

Mark Scheme (Results)

June 2011

International GCSE

Tamil (4TA0_01)

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our website at www.edexcel.com.

If you have any subject specific questions about the content of this mark scheme that require the help of a subject specialist, you may find our **Ask The Expert** email service helpful.

Ask The Expert can be accessed online at the following link:
<http://www.edexcel.com/Aboutus/contact-us/>

Alternatively, you can contact our Languages Subject Advisor directly by sending an email to Alistair Drewery on
LanguagesSubjectAdvisor@EdexcelExperts.co.uk.*

You can also telephone 0844 576 0035 to speak to a member of our subject advisor team.

(If you are calling from outside the UK please dial + 44 1204 770 696 and state that you would like to speak to the **Languages** subject specialist).

June 2011

Publications Code UG028853

All the material in this publication is copyright

© Edexcel Ltd 2011

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Assessment criteria

Assessment criteria reflects the standards expected for International GCSEs. It will therefore not be necessary for candidates to perform 'perfectly' in order to attract the highest marks available in each assessment criteria grid. References to 'standard' should be interpreted in this context.

Major errors

These may include, for example, the consistent mismatching of subject and verb forms, use of inappropriate tenses and/or incorrect vocabulary.

Minor errors

These may include, for example, the occasional omission of accents, incorrect gender, article, slight spelling errors.

Awarding marks

Marks are awarded positively using the following assessment criteria grids. The mark awarded reflects the extent to which the task as a whole has been successfully communicated and completed. To determine if a candidate should gain the upper or lower number of marks in the box, it is important to refer to the boxes and above and below. If the candidate's performance borders more on the performance of the box below than the box above, then the lower mark is allocated. On certain occasions, a candidate's performance may require a 'best fit' mark.

Question Number	Answer	Mark
1	<p>Sentences Testing grammatical knowledge This part of the paper is marked out of fifteen.</p> <p>3 marks per sentence X 5 = 15 marks</p> <p>Deduct ½ mark for each minor error.</p>	<p>3</p> <p>(15)</p>

Question Number	Answer	Mark
1(a)	திருக்குறள், ஆயிரத்து முந்நூற்று முப்பது குறள்களைக் கொண்டது.	(3)

Question Number	Answer	Mark
1(b)	நமது நாட்டிற்கு பாப்பரசர் வருகை தந்தது, வாழ்வில் மறக்க முடியாத ஒன்று.	(3)

Question Number	Answer	Mark
1(c)	ஒருவரது வாழ்நாளுக்கு போதுமான அளவு இசை நிரம்பிக் கிடந்தாலும், இந்த இசை முழுவதையும் கேட்குமளவிற்கு ஒருவர் வாழும் காலம் போதுமானதாக இருப்பதில்லை.	(3)

Question Number	Answer	Mark
1(d)	கடலருகே அமைந்துள்ள எமது கிராமம், நாட்டுப்புறத்தின் மிக அழகிய ஒன்றாகத் திகழ்கின்றது.	(3)

Question Number	Answer	Mark
1(e)	பெரிய மரங்கள் புற்களைவிட பலம் வாய்ந்தவையாக இருந்தபோதிலும், பலமான காற்றிற்கு அவை தரை சாய்ந்து விடுகின்றன.	(3)

Question 2 – Translation Into Tamil

Marks are awarded for transmission and quality of language, using the following assessment criteria grids.

Transmission	Mark
No language worthy of credit.	0
Only the very basic points are transmitted successfully with some very straightforward sections totally misunderstood. The style is often incomprehensible. Communication is frequently impaired.	1-3
Only the more straightforward and concrete points are transmitted successfully. Very little or no awareness of nuance and/or idiom. Several sections totally misunderstood. The style is incoherent with communication impaired at times.	4-6
The main points, usually narrative and concrete, are conveyed successfully for the most part, although problems are encountered with more complex language. Inference, nuance and idiom transmitted successfully on occasions. Some passages misunderstood and attempts at rephrasing only partially successful. The style is not always coherent.	7-9
A generally very competent rendering of the original text with grasp of most detail, nuance and idiom. Some passages, usually more complex, misinterpreted. Some successful attempts at rephrasing. The style is generally pleasing.	10-12
Excellent transmission skills with clear grasp of detail. Excellent transfer of inference, nuance and idiom. Pleasant to read.	13-15

Quality of language	Mark
No language worth of credit.	0
A very high incidence of basic error in all aspects of grammar, syntax and morphology. Basic lexis and structures appropriate to the task are unknown. No awareness of tense concept/time sequence. Large sections totally misunderstood. Communication impaired. Very little worthy of credit.	1-2
Some inaccuracies in basic grammar, although narrative sections, usually short and straightforward, are in general correct. Lexis and structures appropriate to the task restricted with some often quite basic items unknown. At times some fairly basic problems with tense concept/time sequence. Use of given adjectives and/or adverbial phrases occasionally evident, though these are likely to be only partially successful. Often quite difficult to follow.	3-4
Largely accurate when using simple, short phrases: incidence of error increases in more complex language. Lexis and structures appropriate to the task tend to be adequate, with several items unknown. Some use of given adjectives and/or adverbial phrases with some degree of success. About half of what is written should be free of major errors. Not always easy to read.	5-6

A high level of accuracy overall, however with occasional basic errors, usually in more complex language. Uses a wide range of lexis and structures appropriate to the task with occasional lapses. Grasp of tense concept/time sequence generally secure, although occasional lapses are evident. Pleasant to read for the most part.	7-8
A very high level of accuracy with only minor errors. Confident use of a wide range of lexis and structures appropriate to the task. Excellent grasp of tense concept/time sequence. Very pleasant to read overall, although not necessarily faultless.	9-10

Question Number	Answer	Mark
2	<p>ஒற்றுமையும் உயர்வும். நாம் தமிழர். எமது மொழி தமிழ் என்ற ஒற்றுமை உணர்வுள்ளவன் சிறந்த தமிழர். எம் தாய் மொழியாம் தமிழ் மொழிக்கு உள்ள சீரிய சிறப்பு ஒழுக்கமும், ஒற்றுமையுமே ஆகும். நாம் ஒவ்வொருவரும் ஒற்றுமையுள்ளவர்களாக இருந்தால் உயர்ந்து வாழலாம். உலகில் பிறந்த ஒவ்வொரு மனிதனும் ஒவ்வொரு வகையிலும் சிறப்புடையவன். ஏன் மனிதன் மட்டுமா? ஐந்தறிவுள்ள ஜீவ ராசிகளும் கூட சிறப்பானவையும் திறமையானவையும் ஆகும். அவற்றில் கூட நல்லவற்றைப் பார்த்து நடப்பது ஒன்றும் சிறுமையல்ல.</p> <p>அதிகாலையில் துயிலெழும் காக்கையினமும் ஒரு சிறிய அளவு உணவைக் கண்டால் தன்னினத்தை அழைத்து எவ்வளவு அன்பாக உண்ணுகிறது. இதனை நாம் பார்க்கலாம். என மனிதனுக்கே காக்கையை உதாரணம் காட்டி ஒற்றுமையை சிறப்புப் படுத்துகின்றான்.</p> <p>இன்று ஒற்றுமையையாய், வாழ்வதற்கு பொறாமை, கோபம், எரிச்சல், பகை போன்றன மிதமிஞ்சி எத்தனையோ அவலங்கள் உலகில் நடைபெறுகின்றன. இதனை மாற்றி சிறந்த சந்தோஷமான ஒரு உலகைக் காணவேண்டுமாயின் நாம் ஒவ்வொருவரும் ஒற்றுமையுள்ளவர்களாக வாழ வேண்டும். ஒரு தடியை முறிப்பது மிக சுலபமானது. தடிகளை ஒன்றாகக் கட்டி வைத்திருந்தால் அவற்றை முறிப்பது எவ்வளவு கடினமானது. அவை திரண்டு இருந்தால் அதை</p>	(25)

<p>முறிக்க முடியுமா? அதைப்போல் ஒன்றாகத் திரண்டு நிற்போமானால் உயர்வு உறுதியாகும்.</p> <p>அன்பு கருணை, ஒருவருக்கொருத்தர் உதவி செய்தல், நன்றி மறவாமை போன்ற உயர்ந்த பண்புகளை வளர்த்தலோடு ஒற்றுமையுடன் வாழ்ந்து உயர்வடைவோம்.</p>	
---	--

Question 3 – Translation into English

Marks are awarded for transmission and quality of language, using the following assessment criteria grids.

Transmission	Mark
No language worthy of credit.	0
Only the very basic points are transmitted successfully with some very straightforward sections totally misunderstood. The style is often incomprehensible. Communication is frequently impaired.	1-3
Only the more straightforward and concrete points are transmitted successfully. Very little or no awareness of nuance and/or idiom. Several sections totally misunderstood. The style is incoherent with communication impaired at times.	4-6
The main points, usually narrative and concrete, are conveyed successfully for the most part, although problems are encountered with more complex language. Inference, nuance and idiom transmitted successfully on occasions. Some passages misunderstood and attempts at rephrasing only partially successful. The style is not always coherent.	7-9
A generally very competent rendering of the original text with grasp of most detail, nuance and idiom. Some passages, usually more complex, misinterpreted. Some successful attempts at rephrasing. The style is generally pleasing.	10-12
Excellent transmission skills with clear grasp of detail. Excellent transfer of inference, nuance and idiom. Pleasant to read.	13-15

Quality of language	Mark
No language worthy of credit.	0
A very high incidence of basic error in all aspects of grammar, syntax and morphology. Basic lexis and structures appropriate to the task are unknown. No awareness of tense concept/time sequence. Large sections totally misunderstood. Communication impaired. Very little worthy of credit.	1-2
Some inaccuracies in basic grammar, although narrative sections, usually short and straightforward, are in general correct. Lexis and structures appropriate to the task restricted with some often quite basic items unknown. At times some fairly basic problems with tense concept/time sequence. Use of given adjectives and/or adverbial phrases occasionally evident, though these are likely to be only partially successful. Often quite difficult to follow.	3-4
Largely accurate when using simple, short phrases: incidence of error increases in more complex language. Lexis and structures appropriate to the task tend to be adequate, with several items unknown. Some use of given adjectives and/or adverbial phrases with some degree of success. About half of what is written should be free of major errors. Not always easy to read.	5-6

A high level of accuracy overall, however with occasional basic errors, usually in more complex language. Uses a wide range of lexis and structures appropriate to the task with occasional lapses. Grasp of tense concept/time sequence generally secure, although occasional lapses are evident. Pleasant to read for the most part.	7-8
A very high level of accuracy with only minor errors. Confident use of a wide range of lexis and structures appropriate to the task. Excellent grasp of tense concept/time sequence. Very pleasant to read overall, although not necessarily faultless.	9-10

Question Number	Answer	Mark
3	<p>Achievement in living together</p> <p>We are Tamils. Our language is Tamil. In the name of Tamil we must unite together. In our Tamil culture it says everyone must live together and live with good character. If we live together, we can achieve higher aims. Every person has their great qualities. Indeed this applies not only to human beings, but also to other creatures.</p> <p>Look at the crow. They get up early and search for food. Once they have found the food, they call other birds and eat together. We can see this in our everyday life. We learn good habits from crows. They give us an example of unity.</p> <p>In everyday life we can see people getting jealous and angry with each other. Because of these bad habits there are so many negative things happening in the world. To change these habits and bring peace and love into the world in which we are living, we must learn to live together. It is easy to break a stick. How much more difficult it is though to break a bundle of sticks. We are sure that if we unite and live together, we can achieve more in our lives.</p> <p>We must develop love and affection among ourselves. We must help each other. We must develop harmony among ourselves and live together and we will have better lives.</p>	(25)

Question 4 - Writing (35 marks)

Marks are awarded for **communication and content** and **quality of language**, using the following assessment grid.

Communication and content	Mark
No language worthy of credit.	0
Task generally misunderstood with little relevant information conveyed. Much ambiguity, confusion and omission. Level of response minimal with only a few relevant phrases. Communication largely impaired. Time sequences rarely correct. Largely incomprehensible with the exception of isolated items. Very difficult to read.	1-4
Main points of the task understood but some points totally misunderstood. Some major omissions with a degree of irrelevance and/or repetition. Level of response fairly limited with little opinion and justification appropriate to the task. Functions predominantly in simple, concrete sentences for the most part. Some evidence of correct time sequences but mostly inconsistent and insecure. Just about comprehensible overall with, however, a marked degree of ambiguity. Not easy to read.	5-8
Majority of task completed, however, with some significant omissions. There may be some irrelevance. Goes beyond a minimal response with some expansion of ideas and straightforward opinion relevant to the task. Time sequences show a degree of ambiguity at times. Comprehensible overall with some attempt to link the piece into a coherent whole. Ambiguous in places especially in more ambitious language. Tends to be somewhat predictable.	9-12
Responds to nearly all of the task although there may be some omissions. Some relevant expansion at times. Provides evidence of description, narration and opinion as appropriate to the task. Time sequences generally sound with occasional lapses. A generally well structured piece of writing. A sound attempt overall to link the piece into a coherent whole with, however, some lapses. May be a little pedestrian and predictable or somewhat over-ambitious at times.	13-16
Responds fully and appropriately to the stimulus with excellent and relevant expansion. Gives detailed descriptions, expresses and justifies opinions as appropriate to the task. The time sequence is clear and unambiguous. A coherent piece of writing which is pleasant to read.	17-20

Quality of language	Mark
No language worthy of credit.	0
A high level of inaccuracy with very frequent and basic errors in grammar, syntax and morphology. There may be the occasional correct phrase. No awareness of tense concept/time reference. Vocabulary very basic with little or no evidence of correct use of basic structures. Communication is severely impaired overall. Extremely difficult to read.	1-3
Accuracy is inconsistent with frequent basic errors in grammar, syntax and morphology. Simple, short sentences are sometimes correct, but very little beyond. Range of vocabulary and structure very limited. Use of tense concept/time reference limited and often inappropriate. Limited success in attempts at enhancement of fact with adjectives and/or adverbial phrases. Not easy to read.	4-6
Fairly accurate in simple language, however tends to be inconsistent in application of grammar, syntax and morphology when attempting more complex language. Range of vocabulary, idiom and structure standard and somewhat predictable. Some inconsistency in use of tense concept/time reference. Some attempts at subordination and sentence linking which are only partially successful. Attempts enhancement of fact with adjectives and/or adverbial phrases with moderate success. About half of what is written should be free of major errors. Despite inaccuracies, the basic message is conveyed.	7-9
Generally accurate and secure in grammar, syntax and morphology with some lapses. Accuracy less secure when more complex language is attempted. Uses a good range of vocabulary, idiom and structure, which are for the most part appropriate to the task. Attempts at more ambitious structures not always successful. Generally a secure grasp of tense concept/time reference. Manipulates language to suit the task at hand, however with some errors. A wide range of vocabulary, idiom and structure may compensate for a lower level of accuracy. Generally easy to read despite the errors.	10-12
Predominantly accurate: free of all but minor errors in grammar, syntax and morphology. Uses a wide range of vocabulary, idiom and structure appropriate to the task with very little or no repetition. Excellent use of tense concept/time reference. Excellent examples of subordination and appropriate use of more complex structures. Clear ability to manipulate language with a high degree of accuracy to suit the purpose. Very pleasant to read, though not necessarily faultless.	13-15

Further copies of this publication are available from
International Regional Offices at www.edexcel.com/international

For more information on Edexcel qualifications, please visit
www.edexcel.com

Alternatively, you can contact Customer Services at
www.edexcel.com/ask or on + 44 1204 770 696

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

4TA_01
1106

Ofqual



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

