



Mark Scheme (Results)

Summer 2023

Pearson Edexcel International GCSE
In Sinhala (4SI1)
Paper 1: Reading, Writing, and Translation

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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)	D	(1)
1(e)	H	(1)
1(f)	K	(1)

Question number	Answer	Mark
Example:	නිරාශා	
2(a)	ඉඩුනිමි And සෙල්වමි	(2)
2(b)	නිරාශා And සෙල්වමි	(2)
2(c)	නිරාශා	(1)
2(d)	ඉඩුනිමි OR සෙල්වමි	(1)
2(e)		
2(f)	නිරාශා And සෙල්වමි	(2)

Question number	Answer	Accept	Reject	Mark
3(a)	තරඟකාරී බව AND පීඩනයක් ඇති බව	තරඟකාරී AND පීඩාකාරී		(2)
3(b)	විධිමත් අධ්‍යාපනය AND අවිධිමත් අධ්‍යාපනය		අධ්‍යාපනය	(2)
3(c)	කායික AND මානසික			(2)
3(d)	පහළවෙන්	15	හතර හමාර	(1)
3(e)	ආත්ම විශ්වාසය AND ගෞරවනවිත ව පිවිත් විමේ මග	ආත්ම විශ්වාසය AND ගෞරවනීය ලෙස	ආත්ම AND පිවිත් විමේ මග	(2)
3(f)	සෞන්දර්ය විෂයයන්	සංගීතය, චිත්‍ර නර්තනය	විෂයයන්	(1)
3(g)	සෝමලතා සුභසිංහ	යොවුන් රඟහල පදනම නිර්මාතෘ	මහත්මිය නිර්මාතෘ	(1)
3(h)	වසරකට	වර්ෂයකට/අවුරුද්දක	මසකට	(1)

Question number	Answer	Accept	Reject	Mark
4(a)(i)	තමන් වෙනුවෙන් ඉතිරි කළ යුතුය (1) AND අනුන් වෙනුවෙන් ද ඉතිරි කළ යුතුය (1)	50ක් AND ආහාර වේලක්		(2)
4(a)(ii)	ලෝකයේ ම යහපත වෙනුවෙන් (1) OR අන් අය වෙනුවෙන් (1)	හැමදෙනාගේ ම හොඳට		(1)
4(a)(iii)	ඉංජිනේරු උපදේශන කටයුත්තක් (1)	උපදේශනයක් සඳහා	ඉංජිනේරු	(1)
4(a)(iv)	කිරුළපහ (1)	කිරුළපහ ප්‍රදේශයේ	ප්‍රදේශයේ	(1)
4(a)(v)	රචකයාගේ පැමිණීම ගැන දැන සිටි බව	කලින් දන්නා බව		(1)
4(a)(vi)	විදුලි එළි රැසක් දල්වා තිබීම (1) AND සංගීත නාදයක් ඇසීම (1)	විදුලි එළි බහුල ව තිබීම AND සංගීතය නාද වීම	උත්සවයක් තිබීම	(2)
4(a)(vii)	ඇතැම් මිනිසුන්ගේ නාස්තිකාර පිවිත ගැන AND බල ශක්තිය ධනාත්මකව භාවිත කිරීම ගැන (1)	නාස්තිකාර පිවිත ගැන AND විදුලි බලය නාස්ති නො කිරීම ගැන	මිනිසුන්ගේ පිවිත ගැන AND බල ශක්තිය ගැන	(2)

Question number	Answer	Mark
4(b)(i)	කුඩා පරිමාණයෙන් ඉතිරි කිරීම දිගු කලක් කළ විට නොදැනීම සැලකිය යුතු ඉතිරි කිරීමක් සිදු කර ගත හැකි වන අතර එය මුදල් හෝ භාණ්ඩ වශයෙන් ද කළ හැකි ය. (1) And ඉතිරි කිරීම් තිබෙන විට අනාගතයේ අවිනිශ්චිත අවස්ථාවක ඒවා භාවිත කිරීමෙන් සහන ලබා ගත හැකි අතර එය ආයෝජනයක් ලෙස ද යොදා ගත හැක. (1)	(2)
4(b)(ii)	නාස්තිය අව ම කිරීම ද ඉතිරි කිරීමේ ස්වාභාවයක් වන අතර අරපිරීමැස්මෙන් කටයුතු කිරීම ද වැදගත් ය. (1) And භාවිත කළ දේවල් නැවත භාවිත කිරීම සහ ඒවා ප්‍රතිචක්‍රීයකරණය කිරීමෙන් අනාගත දුෂ්කර කාලවලට පහසුවෙන් මුහුණ දිය 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	The traditional costume can tell	සාම්ප්‍රදායික ඇඳුමට පැවසිය හැකි ය	සාම්ප්‍රදායික වස්ත්‍රවලට කියන්න පුළුවන්	වස්ත්‍ර	(1)
	people a lot about the history	මිනිසුන්ට ඉතිහාසය ගැන බොහෝ දේ	ඉතිහාසයට සම්බන්ධ කරුණු බොහොමයක්		(1)
	and the life of that country.	සහ එම රටේ ජීවිත	සහ එම රටේ ජීවන රටාව		(1)
	Any research into the subject	විෂය පිළිබඳ සිදු කරන ඕනෑම පර්යේෂණයක්	විෂය මූලික අධ්‍යයනයක්		(1)
	of Sri Lanka's traditional dress	ශ්‍රී ලංකාවේ සාම්ප්‍රදායික ඇඳුම් පිළිබඳ			(1)
	must begin with	පටන් ගත යුතුයි	ආරම්භ කළ යුතු ය		(1)
	the native people of the Island.	එම දිවයිනේ ස්වදේශික මිනිසුන්			(1)
	The garment they designed	ඔවුන් විසින් නිර්මාණය කරන ලද ඇඳුම	ඔවුන් විසින් සැලසුම් කරන ලද ඇඳුම		(1)
	was minimal, functional,	අවම, කාර්යයට සුදුසු (මිබින)	කුඩා ම හා ක්‍රියාවට අදාළ		(1)

	and ideally suited to the climate	දේශගුණයට හරියට ම ගැළපෙන			(1)
	and environment of the island.	සහ ඵම රටේ පරිසරයට			(1)
	Dresses like sarees	සාරි වැනි ඇඳුම්	සාරි වගේ වස්ත්‍ර		(1)
	and sarongs were affected	සහ සරම් බලපෑමට ලක් විය			(1)
	by other cultures making them	වෙනත් සංස්කෘතිවලින්	අන් සංස්කෘතීන් විසින් තැනුණු		(1)
	more beautiful and attractive.	වඩාත් ලස්සන හා සිත් ඇදගන්නා			(1)
	You will see schoolteachers	සාරි ඇඳින ගුරුවරියන් ඔබට දැක ගත හැක			(1)
	and office women	කාර්යාලවල වැඩ කරන කාන්තාවෝ	කාර්යාල කාන්තාවෝ		(1)
	wearing sarees	සාරි ඇඳගෙන	සාරි ඇඳ ගත්		(1)
	while men of all cultures	සියලු සංස්කෘතිවලට අයත් පිරිමි			(1)
	and professions wear sarongs.	සහ වෘත්තිකයෝ සරම් ඇඳිති			(1)