

2023 VCE Tamil written external assessment report

General comments

Overall, students' performance in the 2023 Tamil written examination was good. Most students identified the keywords and phrases within the questions and the texts in Sections 1 and 2 by highlighting or underlining them. They used the allocated space to take detailed notes from both the listening and reading texts. They then applied the appropriate ideas and information into their responses with correct structures and syntax. However, some students, despite having noted the important information from the listening texts or having underlined the correct information from the reading texts in the allocated space, did not include them in their answers. Teachers and students are advised that the examination will not consist solely of questions that require translation or a simple recall of information. While some simpler items may be found, there will also be some items pitched at a higher cognitive level, requiring analysis, inference, prediction, synthesis or evaluation. Students should practise 'reading between the lines'. In Section 1 and Section 2 Part A, students should not use their general knowledge.

Specific information

This report provides sample answers, or an indication of what answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

Students who scored highly extracted and used the correct information in their responses. They understood the texts and responded accurately. Students who did not score well missed the keywords in the questions and simply translated the parts they had listened to or read. Students should remember to utilise their reading time wisely, to read the questions carefully and identify the keywords. It is important to find the information relevant to the questions, and to manipulate the words and phrases appropriately, with starting and concluding clauses.

It is important that students look carefully at the key words in the questions to ensure that they address the question correctly. For example, 'benefits' in Questions 1 and 8; 'compare', 'ஒப்பிடுக' in Question 6.

Question 1

- They can hire a licensed, experienced handyman at a reasonable price.
- People can buy home-grown fresh vegetables and fruit every morning, or exchange them for something else, barter-style.
- They can have a chat in the court and enjoy free Italian coffee every Saturday.

Some common incorrect responses were:

- The new neighbour has ten years of experience of cooking as a chef.
- They sell fresh organic vegetables at the front of their house every Saturday.

Question 2a.

- One side of the roof of the house burnt down.
- The doors and windows were delayed in quarantine storage.

Most students were awarded full scores for this question.

Some common incorrect responses were:

- Due to the heavy rain that occurred three days ago. This storm has created a flood and has torn apart one side of the house and ripped off the windows and doors.
- The grandmother could not take leave for three weeks.

Question 2b.

- The house that was built with the same design as the house that Father lived in his home town (overseas).
- The doors and windows were transported from that same house.
- The dream of building this house started 30 years ago.
- The housewarming will take place on Dad's birthday.

Question 3

- Using LED lights will reduce coal and carbon dioxide emissions.
- The LED lights use a small amount of electricity.
- LED lights are free.
- Need to trust Mathavan, who is Tamil and has been carefully selected by the government to attend.
- Many people in the neighbourhood will benefit as well, as they will see Mathavan changing the exterior bulbs and will accept his offer.
- He uses the example of his sister distributing census forms and how that was a positive experience.

An example of an incorrect answer was 'It is government law that everyone must use LED lights'.

Question 4

- ஏமாற்றுக்காரர்கள் அல்லது பொய் பேசுபவர்களது அழைப்புக்கள் அல்லது கள்ளத் தொலைபேசி அழைப்புக்கள் குறைவடையும் அல்லது இல்லாது போகும். (The number of calls from scammers/unregistered numbers will decrease/stop.)
- பிறர் மாறிக்கூறினாலும் உண்மையில் அவர்கள் என்ன மனநிலையில் இருக்கிறார்கள் என்பதை அவர்களுடன் தொலைபேசியில் பேசுபவர்கள் உணரக்கூடியதாக இருக்கும். (Even if other people say something different, those speaking to them via the phone call will be able to determine their true state of mind.)
- உரிய அல்லது நியாய விலையில் பொருட்களை வாங்கலாம். (Things can be bought for the correct / a reasonable price.)

Some common incorrect responses were:

- It is cheap, only \$98.
- You can use it in mobile phones and in computers.

Question 5a.

- சிறிய வயதில் இயந்திரமனிதர்களைப்பற்றி அதிக ஆர்வங்கொண்டிருந்தார். தந்தையார் தொலைவிலிருந்து இயக்கப்படும் விளையாட்டு மோட்டார் வண்டி, விமானம், வள்ளம் முதலியவற்றை வாங்கி விளையாடக்கொடுத்திருந்தார். பின்னர் தனது பாடசாலையில் தூரத்திலிருந்து இயக்கும் விளையாட்டுக்களில் விருப்பத்துடன் ஈடுபட்டிருந்தார். (When she was young, she developed an interest in robots. Her father bought her a remote-controlled toy car, boat and planes. Then at her school she was keenly involved in remote-controlled games.)

- பத்தாம் வகுப்பில் அது தொடர்பான வேலை அனுபவம் பெற்றிருந்தார். (She did her work experience in this field in Year 10.)
- வேலையனுபவத்துக்குப் பொறுப்பாக இருந்த அதே விரிவுரையாளரிடம் பட்டப்படிப்பையும் கற்றார். (She had a lecturer with whom she completed her work experience.)
- யந்திரப்பொறியியல் கற்ற அகிலன் அவருடைய செயற்றிட்டத்துக்கு உதவிபுரிந்தார். (Ahilan, who learned mechanical engineering, helped her with her projects.)

Many students scored three marks for this question. They did not supply one of the last two points. Some students gave the same idea in different ways in separate bullet points.

For example:

- சிறிய வயதில் இத்துறையில் விருப்பம் கொண்டார். ([she] was interested at a young age)
- மேலும் இத்துறையில் ஆர்வங்கொண்டார்... ([she] became further fascinated later)

Some students gave vague responses which did not address the question. For example:

- பத்தாம் வகுப்பில் வேலை அனுபவம் பெற்றிருந்தார். (She did her work experience in Year 10.)

Question 5b.

நர்மதா தனது காதலன் பற்றி முதலில் பேச்சாளரிடம் கூறித் தனது சொந்தத்தாயைச் சம்மதிக்க வைத்தபோது முதலாவது தாய் என்ற நிலையில் இருந்த பேச்சாளர், திருமணப்பதிவுக்குச் சாட்சிக்கையொப்பமிட்டதிலிருந்து நர்மதா தனது மாமியாரைத் தனது இரண்டாவது தாயாக ஏற்கப்போவதால் மூன்றாவது தாயென்ற நிலைக்கு வந்துள்ளார்.

(When Narmatha first told the speaker about her lover, the speaker helped to get consent from Narmatha's own mother; so the speaker was in the position of 'first' mother. When the speaker signs as a witness at the marriage registration, she takes the place of the 'third' mother as Narmatha will accept her mother-in-law as her second mother.)

Only some students scored full marks for this question. They clearly explained as follows: நர்மதா தனது மேற்பார்வையாளரை நம்பி, தனது காதல் விவகாரத்தை அவரிடமே முதலில் கூறினார். பின்னர் மேற்பார்வையாளரே அவளது சொந்தத்தாயாருக்குத் தெரிவித்திருந்தார். ஆகவே ... (Narmatha trusted her supervisor and told her about her love affair first. Then the supervisor told Narmatha's parents, so...)

Question 6

தமிழ் கற்றல், தமிழைச் சரியான உச்சரிப்புடன் பேசுதல், தமிழ்க் கலாச்சாரத்தைப் பின்பற்றுதல் என்பவற்றில் இருவரும் ஒத்தகருத்துடையவராக இருக்கிறார்கள். ஆனால் தந்தை, நாடகங்களில் வருகிற கதாநாயகிகள்போலப் பொறுமையாக, அன்பாக, பிறர்செய்கின்ற தீமைகள் எல்லாவற்றையும் மன்னித்துத் தன்னலமில்லாது குடும்பப்பொறுப்புடன் வளரவேண்டும் என்று நினைக்க, தாயார் வீரமும் துணிவும் கொண்ட தனித்தும் குழுவாகவும் செயற்படக்கூடிய பெண்ணாக வளரவேண்டும் என்று நினைக்கிறார்..

Both share similar views. When it comes to studying the Tamil language, they would like their daughter to develop proper pronunciation and practise Tamil culture.

However, **the father** would like his daughter to watch TV, especially serials, and compare the heroines and villainesses. As a result of doing so, Vaani will follow and mimic the good behaviours (forgiving, kind, patient) of the heroines rather than the behaviours of the villainesses.

The mother would like her to watch only selected programs portraying courageous, determined and high-achieving women that she can follow in their footsteps rather than watching villainesses or cruelty.

Many students did not write what both parents agreed on, and only wrote about the different opinions they held.

Section 2: Reading and responding

Question 7

- More than thousands of years ago, it was the main gravel road used by bullock carts, ponies and pedestrians to travel long distances. Between the shady trees were freshwater tanks/lakes and load-bearing stone stands. Places of worship would distribute free food and drinks daily.
- Over time, the road was paved with tar and widened as more people and vehicles began using it and travel time was reduced.
- The sides of the road had buildings and shade-providing trees. Small shops were seen on the side of the road and vehicles would stop and park in front of the shops. There were also illegally set up teashops, fruit shops and residents. Dogs and people would jaywalk.
- The highway now has separate emergency bays for the vehicles to stop; they cannot stop in front of the shops.
- Now it looks like roads found in developed countries. There are felled trees and stumps and dilapidated buildings on the sides making it look unsightly.

Students who scored highly described different stages in different paragraphs with specific features in each stage. They organised the information found in the text suitably in their responses.

Some students merely translated some sentences without considering the various 'stages in the history of the road'.

Question 8

- Previously, the elephants ate and destroyed the farmers' crops, resulting in loss of income for farmers.
- It does require wasting money. For example, to purchase traps and set up electrical fences.
- Now, with new specific plants being planted for the elephants, farmers will not lose their crops and income. It is also environmentally beneficial to keep bees, and people can collect and sell the honey and get another form of income.
- It does not waste time. No constant surveillance is required. For example, in the past, farmers would stay up at night, light fires and make loud noises to try to deter the elephants.
- Elephants are not harmed. Elephants retreat in a calm manner having eaten plants they like (Acacia trees). They will not get hurt by the traps or by the electric fences.

Some students merely translated some sentences without considering the benefits. Examples of low-scoring responses were:

- Instead of shooting the elephants and causing harm, they reintroduced an old method such as loud noises and creating smoke, which elephants don't like. This has the benefit of deterring elephants from farmland without destroying the crops.
- This text explains that the farmers used to feed elephants well with healthy plants, and collected their poo for fertiliser. This method is beneficial for farmers as it is a natural method to keep elephants away.

A few students did not mention that the old method didn't harm the elephants or that farmers did not need to waste their time during the day or night.

Question 9

Students were asked to write an email to demonstrate their understanding of the stimulus text, and to address the requirements of the task, by conveying the relevant information from the text that is appropriate to the audience, and in the prescribed writing style and text type.

They were asked to write an email responding to their manager's request, soliciting the views of employees, and seeking suggestions on how the workplace could be improved.

Students who score highly were able to successfully include the 'communication problem' and the fact that 'many employees did not want their names mentioned' in their responses. They used the appropriate structure of the email text type, and created suitable email addresses, using the sender's and receiver's names. They did not rely heavily on the words and phrases from the stimulus text but manipulated the language to provide suggestions on how the workplace can be improved.

Many students were able to demonstrate their knowledge of Tamil with well-planned and well-written pieces that were coherent and varied in vocabulary and sentence structure. Some students' responses were accompanied by the skillful and apt use of proverbs, vocabulary, grammar and syntax and demonstrated relevant ideas appropriate to the text type and the ability to use their knowledge effectively.

The following are typical of high-scoring responses:

- நீங்கள் கேட்டுக்கொண்டதன்படி நான் தனிப்பட்டமுறையில்; ... (as you asked, I personally...)
- பெயரைக் கூறவேண்டாம் என்றுகேட்டு தமது ஆழ்மனதில் இருந்த கருத்துக்களைக் கூறினார்கள் ([they] asked me not to mention their names and reveal their thoughts)
- அன்புள்ள மரியா, நீங்கள் கொடுத்த வேலையைச் சிறப்பாகச் செய்து முடித்துவிட்டேன். தீர்வு தருவது உங்கள் கைகளில் ... (Dear Maria, I have successfully completed the task you gave me. The solution is in your hands ...)
- என்னை நம்பிக் கேட்டதற்கு மிக்க நன்றி ... (thank you very much for trusting me and asking me ...)
- ... பணியாளர் ஒருவரின் கூற்றுப்படி கூறுவதானால் தாமுகின்ற கப்பலொன்றின் நிலையில் உள்ள எமது நிறுவனத்தைத் தக்க சமயத்தில் பாதுகாக்க கேட்டதற்கு... (as one of our employees said, to save our organisation, like a sinking ship, you asked just at the right time ...)
- உடனடியாக வங்கியில் கடன் பெற்றாவது... (immediately organising a bank loan ...)
- விரைவாகத் தீர்க்கவேண்டிய கட்டாயத்தில் இருக்கிறோம். ... ([we are] in a situation that must be solved immediately ...)
- செலவோ முதலீடோ செய்வதற்கு முன்பு நாளைக்கே ஒரு கூட்டத்தைக்கூட்டி... (before spending or investing, convene a meeting tomorrow and ...)
- ஊதியம் போதாது தமது நேரத்தை அர்ப்பணிக்கிறார்கள்; (the wages are not enough to justify the sacrifice of their time)
- வேலைச்சமையைக் குறைப்பது இன்றியமையாதது ... (reducing the workload is essential ...)
- முன்னேற்றத்துக்கு வழிவகுக்கும்... (will lead to development ...)
- நானுங்கூட இந்தப் பிரச்சினைகளில் பலதடவைகள் மாட்டியிருக்கிறேன் (I have also experienced these problems many times.)
- சில வேலையாட்கள் விலகிப்போவதனால் நிறுவனத்தை மூடவேண்டியும் வரலாம் ஆகவே உடனடியாக ... (as some employees are leaving, the company may close down, so ...)
- தங்கள் உடனடி நடவடிக்கையை எதிர்பார்க்கும், குழுத்தலைவி குழுதினி (the group leader, Kumuthini, who expects your rapid response)

Some students copied many sentences from the text, did not include the communication problem in the workplace, and used a formal letter format. Some students mentioned the names of employees who had requested anonymity. They included some idioms/proverbs in their writing that were not suitable for the actual context.

Many students who demonstrated a high ability to present information, ideas or opinions, and used a broad range of vocabulary and grammatical structure, did not obtain full marks for Question 9 as they did not include the characteristics of the text type.

Students should familiarise themselves with the structures and language features of different types of texts, and different kinds of writing, which are clearly explained in the Tamil study design on pages 50–52, and page 8 of the updated section.

Teachers could remind students that the knowledge and skills about different types of texts and different kinds of writing derived from other school subjects are also relevant to writing in Tamil.

According to the final criterion, appearing at the top of Section 2 Part B of the examination, students are expected to use correct spelling in their writing. Assessors noticed a number of spelling mistakes in students' writing this year. Some students incorrectly copied words given in the questions.

Accuracy in the use of language, including spelling, is essential.

Section 3: Writing in Tamil

Many students wrote well-planned and coherent pieces that were accompanied by the skillful use of vocabulary, sentence structures, grammar and syntax. However, many students did not use the characteristics of the different types of texts and different kinds of writing.

Question 10

Students were asked to write a text of an imagined interview with a new student from a Tamil-speaking country who describes their school and village to the school captain.

Students who scored highly produced an introduction to the audience and, after introducing the interviewee, began by asking the student about the differences between the Australian school and the school in their homeland. The student was able to provide detailed answers by describing the differences and expressing thoughts and emotions.

The following are ideas and phrases included in high-scoring responses:

- உலகத்தின் மறுபக்கத்துக்கு வந்துள்ளேன்... (came to the other side of the world ...)
- நெரிசலான பஸ்ஸில் கரடுமுரடான பாதையில் இரண்டு மணித்தியாலம் பாடசாலைக்குப் பயணஞ்செய்யும்போது மனனஞ்செய்யவேண்டியன வெல்லாவற்றையும் மனனஞ்செய்து விடுவேன். (While travelling on a crowded bus to school for two hours on a rough road, I used to memorise whatever was needed for my studies.)
- தெருவுக்குத்தெரு கோயில்கள்... (in every road there are temples ...)
- தொழில்நுட்பவசதிகள் எமது கிராமத்தில் மிகக்குறைவு ஆகவே கபடி, பல்லாங்குழி, கிளித்தட்டு போன்ற விளையாட்டுக்களையே விளையாடுவோம். ... (there is less technology in our village, so we play games like *kabaddi*, *pallankuli* or *kilithaddu* ...)
- பச்சைப்பசேல் என்ற நெல்வயல்கள், சிறியவீடு, கூட்டுக்குடும்பமாக, மாமா, சித்தி ... (evergreen paddy fields, small houses where extended families live together, uncles, aunts ...)
- சல என்று ஓடும் நதிகள், புல்மேயும் பசுக்கள், துள்ளியோடும் கன்றுகள், மண்வெட்டிகளுடன் நெல்வயல்களுக்குச் செல்லும் விவசாயிகள் ... (the rivers running with a 'sala' sound, grazing cows and frolicking calves, farmers going to the paddy fields with *manveddy* [spade] ...)
- மகிழுந்துகளைக் காண்பது குறைவு, குறுகிய தூரஞ்செல்ல துவிச்சக்கர வண்டிகள் நீண்ட தூரஞ்செல்ல இருசக்கர அல்லது முச்சக்கர வண்டிகள் ... (cars can't be seen, people cycle for short distances and use two wheelers or three wheelers for long distances ...)
- நான் எனது வீட்டுவேலை செய்யாமல் சென்றதால் வகுப்புக்கு வெளியில் அனுப்பப்பட்டு ... (as I failed to do my homework, I was sent out of the classroom ...)

Students who did not score well wrote an article about what the new student told them, instead of using the correct text type (a script of an interview). Some students, even though they demonstrated a very good command of writing in Tamil, produced an evaluative or comparative interview, rather than a descriptive one.

For example:

- இந்தப் பாடசாலைக்கும் உங்களது முன்னைய பாடசாலைக்கும் உள்ள வேறுபாடுகள் எவை? கூறுங்கள்! (What are the differences between this school and your previous school? Tell us!) அநேகமாக எல்லாமே... (almost all of them ...)
- வேறு என்ன வேறுபாடுகள்?... (What other differences?) பாடசாலை தொடங்கும் நேரம்... (Starting time of school, here it is 9.00 am but there it is 7.00 am) அடகடவுளே! 7 மணிக்கா? (Oh my god! Is it 7 o'clock?)

Question 11

Students were asked to write a newspaper article evaluating whether it would be better to take care of elderly parents at home, or in an aged care centre.

This was the most popular question.

The following are ideas included in high-scoring responses:

- மதிபீட்டாய்வு செய்து ஒரு கட்டுரை எழுதியுள்ளேன் தயவுசெய்து உங்கள் பத்திரிகையில் பிரசுரிக்கவும் ([I] wrote an article after the evaluative research, please publish in your newspaper)
- அன்பையும் பாசத்தையும் கலந்து தமிழ்க் கலாச்சார உணவுகளை வழங்குவார்கள் (will provide Tamil cultural food along with love and affection)
- 'தந்தை தாய் பேண்' என்பது எமது பண்பாட்டில் ஆழப்பதிந்துள்ளது...([the proverb] 'take care of father and mother' is deeply rooted in Tamil culture)
- அவர்கள் தனியாக இருந்தால் அவர்களுக்கு மனஅழுத்தம் ஏற்பட்டுவிடும் (if they are alone, they will succumb to depression)
- தனது பிள்ளை தன்னைக் கண்ணுக்குள் வைத்துக்காப்பாற்றும்போது பெற்றோர் அடையும் இன்பத்தை வேறெவரால் தரமுடியும்? (Who else can give them the same joy as having their child looking after them attentively?)
- சில முதியோர்களுக்கு அவர்கள் வாழும்வீடே ஒரு சிறைச்சாலைபோல இருக்கும் எனவே... (some elderly feel the aged care home they live in is like a jail, so ...)
- நீங்கள் உங்கள் பெற்றோருக்கு இப்போது என்ன செய்கிறீர்களோ அதைத்தான் எதிர்காலத்தில் உங்கள் பிள்ளைகள் உங்களுக்குச் செய்வார்கள்! (Whatever you do to your parents now is what your children will do to you in the future!)
- எது அவர்களைச் மகிழ்ச்சியாக வைத்திருக்குமோ அதை... (whatever keeps them happy, that is ...)
- இரு பக்கங்களையும் அவர்களுக்கு விளக்கி அவர்களின் விருப்பப்படி நடப்பதே நன்று (it would be better to explain both sides to them and do whatever they prefer)
- அன்பும் முழுக்கவனிப்பும் ஊட்டச்சத்துள்ள உணவும்... (love, full attention and nutritious food ...)
- அவர்கள் தனியாக இருக்கும்போது சிக்கலில் மாட்டினால் உதவிக்கு யாருமில்லை... (if there is a problem when they are alone, no one will be there to help ...)
- ஆங்கிலம் தெரியாமல் சிக்கித் தவிப்பார்கள், பெருஞ்சவால்களை எதிர்நோக்குவார்கள்... (they will face big challenges, difficulties and get distressed without knowing English ...)
- அவர்களை மகிழ்விக்கவும் ஊக்குவிக்கவும் பல விளையாட்டுக்கள் அங்கே இருந்தாலும் பிள்ளைகளையும் பேர்பிள்ளைகளையும் பார்ப்பதே அவர்களுக்கு மகிழ்ச்சிதரும். (even though there are many games to make them happy and to motivate them, only seeing their children and grandchildren will make them happy)
- பெருஞ்செல்வந்தர்களும் மிகவும் வறியவர்களும் முதியோரை வீட்டில் வைத்துப்பராமரிக்கிறார்கள். மற்றவர்கள் விரும்பினாலும்... (only very rich and very poor people look after their children in their homes. Others, even if they want to ...)

Some low-scoring responses included general introductions common to many articles. For example:

- கண்டம் விட்டுக் கண்டம் பாய்ந்த மனிதன் இன்று அண்டம் விட்டு அண்டம் பாயுமளவுக்கு எமது யுகம் பரிணாம வளர்ச்சியடைந்து விரைவாக மாறிவருகிறது. இந்த மாற்றங்களில்... (This era has evolved to a level where people who jumped from continent to continent are now able to jump from cosmos to cosmos. In these changes ...)
- தற்போது உலகநாடுகள் பல முன்னேற்றங்களைக்கண்டு தங்கள் நாடுகளில் வாழும் மக்களுக்கு பல வாய்ப்புக்கள், சேவைகள், வசதிகளை வழங்கி வருகின்றன. உதாரணமாக தமது நாட்டில் வாழும் மாணவர்களுக்கு, தொழில் நுட்பம், கணினிக் கல்வி

முதலான பாடங்களை கற்பிப்பதைக் காணக்கூடியதாக உள்ளது. அதுபோலவே... (Now many countries in the world have developed and provided many opportunities, services, and facilities for their people. For example, they teach many subjects such as technology, computer studies. Same as this ...)

Question 12

Students were asked to write a persuasive speech emphasising that disrespectful behaviour in competitive sports must stop.

The following are ideas included in high-scoring responses.

- எனது பேச்சு உங்களில் பலருக்கு அசௌகரியத்தை ஏற்படுத்தும்... (my speech may make you feel uncomfortable ...)
- கர்ணன் குழுவுக்கும் துரியோதனன் குழுவுக்கும் இடையில் நடைபெற்ற உதைபந்தாட்டப் போட்டியைப் பார்க்கப்போய் அவர்களுக்கிடையில் நடைபெற்ற கலவரத்தைப்பார்த்தேன்... (when I went to see the football competition, a clash between the Karnan team and the Thuriyothanan team ...)
- வெற்றியோ தோல்வியோ அல்ல முக்கியம்... சமூகம் உங்கள் நடத்தையையும் மனப்பாங்கையும் தலையில் வைத்துக்கொண்டாடும்... (winning or losing is not important, society will celebrate your exemplary behaviour and attitude ...)
- உங்கள் ஓரிருவரால் எமது நாட்டின் மதிப்புக் குறைவடையும்... (because of one or two of you, the reputation of our country will be damaged ...)
- நீண்ட காலமாக எமது முன்னோர்கள் கட்டிக்காத்த வெற்றிகளையும் குறிப்பாக ஒழுக்கத்தையும் நீங்கள் வெறும் தீய வார்த்தைகளைப் பேசி... (just using bad language impacts upon the victories and the discipline that were earned and maintained for a long time by our ancestors ...)
- பிள்ளைகளும் பாடசாலை மாணவர்களும் உங்களைப் பின்பற்றி நடந்துகொள்ளும்போது நீங்கள்... (as children and school students follow you as role models, you ...)
- நல்லொழுக்கத்தடன் வியாடுதல் தங்கப்பதக்கம் வெல்வதைவிட நூறுமடங்கு சிறந்தது... (playing a disciplined game is 100 per cent better than winning gold medals).

The following words/phrases were some examples of incorrect use in this year's examination. The corrections are provided.

Incorrect	Correct	Translation
இருபது	இருப்பது	sitting
விலப்பரம்	விளம்பரம்	advertisement
அம்மாம்	ஆமாம்	yes
குடுத்த	கொடுத்த	given
கேக்கும்	கேட்கும்	(will be) heard
நீங்கல் கெட்டதற்கு	நீங்கள் கேட்டதற்கு	as you asked