

2025 VCE Sinhala written external assessment report

This report provides sample answers or an indication of what answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

Section 1 – Responding to texts

Question 1a.

Students had to list the following three personal skills:

- punctuality
- diligence/dedication
- acting responsibly / being responsible.

Most students were able to identify the first two skills but not the third one. Some responses included 'learn to obey/follow school rules'. It was not accepted because it was not described as a valuable skill in Text 1.

Question 1b.

Students were required to complete the table by filling in the social skills and the importance of each. In the table below, the italicised entries were provided in the examination paper. The non-italicised entries are examples of correct responses.

Social skill	Importance
<i>working collaboratively</i>	can learn from others
<i>listening effectively</i>	improves mutual understanding
understanding different personalities	<i>builds and manages social relationships</i>
treating others with respect	<i>contributes to social harmony</i>

Most students were able to provide two or three correct responses. A small number of students were unable to correctly link the social skill with its importance. Some students gave lengthy responses. While marks were not deducted for this, when asked to complete a table, responses should be succinct.

Question 2a.

Students had to state why Sri Lankan cinnamon is known as ‘genuine cinnamon’, according to the discussion.

- ඇතුළත පොත්ත (තුනී නිසා) පහසුවෙන් කැඩිය හැකි වීම.
- කුමරින් ඉතාම අඩු ප්‍රමාණයකින් අඩංගු වීම.
- (It is easily breakable (due to the thin inner bark).)
- (It contains a very small amount of coumarin.)

Most students received full marks for the question. Some students gave an incomplete response for the first point – ඇතුළත පොත්ත තුනී වීම (Has a thin inner bark). Just mentioning the ‘thin inner bark’ was not sufficient. To be awarded the mark, responses had to include that the cinnamon was easily breakable.

Question 2b.

Students had to describe the traditional process of cinnamon preparation.

- පළමුව කුරුඳු ගසෙන් අතු කපා වෙන්කර ගැනීම.
- ඉන් අනතුරුව අතු වල පිටත පොත්ත (නියුනු පිහියකින්) කුරුඳු ගා ඉවත් කිරීම.
- ඊළඟට ඇතුළත පොත්ත කඳෙන් වෙන්කර ගැනීම.
- අන්තිමට වෙන්කරගත් ඇතුළත පොත්ත මද පවනේ වේලීම.
- (First, branches are cut off the cinnamon tree.)
- (Then the outer layer of the branches is scraped and removed (with a sharp knife).)
- (Next, the inner layer is removed off the stem.)
- (Finally, the removed inner bark is dried in the shade.)

The majority of students answered this question well and scored 3–4 marks. Most wrote that ‘First, branches are cut off from a mature tree (more than three years old)’; however, the phrase within the parentheses was not necessary to obtain a mark.

Question 2c.

Students had to state how cinnamon can improve health.

- රුධිරයේ සීනි මට්ටම පාලනය කිරීම.
- සැලකිය යුතු මට්ටමකින් රුධිරයේ ප්‍රතිඔක්සිකාරක මට්ටම ඉහල නැංවීම.
- (It controls blood sugar levels.)
- (It considerably increases the level of antioxidants in blood.)

Most students answered this question correctly. A few responses for the first point included ‘lowers blood sugar levels’, which was incorrect and was not awarded a mark.

Question 3a.

Using the information from Text 3A, students had to complete a table to identify the characteristics of performance in each of the three folk drama types.

- Sokari – female characters are performed by men.
- Kōlam – colourful masks are used.
- Nādagam – a narrator/*potheguru* is present.

Most students scored 3 marks for this question. Some wrote lengthy responses that included the origin of the folk drama, which was not necessary. Some students did not know the English term for ‘*potheguru*’ and included responses such as ‘a presenter’, ‘a principal’ or ‘a scriptwriter’, which were not awarded a mark. The response ‘the teacher of the book’ is the literal translation and was accepted.

Question 3b.

Using the information from Text 3B, students had to provide four features of the play *Maname*.

- The play is based upon the *Maname Jataka* story.
- It is in the form of the traditional Sinhalese folk drama known as Nādagam.
- The whole play is performed through poems, songs and dance.
- The Maddala drum (used in Nādagam) is also used for *Maname*.

Most students scored 3–4 marks for this question. Instead of *Jataka* story, there were responses such as ‘birth story’, which is a synonym and was awarded a mark. There were a few spelling errors for ‘Maddala’, but marks were not deducted for this.

Question 3c.

Students had to explain how Sarachchandra’s modern indigenous theatre has affected Sri Lankan theatregoers using the information from texts 3A and 3B.

From the reading text (Text 3A):

- It explored the depths of basic human feelings, making it a unique experience.
- Social and cultural issues at the time were presented in an innovative way.

From the listening text (Text 3B):

- The people of Sri Lanka found an aspect of their local identity they were searching for.
- It holds great value today to children with Sri Lankan heritage who are brought up in a multicultural society to be in touch with their cultural identity.

Only a few students were awarded the full 4 marks for this question. Most students could not provide the point ‘The people of Sri Lanka found an aspect of their local identity they were searching for’ from Text 3B. A few students were not able to extract the relevant information from Text 3A to formulate their responses. Some students copied whole sentences from the text rather than extracting the relevant information and were not awarded marks for this.

Question 3d.

Students were required to describe the challenges currently faced by modern indigenous theatre practitioners using information from Texts 3A and 3B.

From the reading text (Text 3A):

- Time is a limiting factor for both performers and viewers (in today’s fast-paced society).
- It is hard to find sponsors to provide financial support for drama performances.

From the listening text (Text 3B):

- It is difficult to find multiskilled actors who can act, sing and dance these days.
- (It is difficult to sustain traditional plays like *Maname*, because) there are other trendier forms of entertainment.

Most students were awarded 3 marks for this question. Some students were unable to extract the correct information from Text 3A. A few students wrote lengthy answers by copying information from Text 3A and were only awarded 1–2 marks as they missed the main points and/or repeated the same point in different wording. For example, some responses mentioned that theatre productions cost a lot of money and also that theatre productions need support from sponsors.

Section 2 – Creating texts

Question 4

Students had to write a **review** for a tour company's website **evaluating** their **experience** during the tour to **inform** readers of the website.

Stimulus text type: advertisement

- Writing style(s): informative
- Audience: wide audience

Productive text type: review

- Writing style(s): personal, evaluative
- Audience: readers of the website

Main characteristics of evaluative writing:

- aims to reach a conclusion through the logical presentation and discussion of the facts and ideas
- presents two or more important aspects of an issue or sides of an argument and discusses these rationally and objectively
- uses objective style; appeals to reason, not emotion; creates the impression of balance and impartiality (essential)
- often includes expressions of cause, consequence, opposition and concession.

Relevant responses could have included:

- the knowledge shown by tour guides while describing archaeological evidence
- experiences gained / not gained by visiting waterfalls, streams and stone bridges
- good/bad experiences related to abrupt weather changes
- good/bad experiences related to an overnight stay at the mountain
- positive/negative experiences gained during the tour (such as food, tickets, tour guides, hiring of hiking gear)
- whether the facilities mentioned in the package were provided as indicated or not
- differences between the night-time and daytime treks.

There were a few high-scoring responses with personal reviews evaluating the pros and cons of the tour package in informative language. They included several facts about the quality of the package (such as food, hiking gear, information provided, price and unexpected weather) and provided a recommendation. Most students tried to incorporate the information provided in the advertisement but were unable to present it in an evaluative manner. Several students rewrote the information from the advertisement without attempting to use it to elaborate on and to evaluate their experience. There were a few students who excelled in vocabulary, grammar and sentence structure who exceeded the word count, though this did not impact the mark allocation.

Question 5

Students had to write a **letter** to the principal, **persuading** them to modernise the library so that it can be used by the whole school community.

Productive text type: formal letter

- Writing style(s): persuasive
- Audience: school principal

Main characteristics of a formal letter:

- written text such as a letter, an email or a web post
- purpose (to provide complaint, comment, opinion, information), address, date, reference number or equivalent, salutation, greeting, body (content), farewell, sign-off
- register and style suited to persuasive or informative writing and audience.

Main characteristics of persuasive writing:

- engaging language that appeals to emotions or logic
- structured with a clear introduction, arguments with supporting evidence and a conclusion
- rhetorical devices like repetition, parallelism and rhetorical questions
- may include quotes, case studies or statistics for credibility
- formal or semi-formal tone with persuasive vocabulary.

Possible points students could have included in their response:

- This will enable and encourage students to read more books for their studies.
- Students can use online resources and be able to find books and information easily.
- The new library can be used as a central digital learning hub.
- It encourages students' independent learning.
- It spreads the good name of the school and attracts new enrolments.

Most students answered this question well, demonstrating the main characteristics of a formal letter and the features of persuasive writing. A few students produced excellent persuasive letters with appropriate vocabulary, structure and language features, demonstrating strong writing skills. Some points included in students' responses were the poor state of the furniture and lighting inside the current library, as well as problems with its cleanliness and noise. Most students emphasised how digitisation can improve students' learning. To make their arguments more effective, some students included a comparison of the facilities at another school's new library with their own out-of-date library, noting the negative impact on the students' academic performance over time and the waste of students' and teachers' time due to inefficient practices. Some responses included the involvement of third parties, such as the willingness of parents or the past pupils' society to provide funding and assistance to reduce the cost of renovating the library.

Question 6

Using information in the image, students were asked to write a **diary entry reflecting** on a **volunteering experience** they have had. The task required responses to end the diary entry with, 'It changed how I see the world.'

Productive text type: diary entry

- Writing style(s): personal
- Audience: self

Main characteristics of a diary entry:

- date
- introduction
- main content
- conclusion.

Main characteristics of personal writing:

- creates a sense of person/personality for the writer in the reader's mind
- establishes a relationship between the writer and the reader
- usually employs first and/or second person; subjective; informal, familiar style/register; often includes emotive language
- emphasises ideas, opinions, feelings and impressions rather than factual, objective information
- uses the act of writing to help the author understand and unravel their own feelings or ideas
- in certain contexts, may use contracted language, such as is used in speech.

Students were expected to include at least three different points. Some possible points included:

- how and why they have been involved in this volunteer work
- the efforts placed into making it run smoothly
- what lessons are learned by participating in this type of volunteering work
- why is it important to have this type of volunteering.

Most students chose this question rather than Question 5. Responses demonstrated the expected characteristics of a diary entry and the features of personal writing. The majority of responses successfully incorporated a reference to the information in the image – for example by mentioning serving food to children/orphans, homeless people or elderly people – and established a good relationship between the writer and the reader. Strong responses linked the statement 'It changed how I see the world' very effectively within their writing. Some students wrote about an overseas experience, generally in Sri Lanka. Some framed their experience as a visit to an aged-care home, an orphanage or a refugee camp. A few students shifted to narrative language within the main content. A small number of students used information from the image to formulate their answer but did not include the final statement ('It changed how I see the world') in their writing, though no marks were deducted for this.