

Accreditation Period

Units 1 and 2

2002–2023

Units 3 and 4

2002–2024



Victorian Certificate of Education

TAMIL

STUDY DESIGN



www.vcaa.vic.edu.au

Amendments to study design history

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1.1	Current	December 2023	The accreditation period for Units 1 and 2 expired 31 December 2023. The accreditation period for Units 3 and 4 has been extended and expires 31 December 2024.
1	Superseded	January 2001	

Collaborative Curriculum and Assessment Framework for Languages (CCAFL)

Tamil

The following agencies have contributed to this document:

Board of Studies, New South Wales
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Curriculum Council of Western Australia
Northern Territory Board of Studies
Senior Secondary Assessment Board of South Australia
Tasmanian Secondary Assessment Board

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Languages Other Than English: Tamil

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IMPORTANT INFORMATION

Accreditation period

Units 1 and 2: 2002–2023

Units 3 and 4: 2002–2024

Accreditation period for Units 1 and 2 ends 31 December 2023

Accreditation period for Units 3 and 4 ends 31 December 2024

Other sources of information

The *VCE Bulletin* is the only official source of changes to regulations and accredited studies. The *VCE Bulletin*, including supplements, also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the *VCE Bulletin*.

To assist teachers in assessing school-assessed coursework in Units 3 and 4 the Board of Studies will publish annually an assessment guide which will include advice on the scope of the tasks and the criteria for assessment.

The *VCE Administrative Handbook* for the current year contains essential information on assessment and other procedures.

VCE providers

Throughout this study design the term ‘school’ is intended to include both schools and other VCE providers.

Photocopying

VCE schools only may photocopy parts of this study design for use by teachers.

Introduction

THE LANGUAGE

The language to be studied and assessed is the modern standard version of Tamil.

Centuries of influence from other cultures and religions has resulted in numerous borrowings of words from other languages that have become an acceptable part of Tamil usage. Examples include புத்தகம் சன்னல் அலுமாரி. There are also common borrowings from English in such fields as music, science and technology. As a result of the scattering of Tamil speakers across the world, there are some marked variations in the spoken language. These variations may surface in different social situations, and are acceptable, provided they occur in the appropriate context.

RATIONALE

The study of Tamil contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literary and general knowledge. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

Tamil is widely spoken in Southern India and Sri Lanka. It is also the language of many Tamils who have migrated to different parts of the world, including Malaysia and Singapore, and in more recent times to Canada, France, Germany, the UK and Australia.

The Tamil language is one of the oldest languages in the world. The study of Tamil provides access to an important cultural and linguistic heritage, and may, in conjunction with other skills, provide students with enhanced vocational opportunities in areas such as tourism, finance, services and business.

AIMS

This study is designed to enable students to:

- use Tamil to communicate with others;
- understand and appreciate the cultural contexts in which Tamil is used;
- understand their own culture(s) through the study of other cultures;
- understand language as a system;
- make connections between Tamil and English, and/or other languages;
- apply Tamil to work, further study, training or leisure.

*INTRODUCTION***STRUCTURE**

The study is made up of four units. Each unit is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of the key knowledge and skills students are required to demonstrate.

ENTRY

Tamil is designed for students who will, typically, have studied Tamil for at least 400 hours at completion of Year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully.

Students must undertake Unit 3 prior to undertaking Unit 4.

DURATION

Each unit involves at least 50 hours of scheduled classroom instruction.

CHANGES TO THE STUDY DESIGN

During its period of accreditation minor changes to the study will be notified in the *VCE Bulletin*. The *VCE Bulletin* is the only source of changes to regulations and accredited studies and it is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the *VCE Bulletin*.

MONITORING FOR QUALITY

The Board of Studies will, from time to time, undertake an audit of Tamil to ensure that the study is being taught and assessed as accredited. Teachers must ensure that all records and samples of students' work are maintained and available should the study be subject to audit. The details of the audit procedures and requirements are published annually in the *VCE Administrative Handbook*. Schools will be notified during the teaching year of schools and studies to be audited.

SAFETY

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking this study.

USE OF INFORMATION TECHNOLOGY

In designing courses for this study teachers are encouraged to incorporate information technology in teaching and learning activities. The Advice for Teachers section provides specific examples of how information technology can be used in this study.

COMMUNITY STANDARDS

It is the responsibility of the school to ensure that all activities in this study are conducted within ethical guidelines. This is of particular concern in the use of information located on the World Wide Web.

VOCATIONAL EDUCATION AND TRAINING OPTION

Schools wishing to offer the Vocational Education and Training (VET) option should note that they will need to seek registration as a training provider, or to enter into an agreement with a registered training provider able to offer the module outcomes to students on their behalf. For further information, contact the Office of Post Compulsory Education, Training and Employment (PETE).

The school-assessed coursework component of this study is designed to allow the integration of tasks required in Modules 2A and 2B of the *National TAFE Language Course Stage One**. The outcomes for Module 2A relate most closely to Units 1 and 2; the outcomes for Module 2B relate most closely to Units 3 and 4.

The VCE coursework assessment tasks (including those required for the detailed study VET option) are sufficiently flexible for both the VCE outcomes and selected outcomes required for Modules 2A and 2B to be met. Examples of how this might be done are provided on pages 47–49.

Students who successfully meet all of the outcomes required for Module 2A will be eligible to receive from their registered provider a Certificate II in Applied Languages. Students who meet all of the outcomes required for Module 2B will be eligible to receive a Certificate III in Applied Languages.

It is important to note that there are significantly more outcomes to be met in both Modules 2A and 2B than in VCE Units 1 and 2, and in Units 3 and 4, respectively. Although there is considerable scope for several of the module outcomes to be incorporated into one VCE assessment task, it is possible that (unless the student has completed some of the module outcomes previously) a number of additional assessment tasks (beyond the eight required for VCE Units 1 and 2, and six required for VCE Units 3 and 4) will be required, if the student is to achieve them all for the purposes of VET certification.

Schools might therefore wish to consider incorporating outcomes from Module 2A into Year 10 programs as well as into VCE Unit 1, and outcomes from Module 2B into VCE Unit 2 tasks, in addition to tasks in Units 3 and 4.

No additional enrolment procedure is required for students wishing to follow this VET option. It is important to note, also, that students who successfully complete the outcomes for Modules 2A and/or 2B will not receive any additional credit for satisfactory completion of the VCE, or for the calculation of the ENTER.

**National TAFE Language Course: Stage One; Generic Curriculum*, ACTRAC Products, 1994, available from Australian Training Products (tel: 03 9630 9836)

Assessment and reporting

SATISFACTORY COMPLETION

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. Designated assessment tasks are provided in the details for each unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

Teachers must develop courses that provide opportunities for students to demonstrate achievement of outcomes. Examples of learning activities are provided in the Advice for Teachers section.

Schools will report a result for each unit to the Board of Studies as S (Satisfactory) or N (Not Satisfactory).

Completion of a unit will be reported on the Statement of Results issued by the Board of Studies as S (Satisfactory) or N (Not Satisfactory). Schools may report additional information on levels of achievement.

AUTHENTICATION

Work related to the outcomes will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own. Teachers need to refer to the current year's *VCE Administrative Handbook* for authentication procedures, and should note that all assessment tasks for Units 3 and 4 should be conducted in class time and under supervision.

LEVELS OF ACHIEVEMENT

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Board of Studies. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4

The Board of Studies will supervise the assessment of all students undertaking Units 3 and 4.

In Tamil the student's level of achievement will be determined by school-assessed coursework and two end-of-year examinations. Percentage contributions to the final assessment are as follows:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Units 3 and 4 examinations: 50 per cent.

Areas of study

Units 1–4 Common areas of study

The areas of study for Tamil comprise themes and topics, grammar, text types, vocabulary and kinds of writing. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes.

The grammar, vocabulary, text types and kinds of writing are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

The common areas of study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

THEMES, TOPICS AND SUB-TOPICS

There are three prescribed themes:

- The individual
- The Tamil-speaking communities
- The changing world

These themes have a number of prescribed topics and suggested sub-topics. The placement of the topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested sub-topics expand on the topics, and are provided to guide the student and teacher as to how topics may be treated.

It is not expected that all topics will require the same amount of study time. The length of time and depth of treatment devoted to each topic will vary according to the outcomes being addressed, as well as the linguistic needs and interests of the student.

As well as acquiring the linguistic resources to function effectively as a non-specialist within all three themes, the student is required to undertake a detailed study in Units 3 and 4. This detailed study should relate to the prescribed themes and topics and be based on a selected sub-topic. For further details refer to pages 23 and 24.

PRESCRIBED THEMES AND TOPICS, AND SUGGESTED SUB-TOPICS

The individual	The Tamil-speaking communities	The changing world
<ul style="list-style-type: none"> • Personal identity <i>For example, personal details and qualities, family and friends, daily life, free time and leisure activities, relationships.</i> • Personal views and opinions <i>For example, views on the future, cultural differences, personal priorities/preferences (extended family, living away from home).</i> • Education and aspirations <i>For example, school, further studies, work experience and careers.</i> 	<ul style="list-style-type: none"> • Culture and traditions <i>For example, family values, attire and appearance, social interaction, festivals and ceremonies.</i> • The past and present <i>For example, famous persons and events, places of historical importance.</i> • The Arts and entertainment <i>For example, film, radio, television, sports and recreation, modern short stories, folk tales, fables and legends.</i> • Travel and tourism in a Tamil-speaking country <i>For example, travel, banking, shopping, health, obtaining assistance and advice, visiting friends, studying in a Tamil-speaking country.</i> 	<ul style="list-style-type: none"> • Changing lifestyles <i>For example, family life, food, care of children/the aged, activities (children, parents).</i> • Status of women <i>For example, the role of women as depicted in literature, significant women in the 20th century, the changing role of women and its impact on society.</i> • World of work <i>For example, different types of work, workplace conditions, overseas employment opportunities.</i>

Note: **Bold** = Prescribed themes, **Bold Italics** = Prescribed topics, *Italics* = Suggested sub-topics.

TEXT TYPES

The student will be expected to be familiar with the following text types. Text types indicated with an asterisk (*) are those which the student may be expected to produce in the external examination. Teachers may introduce the student to a wider range of text types in the course of their teaching and learning program.

Advertisement	Invitation	Report*
Announcement	Journal/diary entry*	Review*
Article*	Map	Song
Chart	Menu	Story/narrative account*
Conversation*	News item	Survey
Discussion*	Note/message*	Table
Editorial	Personal profile*	Text of an interview*
Email	Play	Text of a speech*
Form	Poem	Timetable
Formal letter*	Postcard*	Webpage
Informal letter*	Recipe	

KINDS OF WRITING

The student is expected to be familiar with, and be able to produce the following five kinds of writing: personal, informative, persuasive, evaluative and imaginative.

VOCABULARY

While there is no prescribed vocabulary list, it is expected that the student will be familiar with a range of vocabulary and idioms relevant to the topics prescribed in the study design. Students should be encouraged to use dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively. Suitable editions are listed in the Resources section of this study design. Information on the use of dictionaries in the end-of-year written examination is provided on page 31.

GRAMMAR

The student is expected to recognise and use the following grammatical items:

Verb	inflectional categories	
	first person	வந்தேன்
	second person	வருகிறாய்
	third person	வந்தான்
	number	
	singular	வினையாடினான், பறந்தது
	plural	வினையாடினார்கள், பறந்தன
	gender	
	masculine	பாடினான்
	feminine	பாடினாள்
	rational plural	பாடினார்கள்
	irrational singular	பாடியது
	irrational plural	பாடின
	aspect	
	continuous	தூங்கிக்கொண்டிருந்தான்
	perfect	செய்திருக்கிறேன்
	reflexive	பார்த்துக்கொள்
	definitive	வந்து விட்டார்
	tense	
	past	நடந்தான்
	present	நடக்கிறான்
	future	நடப்பான்
	voice	
	active	கட்டினான்
passive	கட்டப்பட்டது	
mood		
imperative	படியுங்கள்	
conditional	வந்தால்	
optative	வாழ்க	
permissive	செய்யலாம்	
prohibitive	செய்யவேண்டாம்	
potential	பெய்யக்கூடும்	
personal verbs	விரும்புகிறேன்	

	<ul style="list-style-type: none"> impersonal verbs affirmative negative interrogative participles 	<ul style="list-style-type: none"> பிடிக்காது போனான் போகான், போகவில்லை வந்தானா, படித்தாயோ வருகின்ற, படித்த
Nouns	<ul style="list-style-type: none"> rational irrational common proper — inflectional categories <ul style="list-style-type: none"> gender number case inflectional models <ul style="list-style-type: none"> adjectival verbal 	<ul style="list-style-type: none"> மனிதன் பறவை மரம் பலா ஆசிரியன், ஆசிரியை நண்பன், நண்பர்கள், பசு, பசுக்கள் புத்தகம், புத்தகத்தை, புத்தகத்தால் நாட்டுப்பற்று இருக்கை, நடத்தை
Pronouns	<ul style="list-style-type: none"> personal possessive demonstrative determinative indefinite 	<ul style="list-style-type: none"> நான், நீ, அவன் எனது, உங்களுடையது, அவனின் அந்த, இந்த எல்லா, ஒவ்வொரு பல, சில
Quantifiers	<ul style="list-style-type: none"> cardinal numbers ordinal numbers measurement terms indefinite terms mathematical terms question markers 	<ul style="list-style-type: none"> ஒன்று, இரண்டு முதலாவது, இரண்டாவது மைல், மீட்டர், ரூபாய் பல, சில தசமம், பின்னம் யார், எங்கே
Adjectives	<ul style="list-style-type: none"> qualitative verbal degree <ul style="list-style-type: none"> comparative superlative 	<ul style="list-style-type: none"> அழகிய, அழகான அலங்கரிக்கப்பட்ட அதனிலும் சிறந்தது, அதைவிடச் சிறந்தது அவனைக்காட்டிலும் பெரியன் எல்லாவற்றிலும் சிறந்தது, அதுவே சிறந்தது
Adverbs	<ul style="list-style-type: none"> manner participial verb 	<ul style="list-style-type: none"> அழகாக, விரைவாக, விரைவாய் ஓடி
Postpositions		<ul style="list-style-type: none"> கீழே, மேலே, உள்ளே

Cohesive devices		ஆலும், எனினும், ஆனால், உம்
Interjections		அட்டா, ஐயோ
Sentences	nominal dative verbal	இவர் என் அப்பா இவருக்கும் எனக்கும் சண்டை நான் கதை சொன்னேன்
Clauses and phrases	conditional time purpose cause effect	கண்டால் சென்ற பொழுது சந்திப்பதற்கு பெய்த படியால் பயனாக
Agreement	mixed gender mixed person	அவன் தாயுடன் வந்தான் நான் எனது நண்பனுடன் சென்றேன்
Time markers		இன்று, பின்பு
Direct and indirect speech		“நான் நாளை உன்னைச் சந்திப்பேன்” என்று சொன்னான் தான் என்னை மறுநாள் சந்திப்பதாகச் சொன்னான்
Consonants	classification, kinds and clusters	வல்லினம், மெல்லினம், இடையினம் இன எழுத்துகள்

Unit 1

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement in two outcomes.

Outcome 1

On completion of this unit the student should be able to establish and maintain a spoken or written exchange related to personal areas of experience.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to describing, explaining and commenting on past, present or future events or experiences;
- initiate, maintain and close an exchange;
- use a range of question and answer forms;
- self-correct/rephrase or re-clarify to maintain communication;
- communicate in a range of text forms, for example letter, fax, email, voice mail and telephone, as well as face-to-face;
- use appropriate intonation, stress, pitch/spelling and punctuation;
- use appropriate non-verbal forms of communication, such as eye contact and handshake.

Outcome 2

On completion of this unit the student should be able to listen to, read and obtain information from written and spoken texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply knowledge of conventions of text types;
- identify key words, main points and supporting ideas;
- order, classify and link items from various parts of the text;
- apply knowledge of vocabulary and structures related to the topics studied;
- recognise common patterns of word formation, cognates, grammatical markers, and use these to infer meaning;

UNIT 1

- convey gist and global understanding as well as items of specific detail;
- establish and confirm meaning through re-reading, using headings and diagrams, and referring to dictionaries.

Outcome 3

On completion of this unit the student should be able to produce a personal response to a text focusing on real or imaginary experience.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply the conventions of relevant text types, for example review, article;
- use structures related to explaining, describing, comparing and contrasting on past, present and future events or experiences;
- use stylistic features, such as repetition and contrast;
- link ideas, events and characters;
- summarise, explain, compare and contrast events, opinions, ideas, feelings and reactions;
- select and make use of relevant reference material;
- provide personal comment/perspective on a range of texts;
- respond appropriately for the context, purpose and audience described.

ASSESSMENT

The award of satisfactory completion of a unit is based on a decision that the student has demonstrated achievement of the outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed. Tasks should also be selected to ensure that, over the course of the unit, both oral and written skills in Tamil are assessed. Therefore, if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

A total of four tasks should be selected from those listed below.

Outcome 1:

- informal conversation

or

- reply to personal letter/email/fax.

Outcome 2:

- listen to spoken texts (e.g. conversations, interviews, radio) to obtain information to complete notes, charts or tables in Tamil or English

and

- read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in Tamil or English

Outcome 3:

- oral presentation

or

- review

or

- article.

It is expected that the student will respond in Tamil to all assessment tasks that are selected to address Outcomes 1 and 2. Of the two tasks required for Outcome 2, one should require a response in Tamil, and the other a response in English.

Unit 2

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of the following outcomes.

Outcome 1

On completion of this unit the student should be able to participate in a spoken or written exchange related to making arrangements and completing transactions.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to asking for or giving assistance or advice, suggesting, explaining, agreeing and disagreeing;
- use fillers, affirming phrases and formulaic expressions related to negotiation/transaction;
- make arrangements, come to a joint agreement and make decisions;
- obtain and provide goods and services and public information;
- initiate, maintain, direct, negotiate, and close an exchange;
- use stance, gesture and facial expressions to enhance meaning and persuade;
- use examples and reasons to support arguments, and to convince;
- apply the conventions of relevant text types.

Outcome 2

On completion of this unit the student should be able to listen to, read, and extract and use information and ideas from spoken and written texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply the conventions of relevant text types such as a letter or a newspaper report;
- use vocabulary, structures and content related to topics studied;
- infer points of view, opinions and ideas;
- classify, compare and predict information and ideas;
- extract and reorganise information and ideas from one text type to another;
- appreciate cultural aspects critical to understanding the text.

Outcome 3

On completion of this unit the student should be able to give expression to real or imaginary experience in written or spoken form.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply the conventions of text types such as a journal entry or story;
- use structures related to describing, recounting, narrating and reflecting on past, present or future events or experiences;
- use a range of appropriate vocabulary and expressions;
- structure writing to sequence main ideas and events logically;
- use stylistic techniques such as repetition, questions and exclamations,
- vary language for audience, context and purpose.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish an annual assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills list for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessarily desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be part of the regular teaching and learning program and must not unduly add to the workload of the student. They must be completed in class and under supervision.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and nature and that over the course of the unit, all three outcomes are addressed. Tasks should be selected to ensure that, over the course of the unit, both oral and written skills in Tamil are assessed. For example, if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

A total of four tasks should be selected from those listed below.

Outcome 1:

- formal letter, or fax, or email
- or**
- role-play
- or**
- interview.

Outcome 2:

- listen to spoken texts (e.g. conversations, interviews, broadcasts) and identify information and ideas in a different text type

and

- read written texts (e.g. extracts, advertisements, letters) and identify information and ideas in a different text type.

Outcome 3:

- journal entry

or

- personal account

or

- short story.

It is expected that the student responds in 100% of all assessment tasks selected.

EXPIRED

Units 3 and 4

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

DETAILED STUDY

The student is required to undertake a detailed study during Units 3 and 4.

There are two options for detailed study: Language and culture through texts; Language and culture through VET.

The student will be expected to discuss their detailed study in Section 2, Discussion, of the Oral Examination.

Over the course of Units 3 and 4, approximately 15 hours of scheduled class time should be devoted to the detailed study.

The detailed study should be based on a sub-topic related to one or more of the prescribed topics listed in the table on page 13. The sub-topic may be drawn from this table, or a different sub-topic may be selected.

One sub-topic may be selected for a whole class or different sub-topics may be selected for individuals or groups of students. In the former case, it will be important to select a sub-topic that is sufficiently broad to accommodate a range of interests and perspectives, so that each student can provide an individual response to the coursework assessment task(s) set, as well as in the Discussion in Section 2 of the Oral Examination.

At least one and no more than two of the six coursework assessment tasks for school-assessed coursework should focus on the detailed study. The detailed study assessment task(s) should be designed to assess the student's understanding of the language and culture of the Tamil-speaking community and should be selected from those required to assess achievement of Outcome 2, Unit 4 (detailed on page 30). The sub-topics and texts should also be selected to ensure the student is able to focus on the knowledge and skills associated with Outcome 2, Unit 4.

Language and culture through texts

The detailed study should enable the student to explore and compare aspects of the language and culture of the Tamil-speaking community through a range of oral and written texts related to the selected sub-topic. This will enable the student to develop knowledge and understanding of, for example, historical issues, aspects of contemporary society or the literary or artistic heritage of the community. The texts which form the basis of this study might include feature films, short films, short stories, songs, newspaper articles, electronic texts, documentaries, music, painting

and oral histories. The length of texts selected will vary depending on the type of text, its density and level of complexity. In order for the student to be able to explore their sub-topic in sufficient depth to meet the relevant outcomes, it is suggested that a range of at least three different kinds of text are selected. These might include aural and visual, as well as written texts.

Language and culture through VET

This detailed study allows the student to explore and compare aspects of the language and culture of the Tamil community through the study of outcomes drawn from Module 2B of the National TAFE Language Course, Stage One.

The sub-topic selected for this detailed study must allow for the incorporation of study related to Outcomes 14, 15, and one or more of Outcomes 2, 5 and 13 from module 2B of the National TAFE Language Course, Stage One. For further details of this course, refer to page 9.

FOR USE IN VET

Unit 3

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

Outcome 1

On completion of this unit the student should be able to express ideas through the production of original texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use a range of relevant text types;
- create a personal or imaginative text focusing on an event or experience in the past, present or future;
- demonstrate knowledge of first- and third-person narrative perspectives;
- vary language for audience, context and purpose;
- organise and sequence ideas;
- simplify or paraphrase complex expressions;
- use simple stylistic techniques such as repetition, questions, exclamations, and changes in tone, speed of delivery;
- select and make appropriate use of reference materials, including dictionaries.

Outcome 2

On completion of this unit the student should be able to analyse and use information from spoken texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- convey gist, identify main points, supporting points and detailed items of specific information;
- infer points of view, attitudes, emotions from context and/or choice of language and intonation;
- show knowledge and use of registers, and stylistic features such as repetition and tone.

UNIT 3**Outcome 3**

On completion of this unit the student should be able to exchange information, opinions and experiences.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- present and comment on factual information;
- use a range of question forms;
- exchange and justify opinions and ideas;
- ask for and give assistance or advice;
- use appropriate terms of address for familiar and unfamiliar audiences;
- self-correct/rephrase to maintain communication;
- describe and comment on aspects of past, present and future experience;
- link and sequence ideas and information.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment of levels of achievement

The student's level of achievement for Unit 3 will be determined by school-assessed coursework and two end-of-year examinations.

Contributions to final assessment

School-assessed coursework for Unit 3 will contribute 25 per cent to the final assessment.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent to the final assessment.

School-assessed coursework

Teachers will provide to the Board of Studies a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment guide published annually by the Board of Studies. The assessment guide will also include advice on the scope of the tasks and the criteria for assessment.

UNIT 3

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision.

Outcomes	Assessment tasks	Marks allocated*
Outcome 1 Express ideas through the production of original texts.	A 250-word personal or imaginative written piece.	20
Outcome 2 Analyse and use information from spoken texts.	A response to specific questions, messages or instructions, extracting and using information requested.	10
Outcome 3 Exchange information, opinions and experiences.	A three- to four-minute role-play, focusing on the resolution of an issue	20
Total marks		50

* School-assessed coursework for Unit 3 contributes 25 per cent to the final assessment.

Unit 4

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of two outcomes.

Outcome 1

On completion of this unit the student should be able to analyse and use information from written texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- show knowledge of and use a range of relevant text types;
- understand and convey gist, identify main points, and extract and use information;
- infer points of view, attitudes, emotions from context and/or choice of language;
- summarise, interpret and evaluate information from texts;
- compare and contrast aspects of texts on a similar topic;
- accurately convey understanding;
- show knowledge of and use simple stylistic features such as repetition and contrast;
- infer meaning from cognates, grammatical markers, and common patterns of word formation.
- appreciate cultural aspects critical to understanding the text.

Outcome 2

On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of the language and culture of Tamil-speaking communities.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- compare and contrast aspects of life in Tamil-speaking communities with those in Australia;
- identify and comment on culturally specific aspects of language, behaviour or attitude;
- present an opinion on an aspect of the culture associated with the language;
- identify similarities and differences between texts, and find evidence to support particular views;

- show an awareness that different social contexts require different types of language;
- select and make use of relevant reference materials.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment of levels of achievement

The student's level of achievement for Unit 4 will be determined by school-assessed coursework and two end-of-year examinations.

Contributions to final assessment

School-assessed coursework for Unit 4 will contribute 25 per cent of the final assessment.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent of the final assessment.

School-assessed coursework

Teachers will provide to the Board of Studies a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment guide published annually by the Board of Studies. The assessment guide will also include advice on the scope of the tasks and the criteria for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision.

UNIT 4

Outcomes	Assessment tasks	Marks allocated*
Outcome 1 Analyse and use information from written texts.	A response to specific questions, messages or instructions, extracting and using information requested.	10
Outcome 2 Respond critically to spoken and written texts which reflect aspects of the language and culture of the Tamil-speaking communities.	A 250–300-word informative, persuasive or evaluative written response, for example report, comparison or review.	20
	A three- to four-minute interview on an issue related to texts studied.	20
Total marks		50

* School-assessed coursework for Unit 4 contributes 25 per cent to the final assessment.

End-of-year examinations

The end-of-year examinations are:

- an oral examination
- a written examination.

Oral examination (approximately 15 minutes)

Purpose

The oral examination is designed primarily to assess the student's knowledge and skill in using spoken Tamil.

Specifications

The oral examination has two sections.

Section 1: Conversation (approximately 7 minutes)

The examination will begin with a conversation between the student and the assessor(s). It will consist of a general conversation about the student's personal world, for example school and home life, family and friends, interests and aspirations.

Section 2: Discussion (approximately 8 minutes)

Following the Conversation the student will indicate to the assessor(s) the sub-topic chosen for detailed study and, in no more than one minute, briefly introduce the main focus of their sub-topic, alerting assessors to any objects brought to support the Discussion. The focus of the Discussion will be to explore aspects of the language and culture of Tamil-speaking communities. The student will be expected to either make reference to texts studied or, if they have elected to follow the VET option, to discuss aspects of Outcomes 2, 5, 13, 14 or 15 from module 2B.

The student may support the Discussion with objects such as photographs, diagrams, and maps. Notes and cue cards are not permitted.

Written examination (3 hours including 10 minutes reading time)

The student may use monolingual and/or bilingual print dictionaries in the written examination.

Section 1: Listening and responding*Purpose*

Section 1 of the written examination is designed primarily to assess the student's knowledge and skill in analysing information from spoken texts.

The student will be expected to demonstrate understanding of general and specific information from spoken texts and respond in English in Part A and Tamil in Part B to questions on this information. The questions may require the student to identify information related to:

- the context, purpose and audience of the text;
- aspects of the language of the text, for example tone, register, knowledge of language structures.

Specifications

Section 1 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

The student hears five to seven texts in Tamil covering a number of text types. The total listening time for one reading of the texts without pauses will be approximately 7–8 minutes.

Some texts will be short, that is one reading of each text will be approximately 35–45 seconds. Some texts will be longer, that is one reading of each text will be approximately 90–120 seconds. Each text will be heard twice. There will be a pause between the first and second readings in which the student may take notes. The student will be given sufficient time after the second reading to complete responses.

The student will be expected to respond to a range of question types, such as completing a table, chart, list or form, or responding to a message, open-ended questions or multiple-choice items.

Part A

There will be two to four short texts, and one longer text.

Questions will be phrased in English for responses in English.

Part B

There will be one short text and one longer text.

Questions will be phrased in English and Tamil for responses in Tamil.

Section 2: Reading and responding*Purpose*

Section 2 of the written examination is designed primarily to assess the student's knowledge and skill in analysing and responding to information from written texts.

In Part A the student will be required to demonstrate understanding of written texts. The student may be required to extract, summarise, and/or evaluate information from texts. If the texts are related, the student may be required to compare and/or contrast aspects of both.

In Part B the student will be expected to demonstrate understanding of a written text by responding in Tamil to information provided in a text.

Specifications

Section 2 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

Part A

The student will be required to read two texts in Tamil of 400–500 words in total. The texts will be different in style and purpose but may be related in subject matter or context.

Questions on the texts will be phrased in English for responses in English.

Part B

The student will be required to read a short text in Tamil of approximately 150 words, such as a letter, message, advertisement, or notice. The student will be required to respond to questions, statements, comments and/or other specific items provided in the written text. The task will specify a purpose, context and audience. The text type the student will be required to produce will be drawn from those listed for productive use on page 13.

The student will be expected to write a response of 150–200 words in Tamil. The task will be phrased in English and Tamil for a response in Tamil.

Section 3: Writing in Tamil*Purpose*

Section 3 of the written examination is designed primarily to assess the student's ability to express ideas through the creation of original text in Tamil.

Specifications

The student will be required to write a text involving presentation of ideas and/or information and/or opinions. There will be a choice of two to four tasks. The tasks will be related to one or more of the prescribed themes. Tasks will accommodate a range of student interests and will be set to ensure that the student is provided with opportunities for producing different kinds of writing (informative, imaginative, persuasive, etc.) through, for example:

- having different purposes, audiences and contexts;
- requiring different text types (see table of text types for productive use).

The student will be required to write a response of 200–250 words in Tamil. The tasks will be phrased in English and Tamil for a response in Tamil.

SUMMARY OF OUTCOMES AND ASSESSMENT TASKS

The following tables provide an overview of outcomes and assessment tasks required for Units 1–4.

Outcomes and assessment tasks for Units 1 and 2

Outcomes	Unit 1 (4 tasks)	Outcomes	Unit 2 (4 tasks)
1 Establish and maintain a written or spoken exchange related to personal areas of experience.	Informal conversation. or Reply to personal letter/fax/email.	1 Participate in a written or spoken exchange related to making arrangements and completing transactions. or Role play. or Interview.	1 Participate in a written or spoken exchange related to making arrangements and completing transactions. or Role play. or Interview.
2 Listen to, read, and obtain information from written and spoken texts.	Listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Tamil or English. and Read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables, in Tamil or English.	2 Listen to spoken texts (e.g. conversations, interviews, broadcasts) and extract information and ideas from spoken and written texts. or Read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.	2 Listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type. and Read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.
3 Produce a personal response to a text focusing on real or imaginary experience.	Give expression to real or imaginary experience in written or spoken form. or Journal entry. or Personal account. or Short story.	3 Give expression to real or imaginary experience in written or spoken form.	3 Journal entry. or Personal account. or Short story.

UNIT 4

Outcomes and coursework assessment tasks for Units 3 and 4

Outcomes	Unit 3 (3 tasks)	Outcomes	Unit 4 (3 tasks)
1 Express ideas through the production of original texts.	A 250-word personal or imaginative written piece.	1 Analyse and use information from written texts.	A response to specific questions, messages or instructions, extracting and using information requested.
2 Analyse and use information from spoken texts.	A response to specific questions, messages or instructions, extracting and using the information requested.	2 Respond critically to spoken and written texts which reflect aspects of the language and culture of Tamil-speaking communities.	A 250–300-word informative, persuasive or evaluative written response, for example report, comparison or review. and A three- to four-minute interview on an issue related to the texts studied.
3 Exchange information, opinions and experiences.	A three- to four-minute role-play, focusing on the resolution of an issue.		

Contribution of assessment tasks to study score

School-assessed coursework	%	End-of-year examinations	%
Unit 3		Oral examination	
250-word personal or imaginative written piece.	10	Conversation	12.5
Response to spoken texts.	5	Discussion	
Three- to four-minute role-play.	10		
Unit 4		Written examination	
Response to written texts.	5	Listening and responding Part A: Response in English Part B: Response in Tamil	10 5
250–300-word informative, persuasive or evaluative written piece.	10	Reading and responding Part A: Response in English Part B: Response in Tamil	10 5
Three- to four-minute interview.	10	Writing	7.5

Overall contribution of school-assessed coursework and end-of-year examinations	%
Oral	32.5
Responding to spoken texts	20
Responding to written texts	20
Writing	27.5

Advice for teachers

DEVELOPING A COURSE

A course outlines the nature and sequence of teaching and learning necessary for students to demonstrate achievement of the set of outcomes for a unit. Outcomes are introduced by summary statements and are followed by the key knowledge and skills which relate to the outcomes.

It is recognised that the four macroskills of listening, reading, writing and speaking are elements that generally operate in an integrated way. Nevertheless, it is usually possible to identify a focus skill, or combination of skills that predominate in the performance of a particular task or activity. This approach is reflected in the organisation of the outcomes, and the key knowledge and skills associated with them. The overall balance of emphasis across the macroskills in assessment tasks is indicated in the table on page 35.

Teachers must develop courses that include appropriate learning activities to enable students to develop the knowledge and skills identified in the outcome statements in each unit. For Units 1 and 2, teachers must select assessment tasks from those provided. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

In Units 3 and 4, assessment is more structured. For school-assessed coursework, assessment tasks are prescribed. The contribution that each task makes to the total school-assessed coursework is also stipulated.

METHODS

Any communicative teaching method or combination of methods which allows students to demonstrate achievement of the outcomes of the course is appropriate. Since the aims and outcomes emphasise communication, teaching methods should ensure that students are provided with a high level of appropriate input in the language, and are involved in activities which encourage purposeful language use.

Teachers should note, however, that the listing of vocabulary, grammatical structures, and other elements of language indicates that a focus on these is also a necessary part of students' preparation. Teachers themselves will judge at what points in their course such instruction will be needed.


STRUCTURE AND ORGANISATION

The idea of an organisational focus may be helpful in planning and sequencing learning activities and assessment tasks, and the content associated with them. Themes and topics can serve as effective organisational focuses for activities, as can a discourse form, a skill or a text.


USE OF INFORMATION TECHNOLOGY

In designing courses and developing learning activities for Tamil, teachers are encouraged to make use of applications of information technology and new learning technologies, such as computer-based learning, multimedia and the World Wide Web.

EXAMPLE OUTLINES

The example outlines which follow are not intended to represent fully worked courses, but illustrate one way of integrating areas of study, outcomes, learning activities and assessment tasks. They include suggested sub-topics for the detailed study, and an example of how VET and VCE outcomes and assessment tasks can be aligned. The examples that make use of information technology are identified by this icon .

Unit 1

Theme	Examples of learning activities
The individual	role-play dialogue between two students finding out about each other's personality and qualities
Topic	
Personal identity	conduct an interview with classmates and their leisure activities
Grammar	
Pronouns, adjectives, verbs-tenses	 use the internet to research the personal profile of a famous person and complete a timeline, with notes, of their life
Text types	
Survey, dialogue, letter, profile, interview	watch a video or recorded news clip and present your findings to the class about the main character(s)/event(s)

Example assessment

Outcome 1: Establish and maintain a spoken or written exchange relationship in personal areas of experience.
Write a profile of yourself in response to a letter from a penfriend outlining your interests and leisure activities

Outcome 2: Listen to, read and obtain information from written and spoken texts.
Listen to a recorded interview with a famous Tamil personality, and use the headings provided to complete a profile of them.

Unit 1

Theme

The Tamil-speaking communities

Topic

Culture and traditions

Grammar

Quantifiers, comparatives

Text types

Interview, survey, article, list, story

Examples of learning activities

listen to interviews with Tamil-speaking migrants living in Australia, and discuss the issues presented

read texts about the celebration of an important festival in a Tamil-speaking community; explain the importance of the festival in a short article

read an article about migration in Tamil-speaking countries and use the information to compile a list of dos and don'ts for potential tourists

Example assessment tasks

Outcome 2: Listen to, read and observe a performance from written and spoken texts.

Read an extract from a brochure and use the information to complete a table about ceremonies and their importance.

Outcome 3: Produce a personal response to a text focusing on real or imaginary experience.

Read a short story focusing on an aspect of Tamil traditions and write a brief review.

Unit 2

Theme

The individual

Topic

Education and aspirations

Grammar

Verb, aspect and mood

Text types

Advertisement, letter, curriculum vitae, email, text of a speech, report, conversation

Examples of learning activities

read an advertisement for a part-time job and write an application

telephone an employment agency and request information about jobs requiring Tamil speakers, and make notes



write a letter and attach a curriculum vitae directed to a potential employer

prepare a presentation to be presented to a local community meeting about the importance of studying Tamil



use the Internet for information on educational opportunities in a Tamil-speaking country, and reorganise the information into a short report

Example assessment task

Outcome 1: Participate in a spoken exchange related to making arrangements and completing transactions.

A friend has decided to leave school. Try to convince them to reconsider their decision.

Unit 2

Theme

The Tamil-speaking communities

Topic

The past and present

Grammar

Imperative, past tense

Text types

Brochure, website, account, biography, conversation

Examples of learning activities



select a website about a place and use the information to write a short brochure or a tourist brochure

listen to an account of a significant historical event and write a report on the causes and outcomes that resulted

read a historical account and an extract from a personal story and compare the differences

write a collection of short biographies and select a person to research further, giving reasons for your choice

Example assessment task

Outcome 2: Listen to, read, and select and use information and ideas from written texts.

Listen to a conversation about an historical event and use the information to write a short article about the event.

Unit 2

Theme

The Tamil-speaking communities

Topic

The Arts and entertainment

Grammar

Nominal sentence, clauses – purpose, time

Text types

Story, interview, talk, profile, journal/diary entry, article

Examples of learning activities

read a short story and write a short review for publication in a magazine

view a video/clip on traditional entertainment in a Tamil-speaking country and write a short report

listen to a video of a new video student from a music/dance school, take notes and write a summary of the key features

use the internet and print sources to research a traditional Tamil art or music form; give a short talk on the subject

read about a Tamil legend and then rewrite the story from the perspective of one of the characters

Example assessment tasks

Outcome 3: Give expression to personal experience in written or spoken form.

Imagine you are a young Tamil community. Write a journal entry for a day of your life.

Outcome 2: Listen to, read, and extract and use information and ideas from spoken and written texts.

Read an extract about a traditional performance, and use the information to write an article explaining its history and significance.

Unit 3

Theme

The individual

Topic

Education and aspirations

Grammar

Cohesive devices

Text types

Article, conversation, interview, survey, brochure, letter

Examples of learning activities

interview a Tamil-speaking student living overseas and ask about schools and further education in their country, and take notes

survey students in class about their future aspirations and summarise the findings

design a brochure providing information about educational opportunities in Australia, to be made available in a Tamil-speaking country



write an email letter to a Tamil-speaking friend about your experiences of being a student in Australia; ask for details of student life in the country where your friend lives

Example assessment task

Outcome 1: Express ideas through the production of original texts.

A 250-word personal or imaginative written piece.

Imagine you are studying overseas. Write a letter home to your family about your experiences.

Unit 3

Theme

The Tamil-speaking communities

Topic

The past and present

Grammar

Past

Text types

Story, legend, epic, report, notes, letter

Examples of learning activities

watch video episodes from a program about an epic or legend and write a short account of the main events

using information provided in newspaper articles, write a report about the social and family obligations of Tamil women today

view a film about the lifestyles of Tamil families in the past and discuss the changes when compared with the present day

Example assessment task

Outcome 1: Express ideas through the production of original texts.

A 250-word personal or imaginative written piece.

Write a letter to a character from an epic or legend (e.g. *Sita*, *Draupathi* or *Kannaki*) explaining how things have changed today.

Unit 3

Theme

The changing world

Topic

Changing lifestyles

Grammar

Adjectives, verb – the indicative, future

Text types

Article, interview

Examples of learning activities

read an article about the pros and cons of maintaining traditions and make notes

interview an older person about their earlier life, and write up a short report

discuss changes in lifestyle and identify those which, in your opinion, could be seen as negative, and those which could be seen as beneficial

Example assessment task

Outcome 2: Analyse and use information from spoken texts.

A response to specific questions, messages or instructions, extracting and using the information requested.

Listen to two people discussing the importance of a ceremony. Use the information to write the text of a speech arguing for the need to maintain traditions, as well as keep up with change.

Unit 3

Theme

The individual

Topic

Education and aspirations


Grammar

Question form, nominal sentences

Text types

Letter, list, conversation

Examples of learning activities

 search the Internet for employment sites and write a list of necessary qualifications

read an education course outline and list the courses offered, fees and prerequisites required

write a letter to persuade a friend to apply for a position which has recently been advertised

listen to an interview about employment options in the future and use the information to write a short report

Example assessment task

Outcome 3: Exchange information, opinions and experiences.

A three- to four-minute role-play, focusing on the resolution of an issue.

Convince a friend of the value of undertaking a particular course which involves travelling and living in India.

Unit 4

Theme

The changing world

Topic

World of work

Grammar

Clauses, tense – continuous, perfect, dative case, future tense

Text types

Article, documentary, advertisement, letter

Examples of learning activities

read newspaper articles about the employment practices of some well-known sports companies, and discuss the issues raised in class

watch a documentary that focuses on addressing issues related to working conditions and list the approaches taken

discuss opportunities for work or further training after completing Year 12, and the relationship between employment and length of education

write an advertisement urging students to undertake voluntary work

Example assessment tasks

Outcome 1: Analyse and use information from written texts.

Read letters to the editor on the issue of labour costs, summarise the points made, and identify and explain the actions suggested.

Outcome 2: Respond critically to spoken and written texts which reflect aspects of the language and culture of Tamil-speaking communities.

A 250-word informative, persuasive or evaluative written response, for example report, comparison or review.

Write a 250-word informative article for inclusion in a brochure issued by World Vision about issues related to working conditions and how they are being addressed.

Unit 4

Theme

The changing world

Topic

Status of women

Grammar

The habitual present, the passive voice

Text types

Article, notes, debate

Examples of learning activities

make notes during a class discussion on how women are portrayed in Tamil films, stories and advertisements

listen to a series of radio interviews and discuss the changing attitude of younger people towards the values held by older people

watch two films and summarise and compare the roles played by the main characters in each

take part in a class debate on the status of women, either supporting or opposing the need for change

Example assessment task

Outcome 2: Respond critically to spoken and written texts which reflect aspects of the language and culture of the Tamil-speaking communities.

A three- to four-minute interview on an issue related to the texts studied.

Discuss one way in which the role of women has changed and explain the impact of this change with reference to texts studied.

SUGGESTED SUB-TOPICS FOR DETAILED STUDY

The following topics and sub-topics have been broken down to include suggested areas that might form the focus of a detailed study. Teachers may wish to focus on one of these areas and expand it to include further areas, or they might choose to incorporate all areas, depending on how closely they can be linked.

Theme: The Tamil-speaking communities

Topic: Culture and traditions

Possible sub-topics for detailed study:

- The origin and significance of religious festivals.
- Food as a reflection of culture.
- A Tamil tradition and its meaning.
- The link between language and culture.

Topic: Travel and tourism in a Tamil-speaking country

- The importance and impact of tourism.

Theme: The changing world

Topic: Changing lifestyles

Possible sub-topics for detailed study:

- Maintaining tradition versus looking to the future.
- The role of the family today and in the past.

Topic: World of work

Possible sub-topic for detailed study:

- Work today and in the future.

Theme: The changing world

Topic: Status of women

Possible sub-topics for detailed study:

- The status of women in the past, present and future.
- The role of women as depicted in Tamil literature.
- A woman who has contributed significantly to the Tamil-speaking world.

EXAMPLE OUTLINE OF ASSESSMENT TASKS INCORPORATING BOTH VET AND VCE OUTCOMES

The outline below is an example of how all the VET outcomes required for the National TAFE Language Course, Module 2B (Certificate 3 Applied Languages), can be aligned with VCE outcomes and assessment tasks for Units 2, 3 and 4.

VET Outcome 3: and VET Outcome 4:	Enquire about courses at an educational institution. Enquire about housing at an educational institution.
VCE Unit 2 Outcome 1:	Formal letter.
Assessment task:	You are thinking of attending a training course at a college in a Tamil-speaking community. Write a formal letter to the overseas education office inquiring about types, costs, length and entry into courses relevant to your area of interest. Enquire also about the cost and availability of accommodation on the course.

VET Outcome 1: and VET Outcome 6:	Seek attention at a hospital/surgery/chemist (1.1, 1.2, 1.4). Write a thank you letter/thank someone over the phone (6.2, 6.3).
VCE Unit 2 Outcome 2:	Use extracts, letters and reorganise the information and ideas in different text type.
Assessment task:	A message has been left for you explaining that a guest due to arrive at the hotel where you work has been taken ill in transit. Ring the local doctor and describe the condition of the patient, symptoms, and the information you have about their medical history. Seek advice on the best action to take and thank them for their assistance.

ADVICE FOR TEACHERS

VET Outcomes 11 and 12:	Describe personality of people. Exchange information about the area where you live.
VCE Unit 2 Outcome 2:	Listen to spoken texts and reorganise information and ideas in a different text type.
Assessment task:	Listen to the interviews conducted by the student association and write a report to be published in the students' magazine as advice for students in the student body overseas. Based on the information they provide, provide details of the pros and cons of sharing accommodation, and the main things to look for in good accommodation.
VET Outcome 1: and VET Outcome 8:	Seek medical attention at a hospital/surgery/chemist (1.4, 1.5, 1.6, 1.7, 1.8). Have a conversation with one or more persons.
VCE Unit 3 Outcome 3:	Write a four-minute role-play focusing on the resolution of an issue.
Assessment task:	A member of the tour group has been experiencing serious symptoms and you have made an appointment with the local doctor. Assist your client to fill in the form provided. Explain their symptoms. Clarify the dosage and any side effects of the medicine prescribed for them. Ask politely about the possibilities of obtaining a second opinion.
VET Outcome 5: and VET Outcome 9:	Demonstrate basic knowledge of the education system in a Tamil-speaking community. Write a short dialogue or passage.
VCE Unit 3 Outcome 1:	250-word personal piece.
Assessment task:	You have recently returned from an exchange visit to a Tamil-speaking community. Write an article for your school magazine focusing on your experiences of the school system in a Tamil-speaking community. Describe your views of the structure, philosophy and attitude to school, the subjects offered, level of achievement attained and aspects of the school culture, such as discipline, uniform, staff, and student relations.

VET Outcome 7:	Comprehend a simple, short conversation between two native speakers.
VCE Unit 3 Outcome 2:	Analyse and use information from written texts.
Assessment task:	Listen to the radio interview on changing attitudes to education in a Tamil-speaking community. Using the information provided, write a comparison between the educational experiences of school leavers in Australia and a Tamil-speaking community.

VET Outcome 2: and VET Outcome 10:	Demonstrate basic knowledge of health practices and sickness in a Tamil-speaking community. Read a short dialogue in a play.
VCE Unit 4 Outcome 1:	Analyse and use information from written texts.
Assessment task:	Read the article related to health provision in a Tamil-speaking community. Using the information provided, write an article for a travel magazine outlining the major features of health provision in a Tamil-speaking community, and provide key advice for potential tourists.

Detailed study	
VET Outcome 1: and VET Outcome 5:	Demonstrate basic knowledge of politics and government in a Tamil-speaking community. Develop some specialised language and cultural knowledge.
VCE Unit 4 Outcome 1: and VCE Unit 4 Outcome 2:	250–300-word informative piece. Three- to four-minute interview on an issue related to texts studied.
Assessment tasks:	Write an informative article in which you outline the political figures currently prominent in a Tamil-speaking community, and one or two recent issues or events. There can only be real economic progress if the populace learns to look after itself, rather than relying on the state. Discuss this issue in a three- to four-minute interview.

SUMMARY OF OUTCOMES: MODULE 2B OF THE NATIONAL TAFE LANGUAGE COURSE (CERTIFICATE III, APPLIED LANGUAGES)

1. Seek medical attention at hospital/surgery/chemist.
2. Demonstrate basic knowledge of medical practices, health and sickness in C2.
3. Enquire about courses at an educational institution.
4. Enquire about housing at an educational institution.
5. Demonstrate basic knowledge of the educational system in C2.
6. Write a thank-you letter/thank someone over the phone.
7. Comprehend a simple short conversation between two native speakers.
8. Hold a short conversation with one or more persons.
9. Write a short dialogue, notes or messages or narrative passage.
10. Read a short dialogue or narrative passage.
11. Describe personality of people.
12. Exchange information about the area/suburb/state where you live.
13. Demonstrate basic knowledge of politics and government in C2.
14. Develop some specialised cultural knowledge.
15. Develop some specialised language knowledge.

MAIN CHARACTERISTICS OF DIFFERENT KINDS OF WRITING

The following descriptions outline the main characteristics of five different kinds of writing. They are intended as a guide only; students would not be expected to include all aspects in their writing.

Personal writing:

- Creates a sense of person/personality for the writer in the reader's mind.
- Establishes a relationship/intimacy/empathy between the writer and the reader.
- Usually employs first and/or second person; subjective; informal, familiar style/register; often includes emotive language.
- Emphasises ideas, opinions, feelings and impressions, rather than factual, objective information.
- Uses, in reflective writing, the act of writing to help the author understand and unravel his/her own feelings or ideas.
- May, in certain contexts, use contracted language, such as is used in speech.

Imaginative writing:

- Manipulates the reader's response to the piece to create the desired impression or response; visual and/or emotional appeal.
- Usually creates a strong sense of context (physical surroundings and atmosphere) and situation.
- Normally includes description (person, place, emotion, atmosphere), so careful selection of language such as adjectives and adverbs (or their equivalents) are important.
- Uses techniques such as variation in sentence length, juxtaposition of different sentence lengths, careful control of structure and sequencing, to add to the overall effect by creating the desired atmosphere or conveying the required emotion.
- May break normal sequencing for added impact, such as in a flashback or in a final disclosure which puts a different interpretation on preceding passages.

Persuasive writing:

- Manipulates the reader's emotions and opinions in order to achieve a specific purpose, that is, to achieve a desired outcome or effect which is important to and selected by the writer.
- Is strongly influenced by the nature of the target audience in choosing the persuasive techniques to adopt; that is, the language (vocabulary, sentence structures, style/register), structure and sequencing of the piece are framed with the particular audience and purpose in mind.
- Requires choice of the best word (with the precise shade of meaning and overtones of approval/disapproval, virtue/vice etc.), so range of vocabulary and dictionary technique are important.
- Aims in certain instances (for example, advertisements) to keep the target audience unaware of being manipulated and adopts an appearance of objectivity and rationality by using indirect, subtle, secretive techniques; confidential, intimate, collaborative style and register.
- Sometimes uses exaggeration, extravagant language, and humour to create a conspiratorial relationship between the writer and the reader.
- Often uses the second person for direct address and appeal.
- Sometimes employs direct speech and questions to intensify the relationship with the audience.
- May use techniques such as the use of technical or scientific language and superlatives or quantitative statements to lend authority to the content.

Informative writing:

- Aims to convey information from the writer to the reader as clearly, comprehensively and accurately as possible.
- Usually uses objective style and impersonal expressions, although the writer may use an informal style to establish a relationship of 'friendly helper' with the reader.
- Normally has no particular point of view to convey; if a point of view is involved, the writing becomes either persuasive (aiming to convert the reader to a particular point of view or attitude in order to convince him or her to act or respond in a certain way) or evaluative (aiming to weigh two or more items/ideas in order to convince the reader rationally and objectively that a particular point of view is correct).
- Generally uses facts, examples, explanations, analogies and sometimes statistical information, quotations and references as evidence.
- Chooses language, structure and sequence to make the message clear and unambiguous, so the sequencing of information is usually logical and predictable.
- Probably uses few adjectives, adverbs and images, except as examples or analogies in explanation.

Evaluative writing:

- Aims to reach a conclusion acceptable to an intelligent, unbiased reader through the logical presentation and discussion of facts and ideas.
- Presents two or more important aspects of an issue or sides of an argument and discusses these rationally and objectively; using evidence to support the contrasting sides or alternatives.
- Uses objective style; appeals to reason not emotion; creation of an impression of balance and impartiality is essential.
- Often includes expressions of cause, consequence, opposition and concession.

MAIN CHARACTERISTICS OF COMMON TEXT TYPES

The following general characteristics are provided as a guide. They are not intended to be definitive, but include some of the main features found in the written form of some of the more common text types.

Text types	Identifiable features
Advertisement	Topic/product name; content (factual and persuasive information); register; style; layout.
Article (magazine)	Title; content; author (fictional name); register; style; layout.
Article (newspaper)	Title; date; place; content; author (fictional name); register; style; layout.
Brochure/leaflet	Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.
Guide (tourist)	Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.
Instruction/recipe	Title/topic; structure; content (equipment, method); register; style; layout.
Invitation	Statement of invitation; detail of event (event, date, place, time etc.); details for responding; register; style; layout.
Journal entry	Date/place/time (as appropriate); structure (related to sequence of thought, events or importance); opening (often an evaluative comment); content; (information/reflection/evaluation); conclusion; register; style; layout.
Letter (business)	Address; date; reference number of equivalent; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.
Letter/postcard (social): family, friend, acquaintance	Address; date; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.
Letter (to the editor)	Salutation; structure (introduction, body, conclusion); content; signing off (pseudonym and/or fictional name and address); register; style; layout.
Message/email	Date; salutation; body (content); farewell; signing off; (fictional name); register; style; layout.
Profile	Title/heading; content (factual information); headings/sub-headings; register; style; layout.
Report (factual)	Topic; structure (introduction, body, conclusion); content; author (fictional name); register; style; layout.
Report (newspaper)	Title; date; place; content; byline (fictional name); register; style; layout.
Report (supporting recommendations)	Topic; structure (introduction body, conclusion); content; use of evidence; author (fictional name); register; style; layout.
Résumé	Title; content (factual information); register; style; layout.
Review/critique	Topic; structure; content; author (fictional name); register; style; layout.
Script (speech, report, sketch)	Title/topic; structure; content; register; style; layout.
Story, short story	Title/topic; structure; content; author (fictional name); register; style; layout.

SUITABLE RESOURCES

Courses must be developed within the framework of the study design: the areas of study, outcome statements, and key knowledge and skills.

Some of the print resources listed in this section may be out of print. They have been included because they may still be available from libraries, bookshops and private collections.

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RADIO

இன்பத்தமிழ் ஒலி, 24-hour radio Service, Tamil Media Group, Sydney PTD, PO Box 1224 Burwood NSW 1805, tel. (02) 9747 2792.

இன்பத்தமிழ் மாலை, Sydney 2CCR FM 90.5, 6.00 pm-8.00 pm, Melbourne and Canberra - relayed by இன்பத்தமிழ் ஒலி - 24-hour radio Service.

சங்கநாதம், Melbourne 3MDR FM 97.1, Sunday 8.00 am-10.00 am.

தமிழ் ஒலி, Brisbane AM 1053, 9.00 pm.

தமிழ் ஒலி, Western Australia FM 95.3, Monday 7.30 pm-8.00 pm

தமிழ் ஒசை, Melbourne 3ZZZ FM 92.3, Thursday 8.00 pm-9.00 pm

ADVICE FOR TEACHERS

தமிழ் குரல், Canberra FM 103.1, Tuesday 7.00 pm–7.30 pm.

தமிழ் குரல், Melbourne 3CR AM 855, Tuesday 6.30 pm–7.30 pm, Canberra and Sydney relayed by இன்பத்தமிழ் ஒலி, 24-hour Tamil Radio Service.

தமிழ்ச்சோலை, Western Australia FM 95.3, 10.30 am–12.00 noon.

தமிழ் முழக்கம், Sydney FM 98.5, Saturday 8.00 am–9.00 am.

Northern Territory Top FM 104.1, Saturday 8.00 am to 9.00 am, SBS (National) Australia.

TELEVISION

இன்பத்தமிழ் ஒலி, Sydney Channel 31 (UHF31) Sunday 6.00 pm–7.00 pm.

தமிழ் தொலைக்காட்சி, Melbourne Channel 31 (UHF31) 6.30 pm–7.00 pm.

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Webpages of Tamil Electronic Library © KKalyanasundaram www.geocities.com/Athens/5180/index.html has information in English and Tamil on various topics.

Tamil website for the international Business and Professional Tamil Community www.intamm.com/index.htm has information in Tamil on a wide range of topics.

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www.tamilcinema.com

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