



2012

Languages: Tamil GA 3: Examination

GENERAL COMMENTS

Most students had prepared very well and were able to perform well in each section of the 2012 Tamil oral examination.

Oral component

The oral examination assesses students' knowledge and skill in using spoken Tamil and has two sections. Section 1 involves a conversation between the student and the assessors about aspects of the students' personal world; for example, school and home lives, family and friends, interests and aspirations. In Section 2, students indicate the sub-topic they have chosen for detailed study, briefly introduce the main focus of their sub-topic and alert assessors to any objects they have brought to support the Discussion. The focus of the Discussion is to explore aspects of the language and culture of Tamil-speaking communities.

Most students had prepared to a high standard for both the conversation and discussion sections and performed very well. They were familiar with the criteria of the examination. Most students showed that they understood the assessors' questions and were able to respond very well. Their pronunciation, rhythm and intonation were excellent, and they were able to converse spontaneously. Many students made good use of appropriate and effective body language to make or emphasise their point of view. Most students showed good knowledge of language elements and their responses were logical, clear and accurate. The use of English words during the oral examination was less frequent than in previous years.

Many students were fluent in spoken Tamil and used the acceptable standard versions of many Tamil-speaking countries. The majority of the students were at ease with the newly hybridised transitional form of Tamil and were no longer restricted to older regional or national forms of the language. According to the aims of the *VCE Tamil Study Design*, the language to be studied and assessed is the modern standard version of Tamil. Some variations may surface in different social situations and are acceptable provided they occur in the appropriate context. Please refer to the *VCE Tamil Study Design* for more information regarding the oral examination.

SPECIFIC INFORMATION

Section 1 – Conversation

During the Conversation, students were expected to converse with assessors about aspects of their personal world. Most students were able to link effectively with the assessors, and demonstrated good communication skills and repair strategies. It was evident that they enjoyed the conversation and were confident. They kept the conversation relevant, provided a variety of culturally appropriate ideas and information, and supported their opinions with suitable examples. Students used a good range of relevant vocabulary. The pace at which students responded and the accuracy of their responses were excellent. Most students used correct grammar and demonstrated a good command of style and register. This is strong evidence of thorough practice in preparation. Some students were able to link very well with the assessors and provide amusing anecdotes that made the conversation interesting.

Section 2 – Discussion

In this part of the examination, students introduce their sub-topic and state the focus of their Detailed Study. They advise assessors of any materials they have brought to support the Discussion. It was evident that most students had prepared their introduction carefully and these students presented their introductions very effectively. 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 their sub-topics in the Discussion were interesting, relating to mainstream subjects, current issues, personal experiences and interests.

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Some of the topics chosen by students included

-அவுஸ்ரேலியத் தமிழ் முதியோர்கள் எதிர்நோக்கும் பிரச்சனைகள்
-ஆயுதவல்லமையின் அவசியம்
-தமிழர் மருத்துவம்
-தமிழர் கட்டடக்கலை பிரபலமாகாததற்குக் காரணங்கள்

As many students had selected sub-topics appropriate to their interests and had prepared the topic with sufficient depth, they were able to respond more ably to any type of question asked or cue given by the assessors. They listened to the questions carefully and answered them confidently. They were able to offer original input and demonstrate their capacity to maintain and advance the exchange appropriately and effectively, relating their topics to their culture and life. Many students provided relevant information with very interesting facts and opinions and used humour. Capable students used a wide range of vocabulary, sentence structures and expressions in forms appropriate to their topics. Their responses demonstrated good breadth and depth. Many students displayed sound knowledge of appropriate proverbs and allusions, such as

‘உணவே மருந்து மருந்தே உணவு அதுவே தமிழர் மருத்துவத்தின் மகத்துவம்’
ஏட்டுச்சுரக்காய் போல இந்தப் படிப்பு...
சினிமா ஒரு வெகுஜன ஊடகம், எதை மக்களுக்குச் சொல்ல வேண்டுமானாலும் ...
தமிழ்நாட்டில் தமிழர் ஆங்கிலம் பேசினால் தான் மதிப்பு என்கிறார்கள் அவுஸ்ரேலியாவில் தமிழர் சுத்தமான தமிழ் பேசினால்தான் மதிப்பு என்கிறார்கள்..

Almost all students supported their discussions appropriately with photographs, diagrams or maps. Several students, even though they did not use any English words in their conversations or discussions, used the word ‘மன்னிக்கவும்’ (excuse) many times, mistakenly thinking that they had in fact used English words. Some students simply reproduced a memorised speech in the discussion. When assessors asked them questions, interrupting the flow of the memorised text, these students tried to engage the assessors by asking them to listen first. Students should be discouraged from doing this, as these questions provide opportunity to demonstrate their capacity to maintain and advance the exchange appropriately and effectively. Some students experienced confusion when using some words, such as (the correct forms are given in the brackets)

சங்கதியினர் (சந்ததியினர்)
காமத்தவர் (கிராமத்தவர்)
மேலதிகநாட்டு (மேல்நாட்டு)