

MINISTRY OF EDUCATION, SINGAPORE

in collaboration with

CAMBRIDGE ASSESSMENT INTERNATIONAL EDUCATION

General Certificate of Education Ordinary Level

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**Burmese**

**3249/01**

Paper 1

**October/November 2023**

MARK SCHEME

Maximum Mark: 100

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**PRE-STANDARDISATION****Cambridge Assessment International Education – 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.

**PRE-STANDARDISATION****Annotations in RM Assessor**

<b>Annotation</b>	<b>Meaning</b>
	Unclear meaning or illegible
	Omission mark
	Contradiction / Lack of continuity
	Inaccurate language (Grammar, Spelling, Sentence Structures)
	Inappropriate or unpopular expression / expression unsuitable to context
	Irrelevant
	Repetition
	Indicates that the point has been noted, but no credit has been given, or use on all blank pages to show you have checked them for content.
	Correct point

**PRE-STANDARDISATION**

Question	Answer	Marks														
1	<p>Two compositions, each marked out of 25, as follows:</p> <p><b>CONTENT (10 Marks)</b></p> <table border="1" data-bbox="331 454 1347 1344"> <thead> <tr> <th data-bbox="331 454 480 521">Marks</th> <th data-bbox="480 454 1347 521">DESCRIPTORS</th> </tr> </thead> <tbody> <tr> <td data-bbox="331 521 480 707">9-10</td> <td data-bbox="480 521 1347 707"> <ul style="list-style-type: none"> <li>• Communicates a lot of detailed information always relevant to the task.</li> <li>• Ideas are well developed and communicated effectively, at appropriate length.</li> <li>• Effectively organised and coherent.</li> </ul> </td> </tr> <tr> <td data-bbox="331 707 480 864">7-8</td> <td data-bbox="480 707 1347 864"> <ul style="list-style-type: none"> <li>• Communicates detailed information almost always relevant to the task.</li> <li>• Ideas are well developed at appropriate length.</li> <li>• Well organised and coherent.</li> </ul> </td> </tr> <tr> <td data-bbox="331 864 480 1010">5-6</td> <td data-bbox="480 864 1347 1010"> <ul style="list-style-type: none"> <li>• Communicates some detailed information mostly relevant to the task.</li> <li>• Ideas are satisfactorily developed at appropriate length.</li> <li>• Generally organised and coherent.</li> </ul> </td> </tr> <tr> <td data-bbox="331 1010 480 1160">3-4</td> <td data-bbox="480 1010 1347 1160"> <ul style="list-style-type: none"> <li>• Communicates information occasionally relevant to the task.</li> <li>• There is some development of ideas, although in places this is incomplete and/or repetitive.</li> <li>• Organisation may lack coherence.</li> </ul> </td> </tr> <tr> <td data-bbox="331 1160 480 1272">1-2</td> <td data-bbox="480 1160 1347 1272"> <ul style="list-style-type: none"> <li>• Communicates limited information partially relevant to the task.</li> <li>• Some basic ideas which lack development.</li> <li>• Writing is not organised coherently.</li> </ul> </td> </tr> <tr> <td data-bbox="331 1272 480 1344">0</td> <td data-bbox="480 1272 1347 1344">No rewardable material</td> </tr> </tbody> </table>	Marks	DESCRIPTORS	9-10	<ul style="list-style-type: none"> <li>• Communicates a lot of detailed information always relevant to the task.</li> <li>• Ideas are well developed and communicated effectively, at appropriate length.</li> <li>• Effectively organised and coherent.</li> </ul>	7-8	<ul style="list-style-type: none"> <li>• Communicates detailed information almost always relevant to the task.</li> <li>• Ideas are well developed at appropriate length.</li> <li>• Well organised and coherent.</li> </ul>	5-6	<ul style="list-style-type: none"> <li>• Communicates some detailed information mostly relevant to the task.</li> <li>• Ideas are satisfactorily developed at appropriate length.</li> <li>• Generally organised and coherent.</li> </ul>	3-4	<ul style="list-style-type: none"> <li>• Communicates information occasionally relevant to the task.</li> <li>• There is some development of ideas, although in places this is incomplete and/or repetitive.</li> <li>• Organisation may lack coherence.</li> </ul>	1-2	<ul style="list-style-type: none"> <li>• Communicates limited information partially relevant to the task.</li> <li>• Some basic ideas which lack development.</li> <li>• Writing is not organised coherently.</li> </ul>	0	No rewardable material	50
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## PRE-STANDARDISATION

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2	<p>Translation into English</p> <p>Main criteria: correct translation of text <u>content</u>.</p> <ul style="list-style-type: none"> <li>• There was/is<sup>1</sup> a highway bus terminal in a town, where buses ran to nearby villages and towns (1)</li> <li>• One day, passengers were on the bus, which was almost full. However, the</li> </ul>	10														

<sup>1</sup> There is no tense marker for past in Burmese.

## PRE-STANDARDISATION

Question	Answer	Marks
	<p>bus had not left (<i>the gate / terminal</i>). Nor it looked like it was going to leave soon (1)</p> <ul style="list-style-type: none"> <li>• So the passengers on the bus were getting impatient (1)</li> <li>• The ticket seller<sup>2</sup> was behind the bus, drinking plain tea and chatting with a man<sup>3</sup>. (1)</li> <li>• So one passenger asked (<i>him</i>) "Is the bus not leaving yet? When is it going to leave? (1)</li> <li>• The ticket seller then replied "(<i>it's</i>) because we still need one person" (1)</li> <li>• So the passenger said "It is way past the departure time" (1)</li> <li>• but the ticket seller just replied "(<i>its</i>) because we still need one more person" (1)</li> <li>• Then the passenger, wanting to get home soon, said out loud (<i>to the ticket seller</i>) "Then I will pay for that one person. We can leave now then, right?". (1)</li> <li>• Then only the ticket seller yelled back "The one person still missing is the driver, the driver!" (1)</li> </ul> <p><b>Credit all valid translation in context</b></p>	
3	<p>Translation into Target Language</p> <p><b>Content: 15 marks (15 communication points)</b></p> <p>Examiners award one mark for each section, as shown below. It is important for the PE to use judgement when guiding the examiners on using this mark scheme. For example, if a particular word in English is not usually used or is not necessary to render the same meaning in the Target Language, it can be included in brackets on the right, and not required. The examiners will use their judgement to consider whether the meaning of the English in each section has been rendered in the Target Language. The examiners will be looking for <b>communication</b>, rather than specific words, correct spelling, etc. If a word is mis-spelt but the meaning is clear, it will be accepted.</p> <p>[even if the words in parenthesis are not there, the candidate will not be penalized]</p>	20

<sup>2</sup> In Myanmar, tickets are usually sold on the bus, and the ticket seller is called "spare" (with a burmanized pronunciation)

<sup>3</sup> i.e. he doesn't seem ready to leave = it does not look like the bus is leaving soon

**PRE-STANDARDISATION**

Question	Answer	Marks
	<ul style="list-style-type: none"> <li>• တည်းခိုခန်းရှေ့မှာ လူတစ်ယောက်က စောင့်နေတယ်။ (1)</li> <li>• မော်တော်ဆိုင်ကယ်ဘေးမှာ (1) [This clause will go into the previous sentence]</li> <li>• သူ ဘယ်သူလဲဆိုတာ လုံးဝမသိဘူး။ (1)</li> <li>• တည်းခိုခန်းထဲက (အပြင်ကို)ထွက်လာတော့ (1)</li> <li>• ကျွန်တော့်ဆီကို/ ကျွန်တော့်ရှေ့တည့်တည့်ကို (ဦးတည်)လာပြီး (1) ဘယ်(ကို) သွားချင်လဲလို့ မေးတယ်။ (1)</li> <li>• (ကျွန်တော်က) သူမေးတာကို မဖြေဘဲ တက္ကစီထဲကို ဝင်ထိုင်လိုက်တယ်။(1)</li> <li>• သူက (ကျွန်တော်တို့)(ရထား)ဘူတာ(ရုံ)ထဲဝင်တဲ့အထိ တက္ကစီနောက်က လိုက်လာတာကို တွေ့လိုက်တယ်။(1) [word order is flexible]</li> <li>• ဘူတာမှာ (သူက) ဘာမှ မပြောဘဲ ကျွန်တော်ရထားပေါ်တက်တဲ့အထိ ကြည့်နေတယ်။(1)</li> <li>• ပြီးတော့ ရထားက ဘူတာ(ရုံ)က ထွက်လာတယ်။ (1)</li> <li>• ကျွန်တော် သွားချင်တဲ့နေရာက မြို့လယ်(ခေါင်)က တောင်ကုန်းလေးတစ်ခုပေါ်မှာ (1)</li> <li>• (နေရာက) ဆေးအဖြူရောင် သုတ်ထားတဲ့ တစ်ထပ်တိုက်ကလေး (1)</li> <li>• တိုက်ရှေ့ကတံခါးရှေ့(ကို)ရောက်ပြီး (တံခါးကို)ဖွင့်လိုက်တော့ (1)</li> <li>• မျက်နှာပြုံးပြုံးနဲ့လူတစ်ယောက်က ကျွန်တော့်ကို (1)</li> <li>• “ဘာကူညီရမလဲ” လို့ မေးတယ်။ (1)</li> </ul> <p><b>Use of Language: 5 marks</b></p>	

**PRE-STANDARDISATION**

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	<p>In addition to the 15 content marks, examiners will award up to 5 marks holistically, based on the whole passage written by the candidate, using the level of response descriptors below.</p> <table border="1" data-bbox="331 434 1348 1964"> <tbody> <tr> <td data-bbox="331 434 493 770">5 Excellent</td> <td data-bbox="493 434 1348 770"> <ul style="list-style-type: none"> <li>• Clear, carefully chosen language with complex syntax where appropriate.</li> <li>• Varied, precise vocabulary.</li> <li>• The meaning of the passage is fully and fluently communicated.</li> <li>• Hardly any or no technical errors (accents, punctuation, spelling).</li> </ul> </td> </tr> <tr> <td data-bbox="331 770 493 1025">4 Good</td> <td data-bbox="493 770 1348 1025"> <ul style="list-style-type: none"> <li>• Clear, appropriate language.</li> <li>• Appropriate vocabulary.</li> <li>• The meaning of the passage is fully communicated.</li> <li>• Few technical errors (accents, punctuation, spelling).</li> </ul> </td> </tr> <tr> <td data-bbox="331 1025 493 1361">3 Adequate</td> <td data-bbox="493 1025 1348 1361"> <ul style="list-style-type: none"> <li>• Language generally appropriate, but unsophisticated and generally simple syntax.</li> <li>• Adequate vocabulary.</li> <li>• The meaning of the passage is generally communicated, with some omissions.</li> <li>• Some technical errors (accents, punctuation, spelling).</li> </ul> </td> </tr> <tr> <td data-bbox="331 1361 493 1662">2 Weak</td> <td data-bbox="493 1361 1348 1662"> <ul style="list-style-type: none"> <li>• Unsophisticated language, not always appropriate. Very simple syntax with some clumsiness.</li> <li>• Narrow range of vocabulary.</li> <li>• The meaning of the passage is partially communicated.</li> <li>• A number of technical errors (accents, punctuation, spelling).</li> </ul> </td> </tr> <tr> <td data-bbox="331 1662 493 1964">1 Poor</td> <td data-bbox="493 1662 1348 1964"> <ul style="list-style-type: none"> <li>• Poor use of language, not easily comprehensible.</li> <li>• Confused and obscure use of vocabulary.</li> <li>• Some words are communicated but the overall meaning of the passage is not communicated.</li> <li>• Many technical errors (accents, punctuation, spelling).</li> </ul> </td> </tr> </tbody> </table>	5 Excellent	<ul style="list-style-type: none"> <li>• Clear, carefully chosen language with complex syntax where appropriate.</li> <li>• Varied, precise vocabulary.</li> <li>• The meaning of the passage is fully and fluently communicated.</li> <li>• Hardly any or no technical errors (accents, punctuation, spelling).</li> </ul>	4 Good	<ul style="list-style-type: none"> <li>• Clear, appropriate language.</li> <li>• Appropriate vocabulary.</li> <li>• The meaning of the passage is fully communicated.</li> <li>• Few technical errors (accents, punctuation, spelling).</li> </ul>	3 Adequate	<ul style="list-style-type: none"> <li>• Language generally appropriate, but unsophisticated and generally simple syntax.</li> <li>• Adequate vocabulary.</li> <li>• The meaning of the passage is generally communicated, with some omissions.</li> <li>• Some technical errors (accents, punctuation, spelling).</li> </ul>	2 Weak	<ul style="list-style-type: none"> <li>• Unsophisticated language, not always appropriate. Very simple syntax with some clumsiness.</li> <li>• Narrow range of vocabulary.</li> <li>• The meaning of the passage is partially communicated.</li> <li>• A number of technical errors (accents, punctuation, spelling).</li> </ul>	1 Poor	<ul style="list-style-type: none"> <li>• Poor use of language, not easily comprehensible.</li> <li>• Confused and obscure use of vocabulary.</li> <li>• Some words are communicated but the overall meaning of the passage is not communicated.</li> <li>• Many technical errors (accents, punctuation, spelling).</li> </ul>	
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**PRE-STANDARDISATION**

<b>Question</b>	<b>Answer</b>		<b>Marks</b>
	0	Nothing worthy of credit.	

## PRE-STANDARDISATION

Question	Answer	Marks
4	– ဆင်ဖြူပိုင်ရင် ဘုန်းကြီးတယ် – ဆင်ဖြူ ပိုင်တဲ့ဘုရင်ကို ဆင်ဖြူရှင်မင်းလို့ခေါ်တယ်	2
5	– ဆင်ညိုတစ်ကောင်၊ – အိမ်နီးချင်းနိုင်ငံတစ်နိုင်ငံက	2
6	– ဆင်ထိန်းတွေကို ဒီဆင်မှာ ဆင်ဖြူလက္ခဏာတွေပါ။ မပါ စစ်ခိုင်းတယ်။ – “အိမ်နီးချင်းနိုင်ငံတွေက အကြောင်းမရှိဘဲ ဆင်ညိုဆက်သမှာ မဟုတ်ဘူး” လို့ထင်လို့။	2
7	– ဒီဆင်မှာ ဆင်ဖြူလက္ခဏာတစ်ခုမှ မပါဘူး။	1
8	– ဘုရင်သဘောမကျရင် သူတို့မင်းပြစ်မင်းဒဏ်ခံရမှာ စိုးလို့။	1
9	– ဒီအမတ်ကြီးက ဖြတ်ထိုးဉာဏ် ကောင်းတယ် – ဘုရင်က သူ့ကို ယုံကြည်တယ်။ – ဘုရင်က ဒီအမတ်ကြီး ပြောသမျှကို လက်ခံတယ်။	3
10	– “စိတ်ပူစရာမရှိဘူး” လို့ပြောတယ်။ – “ဘုရင်ကြီးကို သွားပြောကြမယ်” လို့ပြောတယ်။ – ပြီးတော့ နန်းတော်ထဲကို သွားကြတယ်။ [any 2 of the 3]	2
11	– “ဒီဆင်မှာ ဆင်ဖြူလက္ခဏာတွေ ပါတယ်မဟုတ်လား” လို့ တန်းမေးတယ်။	1
12	– နောက်နှစ် (၆၀) ကြာရင်	1
13	– ဒါဆင်ဖြူတော် တစ်မျိုးပါ။ အခု ညိုတယ်။ ဒါပေမယ့် နောက်နှစ် (၆၀) ကြာမှဖြူလာမယ်။	2
14	– အမတ်ကြီးကို “ဘာဖြစ်လို့ ဘုရင်ကို ညာပြောသလဲ” လို့ မေးတယ်။ – ဘုရင်ကြီး သိသွားရင် ဒုက္ခရောက်မှာ စိုးတယ်။ [any 1 of the 2]	1
15	– ဆင်ထိန်းတွေက ရှာကြံစိတ်ပူကြတယ်။/စိတ်ပူစရာ မရှိဘူး။ – နောက်နှစ်(၆၀)ကြာရင် ဘယ်သူမှ မရှိတော့ဘူး။	2

**PRE-STANDARDISATION**