

Mark Scheme (Results)

Summer 2012

International GCSE Sinhala (4SI0)
Paper 01

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Question Number	Answer	Mark
1 (a)	<p>කරුණාකර මෙහේ ඉඳල ඉවත් තොටුපලට බස් එකක් ගන්න කොහොමද කියන්න.</p> <p>මෙහේ ඉඳල ඉවත් තොටුපලට බස් එකක් ගන්න කොහොමද කියන්න.</p> <p>කරුණාකර මෙහේ ඉඳල එයාපෝටි එකට බස් එකක් ගන්න කොහොමද කියන්න. Reject</p>	
(b)	සිගිරිය අනුරාධපුරේන දකුණු දිසාවට කිලෝමීටර පහසක් පමණ දුරින් පිහිටා ඇත.	
(c)	මගේ අයිතා මට වඩා අවුරුදු තුනකින් වැඩිමහල් ය.	
(d)	<p>මේ ඉදුණු අන්නාසි එකක් රුපියල් හැත්තෑපහයි.</p> <p>මේ ඉඳිවව අන්නාසි ගෙඩියක් රුපියල් හැත්තෑපහයි.</p>	
(e)	බොහෝවිට නවකතා අද්දින මහජනයා කියවන ඉතාම ජනප්‍රිය ගණයේ පොත් විය හැක.	

Five sentences each worth 2 marks, plus a global mark for **quality of language**. Marks are awarded for **communication** and for **quality of language**, using the following assessment criteria grids.

Communication	Mark
No relevant communication.	0
At least half the sentence is correctly communicated in the target language.	1
Fully communicated in the target language, although with some ambiguity in the expression.	2

The **quality of language** assessment criteria grid below is applied **globally** to all five sentences.

Quality of language	Mark
No language worthy of credit.	0
Frequent basic errors with only isolated examples of accurate language.	1
High incidence of error which impedes communication at times; inconsistent.	2
Accuracy variable with some basic errors.	3
Level of accuracy generally secure but incidence of error increase in more complex language.	4
High level of accuracy with only minor errors.	5

Question 2 – Translation Into Sinhala

Marks are awarded for transmission and quality of language, using the following assessment criteria grids.

Transmission	Mark
No language worthy of credit.	0
Only the very basic points are transmitted successfully with some very straightforward sections totally misunderstood. The style is often incomprehensible. Communication is frequently impaired.	1-3
Only the more straightforward and concrete points are transmitted successfully. Very little or no awareness of nuance and/or idiom. Several sections totally misunderstood. The style is incoherent with communication impaired at times.	4-6
The main points, usually narrative and concrete, are conveyed successfully for the most part, although problems are encountered with more complex language. Inference, nuance and idiom transmitted successfully on occasions. Some passages misunderstood and attempts at rephrasing only partially successful. The style is not always coherent.	7-9
A generally very competent rendering of the original text with grasp of most detail, nuance and idiom. Some passages, usually more complex, misinterpreted. Some successful attempts at rephrasing. The style is generally pleasing.	10-12
Excellent transmission skills with clear grasp of detail. Excellent transfer of inference, nuance and idiom. Pleasant to read.	13-15

Quality of language	Mark
No language worthy of credit.	0
A very high incidence of basic error in all aspects of grammar, syntax and morphology. Basic lexis and structures appropriate to the task are unknown. No awareness of tense concept/time sequence. Large sections totally misunderstood. Communication impaired. Very little worthy of credit.	1-2
Some inaccuracies in basic grammar, although narrative sections, usually short and straightforward, are in general correct. Lexis and structures appropriate to the task restricted with some often quite basic items unknown. At times some fairly basic problems with tense concept/time sequence. Use of given adjectives and/or adverbial phrases occasionally evident, though these are likely to be only partially successful. Often quite difficult to follow.	3-4
Largely accurate when using simple, short phrases: incidence of error increases in more complex language. Lexis and structures appropriate to the task tend to be adequate, with several items unknown. Some use of given adjectives and/or adverbial phrases with some degree of success. About half of what is written should be free of major errors. Not always easy to read.	5-6

<p>A high level of accuracy overall, however with occasional basic errors, usually in more complex language. Uses a wide range of lexis and structures appropriate to the task with occasional lapses. Grasp of tense concept/time sequence generally secure, although occasional lapses are evident. Pleasant to read for the most part.</p>	<p>7-8</p>
<p>A very high level of accuracy with only minor errors. Confident use of a wide range of lexis and structures appropriate to the task. Excellent grasp of tense concept/time sequence. Very pleasant to read overall, although not necessarily faultless.</p>	<p>9-10</p>

Question Number	Acceptable Answers	Mark
<p>2</p>	<p style="text-align: center;">කතරගම උත්සවය</p> <p>කතරගම මහා උත්සවය, මහනුවර ඇසල පෙරහැරත් සමගම වාගේ ජූලි සහ ඇගෝස්තු මාසවල සති දෙකක් පුරා පැවැත්වේ. සුප්‍රසිද්ධ පැරණි පූජනීය ස්ථානයකවන කතරගම මෑතක වනතෙක් ම තද වනාන්තරයෙහි සැඟවී තිබුණි. මෑතක ග දෙපස තිබූ වනාන්තරය එළි කිරීමෙන් පසුව කතරගම හින්දුන්ගේ පමණක් නොව බෞද්ධ මුස්ලිම් සහ සමහරක් ක්‍රිස්තු භක්තිකයන්ගේ ද පූජනීය ස්ථානයක් බවට පත්ව ඇත. එනමුත් මෙම උත්සවයට සහභාගි වන බහුතර දෙනා හින්දු භක්තිකයෝ වෙති. එයට හේතුව පුදපුජා වතාවත් කරනු ලබන්නේ කතරගමට අධිපති, මුරුගන් දෙවියන් නමක් ද හැඳින්වෙන, සකන්ධ දෙවියන්ට ගෞරව භක්තිය පිදීම සඳහායි</p> <p>මෙම පුජා උත්සවයේ උත්කර්ෂණීය අංගය වන්නේ ධාර ඔපපු කිරීම සඳහා භක්තිමත්ව ඔවුන්ගේ ශරීරවලට වද දීමට කැපවී ඉදිරිපත් වී සිටීමයි. මේ ක්‍රියා අතර දේවාල භූමියේ දැඩිලෙස රත්වී ඇති වැලි මතුපිට අඩක් ආවරණය කළ ශරීරයෙන් යුතුව පෙරළී යාමද ශරීරයේ අවශ්‍යවලට හානි කර ගැනීම ද වෙයි. ඇතැම් භක්තිමත්හු දුනු හැඩයට සාදා අලංකාර කොට ඇති කාලාඩි නමක් හැඳින්වෙන රාමු කර තබාගෙන බෙර වාදකයින් සමග සැතපුම 100 කට වඩා දුර පයින් ගමන් කරත් තවත් සමහරෙක් ඔවුන්ගේ කමමුල් සහ දිවවල් වද කුඩා හෙලි වැනි යකඩ කටු ගසාගෙන හෝ යකඩ රාමුවල ඔවුන්ගේ ශරීරවල මුලු බරම උසුලනසේ යකඩ කටුවලින් එල්ලී හෝ සිටති.</p> <p>කතරගම උත්සවයේ සුප්‍රසිද්ධ මනහර දර්ශනය වන්නේ ගිනි පැහීමයි. වැඩි මහලු සතී පුරුෂයින් පටන් කුඩා දරුවන් ඇතුලු භක්තිමත් පිරිස් ඔවුන්ට කිසිදු වෙදනාවක් හෝ පාදවල පතුල් තුවාලවන බවට කිසිදු හැවීමක් හෝ නොමැතිව ගිනි ඇරූ පාත්තියක් මත ගමන් කරති. කෙසේ වුවද, නමන්ගේ ශරීරයට මේ අන්දමේ වද හිංසා ගෙන දෙන ක්‍රියාවල යෙදෙන්නේ සුලු පිරිසක් පමණි. වන්දනා කරුවන්ගෙන් වැඩි දෙනෙකු යෙදෙන්නේ දේවාලවලට වැදුම පිදුම කිරීම, භාර ඔපපු කිරීම,</p>	

	<p>ශාචකයන්ට දැන් දීම හෝ කිරී වෙහෙර බෞද්ධ වෛතසයට වන්දනා කිරීම වැනි ආගමික වතාවත් වලයි.</p> <p>මෙම උත්සවයේ උච්චතම අවස්ථාව වන්නේ මහ පෙරහැර සහ ඉන් අනතුරුව පවත්වනු ලබන දිය කැපීමේ මංගල්යය යි.</p>	
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Question 3– Translation into English

Marks are awarded for transmission and quality of language, using the following assessment criteria grids.

Transmission	Mark
No language worthy of credit.	0
Only the very basic points are transmitted successfully with some very straightforward sections totally misunderstood. The style is often incomprehensible. Communication is frequently impaired.	1-3
Only the more straightforward and concrete points are transmitted successfully. Very little or no awareness of nuance and/or idiom. Several sections totally misunderstood. The style is incoherent with communication impaired at times.	4-6
The main points, usually narrative and concrete, are conveyed successfully for the most part, although problems are encountered with more complex language. Inference, nuance and idiom transmitted successfully on occasions. Some passages misunderstood and attempts at rephrasing only partially successful. The style is not always coherent.	7-9
A generally very competent rendering of the original text with grasp of most detail, nuance and idiom. Some passages, usually more complex, misinterpreted. Some successful attempts at rephrasing. The style is generally pleasing.	10-12
Excellent transmission skills with clear grasp of detail. Excellent transfer of inference, nuance and idiom. Pleasant to read.	13-15

Quality of language	Mark
No language worthy of credit.	0
A very high incidence of basic error in all aspects of grammar, syntax and morphology. Basic lexis and structures appropriate to the task are unknown. No awareness of tense concept/time sequence. Large sections totally misunderstood. Communication impaired. Very little worthy of credit.	1-2
Some inaccuracies in basic grammar, although narrative sections, usually short and straightforward, are in general correct. Lexis and structures appropriate to the task restricted with some often quite basic items unknown. At times some fairly basic problems with tense concept/time sequence. Use of given adjectives and/or adverbial phrases occasionally evident, though these are likely to be only partially successful. Often quite difficult to follow.	3-4

Largely accurate when using simple, short phrases: incidence of error increases in more complex language. Lexis and structures appropriate to the task tend to be adequate, with several items unknown. Some use of given adjectives and/or adverbial phrases with some degree of success. About half of what is written should be free of major errors. Not always easy to read.	5-6
A high level of accuracy overall, however with occasional basic errors, usually in more complex language. Uses a wide range of lexis and structures appropriate to the task with occasional lapses. Grasp of tense concept/time sequence generally secure, although occasional lapses are evident. Pleasant to read for the most part.	7-8
A very high level of accuracy with only minor errors. Confident use of a wide range of lexis and structures appropriate to the task. Excellent grasp of tense concept/time sequence. Very pleasant to read overall, although not necessarily faultless.	9-10

Question Number	Answer	Mark
3	<p>Since the beginning of the Anuradhapura period, Sri Lanka had been widely known as a commercial centre. According to some historians, the Indo Aryans had first arrived in Sri Lanka for trading purposes.</p> <p>It was possible that the major goods that were taken abroad by the commercial ships were pearls collected from the deep waters in the South West coast and conch shells found in the Northern sea. But the pole star that directed the trading ships to arrive at the Western and Southern ports would have been the gems found in the mountainous areas of the south of the Island. It was mainly because of gems that Sri Lanka came to be named as 'Ratna Dipa'.</p> <p>Elephants and their tusks, etc, were among other exports from Sri Lanka. Overseas traders brought gold, silver, copper, glass, shells, expensive varieties of pottery, alcohol and horses here. Our chronicles mention that the King Bhatikabhaya sent representatives to the country called Romanukkha who brought back corals, used them to make a net and with it decorated the Ruvanvali dageba. It has now been accepted that what is mentioned in this account was an</p>	

	<p>occurrence during the reign of King Augustus. An inscription found at Godawaya near Ambalantota has established that there were international trade centres and officers to levy customs duties in our country.</p> <p>Chronicles reveal details about the traders who went abroad for business. Inscriptions mention about the donations given by these traders who were named as vanija.</p>	
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Question 4 – Writing (35 marks)

Marks are awarded for communication and content and quality of language, using the following assessment grid.

Communication and content	Mark
No language worthy of credit.	0
Task generally misunderstood with little relevant information conveyed. Much ambiguity, confusion and omission. Level of response minimal with only a few relevant phrases. Communication largely impaired. Time sequences rarely correct. Largely incomprehensible with the exception of isolated items. Very difficult to read.	1-4
Main points of the task understood but some points totally misunderstood. Some major omissions with a degree of irrelevance and/or repetition. Level of response fairly limited with little opinion and justification appropriate to the task. Functions predominantly in simple, concrete sentences for the most part. Some evidence of correct time sequences but mostly inconsistent and insecure. Just about comprehensible overall with, however, a marked degree of ambiguity. Not easy to read.	5-8
Majority of task completed, however, with some significant omissions. There may be some irrelevance. Goes beyond a minimal response with some expansion of ideas and straightforward opinion relevant to the task. Time sequences show a degree of ambiguity at times. Comprehensible overall with some attempt to link the piece into a coherent whole. Ambiguous in places especially in more ambitious language. Tends to be somewhat predictable.	9-12
Responds to nearly all of the task although there may be some omissions. Some relevant expansion at times. Provides evidence of description, narration and opinion as appropriate to the task. Time sequences generally sound with occasional lapses. A generally well structured piece of writing. A sound attempt overall to link the piece into a coherent whole with, however, some lapses. May be a little pedestrian and predictable or	13-16

somewhat over-ambitious at times.	
Responds fully and appropriately to the stimulus with excellent and relevant expansion. Gives detailed descriptions, expresses and justifies opinions as appropriate to the task. The time sequence is clear and unambiguous. A coherent piece of writing which is pleasant to read.	17-20

Quality of language	Mark
No language worthy of credit.	0
A high level of inaccuracy with very frequent and basic errors in grammar, syntax and morphology. There may be the occasional correct phrase. No awareness of tense concept/time reference. Vocabulary very basic with little or no evidence of correct use of basic structures. Communication is severely impaired overall. Extremely difficult to read.	1-3
Accuracy is inconsistent with frequent basic errors in grammar, syntax and morphology. Simple, short sentences are sometimes correct, but very little beyond. Range of vocabulary and structure very limited. Use of tense concept/time reference limited and often inappropriate. Limited success in attempts at enhancement of fact with adjectives and/or adverbial phrases. Not easy to read.	4-6
Fairly accurate in simple language, however tends to be inconsistent in application of grammar, syntax and morphology when attempting more complex language. Range of vocabulary, idiom and structure standard and somewhat predictable. Some inconsistency in use of tense concept/time reference. Some attempts at subordination and sentence linking which are only partially successful. Attempts enhancement of fact with adjectives and/or adverbial phrases with moderate success. About half of what is written should be free of major errors. Despite inaccuracies, the basic message is conveyed.	7-9
Generally accurate and secure in grammar, syntax and morphology with some lapses. Accuracy less secure when more complex language is attempted. Uses a good range of vocabulary, idiom and structure, which are for the most part appropriate to the task. Attempts at more ambitious structures not always successful. Generally a secure grasp of tense concept/time reference. Manipulates language to suit the task at hand, however with some errors. A wide range of vocabulary, idiom and structure may compensate for a lower level of accuracy. Generally easy to read despite the errors.	10-12
Predominantly accurate: free of all but minor errors in grammar, syntax and morphology. Uses a wide range of vocabulary, idiom and structure appropriate to the task with very little or no repetition. Excellent use of tense concept/time reference. Excellent examples of subordination and appropriate use of more complex structures. Clear ability to manipulate language with a high degree of accuracy to suit the purpose. Very pleasant to read, though not necessarily faultless.	13-15

4. Write an essay of up to 250 words in Sinhala on one of the following topics:

(a) 'The legal age limit for voting should be lowered to 16.' Do you agree?

‘ජන්දය දීම සඳහා ව්‍යවස්ථාපිත වයස සීමාව අවුරුදු 16 ට අඩු කළ යුතුය.’

ඔබ එකඟ වන්නෙහිද?

(b) The person I admire most.

මා අතිශයින් අගයන පුද්ගලයා.

(c) The place that I would like to visit again.

මා යළිත් නැරඹීමට කැමති ස්ථානය.

Or

(d) Write a letter to a friend describing how you spent your Christmas or

New Year holidays last year.

ඔබ පසුගිය නත්තල් හෝ අලුත් අවුරුදු නිවාඩුව ගත කළ අන්දම ගැන සතර කරන්

ඔබගේ තුරෙකුට හෝ තුරියකට ලිපියක් ලියන්න.

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