

Examiners' Report/ Principal Examiner Feedback

June 2011

International GCSE Sinhala (4SI0)
Paper 1

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Publications Code UG028761

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Examiner's report for INTERNATIONAL GCSE Sinhala (4S10) Summer 2011

General Comments

The International GCSE Sinhala paper contained Reading and Writing questions awarding full marks (100) for the candidates. The paper mainly consists of 4 questions, assessing the candidates' overall grammar knowledge, vocabulary, reading and writing, as well as creative writing. Overall the questions were accessible to all candidates. However, the question 4 – the essay writing was targeted mainly the grades A and A* , since not only the candidates' writing ability, but also their experienced knowledge was assessed.

Compared to the last years, this year candidates find more interesting the two main translations, since it is divided in to three small passages from three different topic areas and also including different tenses. This can be clearly observed by the outcome of their translations.

Question 1

Question 1 required candidates to identify specific grammar rules when they translate the sentences. This was satisfactorily done by most candidates. Most of them found difficult when they translate the first sentence since 'if' was included and also the words supervisor and interviews in the third sentence.

Question 2

Question 2 was a translation of three passages in to Sinhala. The majority of candidates were able to translate most of the parts other than some of the words in the first passage. However most of their grammar knowledge was not satisfactory and they should have considered the tenses rules and the sentences structure more, when they translate the sentences in to Sinhala.

Question 3

Question 3 was a translation of three passages in to English. More than 75% of candidates were able to translate most of the parts other than some of the words in the first and the second passage. They were also able to read the given Sinhala passages and get the meaning correctly.

Question 4

Question 4 was the major writing tasks and mainly the candidates' creative writing, their past experiences and their former readings were assessed. The marks were given for the content, the quality of their work and their level of grammar. The more they use the vocabulary, added more marks, while considering the arrangement of the sentences and the uses of verbs. The word limit was also assessed since some of the candidates exceeded the word limit.

Among the four essay topics and the letter given, the topic 'dream house' and the letter were more popular than the other two. Though the content of the letter should be based on the Sri Lankan traditional wedding ceremonies, most of the candidates were not able to express their ideas by considering the values of the traditional weddings and the comparison of the modern and the traditional weddings. Most of the candidates did not write about the traditional wedding ceremonies and only wrote about the present wedding ceremonies. There seemed to be a lack of knowledge on the traditions of the target county as well as a misunderstanding of the text.

The final outcome of the paper was pleasing and the pre-examination preparations of the candidates were satisfactory.

Grade Boundaries

The modern foreign languages specifications share a common design, but the assessments in different languages are not identical. Grade boundaries at unit level reflect these differences in assessments, ensuring that candidate outcomes across these specifications are comparable at specification level.

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