

Cambridge O Level

SINHALA**3205/02**

Paper 2 Translation and Reading Comprehension

May/June 2024

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 2024 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 **13** printed pages.

PUBLISHED**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 descriptions 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)
	indecipherable / incomprehensible
	contradiction
	detail
	irrelevant
	development
	inaccurate language
	repetition (of language or content)
	benefit of the doubt (i.e. response not covered by the mark scheme, but the examiner's judgement is that credit should be given)
	good language
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. 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	Guidance
1	Unit	Target Language	English	Unit mark	10	
	1	කාලය යනු ලොව නිලෙන සම්පත් අතරින් ඉතා අගනාම සම්පතකි	Time is one of the most precious resources in the world	1		
	2	කාලය කිසිලේන්ම නාච්චි ලනාකල යුතු ය	Time should never be wasted	1		
	3	ලගච්චි ගිය කාලය නැවත ලො ගැනීම කල ලනාහැක	Elapsed time cannot be recovered	1		
	4	සැලසුම් කරන ලද කටයුතු සඳහා මෙ නියමිත ලේලාවට වැඩ කිරීම ඉතා වැදගත් ලේ	It is very important that you work on time for planned activities	1		
	5	මෙ නියමිත ලේලාවට වැඩ ලනාකරන්ලන් නම්	If you don't work on time	1		
	6	මෙලේ පමණක් ලනාව අන් අයලේ කාලය ද අපලන් යයි	It wastes not only your time but also other people's time	1		
	7	කණ්ඩායමක් සමඟ වැඩ කරන විට මෙ විනාඩියක් ප්‍රමාද වුවලහන්	If you are a minute late when working with a group	1		

Question	Answer				Marks	Guidance
1	Unit	Target Language	English	Unit mark		
	8	ඔලේ කණ්ඩායමේ අලුත් සාමාජිකයන්ලේ විනාඩිය ගෙවීන් අපලන් යනු ඇත	a minute of each of your team members will be wasted	1		
	9	එවිට අපලන් ගිය සම්පූර්ණ කාලය වන්නේ ඒ සියලු අපලන් ගිය කාලයන්ට එකතුවයි.	Then the total time wasted is the sum of all those wasted times	1		
	10	කාලයන් නිසි ප්‍රයෝජන ගනිමින් එය නිසි පරිදි කළමනාකරණය කරගැනීම අතිශයින්ම වැදගත්ය	It is extremely important to make proper use of time and manage it properly	1		

Question	Answer				Marks	Guidance
2	Unit	English	Target Language	Unit mark	20	
	1	Children love flying kites in the sky	ළමයින් අහලේ සරුගල් යැවීමට කැමතියි	1		
	2	On sunny days, flying kites can be seen at sea sides	ඥව සින දිනවලදී, මුහුදු ලවරලේ/මුහුදු අසල / පැතිවල සරුගල් යැවීම දැකිය හැකිය	1		
	3	Also there are kite-sellers who sell kites	ඒ වලේම සරුගල් විකුණන අය / සරුගල් ලවලදුන් දැකිය හැක / සිටියි	1		
	4	Most of these kites are made of plastic	ලමම සරුගල් ලොලහාමයක් ප්ලාස්ටික් වලින් සාදා ඇත	1		
	5	In Sri Lanka children make kites using coconut sticks and tissue papers	ලංකාලේ ලමයි ලපාල් ඉරටු සහ ටිෂු කඩදාසි/ සේ ලකාල / සේ කඩදාසි ලයාදාලගන සරුගල් හදනවා	1		
	6	These kites are much lighter and colourful	ලමම සරුගල් වඩා සැහැල්ලු හා වර්ණවත් ලේ/ පාට පාටින් යුතු ලේ	1		

Question	Answer				Marks	Guidance
2	Unit	English	Target Language	Unit mark		
	7	Also, they are environmentally friendly	එලේම, ඒවා පරිසර හිතකාමී ය/ පරිසරයට ලහාදය	1		
	8	You do not have to worry about disposing them after use	භාවිතයෙන් පසු ඒවා ඉවත් කිරීම/ ඉවත් කිරීම ගැන කැමැත්තක් නැත	1		
	9	Making kites increases creativity in children	සරුගල් සෑදීම දරුවන්ගේ නිර්මාණශීලීත්වය වැඩි කරයි	1		
	10	They design their own kites in different shapes and different colours	ඔවුන් විවිධ හැඩලයන් / හැඩයන්ලගන් සහ විවිධ වර්ණවලින් / පාටවලින් ඔවුන්ගේම සරුගල් නිර්මාණය කරයි	1		
	11	Flying kites has gone down with the usage of video games and mobile telephones	වීඩියෝ ක්‍රීඩා සහ නුගම දුරකථන භාවිතයන් සමඟ සරුගල් යැවීම අඩු වී ඇත	1		
	12	This has also increased a health risk in children	ලම් නිසා දරුවන්ගේ ලෞඛ්‍ය අවදානමද / ලෞඛ්‍ය ප්‍රශ්න වැඩි වී ඇත	1		

Question	Answer				Marks	Guidance
2	Unit	English	Target Language	Unit mark		
	13	Most of them prefer to play indoors	ඔවුන්ලගන් ලොලහජ ලදලනක් ගෘහේඵඵ / නිලවේ තුල ලසල්ලම් කිරීමට කැමැත්තක් දක්වයි	1		
	14	Flying kites is a physical activity	සරුගල් යැවීම / පියාසර කරවීම ශාරීරික ක්‍රියාකාරකමකි	1		
	15	It helps children to be active	එය දරුවන්ට ක්‍රියාශීලී වීමට / ක්‍රියාකාරීව තැබීමට උපකාරී ලේ	1		
	16	Lack of physical activities has caused obesity among children	ශාරීරික ක්‍රියාකාරකම් ලනාමැනිකම ළමුන් අතර තරොරකමට / තරොර වීමට / දෝලතාවයට / මහත්වීමට ලේතු වී ඇත	1		
	17	Healthy children will lead to a healthier nation	නිලරජගී දරුවන් නිලරජගී නානියක් ඇතිවීමට ලේතුලේ/ මුලුරයි / මග පාදයි	1		

Question	Answer				Marks	Guidance
2	Unit	English	Target Language	Unit mark		
	18	A healthier society will lead a country to success	ලෞභ්‍ය සම්පන්න සමාජයක් රටක් සාර්ථකත්වය කරා ලගන යනු ඇත	1		
	19	The adults need to teach children how to make kites	සරුගල් හදන හඬ වැඩිවියත් විසින් දරවන්ට කියා දිය යුතුයි	1		
	20	They should encourage children to take part in outdoor activities to be healthy	ලෞභ්‍ය සම්පන්නව සිටීම සඳහා එළිමහන් ක්‍රියාකාරකම්වලට සහභාගී වීමට ඔවුන් දරවන් දිරිමත් කළ යුතුය	1		

Question	Answer	Marks	Guidance
3	අලිඅනුන් වාසය සඳහා අවශ්‍ය ලේශගුණික තත්වයන් ආව සෑම රටකම ආනාමක	1	
4	(1) රඹුක්කන (2) පින්තවට	2	One mark for each word
5	වසර එක්දහසේ නවසිය හත්තැ පළේදී	1	
6	(1) තනිව ජීවත්විය ආනාහැකි සහ (2) ආධාරයෙන් ආකර්ෂණය අලිත් රැකෙතැනම සඳහා	2	One mark for each
7	මහඔය	1	
8	අක්කර විසිපහක්	2	Two marks for full answer
9	සියයකට ආසන්න ප්‍රමාණයක්	1	
10	සුචාරකයින් අලිඅනුන් නැරඹීමට ප්‍රිය කිරීම	1	
11	(1) අලිඅනුන් ඉතා ආර්ථික දැකටා ගැනීමේ පහසුව මෙන්ම (2) අලිත් ලේ හැසිරීම නිරීක්ෂණය කිරීමට ආර්ථික	2	One mark for each
12	දවසට දවරක් අලිත් ගත වන දින නෑම සඳහා ගතයනු ලබන දර්ශනය	2	The full answer attracts 2 marks, and a partial answer gets 1
13	මිනිස් නනාවාස	2	Two marks for full answer
14	අලිත් සුඛියාව අඩුවීමෙන් යයි	1	
15	වද වීමට ආකර්ෂණය සතුන් ප්‍රදායක් ආසට අනාගතලේ අලිත් නම් ආනාකිරීමට කටයුතු කිරීම	2	The full answer attracts 2 marks, and a partial answer gets 1

	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 simple 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 simple 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.