

**MARKSCHEME
BARÈME DES NOTATIONS
RESPUESTAS Y PUNTUACIÓN**

May / mai / mayo 2002

**Standard Level
Niveau Moyen
Nivel Medio**

HINDI / HINDI / HINDU

Paper / Épreuve / Prueba 1

The answers given in this markscheme contain the essential information that candidates are expected to provide in order to gain full marks for each question.

Where appropriate, the information may be expressed in phrases other than those indicated, but full marks may only be awarded if all the necessary information is given.

Answers which are partially correct should be marked as directed.

Do not use half marks.

Unless otherwise indicated no marks are to be awarded or deducted for use of language: linguistic errors should only be taken into account if communication is severely impaired and the answer is incomprehensible to a normal speaker of the language.

Assistant Examiners are requested to wait until they are contacted by their Team Leader before completing the marking (see Examiners' Manual for further details).

Les réponses données dans ce barème des notations contiennent l'essentiel de ce qu'on demande aux candidats pour qu'ils puissent obtenir la note maximum pour chaque question.

Les réponses peuvent être formulées différemment mais la note maximum ne sera attribuée que si le contenu de la réponse est exact.

S'il y a des indications spécifiques, une partie de la note peut être donnée si la réponse est incomplète.

Dans aucun cas des demi-points ou des fractions ne doivent être attribués.

À moins d'une indication spécifique aucun point ne sera ni ajouté ni ôté pour l'utilisation de la langue: les erreurs linguistiques ne seront prises en considération que si elles nuisent à la communication rendant ainsi la réponse incompréhensible.

Les examinateurs assistants sont priés d'attendre d'être contactés par leur chef d'équipe avant de terminer leurs corrections (voir le Manuel des examinateurs pour de plus amples détails).

Las siguientes respuestas contienen la información esencial que los candidatos han de dar para conseguir la máxima puntuación en cada pregunta.

En ocasiones, esta información puede expresarse de manera distinta a la indicada, pero para conseguir la máxima puntuación se han de mencionar todos los detalles requeridos.

En preguntas de valor superior a un punto puede haber instrucciones específicas que le permitan otorgar parte de la puntuación si la respuesta es imperfecta o incompleta.

No utilice fracciones de puntos.

A menos que se indique lo contrario, no se deben añadir ni restar puntos por la calidad en el uso de la lengua: los errores lingüísticos sólo se tomarán en cuenta si la comunicación queda seriamente perjudicada o si la respuesta resulta incomprensible.

Se pide a los examinadores asistentes que esperen a ser contactados por su examinador líder de equipo antes de terminar la corrección (para más información, refiéranse al Manual de los examinadores).

- *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.*

Text 1: 'I love India'

This article was taken from the Hindi website 'webdunia.com'.

The text talks about the fact that unlike older generations, modern Indian youngsters are not overly attracted to the West and although they would like to travel there, they would certainly not like to live there permanently. Even when it comes to travelling most youngsters would like to see more of India first.

Questions:

1-5 Choosing the right words for gaps left in the text from 4 options per question. One example is provided.

- 1 ka (choose between 'most', 'nevertheless', 'therefore', 'less')
- 2 kha (choose between 'matter', 'knowing', 'very', 'so')
- 3 ka (choose between 'wish', 'opinion' [fem.], 'opinion' [masc.], 'intention')
- 4 gha (choose between 'to work', 'to live', 'to study', 'to travel')
- 5 gha (choose between 'matter', 'place', 'necessity', 'shortage' - all fem. nouns)

6-10 Unfinished sentences for the students to complete choosing endings from a list. 5 Distractors are given

- | | | |
|----|---|-------|
| 6 | Today's teenagers.. | [ca] |
| 7 | From the survey it is clear that... | [ja] |
| 8 | On getting the opportunity, teenagers... | [ga] |
| 9 | Mussoorie and Ooty... | [kha] |
| 10 | When film songs are filmed abroad then the film.. | [ka] |

- | | |
|-----|---|
| ka | ..is less appealing to teenagers |
| kha | ..should be shown in films. |
| ga | ..will see their own country |
| gha | ..becomes more interesting |
| ca | ..think their country is lovely |
| cha | ..never want to go abroad |
| ja | ..what teenagers think about going abroad |
| jha | ..are worth seeing |
| ta | ..more than 60% of teenagers have gone abroad |
| tha | ..will travel abroad. |

Text 2: 'A meeting with Sneha Chakradar'

This text was taken from the Hindi website 'Womeninfo.com'.

The text describes and interviews a young dancer who is also a student at college and discusses her struggle to do both. We learn about Sneha's childhood and her parents' (positive) attitude towards her career as a dancer.

11-15 Inserting pronouns taken from the text. A list and an example are provided.

- 11 kisi ['some']
- 12 se ['from']
- 13 ke [genitive marker]
- 14 ne [agentive marker]
- 15 ko [dative marker]

16 Which line in the text means "it is necessary to be well-prepared before moving on"?

[last line: majbūt vr̥kṣ̥ tabhī miltā hai jab uskī jūrē majbūt hō]

17-20 Summaries of the paragraphs are given. The task is to say which statement corresponds to which paragraph. One example is given.

- 17 gha
- 18 ka
- 19 ca
- 20 ga

21-23 Open questions about the text.

- 21 Why is it surprising that Sneha is busy with dance even now
(Because she is also a student)
- 22 Sneha is learning two types of dance. What is the secondary type called?
(Odissi)
- 23 What did Sneha's parents think about her becoming a dancer?
(they were pleased as they had always encouraged her to become an artist)

Text 3: 'This is now child's play'

This article was taken from the Hindi magazine 'Vanita'.

The text describes how in the south Indian city Bangalore horse-riding has become very popular among the rich and the middle-classes. Various people are interviewed, including one woman whose mentally handicapped son has benefited from learning horse-riding. The daughter of a former *maharaja* says how she has given her land for a riding school as she feels everyone should be able to enjoy this 'royal sport'.

Questions:

24-28 An extra paragraph from the article is provided with pronouns removed. Students have to choose the missing words from a list. One example is given.

- 24 un ['those']
- 25 ke [genitive marker]
- 26 se ['with']
- 27 kī [genitive marker]
- 28 to ['then']

29-32 M/C questions on the text:

29 What is the goal of the Embassy school? (ka)

- ka To provide good facilities for everyone
- kha To allow children to go in an open environment
- ga To establish a good school alongside horse-riding
- gha To let children use good horses

30 Why wasn't Suneeta Singh able to learn horse-riding? (kha)

- ka She was mentally disabled
- kha She was too busy with house-work
- ga She was too old
- gha She had gone to America

31 What did Pushpa Bopaiya learn in America? (ka)

- ka Horse-riding
- kha How to teach horse-riding
- ga That her son was mentally disabled
- gha Which medication is a good remedy against mental illness

32 Meenakshi Devi: (gha)

ka Teaches 'Royal Sport' in Bangalore Palace

kha Teaches horse-riding in Bangalore Palace

ga Learnt horse-riding in the Bangalore Palace grounds

gha Says horse-riding should remain the domain of *maharajas*

33-36 8 statements are given, of which only 4 are correct. Write the letters of the correct statements in the boxes. (Correct: ga, ca, cha, jha)

ka In Bangalore it has become fashionable to be a soldier

kha In Bangalore there are at least 20 riding-schools

ga The Embassy School is more expensive than the Palace Ground

gha Only foreigners work in the Embassy School

ca Judith Bidappa teaches in a school

cha Shakti learnt horse-riding in Bangalore Palace

ja Meenakshi Devi grew up in Mysore

jha Some people ride horses just for exercise

Text 4. 'Fatehpur Sikri: here history speaks'

This article was taken from the Hindi magazine 'Vanita'.

It describes the deserted city of Fatehpur Sikri, situated close to the Taj Mahal, and discusses possible reasons that it was only inhabited for 10 years. One of the possible reasons that the Emperor had to leave for Lahore was the absence of drinking water.

37-42 A list of pronouns is given. These have been taken from the text. In the text the same pronouns have been put in bold type. The task is to say which words the pronouns correspond to. One example has been given.

37	ve (l.12)	kuch hī bhavan	['they' - 'some buildings']
38	iske (l.17)	pancmahal	['its' - 'name of a palace']
39	ispar (l.18)	caupaṛ kā khel	['on it' - the <i>caupaṛ</i> game]
40	iske (l.23)	masjid	['its' - mosque']
41	ismē (l.24)	śekh salīm cīstī kī dargāh	['in it' - Sheikh Salim Chisti's shrine']
42	iske (l.27)	buland darvāzā	['its' - 'Buland gate']

43-48 Open questions:

- 43 Sikri's Friday mosque resembles which building?
(The mosque in Mecca)
- 44 What is the circumference of Sikri?
(9 k.m.)
- 45 In what year did Emperor Akbar have to go to Lahore?
(1585)
- 46 Why is the text's last line relevant to Fatehpur Sikri? [This line says "When you go to Sikri don't forget to bring your own water"]
(Because there had been a water shortage in Akbar's time)

47-50 Four words from the text are given and synonyms have to be found from a list. 5 Distractors are given.

- 47 jha
48 cha
49 ga
50 gha
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