



**2013**

**Languages: Tamil GA 3: Examination**

## **Oral component**

### **GENERAL COMMENTS**

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

Most students had prepared well and were able to perform well in each section of the 2013 Tamil oral examination. They were familiar with the criteria of the examination, demonstrated that they understood the assessors' questions and were able to respond very well. Their pronunciation, rhythm and intonation were excellent, and they were able to converse spontaneously. Many students made good use of appropriate and effective body language to make or emphasise their point of view. Most students showed good knowledge of language elements and their responses were logical, clear and accurate. The use of English words during the oral examination was noticeably more frequent this year.

Many students were fluent in spoken Tamil and used the acceptable standard versions of many Tamil-speaking countries. The majority of students were at ease with the newly hybridised transitional form of Tamil and were no longer restricted to older regional or national forms of the language. According to the aims of the *VCE Tamil Study Design*, the language to be studied and assessed is the modern standard version of Tamil. Some variations may surface in different social situations and these are acceptable provided they occur in the appropriate context. Whatever the dialect they used, the students demonstrated excellent command of pronunciation, intonation, stress and tempo.

According to the *VCE Tamil Study Design*, 'The students may support the Discussion with objects such as photographs, diagrams and maps.' These objects are for supporting the Discussion only, and the assessors will not take or accept any objects after the completion of the examination.

Many students wore traditional dress for the oral examination. It should be noted that this is not a requirement and assessors do not consider the students' style of dress when awarding scores.

### **SPECIFIC INFORMATION**

#### **Section 1 – Conversation**

Most students prepared suitably to talk about their families, friends, schools and future. They had thought about their family life and schools, and had formulated some new ideas and opinions on topics such as their future studies, jobs and aspirations. It was evident that students had reflected on the difference between the mainstream schools and their Tamil schools. These included similarities and differences between Tamil culture and other cultures, and advantages and disadvantages of living in the same house with elderly people. They were able to elaborate very effectively and were able to follow up with more suitable details and interesting points and examples. The students were also able to demonstrate the capacity to maintain and advance the exchange appropriately by linking with assessors, and by using effective communication, repair strategies and suitable examples. They were able to maintain the exchange with relevance breadth and depth of information, opinions and ideas.

Some students were insufficiently prepared for the Section 1 Conversation and found it difficult to maintain the dialogue for the entire seven minutes. Their answers were too shallow, vague and not thoroughly considered. In these cases, students could not obtain a high score for criteria such as 'range of information, ideas and opinions'. Please refer to the *VCE Tamil Assessment Handbook* for more information regarding the criteria for the oral examination.

#### **Section 2 – Discussion**

In this part of the examination, students introduce their sub-topic and state the focus of their Detailed Study. They also advise assessors of any materials they have brought to support the discussion. It was evident that most students had



prepared their sub-topic carefully and they presented very effectively. Almost all students showed a high degree of interaction with assessors. They had a good capacity to maintain and advance the exchange of ideas. Students' explorations of their sub-topics in the Discussion were interesting. They related to mainstream school subjects, current issues, personal experiences and interests. Thus, students could obtain a higher score for meeting the appropriate criteria such as 'variety of vocabulary as appropriate to the context' and 'range of information, ideas and opinions'. Almost all students supported their discussion with suitable objects.

Some of the topics chosen by students included

மென்பொருளில் தமிழ்

குழந்தைகள் தமிழ் பேச வழிகள்,

மஞ்சள்

பெண்களின் திருமணவயது

தக்கன பிழைத்தலும் தகாதன அழித்தலும்

Many students had selected their sub-topics according to their interests and had thoroughly prepared the topic. They were able to respond well to questions or cues from the assessors. They listened to the questions carefully, and answered them confidently. They were able to offer original input and demonstrate their capacity to maintain and advance the exchange appropriately and effectively, relating their topics to their culture and life. Many students provided relevant information with very interesting facts and opinions and used appropriate humour. Capable students used a wide range of vocabulary, sentence structures and expressions in forms appropriate to their topics. Some students quoted *Thirukkural* appropriately to substantiate their arguments and they supported their opinions with good examples. Their responses demonstrated good breadth and depth. Many students displayed sound knowledge of appropriate proverbs and allusions. These included

உள்ளங்கை நெல்லிக்கனி போல்

கெட்டுக் குட்டிச்சுவராசி...

ஓடும் நதிபோல அல்லாமல் நிலையான மரம்போல...

ஓசோன் தந்தது கூரை அதில் மனிதன் போட்டது ஓட்டை

Some students were confused when using some words, such as those below (the correct forms are given in the brackets).

ஆட்சி (ஆட்டி)

நிபுணர் (நிருபர்)

மேலதிகநாட்டு (மேல்நாட்டு)

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Some students commenced their Discussions with the introductory expression below.

இப்போது நான் பேச எடுத்துக்கொண்ட விடயம் ‘...’

This indicated that they misunderstood the distinction between a speech and discussion. They then incorrectly continued their speech format. Also, when assessors asked questions some students did not answer them, but instead responded to questions previously asked by the assessors.