

Syllabus

Cambridge IGCSE Hindi as a Second Language
Syllabus code 0549
For examination in June 2011



UNIVERSITY *of* CAMBRIDGE
International Examinations

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Note for Exams Officers: Before making Final Entries, please check availability of the codes for the components and options in the E3 booklet (titled "Procedures for the Submission of Entries") relevant to the exam session. Please note that component and option codes are subject to change.

Contents

Cambridge IGCSE Hindi as a Second Language Syllabus code 0549

1. Introduction	2
1.1 Why choose Cambridge?	
1.2 Why choose IGCSE Hindi as a Second Language?	
1.3 Cambridge International Certificate of Education (ICE)	
1.4 How can I find out more?	
2. Assessment at a glance	5
2.1 Scheme of assessment	
3. Aims and assessment objectives	6
3.1 Aims	
3.2 Assessment objectives and their weighting	
4. Description of components	9
4.1 Paper 1: Reading and Writing	
4.2 Paper 2: Listening	
5. Curriculum content	12
6. Grade descriptions	13

1. Introduction

1.1 Why choose Cambridge?

University of Cambridge International Examinations (CIE) is the world's largest provider of international qualifications. Around 1.5 million students from 150 countries enter Cambridge examinations every year. What makes educators around the world choose Cambridge?

Recognition

Cambridge IGCSE is internationally recognised by schools, universities and employers as equivalent to UK GCSE. Cambridge IGCSE is excellent preparation for A/AS Level, the Advanced International Certificate of Education (AICE), US Advanced Placement Programme and the International Baccalaureate (IB) Diploma. Learn more at www.cie.org.uk/recognition.

Support

CIE provides a world-class support service for teachers and exams officers. We offer a wide range of teacher materials to Centres, plus teacher training (online and face-to-face) and student support materials. Exams officers can trust in reliable, efficient administration of exams entry and excellent, personal support from CIE Customer Services. Learn more at www.cie.org.uk/teachers.

Excellence in education

Cambridge qualifications develop successful students. They not only build understanding and knowledge required for progression, but also learning and thinking skills that help students become independent learners and equip them for life.

Not-for-profit, part of the University of Cambridge

CIE is part of Cambridge Assessment, a not-for-profit organisation and part of the University of Cambridge. The needs of teachers and learners are at the core of what we do. CIE invests constantly in improving its qualifications and services. We draw upon education research in developing our qualifications.

1. Introduction

1.2 Why choose Cambridge IGCSE Hindi as a Second Language?

Cambridge IGCSE Hindi as a Second Language is recognised by universities and employers as proof of knowledge and understanding of the language. Candidates studying the syllabus are often studying the language in order to promote their educational or employment prospects. They gain an understanding of a wide range of social registers and styles, and learn to communicate appropriately.

The topics selected relate to the interests and needs of the candidates in using Hindi as a Second Language, e.g. education, the world of work, current affairs, health and welfare, travel, school affairs.

1.3 Cambridge International Certificate of Education (ICE)

Cambridge ICE is the group award of the International General Certificate of Secondary Education (IGCSE). It requires the study of subjects drawn from the five different IGCSE subject groups. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of students who pass examinations in at least seven subjects, including two languages, and one subject from each of the other subject groups.

The Cambridge portfolio of IGCSE qualifications provides a solid foundation for higher level courses such as GCE A and AS Levels and the International Baccalaureate Diploma as well as excellent preparation for employment.

A wide range of IGCSE subjects is available and these are grouped into five curriculum areas. Hindi as a Second Language (0549) falls into Group I, Languages.

Learn more about ICE at www.cie.org.uk/qualifications/academic/middlesec/ice.

1. Introduction

1.4 How can I find out more?

If you are already a Cambridge Centre

You can make entries for this qualification through your usual channels, e.g. CIE Direct. If you have any queries, please contact us at **international@cie.org.uk**.

If you are not a Cambridge Centre

You can find out how your organisation can become a Cambridge Centre. Email us at **international@cie.org.uk**. Learn more about the benefits of becoming a Cambridge Centre at **www.cie.org.uk**.

2. Assessment at a glance

Cambridge IGCSE Hindi as a Second Language Syllabus code 0549

The syllabus assesses candidates' ability to use Hindi as a medium of practical communication, and is aimed at candidates for whom Hindi is not a first language/mother tongue but for whom it is a lingua franca or language of study.

2.1 Scheme of assessment

All candidates take Papers 1 and 2 and are eligible for the award of grades A* to G.

Paper 1	Duration	Weighting
Reading and Writing Section 1: four exercises – reading, information transfer, note-making and summary writing. Section 2: two exercises – reading and writing.	2 hours	67%

Paper 2	Duration	Weighting
Listening Four exercises – comprehension and true/false.	Approx. 35–45 mins	33%

3. Syllabus aims and assessment

3.1 Aims

The aims set out below describe the general educational purposes of a course in Hindi as a Second Language, and are the same for all candidates. They are not listed in order of priority.

The aims are to:

- 1 develop the ability to use Hindi effectively for the purpose of practical communication;
- 2 form a sound base for the skills required for further study or employment using Hindi as the medium;
- 3 develop an awareness of the nature of language and language-learning skills, along with skills of a more general application;
- 4 promote candidates' personal development.

3.2 Assessment objectives and their weighting

This syllabus assesses Reading, Writing and Listening.

Assessment Objectives (AOs) have been grouped under skill headings, but it is recognised that these are interrelated.

AO1: READING – Understand and respond to written language.

Candidates will be assessed on their ability to:

- R1 understand and respond to information presented in a variety of forms
- R2 select and organise material relevant to specific purposes
- R3 recognise, understand and distinguish between facts, ideas and opinions
- R4 infer information from texts

AO2: WRITING – Communicate clearly, accurately and appropriately in writing.

Candidates will be assessed on their ability to:

- W1 communicate clearly, accurately and appropriately
- W2 convey information and express opinions effectively
- W3 employ and control a variety of grammatical structures
- W4 demonstrate knowledge and understanding of a range of appropriate vocabulary
- W5 observe conventions of paragraphing, punctuation and spelling
- W6 employ appropriate register/style

3. Syllabus aims and assessment

AO3: LISTENING – Understand and respond to spoken language.

Candidates will be assessed on their ability to:

- L1 understand and respond to information presented in a variety of forms
- L2 recognise, understand and distinguish between facts, ideas and opinions
- L3 select and organise material relevant to specific purposes

Specification grid: Paper 1 – Reading and Writing

Assessment Objective		Section 1				Section 2	
		Exercise 1	Exercise 2	Exercise 3	Exercise 4	Exercise 5	Exercise 6
AO1	R1	✓	✓	✓	✓	✓	
	R2		✓	✓	✓		
	R3			✓	✓	✓	
	R4		✓	✓		✓	
AO2	W1				✓		✓
	W2				✓		✓
	W3				✓		✓
	W4				✓		✓
	W5				✓		✓
	W6				✓		✓

Specification grid: Paper 2 – Listening

Assessment Objective		Exercise 1	Exercise 2	Exercise 3	Exercise 4
AO3	L1	✓	✓	✓	✓
	L2			✓	✓
	L3		✓		✓

3. Syllabus aims and assessment

Weighting of assessment objectives

The relationship between the assessment objectives and the scheme of assessment is:

Assessment Objective	Paper 1 (marks)	Paper 2 (marks)	Whole assessment (%)
A01	36		40
A02	24		27
A03		30	33

4. Description of components

4.1 Paper 1: Reading and Writing

All questions and responses to be in Hindi.

Total mark: 60

Duration: 2 hours

For all parts of this paper, candidates write their answers in spaces provided in a question paper booklet. Dictionaries may not be used in the examination.

The question paper is divided into two sections, as follows, and candidates should attempt all exercises:

Section 1

- **Exercise 1** – Reading exercise: candidates will be required to answer a series of questions testing skim-/gist-reading skills, requiring short (single word/phrase) answers, based on a short text printed in the question paper. The text will be one of the following types: advertisement, brochure, leaflet, guide, report, manual, instructions.
Assessment objective: R1
Total mark: 6
- **Exercise 2** – Information transfer: candidates will be required to complete a form/notes template on the basis of information provided on the question paper.
Assessment objectives: R1, R2, R4
Total mark: 7
- **Exercise 3** – Note making: candidates will be required to make brief notes (under a supplied heading or headings) relating to a text printed in the question paper.
Assessment objectives: R1, R2, R3, R4
Total mark: 7
- **Exercise 4** – Summary writing: candidates will be required to write a paragraph-length summary about an aspect or aspects of a passage printed on the question papers.
Assessment objectives: R1, R2, R3, W1, W2, W3, W4, W5, W6
Total mark: 10

4. Description of components

Section 2

- **Exercise 5** – Reading exercise: candidates will be required to answer a series of questions testing more detailed comprehension, based on a text printed in the question paper. The text will take the form of a report/newspaper/magazine article.
Assessment objectives: R1, R3, R4
Total mark: 10
- **Exercise 6** – Writing exercise: candidates will be required to write approximately 150–200 words of continuous prose, in response to a short stimulus (which may take the form of pictures) and/or short prompts printed on the paper. A purpose, format and audience for the writing will be specified.
Assessment objectives: W1, W2, W3, W4, W5, W6
Total mark: 20

4.2 Paper 2: Listening

All questions and responses to be in Hindi.

Total mark: 30

Duration: approx. 35–45 minutes.

For all parts of this paper, candidates write their answers in spaces provided in a question paper booklet. Dictionaries may not be used in the examination.

Each exercise tests listening comprehension of recorded texts (e.g. dialogues, interviews, conversations, talks) on a CD played in the examination room. All listening material will be heard twice by candidates and appropriate pauses for candidates to write answers will be included on the recording.

The CD is controlled by the invigilator of the examination, not the candidate(s).

For details about room, equipment, checking the CD in advance and guidance on acoustics, teachers/invigilators should consult the relevant sections of CIE's *Handbook for Centres*.

4. Description of components

The question paper is divided into four exercises, as follows, and candidates should attempt all exercises:

- **Exercise 1** – Six comprehension items based on a series of short spoken texts (e.g. travel announcement, answerphone message, brief message), requiring short answers.
Assessment objectives: L1
Total mark: 6
- **Exercise 2** – Comprehension exercise based on longer spoken texts (e.g. conversation, interview, monologue, talk): candidates will be required to complete gaps on forms/charts printed on the question paper.
Assessment objectives: L1, L3
Total mark: 8
- **Exercise 3** – True-or-false exercise based on longer spoken texts (e.g. conversation, interview, monologue, talk): candidates will be required to indicate whether statements printed on the question paper are either true or false by ticking the correct box.
Assessment objectives: L1, L2
Total mark: 6
- **Exercise 4** – Comprehension exercise based on longer spoken texts (e.g. conversation, interview, monologue, talk): candidates will be required to answer open-ended questions, with short or sentence-length answers.
Assessment objectives: L1, L2, L3
Total mark: 10

5. Curriculum content

Assessment Objective	
1 Reading	<p>All candidates should be able to:</p> <ul style="list-style-type: none"> demonstrate the ability to understand public notices and signs (including timetables and advertisements) demonstrate the ability to extract relevant specific information from forms, letters, brochures and examples of imaginative writing considered likely to be within the experience of and reflecting the interests of young people from varied cultural backgrounds scan for particular information, organise the relevant information and present it in a logical manner/given format <p>In addition, candidates aiming for grades A*–C should be able to:</p> <ul style="list-style-type: none"> demonstrate the ability to extract relevant information from a wider range of texts, including magazines and newspapers likely to be read by young people demonstrate the ability to identify the important points or themes within an extended piece of writing draw conclusions from and see relations within an extended text
2 Writing	<p>All candidates should be able to:</p> <ul style="list-style-type: none"> carry out simple writing tasks, e.g. completing forms, short pieces in an appropriate and accurate form of Hindi in response to a written stimulus demonstrate the ability to describe, report, give personal information identify, organise and present given material in a particular form <p>In addition, candidates aiming for grades A*–C should be able to:</p> <ul style="list-style-type: none"> carry out longer writing tasks on a wider range of topics in response to a written stimulus
3 Listening	<p>All candidates should be able to:</p> <ul style="list-style-type: none"> demonstrate understanding of specific details, information and semi-formal announcements in contexts such as news, weather, travel broadcasts, and in interviews, dialogues and telephone conversations demonstrate general comprehension of the speaker's intentions where appropriate <p>In addition, candidates aiming for grades A*–C should be able to:</p> <ul style="list-style-type: none"> identify the important points or themes of the material they hear, including attitudes draw conclusions from and identify the relationships between ideas within the material they hear show awareness of major variations in register

6. Grade descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall, and may conceal weakness in one aspect of the examination that is balanced by above-average performance on some other.

At **Grade A** the candidate has demonstrated expertise by:

- understanding and communicating arguments, ideas and information both at a straightforward and a more complex level;
- structuring work overall so that the reader can follow the argument from the beginning to the end;
- selecting material from texts and developing it in relationship to the question, sufficient to show some independence of thought;
- recognising and explaining underlying meaning and the writer's attitude to the subject matter;
- varying style in different types of writing and giving evidence of a good range of language;
- spelling and punctuating accurately (with few if any mistakes);
- using well constructed paragraphs and sentences and obeying standard grammatical conventions.

At **Grade C** the candidate has demonstrated competence by:

- understanding and communicating arguments, ideas and information at a straightforward level;
- ensuring that all work has a clear beginning, middle and ending, and that ideas generally follow on from one another;
- selecting material from texts in answer to questions and providing straightforward explanations and developments to show relevance;
- recognising more obvious meanings and attitudes;
- writing with some knowledge of style and the possibility of varying it according to different types of writing; using a range of language adequate to all the tasks set;
- spelling and punctuating with accuracy;
- using adequate paragraphing and some variety of sentence construction and showing awareness of standard grammatical conventions.

At **Grade F** the candidate has demonstrated a basic level of competence by:

- understanding and communicating information at a basic level;
- ensuring that all work has a basic sequence;
- selecting material from texts in answer to questions and providing basic explanations;
- recognising straightforward meanings and attitudes;
- writing at least in single sentences with the possibility of sentence variety according to different types of writing; using language adequate to some of the tasks set;
- spelling and punctuating so that weaknesses do not seriously impair communication;
- using occasional paragraphing and variety of sentence construction, with some regard to everyday grammatical conventions.

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