



Mark Scheme (Results)

Summer 2022

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 last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do, rather than be penalised for omissions.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- 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/indicative content will not be exhaustive.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.

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)	J	(1)
1(b)	A	(1)
1(c)	G	(1)
1(d)	M	(1)
1(e)	H	(1)
1(f)	L	(1)

Question number	Answer	Mark
2(a)	பவழம்	(1)
2(b)	வைரம்	(1)
2(c)	பவழம்	(1)
2(d)	கோமதி	(1)
2(e)	வைரம்	(1)
2(f)	கோமதி	(1)
2(g)	கோமதி, பவழம்	(2)

Question number	Answer	Accept	Reject	Mark
3(a)	வரலாறு	கலாச்சாரம்	கடந்த	(1)
3(b)	சிங்கள மக்கள், தமிழ் மக்கள்	Either order is acceptable.	Any religious name if specified	(2)
3(c)	சிங்கள மொழி	Anything else cannot be accepted வேரெதுவும் ஏற்கப்படமாட்டாது	சிங்கள மக்கள்,	(1)
3(d)	யாழ்ப்பாணம்	ஜாப்னா		(1)
3(e)	கண்டி,	அநுராதபுரம்		(1)
3(f)	மட்டைப்பந்து	கிரிக்கெட் விளையாட்டு		(1)
3(g)	துணிச்சல்	தைரியம்		(1)
3(h)	தேயிலை ஏற்றுமதி	ஏதேனும் ஒன்றை மாட்டும் ஏற்க: சுற்றுலா, ஆடை அல்லது அர்சி உற்பத்தி		(1)

Question number	Answer	Accept	Reject	Mark
3(I)	அறுவடை	அறுவடை பருத்தின் முடிவின்		(1)
3(J)	வர்த்தகத்தில் மாற்றங்கள் வெளி நாடுகளில் வேலை	அதிகரித்த உற்பத்தி, உணவு பதப்படுத்துதல் அல்லது ஜவுளி/ வெளிநாட்டில் வேலை செய்வது		2

Question number	Answer	Accept	Reject	Mark
4(a)(i)	வேலை நிறைவு, பயனுள்ள தனிப்பட்ட பொருள்கள்			(2)
4(a)(ii)	புதிய ஆற்றலைப் பயிலுதல்			(1)
4(a)(iii)	விருப்பப் பாடமாக அங்கீகாரம் பெற்றது, திறமையான தலத்தில் கற்கப்படுகிறது	இது இனி கட்டாயப்பாடமில்லை மேலும் நீங்கள் உயர் மட்ட தகுதிகளைப் பெறவும் முடிகிறது		(2)
4(a)(iv)	சுற்றுச்சூழலிற்கு ஏற்ற, புதியனத்தாக்குதல், புதிய மாற்றங்கள்			(2)
4(a)(v)	புதியனத்தாக்குதல்	மேம்படுத்தப்படுத்தல்		(1)
4(a)(vi)	கணினி மூலம் புதிய வடிவங்கள்	சிக்கலான வடிவங்கள்		(1)
4(a)(vii)	குறைந்த செலவிலான அமைப்பு			(1)

Question number	Answer	Accept	Reject	Mark
4(b)(i)	<ul style="list-style-type: none"> ஆறுதலடைதல் புதிய ஆற்றலை உருவாக்குதல் 	Anything else cannot be accepted வேரதுவும் ஏற்கப்படமாட்டாது		(2)
4(b)(ii)	<ul style="list-style-type: none"> விலையுயர்ந்தது அதிக நேரம் எடுக்கக்கூடியது 	Anything else cannot be accepted வேரதுவும் ஏற்கப்படமாட்டாது		(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 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 (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)	விவசாயம்,	(1)
7(b)	பயிர் அறுவடை, கால்நடைகளை வளர்ப்பது	(1)
7(c)	இது நாம் உயிர் வாழ வேண்டிய உணவு மற்றும் பல மூலப்பொருட்களை வழங்குகிறது.	(1)
7(d)	பழங்கள், காய்கறிகள்,	(1)
7(e)	போன்ற	(1)
7(f)	உணவுகள்	(1)
7(g)	மிகவும் விவசாய உற்பத்திகளில் ஒன்றாகும்.	(1)
7(h)	விவசாயிகள்,	(1)
7(i)	தட்பவெப்ப நிலையைப் பொறுத்து	(1)
7(j)	பொருத்தமான பயிர்களைச் சாகுபடி செய்யச்	(1)
7(k)	சிறந்த முறையை	(1)
7(l)	தேர்வு செய்து வருகின்றனர்.	(1)
7(m)	விவசாயிகள்	(1)
7(n)	இயற்கை முறையில் பயிர்களை வளர்த்து.	(1)
7(o)	மண்ணை பாதுகாக்கவேண்டும். உலகின் பெரும்பாலான	(1)
7(p)	விவசாய நிலங்களைக்கட்டுப்பாடில் எடுத்துக் கொண்ட	(1)
7(q)	பெரிய நிறுவனங்கள் நவீன வேலை தேடி	(1)
7(r)	நகரங்களுக்கு விவசாயிகளை	(1)
7(s)	நகர்த்தவேண்டிய நிலை ஏற்பட்டுள்ளது.	(1)
7(t)	இதனால், நாட்டுப் பயிர்கள் குறித்த அறிவு, திறன்கள் இல்லாது போயின	(1)