

# Cambridge International AS & A Level

---

**TAMIL LANGUAGE****8689/22**

Paper 2 Reading &amp; Writing

**May/June 2025****MARK SCHEME**Maximum Mark: 70

---

**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 May/June 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

---

This document consists of **24** printed pages.

**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 descriptions 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.

**PUBLISHED****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.









**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
	Credit for good language or content point
	Incorrect
	Omission
	If the examiner considers the answer to be more correct than incorrect, then 'benefit of doubt' is given.
	If the examiner considers the answer to be more incorrect than correct, then ' <b>no</b> benefit of the doubt' is given.
	Irrelevant
	Meaning unclear or illegible
	Used to show that blank pages have been seen
Highlighter	Highlight

<b>Annotation</b>	<b>Meaning</b>
On-page comment	Wrong question number given by candidate Used to explain adjustment of quality of language mark (Questions 3 and 4)
Off-page comment	Used to make a holistic comment about the script
	Word limit, do not credit content beyond this point (Question 5)

<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. Indicate a correct answer with a tick. 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. Indicate a correct answer with a tick. 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 highlighter tool to indicate direct copying (i.e. 'lifting') from the passage(s).</li> <li>The following abbreviations may also be useful:  IR irrelevant  ? unclear  ^ 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.:  <math>5 - 2 = 3</math>  OR  minus 1</li> <li>Then enter the Quality of Language mark in the mark input box for <b>Question 3L</b> / <b>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>

**PUBLISHED**

<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> <li><b><u>Personal Response</u></b></li> <li>Enter the mark for Personal Response in the mark input box for Question <b>5(b)</b>.</li> <li>Note: 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> .	

**2 General Marking Principles**

**2.1** 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.

**2.2 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 to a whole question but makes no second attempt at it, mark the crossed out work. (NB A 'second attempt' could just be one word.)

**2.3** Annotation used in marking:

- (a) 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.
- (b) ^ = to indicate where something which is key to the response is missing.

**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)	அகந்தை – கர்வம்/திமிர்	1	
1(b)	எடுத்துக்காட்டு – உதாரணம்	1	
1(c)	ஆனந்தம் – மகிழ்ச்சி	1	
1(d)	காசு – பணம்	1	
1(e)	வேலை – தொழில்	1	

Question	Answer	Marks	Not Allowed Responses
<b>Question 2</b>			
2(a)	சம்பாதிக்க – பாட்டி பணம் சம்பாதிக்க வடை சுட்டு வித்தார்	1	
2(b)	சுத்தம் – சுத்தம் சுகம் தரும்	1	
2(c)	தகுதி – ஒவ்வொருவரதும் கல்வித் தகுதிக்கு ஏற்ப தொழில் கிடைக்கும்	1	
2(d)	பராமரிப்பு – இல்லப் பராமரிப்பு மகவும் சிரமமானது	1	

**PUBLISHED**

Question	Answer	Marks	Not Allowed Responses
2(e)	வருத்தம் – எனக்குக் காலில் அடிபட்ட வருத்தம் இன்னமும் மாறவில்லை	1	

Question	Answer	Marks	Not Allowed Responses
<b>Question 3</b>			
3(a)	ஒருவரது பணத் தேவையை நிர்ணயிக்கும் காரணங்களாக இருப்பவை எவை? இரண்டாம் பத்தியை அடிப்படையாகக் கொண்டு விளக்குக.	3	
	A ஒருவரது இயல்பு வாழ்க்கை முறைகள்	1	
	B அவ் வாழ்க்கை முறைகளுக்கான தேவைகள்	1	
	C குடும்ப அமைப்பு முறை	1	

**PUBLISHED**

Question	Answer	Marks	Not Allowed Responses
3(b)	மூன்றாம் பத்தியில் வீட்டு வேலைகள் செய்யும் நேரத்தைக் குறைப்பதன் மூலமாக விமலா எவற்றைத் தன்னால் செய்ய முடியும் என்று கூறினாள்?	3	
	A நேரத்தை மிச்சப்படுத்த முடியும்	1	
	B தனக்கான ஓய்வு நேரத்தை ஏற்படுத்திக்கொள்ள முடியும்	1	
	C தனக்கு விரும்பிய பொழுதுபோக்குகளில் நேரத்தைச் செலவிட முடியும்	1	
3(c)	விமலா எந்தெந்த வேலைகளுக்கு ஆட்களை நியமிக்க விரும்புவதாகக் கூறினாள்? மூன்றாம் பத்தியிலிருந்து விடைகளை எழுதுக.	3	
	A வீட்டைச் சுத்தம் செய்ய	1	
	B தோட்ட வேலைக்கு	1	
	C துணிகளை இஸ்திரி செய்ய	1	

**PUBLISHED**

Question	Answer	Marks	Not Allowed Responses
3(d)	நான்காம் பத்தியில் ஊழியர்களுக்கான ஊதியம் எவற்றின் அடிப்படையில் நிர்ணயிக்கப்படுவதாகக் கூறப்பட்டுள்ளது?	2	
	A தரம்	1	
	B தகுதி	1	
3(e)	இறுதிப் பத்தியில் செல்வி தான் உழைக்கும் பணம் மூலமாக எவற்றைப் பெற்றுக்கொள்வதாகக் கூறினாள்?	4	உழைக்கும் பணம் மூலமாக should be the emphasise of the candidate answers.
	A அடிப்படைக் கல்வியையும்	1	
	B தன்னம்பிக்கையையும்	1	
	C அவர்கள் மற்றைய பிள்ளைகளோடு சேரும் தன்மையும்	1	
	D பாதுகாப்பான குழந்தைப் பராமரிப்பையும்	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).

**PUBLISHED****Section 2**

Question	Answer	Marks	Not Allowed Responses
<b>Question 4</b>			
4(a)	பணம் எவற்றைத் தரவல்லது என்று இரண்டாம் பத்தியில் கூறப்பட்டுள்ளது? ஏதேனும் மூன்று விடயங்களைக் குறிப்பிடுக.	<b>3</b>	Give marks for any three points
	A சுகபோகங்கள் தர வல்லது	1	
	B ஒருவரது சமூக அந்தஸ்தை உயர்த்த வல்லது	1	
	C மன அழுத்தத்தைக் குறைக்கும்	1	
	D அவரைப் பலரும் அறியும்படி செய்ய வல்லது	1	
	E அவரை வாழ்க்கையின் உயர்ந்த இடத்தில் இருத்தும் வல்லமையைத் தரவல்லது	1	

**PUBLISHED**

Question	Answer	Marks	Not Allowed Responses
4(b)	வாழ்க்கையில் எவையெவை தற்காலிகமானவை என்று மூன்றாவது பத்தியில் கூறப்பட்டுள்ளது?	3	
	A பணம்	1	
	B அந்தஸ்த்து	1	
	C சுகபோகம்	1	
4(c)	நான்காம் பத்தியில் கோடீஸ்வரரான வரதன் தான் எவற்றை இழந்துவிட்டதாகக் கூறினார்?	4	
	A சாதாரணமான நபராக இருந்தபோது கிடைத்த சின்னஞ்சிறிய மகிழ்ச்சியான தருணங்கள்	1	
	B சுதந்திரம்	1	
	C நண்பர்களோடு வெளியில் சென்று மகிழ்ந்த தருணங்கள்	1	
	D சுயசிந்தனைத் திறன்	1	



**PUBLISHED**

Question	Answer	Marks	Not Allowed Responses
4(d)	பணம் இருந்தால் எதையும் சாதிக்கலாம் என்று சில இளைஞர்கள் எண்ணுவதால் ஏற்படும் தீமைகள் எவை என்பதை ஐந்தாம் பத்தியிலிருந்து எடுத்துக்கூறுக.	3	
	A மன அழுத்தம் ஏற்படுகின்றது	1	
	B வாழ்க்கைப் பிரச்சினைகளைச் சமநோக்கு நிலையில் தீர்க்கச் சிரமப்படுகின்றனர்	1	
	C தீய வழியில் பணம் ஈட்ட வேண்டும் என்ற அதீத முடிவுக்குச் சிலர் வருகின்றனர்	1	
4(e)	ஐந்தாம் பத்தியில் பணத்தைச் செலவழிக்கும்போது எவற்றைக் கருத்தில் கொள்ள வேண்டும் என்று கூறப்பட்டுள்ளது?	2	
	A திட்டமிடுதல்	1	
	B புலன் அடக்கம்	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).

**PUBLISHED**

Question	Answer	Marks	Not Allowed Responses
<p><b>Question 5</b>  <b>Length of 5(a) + 5(b) (Summary and Personal Response)</b>  Writing within the maximum length is part of the task, and candidates who remain within the limit (140 words in total) deserve credit.</p> <p>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 141<sup>st</sup> word to show the end of the response to be marked.</p>			
<p><b>Content marks – Summary</b></p> <p>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.</p> <p>The summary could include the following points (award 1 mark for each point covered up to a maximum of 10 points):</p>			

**PUBLISHED**

Question	Answer	Marks	Not Allowed Responses
5(a)	<p>Any relevant points specifically answering this question, other than these ten points can also be considered by the markers and given appropriate points.</p> <p>பகுதி 1 மற்றும் பகுதி 2 ஐ அடிப்படையாகக் கொண்டு பணத்தினால் ஒருவருக்குக் கிடைக்கும் நன்மைகள் எவை என்பதை விளக்குக.</p> <ol style="list-style-type: none"> <li>1 நாம் வேலையாட்களை அமர்த்துவதன் மூலமாக வீட்டு வேலைகள் செய்யும் நேரத்தைக் குறைக்கலாம்</li> <li>2 நேரத்தை மிச்சப்படுத்தலாம்</li> <li>3 ஓய்வு நேரத்தை ஏற்படுத்திக்கொள்ளலாம்</li> <li>4 ஒருவர் தமக்கு விரும்பிய பொழுதுபோக்குகளில் நேரத்தைச் செலவிட பணம் உதவியாக இருக்கும்.</li> <li>5 நிர்வாகத்தினதும் ஊழியர்களதும் மகிழ்ச்சியை நிரணயிக்கும் அடிப்படைக் காரணியாக பணம் அமைகின்றது</li> <li>6 பாதுகாப்பான குழந்தைப் பராமரிப்பைப் பெறலாம்</li> <li>7 மதியாலும் வலிமையாலும் வாங்க முடியாததைப் பணத்தால் வாங்க முடியும்</li> <li>8 பணம் ஒருவரது சமூக அந்தஸ்தை உயர்த்த வல்லது</li> </ol>	10	

**PUBLISHED**

Question	Answer	Marks	Not Allowed Responses
5(a)	<p>9 பணம் அவரைப் பலரும் அறியும்படி செய்ய வல்லது</p> <p>10 ஒருவரை வாழ்க்கையின் உயர்ந்த இடத்தில் இருத்தும் வல்லமையைத் தரவல்லது பணம்</p>		

**PUBLISHED**

Question	Answer	Marks	Not Allowed Responses
<b>Content marks – Response to the Text</b>  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.			
5(b)	<div> <b>5 Very good</b>  Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view. </div> <div> <b>4 Good</b>  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. </div> <div> <b>3 Sound</b>  A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text. </div> <div> <b>2 Below average</b>  Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition. </div> <div> <b>0-1 Poor</b>  Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error. </div> <p>பணம் சம்பாதிப்பது தொடர்பாக உனக்கு இருக்கும் கருத்துக்களை உனது சொந்த வாக்கியங்களில் எழுதுக.</p>	5	

**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.