



# Mark Scheme (Results)

Summer 2019

Pearson Edexcel International GCSE

In Tamil (4TA1)

Paper 1 Reading, Writing and Translation

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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.

## Section A

Question number	Answer	Mark
1(a)	F	(1)
1(b)	I	(1)
1(c)	G	(1)
1(d)	E	(1)
1(e)	M	(1)
1(f)	L	(1)

Question number	Answer	Mark
2(a)	போல்	(1)
2(b)	சுவர்ண	(1)
2(c)	போல்	(1)
2(d)	சுவர்ண	(1)
2(e)	கவிதா, சுவர்ண	(2)
2(f)	சுவர்ண	(1)
2(g)	கவிதா	(1)

Question number	Answer	Accept	Reject	Mark
3(a)	சமூக மற்றும் பொருளாதார காரணங்கள்.	நிதி காரணங்களுக்காக		(1)
3(b)	உடல் நலத்தையும், வளத்தையும்	ஆரோக்கியமான வாழ்க்கை & செழிப்பு		(2)
3(c)	விளையாட்டுகள்	உடற்பயிற்சி		(1)
3(d)	<u>இதிலிருந்து ஏதாவது இரண்டை தேர்ந்தெடுக்கவும்:</u> நீச்சல், ஓடுதல் மற்றும் மிதிவண்டி ஓட்டுதல்	வேறிரண்டு பொருத்தமான உடற்பயிற்சி விடைகள்.		(2)
3(e)	நேரமின்மை	குறைந்த வளங்களின் காரணமாக		(1)

3(f)	இலவச உறுப்பினர் அனுமதி	இலவச அனுமதி அல்லது உடற்பயிற்சிக்கான இலவச அணுகல்		(2)
3(g)	மையங்கள் நவீன உடற்பயிற்சி சாதனங்கள்	சமீபத்திய உடற்பயிற்சி கேஜெட்டுகள் அல்லது உபகரணங்கள்		(1)
<b>Question number</b>	<b>Answer</b>			
3(h)	ஒரு ஆரோக்கியமான மனம் மற்றும் ஆரோக்கியமான உடல்	மனதையும் ஆறுதலாக வைக்கின்றது		(1)
3(i)	பார்க் றன்			(1)

Question number	Answer	Accept	Reject	Mark
4(a)(i)	ஆம், அது பிள்ளைகளுக்கு அவர்களின் கலாச்சாரம் மற்றும் நடைமுறைகளில் நன்றாக ஒருங்கிணைக்க உதவுகிறது	ஆம், அது அவர்களுக்கு நன்றாகவும், அறிவாற்றலுடனும் சிந்திக்க உதவுகிறது.		(1)
4(a)(ii)	1 ஒற்றுமைக்கு வழிவகுக்கிறது. 2. தங்கள் சமுதாய ஒற்றுமையை சிறந்தது	1. தங்கள் சொந்த கலாச்சாரம் பற்றிய உண்மையான மற்றும் உடனடி புரிதல். 2. வேற்றுமையில் ஒற்றுமைக்கான உதவுகிறது.		(2)
4(a)(iii)	முதல்மொழி ஒருவரின் சிந்தனை மற்றும் படைப்பாற்றலை ஊக்குவிக்கின்றது	மாற்று முறை சிந்தனை. மற்றவர்களின் கருத்துக்களை ஏற்றுக்கொள்ள உதவுகிறது		(2)
4(a)(iv)	1. அதிகரிக்கும் தன்னம்பிக்கை 2. வளரும் பேச்சுத்திறன்	தன்னம்பிக்கை பேச்சுத்திறன்		(1)

Question number	Answer	Mark
4(a)(v)	கலாச்சாரம் உருவாக்கமுடியும். ஒருவர் கலாச்சாரத்தின் அடையாளம்	(2)
4(a)(vi)	மொழி கருத்து பரிமாற்றங்களுக்கு மற்றுமின்றி மக்கள் கலாச்சாரம் நீடித்து வாழவும் ஒரு கருவியாகும். அல்லது மொழி கருத்து பரிமாற்றங்களுக்கு மற்றுமின்றி கலாச்சாரத்தையும் பாதுகாக்கின்றது.	(2)
4(b)(i)	அவர்களின் கலாச்சார வேர்கள் மற்றும் குடும்பத்தின் பாரம்பரியத்தை நன்கு புரிந்து கொள்வதற்கு உதவுகிறது .  அறிவுறுத்தலின் ஊடகம், நன்றாக புரிந்து கொள்ளப்படவில்லை என்றால் மொழியின் முக்கியத்துவம் மற்றும் சாராம்சம் காலப்போக்கில் இழக்கப்படும்.	(2)

Question number	Answer	Accept	Mark
4(b)(ii)	இது மேலும் உள்ளடக்கத்தை துல்லியமாக புரிந்துகொள்வதற்கு இயலாமல் செய்கிறது		(2)



## Section B

### General guidance on using levels-based mark schemes

#### Step 1 Decide on a band

- Examiners should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme, you should use a 'best fit' approach for defining the level and then use the variability of the response to help decide the mark within the level. For example, if the response is predominantly in band 4–7 with a small amount of band 8–10 material, it would be placed in band 4–7 but be awarded a mark near the top of the band because of the band 8–10 content.

#### Step 2 Decide on a mark

- Once you have decided on a band, you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bulletpoints.
- You will modify the mark based on how securely the trait descriptors are met in that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

## Assessment criteria

### Question 5 (14 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question requires students to write in an informal style/register (see **Additional guidance** below).

The student is expected to produce 55 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

### Question 5: communication and content mark grid

Mark	Descriptor
0	No rewardable material
1-2	<ul style="list-style-type: none"><li>• Limited ability to use language to narrate and describe people, events and ideas; communication of information is occasionally successful</li><li>• Repetitive use of a limited selection of common words and phrases; limited use of appropriate register and style</li></ul>
3-5	<ul style="list-style-type: none"><li>• Some successful use of language to narrate and describe people, events and ideas; communication of relevant information is sometimes successful</li><li>• Some successful but repetitive use of common, familiar vocabulary; some use of appropriate register and style</li></ul>
6-7	<ul style="list-style-type: none"><li>• Successful use of language to narrate and describe people, events and ideas; communication of information is often successful</li><li>• A range of familiar and less common vocabulary and expression is evident; mostly appropriate use of register and style</li></ul>

### Additional guidance

**Register and style definition - Informal:** language includes some colloquial or conversational words and expressions that students may use with friends.

## Question 5: linguistic knowledge and accuracy mark grid

Mark	Descriptor
0	No rewardable material
1-2	<ul style="list-style-type: none"><li>• Produces individual words and set phrases</li><li>• Limited accuracy in use of straightforward grammatical structures, limited success in referring to past, present and future events; regular errors prevent meaning being conveyed</li></ul>
3-5	<ul style="list-style-type: none"><li>• Produces simple, short sentences, which are sometimes linked</li><li>• Some accurate use of straightforward grammatical structures, occasional success in referring to past, present and future events; sometimes errors prevent meaning being conveyed</li></ul>
6-7	<ul style="list-style-type: none"><li>• Produces some more complex sentences with some appropriate linking</li><li>• Mostly accurate use of straightforward grammatical structures, some success in referring to past, present and future events; occasionally errors prevent meaning being conveyed</li></ul>

### Additional guidance

**Complex** language is considered to be:

- varied and complex word order
- extended sentences that include a range of structures that help to justify ideas
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures.

**Errors:** The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.

## Question 6 (26 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains three bullet points that form part of the task. Failure to cover all three bullet points will impact on the marks that can be awarded against the requirements of the communication and content mark grid. In order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

Question 6(a) requires the student to write in a formal style and 6(b) and (c) require the student to write in an informal style (see **Additional guidance** below).

The student is expected to produce 90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

### Question 6: communication and content mark grid

Mark	Descriptor
0	No rewardable material
1-3	<ul style="list-style-type: none"><li>• Communicates brief information relevant to the task with little development</li><li>• Occasional adaptation of language to explain or interest or persuade; straightforward thoughts and ideas are expressed with occasional success</li><li>• Variable use of appropriate vocabulary, register and style; repetitive use of common, familiar language</li></ul>
4-7	<ul style="list-style-type: none"><li>• Communicates information relevant to the task with some development of key points and ideas</li><li>• Some effective adaptation of language to explain or interest or persuade; thoughts and ideas are expressed with some success</li><li>• Some appropriate use of vocabulary, register and style; some different examples of common familiar language</li></ul>
8-10	<ul style="list-style-type: none"><li>• Communicates information relevant to the task with development of key points and ideas</li><li>• Effective and sometimes creative adaptation of language to explain or interest or persuade; thoughts and ideas are expressed successfully</li><li>• Appropriate use of vocabulary, register and style; some examples of uncommon language</li></ul>

11-13	<ul style="list-style-type: none"><li>• Communicates information relevant to the task with consistent expansion of key points and ideas</li><li>• Creative adaptation of language to explain or interest or persuade; thoughts and ideas are expressed with flair</li><li>• Consistently appropriate use of vocabulary, register and style throughout; a wide variety of language is used</li></ul>
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### Additional guidance

***Creative language use*** – using language in a way designed to create effect and interest. Goes beyond the standard or predictable response.

***Register and style definition - Informal:*** language includes some colloquial or conversational words and expressions that students may use with friends. ***Formal:*** formal vocabulary and grammar structures are used, that are appropriate when writing to an adult in a formal context.

## Question 6: linguistic knowledge and accuracy mark grid

Mark	Descriptor
0	No rewardable material
1-3	<ul style="list-style-type: none"><li>• Uses mainly straightforward grammatical structures</li><li>• Occasional sequences of fluent writing, with occasional extended, linked sentences</li><li>• Occasionally accurate straightforward language and grammatical structures; occasionally successful references to past, present and future events; errors occur that sometimes hinder clarity of communication</li></ul>
4-7	<ul style="list-style-type: none"><li>• Some variation of grammatical structures, including some repetitive instances of complex language</li><li>• Prolonged sequences of fluent writing, with some extended, well-linked sentences</li><li>• Generally accurate language and structures; some successful references to past, present and future events; errors occur that occasionally hinder clarity of communication</li></ul>
8-10	<ul style="list-style-type: none"><li>• Uses a variety of grammatical structures including some different examples of complex language</li><li>• Mostly fluent response, with frequent extended sentences, mostly well linked</li><li>• Mostly accurate language and structures; mostly successful references to past, present and future events; errors rarely hinder clarity of communication</li></ul>
11-13	<ul style="list-style-type: none"><li>• Uses a wide variety of grammatical structures, including complex language</li><li>• Fluent response throughout with extended, well-linked sentences</li><li>• Consistently accurate language and structures; consistently successful references to past, present and future events; few or no errors that hinder the clarity of the communication</li></ul>

## Additional guidance

**Complex** language is considered to be:

- varied and complex word order
- extended sentences that include a range of structures that help to justify ideas
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures.

**Errors:** students are not expected to produce perfect, error-free writing in order to access the top band. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect the meaning
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

**NB:** these are examples only and do not constitute a finite list.

## Paper 1 marking principles for Section C

Mis-spelling is tolerated as long as it does not lead to ambiguity, e.g. *drought* misspelled as *drowght* would be acceptable but misspelled as *draught* would be unacceptable as this would lead to ambiguity.

Students are likely to write variants on the acceptable answers listed and these should be considered as acceptable if they convey the same intended meaning.

Translation is successful if a Tamil speaker would understand the translation without having understood the text in its original language.

Question number	Text	Correct answer	Acceptable answers	Reject	Mark
7	Geologically	புவியியல்ரீதியாக	பூகோளரீதியாக உயர்ந்த	பூமி ரீதியாக உயர்ந்த	(1)
	Highest village in Subaragamuw a	சப்பிரகமுவினிலுள்ள உயர்ந்த கிராமம்	சப்பிரகமுவாவில் உள்ள பெரிய பட்டினம்	சப்பிரகமு வாவில் உள்ள நகரம்	(1)
	Due to the high rainfall	அதிக மழை காரணமாக.	பெரிய மழை காரணமாக		(1)
	High elevation	அதிக உயரமும்	மிக உயர்ந்த	உயர்ந்த	(1)
	And low temperature	குறைந்த வெப்பநிலையும்	குறைவான வெப்ப நிலையும்	குறைந்த	(1)
	Subaragamuw a is	சபரகமுவ இலங்கையில்			(1)
	One of the best places	சிறந்த இடங்களில் ஒன்றாகும்.	பிரசித்தமான இடங்களில்		(1)
	For tea cultivation in SriLanka	தேயிலை பயிரிற்கான சிறந்த இடங்களில்	தேயிலை பயிரிற்கான நல்ல இடங்களில்		(1)
	Balangoda is leading city	பலங்கொடா ஒரு பெரிய நகரம்,	பலாங்கொடா ஒரு முன்னணி நகரம்		(1)
	In Subaragamuw a	சப்பிரகமுவில்			(1)
	With a sizable number	கணிசமான எண்ணிக்கையுடன்	அளவான எண்ணிக்கையுடன்		(1)
	Of tea and rubber	தேயிலை மற்றும் ரப்பர்	ஒரு பெரிய பட்டினம்	ஒரு பெரிய இடம்	(1)



	plantations.	தோட்டங்களில் மிகப்பெரிய நகரம்.			
	Therefore, the plantation	எனவே, சபரகமுவவின்			(1)
	History of Subaragamuw a	பெருந்தோட்ட வரலாறு	சரித்திரம்		(1)
	ils dating back	முன்பே			(1)
	To many hundered years.	பல நூறு ஆண்டுகளுக்கு உள்ளது	100 ஆண்டு சரித்திரம் உள்ளது		(1)
	The well- known tea planter	நன்கு அறியப்பட்ட தேயிலைத் தோட்டக்காரர்	பரிச்சயமானவர்	தெரிந்தவர்	(1)
	Samuel Baker is given the	சாமுவேல் பேக்கர் அவர்களுக்கு			(1)
	Full credit for	முழுப் புகழும்	எல்லாப் புகழும்	பெயரும்	(1)
	the beginning of tea estate	தேயிலை தோட்டத்தினை ஆரம்பித்ததற்கான புகழ் வழங்கப்படுகிறது	தேயிலை தோட்டத்தினை தொடக்கியதற்காக ப் புகழ் வழங்கப்படுகிறது.		(1)

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