



Pearson
Edexcel

Mark Scheme (Results)

Summer 2018

**Pearson Edexcel International GCSE
In Hindi (4HN0) Paper 1**

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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</p> <p>This part of the paper is marked out of fifteen.</p> <p>3 marks per sentence</p> <p>2 X 5 = 10 marks</p> <p>Deduct ½ mark for each minor error.</p> | (15) |

| Question Number | Answer | Mark |
|-----------------|--|------------|
| 1(a) | मनुष्य प्रकृति की सर्वश्रेष्ठ रचना है। | (2) |

| Question Number | Answer | Mark |
|-----------------|-------------------------------|------------|
| 1(b) | इस समस्या का समाधान क्या है ? | (2) |

| Question Number | Answer | Mark |
|-----------------|---|------------|
| 1(c) | सूरदास की कविताओं में सूरसागर सर्वश्रेष्ठ है। | (2) |

| Question Number | Answer | Mark |
|-----------------|--|------------|
| 1(d) | यदि सुमन अपनी परीक्षा में असफल हो जाती है, तो वह महाविद्यालय नहीं जा सकती। | (2) |

| Question Number | Answer | Mark |
|-----------------|---|------------|
| 1(e) | जब से रोहित ने नया व्यापार शुरू किया है, वह बहुत पैसे कमा रहा है। | (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 worthy 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 worthy 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>आजकल बहुत से युवा लोग विश्वविद्यालय की शिक्षा पूरी करने के बाद अपने माता पिता के साथ नहीं रहना चाहते हैं। इसके क्या कारण हैं और हम इस सामाजिक समस्या को कैसे हल कर सकते हैं ?</p> <p>इस के पीछे कई कारण हैं, लेकिन मुझे लगता है कि सबसे महत्वपूर्ण कारण पीढ़ी का अंतर है जो अपरिहार्य है। आज के युवा लोग बहुत महत्वाकांक्षी हैं और वे आधुनिक तरीके से रहना चाहते हैं। वे चाहते हैं बड़ा मकान, बड़ी कार और बड़ा बैंक बैलेंस चाहते हैं। क्या पारंपरिक छोटे घर उनकी ज़रूरतों को पूरा कर सकते हैं ? यह एक तथ्य यह है कि पुराने घरों का निर्माण पिछली पीढ़ियों की आवश्यकताओं को पूरा करने के लिए किया गया था, लेकिन आधुनिक समाज की आवश्यकताएँ बदल गई हैं।</p> <p>लोगों की अभिवृत्ति बदल गई है, जबकि दोनों पीढ़ियों के लोग अलग-अलग रहना बेहतर समझते हैं और उन दोनों के बीच समझौते का कोई आधार नहीं दिख पा रहा है। वरिष्ठ पीढ़ी का अपने घरों के लिए एक गहरा प्यार है जो उन्होंने बनाए हैं, जबकि युवा पीढ़ी में उन इमारतों के प्रति आकर्षण नहीं है। जैसे ही युवा लोग विश्वविद्यालय की शिक्षा संपूर्ण कर लेते हैं अधिकतर खुद को स्वतंत्र और माता-पिता की ओर से मिलने वाले किसी भी हस्तक्षेप से मुक्त पाते हैं। वे अपनी स्वतंत्रता को माता-पिता के साथ अपनी ससंलग्नता से अधिक महत्व देते हैं।</p> <p>एक अन्य प्रमुख कारण प्राथमिकता है, यह सब इस पर निर्भर करता है कि कोई व्यक्ति कैसे जीने का चयन करता है। कुछ वरिष्ठ लोग अपने काल के सांस्कृतिक और सामाजिक मूल्यों का प्रतिनिधित्व करना पसंद करते हैं। लेकिन कुछ नौजवानों का विचार है कि उनके माता-पिता रूढ़िवादी विचारधारा के हैं। ये कारण दोनों पीढ़ियों को अलग करते जा रहे हैं और एक साथ रहने के लिए एक-दूसरे के पहलुओं को समझने से इस समस्या का समाधान हो सकता है।</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 worthy 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 worthy 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>Many things have been mentioned in Ayurveda on the topic of food; by following these one can prevent a lot of diseases and always live a healthy life. After eating a meal you should never have any kind of fruit. Eating a fruit straight after a meal can increase the acidity and you may experience abdominal bloating and gas problem. Some people have a habit of having tea or coffee immediately after their meal, this also causes the problem of gas in the abdomen. Most people drink cold water or another cold drink straight after having a meal. Having a cold drink straight after a heavy meal causes a lot of abdominal diseases and food does not get digested properly by doing this. The habit of drinking lukewarm water while eating is the best for your health. Having cold water immediately after eating oily fried foods, butter, dried fruits and sweets can give you cough, while having cold water after hot food increases the possibility of having common cold.</p> <p>What else can you do to stay healthy? One should not sleep straight after having a meal at night because by doing this food does not get digested properly.</p> <p>My grandfather says, "we should go for a walk after having an evening meal."</p> <p>If you follow these rules in your life, you will stay away from diseases.</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 worthy 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 worthy 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 |

