



Cambridge IGCSE™

HINDI AS A SECOND LANGUAGE

0549/01

Paper 1 Reading and Writing

February/March 2026

MARK SCHEME

Maximum Mark: 60

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 February/March 2026 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **13** 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 descriptions 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.

Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	Credit for good language or good content point
	Incorrect
	Omission
	Unclear meaning or illegible
	If the examiner considers the answer to be more correct than incorrect, then 'benefit of doubt' is given.
	If the examiner considers the answer to be more incorrect than correct, then 'no benefit of the doubt' is given.
	Harmless addition: used if the candidate extends their answer, without contradicting or invalidating the response.
	To show the end of word count
	Repetition

Annotation	Meaning
INVL	Used if the candidate includes material in their answer which contradicts the correct answer, and therefore invalidates their response.
SEEN	Used to show that blank pages have been seen and any creditworthy material has been awarded
Highlighter	Highlight
Off-page Comment	Used by the examiner to make a holistic comment to any reviewing examiner about the script

Question	Answer	Marks	Guidance
1	पर्यटन	1	Please reject विनिकुंका के पर्वत
2	हिमनद/बर्फ के नीचे/अंदर/पीछे	1	हिमनद पिघलने पर
3	(i) सैलानी बस (ii) चढ़ाई	2	
4	चट्टान की परतों में विभिन्न खनिजों के अलग-अलग रंगों से	1	Please reject: सात रंगों की धारियाँ
5	यात्रियों के पदचाप से पहाड़ की सतरंगी धारियाँ (हल्की) धूमिल पड़ने का खतरा	1	पर्यावरण संरक्षण
6	(i) अलग-अलग रंग के भूवैज्ञानिक चमत्कार (विज्ञान से) (ii) धार्मिक उत्सव आयोजित करना संस्कृति/आध्यात्मिकता से	2	पहाड़ पर शक्तिशाली आत्मा का निवास
7	C	1	
8	B	1	
9	A	1	
10	D	1	c
11	B	1	
12	A	1	
13	C	1	
14	A	1	

Question	Answer	Marks	Guidance
15	D	1	
16	(i) (तुर्की में/ गाँव में) गर्मी की छुट्टियाँ बिताते समय (ii) एक असहाय दुर्बल बिल्ली का लेखिका के घर में शरण लेना	2	सड़क पर
17	Accept any two (i) बिल्ली का लेखिका के परिवार के साथ लगाव/दृढ़-निश्चयी/स्नेही/प्रेमपूर्ण (ii) खाने के लिए निश्चित रुचि/चालाक (iii) साहसी	2	जीवाश्म की तरह लिपटना/बड़ा व्यक्तित्व
18	(i) दो बड़ी बिल्लियों का उसे घायल करना (ii) लेखिका के बच्चों की बिल्ली को शरण देने की इच्छा (iii) लेखिका की असहमति	3	
19	(i) पशु चिकित्सक का कहना, 'यदि यह यहाँ रही तो अगली सर्दियों तक नहीं बचेगी' बिल्ली की असहायता/संकटापन्नता के प्रति चिंता/ वह बिल्ली को खोना नहीं चाहती थी (ii) आवश्यक औपचारिक कार्यवाही करके उसे अपने पास बुलवाना।	2	

Question	Answer	Marks	Guidance
20	अंतर्वस्तु के लिए 4 अंक और सटीक और संक्षिप्त भाषा के लिए अधिकतम 6 दिए जाएंगे। Award up to 10 marks, based on up to 4 marks for Content and up to 6 marks for being accurate and concise in your Language. Content: 4 marks Makes 4 clear points that answer the question. 3 marks Makes some clear points that answer the question. 2 marks Makes one or two points relevant to the question 1 mark Content has limited relevance to the question. 0 marks No response worth of credit. List of possible main points: 1 तुर्की में गर्मी की छुट्टियाँ बिताते समय एक लावारिस छोटी बिल्ली का लेखिका के घर में घुसना 2 कोशिश करने पर भी उसे बाहर नहीं निकाल सकना (दृढ़ निश्चयी) 3 पशुओं के लिए बने टिन के खाने की जगह बिल्ली का लेखिका के परिवार के बचे चिकन खाना और फ्रिज खुलते ही उसकी ओर लपकना (अपनी पसंद/नापसंद की समझ) 4 एक दिन कुछ बड़ी बिल्लियों द्वारा घायल किए जाने पर बिल्ली का उनकी शरण में आना और लेखिका के बच्चों का उसे अपने साथ यूके ले जाने की इच्छा, लेखिका की असहमति 5 पशु चिकित्सक से यह सुनने के बाद कि लावारिस बिल्ली के जीवन को खतरा हो सकता है, लेखिका का हृदय परिवर्तन	10	

Question	Answer	Marks	Guidance
20	6 पशु चिकित्सक से उसके घाव का इलाज करवाना और एक मित्र की सहायता से औपचारिक कार्यवाही करवा कर उसे यूके में बुलाकर अपने परिवार का सदस्य बनाने की प्रतीक्षा। Language (style and accuracy) 5-6marks Uses a wide range of language including complex structures effectively. High level of accuracy, very good control of language. Consistently appropriate style and register. 4 marks Uses a range of structures appropriately. Attempts to use more ambitious language. Mostly accurate with a good control of language. Any errors do not impede meaning. Appropriate style and register. 3 marks Uses mainly simple structures and vocabulary. Sometimes attempts to use more ambitious language. Uses simple structures with a good degree of control. Inaccuracies occur when attempting more ambitious language. Meaning is generally clear. 2 marks Uses simple structures and vocabulary. Some degree of control. Meaning is sometimes in doubt. Style and register may be inconsistent or inappropriate. 1 mark Uses very simple structures and vocabulary. Lack of control of simple structures makes meaning mostly difficult to understand. Inappropriate style and register.		

Question	Answer	Marks	Guidance
21	Award up to 3 marks for Content and up to 5 marks for the style and accuracy of Language. Content: Award 1 mark for covering each bullet point, up to a maximum 3 marks: • प्रिय व्यंजन का विवरण • व्यंजन बनाने के लिए आवश्यक सामग्री • बनाने की विधि। Language (style and accuracy) 5 marks Uses a wide range of language including complex structures effectively. High level of accuracy, very good control of language. Consistently appropriate style and register. Uses well-constructed and linked paragraphs. 4 marks Uses a range of structures appropriately. Attempts to use more ambitious language. Mostly accurate with a good control of language. Any errors do not impede meaning. Appropriate style and register. Uses reasonably well-constructed paragraphs with some linking words. 3 marks Uses mainly simple structures and vocabulary. Sometimes attempts to use more ambitious language. Uses simple structures with a good degree of control. Inaccuracies occur when attempting more ambitious language. Meaning is generally clear. Some attempt to use appropriate style and register and to organise writing into paragraphs. 2 marks Uses simple structures and vocabulary. Some degree of control. Meaning is sometimes in doubt. Style and register may be inconsistent or inappropriate. Limited or no use of paragraphs.	8	

Question	Answer	Marks	Guidance
21	1 mark Uses very simple structures and vocabulary. Lack of control of simple structures makes meaning mostly difficult to understand. Inappropriate style and register. No use of paragraphs. 0 marks No response worthy of credit.		

Question	Answer	Marks	Guidance
22	परीक्षार्थी के अपने विचार Award up to 8 marks for Content and up to 8 marks for the style and accuracy of Language. Content: relevance and development of ideas Level 4 [7–8 marks] Fulfils the task, with consistently appropriate register and a very good sense of purpose and audience. Ideas are well developed and communicated effectively, at appropriate length. Effectively organised and coherent. Consistently appropriate style and register.. Level 3 [5–6 marks] Fulfils the task, with appropriate register and a good sense of purpose and audience. Ideas are well developed at appropriate length. Well organised and coherent. Appropriate style and register. Level 2 [3–4 marks] Fulfils the task reasonably well with mostly relevant points. The register may not be consistent. Demonstrates a reasonable sense of purpose and audience. Ideas are satisfactorily developed at appropriate length. Generally well organised and coherent. Some attempt to use appropriate style and register. and to organise writing into paragraphs. Level 1 [1–2 marks] Limited engagement with the task with few relevant points. Inappropriate register and insufficient awareness of purpose and/or audience. There is some development of ideas, although in places this is incomplete and/or repetitive. Organisation may lack coherence. Style and register may be inconsistent or inappropriate. Level 0 [0 marks] No response worthy of credit.	16	

Question	Answer	Marks	Guidance
22	Language: style and accuracy Level 4 [7–8 marks] Uses a range of language, including complex structures and less common words and phrases, effectively. High level of accuracy; excellent control throughout. Any errors are related to less common words and structures. Uses well-constructed and linked paragraphs. Level 3 [5–6 marks] Uses a range of structures and words and phrases, generally appropriately. Mostly accurate with a good degree of control. There may be slight awkwardness when attempting to use more ambitious language. Uses reasonably well-constructed paragraphs with some linking words. Level 2 [3–4 marks] Uses mainly simple structures and vocabulary. Demonstrates a reasonable degree of control. Grammatical errors occur when attempting more ambitious language. Meaning is generally clear. Organises writing into paragraphs. Level 1 [1–2 marks] Uses simple structures and vocabulary. Some lack of control of simple structures. Meaning is often obscured. Limited or no use of paragraphs. Level 0 [0 marks] No response worthy of credit.		