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Examiners' Report  
Principal Examiner Feedback

Summer 2024

Pearson Edexcel International GCSE  
In Tamil (4TA1) Paper 01

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## **Introduction:**

Tamil paper has three sections comprising of 100 marks in total:

Section A Reading comprehension: 40 marks (AO1)

Section B Writing: 40 marks (AO2)

Section C Translation: 20 marks (AO3)

**Section A** includes Q1, Q2, Q3, and Q4, with Q1 (AO1) with multiple choice questions with word choices inclusive with distractors. This year 2024 was on a native festival as compared to native food in 2023.

### **Question 1:**

This year's Q1 is very well accessed and answered. This has provided clear boundaries with students with established language capability compared to some developing and emerging capacity. The distractor build within the word list for choosing has worked well to enable that all candidates could access and attain to their best of ability.

### **Question 2:**

These questions require students to read, comprehend and retrieve. In 2023 the question was based on discussions points regarding "Volunteering" compared to discussion about "Consumerism". This has been comparable and well received by all students. The question was accessible, and scoring was enhanced based on the reading and comprehending capability of the students and outcome of the question is very well achieved. However, it is vital that students are trained well to respond to only one double marker than choosing multiple. This creates a disadvantage and marking doesn't include awarding by elimination.

### **Question 3:**

This question involve the students to read, comprehend and answer the questions to achieve maximum of 12 marks. The 2023 paper was based on "native musical instrument" compared to "Trains". The component requirements have been carefully considered and the topic titles are thoughtfully chosen to provide variety following the advised topics provided in the setters guidelines. This question was over all positively answered by all and the built in difficulty to score the two markers has worked very well in line with the inbuilt low, medium and high difficulty questions. The questions in follows the order of events/ideas in the stimulus. The answers to questions has spread out across the whole text rather than bunched in one part of the text.

**Question 4 :** This question comprised of two parts

**Part (a)** with Questions in Open response type questions from a literally text. The 2023 was on " Daily routines" and the 2024 on "literature" from a literary text. Questions were based on 7 or 8 sub-questions, with 1-2 marks per question, adding up to 10 marks. After the question only 1 answer line for 1-mark answers and 2 answer lines for 2-mark answers. This question has clearly set boundaries and the outcome provides us a good opportunity to set grade boundaries successfully.

**Part (b)** Question type was based on the link topic of part a with summary questions. The text has been linked with the "literature types" with the text in part a) and not the same text as part a with two people talking about the memoir with one speaker could be 'for' and the other 'against'. The two questions worth 2 marks each. Part (a) asks the candidate to summarise the views of the first speaker on two points, and part (b) asks the candidate to summarise the views of the second speakers on two points. The part a was very well received and answered and the (b) has clearly been answered by candidates of high and some medium ability candidates. The low bale were not able to decipher and therefore provide clear set grade boundary opportunity as intended. This question concludes the section A with AO1 part of reading and comprehension part of the question paper.

**Section B: AO2 – Writing ( AO2)** part of the paper comprising of Q5 and Q6.

**Question 5:** Question type is built with Multiple statement boxes with one speaker. The question was based on an open enough, so candidates have enough material to write about on " my house" in this year paper compared to the topic on "my favourite job". Word limits given to students are fixed but positive marking style has been applied so that students will not be penalised if they go over or under the limit. This question was very well answered with a flare and freedom of expression given to the students with clear pointers of the stimulus provided inclusive of past, present and future tense. Most candidates have answered very well following the given stimulus and marking utilising the boundaries provided. The content informed the marker and enriched their knowledge about such a varied catchment of candidates and their centres. Centres must make an informed choice to allow students with a required calibre to appear for the exams with those that can access and excel the paper to achieve their well-deserved grades. It has been slightly unexpected to witness a select few candidates who clearly lacked in their ability to construct a sentence that could make sense for the marker to make informed choice. The grammatical errors and linguistic skills were very low that it had to disadvantage the candidate to score a pass grade.

**Question 6:** This question type is a longer writing task with an open response choices of 6a, 6b, and 6c.

- **6a)** has an image that illustrates the topic of the breakfast and its advantages and variety with prompts to provide structure and boundary. This was clearly the most popular of the three and has provided a good opportunity for the candidates to express and evidence their ability and imagination.
- **6b)** required the candidates to write an email about their school clubs to a friend. This was equally well received but slightly lower following the 6a. The purpose of the piece of writing required 'to explain', 'to interest' and 'to persuade to cover one of the above purposes.
- **6c)** required candidates to write a letter to grandparents informing and persuading them about the advantages of using technology and has allowed the candidates to achieve top marks. This was also chosen almost equal to 6b. The marker has applied the mark schemes effectively. Each sub-question has given three bullets as scaffolding to support weaker candidates in particular. It is evident that these scaffolding has given the candidate ideas for the content of their response and enables most students to score well, and all the three sub-questions given are comparable in terms of demand and respective outcome based on the individual candidates capability in the language.

### **Section C- Translation: A03**

#### **Question 7**

Translation from 2023 was "internet and technology" and in this year 2024 paper is on Library from home and abroad them and services topic. Translation passage from English into the Tamil withing the allowed word count. It was divided it into roughly 20 equal parts and was set up in demand and target a range of vocabulary and grammatical structure and use of tenses. Most candidates have shown real translation skills and was able with good few in the medium ability. Students weren't awarded/penalised for the same word twice however was not awarded if transliteration was used for key words. The passage didn't portray any obscure vocabulary and was within the range and at acceptable level entered for the exam.

- Q1 - well answered
- Q2 - with the exception of 2f were well answered
- Most Q3 other than 3c & 3e were all well answered
- Q4 other than Q4a (iii), (vi) and (vii), 4b(ii) were well answered .
- Q5 was mostly answered well with good command over grammar, tense vocabulary and provided the marker with variety and an enriching exercise to mark

- Q6 - 6a and 6c well answered compared to 6b.
- Q7 was translated well and is evident to the candidates true level of command over the native language

### **Summary:**

Most centres were able to interpret and apply the guidelines provided around topics, themes and marking criteria provide as part of the SAMS material given with the specification. However, a handful of candidates entry to a GCSE level exam is questionable as they clearly shown very weak ability and was not able to access material that are even designed for the low able students. This posed huge challenge to graduate marker and centres should be encouraged to make informed decisions based on the readiness of the candidates ability.

Question 2 expectations must be made clear to candidates during pre-preparation times as candidates have missed opportunities to score well with providing many multiple responses in place of just one choice to have a double answer to become eligible to gain a 2 mark.

Overall, it has been a pleasure to mark and be a witness to see candidates accessing and responding to the paper as intended in a positive manner and comparable to the past year with similar demand. A well-deserved year of work. The greatest proportion of marks comes section B writing and are comparable year on year and attainment is determined by outcome rather than the difficulty of the questions with good evidence of clear grade boundaries.

