



**MARKSCHEME
BARÈME DES NOTATIONS
RESPUESTAS Y PUNTUACIÓN**

May / Mai / Mayo 2001

**Higher Level
Niveau Supérieur
Nivel Superior**

HINDI / HINDI / HINDI B

Paper / Épreuve / Prueba 1

- *One mark is allocated per question unless otherwise indicated.*
- *Un point par question sauf indication contraire.*
- *Cada pregunta tiene un valor de un punto, a menos que se indique algo distinto.*

Questions:

1-4 Finding prepositions and conjuncts which have been removed from the last paragraph of the text in a list (1 example, 5 distractors).

- 1 vah
- 2 se
- 3 ke
- 4 ko

5-8 Matching pronouns put in bold typeface in the text with the words they refer to. (1 example given)

- 5 Shanti Devi and her parents (+ne)
- 6 the tonga-wallah (+ko)
- 7 Kedarnath Chaube
- 8 Shanti Devi (+se)

9-15 Open comprehension questions:

- 9 Shanti Devi began to do what when she was 4 years old? [remember /talk about her past life]
- 10 What is Shanti Devi's connection with Mathura? [she lived there in her previous life]
- 11 What struck Navin as odd? [that the little girl in a frock was his mother]
- 12 Why did Shanti Devi never marry? [because she couldn't break the relationship with her previous family]
- 13 What was Kedarnath Chaube's wife's name? [Lugadi]
- 14 What happened to Shanti Devi when she was 60 years' old? [she died]
- 15 Why is it strange that Shanti remembered her previous birth all her life? [most people lose past life memories during childhood]

Questions:

- 16-18 4 passive phrases in the text have been given in bold typeface. The task is to transform those phrases into active sentences, using the subject 'people' ['log']. (1 example given)
- 16 logō ne śrīrām ke āgaman par dīp jalākar unkā svāgat kiyā thā aur **khuśiyā** manāī thī
- 17 log baṛe paimāne par dīp jalāte the
- 18 log ek baṛā ākāśdīp dīpāvalī ke din laṭkāte the
- 19-25 A list of 7 simple words is given; the task is to find their equivalents in the text. The line numbers of the lines where the synonym occurs is provided. (1 example given)
- 19 parva
- 20 samast
- 21 rocak
- 22 āgaman
- 23 pracalit
- 24 pravartak
- 25 svarṇa
- 26-29 4 postpositions have been removed from the text (without complicating comprehension); the task is to choose the missing words from a list. (3 distractors)
- 26 se
- 27 kā
- 28 ne
- 29 ke
- 30-31 Completing two sentences in relation to the first two paragraphs of the text:
- 30 'Diwali festival's speciality is' [that there is no difference between sexes, castes, ages etc. in worship and celebration]
- 31 'Diwali festival can't be said to belong to any specific community because....' [in view of its historical importance it can be said to belong to the entire country].

The questions are divided into a section on 'Punishment' and a section on 'Caste'.

- 32 Instead of 'Punishment', which of the following would be an appropriate title?
- The minister's cruelty
 - The king's folly
 - The ego of artists [correct]
 - Against the noose
- 33 An open comprehension question:
Why did the king get annoyed? [because he didn't understand what could be a more severe punishment than the noose/because the minister said that even the noose wasn't severe enough]
- 34 Instead of 'Caste', which of the following would be an appropriate title?
- Life in a settlement
 - An argument between Brahmin and Thakur
 - The problems of education
 - The hypocrisy of casteism [correct]
- 35-40 Open comprehension questions:
35. How did the boy and girl get to meet? [when their families moved to the urban settlement connected with the new factory where their fathers worked]
- 36 Why didn't their fathers want them to get married? [because they were of different castes]
- 37 In the fathers' opinion, what will be the result of a marriage? [caste will disappear/be destroyed]
What 3 reasons do people give the fathers to let the marriage go ahead? (3 points)
- 38 The boy and girl are grown-up/big
- 39 The boy and girl are educated
- 40 The boy and girl are intelligent
- 41 What do the fathers think of the relationship between caste and sin?
[They think that sin does not necessarily affect caste/ sin is preferable to the pollution of the caste]
- 42-45 Out of 8 sentences, pick those 4 which are true:
- ka. Harishankar Parsai thinks that literature should be for entertainment only [false]
 - kha. Harishankar Parsai wants to express his views about society. [true]
 - ga. In 'Punishment' the king is the most important character. [false]
 - gha. In 'Caste' both the Brahmin and Thakur express casteist views. [true]
 - ca. In 'Caste' both the Brahmin and Thakur have had their children educated. [true]
 - cha. At the end of 'Caste', the fathers accept the marriage. [false]
 - ja. In 'Caste', the boy and girl try to persuade their fathers. [false]
 - jha. 'Caste' is more critical of society than 'Punishment'. [true]

Questions:

46-50 Some words and phrases have been removed from the text (without compromising intelligibility); the task is to choose the correct word from lists of four.

- 46. kha.
- 47. ka.
- 48. gha.
- 49. kha.
- 50. kha.

51-56 Open comprehension questions (based on the text):

- 51. What is Sheila Dikshit's main worry about the summer? [that there will be a shortage of electricity]
- 52/53 What has the Delhi minister asked Delhi residents to do? Why? (2 points)
[To use electricity only according to necessity; so that the supply can be made available to everybody]
- 54. What is the relevance of the figure "3000 megawatt"? [This is how high the demand for electricity reaches in summer]
- 55. Who will write to central government in relation to the problems of the Eastern Grid? [Narendra Nath (on Sheila Dikshit's request)]
- 56. What has the Delhi minister asked the members of the Electricity Board to do? [to inspect the electricity stations and examine the arrangements for an emergency]

57-60 A short task of finding equivalents:

In the text two words are used for 'power' and 'electricity'. List them. (2 points)

- 57. ūrjā
- 58. vidyut

In the text 2 words are used for 'order, request'. List them. (2 points)

- 59. ādeś
- 60. nirdeś