



Oral component

GENERAL COMMENTS

Overall, the students' performance in the 2008 examination was the most successful to date. Students were fluent in spoken Tamil and they used an acceptable standard of dialect forms of India, Sri Lanka, Singapore and Malaysia. They used an excellent range of vocabulary, correct grammatical sentence structure with clear pronunciation, intonation and tempo. It should be mentioned that when students spoke dialect forms unfamiliar to the assessors, the written form of the language was used for this segment. This enabled students to remain confident and focussed on their conversation and discussion.

This year there were only a few occasions where students asked for questions to be repeated. In previous years this request was far more common. If students asked for something to be repeated or explained, it was not classed as an error, unless of course they did it frequently. Their use of English words was minimal with assessors noting the use of 'cope', 'ok' and 'like'. Pleasingly students used the correct Tamil words for car, மகிழுந்து and train, தொடருந்து. Some students appropriately supported their discussions with notes, photographs and diagrams but did not use these as cue cards.

Section 1 – Conversation

During the Conversation students were expected to converse with the assessors about their personal world, including topics such as school and home life, family and friends, and education and aspirations. Most students kept their conversation relevant, provided a variety of ideas and information, all of which were culturally appropriate, supporting their opinions with apt examples. They used a good range of appropriate vocabulary and correct grammar and showed command of style and register. Most students effectively linked with the assessors and demonstrated good communication skills and repair strategies. They followed the conversational cues provided by the assessors. Very few students required considerable support and assistance from the assessors in order to maintain and advance the exchange. These students used improvised compound words such as போகியது, மேலுமாக – words not known in the Tamil lexicon.

Section 2 – Discussion

This year most students selected discussion topics from their everyday experience and so were engaged with their topics. They had done suitable research, were able to give their introduction and respond in detail to questions. They were confident in answering queries on directions of their chosen topics and the solutions to problems raised by their topics. Again, in contrast to previous years, this year's students used a wide range of vocabulary to explicate their topics. Regrettably, many students confined themselves to the clichéd topic of 'The changing world of women'. Hopefully in future years students will be confident enough to explore a wider range of topics. It must be noted that some students mentioned that their chosen topic was suggested by their teacher. These students seemed to have difficulty presenting an original and critical point of view and expressing opinions.

Topics chosen by students included:

- பெண்களின் மீதான ஆண்களின் அடக்குமுறை
- மாறிவரும் பெண்களின் குடும்பப் பிரச்சினைகள்
- தமிழ்ப் பெண் முதலியோருக்கு அவுஸ்ரேலியாவில் ஏற்படும் பிரச்சினைகள்
- திருமணமான பெண்களுக்கு ஏற்படும் வன்முறைகள்
- கணவனின் மனைவி
- போராட்டமும் பெண்களும்
- ஆண்பெண் நட்பு
- திருமணமும் பெண்களும்
- விதவைப் பெண்ணின் நிலை அன்றும் இன்றும்
- தமிழ்நாட்டில் பெண்களின் சுதந்திரம்.

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The assessors were pleased to note that some students used a high degree of imagination and originality in their choice of topics, including:

- நாட்டார் பாடல்கள் - மூவரின் பங்களிப்பு
- திரைப்படங்களில் நகைச்சுவை.

Written component

GENERAL COMMENTS

This year most students responded very well to the written examination. Students who read the questions carefully and underlined or highlighted the required information scored highly. Some students had problems answering questions in English. Students are reminded that when answering questions that require different items of information (as indicated on the examination paper by bullet points and blank spaces), they must provide all the information to obtain full marks. In Section 2, students unfortunately lacked the necessary analytical skills and knowledge of English at the expected standard to receive the highest possible marks in Part A.

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 students were required to answer in English. If the meaning of the response was clear, no marks were deducted for mistakes in their English. In Section 1 some students did not take accurate notes when they had the opportunity to do so, which impacted on the responses.

Text 1

Question 1

- personally collect before 6.00 pm today
- ask to send by courier at his own expense
- dropped off by a staff member – Namagal from the library

All students were able to provide a full response to this question.

Text 2

Question 2a.

Because she had her conferral ceremony for her PhD

Marks were awarded if the word(s) 'graduation' or 'certificate giving ceremony' were used.

Question 2b.

Any five of:

- the use of helicopters to transport the bride and bridegroom
- they are going to Malaysia for their honeymoon
- the wedding hall was decorated with many colourful electric lights
- 'Manavarai' was made up of flowers from all over the world
- the DVD depicted the whole three days
- the grand feast.

Text 3

Question 3a.

- teacher representative/Mathumitha's teacher
- at Mathumitha's book publication ceremony

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Marks were also awarded if students showed that they understood the publication of *Illaku Tamil*.

Question 3b.

- the day when the government granted permission for students to take Tamil as a subject for the Year 12 examination
- a student who was born in Australia learnt Tamil as a second language and wrote a Tamil book/released *Illaku Tamil*.

Some students failed to read the question carefully and did not give an answer for one of the golden days.

Question 3c.

- written as a guide for students for whom Tamil is a second language
- to provide contrasts with English sentence construction
- key examples are provided in the common mistakes section
- key examples of correct grammar

Most students responded to this question. Some students were unaware of the purpose of Mathumitha's book.

Question 3d.

- to the teacher for teaching
- to her mother for encouraging her to learn Tamil
- to her Dad for teaching Tamil and saving all her study and exam materials

Some students unfortunately confused the terms for the நூல்-நாவல் and மாணவி-மனைவி.

Part B

Several students misread the clear instruction to write in Tamil and also did not listen to the verbal instructions. As a result they wasted time writing the answer in the wrong language.

Text 4

Question 4

- passengers carrying items that must be declared
- passengers carrying items that need to be disposed of in the bin
- passengers who have to travel from Melbourne to other cities/transit
- passengers who are planning to catch a taxi
- passengers who have unbuckled their seat belts before the sign is turned off

Some students appeared not to understand the meaning of 'explanation' and lacked the ability to provide an explanation in their own words. Unfortunately these students tended to repeat words and phrases heard in the listening text.

Text 5

Question 5

Any five of:

- knowledge of English plus at least two other languages
- ability to captivate the audience
- knowledge of the locality of Kuttalum
- first aid training
- driving licence for public transport
- swimming skills
- experience as a tour guide.

Some students appeared not to understand the meaning of 'describe' and lacked the ability to provide an answer in their own words. Unfortunately they tended to repeat words and phrases heard in the listening text.



Section 2 – Reading and responding

Part A

Text 6

Question 6a.

Demand for new gymnasiums
Any three of: <ul style="list-style-type: none"> change in lifestyle/social trend/fashion sedentary workers parents motivate children doctors' advice.

Ways in which the demand is being met
Any three of: <ul style="list-style-type: none"> gyms in workplaces equipment in schools local governments establishing gyms gyms being opened by private owners.

This year it was again evident that some students lacked suitable English proficiency to meet the requirement of a VCE paper. For example, some students were unable to distinguish between 'demand' and 'responses'.

Question 6b.

Any three of

- poor quality equipment
- limited equipment
- untrained coaches
- 'quick fix' unsuitable medication
- high fees/profit oriented
- no ventilation.

Question 6c.

The author is asking for the government to take a role in regulating the running of the gymnasiums to solve the problems indicated in Question 6b.

Many students mistakenly claimed that the author was asking that customers not take drugs and that they have a medical check prior to commencing an exercise routine. In fact students should have realised that, while the author was listing problems, he was only making one request. The fact that only one mark was allocated for a correct answer and that only one piece of evidence was required should have indicated the correct answer. Only three lines were provided on which the correct answer could be written – another clear indication of the correct answer. Furthermore, students would be well advised to remember that these sorts of indicators signpost the answer required. Also students should remember that one piece of evidence can not be used to answer a different question.

Text 7

Question 7a.

Old	New
<ul style="list-style-type: none"> Match with the movie Music for words The poet knew the story/scenario Short imagination and originality Valuable treasures Had meaning 	<ul style="list-style-type: none"> No match with the movie Words for music No link between the story and the songs Lack of imagination and plagiarism No values Meaningless

The majority of students were unable to give adequate answers to this question. For Question 7a., the important differences as seen by the author between old and new songs were required for the answer to gain full marks. The students' opinion of the differences was not relevant.

Question 7b.

Any four of:

- addressing the audience directly beginning with the question asking for their opinion
- noting that the elderly are distressed
- repetition of the word 'scarcity'



- referring to new songs in inverted commas
- referring to old songs to treasure
- saying 'I am open to discussion' or appearing to be inclusive
- saying comments from others are welcome.

In this question persuasive techniques used by the author to appeal to his audience's emotions were the key requirement of the question. Many students appeared to be unaware of the actual meaning of the question.

Part B

Text 8

Question 8

In Part B of Section 2, students were required to write a 150–200 word informal letter in Tamil to their sister-in-law Abirami in response to the given text. The following are examples of sentences and phrases from good responses.

- அண்ணாவுக்குப் பாடம் புகட்டிய சம்பவத்தையும் உங்கள் உயர்ந்த நேர்மைக்குக் கிடைத்த வெகுமதியையும்...
- ...குறுக்கு வழியில் செல்வது தகாது என்ற மகாபோதனையை ஒரு இரவில் நடத்திய...
- தர்மம் தலைகாக்கும் என்று புகட்டிய...
- நன்றிமறப்பது...என்ற பொய்யாமொழிப் புலவர் வழியில் ஏழைப்பரிசாரகர் சென்றமை ...
- கணவன் நல்ல அல்லது தீயவழிகளில் செல்வது மனைவியின் கையில் உள்ளது என்பது ஆன்றோர் வாக்கு
- கூடப்பிறந்த சகோதரரே ஒருவருக்கு ஒருவர் உதவாதபோது யாரோ ஒரு பரிசாரகருக்கு ...
- நேர்மைக்கு ஒரு உதாரணம்
- உண்மையில் நீங்கள் எனக்கு அண்ணியாக அமைந்தது போன ஜென்மத்தில் செய்த புண்ணியம்
- எனக்கும் இவ்வாறு நடந்து \$100 குறைந்தது என்று வேலை பறிபோனது... நீங்கள் செய்தது பெரிய புண்ணியம்

The following are examples of responses which highlighted the personal nature of the letter.

- புனை குட்டி போட்டிருக்கிறது
- உடம்பைக் கவனித்துக் கொள்ளுங்கள்
- தமிழ்ப் பரீட்சைக்குப் படிக்கிறேன்

Unfortunately most students simply used many of the words, phrases and sentences provided as the basis of their own answers rather than as cues for creative language choices. Some students confused the formats required for personal and official letters. They used திருமதி சிவகாமி...இப்படிக்கு, கவிதா சிவசங்கரன்.

Section 3 – Writing in Tamil

Students must be familiar with and show mastery of the given text type in the *VCE Tamil Study Design*, page 13. They must bear in mind that each of the text types has its own appropriate audience. The expression, vocabulary used and format of their response, including number of words, must correspond to the given text type and audience. All of these criteria must be met if the student is to be awarded full marks.

Many students were able to demonstrate their knowledge of Tamil by writing a text which was cohesive, varied in vocabulary and sentence structure, and which responded in a logical and coherent manner to the topic. They provided a well-planned and well-written text which was a delight to read.

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

In this part of the examination many students' answers went beyond the prescribed word limit or they did not use words wisely. Students should adhere to the word limit and respond to the criteria, the text type and the kind of writing required. For example, while the Section 3 word limit was 200–250 words, some very able students unfortunately took too long to come to the point and so exceeded the word limit. Students should remember that sentences beyond this limit will not be assessed, and the criteria cue adversely affected without a conclusion.



Question 9

The following are sentences and phrases from good responses.

- சுத்தம், கழிவறைப் பழக்கவழக்கங்களைப் பழகிக்கொள்வார்கள். அதேசமயம் துர்வார்த்தைகள் பேசவும் இடமுண்டு.
- சோர்ந்த முகத்துடன் காணப்படுவார்கள்
- பணம் கட்ட இயலாது, நல்லவைக்கு கட்டணம் அதிகம்.
- தாயன்புக்கு நிகரானது எதுவும் இல்லை
- வீட்டுக்குள்ளே அடைந்து கிடக்காமல்... முனையிலிந்தே தன்வயதினருடன்... சகோதரத்துவம்...விட்டுக்கொடுத்தல் ... எதிர்கால நற்பிரசையாக...
- பெற்றோர்கள் குழந்தை வளர்ப்புப் பற்றி அறியாதவர்களாயின் இந்த நிலையம் நல்லாசான் ஆகிறது.
- பிஞ்சு மனம் அல்லவா
- அன்னைமொழி அடிநாவுக்கும் வேற்றுமொழி நுனிநாவுக்கும் வருவதற்கான அபாயம்...
- பல்லின கலாச்சார குழந்தைகளோடு பழகிவிளையாட வாய்ப்புண்டாகிறது
- ஒரு நாணயத்துக்கு இருபக்கங்கள் உள்ளது போல...
- பிள்ளை பராமரிப்பா? பணம் சேகரிப்பா?

This was the most popular question and students who selected this question performed very well.

Question 10

This was an informative report. Many students demonstrated good knowledge of sentence structure and sequencing techniques. They also exhibited extensive knowledge and understanding of informative language vocabulary. Some good responses to this question included when and where the work experience was completed, how the students were treated, what they learnt, things they particularly liked and suggestions to other students.

Question 11

This was the persuasive text of speech. The standard of writing in responses to this question was generally quite good. However, some responses did not give enough attention to persuasive language. It is important that teachers emphasise the various phrases of persuasive language.

Question 12

This was the second most popular question chosen by students. Students produced good evidence to demonstrate their knowledge of sentence structure and sequencing. They demonstrated depth and breadth of knowledge in the treatment of the task through the presentation and development of relevant imagination related to the topic.