



Written component

GENERAL COMMENTS

Overall, students' performance on the 2011 Tamil examination was very successful, maintaining the high standard of previous years.

The amount of space given for a response should be used as a guideline for the length of the answer required. Some students copied parts of the questions to fill the answer space, and others included redundant information.

Students are reminded that the same piece of information will not be asked for in two questions. Students should not reuse answers, and care should be taken to answer each question precisely. Students are reminded that notes written in the note-taking column of the examination paper are not assessed.

Teachers and students are advised that the examination will not consist solely of questions that require translation or the simple recall of information. While some simpler items may be found, there will also be some items pitched at a higher cognitive level, requiring analysis, synthesis or evaluation.

Some students failed to draw on examples from the text and others referred to, but lacked a clear understanding of, simple vocabulary. This prevented them from being awarded full marks. Furthermore, students were not given full marks if they simply reproduced sentences from the reading or listening texts. Answers needed to demonstrate that students had manipulated language creatively and effectively to produce an original response.

SPECIFIC INFORMATION

Section 1 – Listening and responding

Part A – Answer in English

Students were presented with four texts in Tamil. Most students listened very well and wrote all the required information in the note-taking columns. Some failed to understand specific aspects of texts; they simply gave a word-for-word translation of the text without analysing the questions properly and responding in the correct amount of detail.

In this section, students are not expected to respond in complete sentences unless asked to do so. Rather, they are expected to demonstrate their understanding of the question and respond in a way that communicates relevant, accurate and appropriate information. Some students couldn't find all of the expected information within the given texts and simply repeated the same fact or detail several times in their answer.

Students are urged to listen carefully for the required information and respond in a considered way. Bullet points, mark allocations and answer spaces on the examination paper are a guide to the amount of information required.

Text 1

Question 1a.

The information is most likely to be heard in a Tamil convenience store/Tamil shop.

Question 1b.

This man would succeed in his business because he (four of):

- knows the location and the price of goods for sale
- promotes new items such as drumsticks
- gives a loan to (reliable) customers
- reduces totals/gives a discount
- the female customer expresses satisfaction: 'That's what I come here for'.

2011 Assessment Report



2a.

The qualities Kumar's parents would like him to develop include:

- being able to save money
- spending his savings on a good purpose
- looking after his things (for long time)
- being a good team member and contributing to the school/class
- taking pride in himself.

Text 3

Question 3

3a.

The man failed in making good 'paayaasam' because he did not:

- stir it continuously
- add hot water.

3b.

Kamala suggests that healthier 'paayaasam' can be made by:

- using the correct/an increased amount of green peas
- roasting certain ingredients instead of frying them in ghee
- substituting coconut milk with cow's milk or soy milk
- using less sugar.

Text 4

Question 4

Issues (in brief)	Example given
Gender inequality	High-level female officers are not happy with their male colleagues.
Insufficient income for widows	There is no government support for widows who don't have jobs and who have young children to look after.
Social/family problems/ long working hours	<ul style="list-style-type: none">• Children face difficulties when both parents are working.• Parents have no time to spend with their children.

4b.

Listeners can join in the program by:

- going to the studio
- phoning in questions.

Some students misunderstood the texts and gave inappropriate answers.

Part B – Answer in Tamil

Criteria

- understand general and specific aspects of texts by identifying and analysing information
- convey the information accurately and appropriately

Text 5

Students were presented with two listening texts in Tamil.

Question 5

5a.

பாரதியார் வெளிப்படுத்த முயற்சி செய்த பரந்த சமூகக் கருத்து பின்வரும் அடிப்படையைக் கொண்டதாகவும் பூரண வசனங்களைக் கொண்டபந்தியாகவும் இருக்க வேண்டும் என்று எதிர்பார்க்கப்பெற்றது.

உலக மக்கள் நிறம் இனம், வருமானம், கலாச்சாரம் முதலான பல்வேறுபட்ட வேறுபாடுகளைக் கொண்டிருந்தாலும் அவர்கள் அனைவரும் பூமி என்ற ஒருதாய் வயிற்றுப் பிள்ளைகளே. ஆகவே அவர்களிடம் இவர் உயர்ந்தவர் என்றோ இவர் தாழ்ந்தவர் என்றோ எந்தவித வேறுபாடும் காட்டப் படக்கூடாது.



Text 6

Question 6

6a.

தனது வேண்டுகோளுக்காக மகன்வழங்கும் காரணங்கள் பின்வருமாறு. (ஏதாவது 5 காரணங்கள்).

- தான் பல வருடங்களாக ஊடகத்துறையில் கற்கப்போவதாகச் சொல்லிக் கொண்டு வருதல்
- ஏழு வயதிலிருந்தே பெற்றோர் நடனத்தைக் கற்பித்து வந்தமை
- நடனம் உள்ளத்தால் படிக்கப்படுவது மற்றையவை மூளையால் படிக்கப்படுபவை
- நடனம் அவளுக்கு உயிர்மூச்சாகி விட்டது என்பது
- உலகப்பிரசித்தி பெற்றவளாக வருவதான உறுதிமொழி

6b.

- தமிழ்ப்பெற்றோர்கள் தங்களுக்கு இளம்வயதில் கிடைக்காதவற்றைத் தங்கள் பிள்ளைகள் பெற வேண்டும் என்ற மனப்பாங்குடன் இருக்கிறார்கள் என்பதும்
- குறிப்பிட்ட சில தொழில்களையும் அதற்கான பாடங்களையும் இவர்கள் சிறப்பானதாகக் கருதுவதில்லை என்பதும் இப்பனுவலில் இருந்து வெளிப்படுத்தப்படுகிறது.

Section 2 – Reading and responding
Part A – Answer in English

Text 7

Question 7

7a.

The factory income is in decline because it:

- started to use sub-standard raw materials
- is spending too much money on computerisation and re-training employees
- is cutting machinery maintenance expenses
- is using cheap foreign/imported goods
- spends too much money on media advertising.

7b.

The personal reasons Kandeepan gives for wanting to continue the job were that:

- he did not want to lose his first full-time job/the job he liked the most
- he did not want to lose regular income
- the boss was nurturing
- it was a safe work environment
- his co-workers were friendly.

7c.

Kandeepan shows that he is a good advocate for the company by:

- having a positive attitude/creative ideas
- writing this letter
- believing in the good name of the company
- talking about the high quality of the company's product.

Text 8

Question 8

8a.

These projects help young Indian people to develop themselves (five of):

- through using natural resources for industries they develop a sense of economics
- through keeping the environment clean they develop a sense of hygiene
- through working with the police to stop the crime in the community they develop their social skills
- through managing projects they develop leadership/project management skills
- through working with uncooperative youth they develop a sense of tolerance and patience
- they are offered an education that meets international standards.



8b.

The aspects of the organisation of the course that contributed to its success were:

- having students live in full-time residential accommodation
- teacher supervision
- the fact that it was compulsory for students to participate in at least one project.

8c.

The Tamil Nadu Special School Association gave the speaker the opportunity to see the projects.

Section 2 – Reading and responding

Part B – Answer in Tamil

Text 9

Question 9

Students were required to write the text of a speech to persuade parents to enrol their children at a particular school. Some students showed they understood both general and specific aspects of the given text by identifying and analysing information. These students conveyed the information accurately and appropriately with relevant use of persuasive techniques.

Section 3 – Writing in Tamil

Some students were able to demonstrate their knowledge of Tamil by writing a piece that was cohesive and varied in vocabulary and sentence structure. These students responded to the topic logically and coherently, and provided well-planned and well-written pieces that were a delight to read. Their pieces were accompanied by the skilful and apt use of proverbs, allusions and relevant ideas, and it was evident that these students had a sound understanding of grammar, syntax and vocabulary and the ability to use their knowledge effectively.

Some very able students used advanced vocabulary and complex sentence structure well but did not use the conventional text type correctly, particularly evaluative writing in the form of a review. Students are advised to familiarise themselves with range of different types of texts (refer to the *VCE Tamil Study Design*, page 52).

Question 10

Students were required to write a personal letter describing the joy and feelings they experienced after they visited their parents' birthplace. This was one of the most popular topics.

Some phrases from the more successful responses included:

- பாடசாலை செல்லாமல் அப்பா நண்பர்களுடன் ஊர் சுற்றினாராம். பக்கத்து வீட்டு மாமா...
- பாட்டா உங்கள் நண்பர்கள் என்னைத் தங்கள் பேரப் பிள்ளை என்றே....
- எனது பரம்பரையின் பிறப்பிடம், ஒற்றுமையின் சின்னம், ...உலகிலேயே மிகச்சிறந்த இடம்.. இன்று ஆக்கிரமிப்பு அக்கிரமம்...
- பாலப்பம், வடை வயிறு புடைக்கச்சாப்பிட்டு.. நல்ல காலம் சுவிச்சக்கர வண்டி ஓடியபடியால்...
- அப்பாவும் அம்மாவும் பக்கத்த வீட்டில் இருந்தபடியால்தான் ...காதல் வளர்ந்தது...

Question 11

Students who chose this question responded very well. The following are phrases from high-scoring responses:

- உடற்கல்வி நிர்ப்பந்தமான பாடம்
- தொழில் வழங்குவோர் முன்னுரிமை...
- எந்த விளையாட்டானாலும் அதற்கு ஒரு மரியாதை உண்டு,
- வானொலி தொலைக் காட்சி முன்னுரிமை விளம்பர வருமானம்
- விளையாட்டு வீரர்களுக்கு சிறந்த பிரசை விருது....

2011 Assessment Report



Question 12

This was the most popular question in this section and most students handled it competently. Although some students were not sufficiently familiar with the characteristics of this text type, most responses produced were well shaped and contained excellent vocabulary, culturally appropriate opinions and ideas, and a summary of the student's line of argument, using accurate, appropriate and wide-ranging language. Students could discuss both the advantages and disadvantages of Australian Tamils watching Tamil television drama serials.

The following are phrases from high-scoring responses:

- ...ஒரு நாள் பார்க்கத் தவறினால் தங்களது சிநேகிதிகள் உறவினர்களுடன் தொடர்பு கொண்டு நடந்ததைக் கேட்டபின்புதான் உயிரே திரும்பி வரும்...
- பொழுது போக்கா அல்லது அருமந்த பொழுதைப் போக்கும் ஒருவழியா?
- பாடசாலைக் கணக்கெடுப்பின்படி நாடகம் பார்ப்பவர்கள் கேட்டல் பேசதல் என்பவற்றில் திறமை காட்டி வருவதாகவும்...

Question 13

Students were asked to write an imaginative story. Students who answered this question paid attention to the characteristics of this text type and responded very well.