

In 2022, most students scored highly in both sections, while some students scored highly in only one of the two sections. To maximise student performance, it is strongly recommended that the topic selected for the Detail Study must be of interest to the students and must have sufficient depth and substance. In the Conversation Section students should try to demonstrate how much Tamil they can speak competently and how they can maintain and advance the conversation without reciting a prepared dialogue.

Section 1 – Conversation

2022 VCE Tamil oral external assessment report

General comments

Assessors engaged with each student in a general conversation about the student's personal world, for example, school and home life, family and friends, interests and aspirations.

Most students scored highly in this section. Most students showed great enthusiasm, used appropriate vocabulary, and responded readily, comfortably and confidently in this section. Students who did not score well were only able to give short answers and waited for the assessors' next questions. They needed support or a change of the topic being discussed in order to allow the conversation to continue.

Students were assessed on their knowledge and skills in using spoken language. The examination had two sections – a conversation of approximately seven minutes, during which students conversed with the assessors about their personal world, and a discussion of approximately eight minutes.

In both sections, students were assessed in these areas:

- communication (the capacity to maintain and advance the exchange appropriately and effectively)
- content (relevance, breadth and depth of information, opinions and ideas in the conversation and their capacity to present information, ideas and opinions on their chosen subtopic in the discussion)
- language (the accuracy of their vocabulary and grammar, the range and appropriateness of their vocabulary and grammar, and the clarity of their expression).

Students who engaged in higher-scoring conversations and discussions:

- demonstrated an excellent level of understanding by responding readily and confidently, used highly effective repair strategies, and carried conversation forward with spontaneity
- presented an excellent range of information, opinions and ideas clearly and logically with highly relevant responses, were able to clarify, elaborate on and defend opinions and ideas very effectively, and demonstrated excellent preparation for the conversation and of their subtopic
- used sophisticated vocabulary and structures accurately and appropriately, and were usually able to self-correct
- used an excellent range of vocabulary, structures and expressions, and consistently used highly appropriate style and register
- had excellent pronunciation, intonation, stress and tempo.

In 2022, most students scored highly in both sections, while some students scored highly in only one of the two sections. To maximise student performance, it is strongly recommended that the topic selected for the detailed study must be of interest to the student themselves so as to generate sufficient depth and substance. In the conversation section students should try to demonstrate the fluency of the spoken Tamil, the range of vocabulary they can command, and their confidence in maintaining and advancing the conversation.

Section 1 – Conversation

Assessors engaged with each student in a general conversation about the student's personal world, for example, school and home life, family and friends, interests and aspirations.

Most students scored highly and showed great enthusiasm, used appropriate vocabulary, and responded readily, comfortably and confidently in this section. Students who did not score well were only able to give short answers and waited for the assessors' next questions. They needed support or a change of the topic being discussed in order to allow the conversation to continue.

Communication

Most students demonstrated their capacity to interact with the assessors well and carry their conversation forward with no support. High-scoring students used the first-person plural form of language to engage in a meaningful exchange with the assessors. They were adept at elaborating and providing examples for all questions and speaking spontaneously. They were able to continue and develop the conversations forward after responding to the questions put to them. Students who did not score well in their communication component repeated the same information or ideas hesitantly. Students should develop their understanding of their personal world, home life, school and part-time work to present with confidence and respond to questions logically and fully.

Content

High-scoring students gave relevant responses, presenting unique and interesting facts as well as fully developed ideas and opinions. For example, in response to a question about what can be done at home to protect the environment, a well-rounded response could include ideas such as to protect our environment, we should consider land, air and water. First, if we consider land, we must reduce ... this can be done in the following ways ...

Students who did not score well often answered questions simply with 'I have no idea about it'. In some cases, they responded with prepared, memorised sentences that were irrelevant to the questions asked.

Areas for improvement include:

- practising conversing about a wide range of ideas and opinions that reach beyond the suggested examples
- when one fact, idea or sentence is used, students should find a different one rather than repeating the same one with minimal change in phrasing
- taking time to process and understand the questions being asked by the assessors before starting to talk immediately, which will help students to respond more intelligibly.

Language

Many students used vocabulary appropriate to the context. Some students used scientific terms in Tamil such as உயிர்வாயு (oxygen), நெகிழி (plastic) and மீள்கழற்சி (recycle), conventionally spoken in English by Tamil speakers in these contexts. Students seeking to improve their fluency should practise the use of simple Tamil words with correct pronunciation, instead of employing commonly used English words. Almost all students demonstrated their grammatical understanding, especially adjectives and adverbs.

Students should note the following pronunciation of words.

| Incorrect use | Correct use |
|---------------|-----------------------------------|
| எம்பது | எண்பது (eighty) |
| யூரோப்பியா | ஐரோப்பா (Europe) |
| சுதந்திரம் | சுதந்திரம் (independence/freedom) |
| வாறது | வருவார்கள் ([they] will come) |
| இன்டியா | இந்தியா (India) |
| சங்கர்ப்பம் | சந்தர்ப்பம் (opportunity) |
| பொறியாளர் | பொறியியலாளர் (engineer); |

Section 2 – Discussion

Each student gave a 1-minute introduction of their subtopic to their assessor, who then engaged the student in a discussion exploring their subtopic. Students also provided assessors with any objects, such as photographs, maps or diagrams, brought to support the discussion. The discussion was an opportunity to explore aspects of the language and culture of communities in which Tamil is spoken and the student was expected to make reference to the texts studied.

The selection of a suitable subtopic for the discussion is very important. Students should select subtopics that they find interesting but which have depth, and adequately research them in order to be able to develop suitable content, ideas and appropriate vocabulary in their exchange with assessors. Students should be able to express their views and be able to compare ideas and opinions.

In 2022, students chose a range of subtopics, including:

- சங்ககாலப் பெண்களும் இக்காலப் பெண்களும் (Women in the Sangham period and today)
- தமிழ்மக்களால் இன்றும் பின்பற்றப்படுகின்ற கிராமியக் கலைகள் (Folk art that is practised even today)
- உலகத்தமிழ் மகாநாடுகள் தமிழ் வளர்ச்சிக்கு உதவுகின்றனவா? (Are World Tamil Conferences helpful for the development of Tamil?)
- தமிழர் வாழ்வில் இசையின் முக்கியத்துவம் (The importance of music in Tamil life)
- சங்ககாலத் தமிழர்களின் அறிவியல் அறிவு (Scientific knowledge of Tamils in Sangham period)
- தமிழ்முதியோரும் முதியோரில்லங்களும் (Elderly Tamils and aged-care centres)
- தலைமுறை இடைவெளி (The generation gap)
- நெகிழி (Plastic)

Communication

Most students engaged with the assessors and readily responded to prompts and questions comfortably. High-scoring students were able to continue the discussion using phrases such as 'திரும்பவும் எனது உபதலைப்புக்குச் செல்கிறேன்;' (I am going back to my subtopic), which allowed a smooth transition and provided coherence to their discussion. These students were able to advance their exchange with assessors appropriately and effectively.

Almost all students brought visual aids to support their discussion, which assisted the smooth flow of communication between the students and the assessors. High-scoring students used them suitably when they discussed a relevant idea or piece of information.

Students who scored in the mid-range brought files with their memos/ideas/photos in transparent pockets. As they had memorised their 'presentation', they were familiar with the order of the pages from the beginning to the end. When questions were put to them, they answered without using the file, then continued their talk, reiterating identical facts and ideas, seemingly unaware that they had previously explained them when answering the questions.

Students who did not score well memorised their subtopics for the discussion as a speech or a presentation. This was evident when they said 'வணக்கம்' ('greeting') part-way through the discussion.

Content

Students who scored highly in this section were able to present an excellent range of ideas and opinions. Most of their chosen subtopics were related to their own interests or passions and were culturally appropriate. Thus, they were able to provide sound reasons for their selections and were able to defend their ideas by providing a wealth of relevant information. They supplied examples or quotations to support their points of view; they had comfortable body language. These students used proverbs and idioms suitable for their discussion.

Some students who were fluent speakers scored highly in the conversation. However, they simply reproduced a memorised speech in a rapid and monological style in the discussion. When assessors asked them questions, interrupting the flow, they found it difficult to elaborate on their ideas and return to their subtopic. They did not use the essential vocabulary relevant to their topics.

Students who selected famous people as their subtopic spent time recounting facts about the person, such as birth dates, death dates and parents' details. This meant that these students did not have enough time to provide their opinions or ideas about the people they had studied and articulate interesting reflections.

Students are reminded that they are expected to be able to provide their opinions and ideas about the subtopic they have chosen, and to be able to justify their ideas and opinions when assessors ask follow-up questions.

Language

High-scoring students used an extensive range and appropriate vocabulary and grammar suitable to the context, audience and purpose. This enabled them to discuss their ideas and opinions at a high standard and avoid repetition of the same words or phrases.

Most students used correct grammar, especially culturally appropriate verb forms.

Some students translated English words literally into Tamil but this was not appropriate. For example, 'free time' should be ஓய்வு நேரம் instead of இலவச நேரம்.

| Incorrect use | Correct use |
|-------------------|-------------------------------|
| கண்டிப்பாக | ஓம்/ஆம் (yes) |
| பாடசாலைத்திருவிழா | பாடசாலைவிழா (school function) |

More information

Refer to the [VCE Tamil study design](#) and [examination criteria and specifications](#) for full details on this study and how it is assessed.