

2025 VCE Tamil written external assessment report

This report provides sample answers or an indication of what answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

Section 1 – Responding to texts

Question 1 – Listening in Tamil and responding in English

Question 1a.

The screen-free lunchtime initiative promotes:

- social interaction
- creativity
- physical activity.

The majority of responses provided all three points and obtained full marks. 'Connection with the community', 'create bonds with others', 'exercise and fitness', 'encourage exercise', 'improve body function', 'body movement' and 'physical work' were some of the phrases that were awarded marks.

Some students responded with the same idea of 'physical activity' in different forms on each of the three bullet points and so were not awarded full marks. For example:

- helps students be more active during lunchtime
- allows them to be healthy and take care of their health
- helps them with stress and mental health issues.

Students should find different ideas/information for each bullet point.

Question 1b.

Planned seasonal activities were:

- basketball in summer
- football/soccer in winter.

'Footy' and 'kickball' were also awarded marks.

Question 1c.

Parental involvement in activities:

- They can volunteer to supervise the proposed lunchtime activities.
- If they have a background in any of the listed sports, they can coach the students.

Words and phrases used instead of 'supervise', such as 'guide', 'oversee' and 'overlook', were awarded marks. Likewise, words and phrases used instead of 'coach', such as 'teach', 'train' and 'show how to play', were also awarded marks.

Some responses were 'The parents can help their children to select suitable activities for each term', 'They can watch and enjoy / encourage their children to play', and 'Parents experienced in playing these sports can play and take part'.

Question 2 – Listening and responding in Tamil

Question 2a.

Arguments used by the daughter to persuade her father:

- அவளுக்குக் கண்பரிசோதனையில் உதவ விருப்பம். (She would like to help with vision testing.)
- அத்துடன் மத்திய ஒஸ்ரேலியாவைப் பார்வையிடவும் விருப்பம். (She would like to visit Central Australia.)
- வரலாற்று முக்கியத்துவம் வாய்ந்த இடங்களைப் பார்வையிடுவதிலிருந்து பலவற்றைத் தான் அறிந்துகொள்ளலாம் என்கிறாள். (She can learn a lot from visiting historically important places.)
- தனது விருப்பங்கள் ஆர்வங்களை ஒத்த விருப்பங்கள் ஆர்வங்களையுடையவர்களைச் சந்திப்பதால் புதிய நண்பர்களை உருவாக்கலாம். (She can make new friends as she'll meet people who share similar interests.)
- தனது பாடசாலைக்காலம் முடிவடைவதன்முன் தான் தன்பாட்டிலேயே பயணஞ்செய்யலாம் என்று தந்தை கொடுத்த வாக்கைக் காப்பாற்றவேண்டும் என்கிறாள். (Her father should keep his promise of allowing her to travel solo before she finishes school.)

Most of the responses obtained full marks for this question. They explained the answer clearly, demonstrating a very thorough understanding of the text by conveying all relevant aspects of the text using accurate and appropriate vocabulary and grammar, and appropriate starting and concluding clauses. For example: தனது தந்தையைப் பின்வரும் வாதங்களை முன்வைத்துச் சம்மதிக்கவைக்கிறாள் (She persuades her father by presenting the following arguments); தந்தையார் தமிழ்ச் சாப்பாடு, வெப்பம் ஆகிய காரணங்களைக் கூறித் தட்டிக்கழித்தபோதும் ஒவ்வொன்றுக்கும் பதில்கூறி இறுதியாக, அவர் கொடுத்த வாக்கைக் காப்பாற்றவேண்டும் என்று கேட்டு அவரது சம்மதத்தைப் பெற்றுக்கொண்டாள் (When the father discourages her by bringing up reasons such as Tamil food and the heat, she responds to each one and in the end asks him to keep his promise and ultimately gets his approval).

Responses that did not receive full marks for this question did not include the last piece of information about keeping his promise. Some of them missed relevant words such as மத்திய (central) and கண்பரிசோதனை (eye test).

Some students provided their own arguments and were therefore not awarded a mark.

Question 2b.

Challenges she may face:

- அவளால் வெப்பத்தைத் தாங்கமுடியாது (can't tolerate the heat)
- இரு வாரங்களுக்குத் தமிழ்ச்சாப்பாடு இல்லாமல் அவளால் சமாளிக்க முடியாது (managing without Tamil food for two weeks)
- அவளுக்குப் பாம்புகள் என்றால் பயம் (scared of snakes)

Most responses received full marks for this question.

Question 3 – Reading and listening in Tamil, responding in English

Question 3a.

Special features of the area around Pannilam Inn:

- Pannilam is surrounded by eye-catching scenery such as rainforests, beautiful sandy beaches and tall waterfalls with ever-flowing water, and there are dense mangroves that can be seen near the inn. (It was not expected that students write all features to get one mark.)
- There is also an animal sanctuary right next to the inn.

Other ways of saying sanctuary, such as 'protected area', 'enclosure', 'rescue centre' or 'a place where animals can be looked after', were accepted and awarded a mark.

Many responses missed the 'sanctuary' and listed various types of animals, and so they received only one mark for this question.

Some responses consisted of the students' own general knowledge and did not include answers that were in the text and were therefore not awarded a mark. Students are advised to answer the questions based only on the information or ideas given in the text.

Question 3b.

Safety advice in the compendium:

- It advises us not to touch or feed the wild animals, as some of them can deliver nasty bites, and to maintain a distance and leave them be.
- It asks us when visiting the waterfall to be aware that the rocks can be slippery. We need to wear non-slip shoes and follow the hiking trail.
- At the beach it is recommended that we should swim in the dedicated swimming area. Other areas are very popular for jet skis and boats and therefore dangerous for swimmers.

Some students obtained full marks for this question.

Some students elaborated on only one suggested piece of advice in all three bullet points. For example:

- People should not touch these animals as some animals may bite.
- People should not feed these animals.
- People should leave these animals alone.

Such responses obtained only one mark for the first point.

Question 3c.

Aran's planned research:

- the food habits of the animals in the region
- how animals behave in extreme heat
- more information about the nocturnal cat that can be found in the area.

Responses that did not receive full marks for this question used 'climate change' and 'weather change' for 'extreme heat'.

Question 3d.

Summarise how the wildlife in this region has been affected by human activity:

- The sanctuary is also a rescue centre for injured wildlife in the region.
- Trees are planted by willing guests to re-establish a suitable habitat for the animals.
- In the previous decade this area was a rich breeding ground for marine life, but lately the numbers have greatly declined. Due to this, fishing is strictly prohibited.
- When someone visits the beach, they are asked to take their rubbish with them when they leave, otherwise it can end up in the ocean and waterways, which is harmful to marine life.
- It is people's responsibility to keep the kitchen clear of any food scraps that attract local animals. This protects the local wildlife from getting sick.
- Animals have changed from their wild nature due to contact with guests at the inn. They interact with humans so much.
- The lighting is restricted to protect the nocturnal habits of wildlife. This means that torches and mobile phones need to be on a low light setting.

Some students received full marks for this question. They were able to analyse general and specific relevant information, ideas, opinions and/or perspectives from both texts and convey them in their own words and sentences. Some mentioned which text(s) they sourced each point/answer from – for example, 'According to the conversation ... and from the reading Text 3A...' – or put the relevant text in brackets.

Responses that did not obtain full marks for this question did not identify that the animal sanctuary is also a kind of human activity and interaction, and did not mention tree planting to re-establish habitat. Some responses included general information on climate change such as 'increase in carbon dioxide levels' and were not awarded marks for this, while others mentioned that plastic waste can affect sea creatures and limit their reproduction, or that plastic waste and toxic chemicals are the main reason for climate change.

Section 2 – Creating texts

Question 4 – Reading and responding in Tamil

Students were asked to read a pamphlet about restoring the use of traditional Tamil language and write a blog post to persuade their peers to join in. Some responses obtained full marks for this question. They used minimal words from the pamphlet and instead used similar terms and synonyms in their responses. Some students cleverly mentioned that they had attached the link to the pamphlet and asked the audience to refer to it. They effectively employed persuasive vocabulary and sentence structure to encourage immediate action. High-scoring responses addressed most of the stimuli provided in the text, such as:

- free to join
- consulted with similar individuals like you

- universal pronunciation
- speaking Tamil without mixing words from different languages
- finding words from traditional Tamil literature for modern technical vocabulary or the creation of new words
- international approaches
- inspiration to take action today.

High-scoring responses opened with a short introduction about the seriousness of the current situation and effectively incorporated proverbs and idioms that suited the context.

Responses that obtained full marks included subheadings and declarative sentences at the end. They evoked a strong desire and sense of urgency in the reader to take immediate action and join the cause without delay. The following is from a high-scoring response:

'காற்றுள்ளபோதே தூற்றிக்கொள்,' அரிய சந்தர்ப்பத்தை நாம் நழுவ விடக்கூடாது எனது நண்பர்களே! ('Dust it while there is air', we mustn't miss this rare opportunity my friends!)

Low-scoring responses consisted of composed articles, or were written from memory, on 'The importance of Tamil', 'The benefits of learning Tamil', 'The culture and traditions of Tamils' or 'Thai Pongal', without relating them to the new website or stimuli provided in the text. Some contained proverbs and idioms that were unrelated to the context or preceding sentences, or they reused the same proverbs and idioms in multiple questions, even repeating the same one multiple times within the same response. Students must remember that assessors do not simply award marks for every proverb and idiom included in a response. Relevant and appropriate proverbs and idioms can be used to strengthen and reinforce students' arguments and points of view.

Many low-scoring responses used only one or two points from the text and contained an introduction that did not include relevant information and was not persuasive. Students should note that even if the response includes excellent use of the language, if it does not include points from the text that relate to the required task, then it will not be awarded high marks.

Questions 5 and 6 – Writing in Tamil

Question 5

Students were asked to write an imaginative story from the perspective of someone in the supplied image of a very crowded bus with people on its roof. High-scoring responses connected their stories to the bus, describing its situation and how they boarded it. They demonstrated strong imaginative story-writing skills with a clear setting, defined characters, a clear sequence of events, challenge(s) for the protagonist, a resolution and a main message.

The following phrases and sentences are from high-scoring responses:

பேருந்தின் கூரையிலிருந்து இறங்கும்வரை தேவதை ஒன்று என்னுடன் பேசிக்கொண்டு எனது கையைப் பிடித்து ஆறுதல் சொல்லிக்கொண்டிருந்தது என்று சொன்னால் எனது அம்மாகூட நம்பமாட்டார். (Even my mother would not believe it if I said that an angel held my hand and comfortingly spoke to me until I got down from the roof of the bus.)

தன்னை அறியாமலே எனது சிறியவயதுத் தங்கை சாப்பிட்ட வாழைப்பழத்தின் தோலை சாளரத்தின் வழியே எறிய பேருந்தின் குறுக்கே அதிக நேரம் அனைவருமே பயப்படும் வகையில் நின்ற யானை, அத் தோலை நோக்கி அசைய, சாரதி பேருந்தைப் பத்திரமாக ஓட்டத்தொடங்கினார். (Without thinking, my little sister threw the banana peel out of the window, and just as the elephant that had been blocking the bus started moving toward it, the driver carefully began to drive.)

Some very high-scoring responses started with a small letter to the editor to accept their story for the competition.

Responses that did not score highly contained narrative pieces about personal experiences or difficulties without any link to the bus or situation depicted in the supplied image. More often than not, the other characters mentioned in their responses were family members and friends.

Students should carefully read the five assessment criteria, stated above Questions 5 and 6, before writing their responses. Some students wrote sentences of a high standard; however, they were unable to meet the first three assessment criteria so did not score well.

Question 6

Students were asked to write an informative article for a local newspaper about a Tamil-speaking person who has been recognised for their contribution to Tamil-speaking communities in Australia.

Students were expected to select a real or fictional individual, provide a description of their early life and life in Australia, and discuss the range of valuable contributions they made to Tamil-speaking communities here. They were also expected to elaborate on these contributions and explain their significance to the Tamil community and how they have been recognised for their efforts, and comment on their legacy or what it may look like.

Some students responded very well and obtained very high scores in this question.

The following phrases and sentences are from high-scoring responses:

நாம் எவ்வாறு ஆங்கிலத்தைச் சிறப்பாகப் பேசினாலும் எமது அடையாளம் தமிழ்தான் என்பதை வலியுறுத்தி நாம் ஒருவருக்கொருவர் விட்டுக்கொடுத்து உதவிசெய்து ஒற்றுமையாகச் செயற்பட்டால் மட்டுமே எமது சமூகம் ஒரு கௌரவமான சமூகமாக இந்த நாட்டில் மதிக்கப்படும் என்பதைப் பல கூட்டங்களில் வலியுறுத்தி முன்மாதிரியாக நடந்துகொள்பவர்தான் திரு பி. வேலுப்பிள்ளை அவர்கள். (*Mr Velupillai is a person who leads by example in emphasising at many gatherings that even if we speak English very well, our identity remains Tamil and that only if we each compromise, help each other and act collectively can our community be respected with dignity in this country.*)

அவருக்கு ஒஸ்ரேலிய அரசாங்கம் சிறந்த தமிழ் ஒஸ்ரேலியர் என்ற விருதை வழங்கியுள்ளது. (*The Australian government awarded him The Best Australian Tamil Award.*)

அதே சமயத்தில் எமக்குப் பாதுகாப்பையும் பல வாய்ப்புக்களையும் தந்துள்ள இந்த நாட்டுக்குக் கைமாறு செய்வது நம் ஒவ்வொருவருடைய கடமையாகும். திரு சதாசிவம் அவர்கள் எங்கள் அனைவருக்கும் ஒரு முன்மாதிரியாக மிளிகிறார் என்றால் அது மிகையல்ல. (*At the same time, it is the duty of each one of us to give back to this country that has provided us with safety and many opportunities. Saying that Mr Sadasivam shines as a role model for all of us is no exaggeration.*)

ஒஸ்ரேலியா இன்று பல்வேறு கலாச்சாரங்களும் மொழிகளும் ஒன்றிணைந்த தேசமாக விளங்குகின்றது. உலகின் பல பாகங்களிலுமிருந்து குடியேறிய மக்கள் இந்நாட்டின் வளர்ச்சியில் பங்காற்றுகின்றார்கள். அவர்களில் தமிழ்பேசும் மக்கள் தங்கள் உழைப்பு, கல்வி, மற்றும் சமூக சேவையின் மூலம் ஒஸ்ரேலியாவுக்குப் பெருமை சேர்த்துள்ளனர். இவ்வாறானவர்களில் ஒருவர் டாக்டர் கண்ணன் அவர்கள். (*Australia today functions as a country where various cultures and languages come together. People who have immigrated from many parts of the world contribute to the country's development. Among them, Tamil-speaking people have brought pride to Australia through their hard work, education and community service. One such person is Dr Kannan.*)

Students wrote about a variety of people, including doctors, sports people, musicians, social workers and Tamil celebrities.

Low-scoring responses focused on their Tamil school organisers and the Tamil teaching or cultural events organised by them. Some students wrote about real people from Tamil Nadu, such as a famous poet, CEO, sportsperson or music director, who did not visit Australia.

Some students had memorised articles about Tamil, Tamil culture and Tamil festivals and simply reproduced them in their written examinations without selecting ideas or sentences relevant to the questions or adapting the content to suit the question. Students should note that this method will not help them achieve a high score.