



# Cambridge International AS Level

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**TAMIL LANGUAGE**

**8689/22**

Paper 2 Reading & Writing

**October/November 2023**

**MARK SCHEME**

Maximum Mark: 70

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**Published**

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

**PUBLISHED****Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

|                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 General Marking Notes</b>                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>1.1 Annotation of scripts in RM Assessor</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Question 1</b>                               | Enter a mark of 1, 0 or NR as appropriate for each item ((a), (b), (c) etc.) in the mark input box.<br>Indicate a correct answer with a tick.<br>Do not annotate incorrect answers.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Question 2</b>                               | Enter a mark of 1, 0 or NR as appropriate for each item ((a), (b), (c) etc.) in the mark input box.<br>Indicate a correct answer with a tick.<br>Do not annotate incorrect answers.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Questions 3 and 4</b>                        | <p><b><u>Content marks</u></b></p> <ul style="list-style-type: none"> <li>Annotate each correct point with a <b>tick</b> OR a <b>tick + BOD</b> (benefit of doubt).</li> <li>Use a <b>cross</b> for incorrect points as necessary.</li> <li>Use the highlighting tool to <b>highlight</b> any words which are lifted from the reading passage.</li> <li>The following abbreviations may also be useful:<br/> IR irrelevant<br/> ? unclear<br/> ^ omission / something missing</li> <li>RM Assessor adds up the total number of times that you have used the tick and the total will appear beneath the tick annotation in the toolbar. Enter the mark (or NR as appropriate) for each item in the mark input box.</li> </ul> <p><b><u>Quality of Language mark</u></b></p> <ul style="list-style-type: none"> <li>If any of the sub-questions ((a), (b), (c) etc) have scored zero for content, insert an <b>on-page comment</b> after the last sub-question and type in the details of the Quality of Language mark, e.g.:<br/> 5 – 2 = 3<br/> OR<br/> minus 1</li> <li>Then enter the Quality of Language mark in the mark input box for<br/> <b>Question 3L / Question 4L.</b></li> <li>If no adjustment needs to be made to the Quality of Language mark, enter the mark in the mark input box <b>without</b> annotating the script.</li> </ul> |

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Question 5</b>                                                                                                                                                                                                                                                                                                                                                                                                             | <p>If the answer exceeds 140 words, highlight the 141st word to show the end of the response to be marked.</p> <p><b><u>Summary</u></b></p> <ul style="list-style-type: none"> <li>Annotate each correct point with a <b>tick</b> OR <b>tick + BOD</b> up to a maximum of 10 ticks.</li> <li>Use a <b>cross</b> as necessary.</li> <li>RM Assessor adds up the total number of times that you have used the tick and the total will appear beneath the tick annotation in the toolbar. Enter the mark (or NR as appropriate) in the mark input box for Question <b>5(a)</b>.</li> </ul> <p><b><u>Personal Response</u></b></p> <ul style="list-style-type: none"> <li>Enter the mark for Personal Response in the mark input box for Question <b>5(b)</b>.</li> <li>NB If the Personal Response cannot be marked because it comes after the 140-word limit, award a mark of 0, <b><u>not</u></b> NR.</li> </ul> <p><b><u>Quality of Language</u></b></p> <ul style="list-style-type: none"> <li>Enter the mark for Quality of Language in the mark input box for Question <b>5L</b>.</li> </ul> |
| <b>1.2</b> Final batch return deadline: all scripts to be marked by <b>xxx</b> .                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>2 General Marking Principles</b>                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>2.1</b> Please note that it is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided on the following pages. You will need to consider all alternative answers and unexpected approaches in candidates' scripts, make a decision on whether they communicate the required elements, in consultation with the Principal Examiner/Product Manager if necessary, and award marks accordingly. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>2.2 Crossing out:</b> <p><b>(a)</b> If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.</p> <p><b>(b)</b> If a candidate crosses out an answer <u>to a whole question</u> but makes no second attempt at it, mark the crossed out work. (NB A 'second attempt' could just be one word.)</p>                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>2.3</b> Annotation used in marking: <p><b>(a)</b> BOD = Benefit of the Doubt and is used to indicate material considered by the Examiner and judged to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.</p> <p><b>(b)</b> ^ = to indicate where something which is key to the response is missing.</p>                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

**2.4** No response and '0' marks

There is a NR (No Response) option in **RM Assessor**.

Award NR (No Response):

- If there is nothing written at all in the answer space or
- If there is only a comment which does not in any way relate to the question being asked (e.g. 'can't do' or 'don't know') or
- If there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark).

Award 0:

- If there is any attempt that earns no credit. This could, for example, include the candidate copying all or some of the question, or any working that does not earn any marks, whether crossed out or not.

**Detailed Mark Scheme****Section 1**

| Question          | Answer                        | Marks | Not Allowed Responses |
|-------------------|-------------------------------|-------|-----------------------|
| <b>Question 1</b> |                               |       |                       |
| 1(a)              | தினம் – நாள்                  | 1     |                       |
| 1(b)              | தீர்வு – முடிவு               | 1     |                       |
| 1(c)              | உடை – ஆடை                     | 1     |                       |
| 1(d)              | யோசித்து – சிந்தித்து         | 1     |                       |
| 1(e)              | வலுப்படுத்தும் – பெரிதாக்கும் | 1     |                       |

| Question          | Answer                                                                    | Marks | Not Allowed Responses |
|-------------------|---------------------------------------------------------------------------|-------|-----------------------|
| <b>Question 2</b> |                                                                           |       |                       |
| 2(a)              | பிரச்சினை – நாட்டில் பொருளாதாரப் பிரச்சினைகள் கூடின.                      | 1     |                       |
| 2(b)              | முடிவெடு – பிள்ளைகளது எதிர்காலத்தைப் பற்றி முடிவெடுப்பது மிகவும் அவசியம். | 1     |                       |
| 2(c)              | குளிர்சாதனப் பெட்டி – நான் பழங்களைக் குளிர்சாதனப் பெட்டிக்குள் வைத்தேன்   | 1     |                       |
| 2(d)              | சந்தர்ப்பம் – எனக்கு அந்தப் படத்தைப் பார்க்கும் சந்தர்ப்பம் கிடைத்தது.    | 1     |                       |

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| Question          | Answer                                                                                                                                    | Marks | Not Allowed Responses            |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-------|----------------------------------|
| 2(e)              | முகமூடி – அவன் முகமூடி அணிந்து நாடகத்தில் நடித்தான்                                                                                       | 1     |                                  |
| <b>Question 3</b> |                                                                                                                                           |       |                                  |
| 3(a)              | நிர்வாகியிடமிருந்து வந்த திடீர் செய்தியைக் கேட்டதும் எவ்வகையான மனநிலை தோன்றியது என்று இரண்டாம் பத்தியில் கூறப்பட்டுள்ளது?                 | 3     | Give marks for any three answers |
|                   | A ஏமாற்றம்                                                                                                                                | 1     |                                  |
|                   | B கோபம்                                                                                                                                   | 1     |                                  |
|                   | C தடுமாற்றம்                                                                                                                              | 1     |                                  |
|                   | D கவலை                                                                                                                                    | 1     |                                  |
| 3(b)              | அன்றைய நாளை மோசமான நாள் என்று தீர்மானிப்பதற்கு எந்த இரு உணர்வுகள் பிரதான காரணமாக இருந்தன? மூன்றாம் பத்தியை அடிப்படையாகக் கொண்டு விளக்குக. | 2     |                                  |
|                   | A விரக்தி                                                                                                                                 | 1     |                                  |
|                   | B ஏமாற்றம்                                                                                                                                | 1     |                                  |

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| Question | Answer                                                                                                                               | Marks | Not Allowed Responses |
|----------|--------------------------------------------------------------------------------------------------------------------------------------|-------|-----------------------|
| 3(c)     | நான்காம் பத்தியின் அடிப்படையில் எவையெவை சிறிய பிரச்சினையை பெரிய பிரச்சினையாகக் காட்டும் என விளக்குக                                  | 3     |                       |
|          | A மன அழுத்தம்                                                                                                                        | 1     |                       |
|          | B திட்டமிடாத தன்மை                                                                                                                   | 1     |                       |
|          | C எதிர்மறைச் சிந்தனை                                                                                                                 | 1     |                       |
| 3(d)     | சவால்களை எதிர்கொள்வதற்கு நாம் எவற்றைச் செய்யலாம் என்று ஐந்தாம் பத்தியில் கூறப்பட்டுள்ளது. ஏதேனும் நான்கு விடயங்களை மட்டும் விளக்குக. | 4     |                       |
|          | A நேர்மறையான சிந்தனையை வளர்த்துக் கொள்ளுதல்                                                                                          | 1     |                       |
|          | B சாதாரணமான நாளில் தோன்றும் பிரச்சினையைப் போல் கருதுதல்                                                                              | 1     |                       |
|          | C அந்தப் பிரச்சினைக்கான தீர்வு என்ன எனச் சிந்தித்தல்                                                                                 | 1     |                       |
|          | D யாரும் நெருங்கியவர்களுடன் அப் பிரச்சினையைப் பகிர்தல்                                                                               | 1     |                       |
|          | E ஆலோசனைகளைப் பெற்றுக்கொள்ளல்                                                                                                        |       |                       |

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| Question | Answer                                                                                                          | Marks | Not Allowed Responses |
|----------|-----------------------------------------------------------------------------------------------------------------|-------|-----------------------|
| 3(e)     | சொந்த உணர்வுகளுக்கு முக்கியத்துவம் கொடுக்க<br>எவற்றை நாம் செய்யலாம் என்று இறுதிப்<br>பத்தியில் கூறப்பட்டுள்ளது? | 3     |                       |
|          | A அழ வேண்டும் போல் இருந்தால் அழுதல்                                                                             | 1     |                       |
|          | B துக்கங்களை டயரி ஒன்றில் எழுதுதல்                                                                              | 1     |                       |
|          | C பெரிய தலைவர்களின் வாழ்க்கையில் நடந்த<br>துக்கங்களை அறிந்து தன்னுக்கத்தை<br>வளர்த்தல்                          | 1     |                       |

**Quality of Language – Accuracy****[5]**

|                        |                                                                                                                                                                                                  |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>5 Very good</b>     | Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).                                       |
| <b>4 Good</b>          | Higher incidence of error than above, but clearly has a sound grasp of the grammatical elements in spite of lapses. Some capacity to use accurately more complex structures.                     |
| <b>3 Sound</b>         | Fair level of accuracy. Common tenses and regular verbs mostly correctly formed. Some problems in forming correct agreement of adjectives. Difficulty with irregular verbs, use of prepositions. |
| <b>2 Below average</b> | Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.                                                                       |
| <b>0–1 Poor</b>        | Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.                                                                       |

**Additional marking guidance for Quality of Language**

The five marks available for Quality of Language are awarded **globally** for the whole performance on each set of answers.

A concise answer, containing all mark-bearing components for Content is scored on the full range of marks for language, i.e. length does not determine the Quality of Language mark.

**Answers scoring 0 for Content** cannot contribute to the overall Quality of Language mark.

Identify the answer(s) scoring 0 for Content in the whole set of answers. Then add together the number of Content marks available for each of these questions and reduce the Quality of Language mark according to the following table:

| Total Content marks available on questions where a candidate scores 0 | Reduce Quality of Language mark by: |
|-----------------------------------------------------------------------|-------------------------------------|
| 2–3                                                                   | 1                                   |
| 4–5                                                                   | 2                                   |
| 6–7                                                                   | 3                                   |
| 8–14                                                                  | 4                                   |
| 15                                                                    | 5                                   |

**Note:** A minimum of one mark for Quality of Language should be awarded if there are any Content marks at all (i.e. 0 Quality of Language marks only if 0 Content marks).

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| Question          | Answer                                                                                                                         | Marks | Not Allowed Responses |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------|-------|-----------------------|
| <b>Question 4</b> |                                                                                                                                |       |                       |
| 4(a)              | சாரதாவின் முன்னேற்றத்துக்கு எதிர்மறையாக அவளது மனதில் இருந்த விடயங்களை விளக்குக.                                                | 3     |                       |
|                   | A மேடைப்பயம்                                                                                                                   | 1     |                       |
|                   | B மேடை அளிக்கை பற்றிய விமர்சனங்களை ஏற்றுக்கொள்ளும் மனத் தைரியம் இல்லாமை                                                        | 1     |                       |
|                   | C பெண் என்ற தாழ்வு மனப்பான்மை                                                                                                  | 1     |                       |
| 4(b)              | சாரதாவின் படைப்புகள் எவ்வகையான அங்கீகாரத்தைப் பெற்றன?                                                                          | 3     |                       |
|                   | A பிள்ளைகளது பிறந்தநாள் விழாக்களிலே அவளது சொந்தப் படைப்புகள் பல பெரு வெற்றி பெற்றன                                             | 1     |                       |
|                   | B சில பாடல்கள் பத்திரிகைகளில் பேசப்படும் அளவிற்கு பிரபல்யம் பெற்றன                                                             | 1     |                       |
|                   | C சில படைப்புகள் லண்டனின் மிகப் பெரிய சிறுவர்களுக்கான மேடை நிறுவனத்தினரால் பல ஆயிரம் பவுண்டுகளுக்குப் பதிப்புரிமைப் பெறப்பட்டன | 1     |                       |

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| Question | Answer                                                                                               | Marks | Not Allowed Responses       |
|----------|------------------------------------------------------------------------------------------------------|-------|-----------------------------|
| 4(c)     | விமலன் சவால்களை எதிர்கொள்ளக்கூடிய எத்தகைய மனப்பாங்குகளைக் கொண்டவன்? ஏதேனும் மூன்று விடயங்களை எழுதுக. | 3     | Give marks for any 3 points |
|          | எதனையும் இயல்பாக எடுக்கும் மனப்பாங்கு உடையவன்                                                        | 1     |                             |
|          | மனத்திடம் மிக்கவன்                                                                                   | 1     |                             |
|          | நிதானம் மிக்கவன்                                                                                     | 1     |                             |
|          | நகைச்சுவை உணர்வு மிக்கவன்                                                                            | 1     |                             |
|          | சவாலான சமயங்களில் நிதானம் மிக்கவன்                                                                   | 1     |                             |
|          | பதட்டம் இல்லாதவன்                                                                                    | 1     |                             |
|          | சூழ்நிலையை இலகுவான மனநிலைக்கு மாற்றும் தன்மை கொண்டவன்                                                | 1     |                             |

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| Question | Answer                                                                                                                                                 | Marks | Not Allowed Responses       |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-----------------------------|
| 4(d)     | நம்மைச் சுற்றியுள்ள அனைத்து சவால்களும் பயங்களும் எவற்றை அடிப்படையாகக் கொண்டவை என்று கூறப்பட்டுள்ளது? நான்காம் பத்தியிலிருந்து மூன்று விடயங்களை எழுதுக. | 3     |                             |
|          | A உள்மனக் கருத்துக்களை                                                                                                                                 | 1     |                             |
|          | B குடும்பப் பின்னணி                                                                                                                                    | 1     |                             |
|          | C வளர்க்கப்பட்ட விதம்                                                                                                                                  | 1     |                             |
| 4(e)     | புனைகதைகளில் வரும் அதி சக்தி வாய்ந்த பாத்திரங்கள் எவ்வகையில் சிறார்களுக்கு உதவுவனவாக இருக்கின்றன? ஏதேனும் மூன்று விடயங்களை எழுதுக.                     | 3     | Give marks for any 3 points |
|          | A கோழைத்தனத்தைப் போக்க                                                                                                                                 | 1     |                             |
|          | B ஆபத்தை எதிர்கொள்ளும் தைரியத்தை வளர்க்க                                                                                                               | 1     |                             |
|          | C சவாலான சமயங்களில் உடனடியான தீர்வை சமயோசிதமாக எடுக்க                                                                                                  | 1     |                             |
|          | D தன்னம்பிக்கையை வளர்க்க                                                                                                                               | 1     |                             |

**Quality of Language – Accuracy****[5]**

|                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>5 Very good</b><br>Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).                                   |
| <b>4 Good</b><br>Higher incidence of error than above, but clearly has a sound grasp of the grammatical elements in spite of lapses. Some capacity to use accurately more complex structures.                      |
| <b>3 Sound</b><br>Fair level of accuracy. Common tenses and regular verbs mostly correctly formed. Some problems in forming correct agreement of adjectives. Difficulty with irregular verbs, use of prepositions. |
| <b>2 Below average</b><br>Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.                                                               |
| <b>0–1 Poor</b><br>Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.                                                                      |

**Additional marking guidance for Quality of Language**

The five marks available for Quality of Language are awarded **globally** for the whole performance on each set of answers.

A concise answer, containing all mark-bearing components for Content is scored on the full range of marks for language, i.e. length does not determine the Quality of Language mark.

**Answers scoring 0 for Content** cannot contribute to the overall Quality of Language mark.

Identify the answer(s) scoring 0 for Content in the whole set of answers. Then add together the number of Content marks available for each of these questions and reduce the Quality of Language mark according to the following table:

| <b>Total Content marks available on questions where a candidate scores 0</b> | <b>Reduce Quality of Language mark by:</b> |
|------------------------------------------------------------------------------|--------------------------------------------|
| 2–3                                                                          | 1                                          |
| 4–5                                                                          | 2                                          |
| 6–7                                                                          | 3                                          |
| 8–14                                                                         | 4                                          |
| 15                                                                           | 5                                          |

**Note:** A minimum of one mark for Quality of Language should be awarded if there are any Content marks at all (i.e. 0 Quality of Language marks only if 0 Content marks).

**Question 5****Length of 5(a) + 5(b) (Summary and Personal Response)**

Writing within the maximum length is part of the task, and candidates who remain within the limit (140 words in total) deserve credit.

Examiners make a rough estimate of the length by a quick calculation of the number of words on a line.

If the piece is clearly too long, calculate the length more precisely.

Highlight the 141st word to show the end of the response to be marked.

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| Question                                                                                                                                                                                                                                                                                                                                                       | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Marks | Not Allowed Responses |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-----------------------|
| <b>Content marks – Summary</b><br>Indicate with a tick in the body of the text the point being rewarded. Do not penalise ‘lifting’ for content marks in this exercise, but excessive reliance on the text will reduce the language mark.<br>The summary could include the following points (award 1 mark for each point covered up to a maximum of 10 points): |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |       |                       |
| 5(a)                                                                                                                                                                                                                                                                                                                                                           | <p>ஒருவர் வாழ்க்கையில் சவால்களை எதிர்கொள்வதற்கு அவருக்கு எத்தகைய பண்புகள் அவசியம் என்பதை பகுதி 1-மற்றும் பகுதி 2-ஐ அடிப்படையாகக் கொண்டு தொகுத்து எழுதுக.</p> <ol style="list-style-type: none"> <li>1 நேர்மறையான சிந்தனை</li> <li>2 திட்டமிடுதல்</li> <li>3 பிரச்சினையைப் பற்றிக் கவலை கொள்ளாது அதற்கான தீர்வை யோசித்தல்</li> <li>4 பிரச்சினைகளை யாருடனாவது பகிர்ந்து ஆலோசனை பெறல்</li> <li>5 சொந்த உணர்வுகளுக்கு முக்கியத்துவம் கொடுத்தல்</li> <li>6 மனத் திடம்</li> <li>7 எதையும் இயல்பாக எடுக்கும் மனநிலை</li> <li>8 நிதானம்</li> <li>9 சவாலான சமயங்களில் உடனடியான தீர்வை சமயோசிதமாக எடுத்தல்</li> <li>10 தன்னம்பிக்கை</li> </ol> | 10    |                       |
| <b>Content marks – Response to the Text</b><br>Mark like a mini-essay according to the variety and interest of the opinions and views expressed, the response to the original text stimulus and the ability to express a personal point of view. Further, more detailed guidance for particular questions will be given to examiners.                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |       |                       |

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| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Marks | Not Allowed Responses |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-----------------------|
| 5(b)     | <p><b>5 Very good</b><br/>Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</p> <p><b>4 Good</b><br/>Not the flair and imagination of the best candidates, but work still shows an ability to express a range of ideas, maintain interest and respond to the issues raised.</p> <p><b>3 Sound</b><br/>A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.</p> <p><b>2 Below average</b><br/>Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.</p> <p><b>0–1 Poor</b><br/>Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.</p> <p>நீ வாழ்க்கையில் எதிர்கொண்ட ஒரு சவாலையும், அதனை எதிர்கொண்ட விதத்தையும் விளக்குக</p> | 5     |                       |

**Quality of Language – Accuracy****[5]**

|            |                                                                                                                                                                                                                  |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>5</b>   | <b>Very good</b><br>Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).                                   |
| <b>4</b>   | <b>Good</b><br>Higher incidence of error than above, but clearly has a sound grasp of the grammatical elements in spite of lapses. Some capacity to use accurately more complex structures.                      |
| <b>3</b>   | <b>Sound</b><br>Fair level of accuracy. Common tenses and regular verbs mostly correctly formed. Some problems in forming correct agreement of adjectives. Difficulty with irregular verbs, use of prepositions. |
| <b>2</b>   | <b>Below average</b><br>Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.                                                               |
| <b>0–1</b> | <b>Poor</b><br>Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.                                                                        |