worth of credit.	0
Only the very basic points are transmitted successfully with some very straightforward sections totally misunderstood. The style is often incomprehensible. Communication is frequently impaired.	1-3
Only the more straightforward and concrete points are transmitted successfully. Very little or no awareness of nuance and/or idiom. Several sections totally misunderstood. The style is incoherent with communication impaired at times.	4-6
The main points, usually narrative and concrete, are conveyed successfully for the most part, although problems are encountered with more complex language. Inference, nuance and idiom transmitted successfully on occasions. Some passages misunderstood and attempts at rephrasing only partially successful. The style is not always coherent.	7-9
A generally very competent rendering of the original text with grasp of most detail, nuance and idiom. Some passages, usually more complex, misinterpreted. Some successful attempts at rephrasing. The style is generally pleasing.	10-12
Excellent transmission skills with clear grasp of detail. Excellent transfer of inference, nuance and idiom. Pleasant to read.	13-15

Quality of language	Mark
No language worth of credit.	0
A very high incidence of basic error in all aspects of grammar, syntax and morphology. Basic lexis and structures appropriate to the task are unknown. No awareness of tense concept/time sequence. Large sections totally misunderstood. Communication impaired. Very little worthy of credit.	1-2
Some inaccuracies in basic grammar, although narrative sections, usually short and straightforward, are in general correct. Lexis and structures appropriate to the task restricted with some often quite basic items unknown. At times some fairly basic problems with tense concept/time sequence. Use of given adjectives and/or adverbial phrases occasionally evident, though these are likely to be only partially successful. Often quite difficult to follow.	3-4
Largely accurate when using simple, short phrases: incidence of error increases in more complex language. Lexis and structures appropriate to the task tend to be adequate, with several items unknown. Some use of given adjectives and/or adverbial phrases with some degree of success. About half of what is written should be free of major errors. Not always easy to read.	5-6
A high level of accuracy overall, however with occasional basic errors, usually in more complex language. Uses a wide range of lexis and structures appropriate to the task with occasional lapses. Grasp of tense concept/time sequence generally secure, although occasional lapses are evident. Pleasant to read for the most part.	7-8
A very high level of accuracy with only minor errors. Confident use of a wide range of lexis and structures appropriate to the task. Excellent grasp of tense concept/time sequence. Very pleasant to read overall, although not necessarily faultless.	9-10

Question Number	Answer	Mark
2	<p>माता-पिता और बच्चों के बीच में कई वाद-विवाद बच्चों के घर में व्यवहार करने के बारे में होते हैं। आपके परिवार के और लोग आपसे कैसे पेश आते हैं इस पर इस बात का प्रभाव पड़ता है कि आप कैसे बर्ताव करते हैं। जब कि आपका यह आशा करने का अधिकार है कि वे आपके साथ गंभीरता से पेश आएँ, तो ऐसा करने की आपकी जिम्मेदारी भी है। लेकिन कभी कभी ऐसा हो सकता है कि आप चीखना या चिल्लाना चाहते हैं, शाँत रहें और लंबी साँस लें। यदि आप शाँत और समझदार हैं तो आपके माता-पिता द्वारा आपकी बात सुने जाने की अधिक संभावना होती है।</p> <p>जब लोग एक साथ रहते हैं, तो ऐसे अवसर आते ही हैं जब वे एक दूसरे से असहमत होते हैं, इसीलिए आप कभी कभी अपने माता-पिता के साथ वाद-विवाद होने की अपेक्षा कर सकते हैं। वाद-विवाद क्यों होते हैं? क्या आप सोचते हैं कि माता-पिता बच्चों के जीवन पर कुछ ज्यादा ही नियंत्रण रखना चाहते हैं?</p> <p>एक शिकायत जो बच्चे प्रायः किया करते हैं यह है कि उनके बड़े होने के साथ साथ माता-पिता उन्हें अधिक गोपनीयता नहीं देते। यदि आप परिवार में माता-पिता के साथ रहते हैं तो माँ-बाप प्रायः कहते हैं कि तुम से गृह-कार्यों में अपने भाग का काम करने की अपेक्षा की जाती है। फिर भी, बहुत से बच्चे घर के काम काज करने से नाराज होते हैं। घर के काम-काज करते हुए आप अपने माता-पिता को यह दिखा सकते हैं कि आप बड़े हो रहे हैं। यदि वे आपको घर में जिम्मेदार व्यक्ति बनता देखेंगे तो जब आप बाहर जाना चाहेंगे तो आप पर अधिक विश्वास करेंगे।</p> <p>आम तौर पर माता-पिता बच्चों पर पाठशाला में जितना भी संभव हो उतना बढ़िया काम करने का दबाव डालते हैं। इसका कारण यह है कि वे आपके लिए सभी कुछ सर्वश्रेष्ठ चाहते हैं। अन्य लोग जैसे कि आपके दोस्त आपको गलत बातें सिखा कर समस्याएँ पैदा कर सकते हैं परंतु आपको हमेशा अपने माता-पिता से सलाह लेनी चाहिए।</p>	(25)

Question 3– Translation into English

Marks are awarded for transmission and quality of language, using the following assessment criteria grids.

Transmission	Mark
No language worth of credit.	0
Only the very basic points are transmitted successfully with some very straightforward sections totally misunderstood. The style is often incomprehensible. Communication is frequently impaired.	1-3
Only the more straightforward and concrete points are transmitted successfully. Very little or no awareness of nuance and/or idiom. Several sections totally misunderstood. The style is incoherent with communication impaired at times.	4-6
The main points, usually narrative and concrete, are conveyed successfully for the most part, although problems are encountered with more complex language. Inference, nuance and idiom transmitted successfully on occasions. Some passages misunderstood and attempts at rephrasing only partially successful. The style is not always coherent.	7-9
A generally very competent rendering of the original text with grasp of most detail, nuance and idiom. Some passages, usually more complex, misinterpreted. Some successful attempts at rephrasing. The style is generally pleasing.	10-12
Excellent transmission skills with clear grasp of detail. Excellent transfer of inference, nuance and idiom. Pleasant to read.	13-15

Quality of language	Mark
No language worth of credit.	0
A very high incidence of basic error in all aspects of grammar, syntax and morphology. Basic lexis and structures appropriate to the task are unknown. No awareness of tense concept/time sequence. Large sections totally misunderstood. Communication impaired. Very little worthy of credit.	1-2
Some inaccuracies in basic grammar, although narrative sections, usually short and straightforward, are in general correct. Lexis and structures appropriate to the task restricted with some often quite basic items unknown. At times some fairly basic problems with tense concept/time sequence. Use of given adjectives and/or adverbial phrases occasionally evident, though these are likely to be only partially successful. Often quite difficult to follow.	3-4
Largely accurate when using simple, short phrases: incidence of error increases in more complex language. Lexis and structures appropriate to the task tend to be adequate, with several items unknown. Some use of given adjectives and/or adverbial phrases with some degree of success. About half of what is written should be free of major errors. Not always easy to read.	5-6
A high level of accuracy overall, however with occasional basic errors, usually in more complex language. Uses a wide range of lexis and structures appropriate to the task with occasional lapses. Grasp of tense concept/time sequence generally secure, although occasional lapses are evident. Pleasant to read for the most part.	7-8
A very high level of accuracy with only minor errors. Confident use of a wide range of lexis and structures appropriate to the task. Excellent grasp of tense concept/time sequence. Very pleasant to read overall, although not necessarily faultless.	9-10

Question Number	Answer	Mark
3	<p>Sports have many benefits. Sports are essential to keep physical and mental disposition. For this very reason sports have been given importance since ancient times. Students used to take part in different types of sports along with their studies on campus. At those times sport used to be important from the battle viewpoint. Archery training was the predominant one.</p> <p>Sport doesn't only make your body stronger but it develops your brain and mind as well because a healthy mind resides in a healthy body. Without physical energy, education is handicapped. Imagine a student who is good at studies, but he does not have the energy to tackle any obstacle. He does not have the energy to remove a rock to clear his path. What can a country or society expect from a student like him?</p> <p>Without having energy all qualities may prove to be futile therefore the importance of sports cannot be ignored. Qualities like working together in a team can be easily acquired from sport and many students can gain good jobs/positions on the basis of their sport. What we mean to say is regardless of how good one's brain is, one has to walk on one's feet.</p> <p>A lot of students neglect their studies due to keen interest in sports. We should never forget the importance of sports exists with education.</p>	(25)

Question 4 – Writing (35 marks)

Marks are awarded for **communication and content** and **quality of language**, using the following assessment grid.

Communication and content	Mark
No language worth of credit.	0
Task generally misunderstood with little relevant information conveyed. Much ambiguity, confusion and omission. Level of response minimal with only a few relevant phrases. Communication largely impaired. Time sequences rarely correct. Largely incomprehensible with the exception of isolated items. Very difficult to read.	1-4
Main points of the task understood but some points totally misunderstood. Some major omissions with a degree of irrelevance and/or repetition. Level of response fairly limited with little opinion and justification appropriate to the task. Functions predominantly in simple, concrete sentences for the most part. Some evidence of correct time sequences but mostly inconsistent and insecure. Just about comprehensible overall with, however, a marked degree of ambiguity. Not easy to read.	5-8
Majority of task completed, however, with some significant omissions. There may be some irrelevance. Goes beyond a minimal response with some expansion of ideas and straightforward opinion relevant to the task. Time sequences show a degree of ambiguity at times. Comprehensible overall with some attempt to link the piece into a coherent whole. Ambiguous in places especially in more ambitious language. Tends to be somewhat predictable.	9-12
Responds to nearly all of the task although there may be some omissions. Some relevant expansion at times. Provides evidence of description, narration and opinion as appropriate to the task. Time sequences generally sound with occasional lapses. A generally well structured piece of writing. A sound attempt overall to link the piece into a coherent whole with, however, some lapses. May be a little pedestrian and predictable or somewhat over-ambitious at times.	13-16
Responds fully and appropriately to the stimulus with excellent and relevant expansion. Gives detailed descriptions, expresses and justifies opinions as appropriate to the task. The time sequence is clear and unambiguous. A coherent piece of writing which is pleasant to read.	17-20

Quality of language	Mark
No language worth of credit.	0
A high level of inaccuracy with very frequent and basic errors in grammar, syntax and morphology. There may be the occasional correct phrase. No awareness of tense concept/time reference. Vocabulary very basic with little or no evidence of correct use of basic structures. Communication is severely impaired overall. Extremely difficult to read.	1-3
Accuracy is inconsistent with frequent basic errors in grammar, syntax and morphology. Simple, short sentences are sometimes correct, but very little beyond. Range of vocabulary and structure very limited. Use of tense concept/time reference limited and often inappropriate. Limited success in attempts at enhancement of fact with adjectives and/or adverbial phrases. Not easy to read.	4-6
Fairly accurate in simple language, however tends to be inconsistent in application of grammar, syntax and morphology when attempting more complex language. Range of vocabulary, idiom and structure standard and somewhat predictable. Some inconsistency in use of tense concept/time reference. Some attempts at subordination and sentence linking which are only partially successful. Attempts enhancement of fact with adjectives and/or adverbial phrases with moderate success. About half of what is written should be free of major errors. Despite inaccuracies, the basic message is conveyed.	7-9
Generally accurate and secure in grammar, syntax and morphology with some lapses. Accuracy less secure when more complex language is attempted. Uses a good range of vocabulary, idiom and structure, which are for the most part appropriate to the task. Attempts at more ambitious structures not always successful. Generally a secure grasp of tense concept/time reference. Manipulates language to suit the task at hand, however with some errors. A wide range of vocabulary, idiom and structure may compensate for a lower level of accuracy. Generally easy to read despite the errors.	10-12
Predominantly accurate: free of all but minor errors in grammar, syntax and morphology. Uses a wide range of vocabulary, idiom and structure appropriate to the task with very little or no repetition. Excellent use of tense concept/time reference. Excellent examples of subordination and appropriate use of more complex structures. Clear ability to manipulate language with a high degree of accuracy to suit the purpose. Very pleasant to read, though not necessarily faultless.	13-15

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