



Pearson
Edexcel

Mark Scheme (Results)

Summer 2024

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.

Section A

Question number	Answer	Mark
Example:	A	
1(a)	G	(1)
1(b)	L	(1)
1(c)	K	(1)
1(d)	H	(1)
1(e)	J	(1)
1(f)	E	(1)

Question number	Answer	Mark
Example:	ධනුෂ්ක	
2(a)	හිමායා And ප්‍රණීෂා	(2)
2(b)	හිමායා And ප්‍රණීෂා	(2)
2(c)	ධනුෂ්ක And හිමායා	(2)
2(d)		
2(e)	ධනුෂ්ක	(1)
2(f)	ප්‍රණීෂා	(1)

Question number	Answer	Accept	Reject	Mark
3(a)	ආදර්ශමත් (1)	උදාහරණය	ක්‍රීඩිකාව	(1)
3(b)	ලෝකඩ (1) AND තාක්ෂණික (1)		අභිනිසා/ මල්ලවපොර	(2)
3(c)	එක්සත් රාජධානිය (1)	එංගලන්තය	බර්මිංහැම් / ඔස්ට්‍රේලියාව	(1)
3(d)	උණුසුම් පිළිගැනීමක් (1) AND ආඩම්බර/සතුටු	සුභපැතුම්		(2)
3(e)	මූලික පහසුකම් (1)	පහසුකම්	මෙට්ටය	(1)
3(f)	මල්ලවපොර ක්‍රීඩාව කිරීමට ඉඩදීම (1) OR සහයෝගය දීම (1)	ක්‍රීඩා කිරීමට ඉඩ දීම/ උදව් දීම		(1)
3(g)	පුහුණුව OR පෝෂණය (1) AND අනෙකුත් අවශ්‍යතා සම්පූර්ණ කළ (1)			(2)
3(h)	ඔලිම්පික් තරගවලට සහභාගි වීමට (1)			(1)
3(i)	නව නිවසක් (1)	නිවසක්	පදක්කමක්	(1)

Question number	Answer	Accept	Reject	Mark
4(a)(i)	ළමයි පාසල් ගමන අරඹනි (1) OR සිසුන් බඳවා ගැනීම අරඹේ (1)	පාසල් වාරය පටන් ගනී (1)		(1)
4(a)(ii)	ළමයි ඉංග්‍රීසි උගනිති (1) AND නේවාසික ජීවිතයට හුරු වීම (1)		ගෙදර යෑමට හේතූන් වීම	(2)
4(a)(iii)	දුරුවන් ආගමික පාසලකට යවීම (1) OR පල්ලියට ආධාර ලබා දීම (1)			(1)
4(a)(iv)	සිංහල ඉගැන්වීම (1) AND හොඳින්/ආදරයෙන් රැක බලා ගැනීම (1)		ළමානැති කෙනෙක්/ මහත්සී වී වැඩ කිරීම	(2)
4(a)(v)	ඔහු කාර්ය බහුල වීම OR (1) වතු අයිතිකාරයෙක් වීම OR (1) ඔහු ගෙදර නොරැඳීම OR (1) වැවිලිකරුවන්ගේ සංගමයේ සහාපති වීම OR (1)			(2)
4(a)(vi)	ඉගැන්වීම (1)	මහත්තන හා ගොතන්න ඉගැන්වීම		(1)
4(a)(vii)	කරුණාවන්ත බව (1)	මෘදු/ හොඳ/ යහපත් බව	මාන්සාධිකකම	(1)

Question number	Answer	Mark
4(b)(i)	සම්ප්‍රදාය, ආගමික විශ්වාස හා ආහාර පාන වැනි පොදු දේවල් බොදා හදා ගෙන ඔවුන් ප්‍රජාව තුළ ජීවත් වෙනවා. සමාන වටිනාකම් තිබෙනවා. (1) And කිසිවක් පෙරළා බලාපොරොත්තු නෙවී ඔවුන් ඔහුව හොඳින් රැක බලා ගන්නා. ඔවුන්ගේ ජීවිත කැප කළා. (1)	(2)
4(b)(ii)	ඔහු ඇයට ඔවුන්ගේ භාෂාව හා සංස්කෘතිය ගැන කියා දුන්නා. (1) And ඇය පවුලට උදව් කිරීමට මුදල් උපයනවා. (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 Central Bank of Sri Lanka	ශ්‍රී ලංකා මහ බැංකුව		බැංකුව	(1)
	is the only authority	තමයි එකම බල අධිකාරිය	ඒකාධිකාරී බලය තිබෙනවා		(1)
	to issue currency in the country.	රට තුළ මුදල් නිකුත් කිරීමට.			(1)
	Adults can educate children	වැඩිහිටියන්ට දරුවන් දැනුවත් කළ හැකි ය.	වැඩිහිටියන්ට දරුවන්ට අධ්‍යාපනය දිය හැකි ය.		(1)
	the importance of using currency sensibly.	මුදල් වගකීමෙන් යුතුව පාවිච්චි කිරීමේ වැදගත්කම			(1)
	To ensure that currency notes in circulation	සංසරණය වන මුදල් නෝට්ටු සහතික කිරීමට			(1)
	are of good quality,	හොඳ තත්ත්වයේ පවත්වා ගැනීම			(1)
	they need to be kept in the wallet	මුදල් පසුම්බිසේ තබා ගත යුතු ය.	පසුම්බිසේ බහා ගත යුතුය		(1)
	without folding or crushing them.	ඒවා නැමීමෙන් හෝ පොඩි කිරීමෙන් තොර ව	නොනමා හෝ නො තලා		(1)
	Currency notes should not be touched	මුදල් නෝට්ටු ස්පර්ශ නො කළ යුතු ය	මුදල් නෝට්ටු අත නො ගෑ යුතු ය		(1)
	with dirty hands.	අපිරිසිදු දෑතින්	කුණු ගෑවුණු අත්වලින්		(1)
	A special container	විශේෂ බහාලුමක්	විශේෂ භාජනයක්		(1)
	can be maintained at home	නිවසේ තබා ගත හැකි ය			(1)

to keep coins received in daily transactions.	දෛනික ගනු දෙනුවල දී ලැබෙන කාසි තබා ගැනීමට	දිනපතා මුදල් හුවමාරුවලදී කාසි දැමීම සඳහා		(1)
Clean notes can help to present	පිරිසිදු නෝට්ටුවලට ගොඩ නගා දිය හැකි ය.			(1)
a good image of our nation.	ජාතියකට හොඳ ප්‍රතිරූපයක්		රූපයක්	(1)
However, nowadays,	කෙසේ වෙතත්, මේ කාලයේ	මේ දිනවල		(1)
paying with notes	නෝට්ටු මගින් ගෙවීම			(1)
is out of fashion	කල් ඉකුත් වූ විලාසිතාවකි.	භාවිතයේ නැති		(1)
and the society has become cashless.	සමාජය මුදල් භාවිතයෙන් තොර බවට පත් ව ඇත.	මුදල් රහිත සමාජයක් වී ඇත.		(1)

SOURCES

Q 1.

© <https://www.schoolsworldwide.co.uk/trips/communities-mountains-wildlife>

Q 2.

©

https://www.academia.edu/41839340/THE_EVOLUTION_OF_TRADITIONAL_TO_NEW_MEDIA

Pictures

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Q 3.

© <http://www.adaderana.lk/news/84174/nethmi-ahinsa-returns-to-sri-lanka-with-cwg-bronze-medal-reveals-olympic-ambition>

Q 4. (a)

© Asanaga Wesi – A novel by Darshana Shammi Wijethilaka, published by Susara Publications, No. 180/43, People's Park, Colombo 11

Q6

Picture

Option (a)

© <https://pixabay.com/images/search/environment/>

Q7.

© <https://www.cbsl.gov.lk/en/notes-coins/notes-and-coins/currency-management>

Themes

Q1 Theme 2: Education and employment – School trips

Q2 Theme 4: The world around us – The media

Q3 Theme 5: Social activities, fitness, and health – Sports

Q4(a) Theme 3: Personal Life and Relationships - Relationship with Family and friends

Q4(b) Theme 1: Home and Abroad - Traditions and Communities

Q5 Theme 2: Education and employment – School life and routine

Q6(a) Theme 4: The world around us – Environmental issues

Q6(b) Theme 1: Home and abroad – Tourist information and directions

Q6(c) Theme 3: Personal life and relationship – Daily routine and helping at home

Q7 Theme 5: Social activities, fitness, and health – Money matters

