



**Pearson**  
**Edexcel**

## **Mark Scheme (Results)**

**Summer 2021**

**Pearson Edexcel International GCSE In  
Sinhala (4SI1)  
Paper 01: Reading, Writing and Translation**

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## **Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2021

Question Paper Log Number P66499

Publications Code 4SI1\_01\_2106\_MS

All the material in this publication is copyright © Pearson

Education Ltd 2021

## 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
<b>Example:</b>	A	
<b>1(a)</b>	K	<b>(1)</b>
<b>1(b)</b>	H is the expected answer but C can also be a possible answer.	<b>(1)</b>
<b>1(c)</b>	M	<b>(1)</b>
<b>1(d)</b>	C is the expected answer but H can also be a possible answer.	<b>(1)</b>
<b>1(e)</b>	I	<b>(1)</b>
<b>1(f)</b>	E	<b>(1)</b>

Question number	Answer	Mark
<b>Example:</b>	පූර්වින්	
<b>2(a)</b>	පූර්වින්	<b>(1)</b>
<b>2(b)</b>	පූර්වින් <b>And</b> නව්ඩ්	<b>(2)</b>
<b>2(c)</b>	නව්ඩ් <b>And</b> තිසරි	<b>(2)</b>
<b>2(d)</b>	නව්ඩ් <b>And</b> තිසරි	<b>(2)</b>
<b>2(e)</b>	තිසරි	<b>(1)</b>
<b>2(f)</b>		

Question number	Answer	Accept	Reject	Mark
<b>3(a)</b>	කැලි කසළ 1)	කසළ කුණු	ගැටලු	<b>(1)</b>
<b>3(b)</b>	සුදුසු පියවර නොගැනීම (1)	හිසි පියවර නොගැනීම	පියවර	<b>(1)</b>
<b>3(c)</b>	අපගේ සෞඛ්‍යයට (1)	සෞඛ්‍යයට		<b>(1)</b>
<b>3(d)</b>	කර්මාන්තශාලා නිමකරුවන් (1)	කර්මාන්තශාලා අයිතිකරුවන්	කර්මාන්තශාලා	<b>(1)</b>
<b>3(e)</b>	කර්මාන්ත ශාලා (1) AND ප්‍රවාහන මාධ්‍යයන් (1)			<b>(2)</b>
<b>3(f)</b>	රසායනික ද්‍රව්‍ය එක් වීම (1) AND අපද්‍රව්‍ය මිශ්‍ර වීම	රසායනික ද්‍රව්‍යවලින් පිරුණු විෂ දුමාරය වැසි ජලයට එකතු වීම  And කර්මාන්තශාලාවල අපද්‍රව්‍ය ගංගා ජලය හා මිශ්‍ර වීම		<b>(2)</b>
<b>3(g)</b>	දූෂිත ජලය (1)	අපවිත්‍ර ජලය	ජලය	<b>(1)</b>
<b>3(h)</b>	විශේෂඥයෝ (1)			<b>(1)</b>
<b>3(i)</b>	පවිත්‍රව (1)	පිරිසිදුව		<b>(1)</b>
<b>3(j)</b>	පරිසරයේ ඇති වටිනාකම (1)	පරිසරය ගැන		<b>(1)</b>

Question number	Answer	Accept	Reject	Mark
4(a)(i)	වාදන (1) AND ගායන (1)	වාදනය කිරීම AND ගායනා කිරීම	රචනා කිරීම	(2)
4(a)(ii)	කාව්‍ය නිර්මාණයකට අනුව සංගීත රචාවක් නිමැවීම (1) AND සංගීත රචාවකට අනුව පද මාලාවක් ලිවීම	පළමුව පද ලියා දෙවනුව සංගීතය ලිවීම AND පළමුව සංගීතය සකසා දෙවනුව පද ලිවීම		(2)
4(a)(iii)	රසිකයා කෙරෙහි බලපාන්නේ අවසාන ඵලය බව (1)	කෘතියෙහි සමාජන අර්ථය බව	රසිකයා	(1)
4(a)(iv)	දෙවන ගීත වර්ගය (1)	පළමුව සංගීතය සකසා දෙවනුව පද ලිවීම		(1)
4(a)(v)	නල දමයන්ති මුද්‍රා භාටකය (1)	නල දමයන්ති	මුද්‍රා භාටය	(1)
4(a)(vi)	සංගීතයට නව අනන්‍යතාවක් එක් කිරීම (1)	අනන්‍යතාවක් එක් කළේ ය	සංගීතය	(1)
4(a)(vii)	සම්මානවලින් පුදනු ලැබිය (1) AND ගෞරව නාමවලින් පුදනු ලැබිය (1)	සම්මාන AND ගෞරව නාම	පිදුම් ලැබිය.	(2)

Question number	Answer	Mark
4(b)(i)	මුල් කාලයේ වඩාත් ජනප්‍රිය ව තිබුණේ ඒකල ගීත හා යුග ගීත යන ගීත වර්ග දෙකයි. (1)  And  එම ගීතවල අර්ථය වශයෙන් බුදු ගුණ, මව්පිය ගුණ හා පරිසර වර්ණනා තිබූ අතර රසවත් සංගීතයක් ද නිවැරදි භාෂාවක් ද උසස් සාහිත්‍යයක් ද තිබුණා. (1)	(2)
4(b)(ii)	ගුවන් විදුලිය තුළ අවස්ථාවක් නො ලැබුණු නිසාත් ගීත විචාරකයන් හා උගතුන් විසින් ඒවා උසස් ගී නිර්මාණ වශයෙන් පිළිගැනීමට මැලිකමක් දැක්වීම නිසාත් එම ගීතවලට හිසි තැන ලැබුණේ නැහැ. (1) And කණ්ඩායම් සංගීත ශිල්පීන් උත්සව අවස්ථා හා මගුල් ගෙවල් වැනි තැන්වල ගී ගැයූ අතර ඔවුන් රටේ එළිමහන් ගීත ප්‍රසංග කලාවක් ආරම්භ කළා. (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"><li>• No rewardable material</li></ul>
1-2	<ul style="list-style-type: none"><li>• Limited ability to use language to narrate and describe people, events and ideas; communication of information is occasionally successful</li><li>• Repetitive use of a limited selection of common words and phrases; limited use of appropriate register and style</li></ul>
3-5	<ul style="list-style-type: none"><li>• Some successful use of language to narrate and describe people, events and ideas; communication of relevant information is sometimes successful</li><li>• Some successful but repetitive use of common, familiar vocabulary; some use of appropriate register and style</li></ul>
6-7	<ul style="list-style-type: none"><li>• Successful use of language to narrate and describe people, events and ideas; communication of information is often successful</li><li>• A range of familiar and less common vocabulary and expression is evident; mostly appropriate use of register and style</li></ul>

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

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

## 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"><li>• No rewardable material</li></ul>
1-3	<ul style="list-style-type: none"><li>• Uses mainly straightforward grammatical structures</li><li>• Occasional sequences of fluent writing, with occasional extended, linked sentences</li><li>• Occasionally accurate straightforward language and grammatical structures; occasionally successful references to past, present and future events; errors occur that sometimes hinder clarity of communication</li></ul>
4-7	<ul style="list-style-type: none"><li>• Some variation of grammatical structures, including some repetitive instances of complex language</li><li>• Prolonged sequences of fluent writing, with some extended, well-linked sentences</li><li>• Generally accurate language and structures; some successful references to past, present and future events; errors occur that occasionally hinder clarity of communication</li></ul>
8-10	<ul style="list-style-type: none"><li>• Uses a variety of grammatical structures including some different examples of complex language</li><li>• Mostly fluent response, with frequent extended sentences, mostly well linked</li><li>• Mostly accurate language and structures; mostly successful references to past, present and future events; errors rarely hinder clarity of communication</li></ul>
11-13	<ul style="list-style-type: none"><li>• Uses a wide variety of grammatical structures, including complex language</li><li>• Fluent response throughout with extended, well-linked sentences</li><li>• Consistently accurate language and structures; consistently successful references to past, present and future events; few or no errors that hinder the clarity of the communication</li></ul>

## 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	D. R. Wijewardene is	ඩී. ආර්. විජේවර්ධන යනු	D. R. විජේවර්ධන	විජේවර්ධන	(1)
	one of Sri Lanka's great men of this era	ශ්‍රී ලංකාවේ මේ යුගයේ සිටි ශ්‍රේෂ්ඨ මිනිසෙක්	ශ්‍රී ලංකාවේ මේ කාලයේ / සමයේ සිටි ශ්‍රේෂ්ඨ මිනිසෙක්	ශ්‍රේෂ්ඨ මිනිස්සු	(1)
	and is regarded as a leading journalist.	සහ ඔහු පුරෝගාමී ජනමාධ්‍යවේදියෙකු ලෙස පිළිගැනේ.	ප්‍රමුඛ/ප්‍රධාන පත්‍ර කලාවේදියෙකු ලෙස සැලකේ.		(1)
	There are many yardsticks	මිනුම් දඬු රාශියක් ඇත.	මිනුම් දඬු රැසක්/ බොහොමයක්		(1)
	by which to measure one's greatness.	කෙනෙකුගේ ශ්‍රේෂ්ඨත්වය මැනීම සඳහා			(1)
	His devotion to his Country	සිය රට වෙනුවෙන් ඔහුගේ කැප වීම	තම රට වෙනුවෙන් ඇති හක්විය		(1)
	is evident in deeds not in words.	පෙනෙන්නේ වචනවලින් නොව ක්‍රියාවලිනි.	දිස්වන්නේ වචනවලින් නොව ක්‍රියාවලිනි.		(1)
	The service he rendered	ඔහු විසින් ඉටු කරන ලද සේවය	ඔහු කළ සේවය		(1)
	to his people	තම ජනතාවට			(1)
	must be determined	තක්සේරු කළ යුත්තේ	නිර්ණය කළ යුත්තේ		(1)
	not by searching for what he said,	ඔහු කී දේ සෙවීමෙන් නොව			(1)
	but by searching for what he did.	නමුත් ඔහු කළ දේ සෙවීමෙනි.			(1)
	He established seven newspapers	ඔහු පුවත්පත් හතක් ආරම්භ කළේ ය.	ඔහු පුවත්නි පත්‍ර 7ක් ආරම්භ කළේ ය.		(1)

and trained a generation	සහ පරම්පරාවක් පුහුණු කළේ ය.				(1)
of gifted journalists	විශේෂ කුසලතාවෙන් යුත් ජනමාධ්‍යවේදී	බුද්ධිමත් පත්‍ර කලාවේදීන්			(1)
to man these newspapers.	එම පුවත්පත් වත්වාගෙන යෑම සඳහා	එම පුවත්පත් වත්වාගෙන යෑම සඳහා			(1)
He organised an able administration	ඔහු ශක්තිමත් පරිපාලනයක් සංවිධානය කළේ ය.	ඔහු ශක්තිමත් පාලනයක් ඇති කළේ ය.			(1)
and installed printing machinery	සහ මුද්‍රණ යන්ත්‍රයක් සවි කළේ ය.				(1)
which could print 20,000 copies	පිටපත් විසිදහසක් මුද්‍රණය කළ හැකි	20000ක් අවිච්චි ගැසිය හැකි	කොපි		(1)
per hour in colour.	පැයකට වර්ණවත්				(1)

SOURCES

Q 1.

© <https://www.thecommonwanderer.com/blog/sri-lanka-travel-guide>

Q 2.

© The Top 100 Herbal Remedies by Anne McIntyre - Duncan Bird Publishers 2006

Pictures

© [gettyimages](#)

© istock

© [gettyimages](#)

Q 3.

© <http://203.115.26.10/2019/TheSobha.pdf>

Q 4.

© Amaradeva: Music Maestro and Sage - A Biography and A Critical Study by Dr. Nuwan Nayanajith Kumara, Published by Fast Publishing (Private) Limited 165, Devanampiyathissa Mavatha, Colombo 10

Q6

©

[http://www.rjt.ac.lk/agri/agri\\_onlinematerials/agricultural\\_systems/Sri%20Lankan%20Home%20Garden%20and%20Household%20Food%20security%20GAS%20Ginigaddara.pdf](http://www.rjt.ac.lk/agri/agri_onlinematerials/agricultural_systems/Sri%20Lankan%20Home%20Garden%20and%20Household%20Food%20security%20GAS%20Ginigaddara.pdf)

Picture

Option (a)

© [https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.amazon.com%2FWorldwide-Postage-Off-paper-International-Collecting%2Fdp%2FB0170QY4RG&psig=AOvVaw33SsEp9BOPmsLhymQEz1KV&ust=1583321818451000&source=images&cd=vfe&ved=2ahUKEwiP5dnFm\\_7nAhUTdRQKHWy3D7EQr4kDegUIARDQAw](https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.amazon.com%2FWorldwide-Postage-Off-paper-International-Collecting%2Fdp%2FB0170QY4RG&psig=AOvVaw33SsEp9BOPmsLhymQEz1KV&ust=1583321818451000&source=images&cd=vfe&ved=2ahUKEwiP5dnFm_7nAhUTdRQKHWy3D7EQr4kDegUIARDQAw)

Q7.

© <http://www.dailynews.lk/2020/02/22/features/212211/patriot-journalist-newspaper-magnate-and-man>

Themes

Q1

Theme 1: Home and abroad - Tourist information and directions

Q2.

Theme 5: Social Activities and Health - Common ailments

Q3

Theme 4: The world around us - Environmental issues

Q4 (a)

Theme 3: Personal life and relationships - Role models

Q4 9b)

Theme1: Home and abroad - Everyday life, traditions and communities

Q5

Theme1: Home and abroad - Services

Q6(a)

Theme 5: Social Activities , Fitness and health - Hobbies, and interests

Q6(b)

Theme 2: Education and environment - Future plans

Q6(c)

Theme 3: Personal Life and relationships - Daily routine and helping at home

Q7

Theme 4: The world around us - media

Pearson Education Limited. Registered company number 872828  
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom