



**Pearson**  
**Edexcel**

## **Mark Scheme (Results)**

**Summer 2019**

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

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Summer 2019

Publications Code 4SI1\_01\_1906\_MS

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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>	C	
<b>1(a)</b>	J	<b>(1)</b>
<b>1(b)</b>	A	<b>(1)</b>
<b>1(c)</b>	B	<b>(1)</b>
<b>1(d)</b>	M	<b>(1)</b>
<b>1(e)</b>	I	<b>(1)</b>
<b>1(f)</b>	K	<b>(1)</b>

Question number	Answer	Mark
<b>Example:</b>	කිරන්	
<b>2(a)</b>		
<b>2(b)</b>	නිපුණි And තානිමා	<b>(2)</b>
<b>2(c)</b>	කිරන්	<b>(1)</b>
<b>2(d)</b>	කිරන් And නිපුණි	<b>(2)</b>
<b>2(e)</b>	නිපුණි And තානිමා	<b>(2)</b>
<b>2(f)</b>	තානිමා	<b>(1)</b>

Question number	Answer	Accept	Reject	Mark
<b>3(a)</b>	ලිඛිත සාහිත්‍යය (1) And වාචික සාහිත්‍යය (1)		පැරණි AND සාරවත්	<b>(2)</b>
<b>3(b)</b>	ක්‍රි.ව. පස්වන සියවස (1)	පස්වන සියවස	පස්වන	<b>(1)</b>
<b>3(c)</b>	Any <b>two</b> of: ප්‍රබන්ධ රචකයන් (1) OR කවියන් (1) OR නාට්‍ය රචකයන් (1) OR මාධ්‍යවේදීන් (1)		රචකයන්	<b>(2)</b>
<b>3(d)</b>	විශ්ව විද්‍යාල පුස්තකාල (1) AND මහජන පුස්තකාල (1)	විශ්ව විද්‍යාල AND මහජන	විශ්ව	<b>(2)</b>
<b>3(e)</b>	කුඹල් කර්මාන්තය (1) And කුඩා විවිම (1)		හස්ත කර්මාන්ත	<b>(2)</b>
<b>3(f)</b>	ලී කැටයම් කලාව (1)		වෙනත්	<b>(1)</b>
<b>3(g)</b>	බෙර වාදනය (1) OR නර්තනය (1)			<b>(1)</b>
<b>3(h)</b>	Any <b>one</b> of: දකුණු ආසියානු සංගීතය (1) OR බටහිර සම්භාව්‍ය සංගීතය (1) OR සමකාලීන ජනප්‍රිය සංගීතය (1)	බටහිර සම්භාව්‍ය	ජනප්‍රිය සංගීතය සම්භාව්‍ය සංගීතය සමකාලීන ආසියානු සංගීතය	<b>(1)</b>

	OR සිහලා ගීත (1)			
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Question number	Answer	Accept	Reject	Mark
4(a)(i)	ගම (1) AND නගර (1)		ජනාවාස ඇතිවීම	(2)
4(a)(ii)	දඩයම් කිරීමෙන් (1)	කැලෑවල දඩයම් පිණිස ඇවිදීමේ පමණක් කල් ගත කළා	කැලෑවල ඇවිදීම	(1)
4(a)(iii)	ඕනෑම තැනක දඩයම් කිරීමට හැකිය (1) AND බැටළු ආදී සතුන් සමග තැනින් තැනට යෑමට (1)		සතුන්	(2)
4(a)(iv)	සතුන්ට කෑමට ආහාර හිඟ වූ විට-(1)		ගොවිතැන	(1)
4(a)(v)	සී සෑම, වැපිරීම හා අස්වනු නෙළාගැනීම (1)			(1)
4(a)(vi)	ගොවිතැනින් වැඩි ආහාර ප්‍රමාණයක් නිපදවන අතර ඒවා පරිස්සමෙන් කල් තබා ආහාරයට ගැනීමේ (1)	ගොවිතැනින් ජීවිතය පහසු විය		(1)
4(a)(vii)	සෑම දිනකම දඩයම කිරීමට සිදුවූ නිසා			(1)
4(a)(viii)	මිනිසා දඩයම්කරුවෙකුට සිටින තාක් කල් (1)			(1)

Question number	Answer	Mark
4(b)(i)	ආගන්තුක සත්කාරය, ආගමික හක්තිය, සරල දිවි පැවැත්ම ආදී ගුණාංග හා යහ පුරුදු ලාංකීය අනන්‍යතාවක් හා රටට ආඩම්බරයක් බව (1) And ජන හැටුම් හා නාට්‍ය රඟ දැක්වීමෙන් ගමේ සාමූහිකත්වය දියුණු වූ බව හා නායකත්වයට ගරු කිරීමෙන් ආරක්ෂාව සපයා ගැනීම වැනි සමාජයීය අවශ්‍යතා ඉටුකර ගත් බව. (1)	(2)
4(b)(ii)	ගම අද නගරයක් වී ඉස්සර තිබුණු වටිනා සිරිත් විරිත් බොහොමයක් එහි දක්නට නැති අතර ගම තුළ ඇති අපවාර හා නූගත්කමින් ගම විනාශ වී ඇත. (1) And පහසුකම් ඇති බැවින් නැගරික ජීවිතය පහසු බවත් දියුණු අධ්‍යාපනයක් හා එම දෙමාපියන්ගේ උගත්කම හා වැඩි අවධානය නිසා නාගරික දරුවන් වැරදිවලට යොමු වීම අඩු වී ඇත. (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	The use of social media	පරිඝණක යන්ත්‍ර, අතේ රැගෙන යන උපකරණ,	ජංගම උපකරණ	කොම්පියුටර්	(1)
	is widely spread and common	අන්තර්ජාල පහසුව හා විදුලිය බලය		ඉන්ටර්නෙට් පහසුව	(1)
	in developed countries	සඳහටම පවත්නා දියුණු රටවල	සමෘද්ධ දියුණු වී ඇති රටවල		(1)
	where computing equipment,	සමාජ මාධ්‍ය භාවිතය සුලබව ඇති අතර	සමාජ මාධ්‍ය භාවිතය බහුලව ඇති අතර		(1)
	handheld devices, internet facility,	විශාල වශයෙන් ව්‍යාප්තව ඇත.	වැඩි වශයෙන් ව්‍යාප්තව ඇත.		(1)
	and electricity are ever-present.	ලෝකයේ 24 වන විශාලතම දූපත වන ශ්‍රී ලංකාව,	විසිහතරවන විශාලතම දිවයින		(1)
	Sri Lanka is a developing island nation	ඉන්දියන් සාගරයේ පිහිටි			(1)
	situated in the Indian Ocean southeast of India,	ඉන්දියාවේ ගිණිකොණ දෙසින් ඇති			(1)
	is the 24th-largest island in the world.	දියුණු වෙමින් පවතින දිවයිනක් ය.	සංවර්ධනය වෙමින් පවතින දිවයිනක් ය.		(1)
	It is a low-income country	අඩු ආදායම් ලාභී රටක් වන එහි	උදායම් අඩු රටක්		(1)
	where technologies are proliferating rapidly	රට හැම තැනම,	රටේ සෑම පලාතකම,		(1)
	in all parts of the country,	විශේෂයෙන් නාගරික ප්‍රදේශවල.	විශේෂයෙන් නාගරික පලාත්වල.		(1)
	particularly in urban areas.	තාක්ෂණය වේගයෙන් දියුණුවෙමින් පවතී.	තාක්ෂණය ශීඝ්‍රයෙන් දියුණුවෙමින් පවතී.		(1)
In the Sri Lankan context	ශ්‍රී ලාංකේය සන්දර්භය තුළ			(1)	

the usage of social media	සමාජ මාධ්‍ය භාවිතය			<b>(1)</b>
increased rapidly	පසු ගිය වසර පහ ඇතුළත			<b>(1)</b>
during the last five years.	වේගයෙන් දියුණු විය.			<b>(1)</b>
Its mixed population,	එහි මිශ්‍ර ජනගහනය, සාරවත් සංස්කෘතිය,			<b>(1)</b>
rich culture and languages	බහුවිධ ආගම් හා භාෂා			<b>(1)</b>
reflect in the news industry.	ප්‍රවෘත්ති ව්‍යාපාරය තුළ පිළිබිඹු වෙයි.			<b>(1)</b>

