

2021 VCE Tamil written external assessment report

General comments

Overall, students' performance in the 2021 Tamil written examination was at a moderate level. Some students identified the key words and phrases within the questions and highlighted or underlined them. They took detailed notes of what they had heard and jotted them down in the allocated space. They then transferred the necessary information into their examination responses with the correct beginning or concluding phrases. However, some students, despite having jotted down the correct information, did not include it in their answers.

Teachers and students are advised that the examination will not consist solely of questions that require translation or 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, inference, prediction, synthesis or evaluation.

Specific information

Note: 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.

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

When answering questions in Sections 1 and 2, it is important to try to answer all the questions. Some students did not answer both parts of particular questions, or merely responded with one or two words. Students are advised that questions for each text are spread across multiple pages. Students should try to read ahead so they can plan for each text.

In Section 1, students who scored highly appeared to use the reading time to identify the key words and/or phrases in the questions before listening to the texts. They also appeared to have adopted successful strategies, such as practising good note-taking during listening tasks. This avoids having to insert some words and phrases after the second playing which may result in neglecting the correct starting or concluding phrases or prepositional changes.

Students should read the questions carefully: word by word and as a whole. Some students overlooked the key words 'academic' in Question 2b. and 'education' in Question 8.

The allocated marks, the answer space given and number of bullet points printed for each question are good indicators of the approximate length, necessary detail and pieces of information required to obtain full marks. Students have extra space allocated in the examinations booklet if they need more space. They should remember that writing in the note-taking space will be not assessed.

Students should try to explain their answers as clearly as possible and include all the necessary detail. This is the best way to earn full marks.

Students should identify the suitable information and make inferences or read between the lines (rather than only relying on their own general knowledge). They then should convey the information and its interpretation accurately and appropriately.

Finally, students should not use the same piece of information more than once to answer questions.

Section 1: Listening and responding

Some students took detailed notes, clearly using the spaces given, but could not express the information and ideas accurately and appropriately. Students should remember that they must manipulate the key words and phrases suitably, with appropriate starting and concluding clauses, to obtain full marks. For example, in Question 6, some students copied down all information verbatim or simply narrated the story rather than reflecting upon the actual question and considering the emotions that the uncle would have felt during his journey.

Part A – Answer in English

Students listened to three texts in Tamil. They were expected to demonstrate their understanding of the questions and provide relevant, accurate and appropriate responses in English that demonstrated their understanding of the texts.

Text 1

Question 1a.

When there is a small movement or a sound, they will:

- imitate the barking of different types of dogs
- shout 'thieves are coming' and 'robbers are coming'
- imitate the sirens of police cars and fire engines.

Most responses given to this question were correct.

Question 1b.

Any two of:

- They are cheap to purchase and a cage is provided free of charge.
- They will fetch their own food.
- They return to the cage on their own.

Most responses given to this question were correct.

Text 2

Question 2a.

An example of a correct response is:

- The mother couldn't talk directly to the teacher and was unable to convey her concerns during the parent-teacher meeting due to the limited time with the interpreter.
- The rule and regulations that were provided by the school are not being implemented.
- When she tries to convince her children, they argue by providing examples of the same behaviour by their peers in their own classes.

Question 2b.

An example of a correct response is:

- The school arranged parent–teacher meetings to discuss students’ academic progress and subject selections.
- The school arranged interpreters for parent–teacher meetings to ensure that students/parents who are from different backgrounds and speak different languages are also catered for.

Some students scored full marks for this question by presenting all information appropriately. Most students mentioned the uniform policy, dress code and discipline of the school without considering the word ‘academic’, which was essential for a correct response.

Text 3

Question 3a.

Any three of the following.

- Working people: improves concentration and body strength and increases their productivity.
- Older people: reduces illness, dependency, frailty and mental decline and as a result are less likely to visit hospitals and aged care homes.
- Students / young people: significantly increases concentration skills and memory power.
- People who perform *thoppukaranam* before 7 am at the railway station platforms will get free train tickets.

Question 3b.

Any two of the following.

- It will reduce the number of beds at hospitals.
- It will reduce the number of beds in aged care homes.
- The employees’ productivity will increase.

Part B – Answer in Tamil

Students listened to three texts in Tamil. They were expected to demonstrate their understanding of the question and provide relevant, accurate and appropriate answers in Tamil that demonstrated their understanding of the texts.

Text 4

Question 4

An example of a correct response is:

ஒருவர் கணினியைத் தொடர்ந்து பயன்படுத்துபவரானால் அவர், குறைந்தது 20 நிமிடங்களுக்கொருமுறையாவது குறைந்தது 20 செக்கன்களுக்கெனினும் 20மீற்றர் தொலைவில் உள்ள ஒரு பொருளைப் பார்க்கவேண்டும். இப்படிச்செய்வது அவரது கண்களைக் கணினி வெளிவிடும் நீல ஒளிக்கதிர்களில் இருந்து பாதுகாக்கும்.

(When using a computer for a prolonged period of time, one should take a break at least every 20 minutes for at least 20 seconds and look at an object 20 metres away in order to protect the eyes from harmful blue light emitted by computer screens.)

High-scoring responses included all of the important information.

Some students did not include the key words/phrases such as தொடர்ந்து பயன்படுத்துபவரானால்' (a person uses [a computer for] a prolonged period of time), குறைந்தது (at least) ஒருமுறையாவது (at least once) and 20 செக்கன்களுக்கெனினும்; (at least 20 seconds).

Text 5

Question 5

An example of a correct response is:

புத்தகத்தை முதலில் படித்தபோது அவரது மனதில் பாத்திரங்களை உறுப்புறுப்பாக வடித்துக் கற்பனைசெய்து மனப்படமாக வைத்திருந்தார்.

நாடகத்தில் இராமனும் குகனும் ஆற்றங்கரையில் நீர்வீழ்ச்சிப்பின்னணியில் சந்தித்த காட்சி அவரது மனப்படத்தைவிட நன்றாக இருந்ததென்று எண்ணினார். இருந்தபோதிலும், அக்கலைக் காட்சிக்கூடம் நிலத்துக்கீழ் 3ம் மாடியில் இருக்கிறதென்றும் நகரத்தின் மிகப்பெரிய ஆறு காட்சிக்கூடத்துக்கு மேலாகப்பாய்கிறதென்றும் கேட்டிருந்த அவருக்கு இயங்குபடத்தில் ஆற்றில் நீர்வேகமாக ஓடுவதைக்காண, நிஜமாகத் தண்ணீர் உள்ளேவந்துவிடுமோவென்ற பயம் வந்து நடுங்கவைத்ததில் அக்காட்சியைக்கூட அவரால்கிரகிக்கவோ அல்லது ஒப்பிடவோ முடியவில்லை.

(He imagined and visualised every character in detail when reading the book. While he was watching the drama, he was thinking that it was better than the movie in some aspects; for example, the scene where Raman meets Kuhan at the riverbank with the background of a very realistic waterfall animation. However, Mohamad couldn't reproduce that scene because of his fear of water entering the auditorium, after hearing the auditorium is located three floors below ground level and that the city's largest river runs above it. As a result, Mohamad still believes that the book is better.)

Text 6

Question 6a.

An example of a correct response is:

பயணம் புறப்பட்டபோது- பட்டமளிப்பைப் பார்க்கவும் வாகினியை

ஆச்சரியப்படுத்திப் பரிசில் வழங்கவும் ஆவல் அவாவுடனிருந்த அவர், விமானம் மாறியேறத் தாமதமாகியபொழுது விரக்தியும் கவலையுமுற்றார். சுங்கப்பகுதியில், மரத்தால் செய்யப்பெற்ற பொருளைப் பிரகடனப்படுத்தாத காரணத்தால் வெட்கமும் வெறுப்பும் பரபரப்பு அல்லது பதற்றமும் அடைந்தார். ஆனால் அனுமதிக்கடிதம் கிடைத்ததும் அளவில்லா ஆனந்தமும் பெருந் திருப்தியும் பெற்றார்.

(When he departed, he felt eager/fondness and [was] excited to witness the graduation ceremony and surprise Vahini. At the [airport], he was upset/frustrated/rushed due to flight delays. At customs he experienced sadness and embarrassment/nervousness/anxiety because he did not declare the wooden item. When he received the clearance certificate, he was extremely happy and satisfied because [he] could attend the graduation ceremony with the Veena.)

Question 6b.

Any three of:

- வாகினியைச் சந்தித்து (meet Vahini and present the veena)
- வீணையைப் பரிசளித்து (attend the graduation ceremony)
- விழாவைக் கண்டுகளித்து (participate in the professional photography session)
- பின்னர் புகைப்படப்பிடிப்பிலும் குடும்ப விருந்திலும் கலந்து கொள்வார (participate in the family feast).

Section 2: Reading and responding

Part A – Answer in English

Text 7

Question 7

- The narrator was transformed from a poor and undereducated person to the station master of a busy railway station.
- The railway station:
 - increased from two passenger trains with three carriages per week to three passenger trains and two freight trains per day
 - deserted railway compound transformed into a well-cultivated farmland
 - extended station master's quarters and built accommodation for long-distance passengers to stay the night. Best train station in the country based on cleanliness, attractiveness and punctuality.
- The community went from reduced employment rates and below-standard education to producing rich farm products and tailored clothes. Everyone in the community is now either involved in education or employment.

Text 8

Question 8

Education in Nanthavana

- Women are pressured to get married at the legal age of 18 and therefore cease education.
- Women have no money to pay for education.
- Women rely on parents' financial support for tertiary education.

Education in Australia

- Women have freedom to learn and choose their education pathway in Australia.
- Women are able to be financially independent when it comes to their education expenses. They can get a loan and/or part-time job to fund their tertiary education and if required undertake private tuition.

Responses that did not score well did not include some information relevant to 'education' but focused only on the concern with early marriage.

Part B – Answer in Tamil

Text 9

Question 9

Some students produced delightful persuasive articles with appropriate structure and language features demonstrating excellent writing skills. They used strong persuasive words when responding to the given stimuli, especially the word 'urgent'.

A few high-scoring responses referred to Mr Krishnamoorthy's speech and mentioned that his full speech was attached.

The following are typical of high-scoring responses.

- உதவிதேவை! உதவிதேவை! உடனடி உதவிதேவை! (Need help! Need help! Immediately need help!)
- ... உலகத் தமிழ் இளைஞர்களே ஒன்றுசேருங்கள் (... youth of the world gather together)
- ... காத்திருக்கும் ஒவ்வொரு நிமிடமும் அழிவு தொடர்ந்துகொண்டிருக்கும் (... damage will continue every minute we wait)
- ... இளைஞர்களாகிய எங்கள் கையில் தான் இருக்கிறது... எங்கள் பொறுப்பேயாகும்... இன்றே முயன்று (... [it's] in our hands as the younger generation ... [it's] our responsibility [to] try today)
- ஐயா பேசிய விடயங்கள் எல்லாமே எனது கவனத்தை ஈர்த்துவிட்டது... (his speech persuaded me).

Section 3: Writing in Tamil

In this section, students were asked to write an original text of approximately 250 words in Tamil in response to one of three questions.

Many students were able to demonstrate their knowledge of Tamil by writing well-planned and well-written pieces that were coherent and varied in vocabulary and sentence structure. Some students' responses were accompanied by the skilful and apt use of proverbs and relevant ideas appropriate to the text type and kinds of writing. It was evident that these students had a sound understanding of grammar, syntax and vocabulary, and the ability to use their knowledge effectively.

Some students, who seemed to be fluent in writing Tamil, were confident in using grammar and syntax but did not appear to understand different types of texts and their particular structures and language features.

Question 10

Many students who selected this question only gave information about eye problems and sedentary lifestyles. In this question, some students supplied one or two effects of excessive use of technology and then wrote a persuasive article to convince the audience not to use it excessively.

The following are typical of high-scoring responses.

- ...கல்வி, வேலை, பொழுதுபோக்கு என்று எல்லாவற்றுக்கும் தொழில்நுட்பங்களையே நம்பியிருப்பதனால் (... because of a dependence on technology for all education, jobs, entertainments)
- ... தேவைக்கடிகமாக உபயோகிப்பதனால் கண்பார்வை கெட்டு இளவயதிலேயே கண்ணாடி (... as using too much [technology], causing eyesight problems and needing to use glasses at a young age)
- ... அவசிய தகவல்களைக்கூட நினைவில் வைத்திருப்பதில்லை (... cannot remember necessary information)
- ஒஸ்ரேலியாவில் நடந்த ஒரு ஆய்வின்படி 68 சதவீதமான மாணவர்கள் தாம் இருபது வயதையடையுமுன்னரேயே கண்ணாடிபோட வேண்டியவராகிறார்கள். (according to research in Australia, 68% of people need glasses before turning 20 years of age)
- சிறியவிடயங்களுக்குக்கூட, சுயசிந்தனையில்லாமல் இணையத்தளத்தை நோக்கிச் செல்கிறார்கள். ([they] go to websites for simple things without thinking)
- ...சிறிய கணக்குப்பார்ப்பதற்குக்கூடக் கைத்தொலைபேசியை உபயோகிக்கிறார்கள் (... using mobile phones even for simple calculations)
- ... நெருங்கிய உறவினர்களுடன் நேரில் உரையாடுவதுகூட வெகுவாகக் குறைந்துவிட்டது. (... [replaces] the number of direct conversations with close relatives)

Question 11

Many students who selected this question demonstrated affectionate personal attachment to their parents and grandparents. They made connections with their real-life situations and started with parents' personal matters and reported about their grandparents. They gave different choices as their preferences and presented their ideas in a culturally appropriate way and asked politely to consider.

The following are typical of high-scoring responses.

- ...நீங்கள்தான் ‘கொடித்து நேயி முதுமையில் தனிமை’ என்று படிப்பித்தீர்கள். அம்மம்மா அம்மப்பாவின் தனிமையைப் போக்குவதற்கு அப்பணத்தைப் பயன்படுத்துங்கள். எங்கள் வீட்டின் கிழக்குப்பக்கத்தில் கடினமற்ற தரைபோட்டு கைபிடிக்கலோடு மலசலகூடம், குளியலறை என்பனவற்றுடன் ஒரு அறையைக்கட்டி அவர்களை அழைத்து எல்லோரும் ஒன்றாக வாழ்வதற்கு அப்பணத்தைப் பயன்படுத்துங்கள். அவர்களது வாழ்த்து எங்களுக்குப் பெரிய ஆசீர்வாதமாக இருக்குமல்லவா? (... You taught me that loneliness is bad, especially in old age. Use that money to eliminate the loneliness of my grandparents. At the eastern side of our house, build a room with soft floors, toilets and bath facilities with railings. Invite them and make arrangements [for them] to live together with us. Their [wisdom] and blessing are very good for us.)
- எனக்கு ஒழுங்கு செய்தது போலத் தங்கைக்கும் ஆங்கிலம் கற்கத்தனிப்பட்ட வகுப்புகளுக்கு (... as you arranged private English classes [for me] do it [for] my sister)
- ... நீங்கள் இருவரும் பாடுபட்டு உழைத்துச்சேர்த்த பணத்தை (... the money both of you hardly earned)
- ... உங்களிருவரினது நலத்திற்கும் வளத்துக்கும் இறைவனை வேண்டுகிறேன் (... I pray for your health and happiness)
- ... அப்பப்பாவும் அப்பம்மாவும் என்னைக் கண்ணுக் கருத்துமாகப் பார்க்கிறார்கள் (... granddad and grandma are [looked] after very carefully)
- ... என்னுடன் படித்த எனது நண்பி நளாயினியும் அவளது குடும்பமும் வன்னியில் படும்பாட்டை அறிந்த நானும் நீங்களும் என்ன மனத்துடன் இப்படி ஒரு ஆடம்பரமான விழாவை (... after knowing that my friend and her family are struggling to live in Vanni, [why] are you thinking of arranging a luxury event)
- ... தம்பியின் மிருதங்க அரங்கேற்றம் செய்வதற்கு (... use that money [for] the younger brother’s *Miruthanga arrangement*)

Question 12

The students who selected this question cleverly described the minor events and evaluated the quality of the event as a whole. They included their own ideas and suggestions for the organisers for their future events. They demonstrated a good command of language appropriate to the text type.

The following are typical of high-scoring responses.

- எனது மூன்று நண்பர்களுடன் சென்றிருந்தேன். ஒருத்தி சீனநாட்டினள். மற்றவள் பிரான்ஸ் நாட்டவள். இருவருமே ... ([went] with my friends, one Chinese, one French)
- ... மதிய உணவு நேரத்தில் அங்கேயே உணவை வாங்கி உண்ணலாம் என்று வந்தவர்கள் விற்கவிருந்த உணவுப்பொதிகள் உடனேயே முடிவடைந்துவிட்டதால் (... all parcels sold out immediately so people went there to have the food during lunch time)
- அடுத்த முறை நல்ல மொழிபெயர்ப்பாளர்களை ஒழங்குசெய்து ஆறுதலாகப்பேசவைத்து ... (next time, arrange better interpreters and speak slowly)
- சமையற் செய்முறைகளைக் காட்டிய எல்லோருமே ... (all of them who demonstrated cooking demonstrations)
- கொத்து ரொட்டிக்குத்தான் மிகப்பெரிய ... (*cotthu rotti* is the most)
- ... அடுத்தமுறை தமிழ்க்கடைக்காரர்கள் ஒவ்வொருவருக்கும் ஒவ்வொருகுதியை ஒதுக்கினால் (... next time, [it would be] better to allocate each section to individual owners of Tamil shops).