



Cambridge O Level

SINHALA

3205/02

Paper 2 Translation and Reading Comprehension

May/June 2022

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 2022 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 **11** 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 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	මට සහෝදරයෙකු සහ සහෝදරියක සිටියි	I have a brother and a sister	1	
	2	මගේ සහෝදරිය මට වඩා අවුරුදු තුනක් වැඩිමල්ය සහෝදරයා මට වඩා වසර දෙකක් වයසින් බාලය. ඒ නිසා මා මැද ය	My sister is three years older than me, and my brother is two years younger to me	1	
	3	මට සැමවිටම අක්කා ගේ නියෝග පිළිපැදීමටත් මල්ලි සමග රණ්ඩු කිරීමටත් සිදුවේ.	I always have to obey the orders of my sister and quarrel with my brother	1	
	4	මල්ලි දඟකාරය, ඒ වුනත් මම ඔහුට බොහෝ ආදරය කරමි. අක්කා අප දෙදෙනාටම බොහෝ ආදරය කරන්නීය.	My (younger) brother is mischievous but I love him so much. (Our) Sister loves (both of) us a lot	1	
	5	මල්ලීන් මාත් දඟ වැඩ කොට හසු වූ විට අක්කා අපට බැන වැදී අවවාද කරන නමුත්, අම්මාට නොකියා අප බේරා ගනියි.	When both me and my brother get caught for being naughty our sister shouts at us, but saves us by not complaining to our mother	1	
	6	මේ නිසාම මම ද මල්ලි ද සැමවිටම අක්කාට සවන් දෙන්නෙමු. අපගේ දෙමව්පියෝ මේ සියල්ල දෙස සතුටින් බලා සිටිති.	Therefore, both me and my brother listen to our sister. Our parents watching us over happily	1	
	7	තාත්තා අප පවුලේ කටයුතුවල දී නායකත්වය ගෙන කටයුතු කරයි. අම්මා සියලු දේවල් සැලසුම් කරන්නීය.	Father leads the family affairs. Mother plans everything	1	

Question	Answer				Marks
1	Unit	Target Language	English	Unit Mark	
	8	අපට අවශ්‍ය සියලුම දේ අම්මා දන්නා අතර, ඇය තාත්තා සමග එකතු වී අපට ඕනෑ දේවල් ලබා දෙන්නීය.	Our mother knows what's best for us and provides us with all our needs along with our father	1	
	9	නිවසේ වැදගත් දේ පිලිබඳ සියලු තීරණ ගනු ලබන්නේ අම්මා සහ තාත්තා එකතු වී කථා කිරීමෙනි.	All the important decisions at home are taken jointly by our mother and father after discussing	1	
	10	අම්මා සහ තාත්තා ඔවුනොවුන්ට ඉතා ආදරය කරන අතර, ඔවුහු අප තිදෙනාටම බොහෝ ආදරය කරති.	Mother and father loves each other a lot and they love all three of us so much	1	

Question	Answer				Marks
2	Unit	English	Target Language	Unit Mark	20
	1	We see weather reports every day	අපි දිනපතා කාලගුණ වාර්තා දකිනවා	1	
	2	We watch them on the television	අපි ඒවා රූපවාහිනියෙන් නරඹමු	1	
	3	listen to them on the radio	ගුවන් විදුලියෙන් / රේඩියෝවෙන් ඒවාට සවන් දෙමු	1	
	4	read them in the newspapers	පුවත්පත්වලින් ඒවා කියවමු	1	
	5	and on the internet	අන්තර්ජාලයෙන්	1	
	6	Conveniently, we can now get weather updates on our mobile phones too	දැන් අපේ ජංගම දුරකථන මඟින් ද කාලගුණ වාර්තා ඉතා පහසුවෙන් ලබා ගත හැක.	1	
	7	This has made it easier to plan ahead	අපගේ ඉදිරිය සැලසුම් කරගැනීම මෙමඟින් පහසු වී ඇත	1	
	8	We can avoid bad weather conditions	අයහපත් කාලගුණික තත්ත්වයන්ගෙන් අපට වැළකිය හැකිය	1	
	9	and take appropriate clothing when we go out	අප පිටතට යන විට සුදුසු ඇඳුම් ඇඳගෙන/රැගෙන යාමට හැක	1	
	10	Presenting a weather report looks easy	කාලගුණ වාර්තාවක් ඉදිරිපත් කිරීම පහසු බව පෙනේ	1	
	11	However, it is the last part of a long process	කෙසේ වෙතත්, එය දීර්ඝ ක්‍රියාවලියක අවසාන කොටසයි	1	
12	There are satellites in outer space	අභ්‍යවකාශයේ වන්දිකා ඇත	1		

Question	Answer				Marks
2	Unit	English	Target Language	Unit Mark	
	13	which act as cameras that observe the Earth	ඒවා පෘථිවිය නිරීක්ෂණය කරන කැමරා ලෙස ක්‍රියා කරයි	1	
	14	They send information to data centres on Earth	ඔවුන් පෘථිවියේ දත්ත මධ්‍යස්ථාන වෙත තොරතුරු යවයි	1	
	15	The weather reports are then prepared by people	ඒ මත මිනිසුන් විසින් කාලගුණ වාර්තා සකස් කරනු ලබයි	1	
	16	who have spent years learning how to examine the data	ඔවුන් එකී දත්ත පරීක්ෂා කිරීම පිලිබඳ වසර ගණනාවක් ඉගෙන / උගෙන ඇති අයයි	1	
	17	After that, the finished reports are sent to the media.	ඊට පසු, නිම්/ සෑදූ වාර්තා මාධ්‍ය වෙත යවනු ලැබේ	1	
	18	If you live in a country which has severe weather conditions	ඔබ ජීවත් වන්නේ දැඩි දේශගුණයක් / දේශගුණික තත්ත්වයන් සහිත රටක නම්	1	
	19	or frequent weather changes	හෝ නිතර කාලගුණ වෙනස්වීම් ඇති වේ නම්	1	
	20	it is very important that you check the weather reports before making plans	සැලසුම් කිරීමට පෙර කාලගුණ වාර්තා පරීක්ෂා කිරීම ඉතා වැදගත් ය	1	

Question	Answer	Marks
3	ජීවිත අත්දැකීම්	1
4	නවකථාකරුවෙකු, කෙටිකථාකරුවෙකු සහ කවියෙක වීම ප්‍රංශ සාහිත්‍යය වෙනත් මගකට යොමු කිරීම	4
5	සිය පවුලේ හැල හැප්පීම් , රටේ පැවැතී යුද්ධය	2
6	ඹව, ඇය මෙන්ම පොත්පත් කියවීමට හා සාහිත්‍යයට දැඩි කැමැත්තක් දැක්වීම	2
7	දැඩි ආගමික ඉගැන්වීම් නිසා, සාහිත්‍ය ආදී විෂයයන් තිබූ නිසා	2
8	ගුස්ටාව් ෆ්ලොබෙයාර්, නිර්මාණ සඳහා මඟ පෙන්වීම	2
9	අනිවාර්ය යුධ සේවය	1
10	කර්තෘවරයෙකු	1
11	ප්‍රසිද්ධියට පත් වීම	1
12	කෙටිකථා ගණන තුන් සියයක් පමණ වන අතර, නවකථා ගණන හයකි	2
13	"නවීන කෙටිකතාවේ පියා"	1
14	"දියමන්ති මාලය"	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.