



Mark Scheme (Results)

Summer 2012

International GCSE Sinhala (4S10)
Paper 01

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Question Number	Answer	Mark
1 (a)	<p>කරුණාකර මෙතේ ඉදුල ගුවන් තොටුපුළුව වස් එකක ගත්තේ කොළඹමද කියන්න.</p> <p>මෙතේ ඉදුල ගුවන් තොටුපුළුව වස් එකකත ගත්තේ කොළඹමද කියන්න.</p> <p>කරුණාකර මෙතේ ඉදුල එකාපොටී එකට වස් එකක ගත්තේ කොළඹමද කියන්න. Reject</p>	
(b)	සිංහල අනුරාධපුරය දැකුණු දිකාවට කිලෝමීටර පාඨෙන් පමණ දුටුත මිනිවා ඇත.	
(c)	මෙය අයිතා මට වඩා අවුරුදු තුනකින් වැඩිමෙන්ම ග.	
(d)	<p>මෙ ඉදුණු අන්තායි එකක රැඹූල් හැත්තැපහයි.</p> <p>මෙ ඉදුවට අන්තායි ගෙවියෙක රැඹූල් හැත්තැපහයි.</p>	
(e)	බාගෝවට තවකතා අදින් මහරනා කියවන ඉතාම ජනප්‍රිය ග්‍යාවෙන් පොත වස් ගැන.	

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

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	Acceptable Answers	Mark
2	<p style="text-align: center;">කතරගම උත්සවය</p> <p>කතරගම මහා උත්සවය, මහනුවර අයෝ පෙරහැරත සමගම වාගේ ප්‍රමාණ අගෝස්තු මාසවල සති දෙකක පුරා පවතීමේ. සුප්‍රකිද්ධ පැරණි ප්‍රජනීය ස්ථානයක්වන කතරගම මැතක වනතේක ම තද වනාන්තරයෙහි සැගැටි තිබුණි. මැතික ග දෙපස තිබු වනාන්තරය එම් කිරීමෙන් පසුව කතරගම තින්දුනුගේ පමණක නොව බොදුදී මුදලම සහ සමහරක ත්‍රික්‍රා හක්තිකයනුගේ ද ප්‍රජනීය ස්ථානයක බවට පත්ව ඇත. එනමුත් මෙම උත්සවයට සහභාගි වන බූෂ්‍රතර දෙනා හින්දු හක්තිකයේ වෙති. එයට ශේෂව පුදුපුරා වතාවත් කරනු ලබන්නේ කතරගමට අධිපති, මුරුගෙන් දෙව්‍යන් නමත ද හඳුන්වෙන, ස්කන්ධ දෙව්‍යන්ට ගෞරව හක්තිය පිදුම සඳහායි</p> <p>මෙම පුරා උත්සවයේ උත්කර්ෂණීය අංශය වනතේ බාර ඔප්පු කිරීම සඳහා හක්තිමතුත් ඔවුනුගේ ගැටිවලට වද දීමට කැපවී ඉදිරිපත් වී සිටිමයි. මේ ත්‍රිකා අතර දේවාල තුමෙන් දුබිලෙක රත්ව ඇති වැළැ මතුපිට අධික ආවර්යාය කළ ගැටියෙන් ගුණව පෙරලී යාමද ගැටියෙන් අවස්ථාවලට හානි කර ගැනීම ද වෙයි. ඇත්ම හක්තිමතුතු දැනු හඩියට කාඳු ආලංකාර කොට ඇති කාචාබි නමත හඳුන්වෙන රාමු කරේ තබාගෙන බෙර වාදුකැසින සමග සැතපුම 100 කට වඩා දුර පැනින ගමන් කරන තවත් සම්භරක ඔවුනුගේ කමුණු සහ දිව්‍යල වද කුඩා හෙම් වැනි සකසි කුඩා ගොගෙන හෝ සකසි රාමුවල ඔවුනුගේ ගැටිවල මුළු බරම උසුලනයේ සකසි කුවුවලින එම්ලී හෝ සිටිනි.</p> <p>කතරගම උත්සවයේ සුප්‍රකිද්ධ මන්තර දුරුණනය වනතේ ගිනි පැහැමයි. වයි මහු සති ප්‍රරූපයින පටන කුඩා දුරුවන ඇතුළු හක්තිමත් පිරිස ඔවුන්ට කිසිදු වෙදුනාවක හෝ පාදුවල පතුල තුවාලවන බවට කිසිදු හැවුමක හෝ නොමැතිව ගිනි දැරු පාත්‍රිකක මත ගමන් කරනි. කොයේ වුවද, තමනුගේ ගැටියට මේ අන්දලෙ වද හිංකා ගෙන ගේන ක්‍රියාවල ගෙදෙනුනේ සුළු පිරිසක පමණි. වනදනා කරුවනුගේන වයි දෙනෙනු ගෙදෙනුනේ දේවාලවලට වැළුම පිදුම කිරීම, හාර ඔප්පු කිරීම,</p>	

	<p>කාචයන්ට දත් දීම හෝ කිරී වෙශේර බොද්ධි වෙශ්‍යාචාර වත්දනා කිරීම වැනි ආගමික වතාවත වළඳී.</p> <p>මෙම උත්සවයේ උච්චතම අවස්ථාව වන්නේ මහ පෙරහැර සහ ඉන් අනතුරුව පවත්වනු ලබන දිය කැපීම මූල්‍ය යය සි.</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.</p> <p>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?

'ප්‍රතිදිය දීම සඳහා ව්‍යවස්ථාපිත වයක සීමාව අවුරුදු 16 ට අසූ කළ යුතුය.'

ඔබ එකත වන්නෙමිද?

(b) The person I admire most.

මා අතිශයිත අගයන පුද්ගලය.

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

මා යැලිත නැරඹීමට කැමති ස්ථානය.

Or

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

New Year holidays last year.

ඔබ පැහැදිය නත්තල හෝ අලුත අවුරුදු නිවාසුව ගත කළ අනුදම ගෙන ස්තර කරන
මධ්‍යේ තුරෙකුට හෝ තුරීයකට මිශ්‍යාක මියන්න.

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