

2021 VCE Sinhala written external assessment report

General comments

Most students performed to a very good standard in Section 1 and Section 2. In Section 2, where students were required to write an informal letter, there were a few excellent responses describing the fun and experiences gained by taking part in the activities. However, some students did not elaborate much on the experience gained and briefly mentioned their participation in different activities and what they saw happening at the places they wrote about. In Section 3, students had a very good idea about the kind of writing required and most writing was of a very high standard.

Specific information

Note: 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: Listening and responding

Part A – Answer in English

Question 1

An example of a correct response is:

- It is free of poisonous chemicals / prevents dyes from getting washed away from coloured clothes, therefore no chemical gets into wastewater.
- Both white and coloured clothes can be washed together, so less water is used.

Most responses identified the two characteristics and how that makes the detergent environmentally friendly. In a few responses, only the characteristics were given.

Question 2

An example of a correct response is:

- Mind receives satisfaction/happiness.
- Sport counterbalances the tiredness students feel after studying.
- It builds up a strong and balanced mind to accept both winning and defeat.
- It boosts self-esteem / confidence / feeling better about oneself
- Makes connections with teammates / improves social interactions / students help and encourage each other.

Most responses identified at least four of the required five points.

Question 3a.

An example of a correct response is:

- To check whether the university provides the innovative technologies for the course chosen.
- To find out whether the university helps the students to find work placement.

Most responses identified both points correctly.

Question 3b.

An example of a correct response is:

- To make the initial deposit and pay the balance by instalments.
- To do a part-time job after arriving and pay off the balance.
- To stay with the uncle while studying at the university, to save on accommodation costs.

In some responses the two dot points were combined and stated as one. Students were not penalised for this.

Question 3c.

An example of a correct response is: Some students who come to study do not graduate / go astray and all the money spent is wasted.

Many responses explained the idiom instead of relating it to the context of the conversation.

Part B – Answer in Sinhala

Question 4

An example of a correct response is:

- හොඳට ගායනා කළ හැකි අය කිහිප දෙනෙක්, නාට්‍යයේ ගායනා කණ්ඩායමට පුහුණු කරවීම සඳහා අවශ්‍ය බව දැන්වීමට.
- හොඳට සිංහල කතා කළ හැකි අවුරුදු 12 ට පහළ ළමුන් කිහිප දෙනෙකුට නාට්‍යයට සම්බන්ධ කර ගැනීම සඳහා ආරාධනා කිරීමට.
- සම්මාන ලද නාට්‍යයක් සමඟ නාට්‍ය කණ්ඩායමක් පැමිණෙන බව දැනුම් දීමට.
- ඇමතිමි සඳහා අවශ්‍ය දුරකථන අංකය දැනුම් දීමට.
- නාට්‍යයේ තේමාව/කතාව පිළිබඳව හැඳින්වීමක් කර එය හැරවීම සඳහා පොළඹවීමට.
 - to announce that a few local singers are required for training for the choir
 - to invite children under 12 years who can speak Sinhala fluently to take part in the play
 - to announce the arrival of the drama group with their award-winning play
 - to give contact details
 - to encourage people to see the play by providing the theme of the play to create an interest.

Many responses did not identify all five points, especially the last two.

Question 5

An example of a correct response is:

- සාලයේ උපන් දින උත්සවය ඔහුගේ නිවස ළඟ ඇති ළමා නිවාසයක පැවැත්වූවා.
- සාලය ඔහුගේ යහළුවන් සමඟ සංගීත නාණ්ඩ ගෙන ගිහින් වාදනයකර, ළමුන්ව විනෝදයට පත් කළා.
- ඒදින ළමුන්ට කේක් සහ අයිස් ක්‍රීම් ගෙනැවිත් දුන්නා.
- පසු දිනට විශේෂ ආහාර වේලක් සඳහා මුදල් ලබා දුන්නා.

- Saliya celebrated his birthday at an orphanage close to his house.
- Saliya and his friends brought musical instruments and played music to entertain the children.
- Saliya organised cakes and ice cream for the children.
- Saliya donated money for a special meal for the next day.

A comparison of this year's celebrations with the previous year's was not required in the response, however, students were not penalised if they included this in their response. Most responses identified the four points correctly.

Question 6a.

An example of a correct response is:

- අනාගතයේ නැවත ප්‍රයෝජනයට ගැනීමට තබාගත හැකිවන වතුර බැරල බෙදා දී. ප්ලාස්ටික් බෝතල් විසිකර දැමීමෙන් පරිසරයට සිදුවන හානිය වළක්වා ගැනීම.
- වතුර බවුසර සංවිධානය කරදීමෙන් වෙනත් ප්‍රදේශවල සිටින අයට, කරදරයට පත්ව සිටින අයට උදවු කිරීමට අවස්ථාවක් ලබාදීම.
- අවශ්‍යවන අවස්ථාවලදී බවුසර මගින් බැරලවලට වතුර පුරවාදීමෙන් වියදම අඩුකර ගත හැකිය.
- තාක්ෂණය යොදා ගැනීමෙන් පොළවේවතුර රඳවා, පසෙහි තෙතමනය හොඳින් පවත්වා, ඔවුන්ගේ ගොවිතැන් කරගෙන යෑමට සැලැස්වීම.
 - Distributing water in barrels that can be kept for future use prevents damage that can happen to the environment by throwing away the plastic bottles.
 - Organising the water bowsers from other areas gives an opportunity for people to help others in difficult times.
 - Filling up the barrels with water from bowsers when required will be less expensive.
 - Using technology to retain water in the ground and enrich the soil saturation to assist people to do their farming.

The responses needed to mention both the president's idea and the benefit of each item, not just one or the other. Most responses were given in full sentences.

Question 6b.

An example of a correct response is:

- මෙම වැඩ පිලිවෙල් සඳහා ආරම්භක වියදම ඉතා ඉහළ බව දන්වා,
- සහායතීතූමා මෙම වියදම් පියවා ගැනීමට ජනතාවගෙන් මුදල් ආධාර බලාපොරොත්තු වේ.
 - Inform the community that initial costs of the projects are very high.
 - The president expects the financial help from the community to cover up the cost.

Most responses stated the second point; only a few responses included the first.

Section 2: Reading and responding

In this section, responses were assessed on how well the students:

- understood general and specific aspects of the text by identifying and analysing the information and conveying the information accurately and appropriately
- used full sentences to answer the questions.

Part A

Question 7

An example of a correct response is:

- For the Sinhala elderly community – organised get-togethers and took them on trips for their enjoyment.
- For the Sinhala younger generation – organised Sinhala classes and handed over to a language school. Now they have the opportunity to do Sinhala both at primary and secondary levels.
- For the entertainment of the Sinhala community – invited drama groups and singing groups from Sri Lanka to Australia.
- For the Sinhala community to value events in Australia and to create a bond – got people to participate in Australia Day and Clean Up Day through the association.

Many responses identified three dot points but only a few responses included all four points.

Question 8a.

Here is an example of a correct response.

Practices in the past	Practices in the present
Earlier they used the rice plants as fertilisers after removing the grains.	Now they use chemical fertilisers.
Earlier they used Madu flowers planted around the farm so that its smell kept the flies away from that area.	Now they use insecticides to kill the insects.

In most responses the table was correctly filled. There were only a few responses where the two columns did not match or were incomplete.

Question 8b.

An example of a correct response is:

- Farmers had to spend more money purchasing fertilisers from the companies / had an additional expenditure.
- Drinking the water that had been contaminated with chemicals in the fertilisers affected the farmers' health.

In some responses the first point was not included but all responses included the second point.

Part B

Question 9

Students were required to write a letter to a friend in Sri Lanka about their experience of four activities at the Sri Lankan Cultural Art Show advertised in the leaflet. Possible descriptions include:

- බෙරවාදනය කිරීමෙන් සහ නැටුම්වලට සහභාගි වීමෙන් ලැබූ අත්දැකීම් විස්තර කිරීම සහ නැටුම් නැරඹීමෙන්, බෙරවාදනයට සවන් දීමෙන් ලැබුණු සතුට සඳහන් කිරීම.
- රජවරුන්ගේ, බිසෝවරුන්ගේ රාජකීය ඇඳුම් සහ ඉස්සර කාලයේ ජනතාව ඇඳූ ඇඳුම් දැකීමෙන් ඇතිවූ හැඟීම් සහ ඒවායෙන් සැරසී ඡායාරූපවලට මුහුණදීමෙන් ලැබුණු අත්දැකීම් විස්තර කිරීම.
- මැටි භාණ්ඩ සෑදීම සහ පාට කිරීම බලා සිටීමෙන් ඉගෙනගත් කරුණු සඳහන් කිරීම. එහිදී තමන් විසින් මැටි වලින් භාණ්ඩයක් සෑදීමෙන් ලැබූ අත්දැකීම්ද විස්තර කිරීම.
- අලුත් අවුරුදු සහ විවාහ මංලාවලදී සිදුකරන පිළිවෙත් අගය කිරීම සහ ඒ අවස්ථා දැකීමෙන් ඉගෙන ගත් කරුණු සඳහන් කිරීම. එම අවස්ථාවලට සහභාගි වීමෙන් ලැබුණු අත්දැකීම් විස්තර කිරීම.
- ශ්‍රී ලංකාවේ රසකැවිලි සෑදීම බලා සිටීමෙන් ලැබුණු සතුට සහ ඒවා සෑදීමට සහභාගි වීමෙන් ලැබූ අත්දැකීම් විස්තර කිරීම.
 - the experience gained by participating in dancing and drumming and expressing the joy of watching dances and listening to drumming
 - the feelings of seeing the royal clothes worn by kings and queens and the clothes worn by people in the past, and the experience gained by the opportunity to wear them and pose for photographs
 - the knowledge gained by watching pottery and painting demonstrations
 - the experience gained by making something out of clay
 - appreciation of the cultural events and the customs of the new year and weddings, and the experience of participating in these events
 - the joy of watching and making Sri Lankan sweets and the experience gained.

In all responses, the format of an informal letter was evident and appropriate language was used. Students indicated the events they participated in, and there were some excellent responses about the experiences gained and what they learned from the events. However, in a few responses not much information was given about the experiences gained by participating in the events.

Section 3: Writing in Sinhala

Question 10

Students were required to write a script for a speech to persuade an audience of young people to manage their time more effectively. Students could have included the following points:

- ගතවී යන කාලය නැවත නොලැබෙන බව.
- තරුණ කාලයේ ගන්නා පියවරවල් තම අනාගතය සැලසුම් කරන බව.
- කාලය අහිසි ලෙස ගතකිරීමෙන් සිදුවිය හැකි කරදර පෙන්වා දීම.
- කාලය කළමනාකර ගතයුතු ක්‍රම කිහිපයක් යෝජනා කිරීම. උදා: අධ්‍යාපන පාඨමාලාවක් නැදෑරීම හෝ රැකියා පුහුණුවක් ලබා ගැනීම වැනි අරමුණක් ඇතිව වැඩ කිරීම, සාමාජීය වැඩ කටයුතුවල යෙදීම.
 - Time past will never return.
 - Steps taken as a youth will determine your future.
 - Problems that one may have to face due to spending the time inappropriately.
 - Some suggestions as to how time should be managed (e.g. to work with an aim such as doing a course or getting work experience, getting involved in social/community work).

Some students wrote the speech in the correct format, addressing the audience and with an appropriate ending. The persuasive language was evident in the responses, with some suggestions as to how time should be managed as a young person to have a successful future.

Question 11

This was an evaluative article for the school magazine indicating the advantages and disadvantages of face-to-face education and online education. Students could have included the following points:

- මුහුණට මුහුණ ලා කරන අධ්‍යාපනයේ දී, ගැටළු ඇති වූ විට ඒ පිළිබඳව ගුරුවරුන් සමඟ කතා කිරීමට පහසු වීම.
- පුවරුවෙන් වචන නිවැරදිව සටහන් කිරීම පහසු වීම.
- යනළුවන්ගෙන් උදවු ලබාගන්න හැකි වීම.
- කාලය අයත් යෑම වැඩි බව.
- අනවශ්‍ය අය ඇසුරට අවස්ථා ඇති විය හැකි බව.
- මාර්ග අධ්‍යාපනයෙන් ගමනා ගමනයට යන කාලය ඉතිරිවීම
- අනපසු වූ පාඩම් නැවත බලා ගැනීමට හැකිවීම.
- විෂය බාහිර වැඩවලට අවස්ථාවක් නො ලැබියැම.
- පරිඝනකය දෙස බලා සිටීමෙන් ඇස්වලට අපහසුතාවයක් ඇති විය හැකි බව.
- අධ්‍යාපන කටයුතුවලට අවධානය අඩුවීමට ඉඩ ඇති බව.
 - In face-to-face education, it is easy to communicate with the teachers when help is needed.
 - Easy to copy words correctly from the board.
 - Can receive help from friend.
 - More time is wasted.
 - More chances of getting into unnecessary association.
 - Online education saves time on transport.
 - Can refer to the lessons missed.
 - Miss the opportunity to get involved in extracurricular activities.
 - Adverse effect on eyes due to looking at the computer for a long time.
 - Concentration on education activities may be reduced.

Most students chose this text for their writing, and created an appropriate topic and a name for the writer. In many responses, students provided good examples of advantages and disadvantages for both types of education.

Question 12

This text was a short story about a visit of an alien with the topic 'Strange things can happen' for an audience of young children reading the newspaper. The story needed to be suitable for children and the writer could select the context of the story.

- විනිඵ සහගත හෝ තරමක් බිය ජනක කතාවක් විය හැක. ව්‍යාකරණ සහිතව හෝ නැතිව කතාවක ස්වරූපයෙන් ලිවිය යුතුයි.
 - The story can be amusing or bit scary but suitable for children. The structure and the format of a story should be preserved.

Not many students selected this text. A story should be made interesting by indicating some incidents that happened and the problems faced with regard to communication with the alien.