

# 2023 VCE Sinhala written external assessment report

## Section 1: Listening and responding

### Part A – Responding in English

Most students responded fairly well in this section and were able to understand the texts and to answer the questions appropriately and correctly. There were some instances where the answers were not completed to get the full marks. Some responses included information in the text that was not relevant to the question.

#### Text 1

##### Question 1

Relevant answers included:

- able to enjoy a special Sri Lankan herbal drink
- able to join chefs to prepare one's own meal
- children can eat as many chocolates as they like from a chocolate mountain built there
- able to enjoy Calypso and Baila music when leaving the restaurant.

Some students wrote that customers can celebrate their birthday parties for free in the restaurant. Although this was mentioned in the text, it was not considered as a correct response.

#### Text 2

##### Question 2a.

Relevant answers included:

- The irrigation technology in Sigiriya which still transfers water to the pond on top of the rock and the fountains at ground level. The water system is very advanced.
- The natural colours used in painting the frescoes remain unfaded.
- The structure of the mirror wall has remained intact for nearly 2000 years.

Some responses mentioned that the ponds on the rock never became dry. This was not considered a correct answer because it was not mentioned in the text.

## Question 2b.

Relevant answers included:

- According to history, King Kashyapa built Sigiriya fortress as a hideout from his brother Mugalan (after forcibly expelling him and ascending to the throne).
- According to Dr Obesekera's book, Sigiriya used to be the palace of King Kuwera, and was named 'Alakamandawa' (as mentioned in the 5000 years old Sanskrit epic 'Ramayana').

Students need not have written the complete answer, including all the text within brackets, to get one mark for each view.

## Text 3

### Question 3

Relevant answers included:

- story books available (suitable for all age groups) at a cheaper price
- story-writing sessions run by famous authors for young writers
- ancient recipe books for youth who are interested in cooking (healthy meals)
- drama workshops based on famous stories for young people
- new and second-hand schoolbooks at discounted prices for school children
- tickets bought online offer a youth discount.

Most students identified the first five points from the text but only a few mentioned the sixth point.

## Part B – Responding in Sinhala

It was evident that most students were able to understand the texts and write the answers in Sinhala clearly and appropriately.

## Text 4

### Question 4a.

Relevant answer include:

- පිරිමින් සඳහා වූ මීටර 10000 තරගයේදී අන්තිමයා වන බව දැන දැනත් තරගය අත නොහැර අවසාන ඉලක්කය කරා දිවීම. (He completed the race despite the fact that it would normally be over with the winner having completed the event.)

Most students responded correctly to this question.

### Question 4b.

Relevant answers included:

- ජපානයේ පාසල් පොත් වලට ඔහුගේ කතාව ඇතුළත් කළා. (They included his story in school texts.)
- නරඹන්නන් අසන වලින් හැඟී සිට ප්‍රීතියෝනා පවත්වා ඔහුට උපහාර කළා. (The audience watching the game gave him a standing ovation and a thunderous cheer.)
- ජපන් ජාතිකයන් ඔහුගේ නොපසුබට උත්සාහය අගයකර ගෞරවයක් ලෙස ඔහු (නිල ඇඳුම අංක 67) චීරයෙක් ලෙස නම් කළා. (The Japanese, who valued his determination, named him ['Uniform 67'] as a hero.)

## Text 5

### Question 5a.

Relevant answers included:

- රියදුරාගේ උස, අත් සහ කකුල්වල දිග අනුව රියදුරු අසුන, කන්නාඩිය යනාදිය ස්වයංක්‍රීයව සකස් වීම. (Driving seat and mirrors get automatically adjusted according to the driver's height, length of legs and hand position.)
- වාහනයේ අයිතිකරුගේ මුහුණ හඳුනා ගැනීමෙන් පමණක් වාහනය පණ ගැන්වීමට හැකිවීම. (Face-recognition technology is required to start the engine.)

Most students responded correctly and clearly in Sinhala.

### Question 5b.

Relevant answers included:

- වෙනත් වාහන, ගොඩනැගිලි සහ ඉන්ධන පිරවුම්හල් වැනි ස්ථාන සමඟ සන්නිවේදනය කළ හැකි සෙන්සර්. අනාගත කාර් වලට ඇතුළත් විය හැක් යැයි සිතීම. (Future cars will have sensors that will be able to communicate with other vehicles and objects such as buildings and petrol stations.)
- (තාක්ෂණික දියුණුවත් සමඟ) මිනිස් ඇස් වෙනුවට කැමරා මඟින් ස්වයංක්‍රීයව තීරණ ගෙන ගමන් කරන වාහන ඒවී යැයි ඇය විශ්වාස කිරීම. (She believes new technology is coming that will rely on cameras rather than human eyes to allow the vehicle to make navigation decisions.)
- අනාගත කාර්වල වාහනයේ ගමන් කරන ගමන්ම සුම් තාක්ෂණය පාවිච්චි කිරීම, ඊමේල් යැවීම වැනි පහසුකම්පවා මගින්ම ලැබේ යැයි සිතීම. (There will be various services available for passengers, such as Zoom and email.)

Most students identified the correct answers to this question.

## Text 6

### Question 6

Relevant answers included:

- පැල් කවි - ගොවියන් තම ගොයම ඡතුන්ගෙන රැක ගැනීමට තනිවම පැලට වී රැ එළිවනතුරු ගායනා කරන ලද කවි. (Verses from the watch-huts were sung by the farmers who had to spend nights in their huts protecting the crops from animals.)
- පාරු කවි - මගීන්ට මෙන්ම පාරු පදවන්නාට ද විනෝදයක් ලබාදීමට (ගං ඉවුරුවලට වී මගීන් එනතුරු බලා සිටින) පාරුපදවන්නන් විසින් ගායනා කරන ලද කවි. (Raft verses were sung by raftsmen to entertain passengers, who were waiting on the shore, while rowing the boats across the river.)
- ගොයම් කවි - ගොයම් පැළ සිටුවද්දී සහ ගොයම් කපද්දී ඇතිවන මහන්සිය නිවා ගැනීමට/ ඔවුන්ගේ සිතේ ඇතිවන ඡතුට ප්‍රකාශ කිරීමට ගොවීන් විසින් ගායනා කරන ලද කවි. (Verses of paddy were sung by farmers to get rid of tiredness OR to express their joy while working in the paddy fields.)

One mark was awarded for giving the name of the verse and one mark for explaining the situation in which it was sung. If the explanation did not match the name one mark was awarded for the name of the verse. Most students responded correctly using the language appropriately.

## Section 2: Reading and responding

### Part A – Responding in English

#### Text 7

##### Question 7

Relevant answers included:

- any age group can enjoy these as they present Jataka and historical stories in a simplified way
- some stories include innocent jokes and advisory or important (didactic) messages which teach how to respect and be kind to one another
- viewers get an opportunity to watch this unique cultural heritage of puppetry performances
- watching puppet shows allows the villagers to have fun and relax together
- it enables them to build and strengthen social relationships.

Many students identified all five points for the answer. Very few students identified only 3 to 4 correct points.

##### Question 8

Relevant answers included:

Ecological benefits of the mangrove ecosystem

- Acts as a windbreak and reduces beach erosion caused by high winds.
- The nutrients added from the plants and animals living there provide a very good source of food for fish and other aquatic animals.
- The roots of mangrove plants release oxygen and absorb toxins dissolved in water, thus providing a good breeding place for fish and other aquatic animals.

Economic benefits of the mangrove ecosystem

- Beaches with mangroves are very attractive places for the tourism industry due to their scenic nature.
- An abundant fish population supports those who do fishing as a profession.

Most students achieved full marks and were able to write the answers correctly under ecological and economic benefits.

## Part B – Responding in Sinhala

### Text 9

Students were asked to write a letter to a friend about their experience participating in a working bee to restore the Malwathu River.

- Text type: informal letter
- Kind of writing: personal
- Audience: friend

Elaboration of personal experiences:

- ඔය දෙපස ඇති රක්ෂිත වනය පරීක්ෂාකර විනාශ වී ඇති ගස් වෙනුවට අලුතෙන් පැල රෝපණය කිරීම පාලිලඳුව ලැබූ අත්දැකීම් (helping to check the forest reserve around the lake and planting seedlings to replace the destroyed trees)
- ඔය අවට එකතු වී ඇති කුණු කසල ඉවත් කළ ආකාරය (assisting in removing the garbage around the lake)
- සැලවිනියා ඉවත් කිරීමට පැමිණි කණ්ඩායමට කෂම බීම වලින් සංග්‍රහ කළ ආකාරය (serving food and drinks to the specially trained team that came to clear the salvinia weed).

Every student addressed the text type, kind of writing and audience well in their response.

Many students described the work they performed at the working bee to a great extent. Only a few students described the experiences they gained and expressed their feelings and opinions. Very good vocabulary was evident in the students' letters.

## Section 3: Writing in Sinhala

The students should read the text they select very carefully and make note of the kind of text and type they are supposed to use.

### Text 10

#### Question 10

Students were asked to write a review for a film about how the future of a student was shaped by a teacher.

- Text type: article
- Kind of writing: persuasive
- Audience: youth

Description of elaboration:

- හොඳ ගුරුවරයෙකුගේ ගුණාංග සහ තරුණ අයගේ අනාගතය හැඩ ගස්වීමට ඒවා උදවු වන ආකාරය. (the valuable qualities of a good teacher and how these qualities help the young in modelling their future)
- හොඳ ගුරුවරයෙකුගේ ගුණාංග විදහා දැක්වූ විච්ඡාදන භාවිතා කර ඇති විශේෂිත ලක්ෂණ හා ක්‍රම වේදයක්. (features and techniques used in the film that highlighted the qualities of the good teacher)

- වික්‍රමයේ ප්‍රධාන නළු නිලියන්ගේ රංගනය එම වික්‍රමයේ ගුණාත්මක භාවය වැඩි දියුණු කර ඇති ආකාරය (how the main actors' performances enhanced the richness of the film)

Very few students selected this question for their writing. Those who did showed a good understanding of the text type, indicated the topic and the author, and used formal writing language. However, elaboration on the teacher's qualities and the impact of those qualities on the students, and the persuasive language used to encourage others to see the film were not very evident. Students should use appropriate language to suit the kind of writing required by the question.

## Text 11

### Question 11

Students were asked to write an imaginative short story for a young writers' competition about finding a large envelope in the mailbox containing an invitation to attend a Christmas celebration at the North Pole.

- Text type: short story
- Kind of writing: imaginative
- Audience: competition judges

Description of the following:

- ඔබ සූදානම් වූ ආකාරය. (how you prepared for the trip)
- ජාර්කාව අතරතුරේදී ඔබ ලද අත්දැකීම්. (the experiences gained during the trip)
- නව්තල සැමරු ආකාරය. (how Christmas was celebrated)
- ඉන් අනතුරුව සිදුවූ දේවල්. (what happened afterwards)

Most students selected this question for their writing and many of the responses were quite successful. The students had a good idea about the text type and the language used was appropriate. Many responses included the preparation for the trip, experiences during the trip and description of the Christmas celebration. Some students wrote it as a dream they had or included a long description of getting permission from parents for the trip and how they prepared for the trip, rather than the experiences gained on the trip and describing the Christmas celebration. There were also some good stories that covered the expected descriptions.

## Text 12

### Question 12

Students were asked to write an article for the science section of a newspaper evaluating an invention that impressed them.

- Text type: newspaper article / formal writing
- Kind of writing: evaluative
- Audience: newspaper readers

Description of the pros and cons of the new invention:

- නව නිෂ්පාදනයේ වැදගත් ලක්ෂණ, උදාහරණ- එමගින් ක්‍රියාවලියේ කාර්යක්ෂමතාවය වෙනස් කරන ආකාරය, කාලය සහ බලශක්තිය සුරකින ආකාරය. (important features of the new invention such as how to improve the efficiency of the process that it is used in, how it saves time and energy)

- ආරම්භක සහ පවත්වාගෙන යෑමේ වියදම, විශේෂිත පුහුණු අවශ්‍යතාවයන්, විවිධ අවස්ථා වලදී භාවිතා කිරීමේ හැකියාව. (initial and running cost, specialised training requirements, feasibility of usage in different situations).

Only a few students chose this question which required the use of formal language. Students needed to evaluate an invention, not just list its positive aspects; this was not evident in some responses.