



Cambridge O Level

TAMIL

3226/01

Paper 1 Composition

May/June 2026

MARK SCHEME

Maximum Mark: 45

Published

This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

This document consists of **6** printed pages.

General marking principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: - the specific content defined in the mark scheme - the specific skills defined in the mark scheme or in the level descriptions - the standard of response required as exemplified by the standardisation scripts.
2	Examiners must award whole marks (not half marks, or other fractions).
3	Examiners must award marks positively . This means that: - marks are not deducted for errors or omissions - marks are awarded for correct/valid answers as defined in the mark scheme and also for other valid answers which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate - the quality of spelling, punctuation and grammar are judged only when the mark scheme indicates that these features are specifically assessed in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must consistently apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the full range of marks defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and must not award marks with grade thresholds or grade descriptions in mind.

Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	stamp to annotate blank pages of script to confirm the examiner has seen the page
	correct
	incorrect
	omission (e.g. word missing from the sentence)
	indecipherable / incomprehensible
	contradiction
	detail
	irrelevant
	development
	inaccurate language
	repetition (of language or content)
	benefit of the doubt (i.e. response not covered by the mark scheme, but the examiner's judgement is that credit should be given)
	good language
highlighter	

	General Marking Instructions
Marks	Section A: Enter a mark out of 15 in the mark input box for the question that the candidate has answered. Section B: Enter a mark out of 30 in the mark input box for the question that the candidate has answered.
Relevance	Only material relevant to the question should be awarded marks. If the candidate has presented an essay which is wholly irrelevant and makes no attempt to answer the question, it should score 0.
Rubrics	Candidates are told to answer one question from Section A and one question from Section B. Sometimes a candidate will misread the instructions and answer more than one question in a section. Please mark all of the responses on the script. RM Assessor will automatically calculate the best mark that the candidate can achieve, within the acceptable rubric rules. You must enter NR (No Response) in the mark input box for the questions that the candidate did not choose.
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). • For all questions which the candidate has not chosen (see box above for more information). 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.
Batch dates	All scripts must be marked by the date specified.
Crossing out	(a) If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct. (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.

Marks	Descriptors for the assessment of Sections A and B
14–15 (Section A) 27–30 (Section B)	Apart from very occasional slips, the language is accurate. Sentence structure is varied and demonstrates the candidate's skill to use different lengths and types of sentences for particular effects. Vocabulary is wide and precise. Spelling is accurate across the full range of vocabulary used. Paragraphs have unity, are linked, and show evidence of planning. The topic is addressed with consistent relevance; the interest of the reader is aroused and sustained.
12–13 (Section A) 23–26 (Section B)	The language is accurate; occasional errors are either slips or arise from attempts to use ambitious structures or vocabulary that may be imperfectly understood. Vocabulary is wide enough to convey intended shades of meaning with some precision. Sentences show some variation in length and style, including the confident use of complex sentences. Spelling is nearly always accurate. Paragraphs show some evidence of planning, have unity and are usually appropriately linked. The piece of writing is relevant to the topic title and the interest of the reader is aroused and sustained through most of the composition.
10–11 (Section A) 19–22 (Section B)	Vocabulary and structures are mainly correct when they are simple; mistakes may occur when more sophistication is attempted. Sentences may show some variety of structure and length, although there may be tendency to repeat sentence types and 'shapes', producing a rather monotonous effect. Spelling of simple vocabulary is accurate; errors may occur when ambitious vocabulary is used. Sentence separation is correct. The composition is written in paragraphs which may show some unity, although links may be absent or inappropriate. The composition is relevant to the topic title and will arouse some interest in the reader.
8–9 (Section A) 15–18 (Section B)	The meaning is generally clear. There will be patches of accurate language, particularly when simple vocabulary and structures are used. There may be some variety of sentence length and structure, but the reader may not be convinced that this variety is for a particular purpose. Vocabulary is usually adequate to convey intended meaning, although it may be insufficiently developed to achieve precision. Idiom may be uncertain at times. Some sentence separation errors may occur occasionally. Simple words will be spelt accurately, but more complex vocabulary may show some spelling weakness. Paragraphs will be used but may lack unity or coherence. A genuine attempt has been made to address the topic, but there may be digressions or failures of logic. Compositions may lack liveliness and interest value.
6–7 (Section A) 11–14 (Section B)	Meaning is never in doubt, but the errors are sufficiently frequent and serious to hamper precision and may slow down speed of reading. Some simple structures will be accurate, but the piece of writing is unlikely to sustain accuracy for long. Vocabulary may be limited; either too simple to convey precise meaning or more ambitious but imperfectly understood. Some idiomatic errors are likely. There may be simple sentence separation errors. Simple words will usually be spelt correctly, but there may be inconsistency, and frequent mistakes in the spelling of more difficult words. Paragraphs may lack unity or be used haphazardly. The subject matter will show some relevance. The incidence of linguistic error is likely to distract the reader from merits of content.

Marks	Descriptors for the assessment of Sections A and B
4–5 (Section A) 7–10 (Section B)	There will be many serious errors of various kinds throughout the script, but they will be of the 'single-word' type, i.e. they could be corrected without rewriting the sentence. Communication is established, although the weight of error may cause 'blurring' from time to time. Sentences will probably be simple and repetitive in structure. Vocabulary will convey meaning but is likely to be simple and imprecise. Errors in idiomatic usage will be a significant feature. Paragraphing will be haphazard or non-existent. There may be evidence of interesting and relevant subject matter, but the weight of linguistic error will tend to obscure or neutralise its effect.
2–3 (Section A) 3–6 (Section B)	Sense will usually be decipherable, but some of the error will be multiple, i.e. requiring the reader to re-read and re-organise before meaning becomes clear. There are unlikely to be more than a few accurate sentences, however simple, in the whole composition. The content is likely to be comprehensible, but may be partly hidden by the density of linguistic error
0–1 (Section A) 0–2 (Section B)	The piece of writing is entirely, or almost entirely impossible to recognise as a piece of writing in the target language. Whole sections will make no sense at all. Where occasional patches of relative clarity evident, some marks will be given. The mark of 0 is reserved for scripts that make no sense at all from beginning to end.