



Pearson
Edexcel

Mark Scheme (Results)

Summer 2024

Pearson Edexcel International GCSE

In Tamil (4TA1)

Paper 1: Reading, Writing and Translation

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

International GCSE in TAMIL (English)

Paper 1 marking principles for Section A and B

Candidate responses

- For open-response questions, the candidate does not have to write in full sentences. If appropriate, they may respond using single words or phrases (with the exception of Question 4(b), summary writing).
- In Question 4b, candidates must use short phrases but no single words, as this would not be appropriate for summary writing.
- There are no marks for quality of language in this paper so errors and omissions in spelling and grammar will be tolerated as long as the message is not ambiguous or interferes with communication.
- Consider only as many elements as there are marks, for example for a 1-mark answer, the candidate's first response is taken for assessment, even if this response is incorrect but the correct information follows as a further element. Where 2 marks are available, award the individual marks discretely but apply the order of elements rule.
- Written responses in the wrong language cannot be awarded a mark.

Guidance to examiners on understanding and applying the mark scheme

- Alternative ways of giving the same answer are indicated with a slash (/) in between the alternative responses, for example: *It's cheap/affordable*
- Where appropriate, responses must be separated with 'AND' for compulsory answers and 'OR' for possible answers
- Any parts of an answer that are not essential are bracketed and any parts that are key words are underlined, for example: Q: *What did he study?* A: *(He studied) Applied Maths*
- Candidates are likely to write variants on the acceptable answers listed and these should be considered as acceptable if they convey the correct answer.
- All possible answers have the correct amount of marks appropriate for the information required indicated in brackets.
- Suggested incorrect answers are indicated in the '**Reject**' column.

Section A

Question number	Answer	Mark
1(a)	B	(1)
1(b)	K	(1)
1(c)	I	(1)
1(d)	M	(1)
1(e)	J	(1)
1(f)	F	(1)

Question number	Answer	Mark
2(a)	நந்தினி	(1)
2(b)	ஸ்வப்னா	(1)
2(c)	ஸ்வப்னா	(1)
2(d)	ஸ்வர்ணா	(1)
2(e)	நந்தினி	(1)
2(f)	ஸ்வப்னா, ஸ்வர்ணா	(2)
2(g)	ஸ்வப்னா	(1)

Question number	Answer	Accept	Reject	Mark
3(a)	பத்தொன்பதாம் நூற்றாண்டு	19 ஆம் நூற்றாண்டு		(1)
3(b)	குதிரைகள்			(1)
3(c)	தொழிற்புரட்சி			(1)
3(d)	உண்ணும் உறங்கும் வசதிகள் .			(2)
3(e)	ஆங்கிலேயர் /	ஆங்கில பிரஜை /தாமஸ் குக் என்ற ஆங்கிலேயர்	ஐரோப்பியர் /இங்கிலாந்து	(1)

Question number	Answer	Accept	Reject	Mark
3(f)	தொடருந்துப் பயணத்தையும் தொடருந்துகளையும் நோட்டமிடல்			(2)
3(g)	ஏதாவது இரண்டு மட்டுமே: ஜெம்ஸ் ஆஃப் இந்தியா, பெல்மாண்ட் ராயல் ஸ்காட்ஸ்மேன், ஷிகி ஷிமா எக்ஸ்பிரஸ்	கோல்டன் சேரியட்		(2)
3(h)	ஏதாவது ஒன்று மட்டும் : அத்தியாவசிய தினசரி வேலைக்குச் செல்ல, விடுமுறைப் பயணம் மேற்கொள்ள	அன்றாடம் வேலைக்குச் செல்ல, விடுமுறைப் பயணம் மேற்கொள்ளபள்ளி செல்லவதற்காக		(1)
3(i)	சுற்றுச்சூழலுக்கு உகந்தது.			(1)

Question number	Answer	Accept	Reject	Mark
4(a)(i)	தொன்மையான/ பண்டைய/	பாரம்பரியமானது (எல்லா வகையான இலக்கியங்களும் உள்ளன)		(1)
(a)(ii)	தங்கமும், செல்வமும்.	தங்கம், செல்வம்.		(1)
4(a)(iii)	இலக்கியம் வாழ்க்கைக்கு வழிகாட்டுகிறது / வழங்குகிறது இது ஒருவருடன் ஒப்பிடும்போது மக்களின் உணர்வுகளையும் அவர்களின் வாழ்க்கை முறையையும் பகிர்ந்து கொள்ள உதவுகிறது.	இலக்கியம் வாழ்க்கைக்கு வழங்குகிறது		(2)
4(a)(iv)	ஆபத்தை முன்னறிவித்தல். ஆபத்தைச் சுட்டிக்காட்டுகி றது	முன்னெச்சரிக்கை / எச்சரிப்பது		(1)
4(a)(v)	1. சிந்திக்கும் திறன்			(1)

Question number	Answer	Accept	Reject	Mark
4(a)(vi)	இரண்டும் தேவை: இலக்கியம் படிப்பது உங்கள் வாழ்க்கையை வளப்படுத்த கற்றுக்கொடுக்கும் இது நமது பாரம்பரியங்களை நமக்கு உணர்த்துகிறது.			(2)
4(a)(vii)	உலக அறிவு வளர்வது மட்டுமன்றி நமது சிந்தனை முறையையும் மேம்படுகின்றது. இது நீண்ட காலம் நீடிக்கும்.	அர்த்தமுள்ள வாழ்க்கை வாழுங்கள். அழிக்க முடியாதது வாழ்க்கை நலமாக/ஆரோக்கியமாக மாறும் பாரம்பரியத்தைக் கற்றுணரவும்		(2)

Question number	Answer	Accept	Reject	Mark
4(b)(i)	<ul style="list-style-type: none"> சமூகப் பொறுப்பை எவ்வாறு வளர்ப்பது என்பதை அறிய இது உதவுகிறது கண்ணியமான வாழ்க்கை வாழ்வதற்கான தெளிவான விதிகளை வகுக்கிறது. 	<ul style="list-style-type: none"> வாசகர்களின் எண்ணங்களையும் மனப்பான்மையையும் மேம்படுத்துகிறது. கண்ணியமான வாழ்க்கை வாழ வாழ்க்கையின் நடைமுறைகளை அறிய இது உதவுகிறது. 		(2)
4(b)(ii)	<ul style="list-style-type: none"> சுவாரசியமில்லை. சொற்களஞ்சியம் தேவைப்படுகிறது 	<ul style="list-style-type: none"> கடினமான சொற்களஞ்சியம் இலக்கண உரை பொருள் குறிப்பிட்ட கடின மொழி 		(2)

Section B

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- Examiners should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level you should 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, you should use a 'best fit' approach for defining the level and then use the variability of the response to help decide the mark within the level. For example, if the response is predominantly in band 4–7 with a small amount of band 8–10 material, it would be placed in band 4–7 but be awarded a mark near the top of the band because of the band 8–10 content.

Step 2 Decide on a mark

- Once you have decided on a band, you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met in that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

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 a 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 (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

Question number	Answer	Mark
7(a)	நூலகங்கள் மிகவும் முக்கியமானவை.	(1)
7(b)	இளைஞர்களின் வாழ்க்கையில்	(1)
7(c)	வாசிப்பு முக்கியப் பங்கு வகிக்கிறது.	(1)
7(d)	மிகப் பெரிய தமிழ் நூலகம்	(1)
7(e)	சென்னையில் உள்ளது.	(1)
7(f)	இங்கு குழந்தைகளுக்கான	(1)
7(g)	சிறப்புப் பிரிவு உள்ளது.	(1)
7(h)	ஒவ்வொரு தளத்திலும்	(1)
7(i)	வீட்டிற்கு எடுத்துச் சென்று	(1)
7(j)	ரசிக்கக்கூடிய புத்தகங்கள் உள்ளன	(1)
7(k)	இரண்டு வரிப் பழமொழிகளைக் கொண்ட	(1)
7(l)	புகழ்பெற்ற திருக்குறளும்	(1)
7(m)	பல மொழிகளில்	(1)
7(n)	உள்ள நூல்களும் இதில் அடங்கும்.	(1)
7(o)	சூரிய ஒளி உள்ளே நுழையவும்	(1)
7(p)	சிறப்புத் தேவைகள் உள்ளவர்களுக்கு	(1)
7(q)	நல்ல அணுகலை வழங்கவும் இக்கட்டிடம்	(1)
7(r)	வடிவமைக்கப்பட்டுள்ளது. இந்த தனித்துவமான	(1)
7(s)	இடம் சமீபத்திய ஆண்டுகளில்	(1)
7(t)	ஒரு சிறந்த சுற்றுலா ஈர்ப்பாக மாறியுள்ளது.	(1)

