



Examiners' Report

Principal Examiner Feedback

Summer 2023

Pearson Edexcel International GCSE

In Tamil (4TA1) Paper 01

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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 2023. 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:** Question 1 is a closed response test which is in another words is a gap fill or word drop question. It contains 6 marks. Question 2 is a multiple matching (three column multiple matching) question in which candidates read three texts (in three speech bubbles) by three different persons and respond to the statements below marking a cross in the grid provided. It contains 8 marks. Question 3 is a note taking (note completion) question which is a text from a certain source such as a web page or a paper cutting. Candidates must fill the gaps appropriately in the statements given below. It contains 12 marks. Question 4 has two parts i.e., part 4(a) and part 4(b). Part 4(a) is an open response question which is a literary text that is an extract from a novel, short story, biography, etc. Candidates must write short answers correctly in the spaces given below the text. It contains 10 marks all together. Part 4(b) is an extended writing question based on the question 4(a) in which there is a dialogue between two people as the text. Candidates must summarize the opinions of each person. This question contains 4 marks i.e., 2 marks per each summary. The length of each test item is approximately given in the setter's guidelines. The texts are carefully selected from different sources with a link to a certain topic in five themes in the specification. Total number of marks for the section is 40.

### **Section B – writing**

**A02:** These two questions are writing tasks that can either be narrative or descriptive writings according to the task. Question 5 is comparatively a shorter piece of guided writing of about 75 words. There are four prompts provided in four boxes to support candidates to write on the given topic referring to past, present and future events. It contains 14 marks. Question 6 is a longer writing task which is also a guided writing. More formal writing with register and style is expected to give a high mark. Candidates have to write a long essay type. There are three options i.e., option 1, option 2 and option 3 given so that candidates can select one out of them to respond as they wished. The format of the question, for example, is to write a letter, an article, a report or an email, etc. Also needs to be referring to the past, present and future events. This question contains 26 marks in total. Each option has a link to a topic of the themes suggested in the specification. Total number of marks for the section is 40.

## **Section C – Translation**

**A03:** This section consists only one question that is the question 7 (last question of the paper). A paragraph of about 93 to 99 words in English language is provided as the test item. Candidates have to translate it into Tamil language sensibly. The translation is successful if a Tamil speaker can understand the translation without having understood the English text.

### **Summary of questions in this year's 2023 paper:**

#### **Question 1:**

Text about Coconut and its importance. Candidates were asked to read a text about it and apply that understanding to answer questions based on it with a mixture of high/medium and low demand responses. Then the candidates were asked to choose the correct word from the box provided below the text to fill in the blanks as their response. There were 13 options to choose from for 6 responses with one or two requiring double response for the same question with an example given in the box. Candidates had to drop the correct letter (each letter represents a word/phrase) from the box into the answer grid against every statement. Majority of candidates had understood the rubrics and responded very well. Very few of them had not understood the task correctly, may be, because they were less able to read Tamil language. An average number of candidates were satisfactory. Most able candidates had answered all questions very well. The less able candidates had made common mistakes and mix match of words to responses. Responses 1b, 1d and 1f requires good understanding and applications of correct responses. This required a good level of reading comprehension and application of correct chosen vocabulary to gain the full marks. The overall performance was up to the standard for this cohort.

#### **Question 2:**

Candidates were asked to read three speeches made by three students (Thaen, Kuzhali and Rathinam) about. They spoke about different aspects of volunteering, its importance, understanding and challenges of the people who involved in choosing volunteering. Then there were seven statements with an example in a grid below the reading passages for candidates to put a cross against each statement correctly. One statement i.e. matched with two speakers respectively and the rest with only one speaker. Candidates were then asked to put a cross in the right box against each statement under the name of the speaker. Most able candidates had responded the questions very well as a whole. Less able candidates had made a few mistakes. The some candidates had confused statements B and E whilst choosing between impacts on relationships against advantages. This mistake was made by most average candidates. Most candidates had successfully answered the other statements. Some candidates had marked crosses in too many boxes unnecessarily thereby failing to score full marks for this question. This is something the centres should ensure to train candidates to read and understand the requirements for each question that there should only be one double response for the question rather than multiple others to maximise their chances of attaining the full marks.

**Question 3:**

Question 3 Candidates were asked to read a text about “Veenai – a traditional musical instrument”, then candidates were asked to fill in the gaps correctly with appropriate information from the text in the statements given below. Most of the candidates scored very well in all responses but a good few were seen to get 3e and 3h incorrectly. Some candidates had written anything with no sense at all while a very few had not made any attempt for odd few centres. Overall performance was above satisfactory level. A good proportion had answered 3a with a string instrument as their response. These candidates were awarded mark despite the text is not present but the understanding of the instrument and its kind was shown.

**Question 4(a):**

Candidates were asked to read a text provided about “Daily routines”, Candidates were then asked to answer the questions correctly in the spaces given below. The most frequently correct answers given were (i) ,(ii), (iii), (iv) however (vi), (vii) were not applied with good understanding . Some candidates had written anything with no sense at all while a very few had not made any attempt. Overall performance was satisfactory. There were a good few repeated incomplete sentence copied from the text as response to complete the requirement. Marks were awarded if it has shown understanding in application despite incomplete sentences at times however candidates should be encouraged to read back to check for understanding to avoid non sensible writing in an attempt to answer those high level decoding responses.

**Question 4(b)**

Candidates were asked to read the opinions of two speakers (Sowmiya and Sekar) for and against based on a sleep and its importance on health and daily routines to answer the questions. Candidates were asked to summarise the two views in the spaces given below. Most candidates had given reasonably good summaries. Some had used extra sheets to provide their summaries where either they had made a mistake in their first trial or not being able to manage with the space provided. The least able candidates had not attempted to answer the question while some had just copied a line or two from the original text or had written senseless lines of words in the spaces. Odd one or two had missed up advantages over disadvantages indicating a lack of good reading competency on their part.

## **Section B – writing**

### **Question 5:**

Candidates were asked to write a short account of about favourite profession. There were four prompts provided to guide candidates to write a full account referring to the past, present and future timelines. The four prompts provided to guide candidates were “childhood choice, reasons for choosing such profession, role models in the profession and future of such chosen profession.

All prompts referred to past, present and future tenses. Most candidates had written a very good level of answers with great command over choice of vocabulary to get a considerable score. Most answers proved to be candidates' personal experiences, their family background and influences of iconic figures over their choice; for e.g. to become a footballer or a you-tuber that they had recently experienced. Most able candidates had understood the instructions as given including less able candidates who has understood them properly. Those less able candidates had not answered the question as intended however it was evident that all candidates felt the free choice to express their thought and provide valuable reasoning towards their choice. A very few candidates had not made any attempt to write anything while some had written something at least to get a mark or two. The average performance is above satisfactory. Candidates however must be taught by centres to adhere to given word count and not spend writing lengthy account similar to the demand of question 6. This can affect their timings and demand to write and translate well for later questions in the paper.

### **Question 6:**

A considerable number of candidates had also chosen the option (a) Write about your favourite song 'and option (c) – A letter to a friend about healthy habits. Least number of candidates had chosen the option (b) an email to your local councillor enquiring about volunteering opportunities available in the local area". The most able candidates had performed very well and way above covering all three bullet points in each option. Less able candidates had written their entries fairly in general as they had felt the topic that they had chosen to write with repeated or similar choice of songs and health tips. Very few had despite having no idea of what they were supposed to do, may be, since they had a little knowledge about the format of an essay writing or less ability to handle the language in its style or register had attempted to write few lines with some context in an attempt to complete the question. A good few had used extra sheets to provide their essays where either they had made a mistake in their first trail or not being able to manage with the space provided. Yet again it was evident that candidates wrote one liners/examples of applicable poem/ Couplet/famous quotes from traditional texts to enrich and enhance their writing styles. This is nice to read and mark however some lacked the relevance to the context of their writing.

### **Question 7:**

The passage given (in English language) was about the “Internet”. Most candidates had translated the article into Tamil to secure and at a reasonable level to gain good marks. An average number of candidates had roughly translated it as they had understood the text. Some candidates had not translated some words/phrases such as the other way round and a few chose to transliterate the words. This however was compounded with good level of understanding that if anyone reading the Tamil translation will be able to translate it to the level provided in the stimulus text for translation.

Many candidates had mistaken online with internet and television for media and vast majority had done a word to word translation for fingertips rather than understanding the context in which it was used.

### **Overall Summary to centres:**

Candidates shown some great command over reading and writing this year. It has been a pleasure to mark this year. A clear indication of handling the paper with maturity is evident. However some entries from certain centres need to ensure the readiness of their candidate prior to appearing for the paper. It is evident those low able candidates had not reached their level of capability to appear for the exams to attain any meaningful accreditation. Centres require to train candidates well to read the instructions for each given question and attempt to utilise their time and effort appropriately to each question to maximise the potential for the later parts of the paper.

#### **Q1:**

Advise candidates to use the reading time available and select the correct letter from the box to fit properly in the blanks.

#### **Q2:**

Candidates sometimes crossed too many boxes in the grids. Advise candidates 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 2 = 8 marks)

#### **Q3:**

Advise candidates to read (skim or scan) the texts carefully and write correct phrases in the gaps to fit the questions asked. To make sure what exactly is asked of for later parts of the questions especially with words that are similar but not the same.(e.g. – technology and social media were confused for one another )

#### **Q4 (a)/ (b):**

Short answers only are required. Too much information given can sometimes negate the correct response. 4b is a summary writing question. Advise candidates to read the views of the speakers and brief their opinions (the gist of the ideas) in the space provided as guided.

Q5:

Advise candidates to follow the bullet points as guidelines to write compressively a full account to get full marks. These suggestions direct students to give a brief introduction to the topic and three timelines that they should use in their piece of writing.

Q6:

Advise candidates to use style (register of language appropriately) and to check grammar and spelling. Advise candidates to read the prompts carefully before they start writing their essays. Some had written very long yet others had very short answers. Advise candidates to see the number of words required in the instructions. And ask them to use a formal language to suite the task rather than using the day-today spoken language.

Q7:

Advise candidates to carefully read the English text, sentence by sentence or meaningful chunk by chunk carefully. Also advise candidates to translate the text using a separate sheet of paper first and then make amends to it before they write the correct Tamil text in the exam paper. Advise candidates to take one English phrase/clause/sentence separately and translate it into Tamil first and then rewrite all of them as a meaningful passage with correct conjunctions and tense change where required to make the translation a proper Tamil version of the given English text rather than translating word to word as in the English text with use of transliterated words.

