



2003

LOTE: Tamil GA 3: Examination

Oral component

The two sections of the Oral Examination are designed to assess the student's knowledge and skill in using spoken Tamil.

Student performances were generally very good. Most students were confident and relaxed and were to engage in a natural and effective conversation. The few students who were nervous at the beginning quickly settled into the conversation.

Section 1 – Conversation

This section consists of a general conversation about the student's personal world; for example, school and home life, family and friends, interests and aspirations. Most students showed evidence of thorough preparation and were able to maintain a natural interaction with assessors. Less successful students were unable to speak fluently and grammatically in Tamil. They fumbled for words and relied on English words, even for easy verbs.

Section 2 – Discussion

Many students prepared well for this section. They showed research, preparation and were able to demonstrate knowledge of their chosen topic. Most students were extremely fluent in Tamil and provided relevant information with a good mix of examples and opinions linked to the topic. Some used appropriate visual objects to support discussions.

A few students, who conversed well in Section 1, were unable to engage in the discussion at the same level. They could only provide what they had memorised. When asked questions they often could not provide an appropriate response. They had to retell the content of the topic instead of discussing it and giving ideas and opinions. If the topic is chosen independently, and interests students, they will be able to carry on a meaningful, sustained discussion and be able to adapt and manipulate the language and content in an unfamiliar situation.

Written component

The responses to the written examination showed varying levels of ability. Many students were very good while a few were only at a satisfactory level. In some cases students translated every word into English or responded in the wrong language. Students should plan their time carefully and need considerable practice in the necessary skills.

Section 1 – Listening and responding

Students are expected to analyse and use information from the texts. They are required to extract information by inferring points of view and attitudes from content/choice of language and respond accurately. They are also expected to have skills in interpreting information and summarising ideas or discussing points of view raised in the texts.

Many students used all the information in the space given to take notes but they could not get the correct response. Few students gave all the information required in their answers.

It is important that students read the questions carefully and identify the key words. Students who identified and highlighted the key words correctly responded very well. It is wise for students to fully use their reading time to examine the questions for Section 1.

Students have to practise a wide range of listening and responding skills, focused on the main ideas or questions.

Part A

Question 1

a

(C) the Management of the Old Age Centre

b

Annually

c

The correct answer is one of the following:

- someone interested in caring for the elderly/old people
- someone interested in talking with the elderly/old people
- someone interested in serving food to the elderly/old people.

d

The correct answer is one of:

- contact Mr Sithamparapillai
- contact Mr Sithamparapillai on 9478 6357.

Text 2

Question 2

The correct answer is:

- press 1 to confirm seat
- press * in between
- press 4 to find the departure time.

Note: The correct order for pressing digits is 1, *, 4. Students could gain points for identifying the steps in the reverse order or for identifying the steps for confirming a seat or finding the departure time, but not both, unless they have identified the step in between (*).

Text 3

Question 3

a

The correct answer is:

- he is taking/accompanying his son to the violin competition.

b

The correct answer is:

- Gauthaman is keen to know the result of the competition his cousin is participating in.

c

- to buy verti
- because Pakirathan wants to wear verti to participate in the violin competition.

Text 4

Question 4

a

Mrs Vaitheeswaran

- works full time and organises her time efficiently
- looks after her family
- she is engaged in home gardening.

b

The correct examples are:

- Mrs Vaitheeswaran
- prunes garden shrubs into artistic shapes
- makes garden beds in different shapes.

c

Any two of:

- Mrs Vaitheeswaran composts kitchen waste to use as fertiliser
- Mrs Vaitheeswaran saves rain water from roof gutters for watering
- Mrs Vaitheeswaran grows her own vegetables
- Mrs Vaitheeswaran saves on medical bills.

d

Any two of:

- active
- cares about the environment
- cares about the family's health
- shows ability to save money
- Manikam respects Mrs Vaitheeswaran
- she is very knowledgeable about gardening.

Part B

Text 5

Question 5

a

Any one of:

- precious
- fortunate
- wealthy world
- joyful.

b

Any two of:

- lead a life of love
- acclaim the wise and the learned
- bless with virtuous children
- entertain guests/friends relatives.

Text 6

Question 6

a

- gift of Sabaratnam Hall
- gift of extended land for sports ground/pavilion is extended
- gift of books to the library through money raised from the raffle.

b

Any one of:

- financial support from overseas
- despite higher fees there are many new members
- raffle raised a lot of money.

c

Any one of:

- the Centenary Year Celebration
- the performance of the Past Students' Association
- help from overseas branches.

d

Any two of either features and/or expressions:

Features

- register
- salutation
- body of address
- conclusion.

Expressions

- in concluding the report ...
- ... it is my pleasure to present
- as president of ...
- thank you for listening.

Section 2 – Reading and responding

Part A

Most students performed well in this section as they provided correct details from the texts. Students need to demonstrate views in their own words to receive full scores – picking and copying sentences from the texts will not.

Text 7

Question 7

a

Any three of:

- fresh vegetables are available in clean, well-lit surroundings
- you receive courteous service
- the price is reasonable/cheap
- you have the facility of paying at cash register /the token system is in operation/office environment
- under one roof/close to home.

b

Any two of:

- small vegetable traders
- small traders and markets who could lose their businesses
- customers who cannot afford the prices.

c

Any two of:

- better environment
- token system is a speciality
- accept and welcome progressive changes

A few students failed to differentiate writer's opinion from quotations.

d

- to facilitate orderly payment or promote customer service.

Text 8

Question 8

a

Any two of:

- they approached/learned from distinguished generations of gurus
- they followed the footsteps of their teachers in culture in morality and good behaviour
- treated their teachers as gods.

b

- Pandithamani – immense contribution to language and religion
- Doctor of Literature – the University of Ceylon
- commemorate stamp issue – the Sri Lankan government.

c

- he attracted students by his noble qualities of kindness/hospitality
- sense of humour
- his students followed his behaviour and morality (role model).

d

- brief history/early stage/educational background
- career/honour conferred
- special qualities/excellence/nobility
- immortality/how remembered.

Text 9

Part B

Personal reasons were asked for and most students responded well but a few failed to express their personal reasons and wrote a formal letter. They were clearly not sure of how to write personal reasons: [*‘low alcohol consumption preferred’* *‘No pets inside the house’* were the clues given in the text to get over with *Kapilan*]. Less able students reproduced parts of the texts and wrote fewer than 100 words.

Section 3 – Writing in Tamil

Students performed more strongly here than in the other sections. The range of questions selected reflected a broad range of interests. All four topics received nearly equal attention. Students noted the text type, audience, purpose of the task and used appropriate style and register. They used appropriate vocabulary, accurate spelling and enriched sentence structures. There was a high standard among the more able students. A few less able students simply reproduced work prepared or done previously, paying no attention to the question and/or spelling.

Question 10

This required students to write a persuasive report to convince readers to promote the telecasting service. This piece required a title, author, correct lay out, effective paragraphing and good links between ideas. This was a very successful task for most students. They included salutation to the audience, title and forceful, persuasive sentences, effective and culturally appropriate conventions that were very good to read.

Question 11

Students who chose to write a story were expected to write about some difficulties and how these were overcome with the help of a stranger. Students who chose this question were able to do this and wrote in the correct text type.

Question 12

The task was to write a script for an informative speech to be given to a group of students. A full informative explanation was needed about the library services. The talk had to be appropriate for students. The information needed to be well organised with good links. For the text type, a greeting, an introduction of self and the topic and thanks were all required, together with appropriate and consistent register and cohesiveness to complete this task.

Question 13

The task was to write an evaluative report for a magazine. The layout had to be a suitable report with heading, author and conclusion. Most students analysed, discussed various aspects of working women, gave examples to support their arguments, and then came to an unbiased conclusion. Less successful students concentrated solely on one side of the argument and ignored the conclusion.

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