



Mark Scheme (Results)

Summer 2018

Pearson Edexcel International GCSE
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)	நாளை நடக்க இருக்கும் விருந்திற்கு உன்னால் வரமுடியுமா, முடியாதா	(2)

Question Number	Answer	Mark
1(b)	சிவா நல்ல பழக்கங்களைக் குழந்தைகளுக்குக் கற்றுக் கொடுத்தார்.	(2)

Question Number	Answer	Mark
1(c)	குமாரின் வீடு என்னுடைய வீட்டை விடப் பெரியது.	(2)

Question Number	Answer	Mark
1(d)	காற்பந்துப் போட்டி மழை காரணமாக முதற் பாதியில் நிறுத்தப்பட்டது.	(2)

Question Number	Answer	Mark
(e)	நீங்கள் மொழியை முறையாகக் கற்றிருந்தால், கேள்விகளுக்கு இலகுவாகப் பதிலளித்திருக்க முடியும்	(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 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 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 style="text-align: center;">பொழுது போக்கு</p> <p>விலங்குகளை வேட்டையாடி தன்னுடைய பசியைப் போக்கிய மனிதன் ஆற்றுப் பள்ளத்தாக்கில் விவசாயம் செய்து வாழ ஆரம்பித்தான். வாழ்க்கை முறைகளில் பல்வேறு மாற்றங்களைக் காணத் தொடங்கினான். அதில் முக்கியமான ஒன்று விவசாயம் ஆகும். இதைச் செய்யாத வேளைகளில் பொழுதைப் போக்குவதற்குப் புதிய முயற்சிகளில் ஈடுபட்டான். மனிதன் வயிற்றுப்பசியைப் போக்கிய பின்னர் தனக்கு இருந்த நேரத்தை மகிழ்வாகக் கழிப்பதற்காகக் கலைகளை உருவாக்கினான். அந்த வகையில் கலைகளே முதலாவது பொழுது போக்குகள் ஆகும். அவன் காலம் செல்லச் செல்ல பொழுதுபோக்குகளில் மாற்றங்களை ஏற்படுத்திக்கொண்டான்.</p> <p>கணினியின் அறிமுகத்திற்கு முன்னான காலப்பகுதியில் பொழுதுபோக்குகளாக கதைப் புத்தகம் படித்தல், விதம் விதமான முத்திரைகளை அல்லது நாணயங்களைச் சேர்த்தல், வீட்டுத் தோட்டம் அமைத்தல், தையல் வேலைகள் செய்தல் வானொலி கேட்டல், பேனா நண்பர்களுடன் பழகுவதல் எனச் சிலவற்றைக் கூறலாம். கணினியும், அதனோடு சேர்ந்த தொழில் நுட்பப் புரட்சியும் மக்களின் பொழுதுபோக்குகளில் பெரிய மாற்றத்தை ஏற்படுத்திவிட்டன.</p> <p>வாழ்க்கை முறையில் ஏற்பட்ட மாற்றம் காரணமாக எல்லோருக்கும் பொழுதுபோக்குகள் என்பன பல்வேறு வகைப்பட்டனவாகவும், வயது, பொருளாதாரச் சூழல் என்பனவற்றுக்கு ஏற்ப மாறுபட்டனவாகவும் இருக்கின்றன. மையங்கள் வசதிகளுடன் கட்டப்பட்டு பராமரிக்கப்பட்டு, ஒழுங்கமைக்கப்பட்ட நடவடிக்கைகள் ஏற்பாடு செய்யப்பட்டு பாவனையாளர்களை ஈடுபடச் செய்கின்றன.</p> <p>தற்காலத்துச் சிறுவர்களும் சரி, பெரியவர்களும் சரி, தங்களுடைய பொழுதுபோக்கினைக் கணினி சார்ந்த ஒன்றாக அல்லது நவீன கைத்தொலைபேசி சார்ந்த ஒன்றாகக் கொண்டிருக்கிறார்கள்.</p> <p>சிலவற்றைத் தவிர ஏனைய அனைத்து ஓய்வு நேரச் செயற்பாடுகளும் பயனளிக்கவில்லை எனக் கொள்ளலாகாது. இருப்பினும், கேளிக்கையின் எல்லா அம்சங்களிலும் நவீனமயமாக்கல் ஏற்படுவதுடன், இந்நடவடிக்கைகள் இன்பம், மனத்தைத் தூண்டுதல், ஓய்வு, தளர்வு ஆகியவற்றை வழங்குகின்றன என்பதை உறுதிப்படுத்துவதும் அவசியம்.</p>	(25)

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.	9-10

Excellent grasp of tense concept/time sequence. Very pleasant to read overall, although not necessarily faultless.	
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		Mark
Question Number 3	<p>Digital stories?</p> <p>In many parts of the world, as well as the data from research conducted in Tamil schools, it is revealed that some children’s progress has been improved through the use of computerized teaching and learning.</p> <p>The research in India and Sri Lanka has concluded that the digital story telling program has been very popular and beneficial for teaching languages. Approaches like this, encourage students of all abilities to learn with enthusiasm, work individually and in groups developing social as well as literacy skills in their own language.</p> <p>The digital story telling is important because it involves various teaching and learning methods and an approach that encourages a range of skills. As well as technical skills students develop their speaking and listening, understanding how a story is constructed and how voice, photographs, films, videos and animation all contribute to the story line.</p> <p>The students are encouraged to use the technology in a creative manner and try out different approaches as the story is being constructed. Students work both individually and in teams to produce their own stories. They have to assess each other’s work and give constructive and critical feedback to their classmates using given guidelines. These guidelines provided by the teacher are discussed and agreed with the students to improve the quality of their work.</p> <p>Not only these analytical skills are beneficial but the research indicates a significant improvement in communication skills which are important in school, work and adult life.</p> <p>Technological changes can be utilized in the third world countries even if they are at the speed of the world. For instance, if Sri Lanka is taken up, the education and facilities that are fully implemented in all schools will also be used to educate young adults to take up technological changes and use them in teaching.</p>	<p>Mark</p> <p>(25)</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	4-6

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.	
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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