

INTERNATIONAL GCSE

Tamil (9-1)

GETTING STARTED GUIDE

Pearson Edexcel International GCSE in Tamil (4TA1)

For first teaching September 2017

First examination June 2019



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A Getting started for teachers

This Getting Started Guide gives you an overview of the International GCSE in Tamil (first assessment in May/June 2019) qualification and what it means for you and your students. This guidance is intended to help you plan the course in outline and gives you further insight into the principles behind the content to help you and your students succeed.

1. Key features of the qualification

Key Principles

The specification has been developed with the following key principles:

Clear specification

- Clear guidance on what students need to learn, providing clarity for planning, teaching and assessment.

Progression, not repetition

- The specification allows the development of understanding while at the same time avoiding repetition, ensuring students are engaged and thereby inspired to develop their knowledge. We designed the International GCSE to extend students' knowledge by broadening and deepening skills. For example, students will:
 - read and respond to material from a variety of sources
 - make comparisons between texts and analyze the ways in which writers achieve their effects
 - construct and convey meaning in written language, matching style to audience and purpose.

Engaging and popular topics with real world focus

- **Broad range of content** which is appealing to international students – content has been selected to ensure that the qualification is inclusive and appealing for all international students, with specific reference to Sri Lanka and the Tamil speaking regions.
- **Culturally relevant and engaging texts** – we have ensured that our texts are culturally relevant to Tamil, engaging and suitable for international students, and that they will encourage students to develop skills of analysis and synoptic thinking.

Clear assessment criteria

- We apply clear and consistent use of command words and rubrics across assessments and between series. Our approach to assessments, definitions for the command words and details of how the command words are explained, can be found in the taxonomy table.
- Our question papers are clear and accessible for students of all ability ranges.
- The new mark schemes provide consistent understanding of the skills, and connections between these skills, required for each question type. Clear wording reflects how teachers and examiners describe the qualities of student work, so the expectations are clear for teachers and markers. Our mark schemes are straightforward so that the assessment requirements are clear.

Skills for progression – successful progression to higher level study and beyond

- The variety of content that will be found in the examination allows the student to demonstrate knowledge as well as its application, which are required elements for further study or progression into employment. International GCSE qualifications enable successful progression to Higher level study and beyond. Through our world-class qualification development process, we have consulted with International A Level teachers, GCE A Level teachers and university teachers to validate the appropriateness of this qualification, including content, skills and assessment structure. The grammar skills needed to complete the discrete grammar section successfully will help students meet university course demands.

Support for delivering the new specification

- Our package of support to help you plan and implement the new specification includes: this Getting Started Guide which provides an overview of the new International GCSE specification, to help you get to grips with the content and assessment, and to help you understand what these mean for you and your students.

We will also provide the following support:

- **Planning:** In addition to this guide, we will provide you with a course planner and editable schemes of work, which you can adapt to suit your timetable and model of delivery.
- **ResultsPlus, Understanding the standard:** ResultsPlus provides the most detailed analysis available of your students' exam performance. It can help you identify the topics and skills where further learning would benefit your students. Once the first examination has been sat in 2019, we will provide you with reports on example student work with examiner commentaries.
- **Tracking learner progress:** Specimen papers to support formative assessments and mock exams.
- **Personal, local support:** A network of leading practitioners across the country, providing online and face-to-face training events.
- **Get help and support:** Our subject advisor service will ensure that you receive help and guidance from us. You can sign up to receive the Edexcel languages e-updates for qualification updates and product and service news. You can email our subject advisor at: teachinglanguages@pearson.com.

2. About the qualification

The aims and objectives of this qualification are to enable students to develop:

- Their ability to read, understand and respond to material from a variety of sources
- Their ability to communicate accurately in writing, matching style to audience and purpose
- Their understanding of the structure and variety of language
- An understanding of themselves and the world around them
- An appreciation of the richness, beauty and diversity of the Tamil language.

Old Paper (4SI0)	New Paper (4SI1)
Translation focused	Covers reading, writing and translation skills
Topics: (a) Home and abroad (b) Education and employment (c) House, home and daily routine (d) The modern world and the environment (e) Social activities, fitness and health.	Topics: (a) Home and abroad (b) Education and employment (c) Personal life and relationships (d) The world around us (e) Social activities, fitness and health.
Graded* -G	Graded 9-1

- This new qualification (4TA1) greatly differs from the previous qualification (4TA0). Where the previous qualification focused heavily on translation, in response to teacher feedback we have changed the design of the paper to reflect a model more similar to the approach used in European Modern Foreign Language (MFL) subjects. This new paper is more reflective of the range of skills that students are expected to demonstrate at GCSE level. We have retained the translation in the qualification but reduced the number of marks attributed to it.
- Topics have been amended to reflect topics used in European MFL subjects.
- More choice of questions within the exam paper – There are: multiple-choice questions, short-response questions set on any of the above mentioned themes, two writing tasks, also linked to the themes and translation of short sentences in English into Tamil, also linked to a theme.
- The topics and question papers of the new paper ensures contexts within the papers are set within the Sri Lankan context.
- The new papers are designed to help all students progress through the assessments confidently.
- Language used in the questions in Tamil are straightforward so as not to place additional hurdles for candidates.
- New 9-1 scale. This allows direct comparability with Ofqual regulated GCSEs, recognises outstanding performance with a new grade 9, and provides better differentiation of students.

2.1 Content and assessment overview

Qualification overview

The Pearson Edexcel International GCSE in Tamil consist of one externally-examined paper.

The Pearson Edexcel International GCSE in Tamil is a linear qualification. All papers must be taken at the end of the course of study.

Content and assessment overview

Paper 1: Reading, Writing and Translation	*Paper code: 4SI1/01
Externally assessed Written examination: 2 hours and 30 minutes Availability: June 100 marks	<i>100% of the qualification</i>
Content overview This paper assesses reading, writing and translation skills across the following five themes: <ul style="list-style-type: none"> ■ Home and abroad ■ Education and employment ■ Personal life and relationships ■ The world around us ■ Social activities, fitness and health. 	
Assessment overview This paper consists of three sections. <p>Section A: Reading Multiple-choice questions (MCQ), short-response questions and open-response questions set on any of the five themes.</p> <p>Section B: Writing Two extended writing tasks, linked to any of the five themes.</p> <p>Section C: Translation Translation of one passage in English into Tamil, linked to one of the five themes.</p>	

Assessment Criteria

Assessment Objectives	Criteria	100% in IGCSE
AO1	Understand and respond, in writing, to written language.	40
AO2	Communicate in writing, using a register appropriate to the situation, showing knowledge of a range of vocabulary in common usage and of the grammar and structures prescribed in the specification, and using them accurately.	40
AO3	Understand contemporary written texts in English and translate them into the target language.	20

2.2 Content description of the Paper

Paper assesses 100% of the total Tamil qualification through Reading, Writing and Translation.

Section A: Reading

This section is worth 40 marks.

- Students will read five text extracts and then will answer all questions.
- There will be multiple-choice, short-response, open-response questions related to the text extracts.
- Questions will test the following assessment objective: AO1 – Understand and respond in writing, to written language.

Section B: Writing

This section is worth 40 marks.

- In this section, students are required to convey their understanding of Tamil through two extended writing tasks: – Task 1 – students are required to write a short essay, based on four short prompts in the past, present and future – Task 2 – students are required to write a longer essay. Students choose one task from a choice of three.
- Questions will test the following assessment objective: AO2 – Communicate in writing, using a register appropriate to the situation, showing knowledge of a range of vocabulary in common usage and of the grammar and structures prescribed in the specification, and using them accurately.

Section C: Translation

- This section is worth 20 marks.
- Students are required to translate one passage in English into Tamil.
- Questions will test the following assessment objective: AO3 – Understand written texts in English and translate them into Tamil.

3. Topic Guidance and suggested activities

The content of the qualification is relevant and engaging. It covers five themes, all broken down into several topics.

These themes give the opportunity for teaching one theme per term. The five themes are further broken down into topics and sub-topics. All of which should be studied in the context of both the students' home country and that of countries or communities where Tamil is spoken. This would largely be in Sri Lanka. They are designed to offer a motivating, enriching and up-to-date context for the study of the Tamil language.

Teachers should be aware of the need to develop their students' awareness and understanding of life in Tamil-speaking communities in their selection of teaching materials during the course of study and in preparation for the final assessment. For all the exam papers, the assessments are based on the countries where Tamil is spoken.

Classroom topics should be engaging and should include a real world focus.

The final assessments at the end of the course will draw on the full range of these themes and topics. Teachers are encouraged to refer to the Sample Assessment Materials to see this exemplified.

Theme 1: Home and abroad

- 1 Life in the town and rural life
- 2 Holidays, tourist information and directions
- 3 Services (e.g. bank, post office)
- 4 Customs
- 5 Everyday life, traditions and communities.

Topics can include:

- Daily life: customs and everyday life; food and drink; shopping; accessing different services including the postal services, hospital and asking for directions; social media and technology (uses of, advantages and disadvantages).
- Cultural life: celebrations and festivals; reading; music; sport; film and television
- Holidays: preferences; experiences and destinations.
- Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping.

When approaching this theme, students should be able to draw on language already learnt. To enable them to develop the language met previously, the teacher could approach this theme through literature or music in Tamil. Research can be conducted into traditional celebrations in the Tamil-speaking world.

Also, as well as students describing their own past holidays or future holidays they plan, teachers could approach this theme as a group task where students have to research the type of holiday they would like to do. This could be confined to a Tamil-speaking country which would then allow them to report back on travel costs, accommodation available, activities on offer in the chosen resort and the type of weather to be expected. Another approach regarding accommodation and eating out could be to use authentic resources from websites such as Trip Advisor to read about hotels and restaurants. These can be used as reading comprehensions to extract vocabulary and phrases, and finally students could write their own reports on a restaurant or hotel. Complaint letters to a hotel also allow students to use a great deal of imagination as to what has gone wrong on a holiday with their accommodation. Students could also collect literature about their own area and from that produce a website or brochure for Tamil-speaking tourists to encourage them to visit. This topic is a key area for role-play work.

Activity ideas:

- Practising role play situations with the scenario of arranging to go out in the city or rural setting.
- Comparing a foreign shopping centre with a local one; or any in the Tamil speaking situation.
- Debating the advantages and disadvantages of social media to encourage spontaneous speaking.
- Students allocated a traditional custom or festival to research in groups, presenting their findings to the class.
- Discussion about preferred TV programmes or music through a diamond nine activity to encourage spontaneous talk.
- Photographs of traditional festivals can be used to learn about the differences between cultures and traditions in the writing tasks.
- Read reports on Trip Advisor, etc. and students write their own report.
- Write a complaint letter to a hotel or restaurant.
- Using authentic hotel website information to work out the best accommodation for different groups of people, e.g. a family with three children, a couple looking for a holiday, a single traveller, etc.
- Set up role-play scenarios around the classroom for group/pair work activities.
- Spontaneous discussion about preferred types of holiday/accommodation.
- Advantages/disadvantages chart for holidaying abroad or in their own country.
- Survey about holiday requirements/preferences.
- Watch videos from Tamil-speaking areas or cities to extend vocabulary and listening skills (there are a lot such videos on YouTube) Students could then produce their own voiceover commentary to photos of a Tamil-speaking area/city or their own area.
- Watching/reading weather forecasts online.
- Photographs of holiday destinations can be used to practise the picture-based oral task.

Theme 2: Education and employment

- 1 School life and routine
- 2 School rules and pressures
- 3 School trips, events and exchanges
- 4 Work, careers and volunteering
- 5 Future plans.

Topics can include:

- What school is like: school types; school day; subjects; rules and pressures; celebrating success.
- School activities: school trips; events and exchanges.
- Ambitions: further study; volunteering; training.
- Work: jobs, careers and professions.

Again, students will have met many of the basic ideas from this topic and should be happy to converse about the different school subjects and their likes and dislikes. When approaching this topic, teachers could use partner schools to enable students to compare and contrast the school experience in each country. Many Tamil-speaking schools do have websites on the internet and this could provide an excellent resource for authentic material. Some particular features of schools in Sri Lanka are their preference for uniforms. Also, the strong work based ethics in state schools compared to private schools, where for instance in state schools students farm and sell the school farm produce. The different boarding schools and how strict these can be. There are a number of useful websites about training, which teachers may find of use to source work for reading purposes as well as suitable photographs, and to extend students' vocabulary and comprehension skills.

Activity ideas:

- Research impact of differences in the medium of instruction among in Sri Lanka for example, in north and east of Sri Lanka students in state schools learn in Tamil in primary schools and then the medium of instruction may change to English in secondary school, or continue to teach in Tamil in most of the schools whereas this is different in most of the other schools in the country. Such a topic could be used as reading comprehension and stimuli for discussion purposes.
- Authentic resources in the form of blogs or letters discussing aspects of the school system in Sri Lanka.
- Research on school websites can produce timetables to compare the school day, dress code, expectations etc.
- Setting up links with Tamil-speaking schools for students to pose questions to their peers and report back on their answers, e.g. their opinion of the longer school day, sport at school, etc. This can also be extended to foreign Universities such as SOAS University of London where Tamil is taught to graduate and post graduate students.

- A list of pros and cons of school uniform could be drawn up and used in discussion.
- There are a number of blogs on school exchanges on the internet which can be accessed to provide authentic resources for reading comprehension.
- Writing an imaginative blog/report about volunteering.
- Using this topic as an opportunity to introduce and practise the conditional tense forms so that students can say what they would like to do.
- Reading task to match descriptions of jobs to the job titles.
- Jigsaw task to reorder a text about a day in a particular job.
- Using an online platform to ask Tamil-speaking students about their career/future aspirations and reporting back.
- Undertaking a role play based on an interview for a work placement.
- Spontaneous discussion on what students should do after finishing school – could be done as a diamond nine activity.

Theme 3: Personal life and relationships

- 1 House and home
- 2 Daily routines and helping at home
- 3 Role models
- 4 Relationships with family and friends
- 5 Childhood.

Topics can include:

- Who am I?; relationships; when I was younger; what my friends and family are like; what makes a good friend?; interests; socialising with family and friends; role models.
- Reading comprehension based on authentic material from websites about people's lives; this also includes biographies.
- Brainstorming positive and negative aspects of important decisions in life, for example, travelling during a gap year, going to university or undertaking work experience.
- Using a video where students interview each other and later use the recordings as listening comprehension.
- Role models in Sri Lanka – this could include political figures such as Hon. D. S. Senanayaka and Mrs. Sirimavo Bandaranayike, cultural figures such as Dr. Pani Bharatha and Solias Mendis, and great role models such as Anagarika Dhammapala etc.
- What activities do young people prefer compared to those who are older?

Activity ideas:

- Using literary texts to look at the life of someone so as to practise the simple past tense.
- Using poetry to expand ideas about traditions, friendship and develop vocabulary.
- Venn diagrams on adjectives to develop positive and negative relationship adjectives.
- Agony Aunt letters dealing with everyday family relationships – these can be used as reading practice and then developed into students writing their own examples.
- Discussions about their role models.
- Using humour in class to tell childhood stories.
- Using the habitual tense to talk about everyday activities
- Tell a peer about their worst domestic chore and why it is so terrible – ironing, washing dishes etc. and then the peer tells the class who can then ask questions about it.
- Include engaging games in class – for example adapt the BBC ‘just a minute’ (details can be found online).

Theme 4: The world around us

- 1 Environmental issues
- 2 Weather and climate
- 3 Travel and transport
- 4 The media
- 5 Information and communication technology.

Topics can include:

- Town, region and country: weather; places to see; things to do.
- Bringing the world together: sports events; music events; campaigns and good causes.
- The benefits of travel; how ideas about travel have changed over the years; new types of tourism; travel, tourism and the environment; tourism and its impact on local communities.
- Environmental issues; being ‘green’; access to natural resources; saving the environment; government vs individual roles; weather and climate; international agreements about the environment; types of environmental organisations; alternative forms of energy.

Teachers may again wish to access material on the internet to support their teaching of this theme. Posters and adverts for events could be useful resources, as could blogs and newspaper reports about such events. School websites also contain reports on school sports events. A lot of the international organisations have sites in Tamil, which can contain useful authentic material. This also includes social media sites such as Face book. Also, there is a large amount of information and numerous publications about being ‘green’ available from a number of poems about the climate online.

- Role play buying tickets for sporting or music events.
- Group activity discussing the cost of attending music events.
- Writing a report on a sporting event.
- Writing a voiceover to a sporting event video extract.
- Giving students a scenario that they have a certain amount of money to donate to a worthy cause. They each research a suitable charity for that money and engage in a group debate about which charity should benefit.
- Using photographs of sporting events to engage in discussion.
- Reading comprehension using publications from Tamil-speaking material about the environment.
- Writing about how environmentally friendly (or unfriendly) their home town is.
- Using links with a Tamil-speaking partner school to compare their town and a Tamil speaking school abroad, with regard to the protection of the environment.
- Using literary texts as reading to expand vocabulary and writing their own poems.

Theme 5: Social activities, fitness and health

- 1 Special occasions
- 2 Hobbies, interests, sports and exercise
- 3 Shopping and money matters
- 4 Accidents, injuries, common ailments and health issues
- 5 Food and drink.

Topics can include:

- Using languages beyond the classroom; forming relationships; entertainment.
- Healthy eating; the benefits of exercising; the challenges of staying healthy versus a modern lifestyle; accidents, injuries, common ailments; world epidemics; mental and psychological health; health care systems.
- Youth culture; music, fashion and lifestyle; forms of entertainment; comparisons between older and newer forms of entertainment; popular culture versus highbrow culture; culture in education; world cultures; multiculturalism, diversity and international understanding.
- Sport, fitness and health; sportsmanship and competition; men and women in sport; the professionalization of sport; leisure, free time and modern lifestyle.

Teachers may want to approach the topic through students' own aspirations but could also look at relevant web pages to find resources describing others' experiences, which will provide models for students to use in their own work.

Activity ideas:

- Teachers could introduce one of the engaging topics, for example 'sport and exercise' and then involve students in interactive tasks, e.g. an oral question and answer activity in response to video clips of Sri Lankans winning the world cup in 1996. This can also be an image or short text appropriate to this topic.
- Students could carry out research to familiarise themselves with a topic, for example different foods prior to this being introduced in class.
- Pair work and collaboration in group to discuss youth culture.
- Students could also self-assess on a number of tasks.

4. Assessment Guidance

4.1 Reading, Writing and Translation

Section A

- 100 marks in total for Tamil qualification through Reading, Writing and Translation.
- The Paper assessment is a total of two hours, 30 minutes.
- Section A, Reading has a total of 40 marks, made up of short answer questions and multiple choice questions. Section A assesses AO1: Understand and respond to written language.

Section A Mark Scheme Guidance

- For open-response questions, the candidate does not have to write in full sentences, they may respond using single words or phrases.
- This paper does not offer extra marks for quality of language. And although errors in spelling and grammar will be tolerated, they should not be ambiguous.
- Written responses in a language other than Tamil will not receive any mark.

Section B

Section B, Writing has a total of 40 marks. In the first task, students are required to write a short essay, based on four short prompts in the past, present and future. In the second task, students are required to write a longer essay, based on a choice of three stimuli. Section B assesses AO2: Communicate in writing, using a register appropriate to the situation, showing knowledge of a range of vocabulary in common usage and of the grammar and structures prescribed in the specification, and using them accurately.

Section B Mark Scheme Guidance

The mark schemes for Paper 1, Questions 5 and 6 contain several marking grids and guidance on how to apply them.

- **Question 5** uses bands for communication and content and also language. The differences in these bands are found in the mark scheme. Teachers should familiarise themselves with the bands. Examiners will always consider the answer as a whole and then decide which band most closely matches the answer. They will 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 they will use a 'best fit' approach. This means if it is predominantly in a lower band but has aspects of a higher band, the awarded mark will be a mark near the top of the 'predominant band' as they will consider the high content.

Example from the Sample Assessment Materials, **Question 5**

5 உங்களது பாடசாலையைப் பற்றி பின்வரும் சொற்களைப் பயன்படுத்தி கிட்டத்தட்ட 55 சொற்களில் தமிழில் எழுதுக. நீங்கள் கீழே குறிப்பிடப்பட்டுள்ள சொற்கள் யாவையும் பயன்படுத்தியாக வேண்டும்.

எனது பாடசாலை

ஆசிரியர்கள்

பாடசாலை நண்பர்கள்

கடந்த வருட பாடசாலைச்
சுற்றுலா

அடுத்த ஆண்டுத் திட்டம்

(14)

Assessment criteria, Question 5

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"> • Limited ability to use language to narrate and describe people, events and ideas; communication of information is occasionally successful • Repetitive use of a limited selection of common words and phrases; limited use of appropriate register and style
3-5	<ul style="list-style-type: none"> • Some successful use of language to narrate and describe people, events and ideas; communication of relevant information is sometimes successful • Some successful but repetitive use of common, familiar vocabulary; some use of appropriate register and style
6-7	<ul style="list-style-type: none"> • Successful use of language to narrate and describe people, events and ideas; communication of information is often successful • A range of familiar and less common vocabulary and expression is evident; mostly appropriate use of register and style

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"> • Produces individual words and set phrases • Limited accuracy in use of straightforward grammatical structures, limited success in referring to past, present and future events; regular errors prevent meaning being conveyed
3-5	<ul style="list-style-type: none"> • Produces simple, short sentences, which are sometimes linked • Some accurate use of straightforward grammatical structures, occasional success in referring to past, present and future events; sometimes errors prevent meaning being conveyed
6-7	<ul style="list-style-type: none"> • Produces some more complex sentences with some appropriate linking • Mostly accurate use of straightforward grammatical structures, some success in referring to past, present and future events; occasionally errors prevent meaning being conveyed

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** requires the student to write in an informal style and is marked using bands similar to question 5. In addition, it requires that students respond to all four bullet points below the question, failure to do so will impact on the marks. Students choose one task from a choice of three.

Example from the Sample Assessment Materials, **Question 6 (a)**

6 பின்வரும் மூன்று தலைப்புக்களில் ஒன்றைத் தேர்வு செய்து, கிட்டத்தட்ட 90 சொற்களைப் பயன்படுத்தி தமிழில் ஒரு கட்டுரை எழுதுக. பொருத்தமான நடையைக் கையாள்க.

தெரிவு 1

(a)



“சமூக ஊடகங்கள்” பற்றி ஒரு செய்தித்தாளுக்கு ஒரு கட்டுரை எழுதுக. நீங்கள் குறிப்பிட்டாக வேண்டியவை:

- நன்மைகளும் தீமைகளும்
- நீங்கள் கடந்த காலத்தில் எவ்வாறு சமூக ஊடகங்களைப் பயன்படுத்தியுள்ளீர்கள்
- சமூக ஊடகங்களின் எதிர்காலம்

(26)

Assessment criteria, **Question 6****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"> • Communicates brief information relevant to the task with little development • Occasional adaptation of language to explain or interest or persuade; straightforward thoughts and ideas are expressed with occasional success • Variable use of appropriate vocabulary, register and style; repetitive use of common, familiar language
4-7	<ul style="list-style-type: none"> • Communicates information relevant to the task with some development of key points and ideas • Some effective adaptation of language to explain or interest or persuade; thoughts and ideas are expressed with some success • Some appropriate use of vocabulary, register and style; some different examples of common familiar language
8-10	<ul style="list-style-type: none"> • Communicates information relevant to the task with development of key points and ideas • Effective and sometimes creative adaptation of language to explain or interest or persuade; thoughts and ideas are expressed successfully • Appropriate use of vocabulary, register and style; some examples of uncommon language
11-13	<ul style="list-style-type: none"> • Communicates information relevant to the task with consistent expansion of key points and ideas • Creative adaptation of language to explain or interest or persuade; thoughts and ideas are expressed with flair • Consistently appropriate use of vocabulary, register and style throughout; a wide variety of language is used

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"> • Uses mainly straightforward grammatical structures • Occasional sequences of fluent writing, with occasional extended, linked sentences • Occasionally accurate straightforward language and grammatical structures; occasionally successful references to past, present and future events; errors occur that sometimes hinder clarity of communication
4-7	<ul style="list-style-type: none"> • Some variation of grammatical structures, including some repetitive instances of complex language • Prolonged sequences of fluent writing, with some extended, well-linked sentences • Generally accurate language and structures; some successful references to past, present and future events; errors occur that occasionally hinder clarity of communication
8-10	<ul style="list-style-type: none"> • Uses a variety of grammatical structures including some different examples of complex language • Mostly fluent response, with frequent extended sentences, mostly well linked • Mostly accurate language and structures; mostly successful references to past, present and future events; errors rarely hinder clarity of communication
11-13	<ul style="list-style-type: none"> • Uses a wide variety of grammatical structures, including complex language • Fluent response throughout with extended, well-linked sentences • 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

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.

Section C

- Section C, Translation has 10 marks. Students will translate four statements in English into Tamil. Section C assesses AO3: Understand contemporary written texts in English and translate them into Tamil.

Section C Mark Scheme Guidance

- Paper 1 – Question 7 is successful if a Tamil speaker can understand it without seeing the original. Mis-spelling is tolerated as long as it doesn't lead to ambiguity.

The command words elicit the response required from the candidate to meet the requirements for each AO and the relevant mark grid.

For example, question 1 is marked using a points based mark scheme and only one piece of information is required from the text for one mark therefore, the command word 'Put' or 'Identify' is used.

For more open questions that are marked using a levels based mark schemes, command words that elicit a more comprehensive explanation, for example 'write' are used. The command words also reflect the paper and section of the paper.

5. Delivery of the qualification – transferable skills

Why transferable skills?

Ensuring that International GCSE qualifications will help improve student outcomes through the acquisition of transferable skills, as well as subject content and skills, is a key aim for Pearson.

In recent years, higher education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

Through our teaching materials and support offered we want to:

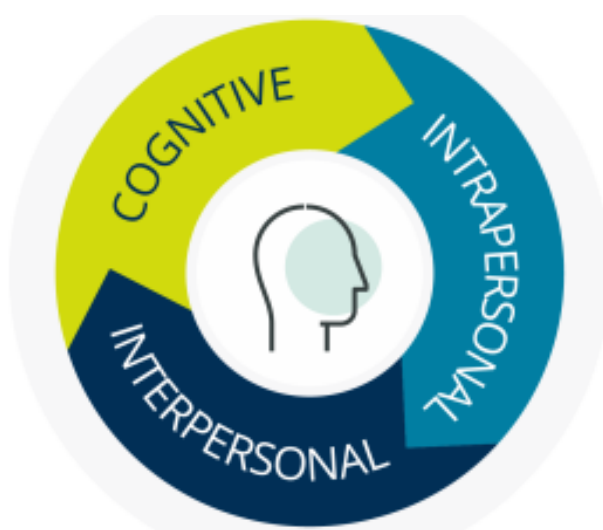
1. increase awareness of transferable skills that are already being assessed (for both students and teachers)
2. indicate where, for teachers, there are opportunities to teach additional skills that won't be formally assessed, but that would be of benefit to students.

What are transferable skills?

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning¹.

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council's (NRC) framework² as the most evidence-based and robust skills framework, and have used this as a basis for our adapted skills framework.

The framework includes cognitive, intrapersonal skills and interpersonal skills.



[1] (OECD (2012), Better Skills, Better Jobs, Better Lives (2012):<http://skills.oecd.org/documents/OECDskillsStrategyFINALENG.pdf>)

[2] Koenig, J. A. (2011) Assessing 21st Century Skills: Summary of a Workshop, National Research Council)

6. Planning and delivery

Linear course

The International GCSE course in Tamil is linear with 100% external assessment. This specification has been designed so that the content is clear and that it is manageable for centres to deliver within the guided learning hours over a two or three-year period.

Structured across five themes, our flexible programme of study allows time for a focused revision period at the end of the course. There is a range of possible ways of planning the delivery of the specification and centres will need to decide on a delivery model that suits their teaching methods, school timetables and students. The time allocated to each of the elements of the specification may reflect the weighting of that element. Skills do not have an equal weighting, as they have the following weightings: AO1 40%, AO2 40%, AO3 20%. In this respect teachers may decide to allocate more time to tasks reflecting AO1 and AO2 and less time on tasks reflecting AO3.

The five themes are: Home and abroad, Education and employment, Personal life and relationship, The world around us and Social activities, fitness and health. All themes must be studied in the context of both the students' home country and that of countries and communities where Tamil is spoken. There will be equal weighting between the themes in the assessment. To prepare students adequately for this assessment, teachers should present and exploit a range of vocabulary relevant to each theme listed and build on the Programme of Study, where appropriate.

7. Course Planner

There is an editable scheme of work that accompanies this guide. Guidance provided within this scheme of work, the list of resources and lesson plans constitute suggested approaches that teachers and centres may adapt to suit their particular context and schedules.

The following Course Planner, and the accompanying scheme of work, is based on a 2-year course: that is 9 weeks of three lessons per week. All four Assessment Objectives (listening, writing, reading, speaking) should be covered when teaching each Topic Area. International GCSEs have 120 guided learning hours and time spent on in-class revision is included in this total. This is one possible model of delivery and includes considerable revision time (nine weeks). It is configured on the understanding that some topic areas are cognate and may overlap. The first few lesson ideas in the Scheme of Work are somewhat lengthier than the ones that follow, as they establish a pattern, which is to be emulated in the lesson ideas that come later.

The scheme of work is broken down as follows in this course planner. Please refer to the scheme of work for more details.

Two year course planner

Term	Weeks	Theme	Topic areas covered
1	1-3	Topic Area A- Home and abroad	Life in the town and rural life Directions Services
1	4-7	Topic Area A- Home and abroad	Holidays Tourist information Customs
1	8-9	Topic Area A- Home and abroad	Everyday life Traditions and communities
2	1-4	Topic Area B – Education and employment	School life and routine School rules Pressures at school
2	5-6/7 2 ½ weeks	Topic Area B – Education and employment	School trips School events School exchanges
2	7-9 2 ½ weeks	Topic Area B: Education and employment	Work and careers Volunteering Future plans
3	1-4	Topic Area C – Personal life and relationships	House and home Daily routine Helping at home

A Getting started for teachers

Term	Weeks	Theme	Topic areas covered
3	5-6	Topic Area C – Personal life and relationships	Role models Preparation for the speaking exam
3	7-9	Topic Area C – Personal life and relationships	Relationships with family and friends Childhood
4	1-3	Topic Area D – The world around us	Environmental issues
4	4-6	Topic Area D – The world around us	Weather and climate Travel and transport
4	7-9	Topic Area D – The world around us	The media Information and communication technology
5	1-3	Topic Area E – Social activities, fitness and health	Hobbies and interests Sports and exercise Special occasions
5	4-6	Topic Area E – Social activities, fitness and health	Shopping and money matters Accidents, injuries, common ailments
5	7-9	Topic Area E – Social activities, fitness and health	Healthy eating Food and drink
6	1-9	All topics – examination skills	Revision term before final examination – all Topic Areas Begin with the speaking assessment.

8. Suggested Resources

Here are some resources that teachers may use although they are welcome to use their own resources as has always been the case.

Resources for learning Tamil websites and books:

<http://www.101languages.net/resources/tamil/>

<http://tamilcube.com/learn-tamil/tamil-numbers.aspx>

<http://ccat.sas.upenn.edu/plc/tamilweb/#reading>

A Standard Reference Grammar of Modern and Classical Tamil. M. Andronov. New Century Book House (1969).

A Grammar of Modern Tamil. T. Lehmann. Pondicherry Institute of Linguistics and Culture (1993).

A Reference Grammar of Spoken Tamil. H. Schiffman. Cambridge University Press (1999).

<https://clas.uiowa.edu/dwllc/allnet/tamil-language-and-culture-resources>

http://useful.tamilpriyan.com/learn-tamil.html#WXi_6YQrLIU

Holidays/public holidays: <http://www.tn.gov.in/holiday/2017>

http://www.schoolsworldwide.co.uk/holiday/sri_lanka_expedition.html

https://www.tripadvisor.co.uk/Attractions-g297674-Activities-Tamil_Nadu.html

Holidays

https://en.wikipedia.org/wiki/Education_in_Tamil_Nadu

Home and abroad

<https://www.ixigo.com/educational-places-in-tamil-nadu-lp-1273340>

Why study the Pearson Edexcel International GCSE in Tamil

This course will enable you to develop:

- your ability to read, understand and respond to material from a variety of sources
- your ability to communicate accurately in writing, matching style to audience and purpose
- your understanding of the structure and variety of language
- an understanding of yourself and the world around you
- an appreciation of the richness, beauty and diversity of the Tamil language.

What do I need to know, or be able to do, before taking this course? There are no prior learning requirements for this qualification.

Is this the right subject for me? Have a look at our qualification overview to get an idea of what's included in this qualification. Then, why not get in touch with our student services, students@pearson.com, to discuss any outstanding questions you might have? You could also have a look at <http://qualifications.pearson.com/en/campaigns/pearsonqualifications-around-the-world.html#tab-Edexcel> to find out what students and education experts around the world think about our qualifications.

How will I be assessed? This course is assessed through 100% examination. We will be testing your reading, writing and translation skills.

What can I do after I've completed the course? You can progress onto further study of other language subjects at A Level, and then onto Higher Education.

What next? Talk to your subject teacher at school or college for further guidance, or if you are a private candidate you should visit <http://qualifications.pearson.com/en/support/support-for-you/students.html#>

For information about Edexcel, BTEC or LCCI qualifications
visit qualifications.pearson.com

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