



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 the student and the assessors about aspects of the student's personal world. 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 of 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.

The standard of preparation undertaken by the students continues to improve. This year a substantial number of students were extremely well prepared, listened carefully to assessors' questions, and responded promptly and in detail. These students showed keen understanding and were able to self-correct errors. Their pronunciation, rhythm and intonation were excellent, and they were able to converse spontaneously.

Many students were fluent in spoken Tamil and used the acceptable standard dialect forms of many Tamil-speaking countries. It should be mentioned that when students spoke dialect forms unfamiliar to the assessors, the written form of language was used for these segments. According to 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 are acceptable, produced they occur in the appropriate context. Please refer to the study design for information regarding the oral examination.

SPECIFIC INFORMATION

Section 1 – Conversation

During the Conversation, students were expected to converse with assessors about aspects of their personal world, including topics such as school and home life, family, friends, education and aspirations. Most students were able to link with assessors effectively and demonstrated good communication skills and repair strategies. They kept the conversation relevant, provided a variety of culturally appropriate ideas and information and supported their opinions with suitable examples. Students used a good range of relevant vocabulary, and some displayed sound knowledge of relevant proverbs and allusions. The speed with which students responded and the accuracy of their responses was excellent.

For example, வினா: உங்களுக்குச் சுற்றுலா செல்வதற்கு ஒரு சந்தர்ப்பம் கிடைத்தால் அவுஸ்ரேலியாவைச் சுற்றிப்பார்ப்பீர்களா அல்லது வெளிநாடு...?

விடை: பிறேசிலுக்குச் செல்வேன் எனக்கு உதைபந்தாட்டம் என்றால் பைத்தியம், வெப்பவலய மழைக்காடுகளைப் பார்க்க வேண்டும் என்று நீண்டநாள் ஆசை, உலக உதைபந்தாட்டப் போட்டியைப்பார்த்து...

வினா: நீங்கள் எதிர்காலத்தில் என்ன செய்வதாக...?

விடை: தோன்றில் புகழொடு தோன்றுக அஃதிலார் தோன்றலில் தோன்றாமை நன்று.

இசை, நடனத்தில் எனக்குப் பேரார்வம், இந்தியாவுக்குச் சென்று அவற்றைப் பயின்று உலகப்பிரசித்தி பெற்ற ...

Students used correct grammar and demonstrated a good command of style and register. Some students were able to link well with the assessors and provide amusing anecdotes that made the conversation interesting.

Section 2 – Discussion

Students are reminded to introduce their sub-topic and state the focus of their Detailed Study. They are also reminded to advise assessors of any supporting materials they had brought to discuss. It was evident that most students had prepared their introduction carefully and these students presented their introductions 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 various sub-topics in the Discussion were interesting and generally related to their personal

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experiences and interests. This enabled students to offer original input and demonstrate their capacity to maintain and advance the exchange appropriately and effectively. Many students provided relevant information with very interesting facts and opinions. Most students had prepared their sub-topics well and responded fluently and confidently. Capable students used a wide range of vocabulary, sentence structures and expression in forms appropriate to their topics. Most students supported their discussions appropriately with photographs, diagrams or maps.

Some students had minor problems with pronunciation; for example, நடப்புக் கொண்ட - நடப்புக்கொன்ற. A few students used English words instead of Tamil words. The less fluent students had not prepared sufficiently. Students should remember that English jargon, slang and vernacular expressions should not be used in an oral examination; for example, 'radiation', 'Uni', 'friends', 'mates', 'alarm clock' and 'mobile phone'.

Teachers and students are able to refer to the study design for prescribed themes and topics, and suggested sub-topics in preparation for their detailed study. The Detailed Study should be based on a sub-topic related to one or more of the prescribed topics listed in the table on page 13.