



Pearson
Edexcel

Mark Scheme

Summer 2022

**Pearson Edexcel International GCSE
In Sinhala (4SI1) Paper 1**

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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.

Candidate responses

- For open-response questions, the candidate does not have to write in full sentences. If appropriate, they may respond using single words or phrases.
- There are no marks for quality of language in this paper, so errors and omissions in spelling and grammar will be tolerated as long as they do not interfere with communication.
- Consider only as many elements as there are marks, for example for a 1-mark answer, the candidate's first response is taken for assessment, even if this response is incorrect but the correct information follows as a further element. Where 2 marks are available, award the individual marks discretely but apply the order of elements rule.
- Written responses in the wrong language cannot be awarded a mark.

Guidance to examiners on understanding and applying the mark scheme

- Alternative ways of giving the same answer are indicated with a slash (/) in between the alternative responses, for example: *It's cheap/affordable*.
- Where appropriate, responses are separated with 'AND' for compulsory answers and 'OR' for possible answers.
- Any parts of an answer that are not essential are bracketed, for example: Q: *What did he study?* A: *(He studied) Maths*.
- Candidates are likely to write variants on the acceptable answers listed, and these should be considered as acceptable if they convey the correct answer.
- All possible answers have the correct amount of marks appropriate for the information required indicated in brackets.
- Suggested incorrect answers are indicated in the '**Reject**' column.

Paper 1: Reading, Writing and Translation mark scheme

Section A

Question number	Answer	Mark
Example:	A	
1(a)	C	(1)
1(b)	F	(1)
1(c)	I	(1)
1(d)	H	(1)
1(e)	K	(1)
1(f)	J/E	(1)

Question number	Answer	Mark
Example:	නිරාකා	
2(a)	නිරාකා And ඇණවිඩා	(2)
2(b)	නිරාකා And ඇණවිඩා	(2)
2(c)	ඇණවිඩා	(1)
2(d)	ඇණවිඩා And මුරලි	(2)
2(e)	මුරලි	(1)
2(f)		(0)

Question number	Answer	Accept	Reject	Mark
3(a)	බංගලාවල (1) AND ලැයිම් කාමරවල (1)	තමන්ගේම නිවාසවල AND කුඩා කාමර ජේලිවල	කාමරවල නවාතැන්වල	(2)
3(b)	උඩරට කඳුකර (1)	උඩරට	තේ වතු	(1)
3(c)	දෙමව්පියන්, දූ දරුවන් හා ඔවුන්ගේ දරු මුණුපුරන් (1)	විශාල (විස්තෘත) පවුල් වශයෙන්		(1)
3(d)	ජාතික පාසලෙන් (1)	ජාතික පාසල්වලින්	ග්‍රාමීය පාසලෙන් රජයේ පාසලෙන්	(1)
3(e)	ආහාර පිළියෙළ කිරීම AND දරුවන් පාසල් යැවීමට සූදානම් කිරීම (2)	ආහාර පිසීම AND දරුවන් සූදානම් කිරීම	කුඹුරුවල වැඩට යෑම AND රාජකාරියට යෑම	(2)
3(f)	වතු කම්කරුවෝ (1)	කම්කරුවෝ		(1)
3(g)	ක්‍රීඩා කිරීමට AND අමතර පන්තිවලට (1)			(2)
3(h)	පිරිසිදු ජලය AND ස්වාභාවික පරිසරය (1)			(2)

Question Number	Answer	Accept	Reject	Mark
4(a)(i)	ශ්‍රාවක ප්‍රතිචාරවලට සවන් දීමට කැමති විය යුතු ය. (1)	ශ්‍රාවක ප්‍රතිචාරවලට සවන් දිය යුතු ය		(1)
4(a)(ii)	කථාවේ අන්තර්ගතය ගැන (1) AND කථාව ඉදිරිපත් කරන ආකාරය ගැන (1)	අන්තර්ගතය AND ඵලදායීව කථා කරන විදිහ		(2)
4(a)(iii)	සුදුසු ස්ථානයක් තෝරා ගැනීම (1) AND ශ්‍රාවකයන්ගේ අභිලාෂයන් ගැන (1)	ස්ථානය AND ශ්‍රාවකයන්		(2)
4(a)(iv)	අදහස් තහවුරු වන පරිදි අංග වලනයෙන් එය අවධාරණය කළ යුතු ය. (1)	අංග වලනයෙන් අදහස් අවධාරණය කළ යුතු ය	මුහුණ හොඳින් සභාවට ප්‍රදර්ශනය වන ආකාරයට සිටීමෙන්	(1)
4(a)(v)	ඔබට ඔවුන්ගේ සම්පූර්ණ අවධානය දිනා ගැනීමට හැකි ය. (1)	සම්පූර්ණ අවධානය දිනා ගැනීමට		(1)
4(a)(vi)	කථාව නිරස විය හැකි ය. (1)	නිරස විය හැකි ය.	ස්වාභාවික ව කථාවක් පවත්වන විට එය රසවත් වේ.	(1)
4(a)(vii)	එකම දේ නැවත කීමෙන් වැළකීමෙන්. (1) Or බොහෝ දේ සරල අදහස් කිහිපයකට ගොනු කිරීමෙන්. (1)	පුනරාවිච්චිතය කිරීමෙන් වැළකීමෙන්	දන්නා දේ සරලව කීමෙන් Or හොඳින් දන්නා විෂයක් ගැන කථා කිරීමෙන්	(1)
4(a)(viii)	භාසය මුසු කිරීමෙන් ශ්‍රාවක සිත් දිනා ගැනීමෙන් (1)	විහිළුවක් දෙකක් කොට අසන්නන්ගේ සිත් තුළ සහිටුගන් වීමෙන්	ඉහත කරුණු පිළිපැදීමෙන්	(1)

Question number	Answer	Mark
4(b)(i)	එතුමා සිත් ඇද ගන්නා සුලු භාෂා විලාසයක් ඇති පුදුමාකාර දක්ෂ කවියෙකි. (1) And විෂය කරුණු රාශියක් විවිධ පරාශයන් තුළ ආවරණය කරන අතර ශ්‍රාවකයන්ට අභියෝගාත්මක ප්‍රශ්න ඉදිරිපත් කරයි/කිරීම. (1)	(2)
4(b)(ii)	කථාවලට සවන් දීම මගින් කරුණු වඩාත් පහසුවෙන් තේරුම් ගත හැකි අතර එයින් පාඩම් ඉගෙන ගත හැකිය. (1) And මෙකල යුටියුබ් හා මුහුණු පොත බඳු සමාජ මාධ්‍ය රාශියක් ඇති බැවින් කථනය පහසුවෙන් ම ඉගෙන ගත හැකි ය. (1)	(2)

Section B

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- Examiners should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme, you should use a 'best fit' approach for defining the level and then use the variability of the response to help decide the mark within the level. For example, if the response is predominantly in band 4–7 with a small amount of band 8–10 material, it would be placed in band 4–7 but be awarded a mark near the top of the band because of the band 8–10 content.

Step 2 Decide on a mark

- Once you have decided on a band, you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met in that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Assessment criteria

Question 5 (14 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

The student is expected to produce 80 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 5: communication and content mark grid

Mark	Descriptor
0	<ul style="list-style-type: none">• No rewardable material
1-2	<ul style="list-style-type: none">• Limited ability to use language to narrate and describe people, events and ideas; communication of information is occasionally successful• Repetitive use of a limited selection of common words and phrases; limited use of appropriate register and style
3-5	<ul style="list-style-type: none">• Some successful use of language to narrate and describe people, events and ideas; communication of relevant information is sometimes successful• Some successful but repetitive use of common, familiar vocabulary; some use of appropriate register and style
6-7	<ul style="list-style-type: none">• Successful use of language to narrate and describe people, events and ideas; communication of information is often successful• A range of familiar and less common vocabulary and expression is evident; mostly appropriate use of register and style

Additional guidance

Register and style definition - Informal: language includes some colloquial or conversational words and expressions that students may use with friends.

Question 5: linguistic knowledge and accuracy mark grid

Mark	Descriptor
0	<ul style="list-style-type: none">• No rewardable material
1-2	<ul style="list-style-type: none">• Produces individual words and set phrases• Limited accuracy in use of straightforward grammatical structures, limited success in referring to past, present and future events; regular errors prevent meaning being conveyed
3-5	<ul style="list-style-type: none">• Produces simple, short sentences, which are sometimes linked• Some accurate use of straightforward grammatical structures, occasional success in referring to past, present and future events; sometimes errors prevent meaning being conveyed
6-7	<ul style="list-style-type: none">• Produces some more complex sentences with some appropriate linking• Mostly accurate use of straightforward grammatical structures, some success in referring to past, present and future events; occasionally errors prevent meaning being conveyed

Additional guidance

Complex language is considered to be:

- varied and complex word order
- extended sentences that include a range of structures that help to justify ideas
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures.

Errors: The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 6 (26 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains three bullet points that form part of the task. Failure to cover all three bullet points will impact on the marks that can be awarded against the requirements of the communication and content mark grid. In order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

Question 6(a) requires the student to write in a formal style and 6(b) and (c) require the student to write in an informal style (see **Additional guidance** below).

The student is expected to produce 140 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 6: communication and content mark grid

Mark	Descriptor
0	<ul style="list-style-type: none">• No rewardable material
1-3	<ul style="list-style-type: none">• Communicates brief information relevant to the task with little development• Occasional adaptation of language to explain or interest or persuade; straightforward thoughts and ideas are expressed with occasional success• Variable use of appropriate vocabulary, register and style; repetitive use of common, familiar language
4-7	<ul style="list-style-type: none">• Communicates information relevant to the task with some development of key points and ideas• Some effective adaptation of language to explain or interest or persuade; thoughts and ideas are expressed with some success• Some appropriate use of vocabulary, register and style; some different examples of common familiar language
8-10	<ul style="list-style-type: none">• Communicates information relevant to the task with development of key points and ideas• Effective and sometimes creative adaptation of language to explain or interest or persuade; thoughts and ideas are expressed successfully• Appropriate use of vocabulary, register and style; some examples of uncommon language
11-13	<ul style="list-style-type: none">• Communicates information relevant to the task with consistent expansion of key points and ideas• Creative adaptation of language to explain or interest or persuade; thoughts and ideas are expressed with flair• Consistently appropriate use of vocabulary, register and style throughout; a wide variety of language is used

Additional guidance

Creative language use – using language in a way designed to create effect and interest. Goes beyond the standard or predictable response.

Register and style definition – Informal: language includes some colloquial or conversational words and expressions that students may use with friends. **Formal:** formal vocabulary and grammar structures are used, that are appropriate when writing to an adult in a formal context.

Question 6: linguistic knowledge and accuracy mark grid

Mark	Descriptor
0	<ul style="list-style-type: none">No rewardable material
1-3	<ul style="list-style-type: none">Uses mainly straightforward grammatical structuresOccasional sequences of fluent writing, with occasional extended, linked sentencesOccasionally accurate straightforward language and grammatical structures; occasionally successful references to past, present and future events; errors occur that sometimes hinder clarity of communication
4-7	<ul style="list-style-type: none">Some variation of grammatical structures, including some repetitive instances of complex languageProlonged sequences of fluent writing, with some extended, well-linked sentencesGenerally accurate language and structures; some successful references to past, present and future events; errors occur that occasionally hinder clarity of communication
8-10	<ul style="list-style-type: none">Uses a variety of grammatical structures including some different examples of complex languageMostly fluent response, with frequent extended sentences, mostly well linkedMostly accurate language and structures; mostly successful references to past, present and future events; errors rarely hinder clarity of communication
11-13	<ul style="list-style-type: none">Uses a wide variety of grammatical structures, including complex languageFluent response throughout with extended, well-linked sentencesConsistently accurate language and structures; consistently successful references to past, present and future events; few or no errors that hinder the clarity of the communication

Additional guidance

Complex language is considered to be:

- varied and complex word order
- extended sentences that include a range of structures that help to justify ideas
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect the meaning
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

NB: these are examples only and do not constitute a finite list.

Paper 1 marking principles for Section C

Mis-spelling is tolerated as long as it does not lead to ambiguity, e.g. *drought* misspelled as *drowght* would be acceptable but misspelled as *draught* would be unacceptable as this would lead to ambiguity.

Students are likely to write variants on the acceptable answers listed and these should be considered as acceptable if they convey the same intended meaning.

Translation is successful if a Bangla speaker would understand the translation without having understood the text in its original language.

Question number	Text	Correct answer	Acceptable answers	Reject	Mark
7	Sri Lanka is a	ශ්‍රී ලංකාව යනු	ශ්‍රී ලංකාව වනාන්තී		(1)
	small island in the Indian ocean	ඉන්දියානු සාගරයේ පිහිටි කුඩා දිවයිනක්	ඉන්දියන් සයුරේ පිහිටි කුඩා දූපතක්		(1)
	and is an easy country	සහ පහසු රටකි.			(1)
	to get around.	තැනකින් තැනකට යාමට	සංචාර කිරීමට		(1)
	The train trip from Ella to Kandy,	ඇල්ල සිට නුවර දක්වා දුම්රිය ගමන			(1)
	or the other way round,	තැනහොත් අනෙක් අතට			(1)
	is considered to be	සලකනු ලැබේ.			(1)
	one of the most beautiful	සුන්දරතම එකක්	මනස්කාන්ත එකක් ලස්සන එකක්		(1)
	train trips in the world.	ලෝකයේ ඇති දුම්රිය ගමන්			(1)
	This is a seven- hour long journey	මෙය පැය හතක් දිග ගමනක්			(1)
and takes you through	සහ ඔබ ව අතරින් රැගෙන යයි.	ඔබව අතර මැදින් රැගෙන යයි.		(1)	

stunning landscapes of	ඉතා විමන්කාර ජනක භූමි දර්ශන	ඉතා සුන්දර භූමි දර්ශන		(1)
green and lush tea plantations	කොළ පැහැයෙන් යුත් සශ්‍රීකව වැවුණු තේ වතු	හරිත වර්ණ තේ වතු		(1)
and mountain views.	සහ කඳුකර දර්ශන			(1)
The journey is very popular	ගමන ඉතා ජනප්‍රියයි			(1)
both among tourists and the locals.	සංචාරකයන් හා ස්වදේශිකයන් යන දෙපිරිස අතර ම			(1)
You can buy tickets	මිබට ප්‍රවේශ පත්‍ර මිල දී ගත හැකියි.			(1)
either online or	මාර්ගගත ව හෝ	අන්තර්ජාලය හරහා සබැඳි ව		(1)
at any train station in Sri Lanka	ශ්‍රී ලංකාවේ දුම්රිය නැවතුමක දී			(1)
for the date you want.	උවමනා දිනයකට	අවශ්‍ය දිවස සඳහා		(1)

SOURCES

Q 1.

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Pictures

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Q 3.

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Q 4.

© Pawurushaya Diyunu Karagatha Keki Maga (Develop Your Persuasive Power - An adaptation by Daya Rohana Athukorala, Published by Shiksha mandira Publications. 302/3, Wekada, Panadura.

Q6

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Picture

Option (a)

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Q7.

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Themes

Q1

Theme 4: The world around us - Information and communication technology

Q2.

Theme 1: Home and abroad - Life in the town and rural life

Q3

Theme 3: Personal life and relationships - Relationships with family and friends

Q4 (a)

Theme 2: Education and environment - Events

Q4 (b)

Theme 2: Education and environment - Future plans

Q5

Theme 5: Social Activities, Fitness and health - Special occasions

Q6(a)

Theme 5: Social Activities, Fitness and health - Food and drinks

Q6(b)

Theme 3: Personal Life and relationships - Childhood

Q6(c)

Theme 1: Home and abroad - Holidays

Q7

Theme 4: The world around us - Travel and transport