

# IGCSE

Sinhala

Sample Assessment  
Materials (SAMs)

## Edexcel IGCSE in Sinhala (4SI0)

First examination 2011



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## Introduction

This sample assessment material has been prepared to support the specification.

The aim of the material is to provide students and centres with a general impression and flavour of the actual question paper and mark scheme in advance of the first operational examination.



# Sample question paper

Paper 1

7







1. Translate the following sentences into **Sinhala**:

(a) The old man walks with the aid of a cane.

.....  
.....  
**(3)**

(b) Kamani met all her relations at her brother's wedding in April.

.....  
.....  
**(3)**

(c) When they arrived at the station, the train had already left.

.....  
.....  
**(3)**

(d) The meeting has been postponed until further notice.

.....  
.....  
**(3)**

(e) Will you look after the children while I go to the bank?

.....  
.....  
**(3)**

**(Total 15 marks)**

Q1

--	--







3. Translate the following passage into English:

### හික්කඩුවේ කොරල් උයන

කොළඹින් කිලෝමීටර් 98ක් ඇති පිහිටි හික්කඩුව කුඩා නගරයකි. දශක තුනක් පමණ තිස්සේ විදේශීය සංචාරකයන් විශාල වශයෙන් පැමිණෙන සංචාරක පුරයක් ලෙස හික්කඩුව වර්ධනය වී තිබේ. ශ්‍රී ලංකාවේ අනෙක් වෙරළවල් සමග සසඳනවිට හික්කඩුවට පුළුල් වෙරළක් නැත. එසේ වුවත් හික්කඩුව ආශ්‍රිතව පිහිටි කොරල් උයන ආසියාවේ හොඳම කොරල් උයන ලෙස සැලකේ.

වෙරළින් මීටර් දෙසියක් පමණ ඇති වෙරළට සමාන්තරව හුණුගල් වැටි පිහිටා තිබේ. සමහර ස්ථානවල දී මෙම වැටියේ කොටස් දිය මතුපිටට පැමිණ තිබේ. වැටියත්, ගොඩබිමත් අතර ප්‍රදේශය කොරල්වලින් පිරී තිබේ. මෙහි ඇති කොරල් විවිධ වර්ණයෙන් යුක්තය. එමෙන්ම විවිධ හැඩ සහිතය.

කොරල්පර නිර්මාණය වන්නේ “පොලිප්” නමින් හඳුන්වන කුඩා ජීවියාගේ සැකිලි වලිනි. කොරල් සෑදීමට සෙන්ටිග්‍රේට් 20ත් 30ත් අතර උෂ්ණත්වයක් තිබීම, උණුසුම් මුහුදු ජලය සහ සූර්යා ලෝකය ලැබීම, නොගැඹුරු ජල තලයක් තිබීම අවශ්‍ය වේ.

හික්කඩුවේ කොරල්පර පිළිබඳව ලෝකයාට හෙලිකළේ ආතර් සී. ක්ලාක් මහතා විසිනි. ඒ එක්දහස් නවසිය පනහේ දශකයේ දීය. එතැන් පටන් විදේශීය සංචාරකයෝ ලක්ෂ ගණන් හික්කඩුවට පැමිණ සුන්දර කොරල් උයන නරඹා ඇත.

කොරල්පර නැරඹීමට අවශ්‍ය පහසුකම් සපයන ආයතන රාශියක් හික්කඩුවේ ඇත. කොරල්පර නැරඹීමේ හොඳම ක්‍රමය වන්නේ වීදුරු පතුල් සහිත බෝට්ටුවක නැගී ගමන් කිරීමයි. හොඳින් හිරුළිය වැටෙන මධ්‍යහනය ආසන්නයේ දී කොරල්පර හොඳින් නරඹන්නට පුළුවන. කොරල් නැරඹීමේ අනෙක් ක්‍රමය වන්නේ දිය යට පෙනෙන කණ්ණාඩියක් පැළඳ කොරල්පර මතින් පිහිනා යාමයි. අවශ්‍ය උපකරණ කුලියට ලබාගැනීමට පුළුවන. කිමිදුම් උපකරණ පැළඳගෙන කිමිදීමෙන් ද කොරල්පර නරඹන්නට පුළුවන.







4. Write an essay of about **200–250** words in **Sinhala** on **one** of the following subjects:

**Either:**

- (a) ‘Mobile phones are a waste of time.’ Do you agree?
- (b) Write a story beginning with ‘If I were a movie star...’
- (c) Write a story beginning with ‘I was alone at home, when...’

**Or**

- (d) Write a letter of complaint to the Ministry of Transport about the unpunctuality of the school bus that you take every morning.

**Instructions to candidates:**

**Indicate which question you are answering by marking the box (☒).**

**If you change your mind, put a line through the box (☒)**

**and then indicate your new question with a cross (☒).**

Chosen question number: **Question 4(a)** ☒

**Question 4(b)** ☒

**Question 4(c)** ☒

**Question 4(d)** ☒

**Please turn over for answer space**





Leave  
blank

Q4

(Total 35 marks)

**TOTAL FOR PAPER: 100 MARKS**

**END**

# Sample mark scheme

General marking guidance	21
Paper 1	23



## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

## Assessment criteria

Assessment criteria reflects the standard expected for IGCSEs. It will therefore not be necessary for candidates to perform 'perfectly' in order to attract the highest marks available in each assessment criteria grid. References to 'standard' should be interpreted in this context.

### Major errors

These may include, for example, the **consistent** mismatching of subject and verb forms, use of inappropriate tenses and/or incorrect vocabulary.

### Minor errors

These may include, for example, the **occasional** omission of accents, incorrect gender, article, slight spelling errors.

### Awarding marks

Marks are awarded positively using the following assessment criteria grids. The mark awarded reflects the extent to which the task as a whole has been successfully communicated and completed. To determine if a candidate should gain the upper or lower number of marks in the box, it is important to refer to the boxes above and below. If the candidate's performance borders more on the performance of the box below than the box above, then the lower mark is allocated. On certain occasions, a candidate's performance may require a 'best fit' mark.



## Paper 1

### Question 1 – Practical application of grammar (15 marks)

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 and Question 3 – Translation (25 marks per question)

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 point are transmitted successfully. Very little of 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 an 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. Problems at times with tense concept/time sequence. 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 4 – Writing (35 marks)

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

<b>Communication and content</b>	<b>Mark</b>
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 sequence 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 somewhat over-ambitious at times.	13-16
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 referents. 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 referents 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 referents. 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 referents. 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 referents. 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

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