



# Cambridge International A Level

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**HINDI**

**9687/02**

Paper 2 Reading and Writing

**October/November 2022**

**MARK SCHEME**

Maximum Mark: 70

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**Published**

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2022 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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This document consists of **17** printed pages.

**PUBLISHED****Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

**2 General Marking Principles**

**2.1** Please note that it is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided on the following pages. You will need to consider all alternative answers and unexpected approaches in candidates' scripts, make a decision on whether they communicate the required elements, in consultation with your Team Leader if necessary, and award marks accordingly.

**2.2 Crossing out:**

- (a) If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.
- (b) If a candidate crosses out an answer to a whole question but makes no second attempt at it, mark the crossed out work.

**2.3** Annotation used in marking:

- (a) BOD = Benefit of the Doubt and is used to indicate material considered by the Examiner and judged to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.
- (b) NBOD = No Benefit of the Doubt and is used to indicate material considered by the Examiner and judged to be more incorrect than correct: the benefit of the doubt is **not** given to the candidate and the mark is **not** awarded.
- (c) ^ = to indicate where something which is key to the response is missing.
- (d) Horizontal wavy line = unclear content or language.
- (e) HA = Harmless Addition. The candidate has provided unnecessary extra material in their answer but it does not invalidate the answer.
- (f) IR = irrelevant material.
- (g) Vertical wavy line = unclear content or language. In Q5, this can be used to indicate the end of the permissible word count.

**2.4** No response and '0' marks

Award NR (No Response):

- If there is nothing written at all in the answer space or
- If there is only a comment which does not in any way relate to the question being asked (e.g. 'can't do' or 'don't know') or
- If there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark).

Award 0:

- If there is any attempt that earns no credit. This could, for example, include the candidate copying all or some of the question, or any working that does not earn any marks, whether crossed out or not.

**Detailed Mark Scheme**

Question	Answer	Marks	Not Allowed Responses
<b>Question 1</b> Responses which do not fit directly into the 'footprint' left by the original word are <b>not</b> allowed – i.e. no additions, no deletions. Accept minor spelling errors in transcription.			
1(a)	आवश्यकता	1	
1(b)	प्रदान करने में	1	
1(c)	सर्वोत्तम	1	
1(d)	ज्ञानार्जन	1	शिक्षित
1(e)	निडरतापूर्वक	1	

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Question	Answer	Marks	Not Allowed Responses
<b>Question 2</b>			
The following are examples of the way in which the answers could be expressed.			
2(a)	उत्सव के बारे में दोस्तों ने अपने विचार साझा किए।	1	
2(b)	छात्रों ने सफलतापूर्वक अपनी परीक्षाएँ संपन्न की।	1	
2(c)	परिवार की समृद्धि के लिए माता-पिता काम करते हैं ।	1	
2(d)	केक बनाने की प्रक्रिया बहुत आसान है।	1	
2(e)	लड़के पार्क की दिशा में जा रहे हैं।	1	

Question	Answer	Marks	Not Allowed Responses
<b>Question 3</b>			
3(a)	राष्ट्र निर्माण की प्रक्रिया में युवा क्यों सबसे महत्वपूर्ण अंग हैं? Accept any 3	<b>3</b>	
	1 युवा-वर्ग राष्ट्र का संरचनात्मक और कार्यात्मक ढाँचा हैं। / राष्ट्र निर्माण में युवा का महत्वपूर्ण योगदान है।	1	
	2 नए और रचनात्मक विचारों से भरा है।	1	
	3 शक्ति का अथाह सागर है	1	
	4 उत्साह / उमंग का स्रोत है।	1	
3(b)	नेल्सन मंडेला के कथन 'आज के युवा कल के नेता हैं' के पक्ष में कोई चार बिंदु बताएँ ? Accept any 3	<b>3</b>	
	1 किसी भी क्षेत्र में कुशल नेतृत्व देने में सक्षम हैं।	1	
	2 देशों और व्यावसायिक संगठनों का नेतृत्व सफलतापूर्वक कर रहे हैं।	1	
	3 सेना में निर्णायक प्रमुख भूमिका संभाल रहे हैं।	1	
	4 खेल /कला /साहित्य आदि का नेतृत्व कर रहे हैं।	1	

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Question	Answer	Marks	Not Allowed Responses
3(c)	सफल राष्ट्रनिर्माण कैसे संभव है?	2	
	1 सभी नागरिकों की विकास में भागीदारी।	1	युवा की भागीदारी
	2 राष्ट्र की नीतियों /योजनाओं /विकास कार्यों में युवाओं का नेतृत्व।	1	
3(d)	युवा-वर्ग का सामाजिक विकास में क्या योगदान है?	3	
	1 युवा-वर्ग सामाजिक बुराइयों - भ्रष्टाचार / असमानता / आतंकवाद के खिलाफ लड़ते हैं।	1	
	2 सोशल मीडिया के प्लेटफार्मों का उपयोग कमजोर वर्ग को शिक्षित करने के लिए करते हैं।	1	
	3 उन्हें / कमजोर वर्ग को मुख्य धारा से जोड़ते हैं।	1	
3(e)	चिकित्सा क्षेत्र में युवाओं की भूमिका क्यों प्रशंसनीय है?	3	
	1 औषध और शल्य-चिकित्सा के क्षेत्र में नवीन अनुसंधान कर रहे हैं।	1	कल कारखानों और यंत्रों के विकास में योगदान
	2 मानवजीवन को सुरक्षित और स्वस्थ कर रहे हैं।	1	
	3 आपात्काल में निडरता पूर्वक सेवा कर रहे हैं।	1	



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Question	Answer	Marks	Not Allowed Responses
<b>Quality of Language – Accuracy</b>			[5]
<b>5</b>	<b>Very good</b>	Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).	
<b>4</b>	<b>Good</b>	Higher incidence of error than above, but clearly has a sound grasp of the grammatical elements in spite of lapses. Some capacity to use accurately more complex structures.	
<b>3</b>	<b>Sound</b>	Fair level of accuracy. Common tenses and regular verbs mostly correctly formed. Some problems in forming correct agreement of adjectives. Difficulty with irregular verbs, use of prepositions.	
<b>2</b>	<b>Below average</b>	Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.	
<b>0–1</b>	<b>Poor</b>	Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.	

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Question	Answer	Marks	Not Allowed Responses
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**Additional marking guidance for Quality of Language**

The five marks available for Quality of Language are awarded **globally** for the whole performance on each set of answers.

A concise answer, containing all mark-bearing components for Content is scored on the full range of marks for language, i.e. length does not determine the Quality of Language mark.

**Answers scoring 0 for Content** cannot contribute to the overall Quality of Language mark.

Identify the answer(s) scoring 0 for Content in the whole set of answers. Then add together the number of Content marks available for each of these questions and reduce the Quality of Language mark according to the following table:

Total Content marks available on questions where a candidate scores 0	Reduce Quality of Language mark by:
2–3	1
4–5	2
6–7	3
8–14	4
15	5

**Note:** A minimum of one mark for Quality of Language should be awarded if there are any Content marks at all (i.e. 0 Quality of Language marks only if 0 Content marks).

Question	Answer	Marks	Not Allowed Responses
<b>Question 4</b>			
4(a)	योग्यताओं के बावजूद युवाओं के लिए राष्ट्र-निर्माण आसान नहीं है, क्यों?	2	
	1 आधुनिकता की चमक / प्रतियोगिता का दबाव उन्हें तनावग्रस्त बना रहे हैं।	1	
	2 अव्यावहारिक शिक्षानीति / सोशल मीडिया / भौतिकतावाद, युवाओं के शारीरिक और मानसिक स्वास्थ्य को प्रभावित कर रहे हैं।	1	
4(b)	आधुनिक शिक्षा-प्रणाली युवाओं की अपेक्षाओं को क्यों पूरा नहीं कर सकती है?	3	
	1 बौद्धिक विकास नहीं कर सकती है।	1	
	2 व्यावहारिक ज्ञान की कमी के कारण रोजगार की कमी।	1	
	3 असुरक्षा की ओर / संस्कारों से दूर / परम्पराओं से दूर ले जा सकती है।	1	

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Question	Answer	Marks	Not Allowed Responses
4(c)	वर्तमान परिस्थितियाँ किस प्रकार युवाओं के पतन का कारण बन सकती हैं?	4	
	1 संचार क्रांति का दुरुपयोग	1	
	2 दिशाहीनता एवं अनुशासनहीनता	1	
	3 धैर्य की कमी	1	
	4 आत्मकेंद्रता	1	लालच, निष्ठुरता, हिंसा
4(d)	सामाजिक अपेक्षाएँ आज के युवा-वर्ग के चरित्र निर्माण में बाधक कैसे हो सकती हैं?	3	
	1 कुछ माता-पिता अपने बच्चों को डॉक्टर, इंजीनियर बनाना चाहते हैं, पर चरित्रवान, संस्कारवान बनाना भूल जाते हैं।	1	
	2 प्रदूषित माहौल और नकारात्मक भावभूमि के दुष्प्रभाव ।	1	
	3 स्वार्थ और समझौते की भावना ने सिद्धांतों, आदर्शों और नैतिक मूल्यों को छोड़ा।	1	

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Question	Answer	Marks	Not Allowed Responses
4(e)	किन कारणों से युवाओं का योगदान सराहनीय है?	3	
	1 युवा अनेक कीर्तिमान स्थापित कर रहा है। / सफल हो रहा है।	1	
	2 युवा-शक्ति के बल पर देश / दुनिया / समाज आगे बढ़ रहा है।	1	
	3 अधिकतर क्रांतियों के नेता युवा रहे हैं।	1	

**Quality of Language – Accuracy**

[5]

<b>5 Very good</b> Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).
<b>4 Good</b> Higher incidence of error than above, but clearly has a sound grasp of the grammatical elements in spite of lapses. Some capacity to use accurately more complex structures.
<b>3 Sound</b> Fair level of accuracy. Common tenses and regular verbs mostly correctly formed. Some problems in forming correct agreement of adjectives. Difficulty with irregular verbs, use of prepositions.
<b>2 Below average</b> Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.
<b>0–1 Poor</b> Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.

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Question	Answer	Marks	Not Allowed Responses
<p><b>Question 5</b></p> <p><b>Length of 5(a) + 5(b) (Summary and Personal Response)</b></p> <ul style="list-style-type: none"> <li>Examiners make a rough estimate of the length by a quick calculation of the number of words on a line.</li> <li>If the piece is clearly too long, calculate the length more precisely.</li> </ul> <p>Insert the vertical wavy line <u>after</u> the 160<sup>th</sup> word to show the end of the response to be marked. </p> <p><b>Content marks – Summary</b></p> <p>Indicate with a tick in the body of the text the point being rewarded. Do not penalise ‘lifting’ for content marks in this exercise, but excessive reliance on the text will reduce the language mark.</p> <p>The summary could include the following points (award 1 mark for each point covered up to a maximum of 10 points):</p>			
5(a)	<p>आलेख 1 और 2 के आधार पर युवा-वर्ग की चुनौतियों एवं राष्ट्रनिर्माण में भूमिका का सारांश लिखिए</p> <p>Accept any 5 from each list:</p> <p><b>युवा-वर्ग की चुनौतियाँ</b></p> <ol style="list-style-type: none"> <li>आधुनिकता की चमक</li> <li>प्रतियोगिता का दबाव</li> <li>शिक्षा प्रणाली की अनुपयुक्तता के कारण बौद्धिक विकास न होना और बेरोज़गारी की संभावना</li> <li>संचार क्रांति के दुरुपयोग से तनाव</li> <li>दिशाहीनता एवं अनुशासनहीनता</li> <li>धैर्य की कमी</li> <li>आत्मकेंद्रता</li> <li>संस्कारों की कमी / प्रदूषित वातावरण और नकारात्मक भावभूमि</li> <li>समाज की अपेक्षाएँ</li> </ol>	10	

Question	Answer	Marks	Not Allowed Responses
5(a)	<p><b>युवा-वर्ग का योगदान</b></p> <ol style="list-style-type: none"> <li>1 व्यावसायिक संगठनों का सफल नेतृत्व</li> <li>2 सेना में निर्णायक भूमिका प्रदान करते हैं</li> <li>3 खेलकूद, साहित्य और कला में योगदान</li> <li>4 राष्ट्र की नीतियों, योजनाओं और विकास कार्यों में योगदान</li> <li>5 युवा सामाजिक बुराइयों जैसे भ्रष्टाचार, असमानता या आतंकवाद के खिलाफ लड़ते हैं।</li> <li>6 चिकित्सा के क्षेत्र में नवीन अनुसंधान</li> <li>7 सोशल मीडिया से कमजोर वर्ग को शिक्षित कर उन्हें मुख्य धारा से जोड़ते हैं।</li> <li>8 आपातकाल में निडरता से सेवा</li> <li>9 इंजीनियरिंग में योगदान</li> </ol>		
<p><b>Content marks – Response to the Text</b></p> <p>Mark like a mini-essay according to the variety and interest of the opinions and views expressed, the response to the original text stimulus and the ability to express a personal point of view. Further, more detailed guidance for particular questions will be given to examiners.</p>			
5(b)	<p>आपके विचार से युवा-वर्ग की शक्तियों का सही रूप से कैसे उपयोग हो सकता है?</p> <p>परीक्षार्थी के अपने विचार</p>	<b>5</b>	<p>Accept any plausible points. Candidates should express their own idea there.</p>



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Question	Answer	Marks	Not Allowed Responses
<b>Quality of Language – Accuracy</b>			[5]
<b>5</b>	<b>Very good</b>	Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).	
<b>4</b>	<b>Good</b>	Higher incidence of error than above, but clearly has a sound grasp of the grammatical elements in spite of lapses. Some capacity to use accurately more complex structures.	
<b>3</b>	<b>Sound</b>	Fair level of accuracy. Common tenses and regular verbs mostly correctly formed. Some problems in forming correct agreement of adjectives. Difficulty with irregular verbs, use of prepositions.	
<b>2</b>	<b>Below average</b>	Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.	
<b>0–1</b>	<b>Poor</b>	Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.	