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Examiners' Report
Principal Examiner Feedback

Summer 2019

Pearson Edexcel International GCSE
In Tamil (4TA1)

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Introduction

The Tamil 4TA1 2019 paper was well received and attempted by majority of students with a good and at times excellent level of command over all aspects of the paper, Section A -Reading Section B- Writing and Section C-Translation with the total achievable marks of 100.

The first two sections are set in the target language and section C in English intended for translation into target language.

All students have worked hard and put in their utmost ability and aptitude of the Tamil language and were able to express good independent thinking skills.

Most students have particularly performed well in the question 6 with a, b, c options where most of them attempted the question on global warming and the family wedding question over the other option. It is very encouraging to witness, and exhibits some good level of command over the language, at times performing over the expected level for this qualification by good few students in their own style of writing.

Section C, question 7 was mostly performed well and a very concise translation was attempted. However, focus should be on the choice of correct translation, and of the correct direction for translating west and south, where a large proportion of the students chose east and north.

Detailed feedback

Question1:

Marking these implied that majority of the students have taken time to read well and answer the questions well. Alternative thinking in applying and choosing answers were also witnessed. Care must be taken to narrow down the (one) correct answer and double check that the chosen answer makes all grammatical sense to complete the sentences. Only a few missed gaining full 6 marks whereas the majority gained over 4 or more marks indicating a good level of reading ability and easy accessibility of the set question. The common error was missing Q1a with the correct choice of answer from the given words.

Question 2:

Care was taken to read the entire text from all 3 characters in the question on the effects of social media. Candidates must make sure that they cross either one or two on matching answers and not choose all the three as this has made awarding difficult despite understanding the thought process on the candidate's part. 2d and 2 f were most likely not fully scored by least few of the students for crossing all the three options which nullified the marking.

Question3:

This question was based on modern health and fitness issues and the answers were expected as one or two mark options. Overall the responses for a, c,f, g ,h were well answered by the majority of the students but not so well thought for b,d,l. So the average marked scored was from 8 marks onwards for most of the papers answered.

Question 4:

This question was based on the importance of learning mother tongue; target language versus the use of English language amongst the children who have English as an additional language. The expected responses were two from the pros and two from the cons statement from the paragraph provided. Due to clear expectations and responses in the text, most were able to score well for 4(ii) however, were not able to provide a clear concise response especially for 4(i).

Section B:

Question 5 was freestyle writing with the choice of four words to be included in detailing the student's recent visit to their favourite place. Marking this provided a greater variety of writing styles with varied information about the experiences of the majority of students. Almost all were well taught to detail their experiences, compounded with their own experience and that of their varied lifestyle, travel memories from visiting different countries including iconic places in India and Srilanka. Students must be trained to read the question well, as most chose to include a postal address at the beginning or at the end assuming this to be a

postcard letter type, rather an email as instructed in the question. This resulted in some students losing some marks. Care must be taken to ensure that these sorts of misunderstandings be avoided.

Question6:

This is an essay type question with 6a about a well recognised traditional snack, 6b being on global warming and its impacts on the environment, with 6c being on a brother's wedding.

The most successful choice was on global warming where students used real target language to explain a scientific phenomenon providing clear concise measures, and identifying vocabulary to aid in depth writing on the concept chosen. The next popular choice was about the brother's wedding experiences. This was mostly well written and gave a variety of different marriage rituals yet carefully encompassing all the expected content from the marking criteria for the written essay. A minor few had provided mixed responses on birthday celebrations in the place of a marriage ceremony.

6a was also well attempted but was not a predominant choice. A good few knew the demand and outlined a clear method to follow in making the vadai. A few responses had mixed cooking knowledge of many other traditional snacks, but students must ensure that grammatical errors and transliterations to be avoided when responding in the target language.

Over all students gave well attempted, well written responses, but care must be taken to indicate the choice made for the given three options by applying the x mark to indicate the choice before attempting the question.

Section C: Question 7 – Translation.

This question on Sabarwamuga and its natural abundance was well received and written well. It was greatly encouraging to have seen that a great majority of the students were able to translate well, using a variety of vocabulary choices to translate the words like province and plantations. Students have scored well for content and clear choice of translation vocabulary.

Tips and advice

Advise students to use the reading time available to think about the question title and the keywords. They are likely to appear on variety of topics listed in the specification provided.

Candidates sometimes ticked too many boxes in the grids where multiple choices were given as an option.

Advise students to check the number of marks available for each question. These are noted at the bottom of each question set. For example: (Total for Question 1 = 3 marks) These questions asked students to briefly respond, and care must be taken to ensure that the requirements of the questions are addressed in the responses given.