

Mark Scheme (Results)

Summer 2016

Pearson Edexcel International GCSE
in Tamil (4TA0) Paper 01

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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.

| Question Number | Answer | Mark |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1 | Sentences testing grammatical knowledge This part of the paper is marked out of fifteen. 3 marks per sentence $2 \times 5 = 10$ marks Deduct $\frac{1}{2}$ mark for each minor error. | (15) |

| Question Number | Answer | Mark |
|-----------------|----------------------------------|------|
| 1 (a) | அவன் கோயிலில் இருந்து வருகிறான். | (2) |

| Question Number | Answer | Mark |
|-----------------|-----------------------------------------------------------------------|------|
| 1 (b) | அவனால் அந்த வேலையை செய்து முடிக்க இயலும் ஆனால் கூடிய நேரம் எடுக்கும். | (2) |

| Question Number | Answer | Mark |
|-----------------|--------------------------------------------------------------|------|
| 1 (c) | எனது நண்பன் வீட்டில் இல்லாததால் அவனைச் சந்திக்க முடியவில்லை. | (2) |

| Question Number | Answer | Mark |
|-----------------|-----------------------------------------------|------|
| 1 (d) | அவன் வேலிக்கு மேலால் பந்தை ஏதற்காக எறிந்தான்? | (2) |

| Question Number | Answer | Mark |
|-----------------|------------------------------------------------------|------|
| 1 (e) | அவன் நன்றாகப் படித்தால் பரீட்சையில் சித்தி அடையலாம். | (2) |

Five sentences each worth 2 marks, plus a global mark for **quality of language**. Marks are awarded for **communication** and for **quality of language**, using the following assessment criteria grids.

| Communication | Mark |
|--------------------------------------------------------------------------------------------|------|
| No relevant communication. | 0 |
| At least half the sentence is correctly communicated in the target language. | 1 |
| Fully communicated in the target language, although with some ambiguity in the expression. | 2 |

The **quality of language** assessment criteria grid below is applied **globally** to all five sentences.

| Quality of language | Mark |
|----------------------------------------------------------------------------------------------|------|
| No language worthy of credit. | 0 |
| Frequent basic errors with only isolated examples of accurate language. | 1 |
| High incidence of error which impedes communication at times; inconsistent. | 2 |
| Accuracy variable with some basic errors. | 3 |
| Level of accuracy generally secure but incidence of error increase in more complex language. | 4 |
| High level of accuracy with only minor errors. | 5 |

Question 2 – Translation into [language]

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 |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 2 | <p>இன்று பல வளரும் நாடுகளில் ஆண் மற்றும் பெண் இருபாலரும் தங்களது குடும்பத்தின் நல்ல வருமானத்திற்காகவும் மற்றும் சிறந்த வாழ்க்கை முறையை உறுதிபடுத்துவதற்காகவும் வேலைக்குச் செல்கின்றனர். இதன் விளைவாக, ஒரு வழக்கமான குடும்பத்தின் வருமானம் இரட்டிப்பாகிறது.</p> <p>இந்த குறிப்பிடத்தக்க மாற்றம் வேலை உலகில் மக்கள் எண்ணிக்கையின் அதிகரிப்பை உருவாக்கியுள்ளது. இப்போது மக்கள் எந்த தொழிலில் நுழைவதென்றாலும் தகுதி மற்றும் பயிற்சி அவசியம். ஒரு தொழில் நிபுணர் ஆக வேண்டுமெனில் உயர்ந்த திறன்கள் மற்றும் நிபுணத்துவம் தேவைப்படுகிறது. அத்தோடு ஒரு வேலையைப் பெறுவதற்கு நீண்டகால அர்ப்பணிப்பு மற்றும் அத்துறையைப் பற்றிய</p> | |

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| <p>ஆய்வு தேவைப்படுகிறது.</p> <p>சமீப ஆண்டுகளில் பொருளாதார முக்கிய மாற்றம் மற்றும் கல்வி முறை தாக்கத்தினால் தொழிலாளர் சந்தையில் மக்களின் எண்ணிக்கை அதிகரித்துள்ளது. அத்தோடு தற்போது தொழில்களில் சேரும் மக்களுக்கான வாய்ப்புகள் முன்பு இருந்திருக்கவில்லை. இது குறிப்பாகப் பெண்களுக்கு உண்மையானதாக உள்ளது.</p> <p>உலகம் முழுவதும் உள்ள மக்கள் கல்வியின் முக்கியத்துவத்தை உணர்ந்ததால், அதிக பெண்கள் ஊதிய வேலையில் ஈடுபட ஆரம்பித்துள்ளனர். நிபுணத்துவ ஆண்கள் மற்றும் பெண்கள் சம எண்ணிக்கையில் அதிக அளவில் தொழில்களில் நுழைந்துள்ளனர் என்று ஒரு சர்வதேச ஆய்வு கூறுகிறது.</p> <p>இளம் பெற்றோர்களை வேலையில் ஊக்குவிக்கும் வகையில், பலதரப்பட்ட குழந்தை பராமரிப்பு ஏற்பாடுகளைப் பெரும்பாலான முதலாளிகள் வழங்குகின்றனர். எனது 32 வயது சகோதரி சீதாவிற்கு இரண்டு குழந்தைகள் உள்ளனர். அவள் "என் முதலாளியின் ஆதரவு இல்லாமல் நான் வேலைக்கு திரும்பிப் போயிருக்கவே முடியாது." என்று கூறுகிறார். இது படிக்கும் இளைஞர்களுக்கு தொடர்ந்து கல்வியில் ஈடுபாட்டை ஊக்குவிக்கவும் மற்றும் நிறுவனங்களின் முதலாளிகள் தமது தொழிலாளர்களில் நேரத்தையும் பணத்தையும் முதலீடு செய்கிறார்கள். இது ஒரு நேர்மறையான தாக்கத்தை உருவாக்குகிறது. ஊழியர்கள் வேலை தேடும் போது, நிறுவனத்தின் தொழில் வளர்ச்சிகள் மற்றும் சம்பாதிக்கும் திறனை கருத்தில் கொள்ள வேண்டும்.</p> | <p>(25)</p> |
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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 | 7-8 |

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| to read for the most part. | |
| 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>Sport plays an important role in one's overall development. We can learn and develop a range of skills through sports. It is therefore crucial that schools include physical education in their curriculum.</p> <p>Sport serves as an excellent competitive and physical activity. People who play sports are healthier. Playing sports often involves physical activities like running, jumping and using energy positively. Playing sports from an early age strengthens the bones and muscles which tones the body. A famous saying states "a healthy mind resides in a healthy body."</p> <p>Playing sports improves a range of mathematical skills in participants. Being in a team develops leadership qualities and encourages players to follow instructions. Sport involves competitive skills and to accept victory and defeat. It also contributes to building up stamina and tolerance.</p> <p>Playing sports is very beneficial for the development of social skills in a person. Sport teaches individuals to interact and work with people as a team. It helps to think together and to develop planning skills in players. Sports build confidence and give a sense of achievement. A professional coach says "top athletes tend to be successful in both their career and personal life."</p> <p>Competitive sports require players to plan carefully to use and maximise everyone's</p> | (25) |

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| | potential. They need to devise the best ways to score and win. It is also important that everyone enjoys the game. | |
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Question 4 – Writing (35 marks)

(a) நீங்கள் ஒரு கோடிஸ்வரன் ஆனால் என்ன செய்வீர்கள்?

If you became a millionaire what would you do?

(b) சமூகத் தொடர்பாடல் சாதனங்களைப் பாவிப்பதால் ஏற்படும் நன்மைகள், தீமைகள் பற்றி விளக்கவும்.

Explain the advantages and disadvantages of using social media

(c) உங்கள் வாழ்க்கையில் மிகவும் மறக்க முடியாத நிகழ்வு பற்றி விவரிக்கவும்.

Describe the most memorable event of your life.

(d) நான் ஒரு மருத்துவர் ஆவதற்கான சவால்கள் என்ன?

What are the challenges of becoming a doctor?

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 | 5-8 |

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| 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. | |
| 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 | 10-12 |

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| may compensate for a lower level of accuracy. Generally easy to read despite the errors. | |
| 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 |

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