



## Oral component

### GENERAL COMMENTS

Generally, the performance of students in the 2007 oral examination was very good. This year the students were very fluent in terms of their command of everyday, colloquial language. Students used acceptable standard dialect forms of Singapore, Malaysia, Sri Lanka or India. The topics and sub-topics chosen for the Discussion were much more varied than those used in previous years. The use of English words during the oral examination continued to be a matter of concern.

### SPECIFIC INFORMATION

#### Section 1 – Conversation

During the Conversation students were expected to converse with the assessors about their personal world, such as school and home life, family and friends and education and aspirations. Some of the students kept their conversation relevant, provided a variety of ideas and information and supported their opinions with good relevant examples. They used a range of appropriate vocabulary and correct grammar and showed good use of style and register. Some students answered too quickly and their answers were shallow, vague and not considered thoroughly, for example: வினா:

பாடசாலையில் கைத்தொலைபேசி பயன்படுத்துவது தொடர்பாக உங்கள் பிரதான பாடசாலைச் சட்டதிட்டங்கள் என்ன கூறுகின்றன? விடை: கொண்டு வர வேண்டாம் என்றுதான் சொல்வார்கள் ஆனால் சிலர் கொண்டு வருவார்கள் சிலர் கொண்டு வர மாட்டார்கள்.

#### Section 2 – Discussion

Unfortunately, most of the students who were extremely fluent in colloquial Tamil appeared not to have undertaken the required amount of preparation and research required for the VCE examination. Therefore they found it difficult to maintain a discussion for the whole seven minutes without repetition. There is a significant difference between everyday, colloquial language 'fluency' and the actual requirements of the LOTE oral examination. It is not enough to be able to respond quickly and suitably in conversational terms; they should also be able to show that they have prepared the topic and have done the required hours of research. Students should introduce the topic in no more than one minute (taking sufficient time to clearly introduce the sub-topic studied and the resources used) and then be prepared to answer questions and engage in a discussion. It is not sufficient to simply introduce the topic in one sentence and then wait for assessors to ask questions.

The discussion itself should be coherent, using appropriate illustrations and examples, vocabulary and design. Some students seemed to have difficulty presenting an original viewpoint, expressing opinions or making criticisms. Some students had not adequately prepared their topic and therefore did not perform well in this section.

Students should remember that using culturally-appropriate forms of greeting when entering the room and leave-taking when departing are also part of the assessment. Even after being reminded by assessors, only one or two students demonstrated an awareness of this.

Some students who rushed to answer questions often used English words such as 'ok', 'teacher', 'so', 'only', 'person', 'help', 'university' and 'score'. In addition there was some confusion as to correct word choice within Tamil itself; for example, 'library': நூலகம். Some students displayed a sound knowledge of appropriate proverbs and allusions, such as 'மக்களுக்குச் செய்யும் சேவை கடவுளுக்குச் செய்யும் சேவை', 'கண்ணைக்கட்டி காட்டில் விட்ட மாதிரி'.

## Written Component

### GENERAL COMMENTS

Most students responded well to the written examination. Students who read the questions carefully and underlined or highlighted the information that was needed did very well. Some students had problems in answering questions in English. Students are reminded that some questions will require more than one answer, as indicated on the examination paper by bullet points and the length of blank spaces. Students must provide all answers in order to obtain full marks.



Some students who were awarded high marks in Section 2, Part B and Section 3 unfortunately lacked the necessary analytical skills and knowledge of English to receive the highest possible marks in Part A of Sections 1 and 2.

## SPECIFIC INFORMATION

### Section 1 – Listening and responding

#### Part A – Answer in English

Students were presented with three spoken texts in Tamil. The questions were asked in English and students were required to answer in English. If the meaning of the response was clear, no marks were deducted for mistakes in the English. Some students did not take accurate notes in Section 1.

##### Text 1

##### Question 1a.

Any four of:

- the grandfather has taken the trouble to travel eight hours by car
- he wanted to come early
- the effusive/warm/heartly manner in which the grandfather expresses his best wishes
- the response of the grandfather – he acknowledges her affectionate and caring nature
- she tells him he will be tired, have a shower and change.

Most students were able to provide a full response to this question. Some students, however, did not give all of the relevant information from the text. Some students had made a note of ‘eight hours’ without noting the vital additional detail of ‘travelling’, then they answered that the uncle had worked eight hours. Some students gave only one piece of information in different ways. For example, ‘Grandfather wished her well’, ‘Grandfather used loving language’ and ‘Grandfather kissed granddaughter’.

##### Question 1b.

Either of:

- the son could not take a day’s leave and come on the previous day
- it is eight hours away, driving.

##### Question 1c.

Both of:

- her classmates have been invited because this was her last birthday before leaving school
- many relatives have been invited.

##### Question 1d.

Nilani will be following a course of her choice at the university of her choice.

##### Text 2

##### Question 2

Type of cuisine (any one of the following)

- rural Tamil
- south Indian
- Tamil Nadu
- Chetty Nadu traditional

Method of cooking and serving (any two of the following)

- cooked in traditional mud pots and pans
- served hot
- special/different masala

Choice of dishes (any four of the following)

- thosai
- idli
- puttu
- stringhoppers

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- appam (hoppers)
- oothappam
- many dishes with different masalas

## Text 3

### Question 3a.

Any one of:

- an interschool sports meet
- a sports meet
- an athletics day
- a sports carnival.

### Question 3b.

All of:

- by contributing snacks
- by taking part in the tug-of-war with teachers
- by being spectators.

### Question 3c.

Shot put

Most of the students responded to this question with 'throwing kundu' instead of using the correct English term.

## Part B – Answer in Tamil

### Text 4

#### Question 4

All of:

- her son has passed the driving test
- he attained his wish to get his driving licence on his 18th birthday
- now he can drive to work and to his classes/college
- the son can drive mother around so she does not have depend on the father.

### Text 5

#### Question 5a.

All of:

- she is among the top three scorers
- by asking for a higher salary she is unlikely to be tempted by other offers
- her late starting date implies commitment so it is unlikely that she would leave suddenly.

#### Question 5b.

Any three of:

- the previous nurse walked out on the job without notice
- the doctor can only see certain patients in the morning
- while he is without a nurse he has to fill two roles (nurse and doctor)
- he needs time to select a good nurse.

## Section 2 – Reading and responding

### Part A – Answer in English

#### Text 6

#### Question 6a.

All of:

- youngsters are smoking/selling cigarettes to youngsters
- reading habits are decreasing/poor reading habits
- mothers are not keen to breastfeed/indifference to breastfeeding
- poor school discipline/lack of discipline in schools/truancy.

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To demonstrate their understanding of the text, students were required to differentiate between the social problems in the country and campaigns. Many students just listed the campaigns.

## Question 6b.

The author has a negative view of/does not accept such promotional campaigns. His reasons for holding this view are (any four of):

- they are costly/a waste money
- they are complex/involve much planning
- they have dubious/questionable outcomes/they do not achieve the intended goals/benefits/they do not reach the targeted group
- some are not carried through/not completed
- they bring commercial gain to advertising companies and printers.

This question had two parts. Several students did not state clearly the author's viewpoint and his reasons.

## Text 7

### Question 7a.

Both of:

- intelligence is like a powerful car that is not started
- the thinking capacity is like the skill of the driver.

### Question 7b.

Either of:

- practice, experience
- creativity, invention.

### Question 7c.

Today's experts say that team-thinking is the best method to solve problems and to be innovative. But 2000 years ago, Karikalan consulted his ministers and convened a seminar and invited all the scholars and experienced landlords to contribute ideas to solve the difficulties in building a dam across the Kaveri. The task was successfully completed and that dam still exists.

### Question 7d.

Any three of:

- the river was continuously flowing fast
- the sandy river bed makes the foundation unstable
- no modern technology was available for draining or lifting heavy weights
- the length of the dam needed to be 10 miles.

Some students provided the same information multiple times, just worded slightly differently.

### Question 7e.

He uses a question, 'But is it really a new method?' It is effective because it forces the reader to read the second paragraph for the answer.

Most of the students did not fully understand the device used to link the paragraph and mistook it as an example. Unfortunately some of the students did not cope well with this question, which required to provide an analytical answer in English and to draw appropriate inferences.

## Part B – Answer in Tamil

### Text 8

#### Question 8

Students were required to write a text for a speech of 150–200 words in Tamil to be presented to a school assembly. Some excerpts from good responses were:

- இந்தப் பொன்னான வேளையிலே இங்கு கூடியிருக்கும்...
- “அடியாத மாடு படியாது” என்பதைக் கடைப்பிடிக்கிறார்கள் போலும்
- மறதிக்கு மருந்து மாஸ்டரின் பிரம்பு



- மாணவர்கள் நாளைய விருட்சத்தின் விதைகள்
- நாளைய தலைவர்களை உருவாக்குமிடம் பாடசாலை
- அக்கரைக்கு இக்கரைப்பச்சை
- நம் சகோதரர்கள் வளமின்றி வாட நாம் வளங்களை வீணாக்கலாமா?

In this part many students' answers went beyond the prescribed word limit. Teachers should advise students to restrict their writing to the word limit and respond to the criteria and the text type.

### Section 3 – Writing in Tamil

Students must become familiar with the text types listed on page 13 of the study design. They must bear in mind that each of these particular text types has its own appropriate audience, and the expression, vocabulary and format of their response must correspond to the given text type and the audience. All of these criteria must be met if the student is to be awarded full marks.

Many students demonstrated their knowledge of Tamil by writing a piece which was cohesive, varied in vocabulary and sentence structure and which responded to the topic in a logical and coherent manner. They provided a well-planned and well-written piece which was a delight to read. Questions 9, 10 and 12 were equally chosen by the students.

The best students' responses dealt with the topics in a profound, original and accurate manner. They demonstrated good command of all the relevant information and used language in an entertaining manner. Some students used proverbs and traditional sayings appropriately to illustrate their responses. This was possible because of their sound knowledge of Tamil and understanding of grammar, syntax and vocabulary.

The 15 marks for this section were divided by awarding a maximum of five marks for each criterion.

#### Question 9

Students could prepare their application for a news reading position on either an English or Tamil television station. Most of the students who selected this question performed very well. Following are some excerpts from good responses to this question.

- ...என்னைப்பற்றி நான் பெருமையாகக்கூறுவது நல்லதல்ல. ஆகவே நான் செய்தி வாசித்த நிறுவனங்களால் எனக்கு வழங்கப்பட்ட நற்சான்றிதழ்களையும் எனது அபிமான இரகசிகர்களால் எனக்குக் கிடைத்த பாராட்டுக்கள், வாழ்த்துக்கள் என்பவற்றையும் இணைத்துள்ளேன். அவற்றில் குறிப்பிட்டவாறு நான் இப்போதும் அழகாகவும், ஆரோக்கியமாகவும் இருக்கிறேன்...
- ...எங்கும் எப்போதும் வந்து வேலை செய்யத் தயாராக இருக்கிறேன்...
- ...ஒரு செய்தி வாசிப்பாளனுக்குரிய சகல தகுதிகளும் எனக்கு இருப்பதாக நான் நினைக்கிறேன்...
- ...அனுசூலமான பதிலை எதிர்பார்க்கிறேன்...
- ...தொலைக்காட்சியில் செய்திகள் 'அறுவை' என்று நினைக்கின்ற இளைஞரின் எண்ணத்தை அடியோடு மாற்றியவன் நான்...
- ...ஊடகத்துறையில் நாட்டம் கொண்டு பட்டம் பெற்றவன்...
- ...செய்திகள் வாசிப்பதில் மட்டுமல்ல நிகழ்ச்சித் தயாரிப்பிலும் அனுபவம் பெற்றுள்ளேன்...

#### Question 10

Students who selected this question used a broad range of vocabulary relevant to the topic and demonstrated sound knowledge of sentence structure and sequencing in Tamil that was appropriate to the text type. Following are some excerpts from good responses to this question.

- உயிரைப் பறிக்கவும் உடலைக் காயப்படுத்தவும் முக்கிய காரணி வீதி விபத்தாகும்
- விழிப்புணர்வு ஊட்டும் வகையில்...
- எச்சரிக்கை அறிவிப்பு; ஈர வீதி கவனமாகச் செல்லவும்
- இப்பகுதியில் கடுமையான காற்று வீசும்
- சமிக்ஞை

#### Question 11

This was the least popular question. Many students who selected this question simply reproduced a pre-learned and memorised story, paying no attention to the specific requirements of the question.

#### Question 12

This was the most successful question, according to the marks scored by the students. Students who selected this question produced good evidence and demonstrated their knowledge of sentence structure and sequencing. They demonstrated depth and breadth knowledge in the treatment of the task through the presentation and development of

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relevant information, ideas and opinions related to the topic. Following are some excerpts from good responses to this question.

- சிறுதுளி பல பயன்கள்
- பூமி மாதாவுக்கு உங்கள் உதவி அவசியம்
- வெள்ளம் வரமுன் அணைகட்டி நீரைப்பெறு
- முன்னோடியான குடிமக்களாக இருங்கள் நன்மையெல்லாம் உங்களுக்கே
- முற்றாக அழியும் நிலை வரலாம்
- வரப்போகும் தலைமுறைக்கு
- சேமிக்கும்படி நிபந்தனை விதித்தாலும் நாம் பின்பற்றுவது இல்லை
- எல்லோரும் சேர்ந்து உழைத்தால் இயலும்
- சராசரி ஆயுட்காலம் அதிகரிக்க நாம் உபயோகிக்கும் நீரின் அளவும் அதிகரிக்கிறது
- அவுஸ்ரேலியாவில் பஞ்சமா?
- வாகனத்தைச் சுத்தமாக வைத்திருப்பது தவறு என்றுநான் கூறவில்லை...
- புதிய யுத்திகளை மேற்கொள்ள வேண்டும்
- பஞ்சபூதங்களில் ஒன்றான...
- எதிர்கால சந்ததியை மனதில் கொண்டு...
- வழிந்தோடும் நீரை திசைதிருப்பி விட்டால்....
- எமது தலைவிதி என்று இருந்து விடாதீர்