



TAMIL: BACKGROUND LANGUAGE

ATAR course

Year 11 syllabus for teaching from 2026

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.

Important information

As part of the Western Australian Certificate of Education (WACE) Refreshment, the School Curriculum and Standards Authority (the Authority) has revised the course rationale and aims, and updated the General Capabilities to create clearer connections with the syllabus content.

This syllabus is effective from 1 January 2026.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the Authority on a cyclical basis, typically every five years.

This document incorporates material from the CCAFL Framework (2021) that has been compiled by the Victorian Curriculum and Assessment Authority and the previous CCAFL Framework (2000) prepared by the New South Wales Education Standards Authority (previously, the Board of Studies NSW) for and on behalf of the Australasian Curriculum, Assessment and Certification Authorities, in collaboration with:

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Rationale

The Tamil: Second Language ATAR Year 11 course connects students with a language that has approximately 90 million speakers globally. Tamil is used for administrative and daily communication purposes in India's Southern states and Union territory of Puducherry as well as Andaman and Nicobar, and in Sri Lanka and Singapore. In addition, Tamil diaspora in many countries contribute to global society in various fields, such as medicine, classic literature and modern technology and entrepreneurship.

The course is designed for students who acquired the language through immersion or interaction within their environment, such as through family, community, in-country or cultural experiences. They explore their personal world and the perspectives of others, particularly those shaped by Tamil culture, and the effect of trends and issues in the global community. Within these perspectives, students reflect on different relationships in their lives and pressures in today's society and investigate different ways to maintain Tamil cultural values and traditions, and the role of Tamil-speaking communities in Australia. They examine the impact of media and technology and a range of environmental issues on society.

Students build on their skills, knowledge and linguistic resources in Tamil, enabling them to communicate confidently in a range of situations. They gain a deeper understanding of the global significance of Tamil language and culture, fostering a heightened sense of intercultural awareness and empathy. Students analyse cultural practices and norms in an ongoing process of interpretation, self-reflection, comparison and negotiation, further developing their cognitive skills through thinking critically and analytically, solving problems, and making connections.

Through the course, students engage with the linguistic and cultural diversity of our interconnected world, reflecting on their role in society and how they interact with others across various social contexts. Language learning is a powerful tool for personal growth and broadens students' worldviews. Australia's cultural and linguistic diversity provides many opportunities to hear and use Tamil in real-life situations as well as through Tamil media, and to make actual and virtual connections with Tamil-speaking communities throughout the world.

Australia has strong personal, cultural, political and trade connections with Tamil-speaking communities of India, Singapore and Sri Lanka and proficiency in Tamil provides students with enhanced vocational opportunities in a wide range of sectors. Studying Tamil opens pathways for further academic study in fields like languages, international studies, and cross-cultural communication, and careers in areas such as business, commerce, diplomacy, education, medicine, tourism, and law. Tamil also provides a foundation for learning other Dravidian languages, expanding career and intercultural opportunities. Ultimately, the course offers students valuable linguistic and intercultural skills, fostering personal growth and empathy, and enhances future academic and career prospects.

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 the *Application for permission to enrol in a WACE language course* via the Authority student portal 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 of 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
- demonstrate their knowledge and understanding of language as a system
- reflect on the relationship between language and culture.

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.

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 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 1

This unit focuses on three topics: Young people and their relationships, Traditions and values in a contemporary society, and Our changing environment. Through these topics, students build on their intercultural and linguistic skills to gain a deeper understanding of the Tamil language.

Unit 2

This unit focuses on three topics: Pressures in today's society, Tamil identity in the Australian context, and Media and communication. Through these topics, students build on 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 teaching, learning and assessment.

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/or 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.

Progression from the Years 7–10 curriculum

The Western Australian Curriculum: Languages Year 7 to Year 10 is organised through two interrelated strands: Communicating and Understanding. Communicating is focused on using language for communicative purposes in interpreting, creating, and exchanging meaning, while Understanding involves examining language and culture as resources for interpreting and creating meaning.

Together, these strands reflect three important aspects of language learning: engaging in communication, analysing various aspects of language and culture involved in communication, and understanding oneself as a communicator.

This syllabus continues to develop the knowledge, understanding and skills that ensure students communicate in Tamil, understand language, culture and learning and their relationship, and thereby develop an intercultural capability in communication.

Representation of the General Capabilities

The General Capabilities encompass the knowledge, skills, behaviours and dispositions that will support students to live and work successfully now and into the future. They are not assessed unless identified within the specified unit content. Teachers should find opportunities to incorporate the following General Capabilities into the teaching and learning program for the Tamil: Background Language ATAR course.

Critical and creative thinking

Students enhance their critical and creative thinking skills through the study of the Tamil language and culture. Content in the course is presented through three perspectives – of Personal, Community and Global – encouraging students to compare and evaluate information and ideas from diverse perspectives. By analysing and interpreting spoken and written texts, students strengthen their ability to identify and process, select and evaluate information and engage in logical and reflective thinking. By extending their skills, knowledge and understanding of the Tamil language, they learn to assess how language conveys meaning and how context, purpose, and audience influence communication.

Through the course, students learn and practise language learning and communication strategies. These strategies support and enhance the development of literacy skills and enable further development of cognitive skills through thinking critically and making connections. The process of transferring linguistic and cultural knowledge and applying it to new contexts fosters students' metacognition, problem-solving abilities and analytical skills.

Intercultural understanding

Intercultural understanding is central to course as students learn to value their own cultures, languages and beliefs, and those of others. The main aim of learning Tamil is to develop an intercultural understanding, which 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 two languages and cultures is integral to language learning and is the key to the development of students' intercultural capability.

Learning Tamil is an enriching and cumulative process that broadens students' communicative repertoire, providing additional resources for interpreting and making meaning. Through the perspectives of Personal, Community, and Global, they explore topics such as relationships, investigate traditions and values in contemporary society and examine how topics impact the global community. Students learn that interactions between different people in different languages also involve interactions between the different kinds of knowledge, understanding and values that are articulated through language and culture. 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.

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

Literacy

Students enhance their literacy capacity as they use Tamil to listen to, read, view and respond to a range of texts, participate in spoken interaction, and write texts in Tamil for different purposes and contexts. They further expand their skills, knowledge and understanding of the Tamil language and apply their knowledge of linguistic resources to exchange information, ideas and opinions in Tamil.

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; analysing a range of texts in Tamil to comprehend and interpret meaning; and producing texts in Tamil to convey information and express ideas, opinions and experiences. For learners of Tamil, literacy development enhances and extends their knowledge and understanding of English literacy, which in turn supports their learning in Tamil.

Addressing the other General Capabilities

Although the following General Capabilities have not been identified as a focus in the Tamil: Background Language ATAR Year 11 syllabus, teachers may find opportunities to incorporate them into the teaching and learning program.

- Digital literacy
- Ethical understanding
- Numeracy
- Personal and social capability

Such opportunities may occur through the application of different contexts, pedagogical practices and/or assessment strategies that relate to the syllabus as part of the teaching and learning program.

Summary representation of the General Capabilities in the Tamil: Background Language ATAR course

The unit content and assessment types for this course provide students with the opportunity to develop the General Capabilities summarised in the table below.

Year	Course	Course type	General Capabilities						
			CCT	DL	EU	IU	L	N	PSC
Year 11	Tamil: Background Language (AETBL)	ATAR	✓			✓	✓		
Year 12	Tamil: Background Language (ATTBL)	ATAR	✓			✓	✓		

Key

CCT: Critical and creative thinking, DL: Digital literacy, EU: Ethical understanding, IU: Intercultural understanding, L: Literacy, N: Numeracy, PSC: Personal and social capability

Representation of the Cross-curriculum Priorities

The Cross-curriculum Priorities address the contemporary issues that students face in a globalised world. Teachers may find opportunities to incorporate them 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 1

Unit description

In Unit 1, students build on their intercultural and linguistic skills to gain a deeper understanding of the Tamil language.

Unit content

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

Perspectives and topics

Unit 1 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.	Young people and their relationships Students explore their relationships with family and their connections with friends.
Community Students investigate how the topic relates to groups in Tamil-speaking communities.	Traditions and values in a contemporary society Students investigate how the traditions and values of Tamil-speaking communities are maintained.
Global Students examine how the topic impacts the global community.	Our changing environment Students examine global environmental issues.

Text types and styles of writing

Text types

It is necessary for students to engage with a range of text types. In school-based assessments, students are also expected to respond to and/or produce a range of text types in Tamil from the list below.

- account
- advertisement
- announcement
- article
- blog post
- chart
- comic strip
- conversation
- description
- discussion
- email
- form
- image
- infographic
- interview
- journal entry
- letter
- message
- note
- plan
- poem
- presentation
- review
- role play
- script – speech, interview, dialogue
- song
- speech
- summary
- table

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.

Refer to Appendix 2 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
	quantitative
	possessive
	comparative
	interrogative
Adverbs	qualitative
	quantitative
	locative
Conjunctions	case
	complex
Prepositions	simple
	time
Pronouns	possessive
	proximate
Sentences and phrases	simple
	compound
	complex
	interactive
	stacking
Verbs	adjectival participle
	adverbial participle
	past tense
	present tense

Refer to Appendix 3 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 4 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 2

Unit description

In Unit 2, students build on 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 1.

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

Perspectives and topics

Unit 2 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.	Pressures in today's society Students explore a range of personal and social pressures and the relevance of these in their own lives.
Community Students investigate how the topic relates to groups in Tamil-speaking communities.	Tamil identity in the Australian context Students investigate the place of Tamil-speaking communities in Australia through migration experiences.
Global Students examine how the topic impacts the global community.	Media and communication Students examine the media and new technologies, and their impact on society.

Text types and styles of writing

Text types

It is necessary for students to engage with a range of text types. In school-based assessments, students are expected to respond to and/or produce a range of text types in Tamil from the list below.

- account
- advertisement
- announcement
- article
- blog post
- chart
- comic strip
- conversation
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- discussion
- email
- form
- image
- infographic
- interview
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- letter
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- note
- plan
- poem
- presentation
- review
- role play
- script – speech, interview, dialogue
- song
- speech
- summary
- table

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.

Refer to Appendix 2 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
	quantitative
	demonstrative
	interrogative
Adverbs	qualitative
	quantitative
	locative
Conjunctions	case
	connective
Prepositions	simple
	time
Pronouns	interrogative
	possessive
	remote
Sentences and phrases	• simple
	• compound
	• complex
	• composition
	• simile
Verbs	adjectival participle
	adverbial participle
	• past tense
	• present tense

Refer to Appendix 3 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 4 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 11 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 over the year/pair of units
- 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 11

Type of assessment	Weighting
Oral communication Interaction with others to exchange information, ideas, opinions and/or experiences in spoken Tamil. Typically, these tasks are administered under test conditions.	25%
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%
Written communication Production of written texts to convey information and express 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.	15%
Examination Practical (oral) examination Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.	10%
Written examination Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.	20%

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 11 syllabus are provided in Appendix 1. They are used to support the allocation of a grade. They can also be accessed, together with annotated work samples, on the course page of the Authority website at 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).

Appendix 1 – Grade descriptions Year 11

A	Written production and oral production Manipulates and uses Tamil effectively to communicate a range of ideas and opinions relevant to context, purpose and audience. Formulates logical arguments and justifies points of view consistently, and shows highly 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 fluently, with possible influence of accent/dialect in pronunciation, choice of vocabulary or sentence structure. Organises information coherently and expresses ideas effectively.
	Comprehension Competently summarises all key points, synthesises information and nuances in texts, and provides detailed and insightful analysis.
B	Written production and oral production Uses Tamil mostly effectively to communicate a range of ideas and opinions relevant to context, purpose and audience. Formulates logical arguments and justifies points of view and shows effective use of textual references. Applies knowledge and understanding of the relationships between language, culture and identity in a bilingual context. Uses vocabulary and a range of language conventions accurately. Conveys meaning effectively, with possible influence of accent/dialect. Organises information logically and develops ideas clearly.
	Comprehension Able to extract most relevant key points and synthesises information in texts, with some analysis and interpretation.
C	Written production and oral production Uses Tamil satisfactorily to communicate ideas and opinions relevant to context, purpose and audience. Shows some ability to express and support a point of view. Applies some knowledge of the relationships between language, culture and identity in a bilingual context. Uses vocabulary and language conventions mostly accurately. Conveys meaning mostly accurately, with some influence of accent/dialect. Shows some organisation and sequencing of ideas and information.
	Comprehension Extracts and summarises some relevant information from texts, with limited analysis and interpretation.

D

Written production and oral production

Communicates simple, personal ideas and basic information in Tamil.

Displays some ability to express a point of view using predominantly well-rehearsed, 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 mostly accurately.

Makes errors in pronunciation that affect meaning clearly and flow.

Provides some evidence of the ability to link ideas.

Comprehension

Extracts and summarises some relevant information from texts, with limited analysis.

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 – 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.

Advertisement

Advertisements promote a product or service. Emotive, factual or persuasive language is used in an informal or colloquial register. They often use abbreviated words and sentences, comparatives and superlatives, and may be in spoken, written or graphic form.

Announcement

In both spoken and written form, announcements present factual information about an event that has recently occurred or is about to occur. They may also be in graphic form. Announcements can sometimes use a formal register, but may also be in an informal or colloquial register. They include factual, straightforward language with little elaboration, and present information in a logical sequence.

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.

Chart

Charts organise and represent a set of data in a diagram or table. They may also visually represent knowledge, concepts, thoughts or ideas. They are typically graphical and contain very little text. Charts include a title that provides a succinct description of what the data in the chart refers to, and contain key words that readers are looking for. They are usually in a formal register.

Comic strip

Comic strips or cartoons represent a drawing or sequence of drawings arranged in panels to display brief humour, or form a narrative, with text in balloons and captions. The language in a comic strip or cartoon can be subjective or objective, descriptive, factual, judgemental, humorous, emotive or persuasive, depending on the context, and may involve a range of tenses. A comic strip or cartoon may illustrate or describe an event, or series of events, often presented in a logical sequence, and at the conclusion there may be a resolution.

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.

Description

Descriptions of people, places, animals, events or feelings, or a combination of these, can often be found within another context (letter, article etc.). Information can be presented in an objective or subjective way. Details are presented to create a clear image for the reader. Extravagant language or superlatives may be used to emphasise an impression, atmosphere or mood. Descriptions may contain references to sight, sound, smell, touch, taste or feelings.

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.

Form

Forms contain a series of questions asked of individuals to obtain information about a given position, focus, topic etc. In their design, they have a title, contact details and questions. Forms may include categories. The language of forms is often objective and includes descriptive words, a range of tenses and a variety of questions to address. As a response, students could be asked to complete a form or respond to questions or criteria in an application, such as for a job.

Image

Images can frequently be used on their own, as they can communicate ideas in much more complete and complex ways than words alone. At other times, they are included with a title or caption or other text as a stimulus for response. Images should always complement and provide information on the topic or text.

Infographic

Infographics (information graphics) communicate information in a visual or graphic form. Images, charts, symbols, colour and text are used to convey knowledge, concepts or key messages quickly and clearly. Information in infographics can be presented in an objective or subjective way and the language used can be descriptive, factual or persuasive, depending on the context.

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.

Plan

Plans are created by individuals to record what they are going to do. They can be any diagram or list of steps, with timing and resources used, to achieve an objective. Plans provide specific details and, depending on the context, may be in either a formal or informal register, present a range of tenses, or contain language that can be subjective or objective, descriptive, factual, judgemental, humorous, emotive or persuasive.

Plans can also be a form of expressing meaning through symbols, governed by a set of conventions, that aim to instruct, inform, or communicate a sense of place. Plans are usually in a formal register and frequently use formulaic expressions. They may have a title, orientation, scale, longitude and latitude, an index grid and a key.

Poem

Poems are sets of words that convey an experience, idea or emotion. Poems can be used to introduce language structures and new vocabulary. A whole poem or a selection of lines from a poem can be used as a basis for comprehension. The language in poems used in the course must be accessible.

Presentation

Presentations communicate ideas, opinions and attitudes. Their aim is to entertain, inform or persuade their audience. A presentation begins with a statement of purpose, followed by an explanation or presentation of an argument and ending with some concluding remarks. The language used in presentations is often subjective, as the presenter is seeking to persuade and engage the audience through descriptive words, humour and anecdotes.

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.

Role play

In both spoken and written form, role plays are used to communicate and exchange ideas, information, opinions and experiences. Role plays would generally have only two speakers, but each speaker must be clearly identified. A role play 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 role plays will often depend on the context and the relationship between participants.

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.

Song

Songs are short poems or sets of words that are set to music and are meant to be sung. The lyrics of a song are used as a basis for comprehension, although it must be remembered that popular songs often contain colloquial language or slang that is difficult for students to understand if they have not heard the song before.

Speech

Speeches, in their oral form, communicate ideas, opinions and attitudes to entertain, persuade, welcome or thank their audience. A speech often begins with a statement of purpose followed by an explanation, sequence of events or presentation of argument, and ends with some concluding remarks. Descriptive words, formal or informal language and a range of tenses are typical in speeches. The language is often subjective, sometimes using slogans, catch phrases, humour and anecdotes to engage the audience.

Summary

Summaries present the essential points and relevant details from an original text. A summary will often have a title, an introduction, content and a conclusion. They often require the use of full sentences and may contain reported speech. The language of summaries may either be formal or informal.

Table

Tables organise and represent a set of data in a diagram or table. They may also visually represent knowledge, concepts, thoughts or ideas. Tables are typically graphical, containing very little text; however, they do include a title that provides a succinct description of what the data in the chart or table refers to. They are usually in a formal register.

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 3 – 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 1

Grammatical items	Sub-elements	Elaborations
Adjectives	qualitative	நாங்கள் பூங்காவிற்குச் சென்றால் தூய காற்றைச் சுவாசிக்கலாம்.
	quantitative	அதிகமான மரங்களை நட்டால் எதிர்காலச் சந்ததியினருக்குப் பயன் கிடைக்கும்.
	possessive	எங்களுடைய சுற்றுப்புறச் சூழலைப் பாதுகாப்போம்.
	comparative	இன்றைய தலைமுறையினரை விட முன்னைய தலைமுறையினர் தங்கள் குடும்ப உறவினர்களுடன் நெருக்கமாக வாழ்ந்தார்கள்.
	interrogative	என்ன தலைப்பில் எழுதுகிறீர்கள்?
Adverbs	qualitative	சகாதேவனின் அம்மா சுவையாகச் சமைப்பார்.
	quantitative	இரசாயன உரம் பெருமளவில் பயன்படுத்தப்படுகின்றது.
	locative	பல நண்பர்கள் எனது வீட்டின் அருகில் வசிக்கின்றார்கள்.
Conjunctions	case	இசைப்பிரியா பிறந்த நாளைக் கொண்டாடினாள்.
	complex	எனது நண்பன் தமிழில் கலந்துரையாட விரும்புவதால் தினமும் என்னுடன் தமிழில் பேசுகிறான்.
Prepositions	simple	தமிழர்கள் தமது உணவினை தங்கள் கையால் சாப்பிடுவார்கள்.
	time	சமூகத்தில் குடும்ப அமைப்பானது தற்காலத்தில் எவ்வாறு மாறியுள்ளது?
Pronouns	possessive	அவர்களுக்கு மற்றைய சமூகங்களோடு ஒன்று சேர்ந்தும் சார்ந்தும் வாழப் பிடிக்கின்றது.
	proximate	இந்த மருத்துவத்தால் உடலுக்கு பக்க விளைவுகள் ஏதுமில்லை.

Grammatical items	Sub-elements	Elaborations
Sentences and phrases	simple	எனது நண்பன் அகரன் ஒரு நல்ல ஓவியன்.
	compound	அறிவழகன் மாணவ தலைவனாக இருந்ததுடன் நல்ல மதிப்பெண்ணும் பெற்றான்.
	complex	இயற்கைச் சூழல் மாசடைந்தால் வளமான வாழ்வு கேள்விக் குறியானதாகிவிடும்.
	interactive (இரட்டைக்கிளவி)	எனது தங்கை படபடவெனப் பேசுவாள்.
	stacking (அடுக்குத்தொடர்)	அவர்கள் எல்லோரும் கையைத் தட்டித்தட்டிப் பாடினார்கள்.
Verbs	adjectival participle	உயிர்களைக் காக்கின்ற ஓசோன் படலம் சிதைந்து வருகிறது.
	adverbial participle	அம்மா எனக்கு விருப்பமான உணவுகளைச் சமைத்துத் தருவார்.
	past tense	மக்கள் நெகிழிப்பைகளை அதிகம் உபயோகித்தனர்.
	present tense	தமிழ்ப் பெண்கள் தமது தலையில் பூச்சூடுகிறார்கள்.

Unit 2

Grammatical items	Sub-elements	Elaborations
Adjectives	qualitative	முக்கியமான பதவிகளை வகித்தனர்.
	quantitative	பல மாற்றங்கள் ஏற்படுகின்றன.
	demonstrative	இளம்பரிதி அந்தச் சமூக மாற்றங்களுக்குச் சம்மதித்தான்.
	interrogative	எவ்வாறான மாற்றங்களைக் கொண்டு வரவேண்டும்?
Adverbs	qualitative	பல இயங்கலை ஊடகத்தளங்கள் மக்களுக்கு தகவல்களை தெளிவாக வழங்குகின்றன.
	quantitative	தங்கள் பங்களிப்புகளை ஏராளமாக வழங்குகின்றார்கள்.
	locative	இணைய வசதிகளை எல்லா இடங்களிலும் பெறலாம்.
Conjunctions	case	மாணவர்களுக்கு கல்வியில் நாட்டமில்லாமல் இருக்கின்றது.
	connective	தமிழர்கள் தங்களுடைய மொழியில் பேசவும் தங்கள் பண்பாட்டு உடையை அணியவும் உரிமையுண்டு.
Prepositions	simple	தமிழ் மாணவர்கள் தமிழ்மொழியைக் கற்பதன் மூலம் தமது அடையாளத்தைப் பாதுகாக்கின்றனர்.
	time	தற்பொழுது தமிழர்களின் எண்ணிக்கை அதிகரித்துக் கொண்டு வருகின்றது.
Pronouns	interrogative	ஊடகங்களின் வளர்ச்சியினால் அதிகம் பாதிக்கப்படுபவர்கள் யார்?
	possessive	இங்கு குடிவந்த போது உங்களுக்கு ஏற்பட்ட அனுபவங்களைப் பற்றிக் கூறுங்கள்?
	remote	அவன் கேட்ட கேள்விகள் எல்லாவற்றிற்கும் பதிலளித்திருந்தான்.
Sentences and phrases	simple	பலர் வலையொளி விளம்பரங்களினால் கவரப்படுகின்றார்கள்.
	compound	தமிழர்கள் புதிய வாழ்க்கை முறைக்கு வாழப் பழகிக் கொண்டாலும் தமக்குரிய கலை மற்றும் பண்பாடுகளையும் வளர்க்கின்றார்கள்.

Grammatical items	Sub-elements	Elaborations
	complex	இணைய ஊடகங்கள் பலவிதமான விமர்சனங்களை முன்வைப்பதால் மக்களிடையே கருத்து வேறுபாடுகள் உருவாகின்றன.
	composition (இணைமொழி)	தமிழர்கள் தங்கள் அடையாளங்கள் அழிந்தொழிந்து போகாமல் பாதுகாக்கின்றனர்.
	simile (உவமைத் தொடர்)	முக்கிய செய்தி காட்டுத்தீ போல உலகெங்கும் பரவுகின்றது.
Verbs	adjectival participle	வளர்ந்து வருகின்ற ஊடகங்களினால் பலரும் பயன் அடைகின்றார்கள்.
	adverbial participle	தமிழரின் பங்களிப்பு அதிகரித்துச் செல்கின்றது.
	past tense	தமிழர்கள் பெரும்பாலும் இங்கு வேலை செய்வதற்காகவே குடிவந்தனர்.
	present tense	பலர் சமூக ஊடகங்களிலேயே தற்காலத்தில் அதிகமான நேரத்தை வீணடிக்கின்றார்கள்.

Assumed learning

Before commencing the study of Unit 1 and Unit 2, 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	பண்புள்ள, பழைய, கூர்மையான
	quantitative	ஒரு, சில, நான்கு
	demonstrative	அந்த, இந்த
	possessive	எனது, அவனது, எங்களின்
	comparative	அதைவிடப் பெரியது, அதனிலும் சிறந்தது, அவளைவிடப் புத்திசாலி
	superlative	அதுவே சிறந்தது, அதுதான் பெரியது
	interrogative	எந்த? என்ன? எத்தனை?
Adverbs	qualitative	தெளிவாக, மகிழ்ச்சியாக, இனிமையாக
	quantitative	குறைவாக, அதிகமாக, ஏராளமாக
	locative	அங்கே, இங்கே, உள்ளே
	time	விரைவாக, தாமதமாக, வேகமாக
Conjunctions	case:	
	• nominative	பெயர்; தேன்மொழி உரையாற்றினாள்.
	• accusative	ஐ; கயல்விழியைக் கேட்டேன்.
	• instrumental and associative	ஆல், ஆன்; சங்கரனால் வரையப்பட்டது. ஓடு, ஓடு, உடன்; கதிரோடு சென்றான்.
	• dative	கு; தேவகிக்குப் பரிசு கிடைத்தது.
	• ablative	இல், இன்; பாடசாலையில் இருந்தோம்.
	• genitive	அது, உடைய; சுபத்திராவினது கைபேசி.
	• locative	இடம்; சிவகாமியிடம் சென்றாள்.
	• vocative	விளித்தல்; குமணா வா! எனக்கா!
	suffix	ஐ, இ, வை; கலை, ஆடி, பறவை
	connective	மற்றும், அல்லது, அத்துடன்
	complex	ஆகவே, ஆனால், அதனால்

Grammatical items	Sub-elements	Elaborations
Gender	masculine	சகோதரன், நடிகன், பாடகன்
	feminine	ஆசிரியை, சகோதரி, பாடகி
	common	ஆசிரியர், சகோதரர், நடிகர்
	neuter singular	பசு, பழம், மாமரம்
	neuter plural	பசுக்கள், கிளிகள், பழங்கள்
Joining words	without change	மா+மரம்=மாமரம் கடல்+நீர்=கடல்நீர்
	with change:	- appear vowel + vowel vowel + consonant - disappear vowel + vowel consonant + vowel - convert consonant + consonant
Letters	ஆய்த எழுத்து	ஃ
	vowels	உயிர்க்குறில்; அ, இ, உ, எ, ஓ உயிர்நெடில்; ஆ, ஈ, ஊ, ஏ, ஐ, ஒ, ஔ
	consonants	வல்லினம்; க், ச், ட், த், ப், ற் மெல்லினம்; ங், ஞ், ண், ந், ம், ன் இடையினம்; ய், ர், ல், வ், ழ், ள்
	composite	216 உயிர்மெய் எழுத்துகள்; ற, றா, றி
	இன எழுத்து	(ங்-க்) (ஞ்-ச்) (ண்-ட்) (ந்-த்) (ம்-ப்) (ன்-ற்)
	மயங்கொலி	ண, ன, ந, ல, ழ, ள, ர, ற
	குற்றியலுகரம்	கு, சு, டு, து, பு, று
Nouns	thing	தமிழ்ச்செல்வன், மாமரம், பணம்
	place	புறநகர், நூலகம், விமான நிலையம்
	period	மாதம், ஆண்டு, இலையுதிர்காலம்
	part	கை, கிளை, கனி
	abstract	சதுரம், நல்லவள், வெண்மை
	gerund	இசை, போக்குவரத்து, பாடல்

Grammatical items	Sub-elements	Elaborations
	noun group: - common - specific - collective	மொழி, நாடு, பந்து தமிழ்மொழி, இந்தியா (India), உதைபந்து பூங்கொத்து, கூட்டம், காவந்துறை
	domain/class: - rational - irrational	ஆசிரியர், நண்பர், கடவுள் கிளி, மடிக்கணினி, அகராதி
Number	singular	பழம், பூ, அது
	plural	பழங்கள், பூக்கள், அவை
Place	first person	நான், நாங்கள், என்னுடைய
	second person	உனது, உங்கள், நீங்கள்
	third person	ஆசிரியர், நண்பன், அது
Prepositions	simple	ஊடாக, அதற்காக, மூலம்
	locative	முன்னால், கீழே, அருகில்
	time	நேற்று, பின்னர், இப்போது
Pronouns	personal	நான், நீங்கள், நாங்கள்
	proximate	இவன், இந்த, இவை
	remote	அவர், அந்த, அங்கே
	possessive	எனது, எனக்கு, அதன்
	reflexive	நானே, நாங்களே, அவர்களே
	definite	ஒருவர், ஒவ்வொரு, எல்லோரும்
	indefinite	பல, பலர், யாராவது
	distributive	இதில், அதில், இவர்களில்
	interrogative	யார்? எது? என்ன? எங்கே? எப்போது? ஏன்? எதற்கு? எப்படி? எவ்வாறு?
Quantifiers	ordinal	முதலாவது, பத்தாவது, எண்பதாவது
	cardinal	ஒன்று, பத்து, நூறு, ஆயிரம்
	time	நான்கு மணி பத்து நிமிடம் இருபது நொடி, ஐந்து மணிக்கு எட்டு நிமிடம்
	measurement	டொலர், ரூபாய், மீட்டர், கிலோகிராம்
	time marker	காலை, நேற்று, ஆண்டு

Grammatical items	Sub-elements	Elaborations
Sentences and phrases	simple	சங்கர் நூலகம் செல்வான்.
	compound	இளைப்பாறும் இடங்களும் உணவக வசதிகளும் இருக்கின்றது.
	complex	அதிசிறந்த மதிப்பெண் பெற வேண்டும் என்றால் தமிழ் இலக்கணத்தைத் தெளிவாகக் கற்றிருத்தல் வேண்டும்.
	type: - affirmative - interrogative - exclamatory - imperative - optative - negative	அவன் இலங்கைக்குச் (to Sri Lanka) சென்றான். விருப்பமான விளையாட்டு என்ன? இந்த வெற்றி எங்களுக்கே! எல்லோரும் வகுப்பறைக்கு வாருங்கள்! வாழ்க! வளமாக வாழ்க! இலகுவானது என்று சொல்ல முடியாது.
	interactive (இரட்டைக் கிளவி)	அவள் கலகலவெனச் சிரித்தாள்.
	stacking (அடுக்குத்தொடர்)	சாய்ந்தவி ஆடிஆடிப் பாடினாள்.
	Composition (இணைமொழி)	கோமதி தனது வேலையில் கண்ணும் கருத்துமாய் இருந்தாள்.
	Simile (உவமைத்தொடர்)	கலங்கரை விளக்கம் போலத் திகழ்ந்தார்.
	Idiom (மரபுத்தொடர்)	மாணவர்களைத் தட்டிக் கொடுத்தார்.
	proverb	முயற்சி உடையார் இகழ்ச்சி அடையார்.
	phrases in one word	தொல்பொருள் - முற்காலத்தில் வாழ்ந்த மக்களின் பண்பாட்டை வெளிப்படுத்தும் ஆதாரங்கள்.
Verbs	adjectival participle	வருகின்ற, கேட்காத, ஆடும்
	adverbial participle	அளந்து, நடந்து, படிக்க
	past tense	பரணி புல்லாங்குழல் வாசித்தான்.
	present tense	பரணி புல்லாங்குழல் வாசிக்கின்றான்.
	future tense	பரணி புல்லாங்குழல் வாசிப்பான்.
Voices	active	யாழினி வீணை வாசிக்கின்றாள்.
	passive	யாழினியால் வீணை வாசிக்கப்பட்டது.

Grammatical items	Sub-elements	Elaborations
Speech	direct	"எனக்கு பல்வேறு மொழிகள் பேசத் தெரியும்" என்று கூறினான்.
	indirect	தனக்கு பல்வேறு மொழிகள் பேசத் தெரியும் எனக் கூறினான்.
Words	synonym	வேளை – நேரம், பொழுது நண்பி – தோழி, சினேகிதி பரீட்சை – தேர்வு, சோதனை பாடசாலை – பள்ளி, வித்தியாசாலை
	antonym	இன்பம் – துன்பம், உயர்வு - தாழ்வு
	homonym	ஆறு – நதி, இளைப்பாறல், ஓர் இலக்கம்
	new vocabulary	இயங்கலை – online வலைத்தளம் – website வலையொளி – YouTube

Appendix 4 – 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 Tamil
	• 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 the 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
	• proofread text once written

Purpose of strategy	Strategies
To engage in spoken interaction	• practise speaking in Tamil
	• 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 Tamil

