



Mark Scheme (Results)

Summer 2025

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

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2025

Question Paper Log Number P79743

Publications Code 4TA1_01_2506_MS

All the material in this publication is copyright

© Pearson Education Ltd 2025

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.

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.

International GCSE Tamil

Paper 1: Reading and Writing mark scheme

Section A

Question number	Answer	Mark
1(a)	A	(1)
1(b)	B	(1)
1(c)	F	(1)
1(d)	H	(1)
1(e)	C	(1)
1(f)	J	(1)

Question number	Answer	Mark
2(a)	கதிர்	(1)
2(b)	கதிர்	(1)
2(c)	ஜெயா	(1)
2(d)	ஜெயா	(1)
2(e)	வான்மதி	(1)
2(f)	வான்மதி	(1)
2(g)	கதிர், ஜெயா,	(2)

Question number	Answer	Accept	Reject	Mark
3(a)	சிலர் தொழில் வாழ்க்கையை மாற்றிக் கொள்வது அவசியம் என்று நினைக்கிறார்கள் (or) ஒரே தொழிலைச் செய்ய வேண்டும் என்று நினைக்கிறார்கள்	மாற்றிக்கொள்வது எல்லா நேரத்திலும் அவசியமில்லை என்று நினைக்கிறார்கள்		1
3(b)	மாறிவரும் தேவைகள் அதன்போக்குகளுக்கு ஏற்ப தங்களை தயார்ப்படுத்திக்கொள்ள.	ஆர்வ குறைவு / மேம்பாட்டுத் திறமையின்மை ஏற்படலாம்		1
3(c)	ஒரே துறையில் பல ஆண்டுகள் பணியாற்றினவர்களுக்கு, அனைத்து நுணுக்கமான விவரங்களையும் அறிந்தவர்களுக்கு (ஏதேனும் இரண்டு தொடர்புடைய பதில்கள்)	பரந்த அனுபவம் சிறந்த திறன்கள்/நிபுணத்துவம் உடையவர்களுக்கு		2
3(d)	அத்துறையின் அனுபவத்தில் பற்றாக்குறை. செயல் திறன் பற்றாக்குறை (ஏதேனும் இரண்டு தொடர்புடைய பதில்கள்)	புதிய திறன்களை கற்க சமயம் எடுக்கும் அதே செயல் திறனை எதிர்பார்க்க முடியாது.		2
3(e)	அவர்களுக்கு போதுமான அனுபவம் இல்லாமல் இருக்கலாம்	போட்டி / திறமையான நபர்கள் இல்லாமை (ஏதேனும் ஒன்று)		1

Question number	Answer	Accept	Reject	Mark
3(f)	அவர்களே நிதிப் பொறுப்புக்களையும் எடுத்துக் கொள்கிறார்கள். தேர்ந்தெடுக்கப்பட்ட தொழிலின் மாறிவரும் தேவைகளைப் பூர்த்தி செய்வதற்கான புதிய திறன்களைக் கற்றுக்கொள்ளவேண்டியிருக்கும் (ஏதேனும் இரண்டு தொடர்புடைய பதில்கள்)	ஊழியர்கள் ஒரே இடத்தில் வேலை செய்கிறார்கள்./ ஊழியர்கள் சம்பளம் வாங்குகின்றனர். தொழில்முனைவோர் நிறுவனத்தின் உரிமையாளர்களாகவும் விளங்குகின்றனர்./ தொழில்முனைவோர் முதலீடாகவும் விளங்குகிறார்.		2
3(g)	அனுபவத்தின் காரணமாக அனைத்து நுணுக்கமான விவரங்களையும் நன்கு அறிந்திருக்கவேண்டும்	தேர்ந்தெடுக்கப்பட்ட தொழிலின் மாறிவரும் தேவைகளைப் பூர்த்தி செய்வதற்கான புதிய திறன்கள்.		1
3(h)	புதிய திறன்களையும் /பொறுப்பையும் வளர்த்துக் கொள்ளும் வாய்ப்பு/ பதவி உயர்வு. (ஏதேனும் இரண்டு தொடர்புடைய பதில்கள்)	புதிய திறன்களை வளர்ப்பதற்கான வாய்ப்பு சம்பளம் / பதவி உயர்வுக்கான கூடுதல் பொறுப்புகளை ஏற்க வாய்ப்பு.		2

Question number	Answer	Accept	Reject	Mark
4(a)(i)	தந்தை ஒரு வணிகத்தை நிறுவினார்.	போக்குவரத்து வணிகம் கண்டறியப்பட்டது	பேருந்துகள்/டிருக்குகள் கண்டறியப்பட்டது	(1)
(a)(ii)	பேருந்து			(1)
4(a)(iii)	தந்தை இறந்துவிட்டார்' 'வியாபாரத்தை எடுத்துக் கொண்டார்'	அவர் தலைவரானார்		(2)
4(a)(iv)	ஜவுளி/சர்க்கரை/வாகனங்கள் போன்றவை.	ஆடைகள்/வாகனங்கள்/	இனிப்புகள்	(2)
4(a)(v)	இயற்பியல் பட்டதாரியான இவர் மெக்கானிக்கல் இன்ஜினியரிங் டிப்ளமோ படித்தவர்.	இயற்பியல் பட்டதாரி மற்றும் பொறியாளர் (ஒலிமாற்றம் செய்யப்பட்ட)		(1)
4(a)(vi)	அவருக்குப் பத்மபூஷன் விருது வழங்கப்பட்டது		வேறு எந்த விருதுகளின் பெயர்	(1)
4(a)(vii)	முனைவர் எம் தனது கொள்கைகளின்படி வாழ்ந்தார் / சேவை சார்ந்த	அவர் ஆன்மீகத்தில் கவனம் செலுத்தினார் / சமூக சேவை செய்தார்/ அரசியல்வாதி ஆனார்	குருவனார்	(2)

Question number	Answer	Accept	Reject	Mark
4(b)(i)	- பொருட்களைக் கொண்டு செல்வதற்கான மிகக் குறைந்த விலையிலான போக்குவரத்து முறையாகும். - இது ஒப்பீட்டளவில் குறைந்த கார்பன் தடத்தை வழங்குவதால் சுற்றுச்சூழலுக்கு அவ்வளவாகப் பாதிப்பில்லை. (அல்லது) - நீண்ட போக்குவரத்து நேரம் டெலிவரி தாமதத்திற்கு வழிவகுக்கும்.	- கப்பல்களின் புறப்பாடு அல்லது வருகை தாமதம் விமானத்தை விட குறைவாக உள்ளது. - விமானம் கொண்டு செல்ல முடியாத எண்ணெய், திரவங்கள் மற்றும் ஆபத்தான பொருட்கள் போன்ற அனைத்து வகையான பொருட்களையும் இது கொண்டு செல்ல முடியும்		(2)
4(b)(ii)	- பொருளாதார இழப்பு, வேலை இழப்பு போன்ற பல்வேறு பிரச்சனைகளுக்கும் இது வழிவகுக்கிறது. (அல்லது) - அழிந்துபோகக்கூடிய பொருட்கள் கொண்டு செல்லப்படும் பொருட்கள் சேதமடையலாம்.	- நீர் சுழல்களின் காரணமாக வழித்தடங்களைத் திருப்பிவிட வேண்டியிருக்கும். (அல்லது) - அனைத்து நாடுகளிலும் சிறப்புத் தேவைகள் உள்ளவர்களுக்கு ஏற்ற வசதிகள் இல்லை.		(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	- 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	- 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	- 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	• 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	• 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	• 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	• 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	• 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	- 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	- 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	• 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	• 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	• 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	• 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.

Paper 1 marking principles for Section C

Mis-spelling is tolerated as long as it does not lead to ambiguity, e.g. *drought* misspelled as *drowght* would be acceptable but misspelled as *draught* would be unacceptable as this would lead to ambiguity.

Students are likely to write variants on the acceptable answers listed and these should be considered as acceptable if they convey the same intended meaning.

Translation is successful if a Tamil speaker would understand the translation without having understood the text in its original language.

Question number	Answer	Mark
7(a)	பணம் என்பது நமக்குத் தேவையான ,...	(1)
7(b)	விரும்பும் பொருட்களை வாங்க	(1)
7(c)	பயன்படுத்தும் ஒன்றாகும் .	(1)
7(d)	நாம் ஒவ்வொரு நாளும்	(1)
7(e)	எவ்வாறு பயன்படுத்துவது	(1)
7(f)	என்பதைப் புரிந்துகொள்வது	(1)
7(g)	மிகவும் முக்கியம். பணத்தின் மதிப்பும்	(1)
7(h)	அதை புத்திசாலித்தனமாகக் கையாள்வது	(1)
7(i)	என்பது நாம் அதை எதற்காகச் செலவிடுகிறோம் என்பதில்	(1)
7(j)	நல்ல தேர்வுகளை எடுப்பதிலே இருக்கிறது	(1)
7(k)	உணவு, உடை, வாழ்வதற்கான இடம்	(1)
7(l)	போன்ற அடிப்படைத் தேவைகளைப்பூர்த்தி	(1)
7(m)	செய்யப் பணம் உதவுகிறது.	(1)
7(n)	சேமிப்பது.பணத்தைப் புத்திசாலித்தனமாகக்	(1)
7(o)	கையாளுவதாகும். இந்த	(1)
7(p)	சேமிப்பு பின்னர் நீங்கள்	(1)
7(q)	வாங்க விரும்பும் பொருட்களை வாங்க	(1)
7(r)	அல்லது கனவு விடுமுறைக்குச் செல்வது	(1)
7(s)	போன்ற விஷயங்களைச்.	(1)
7(t)	செய்யவும் பயன்படுத்தலாம்	(1)

