STAGE 2 SINHALA CONTINUERS
ASSESSMENT TYPE 1: FOLIO
TEXT PRODUCTION

Purpose
To produce a text in Sinhala expressing ideas, information, feelings and opinions

Description of Assessment
Write an evaluative article in approximately 500 words in Sinhala for the Sinhala School educational magazine about the extent to which technology plays a positive or negative role in education today.

In your responses you should demonstrate evidence of how you:
- Convey relevant information, ideas, and opinions
- Convey appropriate detail (e.g. elaboration of ideas, justification of opinions)
- Convey information accurately and appropriately
- Coherently structure and sequence your response, observing the text type conventions.

Assessment Conditions
Task length: maximum of 500 words in Sinhala
To be completed over four weeks including some class and homework time.
Only one draft allowed

Learning Requirements	Assessment Design Criteria for this task
1. interact with others to exchange information, ideas, opinions, and experiences in Sinhala 2. create texts in Japanese to express information, feelings, ideas, and opinions 3. analyse texts that are in Sinhala to interpret meaning 4. examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.	**Ideas** The specific features are: I1 Relevance - relevance to context, purpose, audience, and topic - conveying appropriate detail, ideas, information, or opinions - creating interest and engaging the audience I2 Depth of treatment of ideas, information, or opinions - depth and breadth of content - elaboration of ideas and support of opinions - planning and preparation. **Expression** The specific features are: E1 Capacity to convey information accurately and appropriately - range of expression (e.g. linguistic structures and features) - accuracy of expression (e.g. linguistic structures and features, grammar) - use of cohesive devices - appropriateness of expression, including cultural appropriateness - clarity of expression including fluency, pronunciation, and intonation E2 Coherence in structure and sequence - organisation of information and ideas - use of the conventions of text types

අධ්‍යාපනය කෙරෙහි නූතන තාක්ෂණයේ බලපෑම

වේගයෙන් සංවර්ධනය වන නූතන තාක්ෂණය අධ්‍යාපනය කෙරෙහි සිදුකරන බලපෑම පිළිබඳව වර්තමාන සමාජය විවිධ මත පළකරයි. සමහර කොටස් මෙය අධ්‍යාපනය සඳහා අත්‍යවශ්‍ය සාධකයක් ලෙස සලකන අතර තවත් සමහරු මෙය අධ්‍යාපනයේ සහ වර්තමාන ළමා පරපුරේ විනාශය ලෙස සලකයි. මේ පිළිබඳව ස්ථීර නිගමනයකට එළඹීමට පෙර මෙහි ඇති වාසි සහ අවාසි පිළිබඳව පුළුල්ව විමසා බැලීම වැදගත් වේ.

එළදායී ඉගැන්වීම් ක්‍රම හා නූතන තාක්ෂණය එකතු වූ විට දරුවන්ට අධ්‍යාපනයේ ඉතා විශිෂ්ට ප්‍රතිඵල කරා ළඟා විය හැක. අධ්‍යාපනය කෙරෙහි තාක්ෂණයේ ඇති බලපෑම සලකා බලන විට මූලිකම සහ ප්‍රධානම බලපෑම සිදුවී ඇත්තේ පරිගණකය සහ අන්තර්ජාලයෙනි.

පරිගණකය වැනි තාක්ෂණික මෙවලම් වල ඇති සිත් ඇදගන්නා සුළු ඉගැන්වීමේ ක්‍රම නිසා දරුවන් අධ්‍යාපනය සඳහා පෙළඹවීමක් සහ උනන්දුවක් ඇති කරයි. නවතම සොයාගැනීම් අනුව තාක්ෂණය මගින් දරුවන්ගේ ක්‍රියාකාරකම්, ධනාත්මක චින්තනය හා ඉගෙනීමට පෙළඹීම වැඩිදියුණු වී ඇති බව පෙනේ. ඉගෙනීමට දුර්වල දරුවන්, උපතින්ම මන්දමානසික දරුවන් වැනි විශේෂ අය සඳහා අධ්‍යාපන ක්‍රම රැසක් පරිගණකයෙන් හඳුන්වාදී තිබීමද එම දරුවන්ගේ ගුරුවරුන් හා දෙමව්පියන්ට විශාල සහනයකි.

වර්තමානයේ සිසුන්ට ලෝකයේ කුමන කෙළවරක හෝ පිහිටි අධ්‍යාපනික වශයෙන් වැදගත් ස්ථානවල පැවැත්වෙන සම්මන්ත්‍රණ ආදියටද නිවසේ සිටම සහභාගීවිය හැකිය. උදාහරණ වශයෙන් නාසා ආයතනය මගින් අභ්‍යවකාශයේ සිටින ගගනගාමීන් සමග තොරතුරු හුවමාරු කර ගැනීමේ අවස්ථාව සිසුන්ට ලබාදී ඇත.

නූතන තාක්ෂණය භාවිතය නිසා අධ්‍යාපනය පාසල් කාලයට සීමාවී නැත. දරුවන්ට පාසල් කාලයෙන් පසු සවස් වරුවේද පාසල් නිවාඩු දිනවලද නොකඩවා අධ්‍යාපන කටයුතු කරගැනීමේ අවස්ථාව මෙමගින් සලසාදී ඇත. ඊ-මේල්, සහ ස්කයිප් තාක්ෂණය හරහා සිසුන්ට තම යහළුවන්, වැඩිහිටියන් මෙන්ම ගුරුවරුන් සමඟද සම්බන්ධ වී තම ගැටළුවලට විසඳුම් ක්ෂණිකව ලබාගත හැක.

අන්තර්ජාලය මගින් ලබාදෙන තවත් වාසියක් නම් දුරස්ථ අධ්‍යාපන පහසුකමයි. මෙමගින් කෙනෙකුට ලෝකයේ ඕනෑම තැනක තිබෙන ආයතන මගින් පවත්වන අධ්‍යයන පාඨමාලා නිවසේ සිටම පහසුවෙන් සහ විශ්වාසදායක ලෙස කරගැනීමට අවස්ථාව සලසා දී ඇත. උසස් අධ්‍යාපනය ලබන සිසුන්ට දේශන මඟ හැරීම වැනි අවස්ථා වලදී ඒවා පරිගණකය හෝ ජංගම දුරකථනය මගින් පටිගත කරගෙන නැවත නැවත ඇසීම හා බැලීම මගින් මගහැරුණු කොටස් ඉගෙනගැනීම හා ඒවා තේරුම් ගැනීම වැනි අවස්ථා තාක්ෂණයෙන් ලැබෙන විශාල වාසියකි.

මුද්‍රණ යන්ත්‍ර සහ ස්කෑන් යන්ත්‍ර බිහිවීමත්,ඊ-පොත් පහසු මිලට ලබා ගැනීමට සහ තොරතුරු පහසුවෙන් ගබඩා කර ගැනීමට හැකිවීමත් සමඟම අධ්‍යාපන කටයුතු තවත් පහසු වී ඇත.

සිසු දරුවන්ගේ අධ්‍යාපනයට නූතන තාක්ෂණය අහිතකර ලෙස බලපා ඇති අන්දම මීළඟට විග්‍රහ කර බලමු.

==පරිගණකය හා අන්තර්ජාලය වැනි මෙවලම් අසීමිත හා අනවශ්‍ය ලෙස භාවිත කිරීම සහ දරුවන් එයට ඇබ්බැහි වීම නිසා සිසුන්ගේ ලිවීමේ සහ සිතීමේ හැකියාවන් මොට වී යමින් පවතී. උදාහරණයක් වශයෙන් දරුවන්ගේ අක්ෂර වින්‍යාසය, ව්‍යාකරණ දැනුම වැනි දක්ෂතා අඩුවී යමින් පවතී.==

==තවද, පරිගණකය අසල වැඩිකාලයක් ගත කිරීමෙන් අධික ස්ථූලතාවය, අධික රුධිර පීඩනය, දියවැඩියාව වැනි රෝග සෑදිය හැකිය.==

> Critical reflection on how ideas are expressed in the text.

තාක්ෂණය වැරදි ලෙස භාවිත කරමින් තවෙකෙකුගේ දැනුම සොරකම් කිරීම හා විභාග වලදී වංචාකිරීම වැනි අවිධිමත් කියාද වර්තමානයේ දක්නට ලැබේ. ෆේස්බුක් වැනි වෙබ් අඩවි හරහා අනවශ්‍ය සමාජ පුශ්න ඇති වූ සහ දරුවන් නොමඟ ගිය අවස්ථාද, තරුණ ජීවිත අකාලයේ විනාශ වූ අවස්ථාද විටින් විට අද සමාජයේ දක්නට ලැබීම අභාග්‍යයක්.

අධ්‍යාපනය සඳහා යොමුකරන කාලය අඩුවී, අන්තර්ජාල කීඩා, අනවශ්‍ය විතුපට බැලීම, භයානක දේවල් අත්හදා බැලීමට යාම ආදියට සිසුන්ගේ සිත හා කාලය යෙදවීම ඔවුන්ගේ අනාගතයට අනිසි බලපෑම් ඇති කරයි. සමහර සිසුන් දේශන අවස්ථාවලදී ජංගම දුරකථන භාවිතය නිසා දේශන කෙරෙහි අවධානය අඩුවීම නොවැලැක්විය හැකි අවාසියක් වී ඇත.

==නූතන තාක්ෂණය දරුවන්ගේ අධ්‍යාපනය සඳහා යොදාගැනීමේදී එහි ඇති අවාසිදායක තත්ව මගහරවා, එය දරුවන්ගේ අනාගත අභිවෘද්ධියට පමණක් යොදාගැනීම අප සියලු දෙනාගේම යුතුකමක් මෙන්ම වගකීමකි.==

> Critical reflection on own learning.

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Performance Standards for Stage 2 Locally Assessed Languages at Continuers Level

	Ideas		Expression	Interpretation and Reflection

	Ideas	Expression		Interpretation and Reflection
A	*Relevance* Responses are consistently relevant to context, purpose, audience, and topic. Responses consistently convey the appropriate detail, ideas, information, opinions. Responses successfully create the desired impact and interest, and engage the audience. *Depth of Treatment of Ideas, Information, or Opinions* Depth and breadth in the treatment of the topic and content is very detailed and varied. Ideas are elaborated, opinions and arguments are supported and justified, and complex ideas are communicated effectively with originality and creativity. Comprehensive evidence of planning and preparation.	*Capacity to Convey Information Accurately and Appropriately* Use of an extensive range of complex linguistic structures and features with a high degree of accuracy to achieve interest, flow, and cohesion. A few errors may be evident when attempting to use more complex language, but errors do not impede meaning. Effective use of a range of sophisticated cohesive devices to connect ideas. Expression consistently appropriate to the cultural and social context. Very effective communication with a high degree of fluency. Pronunciation is accurate, and there is little hesitation in the choice of linguistic resources. Intonation and stress are used effectively to enhance meaning. *Coherence in Structure and Sequence* Information and ideas are organised logically and coherently. Conventions of the text type are observed.	*Capacity to Interact and Maintain a Conversation and Discussion* Interaction is initiated, sustained, and spontaneous across a wide range of topics. Comments or opinions are adjusted or elaborated on in response to reactions and comments. Interest, enthusiasm, and passion for the topic of discussion are conveyed. A variety of communication strategies are used with effect during interaction (e.g. using new vocabulary encountered during interaction, seeking clarification, using appropriate pause fillers). Responses are quick, confident, and fluent. Topic shifts and unpredictable elements are handled well.	*Interpretation of Meaning in Texts* Detailed and appropriate use of evidence from texts to support arguments/conclusions. Interpretations of text are enhanced by making connections within and/or between texts (e.g. comparing and contrasting information, ideas, and opinions). Conclusions are drawn about the purpose, audience, and message (argument) of the text, and justified with evidence from the text. Concepts, perspectives, and ideas represented in texts are identified and explained with clarity and insight. *Analysis of the Language in Texts* The functions of particular linguistic and cultural features in the text are explained with clarity and insight. Detailed explanation of how stylistic features are used for effect in the text (e.g. register, tone, textual features/organisation). *Reflection* Critical reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts. Sophisticated recognition and explanation of connections between own values, beliefs, practices, and ideas, and those explored in texts. Critical reflection on own learning.
B	*Relevance* Responses are mostly relevant to context, purpose, audience, and topic. Responses mostly convey the appropriate detail, ideas, information, and opinions. Responses generally create the desired impact and interest, and engage the audience. *Depth of Treatment of Ideas, Information, or Opinions* Breadth and some depth in the treatment of the topic. Ideas are elaborated by offering additional details, and opinions are supported with examples. When dealing with unfamiliar topics, ideas are presented as a series of statements rather than as an argued position. Sound planning and preparation.	*Capacity to Convey Information Accurately and Appropriately* Use of a range of linguistic structures and features with good control to convey meaning. Mostly accurate use of high-frequency vocabulary and sentence structures. Attempts are made to use some complex language, and errors sometimes impede meaning. A range of cohesive devices are used to connect ideas. Expression is mostly appropriate to the cultural and social context. Effective communication with some degree of fluency. Reasonably accurate pronunciation and intonation. *Coherence in Structure and Sequence* Mostly coherent organisation of information and ideas. Most conventions of the text type are observed.	*Capacity to Interact and Maintain a Conversation and Discussion* Interaction is maintained on a range of familiar topics. Some clarification or repetition is required to comprehend topic shifts into unfamiliar areas or when complex sentence constructions are used. Interest in the topic is conveyed effectively. A number of communication strategies are used to maintain interaction (e.g. self-correcting, responding to correction by the interlocutor, seeking support and clarification). Occasional pauses to process questions and to search for linguistic resources.	*Interpretation of Meaning in Texts* Key ideas represented in texts are identified and explained. Interpretations of meaning are supported with some appropriate examples from the text. Some conclusions are drawn about the purpose, audience, and message (argument) of the text and supported with some relevant examples from the text. Concepts, perspectives, and ideas represented in texts are generally identified and explained with some clarity. *Analysis of the Language in Texts* The functions of particular linguistic and cultural features in the text are described. Some detail in explaining stylistic features in the text (e.g. register, tone, textual features/organisation). *Reflection* Some depth in reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts. Some depth in reflection on own values, beliefs, ideas, and practices in relation to those represented in texts. Thoughtful reflection on own learning.

	Ideas	Expression		Interpretation and Reflection
C	*Relevance* Responses are generally relevant to topic and purpose, with some relevance to context and audience. Responses generally convey simple ideas and opinions with generally appropriate information. Responses generally create some interest, and partly engage the audience. *Depth of Treatment of Ideas, Information, or Opinions* Some variety in the treatment of information and simple ideas or opinions on mostly familiar topics. Short simple sentences usually containing one idea are used to convey meaning with some effectiveness and support an opinion. Competent planning and preparation.	*Capacity to Convey Information Accurately and Appropriately* Use of a range of linguistic structures and features to convey meaning. Reliance on rehearsed patterns. Accuracy tends to be variable, with some basic errors. Generally accurate when using formulaic expressions and rehearsed patterns. Cohesive devices are simple and repetitive. Reliance on a limited range of cohesive devices to connect ideas at sentence, paragraph, and whole text level. Expression is generally appropriate to the cultural and social context. Some hesitancy in responding. Pronunciation and intonation are understandable. *Coherence in Structure and Sequence* Generally coherent organisation of information and ideas. Responses generally conform to the conventions of the text type.	*Capacity to Interact and Maintain a Conversation and Discussion* Use of well-rehearsed language to maintain an interaction by responding to questions on familiar topics. Some reliance on the interlocutor to take the lead. Some interest in the topic is conveyed. Use of prepared phrases to indicate lack of comprehension and ask for support. Often relies on the interlocutor's sentence patterns to respond. Occasional silences because of lack of comprehension and time required to process more complex language and to search for words. Responses may be repetitive. Some hesitation in communication when dealing with unfamiliar contexts.	*Interpretation of Meaning in Texts* Identifies and explains some relevant information from texts on familiar topics containing predictable and familiar language structures. Competent understanding of context, purpose, and audience, supported with isolated examples from the text. Main concepts, ideas, and one or more perspectives in texts are identified, with some explanation. *Analysis of the Language in Texts* Particular linguistic and cultural features of the text are identified. Identification of stylistic features in texts (e.g. idioms, rhetoric, expressions). *Reflection* Some reflection on cultures, values, beliefs, practices, and ideas represented or expressed in texts. Some reflection on, with mostly description of, own values, beliefs, ideas, and practices in relation to those represented in texts. Some reflection on own learning.
D	*Relevance* Responses partially relevant to the topic and purpose. Responses convey some basic information that may be appropriate. Responses include one or more elements of interest that may engage the audience. *Depth of Treatment of Ideas, Information, or Opinions* Some basic treatment of information or ideas relating to simple aspects of familiar topics. Short and generally incomplete sentences are used with partial effectiveness to convey an idea or opinion. Some planning and preparation.	*Capacity to Convey Information Accurately and Appropriately* Use of simple vocabulary, short sentences, formulaic expressions, and rehearsed patterns to convey meaning. When attempts are made to elaborate, the structure is often based on word order derived from English. Frequent errors and incorrect selection of words from the dictionary impede meaning. A cohesive device may be used with some effectiveness. Expression occasionally appropriate to cultural and social context. Frequent hesitancy in responding. Pronunciation may impede meaning. *Coherence in Structure and Sequence* Some basic organisation of information and/or ideas. Some use of very basic conventions of the text type.	*Capacity to Interact and Maintain a Conversation and Discussion* Routine courtesy phrases and basic structures are used to respond to simple questions on familiar topics. Reliance on the interlocutor to take the lead and maintain interaction. Some interest in the topic may be conveyed. Reliance on repetition and rephrasing of questions. Partial understanding of questions may lead to a response that is not relevant. Frequent silences may occur because of lack of comprehension and time required to search for words and construct answers.	*Interpretation of Meaning in Texts* Keywords and some supporting detail are identified in texts dealing with familiar situations. Some basic understanding of context, purpose, and/or audience. Identification of one or more concepts or ideas, with specific information in texts transcribed rather than interpreted. *Analysis of the Language in Texts* One or more basic linguistic structures and/or cultural features of the text are identified. One or more stylistic features are identified. *Reflection* One or more familiar aspects of cultures, values, beliefs, practices, or ideas represented or expressed in texts are identified. One or more of the student's own values, beliefs, practices, or ideas in relation to those represented in texts are described. Learning experiences are recounted.

Ideas	Expression		Interpretation and Reflection
E	*Relevance* Responses have limited relevance to the topic and purpose. Responses attempt to convey some basic information, with limited appropriateness. Responses attempt to include an element of interest. *Depth of Treatment of Ideas, Information, or Opinions* Attempted treatment of simple information relating to one or more aspects of familiar topics. Responses are brief and often rely on a keyword to convey basic meaning. Attempted planning or preparation.	*Capacity to Convey Information Accurately and Appropriately* Relies heavily on the dictionary. Use of a very limited range of vocabulary and sentence structures, with single words and set formulaic expressions to convey basic information. Reliance on anglicisms to convey meaning. Frequent errors impede meaning. Limited appropriateness of expression. Attempted use of a cohesive device, with limited effectiveness. Always or mostly hesitant in responding. Pronunciation impedes meaning. *Coherence in Structure and Sequence* Limited organisation of information or ideas. Limited evidence of conventions of text type.	*Capacity to Interact and Maintain a Conversation and Discussion* Reliance on interlocutor to assist with communication breakdowns to complete sentences or to interpret intended meanings. Repetition, rephrasing of questions, and a slowed rate of speech are required for comprehension. Utterances rarely consist of more than two or three words. Frequent misunderstandings of simple questions. Frequent long pauses to process questions and to search for words. May resort to using English to convey meaning.	*Interpretation of Meaning in Texts* Isolated items of information are identified in short texts on familiar topics containing simple language. Identification of a context, purpose, or audience. Understanding of information is limited to occasional isolated words (e.g. borrowed words, high-frequency social conventions). *Analysis of the Language in Texts* Attempted identification of a basic linguistic structure of the text. Attempted identification of a stylistic feature. *Reflection* One or more formulaic cultural expressions are identified. One or more of the student's own values, beliefs, practices, or ideas are identified. Learning experiences are listed.