



Written component

GENERAL COMMENTS

Overall, students' performance on the 2012 Tamil examination was very successful.

The amount of space given and the marks allocated for a response should be used as a guide for the length of the answer required. Some students copied parts of the questions to fill the answer space, and others included redundant information, which did not earn marks.

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

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

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

SPECIFIC INFORMATION

Note: Student responses reproduced in this report have not been corrected for grammar, spelling or factual information.

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

Section 1 – Listening and responding

Part A – Answer in English

Students were presented with four texts in Tamil. Most students listened very well, as indicated in their note-taking and final answers. Some students failed to understand specific aspects of texts; they simply gave a word-for-word translation of the text without analysing the questions properly and responding with the correct amount of detail.

In Part A, students are not expected to respond in complete sentences unless they are asked to do so. Rather, they are expected to demonstrate their understanding of the question and respond in a way that communicates relevant, accurate and appropriate information. However, some students simply repeated the same fact or detail several times in their answer. Other students omitted necessary connecting words that would have demonstrated their full understanding of the question. Using a suitable connecting word embeds the fact in its context.

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

Text 1

Question 1a.

(B) From a website

Question 1b.

The male's words and actions show that his goal is to provide customer satisfaction as he (any four of)

- is punctual

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- supplied high-quality products that were better than the customer expected, and then he asked for feedback from the customer
- is prepared to exchange products or give a refund
- unpacks and puts the products where they are asked for/requested
- collects the wrappings and recycles them.

Most students did not list points relating to the person's punctuality or the quality of the product.

Text 2

Question 2

Students are expected to distinguish between the key requirements of the questions and therefore the different responses that are required. Question 2a. related to the possible benefits to Thamayanthi herself. Question 2b. related to the benefits to the company. Students are reminded that they are expected to supply answers from the information given in the text. Information in students' answers that is not derived from the text is considered irrelevant. For example, 'She is younger than 17, so the company can pay less'. However, reasonable inferences from the text are acceptable.

2a.

If Thamayanthi gets this position she will

- receive money for her university education
- practise and utilise her (dancing, acting and musical) skills
- gain recognition.

2b.

The company would be likely to consider Thamayanthi because (any three of)

- her parents will give written permission
- she is prepared to sign the agreement
- she has experience
- she has successfully completed two steps.

Text 3

Question 3

Brother: practical (any two or three of)

- He wants the dog to have microchip so if it gets lost again it will be easily found.
- He asked about thanking Charlie for bringing the dog home.
- He thinks his sister should eat well and stop fretting.

Sister: emotional (any two or three of)

- She is sad because the dog was lost.
- She is kind because she was thinking about the dog's pain.
- She lost her appetite when she was upset.

Most students demonstrated a general grasp of the conversation. However, some did not respond to the question asked and instead supplied only a direct translation.

Text 4

Question 4

According to the speaker, the advantages of teaching children to use both hands are

- it will improve their sporting ability
- it will develop the function of both sides of the brain
- it will avoid minor injuries in left-handed children
- it will enhance their skills with musical instruments.

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Part B – Answer in Tamil

Students were presented with two listening texts.

Criteria

- understand general and specific aspects of texts
- convey information accurately and appropriately

Text 5

Question 5

5a.

உணர்வுகள் இறந்தகாலம், நிகழ்காலம், எதிர்காலம் பற்றியதாக இருக்கவேண்டும் என்று எதிர்பார்க்கப்பெற்றது.

- பொறுப்புக்கள் எதுவும் இல்லாமல் வாழ்ந்த சுதந்திரம். (வரவுகள் இல்லாமல் செலவுகள் செய்து)
- எந்தத்துன்பமும் அறியாமல் வாழ்ந்த மகிழ்ச்சி.
- நண்பர்களைப் பிரிகின்ற பிரிவுத்துன்பம்.
- எதிர்காலம் பற்றிய உத்வேகம் (பறந்து செல்லுதல்)

Most students discussed the characters and the behaviour of the students in the song rather than their feelings.

Text 6

Question 6

6a.

பூரணவசனங்களில் விளக்க வேண்டும் என்று தெளிவாகக் கேட்கப்பெற்றது.

பின்வரும் கருத்துக்கள் எதிர்பார்க்கப்பெற்றன.

(ஏதாவது 5 அம்சங்கள்)

- கல்விச் சுற்றுலாவில்
- பாராளுமன்றத்திலிருந்து மூன்று நிமிட வாகனப் பயணத்தூரத்தில்
- சாரதியின் அறிவிப்பு (பொருட்கள் எடுத்துக்கொள்ள வாகனம் இருக்காது)
- ஆசிரியரின் அறிவிப்பு (ஒப்படை வினாக்களுக்கு விடை எழுதுதல்)
- ஆசிரியரின் அறிவிப்பு (இறங்கியபின்பு நடந்துகொள்ளவேண்டிய முறைகள்)

Most students stated who, what and for what reason rather than supply evidence of ‘when’, ‘where’, ‘why’ and ‘how’- the vital components of a true contextual answer. Some students mentioned ‘female’ rather than ‘teacher’.

6b.

டேவிட் பேசும்போது அதனைக் கவனியாது(பாட்டுக்கேட்டுக்கொண்டு) இருந்த யேம்சையும் கமலாவையும் கவனிக்கச் சொல்வதற்காகப் பெண் இடையில் குறுக்கிட்டார்.

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

Text 7

Question 7

7a.

Tamil attitudes towards women portrayed in the film include

- a man may believe his mother rather than his wife/mother-in-law if they complain
- traditional roles: boys play volleyball, girls play on swings
- girls do not think independently (the daughter thinks only about women’s rights because her father raises the issue in meetings and in the newspapers)
- the woman uses a mobile phone to prove her mother-in-law wrong
- the woman was promoted, and her husband left his job and moved with her
- family decisions are made together.

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7b.

The reviewer presents a balanced view of the film.

Positive

- acting – realistic, convincing
- cinematography – conveyed beauty
- music – gained the attention of audience, beautiful
- positive representations of modern women
- dialogue – mother-in-law’s sentences were hurtful

Negative

- pointless fight scenes
- out-of-date representations of women
- can’t find much improvement/still have to travel too far

Some students used the word ‘aunty’ instead of ‘mother-in law’.

Different responses were required for Question 7a. and 7b: Question 7a. dealt with the content of the film, whereas Question 7b. was an evaluation of the film review. For Question 7b., rather than providing specific evidence from the review to substantiate their evaluation, students simply wrote highly general information about the review.

Students should provide full and informative responses to questions and factual evidence from the texts must be supplied.

Text 8

Question 8

8a.

Aspects	This year	Previous years
type and amount of rubbish collected	<ul style="list-style-type: none"> • fewer shopping trolleys and garbage bags • able to collect a wider variety, including mattresses and furniture 	<ul style="list-style-type: none"> • a greater number of shopping trolleys and garbage bags • (unable to collect mattresses and furniture)
range of participants	a greater number of participants, including more young people under sixteen, members of school communities	<ul style="list-style-type: none"> • fewer volunteers • older people
organisers’ feelings	pleased and satisfied	disappointed

Some students failed to supply both components of the answer and did not include either the types of rubbish collected or the amounts collected.

8b.

This year’s campaign has been more successful than previous years’ campaigns because the school ‘Green Zone Project’ is having an effect; more young people and their school communities are participating.

Many students grasped the general aspects of the text and gave answers that were appropriate to the question. For example, *This year more participants and more encouragement which made it more successful.* Other students identified the specific aspects of the question and were able to give suitable answers. For example, *Because of the school ‘Green Project’ this year, many students, teachers and parents participated.*

8c.

The speaker’s example: Two students shamefully removed their plastic bottles from this creek in front of other students, who were shocked by their behaviour.



Section 2 – Reading and responding

Part B – Answer in Tamil

Text 9

Question 9

Students were required to write a personal letter in reply to their brother, responding to the brother's request to get a loan to buy a car.

Some students supplied a creative and interesting scenario for the context of the letter. They gave a variety of culturally appropriate responses to Kumar's letter. They were able to include some thoughts and ideas that showed they understood how such an informal letter might be dealt with in the real world of Tamil speakers.

Some phrases from the more successful responses included

- எனக்கு வேலை இல்லாமல் போகிறது ஆனாலும் எனது ஒரே ஒரு ஆசைத்தம்பிக்கு..
- சுதந்திரமும் இருக்கிறது அபாயமும் இருக்கிறது...
- நான் புகைவண்டியில் போனபோது எத்தனை நாள் பிந்திப்போயிருப்பேன். அல்லது போகமுடியாமல் விட்டிருப்பேன். அந்தப்பிரச்சனை எனக்கு விளங்கும். ஆனாலும் அம்மாவை மீற முடியாது அம்மாவை உடன்பட.....
- நல்ல வேளை சம்பளம் வந்த நேரத்தில் ...
- ஆனால் நீ ஒரு போதும் மது அருந்தக்கூடாது...
- நீ தொலைபேசியில் பேசிக்கொண்டிருக்கும்போதே நான் வந்துவிட்டேன் இருந்தாலும் நீ சுதந்திரமாக உனது கருத்துக்களைக் கூற...
- விற்பவர் உனக்குப் பழக்கமானவரா?
- நீ கேட்டா மடிகணினி வாங்கித்தந்தேன்? அது போல உனக்குத் தேவையென்றால்...

Section 3 – Writing in Tamil

Students responded well to the questions in this section.

Some very able students did not score as highly as they could have as their responses were not in the required format or text type.

In this section, many students were able to demonstrate their knowledge of Tamil by writing well-planned and well-written pieces that were cohesive and varied in vocabulary and sentence structure. Their pieces were accompanied by the skilful and apt use of proverbs and relevant ideas, and it was evident that these students had a sound understanding of grammar, syntax and vocabulary, and the ability to use their knowledge effectively.

Question 10

This question required students to write the text of a speech to be given to visitors from a Tamil-speaking country about the importance of libraries in Australia for all sections of the community.

The following are phrases from the more successful responses.

- வாசிப்பு மனிதனைப் பூரணமாக்கிறது...
- வீட்டில் புத்தகங்களை வைத்துக்கொண்டும் வாசிக்க இயலாமல் அலைபவர்களுக்கு...
- சந்தேகம் வந்தால் இணையத்தளத்தில்...
- கலந்துரையாட சிறிய கூடங்களும்...
- சிறிய பிள்ளைகளின் தாய்மார் படிக்கும்போது பிள்ளைகள்...
- உடல்நலத்துக்கு உடற் பயிற்சி மனநலத்துக்கு வாசிகசாலை

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Question 11

Students who chose this question responded very well.

The following are phrases from high-scoring responses.

- தாயினும் மேலான தாய்மொழியை அரசு ஆதரவு தந்தும்கூட...
- எத்தனை எத்தனை மகான்களால் காலத்துக்குக்காலம் உருவாக்கப்பட்ட எமது..
- உலகமயமாதல், உள்நாட்டுப்போர், புலம்பெயர்வு முதலியவற்றால் மெல்ல மெல்ல அழிந்து ...
- திரைப்படங்களின் தாக்கத்தால்...

A response written in the first person should have emphasised the positive appeal to pride and ethnic tradition. In contrast, a response in second person required a more accusatory tone and an appeal to a sense of guilt. A response written in the third person may have lacked the powerful expressions of someone with a strong viewpoint.

Question 12

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

The following are phrases from high-scoring responses.

- கடல் வாழ் உயிரினங்களின் நகரம் மிக மிகச் சுத்தம், மிக மிக ஒற்றுமை, ஆண் பெண் வேறுபாடு இல்லை. எனக்கு விட்டு விட்டு வர விருப்பம் இருக்கவில்லை.
- அவர்கள் என்னை நன்கு பராமரித்தார்கள். பல கேள்விகள்