



## Oral component

### GENERAL COMMENTS

Generally, the performance of students in 2009 oral examination was good. Students were fluent in spoken Tamil and used acceptable standard dialect forms of many Tamil-speaking countries. It should be mentioned that when students spoke dialect forms unfamiliar to the assessors, the written form of language was used for these segments. This enabled students to remain confident and focused on their conversation and discussion. Most students had a broad knowledge of the *VCE Tamil Study Design* and oral examination procedures.

### SPECIFIC INFORMATION

#### Section 1 – Conversation

During the Conversation students were expected to converse with assessors about aspects of their personal world, including topics such as school and home life, family, friends, education and aspirations. Most students were able to link with assessors effectively and demonstrated good communication skills and repair strategies. However, many students had not adequately prepared for the conversation and struggled to respond appropriately.

#### 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. Students' explorations of various sub-topics in the Discussion were interesting and generally related to their personal experiences and interests. This enabled students to offer original input and demonstrate their capacity to maintain and advance the exchange appropriately and effectively. Clarity of expression was also good. Many students provided relevant information with very interesting facts and opinions. It was evident that most students had prepared their sub-topics well and responded fluently and confidently. Some students had minor problems with pronunciation and others used English words instead of Tamil. Most students supported their discussions appropriately with photographs, diagrams or maps.

## Written component

### GENERAL COMMENTS

This year all students performed at a level above average. Students who read the questions carefully and underlined or highlighted the information that was needed, did well. Some students had problems in answering questions in English. The amount of space and the number of marks given for a response are indicators of how much information is required. Students should remember that if they use a piece of information or a concept in one answer, they should not use the same information to answer another question. Students are reminded that notes written in the margin of the examination paper are not assessed.

### SPECIFIC INFORMATION

#### Section 1 – Listening and responding

##### Part A

Students were presented with four 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 English.

##### Text 1

##### Question 1

Any four of:

- to raise funds for the school/for the benefit of the school
- goods are cheaper/less than half the price
- goods are in good condition/new/CDs can be checked
- useful Christmas presents.

Most students were able to provide a full response to this question. Some students, however, did not supply all the relevant information given in the text.

# 2009 Assessment Report



## Text 2

### Question 2

#### 2a.

- The country was united.
- The land was prosperous and/or King Vikiraman invested revenue in economic development.

Students should be aware that confusion in the use of simple vocabulary will prevent them from being awarded full marks. For example, unity/ownership (ஒற்றுமை-உரிமை).

#### 2b.

Any of:

- because his army lacked strength
- King Mahinthan's army was strong. He spent a large part of his revenue on war.

#### 2c.

- When the King called 'heads', the Chief Minister realised that it gave the King self-confidence and they could win the war.
- The coin that the Chief Minister tossed had two heads; therefore, the King's confidence was unfounded.

Most students were awarded full marks for this question.

## Text 3

### Question 3

#### 3a.

Any three of:

- her tone/polite words/language (she uses 'Sir', 'please' and 'thank you')
- note taking (took a pen and paper while she was answering the call)
- had information about the dates for her events.

#### 3b.

Any two of:

- Mahathevan called to change the date to the second half of December/he cannot return before 5 December
- the violinist has also agreed
- Mahathevan assured her that he will not change the date again.

Many students responded very well to this question. However, some students did not mention who left the message or what the message said.

## Text 4

### Question 4

Any five of (with examples):

- uses first person language/speaks to the listeners in an inclusive manner/changes of tone
- offers alternative ways to reduce inconvenience
- provides an outrageous and amusing ending
- asks direct questions to engage the audience
- begins on a positive note/acknowledges good aspects of mobile use
- mentions sensitive situations, for example, a hospital, to invoke sympathy
- avoids directives (dos and don'ts) in favour of 'Let's do this'.

Teachers and students should bear in mind that the examination will not consist solely of questions that require the simple recall of information or translation. While some simpler items may be found, there will also be some items pitched at a higher cognitive level. Some students simply repeated strategies such as exaggeration and rhetorical questions but failed to quote examples from the text. Some students referred to, but lacked a clear understanding of, some concepts.

Students should be aware that confusion in the use of simple vocabulary prevents them from being awarded full marks, for example, attractive language versus attacking language. Furthermore, students were not given full marks if they simply reproduced sentences from the reading or listening texts. Answers must demonstrate that students have

# 2009 Assessment Report



manipulated language creatively and effectively so as to produce an original response. Some students gave a full translation of the text without responding to the question.

## Section 1 – Listening and responding

### Part B

Despite clear instructions on the examination, some students wrote in the wrong language and gained no marks.

#### Text 5

#### Question 5

##### 5a.

Farewell to the maths teacher

Any two of (in a connected response):

- to thank him
- to wish him well
- to say that they will follow his teaching.

#### Text 6

#### Question 6

##### 6a.

- The children's programs were staged late/the children were tired and did not perform well.
- People were not allowed to dine in/ the food was not good.
- The sound system was terrible, especially the microphones.

##### 6b.

Any four of (in a connected response):

- anxious to see each other/they do not stand on ceremony with each other
- he told her he would pick her up/care for each other's needs/understand each other's problems
- asked her to pay a visit for a meal
- the register, language and tone
- they have known each other for some time (they speak about past festivals).

Many students gave the relevant information from the text. Their responses would have been better had they used appropriate introductory words, for example, 'because', 'when' or 'to'.

Students should be aware that confusion in the use of simple vocabulary will prevent them from being awarded full marks; for example, சிறுவர் நாடகம் பின்தங்கியது – சிறுவர் நாடகம் பிந்தி நடைபெற்றது.

## Section 2 – Reading and responding

### Part A

#### Text 7

#### Question 7

##### 7a.

Invasion	Impact
Alexander the Great	became available in Europe
Arabs	spread to Arabia and many other parts of the world
English	caused a decline through introducing allopathy/scientific methods

##### 7b.

- Britain's introduction of allopathy seemed to present it as scientific
- offered immediate results/widely available
- traditional/native/Ayurvedic physicians refused to pass on the secrets to others
- the younger generation did not come forward to build a career in this area
- most instructions were written on palm leaves and most of them had perished
- difficulty knowing the uses of several herbs and growing them/herbs were neglected

# 2009 Assessment Report



7c.

- the emergence of unidentifiable diseases/the number of these diseases was also increasing
- cases of diseases arising as a result of complication from medications taken for prevention or cure/side effects

It is vital that teachers and students remember that the same responses cannot be supplied for two questions.

**Text 8**

**Question 8**

8a.

- singer
- actress
- senator

8b.

- sang and entertained on trains to earn money (looked after the family)/ended up as a queen of music/top paid actress/senator
- was introduced to a career in music by a railway employee

8c.

Any three of:

- by paying her an unmatched salary as an actress
- by giving her two prestigious awards
- by calling her the queen of the music world
- by making her the first artist appointed to the Upper House
- by revering her memory even after 30 years after her demise/by publishing an article in *Thamil Natham*.

## Section 2 – Reading and responding Part B

**Text 9**

**Question 9**

In Part B of Section 2, students were required to write a 150–200 word formal letter in Tamil to the editor of a newspaper. Some students were not familiar with the structure of a formal letter.

Some good responses included words and phrases such as:

- தமிழ் இளைஞர் மொழி கலாச்சார மோம்பாட்டுக்கழகம் ஒன்றை உண்டு பண்ணி...
- இரத்தநானம், உறுப்புத்தானம்...
- சிறுகச்சிறுகச் சேமித்த பணத்தில் 95 வீதத்தைத் தாயகத்துக்கு அனுப்பி...
- தந்தை ஓர் வெள்ளை இனத்தவராக இருந்தபோதும் அவள் குழப்பமடையாமல்...
- தனது பொன்னான சனிக்கிழமைகளில்...

## Section 3 – Writing in Tamil

Some students were able to demonstrate their knowledge of Tamil by writing a piece which was cohesive, and varied in vocabulary and sentence structure and 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. They wrote some excellent pieces which were accompanied by the skilful and apt use of proverbs, allusions and ideas.

These students had a sound understanding of grammar, syntax and vocabulary and the ability to use their knowledge effectively. However, these students appeared to be unaware of the main characteristic of common text types (*VCE Tamil Study Design*, page 52).

**Question 10**

Students were required to write the text of speech to persuade the parents in their school that students can successfully manage part-time work and school work. Students who chose this question were able to respond well. Their ideas were well organised in paragraphs, which contained good links. Some phrases from the good responses included:

# 2009 Assessment Report



- அனுபவத்தில் கூறுகிறேன் அறைக் கதவைச் சாத்திவிட்டுப் படிக்கிறார்கள் என்று சொன்னாலும் அவர்கள் உண்மையாக இணையத்தளத்தில் ...
- வீட்டில் இருந்து தொலைக்காட்சி பார்ப்பதை விட வேலைக்குப் போய் ...
- இரவு பகலாகப் படித்துக்கொண்டிருந்தால் அது சோர்வைக் கொடுக்காதா? அது படிப்பைக் கெடுத்துவிடாதா? ...
- வேலை அனுபவம் கேட்கிறார்களே...

For full marks to be awarded, students needed to write their response in favour of part-time work. Some students, however, responded by discussing the advantages and disadvantages of part-time work.

## Question 11

Students who wrote an evaluative article for a Tamil magazine gave their opinion, an explanation of their ideas and a summary of their line of argument. The language used was accurate, appropriate and wide ranging. Students could discuss both the advantages and disadvantages of studying both Arts and Science or examine the advantages and disadvantages of studying one stream only.

## Question 12

This was the most popular question and most students handled it competently. Some students wrote excellent pieces of writing, accompanied by the skilful and apt use of proverbs, allusions and ideas.

- வேலை கிடைப்பது குதிரைக் கொம்பாகியுள்ளது...
- தாய்நாட்டில் கற்ற பாடங்களும் பெற்ற பட்டங்களும் இங்கு பயனில்லாது போக...
- தன்மானம் மரியாதையை விட்டு மற்றவரிடம் கையேந்தும் நிலை...
- சோகங்களையும் மன உளைச்சல்களையும் கூறவும் முடியாது உணர்ச்சி குன்றி உடல்நலமின்றி...
- அவுஸ்ரேலிய வாழ்க்கை என்றால் செல்வம் கொழிக்கும் என்று கருதும் தம் நாட்டவருக்கு உதவமுடியாத நிலையில்...
- கலாச்சார விழுமியங்களோடு பிள்ளைகளை வளர்க்க முடியாமல்...

However, some students appeared to be unaware of the identifiable features of the text type and wrote a report instead of a persuasive response.

## Question 13

Students were given the following scenario 'You are locked in a zoo at night by mistake. Some of the animals start to talk'. They were then asked to write an imaginative story.

Several students did not pay attention to the requirements of the question and reproduced pre-learned or memorised stories. Some responses did not have a heading or an author (fictional) name. Other stories were written in the third person when the first person was required.