

# 2022 VCE Sinhala written external assessment report

## Specific information

### Section 1: Listening and responding

#### Part A – Respond in English

The students performed well in this part of Section 1. They were able to identify the relevant information to answer the questions.

#### Text 1

##### Question 1

Relevant answers included:

- flowers and lamps for people who engage in spiritual practices
- traditional meal at villages for foreigners and locals
- air balloon flying for those who like adventure.

Most students achieved at least two marks out of three. Some students mentioned the guest lecturers for the students, but the question asked for other things apart from guest lectures provided by the company, so this response could not be awarded a mark.

#### Text 2

##### Question 2a.

Relevant answers included:

- why allocate a special day? / no special day is needed
- every day should be a Mother's Day (as mothers bring us up with loving care).

Most students included both points to explain Ravi's cousin's attitude towards Mother's Day. Only a few responses did not include the first point.

##### Question 2b.

Relevant answers included:

- He visits his parents once a month / every last weekend of the month.
- He keeps them with him and his family during the school holidays.
- He provides all her requirements.
- He buys her medications when he comes to visit them.
- He completed his education / is doing a great service to the country according to his parents' expectations.

Many students identified four reasons to explain why Ravi is considered a good son, but most responses included only three correct points.

## Text 3

### Question 3a.

Relevant answers included:

- She has to cancel her trip to Sri Lanka due to the unpredictable weather or heavy rain.
- She is thinking of changing the destination for her holiday.

Postponing the trip to Sri Lanka was not accepted as a correct answer. Most students identified the two points correctly.

### Question 3b.

Relevant answers included:

- Saman
  - less nutritious yields
  - loss of fertile land.
- Ruwanthi
  - residents don't know what to wear
  - more weeds and pests.

Most students identified three points correctly and some had all four points correctly identified.

## Part B – Respond in Sinhala

Students performed less well in this part of Section 1. It was evident that they had not clearly identified some information and there were many spelling mistakes.

## Text 4

### Question 4

Relevant answers included:

- විමර්ශනය සඳහා ඔබ විසින් හෝ සාමූහිකව කරන ලද ප්‍රකාශන දෙකක් උපදේශක මණ්ඩලයට ලබා දීම මගින් (giving at least two publications authored or co-authored)
- ඔස්ට්‍රේලියාව තුළ සිටින අදාළ ක්ෂේත්‍රයේ ප්‍රවීණයෙකුගේ සහය ලබා ගැනීම මගින් (obtaining the support of an expert in the relevant field in Australia)
- තමන්ගේ ක්ෂේත්‍රය තුළ ඔස්ට්‍රේලියාවේදී වැඩ කිරීමට හැකි බවට සාක්ෂි ඉදිරිපත් කිරීම මගින් (presenting evidence that they will be able to work in their field in Australia)
- අදාළ ක්ෂේත්‍රයේ කැපී පෙනෙන සංවිධානවල සාමාජිකයෙකු වීම මගින් (being a member of prominent organisations in the relevant field)

Most students had only three correct answers and only a few had all four points correctly identified.

## Text 5

### Question 5

Relevant answers included:

- එළ ඉඹුල් - පොතු සහ මල් වල සාරය දියරයක් සමග මිශ්‍ර කර කැළැල් සුව කිරීමට (Silk cotton: extract of bark and flower, mixed with solvent, treats scars)
- නා - මල් බට් සහ සීනි සමග තලපයක් මෙන් සාදා කෘමීන් විදින ලද ස්ථාන වල ආලේප කිරීම (Ceylon Iron wood: paste of flowers and butter with sugar is applied to insect stings)
- කන්කුම්බලා - මල් කුඩු කර වේදනා වලට සහ තුවාල වලට ප්‍රතිකාර කිරීමට යොදා ගැනීම (Milkweed: powdered flowers are used to treat sores and wounds)
- මරිනෝන්ඩි - මල් වල සාරය සිරිම වලට ප්‍රතිකර්මයක් ලෙස යොදා ගැනීම (Henna: infusion of flowers is a good application to bruises)
- මුඩුමහන - මල් තලපය කැසිලි සුව කිරීමට යොදා ගැනීම (Globe flower: flower paste used to treat skin itching)

The answers should include the name of the plant and how the flowers are used to treat a particular skin disease. In most responses, the names of the plants were not spelt correctly, but marks were not deducted for incorrect spelling. Most students managed to achieve three marks.

## Text 6

### Question 6

Relevant answers included:

- නට්ටු නිවාස නගරයේ ඉදිවන නිසා වැඩි දෙනෙකුට වැඩ කරන ස්ථාන වලට කිට්ටු බැවින් වාහන පාවිච්චිය අඩුයි. එය පරිසරයට හිතකරයි/එය පරිසර දූෂණය අඩු කරයි. (The flats are built in cities and for many people they could be close to their workplaces and therefore fewer vehicles will be used for transport, which is good for the environment / less pollution.)
- නහි නිවාස වලට වඩා ඉහළට ඉදිවන නට්ටු නිවාස වලට වැඩි ඉඩක් අවශ්‍ය නොවන නිසා කැලෑ ඵලිකිරීම සිදු නොවන බැවින් සතුන්ගේ වාසස්ථාන අහිමි වීම අඩු වේ. (High-rise buildings don't need much space, compared to individual houses, which results in less habitat loss for animals.)
- නට්ටු නිවාසවල, නිවාස කිහිපයක් එක වහලක් යට තිබෙන නිසා එකතුවන වැසි ජලය ඉවත් කිරීම සඳහා එක් වතුර බටයක් පමණක් යොදා ගනී★ ඒ නිසා පස සේදී යාම අඩු වේ. (Flats in one building are under one roof, so one downpipe is used to dispose of the rainwater, thus less soil erosion will happen.)

Two marks were awarded for each point for explaining why and how flats are more environmentally friendly than individual large houses. Most students achieved four marks, while only a few achieved the full six marks.

## Section 2: Reading and responding

Most students performed well in this section. There were few instances where the students have not identified the information needed to complete the answer.

### Part A – Respond in English

#### Text 7

##### Question 7

Relevant answers included:

- It is home to 60% endemic flora.
- It is home to 50% endemic fauna.
- It is the last remnant of a relatively undisturbed tropical humid evergreen forest in Sri Lanka for the study of the processes of biological evolution.
- Sinharaja is the catchment of Sri Lanka's main rivers such as Nilwala and Gin.
- It is an outstanding site located in the transitional zone of geological importance / two important rock types.
- There is a threat of intensive land use due to illegal logging and gem mining.
- We need it for our own existence.

In almost all responses the last two points were not mentioned. From the other five points, students were able to identify three to five points.

#### Text 8

##### Question 8a.

Relevant answers included:

- It was a time when technology was not very developed.
- The lack of steel caused by World War I nearly stopped construction of the bridge.
- It was difficult connecting the railway line over two mountain peaks.

Most students identified only one or two correct answers and only a very few identified all three points.

##### Question 8b.

Relevant answers included:

- He used local raw materials to construct a very strong plaster to use for the construction.
- He was able to finish the construction within a year and at a lower cost, when the project was initially thought to take several years to finish.
- The railway line was constructed through 42 tunnels.

Only a few students achieved full marks. In most responses, the first point was elaborated on in detail.

## Part B – Respond in Sinhala

### Text 9

#### Question 9

Text type: formal email

Kind of writing: persuasive

Audience: selection committee of the camp

Suggested points students may have included in their response:

- මගේ දක්ෂතාවයන්ට ගැළපෙන ක්‍රියාකාරකම් තිබීම (There are activities compatible with my talents)
- අලුත් දේ ඉගෙනීමට ඇති කැමැත්ත (The passion to learn new things)
- තම නිර්මාණ ප්‍රදර්ශනය කිරීමට අවස්ථාවක් ලබා ගැනීමට (Get an opportunity to exhibit my creations)
- කණ්ඩායම් වශයෙන් වැඩ කිරීමට ඇති කැමැත්ත (The interest to work as a team)
- තමන්ගේ දක්ෂතා ඇගයීමට ලක්කර ගැනීමට අවස්ථාවක් ලැබීම (Get an opportunity to have their talents appreciated by the others).

Main characteristics of an email:

- recipient's email address
- subject line
- date; salutation; content; sign-off
- register; style; layout
- language should be persuasive and provide evidence.

In most responses, the main characteristics of an email were applied, and students indicated their interests in the event. Persuasive language to explain the preference for their selection was not very evident in most responses. Students need to improve their use of appropriate vocabulary and effective language techniques for persuasive writing. A few students achieved above the average level.

## Section 3: Writing in Sinhala

### Text 10

Text type: article

Kind of writing: evaluative

Audience: school students

Suggested points students may have included in their response:

වාසි (for):

- දරුණු වැඩ කිරීමට තමන් නොපෙළඹීම (Will not persuade to do brutal work)
- ස්වයං විනයක් ඇතිවීම (Gain self-discipline)
- ගැටලු නිරාකරණය කර ගැනීමට ශක්තිය ලැබීම (Get strength to solve problems)

අවාසි (against):

- අන් අයගේ නිරිහැර වලට නිතර මුහුණ පෑම (Often face others' harassment)
- අන් අය තමන් මෝඩයෙක් යැයි සිතීම/සමච්චලයට ලකමීම (Others will think of me as a fool / others take me as a joke)
- තමන්ට ලැබීමට ඇති අවස්ථා නැති වී යාම (Losing the opportunities that I was supposed to have)

Main characteristics of an article:

- title
- content (evaluative)
- author
- register; style; layout.

Only a few students opted to write this text, but responses were of a high level. The main characteristics of an article were evident in the responses and students provided an effective and appropriate evaluation of the topic.

## Text 11

Text type: diary entry

Kind of writing: personal, descriptive

Audience: self

Suggested points students may have included in their response:

- තේතට ලැබුණු සතු අනුව ඔබ ලැබූ අත්දැකීම් හතරකින් විස්තර කරන්න. (Depending on the pet you received as a gift, explain at least four experiences you enjoyed.)

Main characteristics of a diary entry:

- date/place/time (as appropriate)
- structure (related to sequence of thought, events or importance)
- opening (often an evaluative comment); content (information/reflection/ evaluation); conclusion
- register; style; layout.

Most students selected this topic for their writing. Some responses described the excitement of receiving the present rather than describing the experience they had with the pet. Some responses were quite brief. The main characteristics of a diary entry were evident in all writings.

## Text 12

Text type: a short story

Kind of writing: imaginative

Audience: young adults

Suggested points students may have included in their response:

- එම ගමනේදී ඔබට සහ ඔබේ යහට්ටන්ට අත් දැකීමට ලැබුණු විර ක්‍රියාවන් හතරකින් විස්තර කරන්න. (Explain at least four of your adventures on the trip.)

Main characteristics of a story:

- title/topic
- structure
- content (creative)
- author
- register; style; layout.

There were only a very few responses to this question. The characteristics of a short story were evident in the responses. The stories generally focused on the things they saw in the journey rather than the adventures they experienced.

Students should read the question carefully to understand what they are expected to respond to. They should also try to improve the use of appropriate vocabulary to give emphasis to important points they want to make.