



Pearson

Mark Scheme (Results)

Summer 2017

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In Tamil (4TA0) Paper 1

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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 | <p>Sentences testing grammatical knowledge</p> <p>This part of the paper is marked out of fifteen.</p> <p>3 marks per sentence</p> <p>2 X 5 = 10 marks</p> <p>Deduct ½ mark for each minor error.</p> | (15) |

| Question Number | Answer | Mark |
|-----------------|---|------------|
| 1(a) | <p>He walks to school with his friends every day.</p> <p>அவர் ஒவ்வொரு நாளும் நண்பர்களுடன் பள்ளிக்கு நடந்து செல்வார்</p> | (2) |

| Question Number | Answer | Mark |
|-----------------|---|------------|
| 1(b) | <p>Please do not make noise in the prayer room.</p> <p>தயவுசெய்து பிரார்த்தனை அறையில் சத்தம் செய்யாதீர்கள்.</p> | (2) |

| Question Number | Answer | Mark |
|-----------------|---|------------|
| 1(c) | <p>If we had left earlier, we might have got cinema tickets.</p> <p>நாங்கள் முன்கூட்டிப் போயிருந்தால் சினிமா சீட்டுகள் கிடைத்திருக்கும்.</p> | (2) |

| Question Number | Answer | Mark |
|-----------------|---|------------|
| 1(d) | <p>This new shop has quality goods, but it is cheaper.</p> <p>இப்புதிய கடையில் தரமான பொருள்கள் உள்ளது, ஆனால் அது மலிவானது</p> | (2) |

| Question Number | Answer | Mark |
|-----------------|---|------------|
| 1(e) | <p>How many students are taking part in this sport activity?</p> <p>எத்தனை மாணவர்கள் இந்த விளையாட்டு செயல்பாடுகளில் பங்கு பெறுகின்றனர்?</p> | (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 |
|-----------------|--|
| 2 | <p>மக்கள் பல்வேறு நாடுகளுக்குப் பயணம் செய்வது ஏன்?</p> <p>சுற்றுலா செல்வது நமக்குப் பல வழிகளில் முக்கியமானது .அது ஓய்விற்காக, கல்விக்காக, விளையாட்டிற்காக ,அல்லது கலாச்சாரத்திற்காக இருக்கலாம் .மக்கள் ஸ்பெயின் போன்ற நாட்டிற்கு வெப்ப வானிலை தேடியும் சுவிட்சர்லாந்து போன்ற நாட்டிற்கு பனிச்சறுக்கு விளையாட்டிற்குக்காவும் பயணம் செய்வார்கள்.</p> |

மற்றவர்கள் இத்தாலியில் உள்ள வரலாற்றுப் புகழ் வாய்ந்த இடங்களைப் பார்வையிடச் செல்லலாம்.

சிலர் சுற்றுலா செல்லும் போது ஒரு நகரத்தில் ஒரு குறுகிய காலம் தங்கி, சில முக்கியமான இடங்களை பார்வையிட்டுவிட்டு சென்றுவிடுவார்கள். சிலர் அதிக நாட்கள் தங்கியிருந்து அந்த இடத்தின் கலாசாரப் பாரம்பரியங்களைத் தெரிந்துக்கொள்வதில் ஆர்வம் காட்டி தமது பொழுதைக் கழிப்பார்கள்.

இன்னும் சிலர் அவர்களின் கல்வி அனுபவங்களை வளப்படுத்த பல்வேறு நாடுகளுக்குப் பயணம் செல்வார்கள். இவர்கள் கல்வி சுற்றுலாப் பயணிகள் என அழைக்கப்படுகின்றனர் .அவர்கள் தங்களின் கல்விச் சுற்றுலாவின் போது தமது திறன்களை மேம்படுத்த ஒரு குறுகிய அல்லது நீண்ட கால படிப்புப் பட்டறையில் கலந்துக் கொள்வர்.

ஆசிய நாடுகளில் பலர் சமய முக்கியத்துவம் வாய்ந்த இடங்களுக்கு சுற்றுலா செல்வர். அவ்வாறான இடங்களில் மெக்காவில் உள்ள ஹஜ், இந்தியாவில் உள்ள வாரணாசி, ரோமில் உள்ள வத்திக்கான் போன்ற இடங்களும் அடங்கும்.

விளையாட்டு மற்றும் பொழுதுபோக்கு சுற்றுலா பயணிகள், விளையாட்டுப் போட்டிகளைக் கண்டுகளிப்பதற்காக அல்லது

பங்கு பெறுவதற்காக சுற்றுலா செல்வார்கள் .
உலக கோப்பை கால்பந்துப் போட்டிகளும்,
ஒலிம்பிக் விளையாட்டுகளும்
இப்பயணிகளிடையே மிகவும் பிரசித்தி
பெற்றவை.

சுற்றுலா நம் வாழ்வில் ஒரு முக்கியப் பங்கு
வகிக்கிறது "நீங்கள், உங்கள் வாழ்வில் புதிய
ஒளி பார்க்க, புதிய நம்பிக்கையை உணர,
மனதைப் புதுப்பிக்க ஆன்மாவை உயிர்ப்பிக்க
சுற்றுலா செல்வது அவசியம்" என்பது ஒரு
அறிவுள்ளவரின் வாக்கு.

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>Food is an important source for all organisms including man. But the way of consuming the food is different. Food provides us energy which helps in the growth. Food is the prime source of life. Man has invented the variety of taste in food and started enjoying it. Salad, Soup, Sandwich etc are simple and delicious. People of different places intake different types of food. Indians use spices in all their foods. Chinese soup and noodles are well-known. Food like Bread, cheese, meat and pie were most likely to be eaten in western countries.</p> <p>Soft drinks are a kind of beverage that do not contain alcohol as the active agent and hence are referred to as soft drinks, in opposition to hard drinks which means alcoholic beverages. There are mainly two kinds of soft drinks, one that is carbonated and one that is non-carbonated. They are believed to taste best when consumed chilled. The different types of soft drinks include colas, flavored water, carbonated water, sweet iced tea, fruit drinks, carbonated soft drinks, diet soft drinks, and fruit punch.</p> <p>Where milk or dairy is an important ingredient, for example chocolate drinks, hot tea with milk, coffee with cream, fresh fruit or vegetable juice</p> | (25) |

| | | |
|--|--|--|
| | <p>and milkshakes do not fall into the soft drink category.</p> <p>Most children drink large amounts of soft drinks creating an increased nutritional imbalance. Too many sugary soft drinks can cause tooth decay, obesity and in some cases, heart problems and diabetes</p> | |
|--|--|--|

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 |

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