



Mark Scheme (Results)

Summer 2021

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

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Summer 2021

Question Paper Log Number P66506

Publications Code 4TA1_01_2106_MS

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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 Tamil (English)

Paper 1: Reading and Writing mark scheme

Section A

Question number	Answer	Mark
1(a)	K	(1)
1(b)	M	(1)
1(c)	J – but A can be awarded	(1)
1(d)	H	(1)
1(e)	G	(1)
1(f)	I	(1)

Question number	Answer	Mark
2(a)	சந்திரன்	(1)
2(b)	மீனா	(1)
2(c)	சந்திரன்	(1)
2(d)	சந்திரன், வெற்றி	(2)
2(e)	வெற்றி	(1)
2(f)	வெற்றி	(1)
2(g)	மீனா	(1)

Question number	Answer	Accept	Reject	Mark
3(a)	பொறியியல், குறைவான்	பொறியியலின் எந்தவொரு குறிப்பிட்ட வகை, சில/ குறுகிய.		(2)
3(b)	கல்வி மற்றும் வேலைவாய்ப்பு	ல்வி மற்றும் வேலைபாய்ப்புக ளின் பெர்யர்களிலிருந் து ஏதாவது ஒன்று.		(2)
3(c)	சம்பளம்	ஊதியம்/ சம்பாத்தியம்		(1)
3(d)	புத்தகங்கள் பல்வேறு வேலைகள்	புத்தகங்கள் மற்றும் பல்வேறு வேலையின் எதாவது பெயர்கள்		(2)
3(e)	தவறாக வழிநடத்தும்	தவறான / பொய்யான		(1)

Question number	Answer	Accept	Reject	Mark
3(f)	தகவல்கள், தகுதிகள்,	அறிவிப்புகள், நற்சான்றிதழ்கள்		(2)
3(g)	அதிகரித்து	முன்னேறியது		(1)
3(h)	வாய்ப்புகள்	வழிவகைகள்		(1)

Question number	Answer	Accept	Reject	Mark
4(a)(i)	அரிசி மற்றும் பருப்பு	சாதம், பருப்பு வகையின் பெயர்	Anything else வேறு எதாவது	(1)
4(a)(ii)	இராஜன்னம்	அன்னம்/ சோறு	வேறு எதாவது	(1)
4(a)(iii)	அரச குடும்பத்தினரை பாதுகாப்பதற்காக	ராஜாக்களைப் பாதுகாக்க	வேறு எதாவது	(2)
4(a)(iv)	மாமிசம் மற்றும் மது	இறைச்சி மற்றும் மதுவின் ஏதாவது பெயர் ஒன்று	வேறு எதாவது	(2)
4(a)(v)	நவீனமயமாக்கல்	வளத்தின் கிடைக்கும் தன்மை/ உலகமயமாக்கல்	வேறு எதாவது	(1)
4(a)(vi)	இளைய தலைமுறையினருக்கு மதிப்புகளைக் கொடுத்து தலைமுறையினருக்கு பாரம்பரிய உணவு பற்றிய மதிப்புகளைக் கொண்டு செலுத்துதல்	தமிழ் உணவு வகைகளின் முக்கியத்துவத் தைத் தெரிவித்தால்	வேறு எதாவது	(2)

Question number	Answer	Accept	Reject	Mark
4(b)(i)	<ul style="list-style-type: none"> • மரங்களை நடுவதால் புதிய காற்று (ஆக்ஸிஜன்) (or) உணவுச் சங்கிலியில் அவற்றின் பங்கு. • மரங்கள் வழிபாடு நன்மை பயக்கும் என சில கலாசாரங்கள் நம்புகின்றன 	<ul style="list-style-type: none"> • குறிப்பிட்ட பெயர்கொண்ட மரங்களின் வழிபாடு. • மேலும் நிழல், பழங்கள், பூக்கள் மற்றும் மரப்பட்டைகளை நமக்குத் தருகிறது (or) • பறவைகள் மற்றும் விலங்குகளின் பாதுகாப்பிற்கு உதவுகிறது 		(2)
4(b)(ii)	<ul style="list-style-type: none"> • தளர்வான மண்ணுக்கு வழிவகுக்கும் மற்றும் வெள்ளத்தை அதிகரிக்கும். • வேர்கள் நிலத்தடி நீரைப் மற்றும் நீர் சுழற்சியைப் பாதிக்கும். • மரங்கள் இயற்கை காட்சிகள் பூச்சிகள் மற்றும் நோய்களால் பாதிக்கப்படலாம் 	<ul style="list-style-type: none"> • அகலமான இலைகை உள்ள இனங்கள் குறைந்து, அவை அதிக ஒளிச்சேர்க்கை யைக் குறைக்கலாம். • அரியவைக மரங்கள் அழியக்கூடும். • புவி வெப்பமடைதலுக்கு வழிவகுக்கும். • பயனுள்ள உப்பள வகை பொருட்கள் குறைந்து போகக்கூடும். <p style="color: yellow; text-align: center;">(இவற்றிலிருந்து ஏதேனும் இரண்டு)</p>		(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)	ஒலிம்பிக் விளையாட்டு	(1)
7(b)	ஒவ்வொரு நான்கு வருடங்களுக்கு ஒரு முறை	(1)
7(c)	விளையாடப்படும் சர்வதேச நிகழ்வு ஆகும்.	(1)
7(d)	முதன் முதலில் கிரேக்கத்தில்	(1)
7(e)	ஒலிம்பிக் சமவெளியில் இது நடைபெற்றது,	(1)
7(f)	போட்டிகளில் விளையாடுவது	(1)
7(g)	தனிப்பட்ட பங்கேற்பாளருக்கு மட்டுமல்ல	(1)
7(h)	அவர்களின் நாடு உலகளாவிய	(1)
7(i)	அடையாளத்தைப் பெறுவதற்கும்	(1)
7(j)	மிகவும் முக்கியமானதாகக் கருதப்படுகிறது.	(1)
7(k)	ஒலிம்பிக் விளையாட்டு	(1)
7(l)	பொது ஆர்வம் உள்ளவர்களை	(1)
7(m)	சர்வதேச அளவில் ஒன்றினைக்கிறது.	(1)
7(n)	அதோடு ஏனைய	(1)
7(o)	நாடுகளுடன் நல்	(1)
7(p)	உறவையும் மேம்படுத்துகிறது.	(1)
7(q)	உலகீதியாக	(1)
7(r)	இவ்விளையாட்டு பெருபாலும்	(1)
7(s)	அதிக மக்களால்	(1)
7(t)	பார்க்கப்படுகிறது.	(1)

