

Mark Scheme (Results)

Summer 2015

Pearson Edexcel International GCSE  
in Tamil (4TA0/01) 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.

### **Assessment criteria**

Assessment criteria reflects the standards expected for IGCSEs. 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 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</p> <p>This part of the paper is marked out of fifteen.</p> <p>3 marks per sentence  <math>2 \times 5 = 10</math> marks</p> <p>Deduct <math>\frac{1}{2}</math> mark for each minor error.</p>	(15)

Question Number	Answer	Mark
1(a)	திருடன் பொருள்கள் திருடியதை மறுத்தான்	(2)

Question Number	Answer	Mark
1(b)	திரையைத் தொடுவதன் மூலம் அதை நீ இயக்கச் செய்யலாம்.	(2)

Question Number	Answer	Mark
1(c)	இந்த கேமிராவின் (ஒளிப்படக் கருவியின்) விலை என்ன?	(2)

Question Number	Answer	Mark
1(d)	நீங்கள் கடினமாக வேலை செய்தால் உங்களது பரீட்சையில் ஒரு நல்ல தரத்தைப் பெறலாம்.	(2)

Question Number	Answer	Mark
1(e)	வருங்காலத்தில் ராம் தமிழ் செய்தி தாள்களைப் படிக்க 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 [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>உங்கள் குழந்தைக்கு வீட்டு வேலைகளில் உதவ கற்று கொடுத்து வளர்ப்பது ஒரு முக்கிய பகுதியாக உள்ளது. பொறுப்பை எடுத்து கொள்ள கற்று கொண்டு, ஒரு சுத்தமான, பாதுகாப்பான மற்றும் வசதியான வீடாக மாற்ற உதவுவதால், ஒரு குழந்தையால் நாம் இருக்கும் இந்த உலகத்தையும் வசிக்கும் இடத்தின் முக்கியத்துவதையும் மற்றும் அதில் நம் பங்கையும் உணர முடிகிறது. அத்தகைய ஈடுபாடு குழந்தைகளை தங்கள் சூழலிலும் மற்றும் அதன் சுற்றுப்புறங்களையும் பெருமை கொள்ள ஊக்குவிக்கும். மேலும் தங்களது வாழ்நாள் முழுவதும் பல்வேறு பயனுள்ள மற்றும் அத்தியாவசிய நடைமுறை திறன்களை உருவாக்கும். சிறு குழந்தைகள் வீட்டில் உதவுவதில் ஈடுபடுத்தப்பட வேண்டும். ஒரு குழந்தையை , குறிப்பாக அவர்கள் உங்களுடன் இருக்கும் பொழுதும் நீங்கள் செய்வதைப் பின்பற்றும்பொழுதும் அவர்களது பொம்மைகளை ஒழுங்காக வைக்க ஊக்கவைத்தால் அதுவே அவர்களது வழக்கம் ஆகிவிடும். ஒரு குழந்தை வளரும் வயதில் அவர்களின் வயதிற்குப் பொருத்தமாக உள்ள வேலைகளை வழங்கும் பொழுது அவர்கள் நம்பிக்கையுடன் பற்பல விடயங்களை செய்ய முடியும். பாராட்டு குழந்தையின் சாதனைகளுக்கு, அது எவ்வளவு சிறியதாக இருப்பினும், பாராட்டு முக்கியமானது ஆகும். இத்தகைய பங்கு இளம் குழந்தைகள் குடும்பம் ஒரு குழுவாக வேலை செய்வதின் ஒரு பகுதியாக இருக்க உதவுகிறது. வேலை செய்வதோடு குழந்தைகளுக்கு , இது விளையாடவும் படிக்கவும் நேரம் வேண்டும் அவர்களுக்கு பொறுப்பு எடுத்துக் கொள்வதைப்பற்றி கற்றுக் கொள்வதற்கு உதவும்.</p> <p>ஒரு குழந்தை பெரிதாகும் பொழுது, பெற்றோர்களுக்கு தங்கள் குழந்தைகளை வேலை செய்யவைப்பது ஒரு சவாலாக இருக்கலாம். இது, குறிப்பாக படுக்கையையும் தங்கள் அறையையும் நேர்த்தியாக வைப்பது தொடர்பாக, இளைஞர்கள் மற்றும் பெற்றோர்களுக்கிடையே முரண்பாட்டுக்கு வழிவகுக்கலாம். குழந்தைகளின் நடத்தை வல்லுநர்</p>	(25)

	ஒருவர், "பெற்றோருக்கு மிகப்பெரிய அளவிலான பொறுமையும் நல்ல கேட்டல் திறன்களும் தேவை", எனக் குறிப்பிட்டார்.	
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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 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	9-10

lexis and structures appropriate to the task. Excellent grasp of tense concept/time sequence. Very pleasant to read overall, although not necessarily faultless.	
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Question Number	Answer	Mark
3	<p>In this age of fame culture it is hard for young people to know to what they should aspire. Some individuals know from an early age what it is that they want to do when they grow older. These people will focus on all the things they need to do to get there. In order to reach their potential, a supportive family and good teachers play an important part. Education is only one part of the many stepping stones to success. Being able to get along with people is equally as important as academic success. Developing a wide range of abilities in this technological age is vital.</p> <p>Progress in life often results from being given opportunities to gain the knowledge required for particular professions. Opportunities may come later but it is important to be determined and well organised.</p> <p>Making the right choices is crucial when choosing the subjects you will study. This is the start of defining what you will do when you leave school. This will mean making decisions about further and higher education or practical work.</p> <p>Whatever a person decides to do, they should be very committed and passionate about the job they have. An experienced professional advised, "if someone wants to achieve the ultimate goal of being a well-rounded human being they must be willing to share their expertise with others."</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