

# INTERNATIONAL GCSE

## Hindi

Sample Assessment Material

Edexcel International GCSE in Hindi (4HN0)

First examination 2013

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## Introduction

This sample assessment material has been prepared to support the specification.

The aim of the material is to provide students and centres with a general impression and flavour of the actual question paper and mark scheme in advance of the first operational examination.



# Sample question paper

Paper 1

7





Write your name here

Surname

Other names

**Edexcel**  
**International GCSE**

Centre Number

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Candidate Number

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# Hindi

## Paper 1

Sample Assessment Material  
**Time: 3 hours**

Paper Reference

**4HN0/01**

**You do not need any other materials.**

Total Marks

### Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** parts of Questions 1, 2 and 3. For Question 4, answer **either** (a), (b), (c) or (d).
- Answer the questions in the spaces provided  
– *there may be more space than you need.*
- You must **not** use a dictionary.

### Information

- The total mark for this paper is 100.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

### Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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**PEARSON**

**1. Translate these sentences into Hindi.**

(a) What kind of film would you like to watch today?

(2)

(b) The guests became ill after they had eaten in the hotel.

(2)

(c) If children are given access to computers, they will learn quickly.

(2)

(d) I do not understand where I have gone wrong.

(2)

(e) You cannot go until you have finished your homework.

(2)

**(5 additional marks are available for the quality of Hindi in your answers)**

**(Total for Question 1 = 15 marks)**

2. Translate the following **into Hindi**.

Mumbai is a wonderful city to live in and I enjoyed working there. I taught English as an additional language for approximately twenty five hours a week and went round to different companies in the city. My students included bankers and businessmen and I taught them either in small groups or one to one.

Most of my classes were held either early in the morning or later in the evening, so I had plenty of time during the day. However, preparing lessons and marking homework took a long time so it was not all pleasure and relaxation. Most teachers supplement their income with private tuition, which can be easy to get once you have become established in a school. The longer you live there, the easier it gets to attract students.

My students were usually well motivated and charming. They were learning English for both work and personal reasons. English is the international language of business so they were just as likely to speak English to an Indian businessman as they were to an American one. They were required to be able to entertain clients and speak English over the phone. The material I used to teach English included a lot of standard course books but I also supplemented my classes with discussions, games, role plays and activities where the students could practise their fluency. I also used authentic material such as newspapers and books – even letters from home proved to be very useful and interesting. The students were usually willing to try different ways of learning, so my classes were very lively.

(25)

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**(Total for Question 2 = 25 marks)**

**3. Translate the following into English.**

आज के बच्चों के पास जानकारी प्राप्त करने के अनेक नये साधन हैं और इन साधनों की सहायता से वह सभी बातों से जागरूक होते रहते हैं। उनकी बुद्धि और शरीर का विकास बहुत तेज़ी से होता है। इन बदलावों के कारण लड़के लड़कियों का एक दूसरे प्रति आकर्षित होना स्वाभाविक ही है। दिनचर्या का सब से महत्वपूर्ण भाग बच्चे पाठशाला में एक दूसरे के साथ बिताते हैं और घर आकर भी उनका फ़ोन या ईमेल से संपर्क बना रहता है।

यदि साथ-साथ पढ़ेंगे तो मित्रता तो होगी ही। कहना यह है कि जब वही इतना समय साथ बिताते हैं तो लगाव होना आवश्यक है। यदि माता-पिता दोनों कामकाजी हों और बच्चों की ओर पूरा ध्यान न दे पाते हों, तो बच्चे इसका लाभ उठाते हैं। समय की कमी और काम में व्यस्त होने के कारण माता-पिता बच्चे को सही रास्ता नहीं दिखा पाते।

अभिवाहकों के लिए यह आवश्यक है कि आज के माहौल के अनुकूल अपने बच्चों को तैयार करें। कई प्रश्न ऐसे होते हैं जिनका जवाब न चाहते हुए भी माता-पिता ही दें जो अधिक अच्छा होगा। अन्यथा, बच्चा अपने संशय के निवारण के लिए इधर-उधर भटकता है। माता-पिता के लिए अपने बच्चे की हर हरकत से परिचित रहना अति आवश्यक है। जो अभिवाहक अपने बच्चे से समय समय पर बातचीत व विचार विमर्श करते रहते हैं उनके बच्चों को अधिकतर समस्याओं का सामना नहीं करना पड़ता। तेज़ी से विकसित हो रहे आज के समाज में अभिवाहकों को आँखें खुली रखने की आवश्यकता है ताकि आने वाले समय में अपने बच्चों को परेशानियों से बचाया जा सके।

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**(Total for Question 3 = 25 marks)**

4. Write an essay of about **200 – 250** words **in Hindi** on **one** of the following subjects:

**Either**

(a) My favourite television programme.

मेरा मनपसंद टेलिविज़न कार्यक्रम

(b) Education is not limited to the classroom only. Discuss.

शिक्षा सिर्फ कक्षा के कमरे तक ही सीमित नहीं है। विचार विमर्श कीजिए।

(c) Life without computers.

कंप्यूटर के बिना जीवन

**Or**

(d) Write a letter to your friend, telling him/her about your favourite tourist attractions in your country.

अपने मित्र / अपनी सहेली को एक पत्र लिखें जिस में अपने देश के मनपसंद सैलानी आकर्षण के स्थानों के बारे में लिखें।

(35)

**Instructions to candidates:**

**Indicate which question you are answering by marking the box (  ).**

**If you change your mind, put a line through the box (  )**

**and then indicate your new question with a cross (  ).**

Chosen question number:

Question 4(a)

Question 4(b)

Question 4(c)

Question 4(d)

**Please turn over for answer space.**

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**(Total for Question 4 = 35 marks)**

**TOTAL FOR PAPER = 100 MARKS**



## Sample mark scheme

General marking guidance

25

Mark scheme

27



## 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.

## Assessment criteria

Assessment criteria reflects the standard expected for International GCSEs. It will therefore not be necessary for candidates to perform 'perfectly' in order to attract the highest marks available in each assessment criteria grid. References to 'standard' should be interpreted in this context.

### Major errors

These may include, for example, the **consistent** mismatching of subject and verb forms, use of inappropriate tenses and/or incorrect vocabulary.

### Minor errors

These may include, for example, the **occasional** omission of accents, incorrect gender, article, slight spelling errors.

### Awarding marks

Marks are awarded positively using the following assessment criteria grids. The mark awarded reflects the extent to which the task as a whole has been successfully communicated and completed. To determine if a candidate should gain the upper or lower number of marks in the box, it is important to refer to the boxes above and below. If the candidate's performance borders more on the performance of the box below than the box above, then the lower mark is allocated. On certain occasions, a candidate's performance may require a 'best fit' mark.

### Question 1 – Practical application of grammar (15 marks)

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 and Question 3 – Translation (25 marks per question)

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. Style is often incomprehensible. Communication is frequently impaired.	1-3
Only the more straightforward and concrete point are transmitted successfully. Very little or no awareness of nuance and/or idiom. Several sections totally misunderstood. 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. Some passages misunderstood and attempts at rephrasing only partially successful. The style is not always coherent.	7-9
A generally 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. Style is generally pleasant to read.	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 errors 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. Use of Lexis and structures appropriate to the task is restricted often with some 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 errors increases in more complex language. Lexis and structures appropriate to the task tend to be adequate, with several items unknown. Problems at times with tense concept/time sequence. 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 occasional basic errors, usually in more complex language. Use 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 4 – Writing (35 marks)

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

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. Predominantly simple, concrete sentences for the most part. Some evidence of correct time sequences but mostly inconsistent and insecure. Just comprehensible overall, however with a marked degree of ambiguity. Not easy to read.	5-8
Majority of the task completed, however, 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 sequence generally sound with occasional lapses. A generally well structured piece of writing. A sound attempt overall to link the piece into a coherent whole, however with 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 frequent and basic errors in grammar, syntax and morphology. There may be the occasional correct phrase. No awareness of tense concept/time referents. 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 this. Range of vocabulary and structure very limited. Use of tense concept/time referents 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 referents. 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. Use of 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 referents. Manipulates language to suit the task 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. Use of a wide range of vocabulary, idiom and structure appropriate to the task with very little or no repetition. Excellent use of tense concept/time referents. 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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