

TAMIL

**Paper 3206/01
Composition**

Key messages

To do well in this paper, candidates were required to:

- ensure that they answer **one** question from **Section A** and **one** question from **Section B**.
- adhere to the word limit as specified in the question paper.
- ensure that their language is accurate and ideas logically presented.
- show an awareness of the conventions of paragraphing and sentence structure.
- demonstrate adequate control of vocabulary, syntax and grammar, punctuation and spelling.
- understand and be able to employ a range of vocabulary.
- be able to order and present facts, ideas and opinions.
- plan their use of time for each question and allow for thorough checking of their work.

General comments

The overall performance of candidates in this year's session was quite satisfactory. Most of the candidates managed to answer the questions within the allotted timeframe. Many candidates showed their proficiency in the Tamil language through the proper usage of grammatical rules and the use of well-structured sentences. However, recurrent errors were noted in a number of scripts. These included inaccuracies in the choice of vocabulary, incorrect subject-verb agreement, flawed syntax, improper use of case-markers and in the spelling of less common words. Such errors had a significant impact on candidates' performance in both sections of the paper.

Comments on specific questions

Paper 1 aims at testing the writing skills of candidates. The latter were asked to write an essay of about 120 words in Tamil on one of the three topics given.

Only the strongest candidates produced well-structured essays with appropriate vocabulary. A significant number struggled to write relevant essays. Many candidates were unable to find the appropriate vocabulary to address the more complex topics presented.

Section A

In this section, dialogue was the most popular among candidates, with the majority opting for **Question 1(c)**. However, **Questions 1(a)** and **1(b)** proved to be very challenging to many.

Question 1(a) required candidates to write a formal letter to the Examinations office enquiring about their examination details for the upcoming exams, which had been delayed. Very few candidates attempted this question, and those who did generally displayed grammatical inaccuracies and errors in sentence structure. These issues resulted in unclear expression, misapplication of case markers, and imprecise or awkward phrasing.

Question 1(b) asked candidates to write a newspaper report on the conditions of farmers in their area. This task was not popular with candidates. Among those who attempted it, very few demonstrated a good understanding of the context and were able to present nuanced arguments, with clarity and precision in their writing.

Question 1(c) required candidates to write a dialogue between themselves and a friend about someone they had recently met and whom they admired greatly. This question was the most popular in this section. Although there were issues with sentence structure, tense usage, semantic errors, choice of vocabulary, and

repetitive expressions, the overall quality of the responses was good. Their answers showed strong engagement with the task and a clear understanding of what was required.

Section B – Essay

In this section, candidates were required to write an essay of about 200 words in Tamil on one of the four topics given.

Among the topics, **Question 2(a)** was the most popular. Although many candidates chose this narrative task, only a few high-performing candidates produced well-structured essays characterised by logical sequencing, coherent paragraphing, and effective control of vocabulary and syntax. The majority, however, submitted responses that were limited in both content and linguistic accuracy. Common weaknesses included the incorrect use of idioms, repetitive phrasing, and failure to meet the required word count.

Question 2(b) required candidates to describe a technology exhibition they had recently attended. This descriptive task was favoured by only a very small number of candidates. It proved challenging for most of them, due to limited vocabulary and insufficient content knowledge, which hindered their ability to address the topic effectively.

Questions 2(c) and **2(d)**, which were argumentative tasks, are usually considered challenging by candidates and were therefore not popular.

A small number of candidates demonstrated strong writing skills, producing well-developed responses supported by a wide range of vocabulary. In contrast, less able candidates were unable to score well due to limited vocabulary, repetitive ideas, and numerous grammatical errors.

The most common mistakes are highlighted below:

(a) Spelling mistakes

- காலநிறை மாற்றம் – காலநிலை மாற்றம்
- நன்புகிறேன் – நம்புகிறேன்
- தெர்வில் – தேர்வில்
- மருநாள் – மறுநாள்
- பொருத்தகளை – பொருட்களை
- தோடங்கு – தொடங்கு
- அன்மையில் – அண்மையில்
- அரிவுரை – அறிவுரை

(b) Case markers

- குகைக்கு நோக்கி ஓடினேன் – குகையை நோக்கி ஓடினேன்
- அவர்கள் பணம் அவர்களுக்குப் பணம் கிடைக்கிறார்கள் – கிடைக்கிறது
- திடலைப் சந்திப்போம் – திடலில் சந்திப்போம்
- அவன் பேச முடியாது – அவனால் பேச முடியாது
- என்னை உதவி செய்தார் – எனக்கு உதவி செய்தார்
- ஆசிரியருக்கு அழைத்தேன் – ஆசிரியரை அழைத்தேன்
- எனக்கு பயம் அடைகிறேன் – நான் பயம் அடைகிறேன்

(c) Verbs

- நாங்கள் பேசினோம் – நாங்கள் பேசினோம்
- நான் படிக்கிறான் – நான் படிக்கிறேன்
- நானும் நீயும் என்ன – நானும் நீயும் என்ன

செய்தார்கள்?

செய்தோம்?

- மக்கள் பலர் இருந்தன - மக்கள் பலர் இருந்தார்கள்
- எனக்கு பயம் ஏற்பட்டேன் - எனக்குப் பயம் ஏற்பட்டது
- பூக்கள் இருந்தது - பூக்கள் இருந்தன

(d) Adverbial Participles

- உணவு சமைத்த விரும்பினேன் - சமைக்க
- கடிதத்தைப் பெற்ற எதிப்பார்க்கிறேன் - பெற
- போக விளையாடினார்கள் - போய்
- சமைக்க உணவு - சமைத்த
- வந்த வேண்டும் - வர
- பாட பிறகு - பாடிய
- சந்தித்த முடியும் - சந்திக்க

(e) Wrong use of qualifiers

- விபரங்கள் முக்கியமான - விபரங்கள் முக்கியமாக இருக்கின்றன இருக்கின்றன
- தேர்வு தேவையான இருக்கிறது - தேர்வு தேவையாக இருக்கிறது
- அம்மா பெருமையான இருந்தார் - அம்மா பெருமையாக இருந்தார்

(f) Syntax

- என் பெற்றோர்களுக்கு தெரியும்படி நான் பறவைகள் மிகவும் பிடிக்கும்.
- நான் ஒரு அண்மையில் பாடசாலை கிடைக்கிறேன்.
- இசையை ஓர் அழகான கலையை இருக்கிறேன்.
- ஒரு சுவையான மீன் கறி முடிவு செய்ய சமைத்தேன்.
- ஒரு சிறுவன் மிகவும் ஈர்த்த அண்மையில் சந்தித்தேன்.
- மாணவர்கள் எல்லா ஆசிரியர்கள் என்னைப் பாராட்டினார்கள்.
- அவரின் இசையும் மிகவும் ஈர்த்துகிறேன்.
- நான் பல நண்பர்கள் செய்தேன்.
- நான் அவளுக்கு சொல்ல என் பெயர் தேவன்.

However, as in previous years, there were some well-written essays characterized by well-structured sentences and the appropriate use of idiomatic expressions and good vocabulary. Examples are given below.

- 'உழைப்பு வெற்றியின் திறவுகோல்' என்று பாட்டி கூறினார்.
- என் கண்களிலிருந்து வரும் இன்பக் கண்ணீர் கண்ணத்தில் கசிந்து விழுந்தன.
- மேகங்கள் பஞ்ச மூட்டைகளைப் போல அலைந்து கொண்டிருந்தன.
- இந்த நேரத்தில் சொர்க்கம் என் மனதில் வெள்ளம் போல பாய்ந்தது.
- எத்தனை எத்தனை நினைவுகள்! அவை அலை அலையாய் பாய்ந்து வந்தன.
- சூரியனின் கதிர்கள் தீப்பந்து போல காய்ந்தபோது என் மனம் படபட என்று அடிக்கிறது.
- இந்தச் செய்தியைக் கேட்டு அனைவரும் மயில்போல் பெருமையாக இருந்தார்கள்.
- 'கடினமாய் பயின்று வந்தீர்கள்! கவலைப்படாதே! ஒழுக்கம் விழுக்கம் தரலான்! என்பதில் ஐயமில்லை' என்று அவர் ஆறுதலாகக் கூறி எங்களை ஊக்குவித்தார்.
- நாம் பாடத்தைக் கண்ணும் கருத்துமாய் படித்துக் கொண்டிருந்தபோது திடீரென்று நம் மாலைப்பள்ளி தலைவர் நம் வகுப்பில் நுழைந்தார்.
- மதம் பிடித்த யானை போல
- நான் சிலை போல நின்றேன்.

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TAMIL

Paper 3206/02
Translation and Reading
Comprehension

Key messages

In order to do well in this paper, candidates were required to express themselves in clear, correct and concise language.

In addition, candidates were required to:

- show an understanding of texts and adequately convey information.
- understand and present facts in a coherent manner.
- evaluate information, select what is relevant to specific purposes and express their understanding in their own words.
- understand and employ a range of vocabulary.
- be able to recognise implicit and explicit meaning.
- demonstrate an awareness of the conventions of sentence structures in Tamil.
- demonstrate adequate control of vocabulary, syntax and grammar, punctuation and spelling.
- ensure that their work is legible and logically presented.

General comments

The overall performance on this year's paper was satisfactory, with a broad spectrum of performance observed. Candidates generally coped well with the translation texts in both **Sections A** and **B**, with quite reasonable confidence. Both texts were accessible to high-ability candidates who attempted both sections and demonstrated strong comprehension skills as well as linguistic competence.

Of the two texts set for translation, a considerable number of candidates struggled with translating the passage from the target language into English. In contrast, the translation from English into the target language was generally accessible to a wider range of candidates. Apart from occasional slips by a few candidates, most of them demonstrated competence in translating the English text into the target language.

Regarding the reading comprehension task, a significant number of candidates tackled the questions successfully. However, as in previous years, it was observed that many candidates answered the questions by indiscriminately lifting chunks from the given text. This practice should be discouraged.

Comments on specific questions

Section A – Translation into English

Candidates were required to translate a passage from the target language into English. Some candidates performed well on this task, using appropriate vocabulary and sentence structures while demonstrating good control of grammar, syntax, and spelling. However, a few candidates encountered difficulties in understanding the text and consequently struggled to produce an accurate translation.

Many candidates faced difficulties in translating the following words:

வண்ணங்கள்	–	colours
சிலையைப் போல்	–	like a statue
அவரைச் சிரிக்க வைக்க	–	made him laugh
அவரைச் அசைய வைக்க		

முயற்சித்தார்கள்	–	made an effort to make him move
ஆடாமல் அசையாமல்	–	He was motionless/ stood still
காண்போரைச் சவால்		
விடும் வகையில்	–	challenging the onlookers
மயங்கி விழுவதுபோல் நடத்தார்	–	pretended to faint
பழைய நிலை	–	old position/ state
எதிர்பாராத	–	unexpected
குறும்புத்தனத்தால் ஆச்சரியப்பட்டு	–	surprised by prank
நகர்ந்து செல்	–	Walked away

Many candidates encountered difficulties in translating the words ‘வண்ணங்கள், சிலையைப் போல், அசைய வைக்க முயற்சித்தார்கள், ஆடாமல் அசையாமல், காண்போரைச் சவால் விடும் வகையில், குறும்புத்தனத்தால் ஆச்சரியப்பட்டு’. These words were left out by a wide range of candidates. ‘அவரைச் சிரிக்க வைக்க’ was incorrectly translated as ‘they laughed at him’; ‘மயங்கி விழுவதுபோல் நடத்தார்’ was wrongly translated as ‘he fell unconscious’. ‘பழைய நிலை’ was wrongly translated as ‘old place, old house’.

Question 2 – Translation into Tamil

In **Question 2**, candidates were required to translate a passage from English to the target language. Many candidates performed very well, demonstrating strong control of vocabulary, syntax, grammar, punctuation, and spelling. However, this posed difficulties for a few candidates. Errors related to vocabulary, sentence structures, and spelling were noted. Some candidates could not find the right translation for the following words:

parrot	–	கிளி
sounds of birds	–	பறவைகளின் சத்தங்கள்
greeted	–	வாழ்த்தி
concentrate on your studies	–	படிப்பில் கவனம் செலுத்து
next morning	–	மறுநாள் காலை
amazed	–	வியந்தனர்
skills	–	திறமைகள்

Section B – Reading Comprehension

A significant number of candidates performed well on this question. As in previous years, many candidates answered by directly lifting large portions of text rather than using their own words.

For **Questions 3 to 8**, the majority of candidates was able to identify the correct answers. However, a few provided only partial responses. Candidates who expressed the ideas from the original text using their own words often struggled to convey the intended meaning accurately.

Questions 9 and 10 proved very challenging for a significant number of candidates, who were unable to identify the correct answers.

For **Question 11**, candidates were required to find the synonyms for three of the six words provided. This proved to be very challenging for weaker candidates, who struggled to understand most of the words given. Overall, candidates faced challenges in explaining the following words: இருக்கை, வரவேற்றாள் and பயமில்லாமல். A few candidates wrote sentences using the words instead of providing their synonyms.

It is therefore recommended that candidates strengthen their vocabulary and enhance their translation and comprehension skills. Emphasis should be laid on vocabulary-building and regular practice with translation exercises.