Examiners' Report
Principal Examiner Feedback

November 2020

Pearson Edexcel International GCSE
In Tamil (4TA1) Paper 01: Reading, Writing and
Translation

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Introduction

This is the examiner's report for the International GCSE (9-1) Tamil paper in 2020. This will be the second analytical report provided by the principle examiner regarding the examinations, started from the year 2019. Teachers and candidates may find it useful to read exemplification of candidates' work, together with tips and comments of the principle examiner for questions 1-7. As mentioned above, this is the second examination of the new specification introduced in 2017 and the second opportunity for candidates to sit for another paper alike they have already seen in 2019.

The intention of this report is to give a short entry to get an idea of the performance of the candidates who sat for the examination in 2020. This paper consists of three sections, i.e. Section A: Reading Comprehension - 40 marks (40% A01), Section B: Writing - 40 marks (40% A02) and Section C: Translation - 20 marks (20% A03). Section A consists of 4 questions i.e. questions 1, 2, 3 and 4. Section B consists of 2 questions i.e. questions 5 and 6 and Section C consists of 1 question i.e. question 7. All these three sections are assessed through a 2 hours and 30 minutes examination. The total number of marks available is 100 for the paper. Every question in each section has a link to any of the themes in the specification.

Section A – Reading Comprehension
A01

The breakdown on each question and their response as follows:

Q1, 99% of the candidates scored full marks except for 1 or 2 candidates scoring 1 mark less overall.

Q2, the majority of candidates have missed to gain 1 extra mark on their response. Care must be taken to train candidates to read and understand the marking criteria and match this to provide correct number of responses to avoid losing such marks in the future.

Q3, again a vast majority of all candidates closer to 96% were able to access the reading material comprehend and deduct actual responses despite increasing difficulty of demand that matches with the level of the paper as intended. Q3g was not inferred correctly by a very few and hence scored less than 100% for Q3 overall.

Q4a- was well received and answered by vast majority of the candidates with rare few missed to gain full mark response for 4a(iii), while 4b, Most did well with an odd exception of one or two missing to give grammatically detailed response with correct spellings to decode their response and award any marks. The odds few seems to come across as low performers and cannot be taken as a reflector of finding the content being difficult or inaccessible. However, more space should be incorporated in the question paper to provide candidate the freedom to express for elongated responses. This is

something that should be considered during paper setting for in the future, as a good few candidate required additional response sheet to complete their intended responses.

Section B – writing
A02
Q5- Most did well and a minority few needed to have provided more content and language clarity to have gained more marks.

Q6- Q6a was clearly the most chosen with all detailed, interesting, and informative content expressed. This gave the marker a pleasure and pride to read the reach of this idea and students thoughts on digital wellbeing was encouraging to read. 6b was the second-best choice with Q6c chosen by a hard few. This could be due to lack of first-hand experience of not knowing or having a cultural exchange programme built within the end user's own curriculum access or school life.

Section C – Translation
A03
Q7 Translation was generally of high standard and involved candidates to use and apply all the available vocabulary and of the learned experiences to make the read a valuable exercise. Odd one or two candidates have done transliteration for the names of the country or missed key translation scoring criteria. Overall, well attempted and accessed passage of translation.

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 respond, and care must be taken to ensure that the requirements of the questions are addressed in the responses given.