TAMIL: BACKGROUND LANGUAGE

ATAR course

Year 12 syllabus

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Contents

Rationale

Communication is a human imperative, involving interaction to convey meaning as well as imagination, creativity and a broad understanding of ourselves and others. Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples and reflect on their experience in various aspects of social life, including their own participation and ways of being in the world.

Western Australian senior secondary Languages courses, of which Tamil: Background Language is one, operate from the fundamental principle that, for all students, communicating in two or more languages is a rich, challenging experience of engaging with and participating in the linguistic and cultural diversity of our interconnected world.

Students who study Tamil in the senior secondary years build on a diverse range of language and intercultural knowledge, understanding and skills gained through previous experiences at school and in the community. The study of Tamil enables students to engage with a language spoken by around 90 million people across the world. Tamil is the official language of the Indian state of Tamil Nadu and is also an official language of Sri Lanka and Singapore. Tamil speakers are found around the world, in countries including Malaysia, Myanmar, the United States of America, South Africa, Canada, the United Kingdom, France, Germany, Mauritius and Australia.

As Tamil is widely spoken in Australia, many opportunities exist to hear and use the language in real-life situations as well as through Tamil media in Australia and actual and virtual connections with Tamil communities in the rest of the world. Proficiency in Tamil may provide students with enhanced vocational opportunities in domains such as business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

The Tamil: Background Language ATAR course is designed for students who have typically been brought up in a home where Tamil is used, who have a connection with (or exposure to) the language and culture, and who may engage in some active but predominantly receptive use of the language at home. These students have some degree of understanding and knowledge of Tamil. They have received all or most of their formal education in schools where English, or a language other than Tamil, is the medium of instruction.

Students may have undertaken some study of Tamil in a community, primary and/or secondary school in Australia. Students may have had formal education in a school where Tamil is the medium of instruction and may have spent some time in a country where it is a medium of communication.

This course focuses on building on and further developing a student's language capability through engagement with Tamil-speaking communities, locally and overseas, and through the study of contemporary texts, topics and issues. It enables students to strengthen their personal connections to Tamil language and culture, and enhances the development of their bilingual competence and bicultural identity.

The language to be studied and assessed is Modern Standard Tamil.

The rich linguistic and cultural diversity of Western Australia, to which Tamil-speaking communities contribute significantly, provides an educational environment where the study of languages and cultures is valued as a unique and integral part of the Western Australian curriculum.

Application for enrolment in a language course

All students wishing to study a Western Australian Certificate of Education (WACE) language course are required to complete an online application for permission to enrol in a WACE language course in the year prior to first enrolment in the course.

Aims

The Tamil: Background Language ATAR course builds on students' Tamil language proficiency and knowledge about the cultures of Tamil-speaking communities. It enables students to:

- interact with others to exchange information, ideas, opinions and experiences in Tamil

- analyse a range of texts in Tamil to comprehend and interpret meaning

- apply the skills they have acquired to produce texts in Tamil to convey information and express ideas, opinions and experiences for specific audiences, purposes and contexts

- strengthen their intercultural communication skills in both the Tamil and English languages

- improve their understanding of language as a system

- reflect on the relationship between language and culture.

Organisation

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

Structure of the syllabus

The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

Unit 3

This unit focuses on three topics: Making choices, Culture and the arts, and The changing nature of work. Through these topics, students extend and refine their intercultural and linguistic skills to gain a deeper understanding of the Tamil language.

Unit 4

This unit focuses on three topics: Making a contribution, Tamil identity in the international context, and Current global issues. Through these topics, students extend and refine their intercultural and linguistic skills to gain a deeper understanding of the Tamil language.

Each unit includes:

- a unit description – a short description of the focus of the unit

- unit content – the content to be taught and learned.

Organisation of content

The course content is divided into five content areas:

- Perspectives and topics

- Text types and styles of writing

- Linguistic resources

- Intercultural understandings

- Language learning and communication strategies.

These content areas should not be considered in isolation, but rather holistically as content areas that complement one another, and that are interrelated and interdependent.

Perspectives and topics

Each unit is defined by three perspectives and a set of topics.

The perspectives are:

- personal – explores aspects of the student's personal world, aspirations, values, opinions, ideas and relationships with others. Students also explore the topic from the perspectives of other people

- community – explores topics from the perspectives of individuals and groups within those communities or the communities as a whole, and develops an understanding of how culture and identity are expressed through language

- global – explores trends and issues as they affect the global community.

Each perspective has a set of topics that promote meaningful communication and enable students to extend their understanding of Tamil language and culture. The placement of topics under one or more of the three perspectives is intended to provide a specific viewpoint for the teaching and assessment of the topic.

Personal investigation

Students of the Tamil: Background Language ATAR Year 12 course are required to formally undertake a personal investigation during Unit 3 and Unit 4. The personal investigation is the basis for school-based assessments and the Tamil: Background Language Practical (oral) examination.

The personal investigation requires students to research a topic, or area of interest, related to one of the topics in Unit 3 or Unit 4. The list of suggested sub-topics in Appendix 2 may assist students in determining the focus of their personal investigation.

The personal investigation is intended to be more than learning a body of facts and reporting on them. It allows students to reflect on their own learning, and their own personal and cultural identity in Tamil by making links with their heritage. The language skills and intercultural understanding developed through the personal investigation will complement, and be integrated with, those skills and understandings developed in the whole of the course.

For students to be able to explore their area of interest in depth, a range of different texts in Tamil are to be selected and analysed. The texts that form the basis of this study will depend upon availability of appropriate resources. They could include, for example, film, newspaper articles, songs, documentaries, short stories, extended interviews, excerpts from works of fiction and non-fiction, electronic texts or oral history, either in their original form or adapted. Appropriate texts in English could also be included but should be a limited aspect of the research.

Teachers will support and guide students in their choice of texts and research. The number of chosen texts depends on their nature and should allow students to explore their chosen area of study in sufficient depth to meet the requirements of the course.

For the Tamil: Background Language Practical (oral) examination, students discuss with the marker the focus of their personal investigation, referring to the texts and resources used, and can also refer to personal experiences related to the topic.

Prior to the Tamil: Background Language Practical (oral) examination, students are required to provide to the School Curriculum and Standards Authority a 300-word written summary in Tamil and an annotated bibliography of three source texts, to demonstrate their knowledge of their area of interest. Schools will be advised of the precise timing and manner of collection prior to each year's Practical (oral) examination.

Text types and styles of writing

In learning a language, it is necessary to engage with and/or produce a wide variety of text types and styles of writing.

Text types are categories of print, spoken, visual or audiovisual text, identified in terms of purpose, audience and features. Text types and textual conventions vary across languages and cultures, and provide information about the society and culture in which they are produced. Students are encouraged to listen to, read and view a range of texts, and need to be provided with opportunities to engage with them.

Styles of writing are the features, patterns and rules of texts which are determined by the text type and the context, audience and purpose of the text. They also include protocols for participating in communication, such as ways of initiating conversations, framing requests, disagreeing and responding. Students are expected to respond to and produce the following styles of writing individually or in combination: descriptive, informative, personal, persuasive and reflective.

In school-based assessments and the ATAR course examinations, students are expected to respond to, and to produce, a range of spoken and written text types in various styles of writing in Tamil.

Linguistic resources

Linguistic resources are the specific elements of language that are necessary for communication. Acquiring linguistic resources allows for the development of knowledge, skills and understandings relevant to the vocabulary, grammar, and sound and writing systems of Tamil.

In the Tamil: Background Language ATAR course, students are required to further develop their knowledge and understanding of the structure of Tamil. Students will need to use Tamil at a sophisticated level, with a wide range of vocabulary and a depth and breadth of language use, particularly to accommodate the language necessary for communication within and about the topics.

Intercultural understandings

Intercultural understandings involve developing knowledge, awareness and understanding of one's own culture/s and language/s, as well as that of the Tamil-speaking world. The study of the perspectives and topics, text types and styles of writing and linguistic resources will enable the development of intercultural understandings which enhance the ability to communicate, interact and negotiate within and across languages and cultures, and understand oneself and others.

The development of intercultural competence can be described as moving from a stage where students are not aware of, or do not understand or practise, cultural norms, to one where cultural practices are so internalised that the student no longer notices them. Students with a background in the Tamil language and/or culture already have experience in negotiating between that culture and language and their Australian cultural identity. The Tamil: Background Language ATAR course provides opportunities for these students to reflect upon and analyse cultural practices and norms in an ongoing process of interpretation, self-reflection, comparison and negotiation, and to enable them to learn more about, better understand, and eventually move between their cultures and languages.

Language learning and communication strategies

Language learning and communication strategies are processes, techniques and skills relevant to:

- supporting learning and the acquisition of language

- making meaning from texts

- producing texts

- engaging in spoken interaction.

These strategies support and enhance the development of literacy skills and enable further development of cognitive skills through thinking critically and analytically, solving problems and making connections. Students should be taught these strategies explicitly and be provided with opportunities to practise them.

Representation of the general capabilities

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the twenty-first century. Teachers may find opportunities to incorporate the capabilities into the teaching, learning and assessment program for the Tamil: Background Language ATAR course. The general capabilities are not assessed unless they are identified within the specified unit content.

Literacy

The Tamil: Background Language ATAR course develops students' ability to listen to, read, view, create and perform a range of spoken, written and multimodal texts in Tamil. It provides opportunities for students to move between Tamil and English to analyse, interpret and reflect on texts. Students convey information, ideas and opinions in a variety of text types and formats. They write Tamil texts, in different text types and styles of writing, for a range of contexts, purposes and audiences, applying their knowledge of linguistic resources.

For language learners, literacy involves skills and knowledge that need guidance, time and support to develop. These skills include:

- developing an ability to decode and encode from sound to written systems

- mastering grammatical, orthographic and textual conventions

- developing semantic, pragmatic and critical literacy skills.

For learners of Tamil, literacy development in the language enhances and extends their knowledge and understanding of English literacy, which in turn supports their learning in Tamil.

Numeracy

Students become numerate as they develop the knowledge and skills to use mathematics confidently across all learning areas at school and in their lives more broadly. Numeracy involves students recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.

Learning Tamil affords opportunities for learners to develop, use and understand patterns, order and relationships, and to reinforce concepts such as number, time and space in their own and in different cultural and linguistic systems.

Information and communication technology capability

In the Tamil: Background Language ATAR course, students develop information and communication technology (ICT) capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems, and work collaboratively at school and in their lives beyond school. ICT capability involves students in learning to make the most of the technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.

Language learning is enhanced through the use of ICT. Accessing live language environments and texts via digital media extends the boundaries of the classroom and provides opportunities to develop information technology capabilities as well as linguistic and cultural knowledge.

Critical and creative thinking

The Tamil: Background Language ATAR course develops students' ability to think logically, critically and creatively. It provides opportunities for students to inquire, generate, analyse and reflect on a range of information, ideas and perspectives in spoken and written texts. Students learn how to analyse texts and interpret how the language of texts conveys meaning. They reflect on the thinking and processes used to mediate meaning between languages. They apply their knowledge of language as a system to new contexts and learn to revise and modify texts when considering context, purpose and audience.

As students learn to interact with people from diverse backgrounds, and as they explore and reflect critically, they learn to notice, connect, compare and analyse aspects of Tamil language and culture. As a result, they develop critical thinking skills as well as analytical and problem-solving skills.

Personal and social capability

The Tamil: Background Language ATAR course enhances students' personal and social capability as they learn to understand themselves and others and manage their relationships, lives, work and learning more effectively. As they interact with Tamil speakers in culturally appropriate ways in a range of contexts and situations, they develop an understanding of the importance of communicating in a respectful manner.

In the Tamil: Background Language ATAR course, learning to interact in a collaborative and respectful manner, being open-minded and recognising that people view and experience the world in different ways are key elements of personal and social competence. Interacting effectively in an additional language and with people of diverse language backgrounds involves negotiating and interpreting meaning in a range of social and cultural situations – essential aspects of learning Tamil.

Ethical understanding

In learning Tamil, students learn to acknowledge and value difference in their interactions with others and to develop respect for diverse ways of perceiving and acting in the world. Ethical understanding involves students in building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others.

Intercultural understanding

The Intercultural understanding capability is central to the learning of Tamil in the Tamil: Background Language ATAR course as students learn to value their own cultures, languages and beliefs, and those of others. In the Tamil: Background Language ATAR course, development of intercultural understanding is a central aim, as it is integral to communicating in the context of diversity, the development of global citizenship and lifelong learning.

Students bring to their learning various preconceptions, assumptions and orientations shaped by their existing language/s and culture/s that can be challenged by the new language experience. Learning to move between existing and new languages and cultures is integral to language learning and is the key to the development of students' intercultural capability.

By learning a new language, students are able to notice, compare and reflect on things previously taken for granted. This allows them to explore their own linguistic, social and cultural practices as well as those associated with the new language. They begin to see the complexity, variability and sometimes the contradictions involved in using language.

Learning Tamil is an enriching and cumulative process that broadens students' communicative repertoire, providing additional resources for interpreting and making meaning. Students come to realise that interactions between different people through the use of different languages also involve interactions between the different kinds of knowledge, understanding and values that are articulated through language/s and culture/s. They realise that successful intercultural communication is not only determined by what they do or say, but also by what members of the other language and culture understand from what they do or say.

Learning to move between languages and cultures is integral to language learning and is the key to the development of students' intercultural understanding.

Intercultural understandings is one of the five content areas of this course.

Representation of the cross-curriculum priorities

The cross-curriculum priorities address the contemporary issues which students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for the Tamil: Background Language ATAR course. The cross-curriculum priorities are not assessed unless they are identified within the specified unit content.

Aboriginal and Torres Strait Islander histories and cultures

The study of Languages recognises the interrelationship of languages, identities and cultures across languages, including Aboriginal and Torres Strait Islander languages, and develops an understanding of concepts related to the linguistic landscape of Australia. The Tamil: Background Language ATAR course, along with the Aboriginal and Torres Strait Islander histories and cultures priority, enables students to develop knowledge and understanding by engaging them with the languages and cultures of Australia.

By exploring and reflecting on the interrelationship between language, culture and identity, students are provided with opportunities to understand that the ways in which people use language reflect the values and beliefs of their respective communities, including Australia's rich and diverse Aboriginal and Torres Strait Islander communities. The knowledge and understanding gained through this priority will enhance the ability of young people to participate positively in the ongoing development of Australia.

Asia and Australia's engagement with Asia

In Languages, students are able to learn languages of the Asian region, learning to communicate and interact in interculturally appropriate ways and exploring concepts, experiences and perspectives from within and across Asian cultures.

In all the languages, the priority of Asia and Australia's engagement with Asia provides opportunities for students to develop an appreciation for the place of Australia within the Asian region, including the interconnections of languages and cultures, peoples and communities, histories and economies. They learn how Australia is situated within the Asian region and how our national linguistic and cultural identity is continuously evolving locally, regionally and within an international context.

In learning Tamil, students may engage with a range of texts and concepts related to:

- Asia and Australia's engagement with Asia
- languages and cultures of Asia
- people of Asian heritage within Australia.

Sustainability

The Tamil: Background Language ATAR course provides a context for students to develop their knowledge and understanding of concepts, perspectives and issues related to sustainability in Tamil-speaking communities and the world. Students engage with a range of texts to obtain, interpret and present information, ideas and opinions on concepts such as the environment, conservation, social and political change and how language and culture evolve, and develop their knowledge, understanding and skills relating to sustainability within particular unit topics.

Through interacting with others, respectfully negotiating meaning and mutual understanding and reflecting on communication, students can learn to live and work in ways that are both productive and sustainable.

Unit 3

Unit description

In Unit 3, students extend and refine their intercultural and linguistic skills to gain a deeper understanding of the Tamil language.

Unit content

An understanding of the Year 11 content is assumed knowledge for students in Year 12. It is recommended that students studying Unit 3 and Unit 4 have completed Unit 1 and Unit 2.

This unit includes the knowledge, understandings and skills described below. This is the examinable content.

Perspectives and topics

Unit 3 is organised around three perspectives and a set of three topics. Engaging with the topics from the three different perspectives provides students with opportunities to understand how language is created for particular purposes, and how it can be understood differently by different audiences. As a result, students develop the ability to express, in speech and in writing, their own insights and reflections, and compare them with those of others.

Perspectives	Topics
Personal Students explore the topic from their own point of view or from the viewpoint of individuals from Tamil-speaking communities.	**Making choices** Students reflect on the significant choices individuals may make in their life or career.
Community Students investigate how the topic relates to groups in Tamil-speaking communities.	**Culture and the arts** Students investigate culture and the arts in Tamil-speaking communities.
Global Students examine how the topic impacts the global community.	**The changing nature of work** Students examine how advances in communication technologies and changes in expectations and aspirations affect future study and employment.

Refer to Appendix 2 for a list of suggested sub-topics for the personal investigation.

Text types and styles of writing

Text types

It is necessary for students to engage with a range of text types. The language that students use to respond to and/or produce a range of text types may be either in Tamil or English, as specified in each assessment type.

In the external written examination, a range of text types will be included in Responding to texts sections.

For the Written communication section, students will be required to produce text types from the list below.

- account
- article
- blog post
- email
- invitation
- journal entry
- letter
- message
- note
- review
- script – speech, interview, dialogue

Styles of writing

Students should respond to and produce the following styles of writing in school-based assessments, individually or in combination: descriptive, informative, personal, persuasive, reflective.

Refer to Appendix 3 for details of the features and conventions of the text types and characteristics of the styles of writing.

Linguistic resources

Vocabulary

Vocabulary, phrases and expressions associated with the unit content.

Grammar

Students will be expected to recognise and use the following grammatical items.

Grammatical items	Sub-elements
Adjectives	quantitative
Adverbs	qualitative
Conjunctions	case
	connective
Pronouns	personal
	indefinite
Sentences and phrases	compound
	complex
	stacking
	composition
	phrases in one word
	proverbs
Speech	direct
Verbs	past continuous
	past perfect
	past tense
	present continuous
	present perfect
	present tense
	future tense
	potential
Voice	passive

Refer to Appendix 4 for elaborations of grammatical items.

Sound and writing systems

In the Tamil: Background Language ATAR course, students show understanding and apply knowledge of the Tamil sound and writing systems to effectively communicate information, ideas and opinions in a variety of situations.

Intercultural understandings

The perspectives and topics, textual conventions of the text types and styles of writing selected, and the linguistic resources for the unit should provide students with opportunities to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication.

Language learning and communication strategies

Language learning and communication strategies taught in this unit will depend on the needs of the students and the learning experiences and/or communication activities taking place. Students should be taught these strategies explicitly and be provided with opportunities to practise them.

Refer to Appendix 5 for a list of language learning and communication strategies.

Dictionaries

Students develop the necessary skills to use dictionaries effectively.

In the written examination, students are permitted to use monolingual and/or bilingual printed dictionaries, in one or two separate volumes.

Unit 4

Unit description

In Unit 4, students extend and refine their intercultural and linguistic skills to gain a deeper understanding of the Tamil language.

Unit content

This unit builds on the content covered in Unit 3.

This unit includes the knowledge, understandings and skills described below. This is the examinable content.

Perspectives and topics

Unit 4 is organised around three perspectives and a set of three topics. Engaging with the topics from the different perspectives provides students with opportunities to understand how language is created for particular purposes and how it can be understood differently by different audiences. As a result, students develop the ability to express, in speech and in writing, their own insights and reflections, and compare them with those of others.

Perspectives	Topics
Personal Students explore the topic from their own point of view or from the viewpoint of individuals from Tamil-speaking communities.	**Making a contribution** Students reflect on their role in their communities and how they can make a contribution to contemporary society.
Community Students investigate how the topic relates to groups in Tamil-speaking communities.	**Tamil identity in the international context** Students investigate the place of Tamil-speaking communities in the world, including international migration experiences.
Global Students examine how the topic impacts the global community.	**Current global issues** Students examine a range of global issues and events and their impact on the individual and society.

Refer to Appendix 2 for a list of suggested sub-topics for the personal investigation.

Text types and styles of writing

Text types

It is necessary for students to engage with a range of text types. The language that students use to respond to and/or produce a range of text types may be either in Tamil or English, as specified in each assessment type.

In the external written examination, a range of text types will be included in Responding to texts sections.

For the Written communication section, students will be required to produce text types from the list below.

- account
- article
- blog post
- email
- invitation
- journal entry
- letter
- message
- note
- review
- script – speech, interview, dialogue

Styles of writing

Students should respond to, and produce, the following range of styles of writing in school-based assessments, individually or in combination: descriptive, informative, personal, persuasive, reflective writing.

Refer to Appendix 3 for details of the features and conventions of the text types and characteristics of the styles of writing.

Linguistic resources

Vocabulary

Vocabulary, phrases and expressions associated with the unit content.

Grammar

Students will be expected to recognise and use the following grammatical items.

Grammatical items	Sub-elements
Adjectives	qualitative
Adverbs	qualitative
	quantitative
Conjunctions	case
Prepositions	time
	locative
Pronouns	personal
	possessive
Sentences and phrases	compound
	complex
	interactive
	simile
	idiom
	proverbs
Verbs	past continuous
	present continuous
	present tense
	future tense
	conditional
Voice	passive

Refer to Appendix 4 for elaborations of grammatical items.

Sound and writing systems

In the Tamil: Background Language ATAR course, students show understanding and apply knowledge of the Tamil sound and writing systems to effectively communicate information, ideas and opinions in a variety of situations.

Intercultural understandings

The perspectives and topics, textual conventions of the text types and styles of writing selected, and linguistic resources for the unit should provide students with opportunities to further develop their linguistic and intercultural competence and enable them to reflect on the ways in which culture influences communication.

Language learning and communication strategies

Language learning and communication strategies taught in this unit will depend on the needs of the students and the learning experiences and/or communication activities taking place. Students should be taught these strategies explicitly and be provided with opportunities to practise them.

Refer to Appendix 5 for a list of language learning and communication strategies

Dictionaries

Students develop the necessary skills to use dictionaries effectively.

In the written examination, students are permitted to use monolingual and/or bilingual printed dictionaries, in one or two separate volumes.

Assessment

Assessment is an integral part of teaching and learning that in the senior secondary years:

- provides evidence of student achievement

- identifies opportunities for further learning

- connects to the standards described for the course

- contributes to the recognition of student achievement.

Assessment for learning (formative) and assessment of learning (summative) enable teachers to gather evidence to support students and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together, and formally or informally.

Formative assessment involves a range of informal and formal assessment procedures used by teachers during the learning process to improve student achievement and to guide teaching and learning activities. It often involves qualitative feedback (rather than scores) for both students and teachers, which focuses on the details of specific knowledge and skills that are being learnt.

Summative assessment involves assessment procedures that aim to determine students' learning at a particular time; for example, when reporting against the standards or after completion of a unit or units. These assessments should be limited in number and made clear to students through the assessment outline.

Appropriate assessment of student work in this course is underpinned by reference to a set of pre-determined course standards. These standards describe the level of achievement required to achieve each grade from A to E. Teachers use these standards to determine how well a student has demonstrated their learning.

Where relevant, higher order cognitive skills (e.g. application, analysis, evaluation and synthesis) and the general capabilities should be included in the assessment of student achievement in this course. All assessment should be consistent with the requirements identified in the course assessment table.

Assessment should not generate workload and/or stress that, under fair and reasonable circumstances, would unduly diminish the performance of students.

School-based assessment

The *Western Australian Certificate of Education (WACE) Manual* contains essential information on principles, policies and procedures for school-based assessment that must be read in conjunction with this syllabus.

School-based assessment involves teachers gathering, describing and quantifying information about student achievement.

Teachers design school-based assessment tasks to meet the needs of students. As outlined in the *WACE Manual*, school-based assessment of student achievement in this course must be based on the Principles of Assessment:

- Assessment is an integral part of teaching and learning

- Assessment should be educative

- Assessment should be fair

- Assessment should be designed to meet its specific purpose/s

- Assessment should lead to informative reporting

- Assessment should lead to school-wide evaluation processes

- Assessment should provide significant data for improvement of teaching practices.

The table below provides details of the assessment types and their weighting for the Tamil: Background Language ATAR Year 12 syllabus.

Summative assessments in this course must:

- be limited in number to no more than eight tasks

- allow for the assessment of each assessment type at least once for each unit in the unit pair

- have a minimum value of five per cent of the total school assessment mark

- provide a representative sampling of the syllabus content.

Assessment tasks not administered under test or controlled conditions require appropriate authentication processes.

Assessment table – Year 12

Type of assessment	Weighting	Submitted to the Authority	Weighting for combined mark
Oral communication Interaction with others to exchange information, ideas, opinions and/or experiences in spoken Tamil. Typically, these tasks are administered under test conditions.	50%	100% Practical	35% Practical
Examination – Practical (oral) examination Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.	50%		
Examination – Written examination Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.	50%	100% Written	65% Written
Written communication Production of written texts to express information, ideas, opinions and/or experiences in Tamil. Questions specify the context, purpose, audience, text type and style of writing. Typically, these tasks are administered under test conditions.	20%		
Responding to texts Comprehension and interpretation of spoken and printed texts in Tamil. Texts represent different text types and styles of writing. Questions for spoken and printed texts are either phrased in Tamil and English for responses in English or phrased in Tamil and English for responses in Tamil, depending on the requirements of the question. Typically, these tasks are administered under test conditions.	30%		

Teachers must use the assessment table to develop an assessment outline for the pair of units.

The assessment outline must:

- include a set of assessment tasks

- include a general description of each task

- indicate the unit content to be assessed

- indicate a weighting for each task and each assessment type

- include the approximate timing of each task (for example, the week the task is conducted or the issue and submission dates for an extended task).

Reporting

Schools report student achievement underpinned by a set of pre-determined standards, using the following grades:

Grade	Interpretation
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	Very low achievement

The grade descriptions for the Tamil: Background Language ATAR Year 12 syllabus are provided in Appendix 1. They are used to support the allocation of a grade. They can also be accessed on the course page of the Authority website (www.scsa.wa.edu.au).

To be assigned a grade, a student must have had the opportunity to complete the education program, including the assessment program (unless the school accepts that there are exceptional and justifiable circumstances).

Refer to the *WACE Manual* for further information about the use of a ranked list in the process of assigning grades.

The grade is determined by reference to the standard, not allocated on the basis of a pre-determined range of marks (cut-offs).

ATAR course examination

All students enrolled in the Tamil: Background Language ATAR Year 12 course are required to sit the ATAR course examination. The examination is based on a representative sampling of the content for Unit 3 and Unit 4. Details of the written ATAR course examination are prescribed in the examination design briefs on the following pages.

Refer to the *WACE Manual* for further information.

Practical (oral) examination design brief – Year 12

Time allocated   Examination: 12–15 minutes

Provided by the candidate   *Personalised practical examination timetable*

Section	Supporting information
Discussion of personal investigation 100% of the practical examination Approximate duration: 12–15 minutes	The candidate introduces the focus of the personal investigation in Tamil, in approximately two minutes. The marker then asks questions in Tamil to provide the candidate with the opportunity to discuss, in Tamil, the focus of the personal investigation, referring to the source texts identified by the candidate.

Written examination design brief – Year 12

Time allowed

Reading time before commencing work: ten minutes

Working time for paper: two and a half hours

Permissible items

Standard items: pens (blue/black preferred), pencils (including coloured), sharpener, correction fluid/tape, eraser, ruler, highlighters

Special items: monolingual and/or bilingual print dictionaries

Note: dictionaries must not contain any notes or other marks. No electronic dictionaries are allowed.

Section	Supporting information
Section One **Listening and responding** 30% of the written examination **Part A: Listening and responding in English** (15%) One spoken text in Tamil 1–2 questions Suggested working time: 20 minutes **Part B: Listening and responding in Tamil** (15%) One spoken text Tamil 1–2 questions Suggested working time: 20 minutes	The spoken texts are drawn from a range of text types and styles of writing. The spoken texts are read twice. There is a pause between the readings, and a longer pause after the second reading, to allow the candidate to respond to questions. The candidate can respond to the questions at any time once the playing of the recording commences. In Part A, questions are in Tamil and English and require a response in English. In Part B, questions are in Tamil and English and require a response in Tamil. The questions require candidates to extract, summarise and/or evaluate information from the spoken texts, in their responses. The length of the responses depends on the nature of the text and the requirements of the question, and is in the range of 50 to 120 words.
Section Two **Reading and responding** 30% of the written examination **Part A: Reading and responding in English** (10%) One print text in Tamil 2–3 questions Suggested working time: 25 minutes **Part B: Reading and responding in Tamil** (20%) Two print texts in Tamil One question per text Suggested working time: 45 minutes	The print texts are drawn from a range of text types and styles of writing. The questions require candidates to extract, summarise and/or evaluate information from the print texts, in their responses. The length of the responses depends on the nature of the text and the requirements of the question. In Part A, questions are in Tamil and English and require responses in English. In total, the approximate number of words required for this part is 150. In Part B, questions are in Tamil and English and require the production of a specified text type and style of writing in Tamil. Responses are in the range of 120 to 150 words per question.
Section Three **Writing in Tamil** 40% of the written examination One question from a choice of two Suggested working time: 40 minutes	The questions require the production of a specified text type and style of writing, drawn from those prescribed in the syllabus. Questions are in Tamil and English, and the candidate responds in Tamil in approximately 350 words.

Appendix 1 – Grade descriptions Year 12

A	**Written production and oral production**
	Manipulates Tamil authentically and effectively to communicate a range of ideas and opinions relevant to context, purpose and audience.
	Formulates well-structured, logical arguments and substantiates points of view, and shows highly effective use of textual references.
	Reflects critically on and applies knowledge and understanding of the relationships between language, culture and identity in a bilingual context, where relevant.
	Uses Tamil with a high degree of accuracy, clarity and flexibility, and uses vocabulary and language conventions effectively.
	Conveys meaning successfully and fluently, with possible influence of accent/dialect evident in pronunciation, choice of vocabulary or sentence structure.
	Structures and sequences ideas and information effectively and coherently.
	Comprehension
	Competently summarises all key points, synthesises information and nuances in texts, and provides detailed and insightful analysis.

B	**Written production and oral production**
	Manipulates Tamil effectively to communicate a range of ideas and opinions relevant to context, purpose and audience.
	Formulates well-structured, logical arguments and justifies points of view, and shows effective use of textual references.
	Reflects on and applies knowledge and understanding of the relationships between language, culture and identity in a bilingual context, where relevant.
	Uses Tamil with a high degree of accuracy and uses vocabulary and language conventions effectively.
	Conveys meaning effectively and fluently, with possible influence of accent/dialect evident.
	Organises and expresses ideas and information clearly and logically.
	Comprehension
	Summarises and synthesises key points, details and nuances in texts, and provides detailed analysis with some insight and interpretation.

C	**Written production and oral production**
	Uses Tamil mostly effectively to communicate ideas and opinions relevant to context, purpose and audience.
	Provides supporting information and makes textual references to justify a point of view.
	Applies some knowledge and understanding of the relationships between language, culture and identity in a bilingual context.
	Uses vocabulary and language conventions mostly accurately.
	Conveys meaning accurately, with some influence of accent/dialect evident.
	Shows some organisation and sequencing of ideas and information.
	Comprehension
	Extracts and synthesises in detail most relevant information in texts, providing some analysis and interpretation.

D	**Written production and oral production**
	Communicates simple, personal ideas and opinions in Tamil.
	Demonstrates some ability to express and support a point of view relying on simple vocabulary and language conventions.
	Shows some awareness of the relationships between language, culture and identity in a bilingual context.
	Uses familiar vocabulary, simple sentence structures and learned expressions accurately.
	Makes errors in pronunciation that affect meaning, clarity or flow.
	Provides some evidence of the ability to link ideas.
	Comprehension
	Extracts and summarises some relevant information from texts, with limited analysis and interpretation.

E	Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.

Note: grade descriptions are to be refined using validated evidence from assessment samples and feedback from teachers.

Appendix 2 – Suggested sub-topics for the personal investigation in Unit 3 and Unit 4

Students are required to formally undertake a personal investigation during Unit 3 and Unit 4, which is the basis for school-based assessments and the Tamil: Background Language ATAR course Practical (oral) examinations.

The personal investigation requires students to research a topic or area of interest related to one of the topics in Unit 3 or Unit 4. The following suggested sub-topics may assist students in determining the focus of their personal investigation. Students may select a different sub-topic.

Perspectives	Unit 3	Unit 4

Personal
Students explore the topic from their own point of view or from the viewpoint of individuals from Tamil-speaking communities.
	Making choices
	Students reflect on the significant choices individuals may make in their life or career.
	
	Suggested sub-topics:
	• Personal priorities: extended family/living away from home
	• Future studies, work or travel/tourism?
	• Addictions/doping in professional sports
	• The influence of media on individual choice
	• Career and family
		Making a contribution
		Students reflect on their role in their communities and how they can make a contribution to contemporary society.
		
		Suggested sub-topics:
		• Personal identity: details, daily life, leisure time
		• Care of elders/children
		• Future goals and aspirations
		• Making a difference
		  ▪ socially
		  ▪ environmentally
		  ▪ politically
		• The individual's values and responsibilities

Community Students investigate how the topic relates to groups in Tamil-speaking communities.	**Culture and the arts** Students investigate culture and the arts in Tamil-speaking communities. **Suggested sub-topics:** • Architecture as national heritage • The arts; for example, visual arts, music, dance, theatre, cinema • Traditional sports • Literature, short stories and folktales • The life and work of a Tamil-speaking artist/writer/performer/painter/ architect/designer/historical figure • The place of culture and the arts in Tamil-speaking communities • The influence of popular culture on Tamil-speaking people and their identity	**Tamil identity in the international context** Students investigate the place of Tamil-speaking communities in the world, including international migration experiences. **Suggested sub-topics:** • Antiquity, heritage and language history • Interesting and historical places and important events of Tamil-speaking countries • Tamil speakers in the international community • Migration experiences (past and present) • Political and social issues in countries where Tamil is spoken • Multicultural integration in the Tamil-speaking communities and throughout the world

Perspectives	Unit 3	Unit 4
Global Students examine how the topic impacts the global community.	**The changing nature of work** Students examine how advances in communication technologies and changes in expectations and aspirations affect future study and employment. **Suggested sub-topics:** • Careers and opportunities now and in the future • Further education • Technology in education and the workplace • The impact of unemployment • The changing role of men and women at work	**Current global issues** Students examine a range of global issues and events and their impact on the individual and society. **Suggested sub-topics:** • The impact of an evolving society on an individual • Health • Sustainability • Homelessness • Racism and conflict

Appendix 3 – Text types and styles of writing

These lists are provided to enable a common understanding of the text types and styles of writing for this syllabus.

Text types

Account

In both spoken and written form, accounts retell something that happened: a story. Accounts have a title and are often in the first person. They describe a series of events or experiences and are often presented in a logical manner. At the conclusion, there may be a resolution. Language is either formal or informal, with time words used to connect ideas and action words used to describe events.

Article

Articles consist of a section of text from a newspaper, magazine, web page or other publication. Typically, articles have a title that indicates the content. They are usually in a formal register, and the language in an article can be descriptive, factual, judgemental, emotive or persuasive, depending on the context. Articles develop ideas and opinions and often end with a statement of conclusion or advice to the reader. They may be accompanied by a graphic, if necessary. Articles can be reproduced directly, or can be modified to make the language more accessible for students.

Blog post

Web logs (blogs) are basically journals that are available on the internet. Many blogs provide commentary or news on a particular subject; others function more as personal online diaries. Typically, blogs combine text and images, and link to other blogs, web pages and other media related to their topic. Students will generally be required to write a response to a blog (a post). Posts can sometimes use a formal register but may also be in an informal or colloquial register. The language in a blog post can be descriptive, factual, judgemental, emotive or persuasive, depending on the context.

Conversation

In both spoken and written form, conversations often begin with an exchange of opening salutations, followed by a question or statement and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences, and pauses and fillers. The register of conversations will often depend on the context and the relationship between participants.

Discussion

In both spoken or written form, discussions are used to present different ideas and opinions on a particular issue or topic. They often use a formal register but may also be informal. The language of discussions uses comparison and contrast words, linking words and language that indicates judgements and values.

Email

The language of email messages could be formal or informal, depending on the context. A message from one friend to another should be colloquial. A message that is business-related should use a more formal register. Although authentic emails often do not have either a salutation at the beginning, or a signature at the end, they should have both when writing for assessment in order to indicate more clearly the context of the message.

Interview

In both spoken and written form, interviews often begin with an exchange of opening salutations, followed by a question or statement and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences, and pauses and fillers to maintain the conversation. The register of interviews will often depend on the context and the relationship between participants.

Journal entry

Journal entries record personal reflections, comments, information or experiences of the writer. The language of journal entries should generally be informal and colloquial, and entries are often written in the first person. Entries use subjective language to give a clear sense of the writer's personality and to explain their feelings and emotions. The layout should appear authentic, provide a sense of time and sequence, and possibly include a place name.

Letter

Formal letters are written communication in formal contexts to convey/request information, lodge a complaint or express an opinion. The layout of a formal letter must include the date, the address of the sender and recipient, and a formal greeting and phrase of farewell. The language should be in a formal register, and deal with a business or other specific topic. Common features of a formal letter are the use of objective language, full sentences and paragraphs, frequent use of formulaic language and a logical and cohesive sequence of ideas.

Informal letters are written communication with acquaintances, friends and family, to inform or to amuse. The layout of an informal letter can be less stylised than a formal letter, possibly with only the date, the address of the sender, a casual greeting and a phrase of farewell. The language can be informal and colloquial and the content can be simple and casual. Common features of an informal letter are the use of subjective language, a less complex sentence structure than in formal letters, and a logical and cohesive sequence of ideas.

Message

In both spoken and written form, messages are objects of communication that inform, request, instruct or remind. The written forms are less formal than informal letters and are often used to convey information left on an answering machine, on a mobile phone or in a telephone call. They have a salutation and a signing off, but the content should be brief and to the point, and convey a specific piece of information with little extra detail.

Note

Notes are written to inform, request, instruct or remind. They are less formal than informal letters. Notes have a salutation and a signing off, but the content should be brief and to the point, and convey a specific piece of information with little extra detail.

Review

Reviews are evaluations of works such as films, songs, musical performances, novels or stories. The plot summary and description of the work or performance form the majority of the review. The language and structure are formal; however, more personal and evaluative comments are often included. A title should be given.

Script – speech, interview, dialogue

Scripts are written forms of speeches, interviews or dialogues that communicate and exchange ideas, information, opinions and experiences. Scripts would generally have only two speakers, possibly an interviewer and an interviewee, but each speaker must be clearly identified. A script often begins with an exchange of opening salutations, followed by a question or statement and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences and pauses and fillers to maintain the conversation. The language level of scripts will often depend on the context and the relationship between participants.

Styles of writing

Descriptive

Descriptive writing engages the reader's attention as the writer paints a picture through words to make the reader see what they have seen. The writer uses precisely chosen vocabulary with evocative adjectives and adverbs, similes and metaphors to create a vivid impression of a person, place, object or event, a character or a particular mood or atmosphere. Descriptive writing evokes feelings and attitudes using connotative language. The writing is structured and ordered, using active verbs and varied sentences, at times with sensory descriptions to increase the reader's experience.

Informative

Informative writing conveys information as clearly, comprehensively and accurately as possible. The language should generally be formal and in an objective style with impersonal expressions used. Normally, no particular point of view is conveyed; rather, facts, examples, explanations, analogies and sometimes statistical information, quotations and references are provided as evidence. The language is clear and unambiguous, and information is structured and sequenced logically. The writing contains few adjectives, adverbs and images except as examples or analogies in explanation.

Personal

Personal (expressive) writing refers to various forms of writing used for recording, sharing or describing personal experiences, events or ideas. It establishes a relationship between the writer and the reader and creates a sense of the personality of the writer in the reader's mind. The writer attempts to unravel their feelings or ideas and emphasise ideas, opinions, feelings and impressions rather than factual, objective information. Personal writing is generally composed in the first and/or second person in a subjective, informal style and often includes emotive language.

Persuasive

Persuasive writing aims to convert the reader to a particular point of view or attitude in order to convince them to act or respond in a certain way. The writer attempts to manipulate the reader's emotions and opinions, giving logical reasons and supporting evidence to defend the position or recommend action. The language used may be extravagant, using exaggeration, superlatives, and humour to create a relationship between the writer and the reader.

Reflective

Reflective writing explores opinions or events for greater understanding and tries to convey something personal to the reader. Generally using a personal voice, it allows the writer to examine their own beliefs, values and attitudes. The language used is often emotive, as reflective writing involves personal responses to experiences, events, opinions and situations.

Appendix 4 – Elaborations of grammatical items

Elaborations are examples that accompany the grammatical items and sub-elements. They are intended to assist teachers to understand what is to be taught. They are not intended to be complete or comprehensive but are provided as support only.

Unit 3

Grammatical items	Sub-elements	Elaborations
Adjectives	quantitative	வேலையில்லாப் பிரச்சினை பெரிய சவாலாக இருக்கிறது.
Adverbs	qualitative	வாழ்க்கை வழிமுறைகளை தெளிவாக எடுத்துரைத்தார்.
Conjunctions	case	சூரியவர்மன் மிகவும் பெரிய கோவிலை கம்போடியாவில் (in Cambodia) கட்டியுள்ளான்.
	connective	ஆத்திசூடியானது சிறுவர்கள் புரிந்து கொள்ளும் வகையில் உள்ளது.
Pronouns	personal	நான் பல்வேறு நாடுகளிற்கும் சுற்றுலாச் செல்ல எண்ணியுள்ளேன்.
	indefinite	பலரும் உளவியல் தாக்கத்திற்கு உள்ளாகின்றனர்.
Sentences and phrases	compound	ஆறுதல் கூறவும் தைரியப்படுத்தவும் குடும்ப உறவுகள் அவசியம்.
	complex	பாமர மக்கள் தங்கள் உணர்வினை வெளிப்படுத்துவதற்காகப் பல பாடல்களைப் பாடியுள்ளார்கள்.
	stacking (அடுக்குத்தொடர்)	மக்கள் கூட்டம்கூட்டமாக வந்தார்கள்.
	composition (இணைமொழி)	குடும்பத்திற்காக அல்லும்பகலும் அயராது உழைக்கின்றார்கள்.
	phrases in one word	தெருக்கூத்து - தெருக்களில் மேடையில்லாமல் நடித்துக் காட்டப்படும் ஒரு கலை வடிவம்.
	proverbs	ஆழமறியாது காலை விடாதே.
Speech	direct	கணியன் பூங்குன்றனார் " யாதும் ஊரே யாவரும் கேளிர் " என்று பாடலின் மூலம் பழங்காலத் தமிழர்களின் உயரிய பண்பாட்டை விளக்கிக் கூறியுள்ளார்.

Grammatical items	Sub-elements	Elaborations
Verbs	past continuous	விளையாட்டை பார்த்துக் கொண்டிருந்தேன்.
	past perfect	முன்னரே இசைக் கச்சேரி தொடங்கி விட்டது.
	past tense	திருவள்ளுவர் பழந்தமிழ் இலக்கியமான திருக்குறளை இயற்றினார்.
	present continuous	நான் பத்து வருடங்களாகத் தமிழ் கற்று வருகின்றேன்.
	present perfect	இப்பொழுதுதான் அனுமதிச்சீட்டைப் பெறமுடிந்தது.
	present tense	தமிழ்ப் பண்பாடு அவர்களின் வாழ்க்கை முறைகளில் வேரூன்றி இருக்கின்றது.
	future tense	பல்கலைக்கழக அனுமதி கிடைக்கும்.
	potential	வேலையற்றோரின் எண்ணிக்கை மேலும் அதிகரிக்கக் கூடும்.
Voice	passive	கல்லணை சோழ மன்னன் கரிகாலனால் கட்டப்பட்டது.

Unit 4

Grammatical items	Sub-elements	Elaborations
Adjectives	qualitative	மனிதன் தனது உயர்ந்த பண்புகளால் சமுதாயத்தில் பாராட்டப்படுகின்றான்.
Adverbs	qualitative	நாட்டை தூய்மையாக வைத்திருங்கள்.
	quantitative	சொந்த வீடற்றோர் ஏராளமாக இருக்கின்றனர்.
Conjunctions	case	முறையான ஆட்சியமைப்பு இன்மையே வறுமைக்குக் காரணம்.
Prepositions	time	எதிர்காலத்தில் பட்டப் படிப்பை தொடரவுள்ளேன்.
	locative	மக்கள் அந்நாடுகளிற்கு புலம் பெயர்ந்தார்கள்.
Pronouns	personal	நான் ஓய்வு நேரங்களில் கதை எழுதுவேன்.
	possessive	எங்களுக்கு ஆரோக்கியமான உணவுகளை தந்தனர்.
Sentences and phrases	compound	தனிமனித மற்றும் பண்பாட்டு வழிமுறைகளை எடுத்துக் கூறுகின்றன.
	complex	அடிப்படைத் தேவைகள் கிடைத்தால் வாழ்கையில் முன்னேற்றம் ஏற்படும்.
	interactive (இரட்டைக் கிளவி)	கல்வி ஒவ்வொருவருக்கும் மிகமிக முக்கியமாகும்.
	simile (உவமைத் தொடர்)	கண்ணைக் காக்கும் இமை போல பாதுகாத்து வருகின்றனர்.
	idiom (மரபுத்தொடர்)	மக்களுக்கு ஈவிரக்கம் காட்டுவதில்லை.
	proverbs	இரக்கப் போனாலும் சிறக்கப் போ
Verbs	past continuous	அறிந்து கொள்ள ஆவலாக இருந்தேன்.
	present continuous	இன்று பெரும்பாலான உலக நாடுகளில் வசித்து வருகின்றனர்.
	present tense	பல மக்கள் ஞாபகமின்மையால் பாதிக்கப்படுகின்றனர்.
	future tense	சட்ட ஒழுங்குகளை வலுப்படுத்த வேண்டும்.
	conditional	பொருத்தமான தகுதியின்மையால் பலர் வேலையில்லாமல் இருக்கின்றனர்.
Voice	passive	ஆறுமுகநாவலர் தமிழ் உரைநடையின் தந்தை என்று பாராட்டப்படுகின்றார்.

Assumed learning

Before commencing the study of Unit 3 and Unit 4, it is assumed that students have, through prior experience or study, already acquired an understanding of the following Tamil grammatical items.

Grammatical items	Sub-elements	Elaborations
Adjectives	qualitative	பசுமையான, முக்கிய, திறமையான
	quantitative	அனைத்து, அதிகமான, பல
	demonstrative	அந்த, இந்த
	possessive	எங்கள், எனது, அதன்
	comparative	அதைவிடச் சிறியது, அதனிலும் திறமானது, அவனைவிடக் கெட்டிக்காரன்
	superlative	அதுவே அழகானது, அதுதான் பெரியது
	interrogative	எந்த? எப்படி? எத்தனை? யார்? என்ன?
Adverbs	qualitative	தெளிவாக, கடினமாக, நிச்சயமாக
	quantitative	பெருமளவில், நிறைய, ஏராளமாக
	locative	உயரத்தில், நடுவே, குறுக்கே
	time	தினமும், திடீரென, வேகமாக
Conjunctions	case:	
	• nominative	பெயர்; நாரணி நடித்தாள்.
	• accusative	ஐ; புத்தகத்தை எடுத்தேன்.
	• instrumental and associative	ஆல், ஆன்; என்னால் நன்றாகப் பாடமுடியும். ஒடு, ஓடு, உடன்; தம்பியுடன் சென்றான்.
	• dative	கு; நான் கடற்கரைக்குச் சென்றேன்.
	• ablative	இல், இன்; பேருந்தில் சென்றோம். தேவகியின் புத்தகம்.
	• genitive	அது, உடைய; மாறனுடைய உறவினர். அவளது வீடு.
	• locative	இடம்; அதிபரிடம் கேட்டேன்.
	• vocative	விளித்தல்; இளங்கோபனா பேசினான்!
	connective	மேலும், இன்னும், அத்துடன்
	complex	எனவே, ஆகையால், ஏனென்றால்

Grammatical items	Sub-elements	Elaborations
Gender	masculine	நண்பன், மாணவன், மகன், மாமா
	feminine	நண்பி, மாணவி, மகள், அத்தை
	common	பாடகர், சட்டத்தரணி, சாரதி, விமானி
	neuter singular	தேங்காய், தொடர் வண்டி, வீடு
	neuter plural	காய்கறிகள் , வாகனங்கள் , கட்டிடங்கள்
Joining words	without change	மாலை+நேரம்=மாலைநேரம்
	with change:	
	• appear	தொலை+காட்சி=தொலைக்காட்சி
	• disappear	திருமணம்+விழா=திருமணவிழா
	• convert	கடல்+கரை=கடற்கரை
Nouns	noun group:	
	• common	விழா, விளையாட்டு, புறநகர்
	• specific	கரப்பந்தாட்டம், யாழ்ப்பாணம் (Jaffna)
	• collective	குடும்பம், கழகம், அணி
	domain/class:	
	• rational	மாணவர், நடிகன், பாடகி
	• irrational	ஆடை, கதிரை, நாட்காட்டி
Number	singular	புத்தகம், அவன், சிநேகிதர்
	plural	புத்தகங்கள், அவர்கள், சிநேகிதர்கள்
Place	first person	நான், நாங்கள், எனது
	second person	நீ, உன், உனது, உங்கள், நீங்கள்
	third person	அவன், அவை, அதிபர், மாமா
Prepositions	simple	ஊடாக, அதற்காக, மூலம்
	locative	நடுவே, அடுத்த, குறுக்கே
	time	அன்று, கடந்த, தற்பொழுது

Grammatical items	Sub-elements	Elaborations
Pronouns	personal	நான், நீங்கள், நாங்கள்
	proximate	இவர், இந்த, இவை
	remote	அவர், அது, அந்த
	possessive	அவனது, என்னை, உங்களை
	reflexive	நானே, அவளுக்கே, எங்களுக்கே
	definite	ஒருவர், ஒவ்வொரு, எல்லோரும்
	indefinite	சில, பலர், யாராவது
	distributive	இதில், அதில், இவர்களில்
	interrogative	எதற்கு? எவ்வாறு? எத்தனை?
Quantifiers	ordinal	இரண்டாவது, ஏழாவது, முப்பதாவது
	cardinal	இருபது, இருநூறு, இரண்டாயிரம்
	time	ஒரு மணி பத்து நிமிடம் எட்டு வினாடி
	measurement	நிமிடம், சதுர மீட்டர், ரூபாய்
	time marker	மாலை, மாதம், நாளை
Sentences and phrases	simple	சித்திரா அழகாக நடனம் ஆடுவாள்.
	compound	தங்களுடைய மொழியில் உரையாடவும் பண்பாட்டு உடையை அணியவும் விரும்புவார்கள்.
	complex	சூழல் மாசடைந்தால் வளமான வாழ்வு கேள்விக் குறியானதாகிவிடும்.
	interactive (இரட்டைக் கிளவி)	சுறுசுறுப்பாக செய்து முடிப்பாள்.
	stacking (அடுக்குத் தொடர்)	கையை தட்டித்தட்டிப் பாடினார்கள்.
	composition (இணைமொழி)	அழிந்தொழிந்து போகாமல் பாதுகாக்கின்றனர்.
	simile (உவமைத் தொடர்)	முக்கிய செய்தி காட்டுத்தீ போல உலகெங்கும் பரவுகின்றன.
	idiom (மரபுத் தொடர்)	நான் நன்றாகப் படிப்பதை பார்த்து பெற்றோர்கள் உச்சி குளிர்ந்தனர்.
	proverbs	ஒன்று பட்டால் உண்டு வாழ்வு.

Grammatical items	Sub-elements	Elaborations
	phrases in one word	பதிப்புரை - ஒரு நூலை வெளியிடுவோர் அந்நூலைப் பற்றி கூறும் உரை.
Speech	direct	"எனக்கு சமூக ஊடகங்களால் கல்வியில் ஆர்வம் குறைந்து செல்கின்றது" என்று கூறினான்.
	indirect	சமூக ஊடகங்களினால் தனக்கு கல்வியில் ஆர்வம் குறைகின்றது என்று கூறினான்.
Verbs	adjectival participle	வளர்ந்து வருகின்ற சமூக ஊடகங்களால் பாதிக்கப்படுகின்றனர்.
	adverbial participle	தமிழரின் பங்களிப்பு அதிகரித்துச் செல்கின்றது.
	• past tense	மக்கள் நெகிழிப்பைகளை அதிகம் உபயோகித்தனர்.
	• present tense	துளசி பொழுதுபோக்கிற்காக ஓவியம் வரைகின்றாள்.
	• future tense	மாணவர்கள் சமூக வலைத்தளங்களை அதிகம் உபயோகிப்பார்கள்.
Voices	active	ஆசிரியர் மிகவும் இனிமையாகப் பாட்டுப் பாடினார்.
	passive	ஆசிரியரால் பாட்டு மிகவும் இனிமையாகப் பாடப்பட்டது.
Words	synonym	உண்மை - சத்தியம், மெய், வாய்மை துன்பம் - இன்னல், வேதனை, கவலை, துயரம், இடர்
	antonym	புகழ்ச்சி - இகழ்ச்சி நன்மை - தீமை
	homonym	இரை - உணவு, சத்தமிடல் ஒளி - வெளிச்சம், மறைதல்
	new vocabulary	புலனம் - WhatsApp படவரி - Instagram கீச்சகம் - Twitter அருகலை - Wi-Fi

Appendix 5 – Language learning and communication strategies

Language learning and communication strategies support and enhance the development of literacy skills and enable further development of cognitive skills through thinking critically and analytically, solving problems and making connections.

The following list is not intended to be complete or comprehensive but is provided as support only. Students should be taught these strategies explicitly and be provided with opportunities to practise them.

Purpose of strategy	Strategies
To support language learning and acquisition	• read, listen to and view texts in Tamil
	• connect with a native speaker of the language
	• learn vocabulary and set phrases in context
	• explain own understanding of a grammar rule or language pattern to someone else
	• use a monolingual or bilingual dictionary to locate and translate abbreviations, understand verb information and confirm meaning
	• make connections with prior learning
To make meaning from texts	• listen and determine essential information from key words
	• work out meaning of familiar and unfamiliar language by applying rules
	• make links between English and Tamil texts
	• analyse and evaluate information and ideas
	• scan texts, highlight key words and select appropriate information
	• recognise the attitude, purpose and intention of a text
	• use information in a text to draw conclusions
	• summarise text in own words or re-organise and re-present the information
	• reflect on cultural meanings, including register and tone
To produce texts	• read a question, and determine the topic, audience, purpose, text type and style of writing
	• manipulate known elements in a new context to create meaning in written forms
	• structure an argument, and express ideas and opinions
	• use synonyms for variety in sentences, and conjunctions to link sentences
	• organise and maintain coherence of the written text
	• evaluate and redraft written texts to enhance meaning

Purpose of strategy	Strategies
	• proofread text once written
To engage in spoken interaction	• practise speaking in the language
	• use oral clues to predict and help with interpreting meaning
	• ask for clarification and repetition to assist understanding
	• manipulate known elements in a new context to create meaning in spoken forms
	• structure an argument and express ideas and opinions
	• use cohesive devices, apply register and grammar, and use repair strategies to practise the language