



Cambridge O Level

SINHALA

3205/02

Paper 2 Translation and Reading Comprehension

May/June 2023

MARK SCHEME

Maximum Mark: 55

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

This document consists of **9** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:










Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Annotations in RM Assessor	
	stamp to annotate blank pages of script to confirm the examiner has seen the page
	correct
	incorrect
	omission (e.g. word missing from the sentence)
	benefit of the doubt (i.e. response not covered by the mark scheme, but the examiner's judgement is that credit should be given)
	inaccurate language
	irrelevant
	good language
	repetition (of language or content)
highlighter	
<p>Please remember that schools can request copies of their marked scripts, with annotations and comments on, so please ensure that any annotations / comments that you use are fully justified by the mark scheme.</p> <p>Wherever possible, please avoid commenting and keep annotations at a minimum.</p>	

General Marking Instructions	
Marks	<p>Question 1: Enter a mark out of 10 in the mark input box. Place a tick on the script to indicate each correct marking unit (up to 10 units) according to the mark scheme.</p> <p>Question 2: Enter a mark out of 20 in the mark input box. Place a tick on the script to indicate each correct marking unit (up to 20 units) according to the mark scheme.</p> <p>Question 3 onwards: Enter a mark for each question in the appropriate mark input box. For answers not covered by the mark scheme, the annotation tool can be used. After marking the whole of the reading comprehension, enter a mark out of 5 in the mark input box for Language and Spelling.</p>
No response and '0' marks	<p>There is a NR (No Response) option in RM Assessor.</p> <p>Award NR (No Response):</p> <ul style="list-style-type: none"> • If there is nothing written at all in the answer space or • If there is only a comment which does not in any way relate to the question being asked (e.g. 'can't do' or 'don't know') or • If there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark). • For all questions which the candidate has not chosen (see box above for more information). <p>Award 0: If there is any attempt that earns no credit. This could, for example, include the candidate copying all or some of the question, or any working that does not earn any marks, whether crossed out or not.</p>
Batch dates	All scripts must be marked by the date specified.
Crossing out	<p>(a) If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.</p> <p>(b) If a candidate crosses out an answer <u>to a whole question</u> but makes no second attempt at it, mark the crossed-out work.</p>
Marking principles	Please note that it is not possible to list all acceptable alternatives in the mark scheme. You will need to consider all alternative answers and unexpected approaches in candidates' scripts, make a decision on whether they communicate the required elements, in consultation with you team leader if necessary (or with your product manager if you are a single examiner), and award marks accordingly.

Question	Answer				Marks
1	Unit	Target language	English	Unit Mark	10
	1	ලංකාව තුළ ගංගා බොහොමයක් ඇත.	<i>There are a lot of rivers in Sri Lanka</i>	1	
	2	නමුත් ප්‍රධාන ගංගා හතරක් පිලිබඳ නිතර කියැවේ	<i>However four main rivers are often mentioned.</i>	1	
	3	ඒ මහවැලි කළුණි කළු සහ වලවේ යන ගංගා ය.	<i>They are the rivers Mahaweli, Kelani, Kalu and Walawe.</i>	1	
	4	රට මැද කඳුවලින් පටන් ගන්න මෙම ගංගාවෝ	<i>Beginning from the central mountains, these rivers</i>	1	
	5	ලංකාවේ විවිධ ප්‍රදේශවලට ගලා යයි	<i>flow to different areas in Sri Lanka.</i>	1	
	6	ශ්‍රී ලංකාව කෘෂිකාර්මික රටකි	<i>Sri Lanka is an agricultural country</i>	1	
	7	එමනිසා ගංගාවන් රටට ඉතා වැදගත් ය.	<i>Therefore the rivers are very important for the country.</i>	1	
	8	මීට අමතරව ජල විදුලිබලය නිපදවීමට	<i>In addition to that these rivers help to generate hydro electricity.</i>	1	
	9	මේ ගංගා හරස් කොට සෑදූ ජලාශ උපකාරී වේ.	<i>the reservoirs made crossing these rivers help</i>	1	
	10	රට මැද කඳු වලට ඇද හැලෙන වැසිවලින් ගංගාවන්ට ජලය ලැබේ.	<i>The rivers get the water from the rains to the central mountains.</i>	1	

Question	Answer				Marks
2	Unit	English	Target language	Unit Mark	20
	1	Peter is a good boy	පීටර් හොඳ ළමයෙක්	1	
	2	Everyone in his class knew it	ඔහුගේ පන්තියේ සියලු දෙනා එය දැන සිටියහ	1	
	3	He was very polite towards his friends	ඔහු තම මිතුරන් කෙරෙහි ඉතා ආචාරශීලී වූ චර	1	
	4	obedient to his teachers	ගුරුවරුන්ට කීකරු විය	1	
	5	He never fought with his friends	ඔහු කිසි විටෙකත් ඔහුගේ මිතුරන් සමඟ රණ්ඩු නොවීය	1	
	6	Peter always had a pleasant smile in his face.	පීටර්ගේ මුහුණේ නිතරම ප්‍රසන්න සිනහවක් තිබුණි	1	
	7	Peter has always been good with his studies	පීටර් සෑම විටම ඔහුගේ ධ්‍යායන කටයුතු හොඳින් කරගෙන ගියේය	1	
	8	He took part in several sports and other extra activities at school.	ඔහු පාසලේදී ක්‍රීඩා සහ වෙනත් මතර ක්‍රියාකාරකම් කිහිපයකට සහභාගී විය	1	
	9	But suddenly Peter has become strange in his behaviour	නමුත් හදිසියේම පීටර්ගේ හැසිරීම මුතු දෙයක් බවට පත් විය	1	
	10	In the last few days he has not spoken to any of his friends.	පසුගිය දින කිහිපය තුළ ඔහු ඔහුගේ කිසිදු මිතුරෙකුට කතා කළේ නැත.	1	
	11	Both Peter's parents and teachers noticed this change	පීටර්ගේ දෙමාපියන් මෙන්ම ගුරුවරු ද මෙම වෙනස දුටහ	1	
	12	Peter's class teacher Mrs Silva sent a letter	පීටර්ගේ පන්තියේ ගුරුවරිය වන සිල්වා මහත්මිය ලිපියක් යැව්වාය	1	
	13	to his parents enquiring about this	මේ ගැන විමසමින් ඔහුගේ දෙමාපියන්ට	1	
	14	Peter's father wanted to see Mrs Silva	පීටර්ගේ පියාට සිල්වා මහත්මිය මුණ ගැසීමට වග්‍ය වූ චර	1	

Question	Answer				Marks
2	Unit	English	Target language	Unit Mark	
	15	and he replied to her requesting for a meeting	හමු වීමට අවසර ඉල්ලා ඔහු පිළිතුරු යැවීය.	1	
	16	The meeting has now been fixed	හමුවීම නියමිතව ඇත්තේ	1	
	17	for next week at school	ලබන සතියේ පාසලේදීය	1	
	18	Peter is the only child in the family	පීටර් පවුලේ එකම දරුවා ය.	1	
	19	His parents love him very much	ඔහුගේ දෙමාපියන් ඔහුට බොහෝ සේ ආදරෙයි	1	
	20	Peter is their only hope.	ඔවුන්ගේ එකම බලාපොරොත්තුව පීටර් ය.	1	

Question	Answer	Marks	Guidance
3	පාරිභෝගිකයන්ට කඩ සාප්පු වෙත යාමට ගතවන කාලය ඉතිරි වේ, ඒ වෙනුවෙන් දරන්නට සිදුවන වෙහෙස ද අඩු වේ	2	
4	ඉතිරිවන කාලය පාරිභෝගිකයන්ට වෙනත් ප්‍රයෝජනවත් දෙයක් සඳහා හෝ විවේකය සඳහා යෙදවීමට හැකිය	2	
5	කාලය සමග සටන් කරමින් මිනිසුන් එදිනෙදා කරන ජීවන අරගලය තුළ මේ අන්දමට හෝ ඉඩක් ලැබීම	1	
6	තමන්ම කඩ සාප්පුවලට ගොස් භාණ්ඩ මිල දී ගැනීමට. තමන් මිල දී ගන්නා දෙය පරීක්ෂාකොට බලා මිල දී ගැනීම සුදුසුවන බව ඔවුන් ගේ මතයයි	2	
7	භාණ්ඩ පිලිබඳ ඇති විස්තර, වෙනත් අයගේ රුචි අරුචිකම් මත තබා ඇති සටහන්	2	
8	සාප්පු සවාරි යාමෙන් ලැබෙන සතුට	1	
9	යම් රෝග වසංගතයක් හෝ වෙනත් සමාජ ව්‍යාසනකාරී අවස්ථාවක් වැනි තත්ත්වයන්හි දී	2	
10	සෞඛ්‍යමය වශයෙන් ආරක්ෂාකාරීය / ලෙඩ රෝග පැතිරීම එයින් අඩු වේ Any One from these two	1	
11	බොහෝ කඩ සාප්පු වැසී යාම	1	
12	එදිනෙදා වෙළඳ කටයුතු පහල බැසීම, වෙළඳසැල් පවත්වාගෙනයාම අසීරු වීම, සේවක වැටුප් ගෙවීම අසීරු වීම, සේවකයින් අඩු කිරීම, සේවකයින්ගේ රැකිරීමේ අහිමි වීම Any 3 from these	3	
13	පරිගණක ප්‍රවීණත්වය, තම භාණ්ඩ ගබඩා කිරීම සහ බෙදා හැරීම සඳහා පිළියෙළ කිරීමට ඉඩකඩ, නගරයෙන් ඇත ස්ථානයක හෝ තම නිවෙස්වලම ව්‍යාපාර කටයුතු කිරීමට හැකි වීම.	3	

	Language and Spelling
5 (Excellent)	<ul style="list-style-type: none"> • Clear, carefully chosen language with complex syntax where appropriate. • Varied, precise vocabulary. • Relevant material from the text is rephrased in a sophisticated manner. • Hardly any or no technical errors.
4 (Good)	<ul style="list-style-type: none"> • Clear, appropriate language. • Appropriate vocabulary. • Relevant material from the text is rephrased well. • Few technical errors.
3 (Adequate)	<ul style="list-style-type: none"> • Language generally appropriate, but unsophisticated and generally simply syntax. • Adequate vocabulary. • Evidence of copying word for word from text. • Some technical errors.
2 (Weak)	<ul style="list-style-type: none"> • Unsophisticated language, not always appropriate. Very simply syntax with some clumsiness. • Thin vocabulary. • General reliance on copying from text. • A number of technical errors.
1 (Poor)	<ul style="list-style-type: none"> • Thin, inappropriate use of language. • Confused and obscure. • Indiscriminate copying from the text may occur. • Many errors.
0	<ul style="list-style-type: none"> • Nothing worthy of credit.