



Mark Scheme (Results)  
November 2020

Pearson Edexcel International GCSE  
In Sinhala (4SI0)  
Paper 01: 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
<b>Example:</b>	A	
<b>1(a)</b>	I	<b>(1)</b>
<b>1(b)</b>	G	<b>(1)</b>
<b>1(c)</b>	k	<b>(1)</b>
<b>1(d)</b>	L	<b>(1)</b>
<b>1(e)</b>	E	<b>(1)</b>
<b>1(f)</b>	M	<b>(1)</b>

Question number	Answer	Mark
<b>Example:</b>	වික්ටර්	
<b>2(a)</b>	වික්ටර් And පියල්	<b>(2)</b>
<b>2(b)</b>		
<b>2(c)</b>	කුමාර් And පියල්	<b>(1)</b>
<b>2(d)</b>	කුමාර්	<b>(2)</b>
<b>2(e)</b>	වික්ටර් And කුමාර්	<b>(2)</b>
<b>2(f)</b>	පියල්	<b>(1)</b>

Question number	Answer	Accept	Reject	Mark
<b>3(a)</b>	1887 (1)		ජූලි මස 25 වැනි දින	<b>(1)</b>
<b>3(b)</b>	සාහිත්‍යයට (1)		කියවීමට	<b>(1)</b>
<b>3(c)</b>	සංස්කෘත බලපෑම			<b>(1)</b>
<b>3(d)</b>	අසාමාන්‍ය භාෂා ද්‍රෝණිය (1) AND නිර්මාණශීලී වින්‍යනය (1)			<b>(2)</b>
<b>3(e)</b>	පාලි (1) AND සංස්කෘත (1)		දුම්බ, මලයාලම්, ඉංග්‍රීසි, ලතින් හා ග්‍රීක	<b>(2)</b>
<b>3(f)</b>	අටක් (1)	8ක්	3ක්/ රැසක්	<b>(1)</b>
<b>3(g)</b>	මූනාන්‍ය බලපෑම		19 වන ශතවර්ෂයේ	<b>(1)</b>
<b>3(h)</b>	උන්‍යතියට (1) AND සංගීත ගෞලියක් (1)		පර්යේෂණ	<b>(2)</b>
<b>3(i)</b>	ශික්ෂා මාර්ගය (1)			<b>(1)</b>

Question number	Answer	Accept	Reject	Mark
4(a)(i)	බාලදක්ෂ ව්‍යාපාරය ගැන (1)	බාලදක්ෂ සංවිධානය	පෝස්ටරයක්	(1)
4(a)(ii)	බාලදක්ෂයන් එකතු වී වැඩ කරන අයුරු (1)	බාලදක්ෂයන් කිහිප දෙනෙකු	ළමයින් කිහිප දෙනෙක්	(1)
4(a)(iii)	පැළඳගෙන සිටි හිස්වැසුම (1) AND ඔවුන්ගේ ඇඳුමෙහි ඇති අලංකාරය ගැන (1)	කැප් එක	දෑන්වීම	(2)
4(a)(iv)	එක්කෝටි අනූ ලක්ෂයක් පමණ (1)	19,000,000 ක් පමණ	විශාල ප්‍රමාණයක්	(1)
4(a)(v)	ජාති ආගම් ආදී බේදවලින් තොර බව (1)		ඉතා දිගු ඉතිහාසයක් ඇත	(1)
4(a)(vi)	විද්‍යාලවල බාලදක්ෂ කණ්ඩායම් ඇති කිරීම (1) AND ඒවාට අලුත් සාමාජිකයන් බඳවා ගැනීම (1)	බාලදක්ෂ කණ්ඩායම් ආරම්භ කිරීම AND සාමාජිකයන් බඳවා ගැනීම	බාලදක්ෂ කණ්ඩායම් AND සාමාජිකයන්	(2)
4(a)(vii)	සෑමදෙනාගෙන්ම ආදරය ලබන පිරිසක් වීම. (1) AND රට දැය වෙනුවෙන් කැපවීම (1)			(2)

Question number	Answer	Mark
4(b)(i)	පාසල්වල ප්‍රධාන විෂයවලට අතිරේකව උගන්වන ක්‍රීඩා, ගෙවතු වගා හා පාසල් ක්ෂේත්‍ර වාරිකා ආදී ක්‍රියාකාරකම් වේ. (1) And විෂය කරුණු රසවත්ව හා සිත් කාවඳින සුලු ආකාරයෙන් කියා දීමටත් දක්ෂතා ඵලි දැක්වීමටත් අවස්ථා උදාවන අතර සාමූහිකව වැඩ කිරීම, විනය ගරුක බව හා ඉවසීම වැනි ගුණධර්ම ඉගෙන ගන්න පුළුවනි. (1)	(2)
4(b)(ii)	විෂය බාහිර ක්‍රියාකාරකම් ප්‍රධාන විෂය ධාරාවට අයත් නැත. එහෙත් එමගින් ළමයෙකුගේ පෞරුෂ සංවර්ධනයට යම් බලපෑමක් ඇති කළ හැකිය. (1) And විශාල මුදලක් හා කාලයක් වැය වෙන අතර ලෝකය ජය ගැනීමට අවශ්‍ය ඉහළ සාමාර්ථ ලබා ගැනීම සඳහා කළ යුතු පාඩම් වැඩවලට ඇති කාලය නාස්ති වෙයි. (1)	(2)

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## **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	The climate in the lowlands	සාමාන්‍යයෙන් කොළඹදී	අපේක්ෂිත ලෙසම	හරියටම	(1)
	is typically tropical with	සෙල්සියස් අංශක 27ක් වන			(1)
	an average temperature of 27°C in Colombo.	පහත රට දේශගුණය		උෂ්ණත්වය	(1)
	In the higher grounds over 2000 meters altitude	භියත වශයෙන්ම උණුසුම්ය.	සර්ම කලාපීයයි		(1)
	the climate can be cooler	මුහුදු මට්ටමේ සිට			(1)
	where the temperature is generally around 16°C.	මීටර 2,000ක් ඉහළ උන්නතාංශයන්හි දී	උස් ස්ථානවල		(1)
	It is well known that	එය තරමක් සිහිල් වී			(1)
	there are plenty	සෙල්සියස් අංශක 16ක් තරම්			(1)

of				
bright, sunny and warm days	පහළ යා හැකිය.	පැහැපත්		(1)
even during the height of	මෝසම් කාලයේ උච්චතම අවස්ථාවේ පවා	සුලබයි		(1)
the monsoon in the country.	දිප්තිමත්, හිරු එළිය ඇති			(1)
Climatically Sri Lanka has no	උණුසුම් දවස් බහුලව තිබීම සාමාන්‍යයි.			(1)
four seasons like in Europe.	දේශගුණික වශයෙන් යුරෝපයේ මෙන් ශ්‍රී ලංකාවේ සෘතු හතරක් දැකින්නට නැත.	මෝසම් හතරක්		(1)
The south – west monsoon	හිරිත දිග මෝසම ප්‍රධාන වශයෙන්			(1)
brings rain mainly from	මැයි සිට ජූලි දක්වා			(1)
May to July to the western,	දිවයිනේ බටහිරට, දකුණු හා මධ්‍යම පළාත්වලට	ප්‍රදේශවලට		(1)
southern and central regions of the island,	වැසි ගෙනෙන අතර			(1)
while the north-east monsoon rains	දෙසැම්බර් සිට ජනවාරි දක්වා			(1)
occur in the northern and eastern	උතුරු හා නැගෙනහිර පළාත්වල			(1)
regions from December to January.	ඊසාන දිග මෝසම් වැසි වසියි.			(1)

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Q 7 <https://lanka.com/about/sri-lanka/>