



Oral component

GENERAL COMMENTS

Generally, the performance of students in the 2006 oral examination was very good. Almost all students were well prepared and responded readily and confidently in this component. They had a broad knowledge of the requirements of the study and of the oral examination procedures. Most of the students were able to carry on an effective conversation. They had remarkably good expression and there were no problems in their intonation or pronunciation.

SPECIFIC INFORMATION

Section 1 – Conversation

During the Conversation students were required to converse with assessors about their personal world such as school and home life, family and friends and education and aspirations. Most students were able to link with the assessors effectively and demonstrated good communication skills and repair strategies. Several students responded very quickly and fluently to the first question.

Many students demonstrated a good command of pronunciation, intonation, stress and tempo. Most students were easily able to correct themselves once they became aware of errors in their speech; for example, several students who used English words, (for example ‘teacher’ or ‘school’) immediately corrected themselves, saying in good Tamil மன்னிக்கவும் ஆசிரியர் மாணவர். However, some students did not appear to be aware of their persistent use of English words such as ‘okay’ and ‘like’ in their conversation. For example:

Assessor: இப்போது நீங்கள் ஆயத்தஞ்செய்து கொண்டு வந்த உபதலைப்பை என்னவென்று கூற இயலுமா?

Student: Okay, நான்...

and

Student: ...எனக்கு எல்லாமே அம்மாதான் like உடுப்புக்கமுவுதல்...

All students entered and left the examination room in a culturally appropriate manner. They responded effectively to the assessors and were able to contribute further ideas, information and opinions. However, some students were unable to respond as quickly and effectively to the assessors’ conversational openings.

Section 2 – Discussion

Almost all students showed a high degree of interaction with assessors. They had a good capacity to maintain and advance the exchange of ideas. Many students provided relevant information with very good facts and opinions. Some students had obviously prepared a sub-topic that was of interest to them, and they performed very well. They studied carefully and had thought about what was involved and could talk freely, giving a variety of facts and their own opinion. Topics that were presented included: ‘Domestic violence’, ‘The portrayal of women in Tamil film’, ‘In-vitro fertilisation’, ‘The influence of Tamil cinema and TV’, ‘Capital punishment’ and ‘Tamil women in the Diaspora’.

Unfortunately, it was obvious that several students had simply memorised a lot of information about their selected sub-topics. These students were often not able to respond appropriately to questions asked by the assessors.

Written Component

GENERAL COMMENTS

Most students responded well to the written examination. Students who read the questions carefully and underlined or highlighted the information that was needed did very well. Some students had problems in answering questions in English. Students should not spend a lot of time in translating questions into Tamil. Rather, they should use their dictionary to find the meanings of key words and work from there. For example, even if a student did not know the word ‘reinforce’, they could have deduced the type of answer required from the word ‘how’ at the start of question. Similarly, in Question 7a. students ought to have been able to grasp the meaning of the word ‘existence’ from the context of the question itself. Hence it should be noted that the word ‘வாழ்க்கை’ is glossed in one of the standard Tamil dictionaries. Unfortunately, even the students who used dictionaries chose the word ‘வாழ்க்கை’ instead of the more appropriate word ‘தொடர்நதிருத்தல்’ in their attempt to understand the question.



SPECIFIC INFORMATION

Section 1 – Listening and responding

Part A

Students were presented with three oral texts in Tamil. The questions were asked in English and they were required to answer in English. If the meaning of the response was clear, no marks were deducted for mistakes in the English.

Text 1

Question 1

- Mum says that the car broke down in front of sister's school.
- Call the mechanic immediately, the parking is only for two hours.
- Pick up sister at 3.30.

Most students were able to provide a full response to this question. Some students, however, did not give all of the relevant information from the text; for example, they did not mention that the time for the sister to be picked up was 3:30 pm.

Text 2

Question 2a.

- Rotary Club members and Mrs Nallini
- for presenting her speech forcefully

Question 2b.

- by showing sample pictures/diagrams
- by answering questions from the audience

Question 2c.

- They are going to compost the waste/dig a hole in their backyard and compost waste/they would no longer put all waste in the garbage bin without giving it a second thought.
- They will shop wisely.

Two thirds of the students received full marks for Question 2.

Text 3

Question 3a.

- Melbourne representatives are going to stay in three adjacent apartments.
- Adelaide and Tasmanian representatives are going to stay where the Melbourne representatives stayed last year.

Question 3b.

- to bring all Tamil youths from various countries together and strengthen harmony among them
- to encourage them to support other Tamil people if there is an urgency (for example, a tsunami disaster)

Question 3c.

- a presentation of dramas written by elders
- the participation of elderly people in the drama
- speeches by elderly people with special expertise
- free distribution of books, specially assembled essays and poems written by elders
- the opportunity for elders, whether healthy or infirm, to take part in the function

Many students responded very well to this question.

Question 3d.

- Shymala said, 'received your friendly email'.
- Shymala said, 'We welcome your participation'.
- Shymala wanted to ensure the success of the Melbourne function.
- Shymala said, 'We are awaiting with great eagerness'.

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Part B

Text 4

Question 4a.

- The poet's purpose is to congratulate Sivagami and to wish that her *arangetam* will be a great success and also to wish her all future success in her life.
- The poet conveys the message by using Tamil literary style and employing alliteration.

Text 5

Question 5a.

Siva migrated to Australia because:

- of the disturbance/conditions in his homeland/conditions in his homeland did not enable him to go beyond a certain level
- his uncle made him an offer.

Question 5b.

- His manager encouraged him to pursue his career by giving him a promotion after the graduation.
- His work schedule was rearranged to accommodate further study.
- His parents and aunty enthused him whenever he felt tired.

Many students gave the relevant information from the text. However, better use could have been made of appropriate starting words such as 'because', 'when' or 'to'.

Section 2 – Reading and responding

Part A

Text 6

Question 6a.

- Modern techniques such as carbon dating have been used gradually and uncovered the age of the ruins.
- Satellite images have indicated the age of Adam's Bridge and the fact that it is a man-made structure.

Question 6b.

Period	What was revealed
Before 300 years BC	Archaeological findings confirm suggestions from Tamil literature.
Pre 1700 BC	Subsequent investigations confirmed that Indian civilisation existed since 1700 BC.
Pre 4000 BC	Carbon dating reveals older evidence.
More than 11000 years	International scientists uncover remains off southern Indian coast.
1 750 000 years	American NASA, using satellite images, revealed Adam's Bridge.
2004	Tsunami swept away sand to reveal more archaeological findings.

Question 6c.

- Every step in research gives new evidence and future technological development may give different evidence and shape history.
- The effects of natural disasters like the 2004 tsunami may reveal new evidence.

Text 7

Question 7a.

Any three of

- archaeological findings of south India
- the tsunami revealed two granite lion statues
- the man-made bridge (Adam's Bridge)
- early Tamil literature (for example, the legend Ramayana).

Question 7b.

- Adam's Bridge, mentioned in the great epic Ramayana, is proved by NASA to have been man made. This proves that legends/myths are based on reality.



- Scientists have ample evidence to show that a large land mass connecting Madagascar, India and Sri Lanka existed about 7000 years ago.
- Archaeological research shows human existence in Sri Lanka 1 750 000 years ago.
- The association with Atlantis is a myth.
- The use of words such as 'mysterious'.

Question 7c.

- tsunami
- rise and fall of sea level
- submerging bridge

Part B

Text 8

Question 8

In Part B of Section 2, students were required to write a 150–200 word personal letter in Tamil to their friend discussing their reservations at becoming a vegetarian. Some good responses were:

- வின்சரில் உயிர் ஆடு வாங்கி கடைக்காரன் வெட்டியதைப் பார்த்ததில் இருந்து மாமிசம் வெறுத்து விட்டது
- உனக்குச் சத்துப் பத்தாது பால் குடி என்று வலியுறுத்தும் அம்மாவின் எதிர்ப்பு நிச்சயம் உண்டு
- எனது உடல்வலிமைக்கும் மனஉறுதிக்கும் இதுதான் சிறந்த பாதை
- உடல் நிலையை மேம்படுத்த நான் இச்செயற்பாட்டில் ஈடுபடுவது சாதாரியமான செயலா?
- என் மனச் செழுமையையும் உடல் பலத்தையும் கவனத்தில் கொண்டு...
- அளவுக்கு மிஞ்சினால் அமிர்தமும் நஞ்சு
- நானென்றுக்கு ஒவ்வொரு அப்பிள் உண் வைத்தியரே தேவையில்லை
- பரம்பரையாக இருதயநோய் இருக்கிறது...
- உடலில் ஏதும் பிரச்சினை உண்டாகிவிடுமோ என்ற பயத்தில் தடுமாறிக்கொண்டிருக்கிறேன்

Section 3 – Writing in Tamil

Many students were able to demonstrate their knowledge of Tamil by writing a piece which was cohesive, varied in vocabulary and sentence structure and which responded to the topic in a logical and coherent manner. They provided a well-planned and well-written piece which was a delight to read. Three out of four topics received close to equal attention from the students.

The best students' responses dealt with the topics in a profound, original and accurate manner. They demonstrated good command of all the relevant information and employed language creatively in a persuasive and entertaining manner. Some students used proverbs and traditional sayings in an appropriate manner to illustrate their response. This was possible because of their sound understanding of grammar, syntax and vocabulary and their consequent ability to use this knowledge effectively.

The 15 marks for this section were divided by awarding a maximum of five marks for each criterion.

Question 9

Students who chose to write this evaluative article were able to respond well. Their ideas were organised well in paragraphs with good links between them. Some phrases from the good responses included:

- தொலைபேசியா? தொலைபேசியா?
- தலைமுறை இடைவெளி காரணமாக பெற்றோரின் ஆலோசனைகள் பிள்ளைகளுக்கு முரணாகத் தெரிகிறது
- இயந்திர வாழ்க்கை வாழ்கிறோம், ஒருவரை ஒருவர் சந்திப்பதோ தொடர்பு கொள்வதோ கஷ்டம்
- ஒரு நாணயத்துக்கு இருபக்கங்கள் இருப்பது போல கைத்தொலைபேசியிலும் நன்மைகளும் தீமைகளும் உண்டு
- இது காலத்திற்கேற்ற கோலம்
- நிறைவாக அன்னம் பாலையும் தண்ணீரையும் கலந்து வைத்தால் எவ்வாறு பாலமட்டும் பிரித்தெடுத்து அருந்துமோ அதேபோல கைத்தொலைபேசியின் நன்மைகளை மட்டும்...
- ருவின் ரவர் அழிவின் பின்னர் தொடர்ந்து அழிவு ஏற்படாமல் காத்தது கைத்தொலைபேசியே
- வெள்ளம் வருமுன் அணைகட்ட வேண்டும், அவ்வாறே பிள்ளைகளுக்குக் கைத்தொலைபேசியைக் கொடுக்குமுன்...



Question 10

Several students who chose this question simply reproduced the same pre-learned and memorised story (about an unforgettable event), paying no attention to the specific requirements of the question. When there was no evidence of correct content and no considerable difference in answers, students penalised themselves.

Question 11

No students chose to respond to Question 11.

Question 12

This question required students to write a persuasive speech. It was the most popular choice and most students handled the topic competently. The language used was accurate, appropriate and wide ranging. Less successful students failed to use persuasive language and instead wrote an evaluative piece. These students gave both sides of the argument and did not demonstrate persuasive writing.

Some sentences and phrases from the good responses included:

- பலமொழி கற்பதனால் என்ன பயன்? வேலைவாய்ப்புக்கு உதவப்போகிறதா அல்லது அறிவை அதிகவிக்கப்போகிறதா? இத்தகைய கேள்விகள் அனைத்துக்கும் ஒரேபதில், ஆமாம் நிச்சயமாக! என்பதுதான்
- தாய் மொழி எம் உதிரத்துடன் கலந்து இருக்கவேண்டும்
- ஓடையிலே என்சாம்பல் ஓடினாலும் ஒண்தமிழே சலசலத்து ஓடவேண்டும்
- எழுமின் விழிமின் கருதிய காரியம் கைகூடும் வரை உழைமின் என்பதற்கிணங்க...
- இளமையிற் கல்வி சிலையில் எழுத்து
- இன்றைய மாணவர்கள் நாளை தலைவர்கள்...
- மகாத்மா காந்தியின் குரல் ஆங்கிலேயருக்குக் கேட்டதற்கும் இந்தியாவிற்குச் சுதந்திரம் கிடைத்தமைக்கும் அவருக்குப் பலமொழிகள் தெரிந்தமை...
- பல்லின கலாச்சார நாட்டில் பலமொழி தெரிந்திருப்பது அவசியம்
- மன்னருக்குத் தன் ஊரில் மட்டும் சிறப்பு, கற்றோருக்குச் சென்ற இடமெல்லாம் சிறப்பு
- பலமொழி அறிவு நாவன்மையை வளர்க்கும், பிற கலாச்சாரங்களை ஆழமாக தெளிவாக அறிய உதவும்