



Mark Scheme (Results)

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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.

Section A

Question number	Answer	Mark
1(a)	M	(1)
1(b)	H	(1)
1(c)	C, E	(1)
1(d)	J	(1)
1(e)	B	(1)
1(f)	K	(1)

Question number	Answer	Mark
2(a)	தேன்	(1)
2(b)	ரத்தினம்	(1)
2(c)	குழலி	(1)
2(d)	ரத்தினம்	(1)
2(e)	தேன்	(1)
2(f)	ரத்தினம், குழலி	(2)
2(g)	குழலி	(1)

Question number	Answer	Accept	Reject	Mark
3(a)	பழங்கால இசைக் கருவி			(1)
3(b)	யாழ்			(1)
3(c)	செங்குத்து நிலைகளைக் கொண்ட வீணை	வெர்டிகள்		(1)
3(d)	கிடைமட்ட (horizontal) நிலையில்	ஹாரிஸ்ட்டல்		(1)

Question number	Answer	Accept	Reject	Mark
3(e)	ராகங்களின் வெவ்வேறு நுணுக்கங்களைக் காண்பிக்கும், வீணையில் இசையின் வேகத்தைக் கட்டுப்படுத்தி வாசித்தல் என்பது ஒரு தனித்துவமான பாணியாகும்.			(2)
3(f)	Any two from சித்ரா வீணை, விசித்திர வீணை, ருத்திர வீணை, சரஸ்வதி வீணை.			(2)
3(g)	சமய, சமூக அமைப்புகள்,			(1)
3(h)	வீணை நுட்பத்திலிருந்து உருவாகியுள்ளது,	கர்நாடக இசை அமைப்பு வீணை உத்தியில் இருந்து உருவானது		(1)
3(i)	Any two from மிருதங்கம், புல்லாங்குழல், வயலின்			(2)

Question number	Answer	Accept	Reject	Mark
4(a)(i)	<ul style="list-style-type: none"> நேரத்துடன் செய்தல் கட்டமைப்பைக் கொடுக்கிறது 			(2)
4(a)(ii)	ஒரு அமைதியான தூக்கத்தைத் தருகிறது			(1)
4(a)(iii)	<ul style="list-style-type: none"> கட்டுப்பாட்டில் இருப்பதை உணர முடியும் 			(2)

Question number	Answer	Accept	Reject	Mark
	<ul style="list-style-type: none"> • விஷயங்களைச் செய்வதற்கான சிறந்த வழிகள் 			
4(a)(iv)	<p>Any two from</p> <ul style="list-style-type: none"> • நமதுமன அழுத்தத்தைக் குறைக்க உதவுகிறது. • சுய பாதுகாப்பிற்கு முன்னுரிமை அளிக்கிறது. • நேர்மறை பழக்கங்களை வளர்த்துக் கொள்ள வேண்டும். • நம்முடைய நாளுக்கு ஒரு கட்டமைப்பை தருகிறது 			(2)
4(a)(v)	<ul style="list-style-type: none"> • கவனம் இழக்க வழிவகுக்கும் • வாழ்க்கை பரபரப்பாக மாறும் 			(2)
4(a)(vi)	<p>சாதனங்களில் குறிப்பிட்ட பயன்பாடுகளை வைத்திருக்கலாம்</p>			(1)
4(a)(vii)	<p>விழிப்புணர்வு ஏற்படுத்துதல்</p>			(1)

Question number	Answer	Accept	Reject	Mark
4(b)(i)	<ul style="list-style-type: none"> • மனித உடலுக்கு மிகவும் அவசியமான தேவைகள். • உடல் ரீதியாகவும் மன ரீதியாகவும் ஆரோக்கியத்தை உறுதி செய்வதில் மிக முக்கியமான பங்கு வகிக்கிறது. 			(2)
4(b)(ii)	<ul style="list-style-type: none"> • பல நாள்பட்ட உடல்நலப் பிரச்சினைகள் ஏற்படலாம். • கற்றல் திறன் பாதிக்கப்படலாம் 			(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)	இன்றைய உலகில், இணையம்	(1)
7(b)	தொழில்நுட்பம் மிக முக்கியமானதாகிவிட்டது	(1)
7(c)	மக்கள் தங்கள் விரல் நுனியில் தகவல்களைப் பெறும்	(1)
7(d)	ஒரு வகை இணையம் என்று அழைக்கப்படுகிறது.	(1)
7(e)	சமூக வலைத்தளங்களுக்குக் குறுஞ்செய்தி	(1)
7(f)	அனுப்புதல் மற்றும் அதிகாரப்பூர்வ மின்னஞ்சல்களை	(1)
7(g)	அனுப்புதல் மற்றும் திரைப்படங்களைப் பார்ப்பது	(1)
7(h)	மருத்துவ உதவி பெறுவது போன்ற பல நோக்கங்களுக்காக	(1)
7(i)	மக்கள் இணையத்தைப் பயன்படுத்துகின்றனர்.	(1)
7(j)	இந்த இணைய ஏற்றத்தை	(1)
7(k)	ஊடகங்கள் பயன்படுத்திக் கொண்டு	(1)
7(l)	அனைத்து துறைகளிலும்	(1)
7(m)	ஊடுருவியுள்ளன.	(1)
7(n)	இது மக்கள் கல்வி	(1)
7(o)	பொழுதுபோக்கு நோக்கங்களுக்காக	(1)
7(p)	இந்த காட்சி ஊடகத்தைப் பயன்படுத்த வழிவகுத்தது.	(1)
7(q)	நல்ல இன்டர்நெட் வேகம் இந்த நாட்களில்	(1)
7(r)	மக்கள் எந்த பிரச்சனையும்.	(1)
7(s)	இல்லாமல் தடையற்ற உள்ளடக்கத்தை	(1)
7(t)	அனுபவிக்க அனுமதிக்கிறது	(1)

