

2023 VCE Tamil oral external assessment report

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

Section 1: Conversation

What students did well

In 2023, students:

- engaged in a general conversation about their personal world; for example, school and home life, family and friends, interests and aspirations. Overall, students demonstrated a very good understanding of a wide range of conversation topics. It was evident that most students had prepared intensively and effectively and thus performed very well. Students who scored highly demonstrated a higher level of listening skills in order to follow and comprehend discourse.
- provided a range of relevant information, ideas and opinions with an appropriate depth. Most students clearly articulated their ideas and opinions about their interests and future aspirations.
- elaborated and reflected on information, ideas and opinions. Students who scored highly presented an excellent range of information, opinions and ideas, with highly relevant responses. They demonstrated excellent preparation and were able to clarify, elaborate on and defend their points of view, opinions and ideas very effectively.
- interacted with assessors through the conversation so that they communicated effectively. Students were generally well prepared and able to readily converse with assessors, providing excellent information, ideas and opinions on their personal world. They were able to connect with assessors in a way that was appropriate to the Tamil culture and traditions.
- responded confidently and were able to advance the conversation. Students who scored highly demonstrated a high level of speaking skills and an excellent level of understanding by responding readily and confidently. They used highly effective repair strategies and carried the conversation forward with spontaneity.
- used appropriate and accurate vocabulary, grammar and sentence structures. Students who scored highly were able to use sophisticated vocabulary and language structures accurately and appropriately. They had an excellent range of vocabulary, grammar and expressions, and consistently used highly appropriate style and register.
- used clear expression, including pronunciation, intonation, stress and tempo. Almost all students used the acceptable standard dialects of many Tamil-speaking countries. Students who scored highly changed their tone appropriately, conveyed suitable feelings and emotions, and used facial expressions corresponding to the cultural contexts. Most students had excellent pronunciation, intonation, stress and tempo.

Areas for improvement

In preparing for this exam, students could:

- prepare more adequately to support the conversation with relevance, depth and a range of information, ideas and opinions. Some students gave only one-word or one-sentence answers. Some students rushed to answer questions and often used English words instead of simple Tamil words.
- practise answering a range of questions in order to advance the conversation. Some students asked the assessors to repeat the questions, or remained silent, unable to respond or continue. After giving the students some time, the assessors were obliged to move on to another topic. It is important that students avoid pre-learned sentences such as நாம் எமது கலாச்சாரத்தைப் பேணவேண்டும் (we should follow our culture), நாம் எமது பெற்றோரை மதித்து நடத்தல் வேண்டும் அவர்களே எமது வழிகாட்டிகள் (we should obey our parents, they are the people who guide us) and நாம் ஒரு அவசர உலகில் வாழ்கிறோம் (we live in a 'speedy' world) and prepare strategies to respond to a range of questions.
- build confidence through practising interactions in Tamil
- practise using more complex sentence structures and syntax
- practise using repair strategies. When some students had difficulty in recalling suitable words, they either paused for some time or replied with 'I don't know the Tamil word for that' (எனக்கு அதற்குத் தமிழ்ச் சொல் தெரியவில்லை), using English words.
- Avoid anglicisms. Some students did not notice that they used English words such as 'but, so, okay, sorry, easy' (ஆனால், ஆகவே, ஆம், மன்னிக்கவும், சுலபமானது/இலகுவானது). Other English words used by students were behaviour, contribution, representative, opportunity, volunteering, nutrients, instruments, competition, loan, and lawyer.
- revise grammar. Some students answered questions in the wrong tense.
- build vocabulary specific to the student's personal world. Some students struggled to understand the Tamil names for everyday things, such as கடதாசி, உண்டியல், வங்கி (paper, hundi, bank). For the oral component, usage of everyday Tamil words correctly is absolutely required.

Incorrect use	Correct use	English translation
குடுக்குவேன்	கொடுப்பேன்	will give
படிச்சிற்றிருக்குவேன்	படித்துக்கொண்டிருப்பேன்	will be learning
பாக்குவேன்	பார்ப்பேன்	will see
மனதையையும்	மனதையும்	mind and
காலணிப் பந்தாட்டம்	உதை பந்தாட்டம்	soccer
இலச்சம்	இலட்சியம்	aim
பிராணி	பிரயாணி	passenger
வளர்கிறோம்	வளர்க்கிறோம்	(we are) raising
பூனை போனார்கள்	பூனை போயிற்றுப்போனது	cat went
பரிசோதனை	சோதனை	test/exam
குலந்தை	குழந்தை	baby
வைத்துள்ளேன்	வைத்திருந்தேன்	had

- practise pronunciation, intonation and stress, and tempo.

Section 2: Discussion

What students did well

In 2023, students:

- clearly introduced the focus of the subtopic chosen for their detailed study in less than one minute, alerting assessors to any objects brought to support the discussion. Almost all students supported their discussion with objects such as photographs, diagrams and maps. Students who scored highly used them appropriately when discussing a relevant idea or piece of information.
- demonstrated in-depth research of their subtopic. Most students performed well and had prepared thoroughly for their subtopic. Students who scored highly demonstrated a sound knowledge of their chosen subtopic and responded readily and confidently. They were able to present an excellent range of information, ideas and opinions on their subtopic, using appropriate sentence structures with a wide range of vocabulary, including terminology, and with correct grammar and appropriate expression.
- engaged in a discussion using relevant information, ideas and opinions
- elaborated and reflected on information, ideas and opinions
- communicated effectively with assessors throughout the discussion
- used appropriate vocabulary, grammar and sentence structures. Students who scored highly avoided repetition of words and phrases and used appropriate synonyms. For example, பாராட்டத்தக்க வகையில், போற்றிப் புகழக்கூடிய நிலையில் (the way should be praised, to be appreciated). The following were included in high-scoring responses:
 - கீரியும் பாம்பும்போல இல்லாது நகமும் சதையும்போல (not like mongoose and snake but fingernail and its muscle)
 - கரும்பு தின்னக் கைக்கூலி வேண்டுமா? (is wage needed for eating sugarcane?)
 - சிறுதுளி பெருவெள்ளம் (small drop (creates) big flood)
 - பணம் இல்லாதவன் பிணம் (the person who has no money is a corpse)
 - முயற்சி திருவினையாக்கும் (effort will create good things)
 - குளிரைத்தடுக்கும் உடை (clothing which protect us from the cold)
 - இன்ப அதிர்ச்சி (shock of joy)
 - மெய்சிலிர்த்து (by shivering)
 - சமமதிப்பின்மை (no equal respect)
 - கஷ்டத்திலிருந்து மீண்டுவர (recovering from difficulty)
- used clear expression, including pronunciation, intonation, stress and tempo

Areas for improvement

In preparing for this exam, students could:

- prepare with an appropriate number of quality sources, for example a combination of aural, visual and written texts, to explore the subtopic in sufficient depth. Some students used the English captions to refer to their diagrams and photos; others used the objects as cue cards. Some students could not relate the objects to their subtopic and asked the assessors to look at them after completing the discussion.

- choose an appropriate subtopic to suit ability and interests
- avoid listing facts without expressing a point of view, or presenting general knowledge as research
- convey information learnt from their sources but also express an opinion about it
- avoid relying on pre-learned responses that do not address an assessor's question. Some students had memorised their prepared subtopics as set speeches and were therefore unable to respond to questions or gave irrelevant answers.
- practise using repair strategies
- make reference to the sources or text studied for the detailed study. Some students listed titles and author names in English.
- revise grammar
- build vocabulary specific to the student's detailed study
- practise pronunciation, intonation, stress and tempo. Some students spoke Tamil with peculiar articulation, as if it had originally been prepared in English.