



Mark Scheme (Results)

November 2020

Pearson Edexcel International GCSE

In Tamil (4TA0)

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](http://www.edexcel.com) or [www.btec.co.uk](http://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](http://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](http://www.pearson.com/uk)

## **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

### 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.

## International GCSE Tamil (English)

### Paper 1: Reading and Writing mark scheme

#### Section A

Question number	Answer	Mark
1(a)	E	(1)
1(b)	D	(1)
1(c)	L	(1)
1(d)	N	(1)
1(e)	I	(1)
1(f)	B	(1)

Question number	Answer	Mark
2(a)	தங்கம்	(1)
2(b)	மலர், தங்கம்	(2)
2(c)	மலர்,	(1)
2(d)	தங்கம்	(1)
2(e)	காவியன்	(1)
2(f)	மலர்,	(1)
2(g)	காவியன்	(1)

Question number	Answer	Accept	Reject	Mark
3(a)	பயிர்கள், மரங்கள் தானியங்கள்	காய்கறிகள் காடுகள் செடிகள்		(1)
3(b)	தண்ணீர், நீர்,	குடிநீர்	உணவு	(1)
3(c)	தண்ணீரைப், நீரைப், தண்ணீர்	நீர், குடிநீர்		(1)
3(d)	திருக்குறளில், திருக்குறள்,	பாடல்களில் கடவுள் வாழ்த்து அத்தியாயத்தில்	கவிகதைகள்	(1)
3(e)	பற்றாக்குறையைப், தாக்கங்கள்	சக்தியைப்		(2)
3(f)	காலநிலை மாற்றம்	உலகம் சுமத்தியமாதல்	வானிகல்	(1)
3(g)	சட்டங்கள் அரசாணை	விதிகள்	தொட்டி	(1)

<b>3(h)</b>	மணல் சாளரங்கள் சாளர கற்கள்	கற்கள் குறுமண்	சாந்து	<b>(2)</b>
<b>3(i)</b>	விழிப்புணர்வுக் கல்வி மரங்களை நடுதல்	கல்வி		<b>(2)</b>

Question number	Answer	Accept	Reject	Mark
<b>4(a)(i)</b>	தங்கள் பாரம்பரியங்களை விளங்கிக் பாரம்பரியத்தை மதிக்க	தங்கள் பாரம்பரியங்க கள அறிய	விகளயாட்டு க்கள விகளயாட	<b>(1)</b>
<b>4(a)(ii)</b>	ஒரு குழுவாகப் பணியாற்றுவது, எதிர்கால ெந்ததியினருக்கு எடுத்துச் செல்லும் வாய்ப்பு	ஒன்றிணைந்து செயல்படலாம் ஆழ்ந்த புரிதலைப் பெறலாம் பண்டைய விளையாட்டு முறை விதிகளை கற்றல்	வவடிக்ககக் கும் வநரத்தைச் செலவிடவும்	<b>(2)</b>
<b>4(a)(iii)</b>	பல்லாங்குழி, ஆடு புலி ஆட்டம்	தாயம்	வவறு எந்த வபாட்டு அல்லாத விகளயாட்டு க்களும்	<b>(2)</b>
<b>4(a)(iv)</b>	விதி, பற்றாக்குறை விளையாட்டு சாதனங்களின் பற்றாக்குறை	விதிமுகற பற்றாக்குறை தலைமுறை தாண்டி அறியப்படவில்லை	வளங்கள் கிடைக்காமை	<b>(1)</b>
<b>4(a)(v)</b>	அவர்களின் கடந்த தலைமுறைகளின் சமூக திறன்களையும், விளையாட்டுகளையும் பற்றிய  பாரம்பரிய ஆடைகளை அணியும் வாய்ப்பு	நாட்டுப்புற  விளையாட்டு  பாரம்பரியம் சமூக திறமை , பழைய கால பொழுதுபோக்குகள்  பாரம்பரிய ஆடைகளை அணியும் வாய்ப்பு  பாரம்பரிய ஆடைகளின் பெயர்கள் குறிப்பிடுதல்	வவடிக்ககக் காக	<b>(2)</b>
Question number	Answer	Accept	Reject	Mark

<b>4(a)(vi)</b>	கடந்தகால ெழுக நடவடிக்கைகள் தங்கள் சபற்வறாரிடம் (தாத்தா பாட்டி) புதுப்பிக்க, கிராமப்புற விகளயாட்டுகளைப் பற்றிய ஆழமான விளக்கம் எதிர்காலத்தத வநாக்கிச் செல்ல ஒன்றிணைந்து செயல்பட்டனர்	பகழய விகளயாட்டுக் களை அனுபவிக்கவும் , தற்வபாகதய தகலமுகறயி னருக்கு மீண்டும் சகாண்டு வர அவற்றின் விதிககளயும் முக்கியத்துவத் ததயும் விளங்கிக் சகாள்ைவும்		<b>(2)</b>
-----------------	---	--	--	------------

Question number	Answer	Accept	Reject	Mark
<b>4(b)(i)</b>	<ul style="list-style-type: none"> <li>பள்ளிச் ெருகட அணிவது பள்ளிகளில் ெமத்துவத்தத உறுதிப்படுத்த உதவுகிறது</li> <li>஁஁ரியர்கள் மாணவர்களின் தரத்ததச் ெரிபார்க்க வவண்டிய வதகவகயக் குகறக்கிறது, அவர்களின் வநரத்தத மிச்ெப்படுத்துகின்ற து</li> </ul>	<ul style="list-style-type: none"> <li>மாணவர்கள் மத்தியில் கவனச் ெிதறளலக் குகறக்கிறது</li> <li>ஒழுக்கத்தில் உதவுகிறது</li> <li>ஒரு ெழுகத்ததச் வெர்ந்தவர் எனும் உணர்கவத் தருகிறது</li> </ul>		<b>(2)</b>
<b>4(b)(ii)</b>	<ul style="list-style-type: none"> <li>ஒற்றுமகளையும் தமது சவளிப்பாட்டுத் தைரிவுக் கட்டுப்படுத்துவதா கவும் மாணவர்கள் உணர்கிறார்கள்</li> <li>ெில சபற்வறார்கள் ெருகட</li> </ul>	<ul style="list-style-type: none"> <li>ெருகடகள் ஒரு பள்ளியிலிருந்து மற்சறாரு பள்ளிக்கு மாணவர்கள வறுபடுத்ைிக் காட்ட ஁ைவுகின்றன</li> <li>பலவிதமான ெருகடகளை</li> </ul>		<b>(2)</b>
Question number	Answer	Accept	Reject	Mark



	<p>வாங்குவதற்கான செலளேப் பற்றிக் கவகலப்படுகிறார் கள்</p>	<p>வாங்குவதற்கான செலளேப் பற்றிச் ெில சபற்வறார்கள் கவகலப்படுகிறா ர்கள்</p> <ul style="list-style-type: none"> <li>• இது அவர்களின் சமை, கலாசார நகடமுகறகளில் தகலயிடுகிறது என்று ெிலர் கவகலப்படுகிறா ர்கள்</li> </ul>		
--	--	---	--	--

## **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"><li>• Limited ability to use language to narrate and describe people, events and ideas; communication of information is occasionally successful</li><li>• Repetitive use of a limited selection of common words and phrases; limited use of appropriate register and style</li></ul>
3–5	<ul style="list-style-type: none"><li>• Some successful use of language to narrate and describe people, events and ideas; communication of relevant information is sometimes successful</li><li>• Some successful but repetitive use of common, familiar vocabulary; some use of appropriate register and style</li></ul>
6–7	<ul style="list-style-type: none"><li>• Successful use of language to narrate and describe people, events and ideas; communication of information is often successful</li><li>• A range of familiar and less common vocabulary and expression is evident; mostly appropriate use of register and style</li></ul>

### 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"><li>• Produces individual words and set phrases</li><li>• Limited accuracy in use of straightforward grammatical structures, limited success in referring to past, present and future events; regular errors prevent meaning being conveyed</li></ul>
3–5	<ul style="list-style-type: none"><li>• Produces simple, short sentences, which are sometimes linked</li><li>• Some accurate use of straightforward grammatical structures, occasional success in referring to past, present and future events; sometimes errors prevent meaning being conveyed</li></ul>
6–7	<ul style="list-style-type: none"><li>• Produces some more complex sentences with some appropriate linking</li><li>• Mostly accurate use of straightforward grammatical structures, some success in referring to past, present and future events; occasionally errors prevent meaning being conveyed</li></ul>

#### 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"><li>• Communicates brief information relevant to the task with little development</li><li>• Occasional adaptation of language to explain or interest or persuade; straightforward thoughts and ideas are expressed with occasional success</li><li>• Variable use of appropriate vocabulary, register and style; repetitive use of common, familiar language</li></ul>
4-7	<ul style="list-style-type: none"><li>• Communicates information relevant to the task with some development of key points and ideas</li><li>• Some effective adaptation of language to explain or interest or persuade; thoughts and ideas are expressed with some success</li><li>• Some appropriate use of vocabulary, register and style; some different examples of common familiar language</li></ul>
8-10	<ul style="list-style-type: none"><li>• Communicates information relevant to the task with development of key points and ideas</li><li>• Effective and sometimes creative adaptation of language to explain or interest or persuade; thoughts and ideas are expressed successfully</li><li>• Appropriate use of vocabulary, register and style; some examples of uncommon language</li></ul>
11-13	<ul style="list-style-type: none"><li>• Communicates information relevant to the task with consistent expansion of key points and ideas</li><li>• Creative adaptation of language to explain or interest or persuade; thoughts and ideas are expressed with flair</li><li>• Consistently appropriate use of vocabulary, register and style throughout; a wide variety of language is used</li></ul>

## **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"><li>• Uses mainly straightforward grammatical structures</li><li>• Occasional sequences of fluent writing, with occasional extended, linked sentences</li><li>• Occasionally accurate straightforward language and grammatical structures; occasionally successful references to past, present and future events; errors occur that sometimes hinder clarity of communication</li></ul>
4–7	<ul style="list-style-type: none"><li>• Some variation of grammatical structures, including some repetitive instances of complex language</li><li>• Prolonged sequences of fluent writing, with some extended, well-linked sentences</li><li>• Generally accurate language and structures; some successful references to past, present and future events; errors occur that occasionally hinder clarity of communication</li></ul>
8–10	<ul style="list-style-type: none"><li>• Uses a variety of grammatical structures including some different examples of complex language</li><li>• Mostly fluent response, with frequent extended sentences, mostly well linked</li><li>• Mostly accurate language and structures; mostly successful references to past, present and future events; errors rarely hinder clarity of communication</li></ul>
11–13	<ul style="list-style-type: none"><li>• Uses a wide variety of grammatical structures, including complex language</li><li>• Fluent response throughout with extended, well-linked sentences</li><li>• 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</li></ul>

### 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)	இந்தியாவில் பல வகையான பறகவகள் காணப்படுகின்றன	(1)
7(b)	இந்தியா ஒரு சபரிய நாடாக இருப்பதால்	(1)
7(c)	பறகவகள் உயிர் வாழவும்	(1)
7(d)	செழித்து வளரவும்	(1)
7(e)	சபாருத்தமான வாழிடங்ககள்	(1)
7(f)	வழங்கும் பல்வவறு மாகாணங்ககளைக் சகாண்டுள்ளது.	(1)
7(g)	இந்தியாவில் அடர்ந்த காடுகள், திறந்த நிலப்பரப்புக்கள்,	(1)
7(h)	விவொய நிலங்கள்	(1)
7(i)	பாகறகள், நீண்ட கடற்ககரகள்	(1)
7(j)	ஏரிக் களரகளும் ஆற்றங்ககரகளும் உள்ளன.	(1)
7(k)	இந்த நிகலகமகைகின் தன்கமைால்	(1)
7(l)	உலகம் முழுவதிலுமிருந்து பறகவககள் ஈர்க்கின்றன,	(1)
7(m)	ெில இனச்சபருக்கக் காலங்களில் வருகின்றன	(1)
7(n)	மற்றளே குளிர் காலத்தில் வலசை ப ஁கின்றன.	(1)
7(o)	பறகவகள் குளிர் காலத்தில்	(1)
7(p)	ேலளச வபாகின்றன	(1)
7(q)	இதற்கு ஒவர விதிவிலக்கு	(1)
7(r)	இந்தியாவிற் காணப்படாத	(1)
7(s)	அசமரிக்க, அவுஸ்திபேலியக் கண்டங்களைச்	(1)
7(t)	வெர்ந்த ெில பறகவ ேளககள் மட்டுவம்.	(1)

