



Tamil K–10

Syllabus

June 2003

Adopted from the Generic Frame work

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1 Introduction

1.1 The K–10 Curriculum

This syllabus has been developed within the parameters set by the Board of Studies NSW in its *K–10 Curriculum Framework*. This framework ensures that K–10 syllabuses and curriculum requirements are designed to provide educational opportunities that:

- engage and challenge all students to maximise their individual talents and capabilities for lifelong learning
- enable all students to develop positive self-concepts and their capacity to establish and maintain safe, healthy and rewarding lives
- prepare all students for effective and responsible participation in their society, taking account of moral, ethical and spiritual considerations
- encourage and enable all students to enjoy learning, and to be self-motivated, reflective, competent learners who will be able to take part in further study, work or training
- promote a fair and just society that values diversity
- promote continuity and coherence of learning, and facilitate the transition between primary and secondary schooling.

The framework also provides a set of broad learning outcomes that summarise the knowledge, understanding, skills, values and attitudes essential for all students to succeed in and beyond their schooling. These broad learning outcomes indicate that students will:

- understand, develop and communicate ideas and information
- access, analyse, evaluate and use information from a variety of sources
- work collaboratively to achieve individual and collective goals
- possess the knowledge and skills necessary to maintain a safe and healthy lifestyle
- understand and appreciate the physical, biological and technological world and make responsible and informed decisions in relation to their world
- understand and appreciate social, cultural, geographical and historical contexts, and participate as active and informed citizens
- express themselves through creative activity and engage with the artistic, cultural and intellectual work of others
- understand and apply a variety of analytical and creative techniques to solve problems
- understand, interpret and apply concepts related to numerical and spatial patterns, structures and relationships
- be productive, creative and confident in the use of technology and understand the impact of technology on society
- understand the work environment and be equipped with the knowledge, understanding and skills to evaluate potential career options and pathways
- develop a system of personal values based on their understanding of moral, ethical and spiritual matters.

The ways in which learning in the *Tamil K–10 Syllabus* contributes to the curriculum and to the student's achievement of the broad learning outcomes are outlined in the syllabus rationale.

In accordance with the *K–10 Curriculum Framework*, the *Tamil K–10 Syllabus* takes into account the diverse needs of all students. It identifies essential knowledge, understanding, skills, values and attitudes. It enunciates clear standards of what students are expected to know and be able to do in K–10. It provides structures and processes by which teachers can provide continuity of study for all students, particularly to ensure successful transition through Years 5 to 8 and from Years 10 to 11.

The syllabus also assists students to maximise their achievement in Tamil through the acquisition of additional knowledge, understanding, skills, values and attitudes. It contains advice to assist teachers to program learning for those students who have gone beyond achieving the outcomes through their study of the essential content.

1.2 Students with Special Education Needs

In the K–6 curriculum, students with special education needs are provided for in the following ways:

- through the inclusion of outcomes and content in syllabuses which provide for the full range of students
- through the development of additional advice and programming support for teachers to assist students to access the outcomes of the syllabus
- through the development of specific support documents for students with special education needs
- through teachers and parents planning together to ensure that syllabus outcomes and content reflect the learning needs and priorities of students.

Students with special education needs build on their achievements in K–6 as they progress through their secondary study and undertake courses to meet the requirements for the School Certificate.

It is necessary to continue focusing on the needs, interests and abilities of each student when planning a program for secondary schooling. The program will comprise the most appropriate combination of courses, outcomes and content available.

Life Skills

For most students with special education needs, the outcomes and content in sections 6 and 7 of this syllabus will be appropriate but for a small percentage of these students, particularly those with an intellectual disability, it may be determined that these outcomes and content are not appropriate. For these students the Life Skills outcomes and content in section 8 and the Life Skills assessment advice below can provide the basis for developing a relevant and meaningful program.

Access to Life Skills outcomes and content in Years 7–10

A decision to allow a student to access the Tamil Years 7–10 Life Skills outcomes and content should include parents/carers and be based on careful consideration of the student's competencies and learning needs.

The decision should establish that the outcomes and content in sections 6 and 7 of the *Tamil K–10 Syllabus* are not appropriate to meet the needs of the student. Consideration should be given to whether modifications to programs and to teaching, including adjustments to learning activities and assessment, would enable the student to access the syllabus outcomes and content.

As part of the decision to allow a student to access the Tamil Years 7–10 Life Skills outcomes and content, it is important to identify relevant settings, strategies and resource requirements that will assist in the learning process. Clear time frames and strategies for monitoring progress, relevant to the age of the student, need to be identified and collaborative plans should be made for future needs.

It is not necessary to seek permission of the Office of the Board of Studies for students to undertake the Tamil Years 7–10 Life Skills outcomes and content, nor is it necessary to submit planning documentation.

Life Skills assessment

Each student undertaking a Tamil Years 7–10 Life Skills course will have specified outcomes and content to be studied. The syllabus content listed for each outcome forms the basis of learning opportunities for students.

Assessment should provide opportunities for students to demonstrate achievement in relation to the outcomes and to generalise their knowledge, understanding and skills across a range of situations or environments including the school and the wider community.

Students may demonstrate achievement in relation to Tamil Years 7–10 Life Skills outcomes independently or with support. The type of support will vary according to the particular needs of the student and the requirements of the activity. Examples of support may include:

- the provision of extra time
- physical and/or verbal assistance from others
- the provision of technological aids.

2 Rationale

‘... achieving proficiency in other languages is one of the great learning experiences in the human condition ... the compelling reasons for learning languages reside in the intellectual enrichment of the individual learner – a better understanding of the world, Australia’s place in it, and the many communities within Australia.’ (Australian Language and Literacy Council, 1996, *Language Teachers: The Pivot of Policy*, Australian Government Publishing Service, Canberra, p 3)

Moving between countries, cultures and languages has become more commonplace because of globalisation, increased ease of travel and advanced information and communication technologies. High quality education in languages enables students to respond positively to the opportunities and challenges of their rapidly changing world.

The study of languages provides opportunities for students to become more accepting of diversity, more respectful of others and more aware of their place in the international community.

Contemporary research and practice have established a clear link between the learning of languages and improved literacy skills for both background speakers and second language learners. Even limited experience of the learning of languages is shown to increase metalinguistic awareness and enhance general cognitive development.

The process of teaching and learning languages focuses on linguistic systems and patterns. The need to move between linguistic systems assists students to develop enhanced mental dexterity.

The rich linguistic and cultural diversity of NSW, to which Tamil-speaking communities contribute significantly, provides an educational environment where the study of other languages and cultures is valued as a unique and integral part of the K–10 curriculum. The satisfaction of engaging with the study of Tamil and of developing communication skills in the language will contribute to a student’s intellectual enrichment.

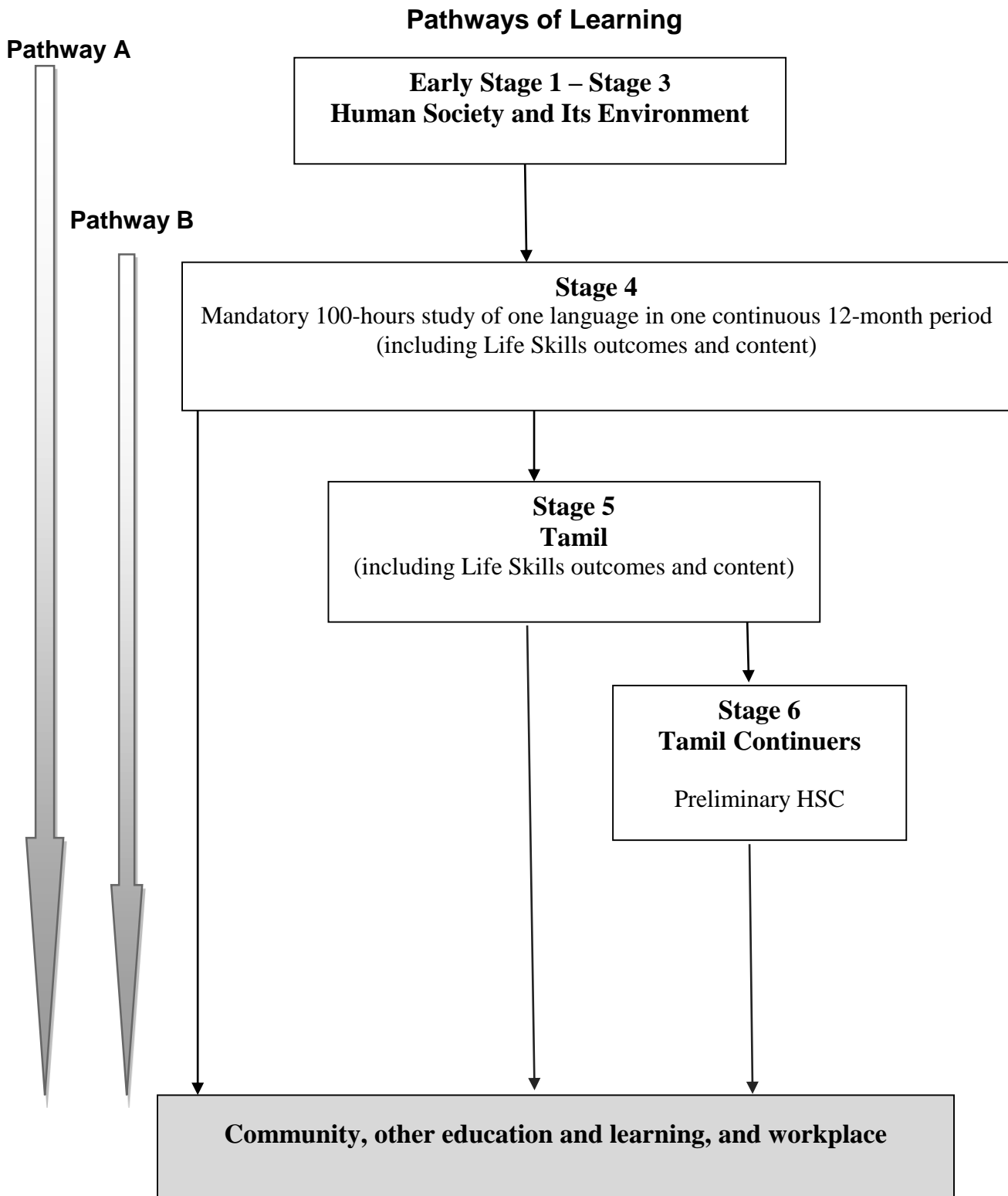
Tamil is widely spoken in South India and Sri Lanka. It is also the language of many Tamils who have migrated in large numbers to different parts of the world including Malaysia and Singapore, and in more recent times, Canada, France, Germany, the UK and Australia.

Tamil is one of the oldest languages in the world. The Tamil speaking population lives all over the world. Tamil culture is not only very old but also highly developed. In Australia, Tamil has a large personnel and resource base.

Learning Tamil provides the opportunity for students to identify themselves with the local Tamil community and their activities, and also to understand the Tamil culture and tradition. This would help to build a rich multicultural society in Australia.

The study of Tamil provides access to an important cultural and linguistic heritage and can provide a pathway for students into a number of post-secondary options. Employment options may include areas such as tourism, finance, services and business.

3. The place of the Tamil K-10 Syllabus in the Languages K-12 Curriculum



Pathways

At each stage languages teachers are often required to cater for a diverse range of learners, from those with little or no experience of the language to fluent background speakers. The identification of two pathways does not mean the provision of separate courses; rather, it is a broad acknowledgement of the many entry and exit points and language backgrounds that characterise languages education in New South Wales schools. The pathways provide a basis on which schools and teachers can design educational programs that reflect their particular circumstances.

An analysis of contemporary research and practice relevant to the teaching and learning of languages shows that the most effective delivery of languages courses is characterised by continuous, sequenced, high quality instruction. Systems, schools and teachers should consider the following factors when programming from this syllabus:

- the relationship between primary (K–6) and secondary schools
- the availability of appropriate teachers and resources
- philosophical and practical support for languages within the whole school curriculum
- consultation and ongoing relationships with the wider community
- application of contemporary pedagogical approaches
- identification of examples of best practice.

Parameters of the pathways

Two pathways are identified for students in K–10. Students in either pathway must achieve some or all of the Stage 4 outcomes to meet the mandatory School Certificate requirements in the Languages key learning area.

The pathways are based on the assumptions that:

- students will benefit most from access to courses that are continuous, sequenced and of the highest quality
- stages of learning are not necessarily connected to the age of students. The cumulative nature of language learning makes it essential for students to have achieved the outcomes described for earlier stages, before progressing to the next stage
- multiple entry points cater for the learning needs of students as second language learners, as well as background speakers with varying degrees of ability in each macro skill area.

Pathway A

Pathway A reflects the learning that will take place for students who begin the study of a language in Early Stage 1–Stage 3 and continue that language through to Stages 4–5. It identifies a developmental sequence of learning that takes place as knowledge, understanding and skills in other areas of the K–10 curriculum are developed.

Students in this pathway bring knowledge and understanding of, and skills in, the language to their secondary studies which differentiate them from students who commence the study of the language in Pathway B. Through sustained experience of the language in Stages 1–5 students develop an understanding of the nature of the language and how to learn it with increasing independence.

Pathway B

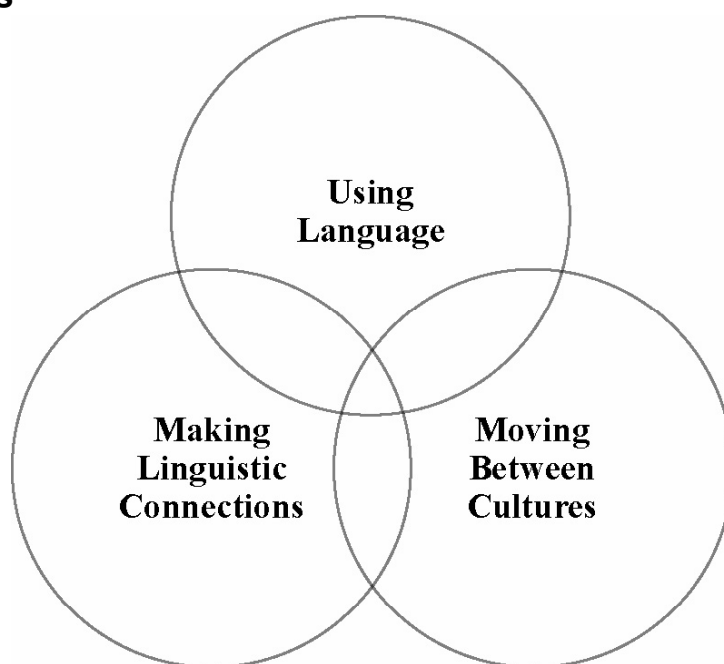
Pathway B reflects the learning that will take place for students who have established many of the general learning strategies that are needed to ensure progress in the compulsory years of schooling. This pathway may be regarded as a more compact version of Pathway A and presumes 200–300 hours of study in the language in Stages 4–5. Schools and teachers should ensure that programming for students at this level takes account of any prior experience, including the study of languages other than the one being studied in this pathway. The outcomes described for Stages 1–3 should be regarded as the basis for the development of knowledge, understanding and skills in Tamil in subsequent stages. The professional judgement of teachers is crucial in determining the learning opportunities that should be provided in order to enable students to achieve outcomes described for later stages.

Pathway B is an opportunity to build language programs that encourage students to develop an interest in learning language, and that extend and refine the level of their knowledge and the skills of listening, reading, speaking and writing in Tamil.

4 Aim

The aim of the *Tamil K–10 Syllabus* is to enable students to develop communication skills, focus on languages as systems and gain insights into the relationship between language and culture, leading to lifelong personal, educational and vocational benefits.

5 Objectives



Each objective describes the active commitment students will make to the acquisition of skills in communicating in Tamil and to the development of knowledge and understanding of the language and culture of Tamil-speaking communities. The effective delivery of Tamil will emphasise the equal significance and interdependence of all objectives. However, depending on the stage of learning, one or other of the objectives may be emphasised at any given time.

Objective – Using Language

Students will develop the knowledge, understanding and the listening, reading, speaking and writing skills necessary for effective interaction in Tamil.

Objective – Making Linguistic Connections

Students will explore the nature of languages as systems by making comparisons between Tamil and English, leading to an appreciation of the correct application of linguistic structures and vocabulary.

Objective – Moving Between Cultures

Students will develop knowledge of the culture of Tamil-speaking communities and an understanding of the interdependence of language and culture, thereby encouraging reflection on their own cultural heritage.

6 Outcomes

Stage 1 (including Early Stage 1)

The outcomes described for Stage 1 should be regarded as setting the basis for the further development of knowledge, understanding and skills in Tamil in subsequent stages.

<p>Using Language மொழியைப் பயன்படுத்தல்</p> <p>Listening and Responding கேட்டல் மற்றும் பதிலளித்தல்</p> <p>Reading and Responding வாசித்தல் மற்றும் பதிலளித்தல்</p> <p>Speaking பேசுதல்</p> <p>Writing எழுதுதல்</p>	<p>A student: ஒரு மாணவர் அடையவேண்டிய பெறுபேறு:</p> <p>1.UL.1 recognises and responds to words, phrases and simple sentences in spoken Tamil பேச்சுத் தமிழின் சொற்கள், சொற்கோவைகள் மற்றும் எளிய வாக்கியங்களை இனங்கண்டு அவற்றுக்கு பதிலளித்தல்</p> <p>1.UL.2 identifies and responds to features of written Tamil எழுத்துத் தமிழின் சிறப்புப் பண்புகளை அடையாளம் கண்டு பதிலளித்தல்</p> <p>1.UL.3 uses known words in Tamil to interact in everyday activities தமிழில் தெரிந்த சொற்களைப் பயன்படுத்தி அன்றாடச் செயற்பாடுகளில் கருத்துப்பரிமாற்றம் செய்தல்</p> <p>1.UL.4 demonstrates developing writing skills by recognising and copying Tamil தமிழை இனங்கண்டு, எழுத்தில் வடித்தல் மூலம் எழுதும் திறன்களின் விருத்தியினை நிரூபித்துக் காண்பித்தல்</p>
<p>Making Linguistic Connections மொழியியல் தொடர்பை உருவாக்கல்</p>	<p>1.MLC.1 recognises the diversity of language systems மொழியின் பல்வேறு அமைப்புக்களுக்கிடையே உள்ள வேறுபாடுகளை இனங்காணுதல்</p> <p>1.MLC.2 explores ways in which meaning is conveyed in Tamil தமிழில் பொருள் கொள்ளப்படும் வழிமுறைகளை ஆராய்தல்</p>
<p>Moving Between Cultures பண்பாடுகளுக்கு இடையே உலாவுதல்</p>	<p>1.MBC.1 demonstrates awareness of cultural diversity பல்வேறுபட்ட பண்பாடுகள் பற்றிய அறிவை நிரூபித்துக் காண்பித்தல்</p> <p>1.MBC.2 identifies cultural practices in Tamil-speaking communities. தமிழ் பேசும் சமூகங்களின் பண்பாட்டு நடைமுறைகளை இனங்காணுதல்</p>

Stage 2

The outcomes described for Stage 2 should be regarded as the basis for the further development of knowledge, understanding and skills in Tamil in subsequent stages. The outcomes for Stage 1 should be incorporated into the teaching and learning programs for students commencing their language study in Stage 2.

<p>Using Language மொழியைப் பயன்படுத்தல்</p> <p>Listening and Responding கேட்டல் மற்றும் பதிலளித்தல்</p> <p>Reading and Responding வாசித்தல் மற்றும் பதிலளித்தல்</p> <p>Speaking பேசுதல்</p>	<p>A student: ஒரு மாணவர் அடையவேண்டிய பெறுபேறு</p> <p>2.UL.1 recognises and responds to spoken texts in Tamil in familiar contexts தமிழில் அறிமுகமான சூழலில் பயன்படுத்தப்படும் பேச்சு வழக்கிலான உரைநடைகளை இனங்கண்டு அவற்றுக்கு பதிலளித்தல்</p> <p>2.UL.2 identifies and responds to key words, phrases and simple sentences in context in written Tamil தமிழில் எழுத்து வழக்கிலுள்ள முதன்மைச் சொற்கள், சொற்கோவைகள், மற்றும் எளிய வாக்கியங்களை இனங்கண்டு அவற்றுக்கு பதிலளித்தல்</p> <p>2.UL.3 uses familiar language to share information தகவல் பரிமாற்றம் செய்வதற்கு தனக்குத் தெரிந்த மொழியைப் பயன்படுத்தல்</p>
<p>Writing எழுதுதல்</p>	<p>2.UL.4 uses models to write text to convey personal information and ideas மாதிரிகளைப் பயன்படுத்தி சொந்தத் தகவல்களையும் எண்ணங்களையும் எழுத்தில் தெரிவித்தல்</p>
<p>Making Linguistic Connections மொழியியல் தொடர்பை உருவாக்கல்</p>	<p>2.MLC.1 explores relationships between languages மொழிகளுக்கிடையே உள்ள உறவுகளை ஆராய்தல்</p> <p>2.MLC.2 identifies ways in which meaning is conveyed by the sounds and symbols of Tamil தமிழ்மொழியின் ஒலிக்குறிப்புகள், மற்றும் அடையாளக் குறியீடுகளால் பொருளை விளங்கவைக்கும் வழிமுறைகளை ஆராய்தல்</p>
<p>Moving Between Cultures பண்பாடுகளுக்கு இடையே உலாவுதல்</p>	<p>2.MBC.1 recognises the link between culture and a sense of identity பண்பாட்டுக்கும், தனித்துவமான அடையாளம் சார்ந்த உணர்வுக்கும் இடையிலான தொடர்பை இனங்காணுதல்.</p> <p>2.MBC.2 identifies connections between culture and language use in Tamil-speaking communities. தமிழ்ப்பேசும் சமூகங்களில் பண்பாட்டிற்கும், மொழிப்பாவனைக்கும் இடையிலான தொடர்புகளை இனங்காணுதல்</p>

Stage 3

The outcomes described for Stage 3 should be regarded as the basis for the further development of knowledge, understanding and skills in Tamil in subsequent stages. The outcomes for Stages 1–2 should be incorporated into the teaching and learning programs for students commencing their language study in Stage 3.

<p>Using Language மொழியைப் பயன்படுத்தல்</p> <p>Listening and Responding கேட்டல் மற்றும் பதிலளித்தல்</p> <p>Reading and Responding வாசித்தல் மற்றும் பதிலளித்தல்</p> <p>Speaking பேசுதல்</p> <p>Writing எழுதுதல்</p>	<p>A student: ஒரு மாணவர்</p> <p>3.UL.1 organises and responds to key ideas from spoken texts in familiar contexts அறிமுகமான சூழலில் பயன்படுத்தப்படும் பேச்சு வழக்கிலான உரைநடைகளின் முதன்மைக் கருத்துக்களை ஒழுங்குபடுத்தி அவற்றிற்குப் பதிலளித்தல்</p> <p>3.UL.2 organises and responds to key ideas from written texts in familiar contexts அறிமுகமான சூழலில் எழுத்து வழக்கிலுள்ள முதன்மைக் கருத்துக்களை ஒழுங்குபடுத்தி அவற்றிற்குப் பதிலளித்தல்.</p> <p>3.UL.3 interacts with others by sharing key points of information in Tamil தமிழில் அமைந்த தகவல்களின் அடிப்படைக் கருத்துக்களைப் பகிர்ந்துகொள்வதன் மூலம் மற்றவர்களுடன் கலந்து பேசுதல்.</p> <p>3.UL.4 writes texts to present key points of information in Tamil தகவல்களின் முக்கிய கருத்துகள் துலங்க தமிழில் (உரைநடையாக) எழுதுதல்</p>
<p>Making Linguistic Connections மொழியியல் தொடர்பை உருவாக்கல்</p>	<p>3.MLC.1 recognises the importance of context in language use மொழியைப் பயன்படுத்துவதில் சூழ்நிலையின் முக்கியத்துவத்தை இனங்காணல்</p> <p>3.MLC.2 identifies patterns and features of Tamil by making comparisons between languages மொழிகளுக்கிடையே ஒப்பீடு செய்து தமிழ் மொழியின் வடிவங்களையும் சிறப்பம்சங்களையும் இனங்காணல்</p>
<p>Moving Between Cultures பண்பாடுகளுக்கு இடையே உலாவுதல்</p>	<p>3.MBC.1 demonstrates awareness of cross-cultural influences on language and culture மொழியிலும் பண்பாட்டிலும் கலப்புக் கலாசாரம் கொண்ட செல்வாக்கு தொடர்பான அறிவை நிரூபித்துக் காண்பித்தல்</p> <p>3.MBC.2 demonstrates understanding of significant cultural values and practices in Tamil-speaking communities. தமிழ்ப் பேசும் சமூகங்களின் பண்பாட்டு விழுமியங்களையும், பழக்க வழக்கங்களையும் புரிந்துகொண்டமையை நிரூபித்துக் காண்பித்தல்</p>

Stage 4

The outcomes described for Stage 4 should be regarded as the basis for the further development of knowledge, understanding and skills in Tamil in subsequent stages. The outcomes for Stages 1–3 should be incorporated into the teaching and learning programs for students commencing their language study in Stage 4.

<p>Using Language மொழியைப் பயன்படுத்தல் Listening and Responding</p> <p>கேட்டல் மற்றும் பதிலளித்தல்</p> <p>Reading and Responding</p> <p>வாசித்தல் மற்றும் பதிலளித்தல்</p> <p>Speaking</p> <p>பேசுதல்</p> <p>Writing</p> <p>எழுதுதல்</p>	<p>A student:</p> <p>4.UL.1 demonstrates understanding of the main ideas and supporting detail in spoken texts and responds appropriately பேச்சு வழக்கிலான உரைநடையில் உள்ள முதன்மைக் கருத்துக்களையும், அத்தோடு கூடிய விளக்கங்களையும் புரிந்து கொண்டமையை நிரூபித்துக் காண்பித்தல் மற்றும் சரியான முறையில் அவற்றுக்கு பதிலளித்தல்.</p> <p>4.UL.2 demonstrates understanding of the main ideas and supporting detail in written texts and responds appropriately எழுத்து வழக்கிலுள்ள முதன்மைக் கருத்துக்களையும் அத்தோடு கூடிய விளக்கங்களையும் புரிந்து கொண்டமையை நிரூபித்துக் காண்பித்தல் மற்றும் சரியான முறையில் அவற்றிற்கு விடையளித்தல்</p> <p>4.UL.3 establishes and maintains communication in familiar situations அறிமுகமான சூழலில் தொடர்பாடலை உருவாக்கல் மற்றும் தொடர்ந்து பேணுதல்</p> <p>4.UL.4 applies a range of linguistic structures to express own ideas in writing சொந்தக் கருத்துக்களை எழுத்தில் வெளிப்படுத்த பல்வேறு மொழியியல் அமைப்புக்களைப் பயன்படுத்தல்</p>
<p>Making Linguistic Connections மொழியியல் தொடர்பை உருவாக்குதல்</p>	<p>4.MLC.1 demonstrates understanding of the importance of appropriate use of language in diverse contexts வித்தியாசமான சூழ்நிலைகளில் சரியான மொழிப் பயன்பாட்டினுடைய முக்கியத்துவத்தைப் புரிந்துகொண்டமையை நிரூபித்துக் காண்பித்தல்</p> <p>4.MLC.2 explores the diverse ways in which meaning is conveyed by comparing and describing structures and features of Tamil தமிழின் அமைப்புகள் மற்றும் சிறப்பம்சங்களை ஒப்பிட்டும் விளக்கியும் வேறுபட்ட வழிகளில் பொருளை வெளிப்படுத்துதலை ஆராய்தல்</p>
<p>Moving Between Cultures பண்பாடுகளுக்கு இடையே உலாவுதல்</p>	<p>4.MBC.1 demonstrates understanding of the interdependence of language and culture மொழியும் பண்பாடும் ஒன்றையொன்று சார்ந்திருக்கும் தன்மையின் புரிதலை நிரூபித்துக் காண்பித்தல்</p> <p>4.MBC.2 demonstrates knowledge of key features of the culture of Tamil-speaking communities. தமிழ்ப் பேசும் சமூகங்களின் பண்பாட்டின் முதன்மை அம்சங்களைப் புரிந்து கொண்டமையை நிரூபித்துக் காண்பித்தல்</p>

Stage 5

The outcomes described for Stage 5 should be regarded as the basis for the further development of knowledge, understanding and skills in Tamil in Stage 6. The outcomes for Stages 1–4 should be incorporated into the teaching and learning programs for students commencing their language study in Stage 5.

<p>Using Language மொழியைப் பயன்படுத்துதல் Listening and Responding</p> <p>கேட்டல் மற்றும் பதிலளித்தல்</p> <p>Reading and Responding</p> <p>வாசித்தல் மற்றும் பதிலளித்தல்</p> <p>Speaking</p> <p>பேசுதல்</p> <p>Writing</p> <p>எழுதுதல்</p>	<p>A student:</p> <p>5.UL.1 selects, summarises and analyses information and ideas in spoken texts and responds appropriately பேச்சு வழக்கிலான உரைநடையில் உள்ள தகவல்களையும் கருத்துக்களையும் தேர்ந்தெடுத்துத் தொகுத்து ஆராய்தல் மற்றும் தகுந்த முறையில் அவற்றிற்கு பதிலளித்தல்</p> <p>5.UL.2 selects, summarises and analyses information and ideas in written texts and responds appropriately எழுத்து வழக்கிலுள்ள தகவல்களையும் கருத்துக்களையும் தேர்ந்தெடுத்துத் தொகுத்து ஆராய்தல் மற்றும் தகுந்த முறையில் அவற்றிற்கு விடையளித்தல்</p> <p>5.UL.3 uses Tamil by incorporating diverse structures and features to express own ideas வேறுபட்ட அமைப்புகளையும், சிறப்பம்சங்களையும் புகுத்தி சொந்தக் கருத்துக்களை வெளிப்படுத்த துரிமைப் பயன்படுத்துதல்</p> <p>5.UL.4 experiments with linguistic patterns and structures in Tamil to convey information and to express own ideas தகவல்களைத் தெரிவிக்கவும், சொந்தக் கருத்துக்களை வெளிப்படுத்தவும் மொழியியல் வடிவங்களையும் அமைப்புக்களையும் வைத்துப் பரிசோதனை செய்தல்</p>
<p>Making Linguistic Connections</p>	<p>5.MLC.1 demonstrates understanding of the nature of languages as systems by describing and comparing linguistic features across languages மொழிகளுக்கு இடையேயான மொழியியல் சிறப்பம்சங்களை விளக்கியும் ஒப்பீடு செய்தும் மொழிகளின் கட்டமைப்புத் தன்மைகளைப் புரிந்துகொள்ளுதலை நிரூபித்துக் காண்பித்தல்</p> <p>5.MLC.2 uses linguistic resources to support the study and production of texts in Tamil தமிழில் உரைநடையைப் படிக்க மற்றும் தயாரிக்க உதவ மொழியியல் வளங்களைப் பயன்படுத்துதல்</p>
<p>Moving Between Cultures</p>	<p>5.MBC.1 explores the interdependence of language and culture in a range of texts and contexts பல்வேறுவிதமான உரைநடைகளிலும் குழலிலும் மொழியும் பண்பாடும் ஒன்றையொன்று சார்ந்திருக்கும் தன்மையை ஆராய்தல்</p> <p>5.MBC.2 identifies and explains aspects of the culture of Tamil-speaking communities in texts. உரைப்பகுதிகளில் தமிழ் பேசும் சமூகங்களின் பண்பாட்டு அம்சங்களை இனங்காணுதல் மற்றும் விளக்குதல்</p>

Life Skills

For some students with special education needs, particularly those students with an intellectual disability, it may be determined that the Stage 4 and Stage 5 outcomes are not appropriate. For these students, Life Skills outcomes and content can provide the basis for the development of a relevant and meaningful program – see section 8.

Stage 5 Extension

The outcomes described for Stage 5 Extension are for students who are able to achieve beyond Stage 5 outcomes.

<p>Using Language மொழியைப் பயன்படுத்தல் Listening and Responding</p> <p>கேட்டல் மற்றும் பதிலளித்தல்</p> <p>Reading and Responding</p> <p>வாசித்தல் மற்றும் பதிலளித்தல்</p> <p>Speaking</p> <p>பேசுதல்</p> <p>Writing</p> <p>எழுதுதல்</p>	<p>A student:</p> <p>5.UL.5 selects, summarises and evaluates information and ideas in spoken texts and presents a point of view in a range of text types பேச்சு நடையிலுள்ள தகவல்களையும் கருத்துக்களையும் தேர்ந்தெடுத்தும், தொகுத்தும், சீர்தூக்கிப் பார்த்தல் மற்றும் தமது கண்ணோட்டத்தில் பல்வேறுபட்ட எழுத்து வடிவங்களில் வளங்குதல்</p> <p>5.UL.6 selects, summarises and evaluates information and ideas in written texts and responds appropriately in a range of text types எழுத்து நடையிலுள்ள தகவல்களையும், கருத்துக்களையும் தேர்ந்தெடுத்துத் தொகுத்து சீர்தூக்கிப் பார்த்தல் மற்றும் பல்வேறுபட்ட எழுத்துவடிவங்களில் தகுந்த முறையில் அவற்றிற்குப் பதிலளித்தல்.</p> <p>5.UL.7 uses Tamil with flexibility by incorporating new structures and features for effective communication வலுவான தொடர்பாடலுக்காக புதிய அமைப்புகளையும் சிறப்பம்சங்களையும் புகுத்துவதன் மூலம் தமிழை நெகிழ்ச்சித் தன்மையுடன் பயன்படுத்தல்</p> <p>5.UL.8 presents a point of view using accurate grammar and experimenting with linguistic structures and features in a range of text types துல்லியமான இலக்கணத்தை பயன்படுத்தியும், மொழியியல் வடிவங்களையும் சிறப்பம்சங்களையும் வைத்து பல்வேறு எழுத்துவடிவங்களில் பரிசோதனை செய்தும் ஒரு குறிப்பிட்ட கண்ணோட்டத்தை வளங்குதல்</p>
<p>Making Linguistic Connections மொழியியல் தொடர்பை உருவாக்கல்</p>	<p>5.MLC.3 engages in discussions to solve linguistic problems and refine the production of original texts in Tamil மொழியியல் சிக்கல்களை தீர்க்கவும், தமிழில் எழுதப்பட்ட உரைப்பகுதிகளை புதிப்பிக்கவும் கலந்துரையாடலில் ஈடுபடுதல்.</p> <p>5.MLC.4 analyses ways in which the structures and features of spoken and written Tamil can be manipulated for particular effect ஒரு குறிப்பிட்ட தாக்கத்தை வெளிப்படுத்தும் நோக்குடன் பேச்சு மற்றும் எழுத்துத் தமிழின் வடிவங்கள் மற்றும் சிறப்பம்சங்களைக் கையாளும் வழிமுறைகளை ஆராய்தல்</p>
<p>Moving Between Cultures பண்பாடுகளுக்கு இடையே உலாவுதல்</p>	<p>5.MBC.3 evaluates the importance of being able to move between cultures பண்பாடுகளுக்கு இடையே உலாவும் தன்மையின் முக்கியத்துவத்தை சீர்தூக்கிப் பார்த்தல்</p> <p>5.MBC.4 evaluates expressions and representations of the culture of Tamil-speaking communities in a range of texts. தமிழ்ப் பேசும் சமூகங்களின் பண்பாட்டு வெளிப்பாடுகள் மற்றும் பிரதிநிதித்துவங்களை பல்வேறு எழுத்து நடடைகளில் சீர்தூக்கிப் பார்த்தல்</p>

7 Content

7.1 Organisation of Content

The *Tamil K–10 Syllabus* provides for a continuum of learning from Kindergarten to Year 10.

Content in K–6

The study of languages in K–6 is a component of the K–6 HSIE key learning area (KLA) and consists of a core element and an optional element. The core element is embedded in the cultures outcomes in the K–6 HSIE syllabus and focuses on learning *about* languages and learning about the world *through* languages. The optional element focuses on *learning to use a language to communicate*. The study of languages in K–6 can be used to enrich student learning and also to contribute to the achievement of the K–6 HSIE cultures outcomes.

The content of the optional elements of the study of Tamil in K–6 is described in the *learn about* and *learn to* statements in sections 7.2, 7.3 and 7.4.

Essential Content in Stage 4 and Stage 5

The content is expressed in the form of *learn about* and *learn to* statements connected to the course outcomes listed in section 6. These statements form the basis for planning programs of study and units of work that will enable students to maximise their learning in Tamil and demonstrate the outcomes. Programming that integrates the essential content across a variety of outcomes within different units of work will enable teachers to cover the scope of the content within the indicative hours.

The essential content consists of a mandatory 100-hours study of one language over one continuous 12-month period between Years 7 and 10, but preferably in Years 7–8. The mandatory course, consisting of Stage 4 outcomes and content (see section 7.5), is a requirement for the award of the School Certificate.

Tamil may also be studied as an elective course for the School Certificate. The essential content described for Stage 5 Tamil has been designed to be addressed by a typical student within an indicative time of 200 hours. The School Certificate will report on student achievement judged against Stage 5 outcomes and content (see section 7.6).

The syllabus outcomes can be demonstrated through a range of contexts, themes and topics determined by the classroom teacher to take account of the needs, resources and facilities of the school and its community.

Additional Content

The acquisition of a language is a cumulative process. At each stage of learning, students develop greater breadth and depth of knowledge, understanding, skills, values and attitudes. Students may be encouraged to progress beyond the essential content described in sections 7.5 and 7.6 in order to broaden and deepen their knowledge, understanding and skills and to extend their interest in the language.

Additional content may be provided by teachers to cater for the individual learning needs of students. It may also be provided by schools that offer a course of Tamil study in excess of the mandatory 100 hours in Stage 4. Additional content may be addressed by providing students with:

- access to a wider range of themes, topics, vocabulary and grammatical structures
- increased opportunities to develop more advanced communication skills
- a deeper knowledge and understanding of languages as systems
- enhanced insights into the relationship between language and culture.

Additional content is neither essential nor a prerequisite for further study.

Extension Outcomes and Content

Extension outcomes and content (see section 7.7) provide further opportunities for background speakers with high levels of literacy in Tamil and for second language learners who are gifted and talented in Tamil to progress beyond the Stage 5 content. Extension outcomes and content are designed to broaden and deepen students' knowledge, understanding and skills and to extend their interest in the language.

Extension outcomes and content are neither essential nor a prerequisite for further study.

Life Skills

Life Skills outcomes and content are in section 8.

Cross-curriculum Content

Cross-curriculum content assists students to achieve the broad learning outcomes defined in the Board of Studies *K–10 Curriculum Framework*. Cross-curriculum content is incorporated in the content of the *Tamil K–10 Syllabus* in the ways described below. Students' experience in the mandatory course may be further enriched by the cross-curriculum content provided for the K–6 and elective sections of the syllabus.

Information and Communication Technologies (ICT)

The learning of languages is enriched through access to a variety of multimedia resources. When students can access diverse authentic contexts with ease and speed, the boundaries of the classroom are extended.

In K–6, ICT skills to be learnt and developed are:

- using text, sound and images to design presentations in order to enhance the development of speaking and writing skills in Tamil
- using word-processing skills to produce texts
- using software packages to cater for individual learning needs.

In the 100-hours mandatory study of a language, specific ICT skills to be learnt and developed in electronic communication/research are:

- collecting and interpreting electronic information
- demonstrating knowledge of ethics in regard to the use of technology to communicate information.

In the elective course, ICT skills to be learnt and developed are:

- communicating via the internet with other Tamil learners and speakers to develop reading and writing skills in Tamil
- accessing up-to-date information about Tamil-speaking countries and communities to enhance classroom learning
- using samples of language performance by native speakers, gathered from a range of computer-based sources, such as the internet, as models for learning and authentic communication situations in Tamil
- making associations between text, sound and images to support understanding of Tamil.

Work, Employment and Enterprise

Young people need to be prepared for living and learning in a world that is more technologically focused, globally connected and internationally competitive. Through their study of Tamil, young people develop skills that equip them for participation in a range of work settings in an increasingly globalised world and workforce. Learning Tamil broadens the employment opportunities for young people and enables them to become more effective and valuable members of the workforce.

In K–6, the skill to be learnt and developed is:

- working in teams to communicate effectively with others

In the 100-hours mandatory study, skills to be learnt and developed are:

- recognising and identifying the contributions of Tamil-speaking communities to the world of work
- applying knowledge of Tamil language and culture to work opportunities.

In the elective course, the skill to be learnt and developed is:

- applying knowledge of Tamil language and culture to work opportunities.

Civics and Citizenship

Through the study of Tamil, students gain skills, knowledge and understanding that will equip them to participate in the global community. They learn about what it means to have a sense of identity within the environment of multicultural Australia.

In K–6, skills to be learnt and developed are:

- recognising the importance of symbols to create a sense of identity
- identifying changes that occur in language and customs through cross-cultural contact.

In the 100-hours mandatory study of Tamil, skills to be learnt and developed are:

- understanding the importance of tradition to a sense of cultural identity
- identifying and reflecting on representations of culture.

In the elective course, skills to be learnt and developed are:

- demonstrating ways to show respect for others by participating in activities associated with the customs and practices of Tamil-speaking communities
- recognising appropriate intercultural behaviour in diverse settings.

Difference and Diversity

Through the study of Tamil, students develop awareness, understanding and acceptance of difference and diversity in their personal lives, and within the local and global community. Students learn about the different viewpoints, customs and traditions in Tamil-speaking communities, as well as characteristics that are common to all people. The study of Tamil fosters the ideals of respect for others and of appreciation and acceptance of diverse points of view, beliefs, attitudes and values. Students will develop an understanding and appreciation of issues such as age, race, ethnicity, gender, disability and sexuality.

In K–6, skills to be learnt and developed are:

- identifying similarities and appreciating differences in daily life in diverse communities
- exploring the significance of particular cultural values and practices.

In the 100-hours mandatory study, skills to be learnt and developed are:

- recognising the importance of culture and cultural awareness
- recognising how culturally appropriate behaviour and language are used in diverse contexts.

In the elective course, skills to be learnt and developed are:

- discussing and comparing the values and beliefs of diverse cultures
- developing appreciation of attitudes and practices of diverse cultures.

Gender

Through the study of Tamil, students learn about the roles and contributions of women and men in Tamil-speaking communities.

In K–6, the skill to be learnt and developed is:

- comparing aspects of traditional and contemporary lifestyles including gender roles.

In the 100-hours mandatory study of Tamil, skills to be learnt and developed are:

- identifying generalisations about women and men in Tamil-speaking communities
- identifying and explaining features of traditional and contemporary lifestyles in relation to gender including the roles and contributions of women and men.

In the elective course, the skill to be learnt and developed is:

- explaining cultural references regarding the roles of women and men in texts such as newspapers, magazines, advertisements and film.

Key Competencies

Key competencies are embedded in Tamil K–10, to enhance students' learning and the continuing development of the effective thinking skills necessary for further education, work and everyday life. The key competencies reflect core processes of learning Tamil and are explicit in the objectives, outcomes and content of the syllabus in the following ways:

- **collecting, analysing and organising information** through identifying the purpose in spoken and written texts and distinguishing between main ideas and supporting detail
- **communicating ideas and information** through developing the listening, reading, speaking and writing skills necessary for communication
- **planning and organising activities** through experimenting with linguistic patterns and structures to convey information and express ideas

- ***working with others and in teams*** through interaction between students for the acquisition of knowledge, understanding, skills, values and attitudes
- ***solving problems*** through analysing texts to comprehend meaning from context
- ***using technology*** through collecting and interpreting electronic information.

Literacy

Contemporary research has demonstrated explicit links between language learning and improved literacy skills. The study of Tamil provides students with another perspective on how languages work as systems, thereby enhancing literacy and language skills in English, as well as Tamil. For background speakers of Tamil, the skills which students develop through learning their first language also support and enhance the development of literacy in English.

In K–6, skills to be learnt and developed are:

- recognising features of spoken and written language
- comparing and identifying connections between languages, such as word order and sentence construction
- understanding different ways of setting out text when writing for a specific purpose.

In the 100-hours mandatory study, skills to be learnt and developed are:

- using metalanguage to describe structures and features of language
- exploring grammatical systems to appreciate how languages work
- recognising that grammatical concepts serve particular functions and represent part of the system of language
- identifying specific patterns and rules such as word construction, word order, tenses
- using information and communication technologies such as word-processing to support the production of original text.

In the elective course, skills to be learnt and developed are:

- describing and explaining appropriate linguistic features and structures needed for a specific purpose and context such as to persuade, inform or entertain
- evaluating the accuracy and appropriateness of structures when constructing and editing text.

Multiculturalism

Through the study of Tamil students will be encouraged to reflect on their own cultural heritage and on the contributions to Australian society of its culturally diverse population. Students will learn to appreciate, and to interact appropriately with, people of diverse cultural and linguistic backgrounds.

In K–6, skills to be learnt and developed are:

- engaging directly in cultural activities at school and within the local community
- recognising ways in which people express their culture such as through music, dance, costume and celebrations
- reflecting on influences in local culture such as restaurants, religions and festivals
- participating in activities associated with Tamil customs and practices.

In the 100-hours mandatory study, skills to be learnt and developed are:

- identifying cultural values and practices in observing social interaction among members of the community
- recognising that language and behaviour reflect important aspects of culture.

In the elective course, the skill to be learnt and developed is:

- identifying and analysing ways in which culture is reflected in language use.

Numeracy

In their study of Tamil students draw on their knowledge of particular contexts and circumstances in deciding when to use mathematics. Students of Tamil use their numeracy skills to communicate in everyday situations.

In K–6, the skill to be learnt and developed is:

- recognising the meanings of symbols such as number and measurement.

In the 100-hours mandatory study, the skill to be learnt and developed is:

- applying logical thinking to the development of ideas.

In the elective course, skills to be learnt and developed are:

- recording, organising and presenting material in different formats such as charts and graphs
- using analytical methods to make judgements about the relevance of detail in texts.

Across the K–10 curriculum there are other areas of cross-curriculum content, including Aboriginal and Indigenous, and Environment, that all students will experience through the mandatory curriculum.

7.2 Content for Stage 1 (including Early Stage 1)

Stage 1 – Using Language

Listening and Responding

Outcome: 1.UL.1 Recognise and respond to words, phrases and simple sentences in Tamil	
<p>Students learn about:</p> <ul style="list-style-type: none"> the importance of listening and observing the variety of contexts in which familiar words can be identified, eg song, rhymes, conversations identification and classification of information, eg associating language with known actions, objects or ideas appropriate ways to respond using language and gesture the importance of listening attentively to pronunciation and intonation. 	<p>Students learn to:</p> <ul style="list-style-type: none"> listen actively to aid comprehension identify and respond to key words and phrases in context, eg songs, rhymes, dance உ+ம்: ஆடுவோமே, பாடுவோமே வண்ணாத்திப் பூச்சி பறக்குது பார் identify the purpose of short spoken texts, eg greeting, statement, request உ+ம்: அம்மா, வாங்கோ, பசிக்கிறது / பசிக்குது, எனக்கு வேண்டும்/வேணும் respond to greetings, questions, commands in verbal/nonverbal ways in familiar social interactions, eg games, role-plays தலையை அசைத்தல் (ஆம் / இல்லை) கையை விரித்தல் / அசைத்தல். discriminate between sounds and relate them to specific meanings.

Reading and Responding

Outcome: 1.UL.2 Identify and respond to features of written Tamil	
<p>Students learn about:</p> <ul style="list-style-type: none"> the relationship between printed words and their corresponding sounds and meanings different ways of showing comprehension identification or prediction of the meanings of key words and phrases. 	<p>Students learn to:</p> <ul style="list-style-type: none"> recognise letter sequences, words and phrases of the language in print, eg as labels, captions, in charts and in art and craft அட்டவணைகள், ஓவியங்கள், கைவினைப் பொருட்கள் என்பவற்றில் தலைப்புகள் / பெயர்க் குறிப்புகள் demonstrate comprehension, eg by answering questions, matching words to pictures, by actions contribute to shared reading to develop comprehension skills.

Speaking

Outcome: 1.UL.3 Use Tamil to interact in everyday activities	
<p>Students learn about:</p> <p>the importance of correct pronunciation, intonation and stress for effective communication</p> <p>appropriate forms of verbal and nonverbal behaviour in social interaction</p> <p>working in teams to communicate effectively with others</p> <p>ways to enhance communication using nonverbal means.</p>	<p>Students learn to:</p> <p>develop pronunciation and intonation skills by singing, reciting, and repeating words and phrases in context உ+ம்: பாடுதல், சேர்ந்து கூறுதல். திரும்பவும் கூறுதல் மூலம் உச்சரிக்கும் திறனை விருத்திசெய்ய</p> <p>participate in social exchanges with teacher and peers</p> <p>use the language in classroom activities, eg songs, games, role-plays வகுப்பு நடவடிக்கைகளில் பாடுதல், விளையாட்டு, உரையாடல் என்பவற்றின் மூலம் தமிழைப் பயன்படுத்த</p> <p>use paralinguistic devices to enhance communication, eg gesture and expression. முகம் மற்றும் பிற உறுப்புகள் மூலம் தமது எண்ணங்களை வெளிப்படுத்தி தொடர்பாடலை மேம்படுத்த.</p> <p>மாணவர் கற்றுக்கொள்கிறார்.</p>

Writing

Outcome: 1.UL.4 Develop writing skills by recognising and copying Tamil	
<p>Students learn about:</p> <p>symbol/letter formation when writing words and phrases</p> <p>ways of organising and presenting information in context, eg as labels, speech bubbles, key words in a greeting card</p> <p>features and functions of multimedia used to access and produce text.</p>	<p>Students learn to:</p> <p>reproduce symbols/letters, words and phrases by tracing and copying</p> <p>develop writing skills in context, eg matching words and pictures, labelling objects, completing speech bubbles எழுதும் திறன்களை வளர்க்க உ+ம்: படங்களையும், பெயர்களையும் ஒன்றுடன் ஒன்று பொருத்திப் பார்த்தல், பொருட்களுக்குப் பெயரிடல்,</p> <p>produce texts using a range of media, eg greeting cards, posters. பல்வேறுபட்ட ஊடகங்களைப் பயன்படுத்தி உரைப்பகுதிகளைத் தயாரிக்க</p> <p>மாணவர் கற்றுக்கொள்கிறார்.</p>

Stage 1 – Making Linguistic Connections

Outcome: 1.MLC.1 Recognise the diversity of language systems	
<p>Students learn about:</p> <p>the diversity of languages that are used in the community</p> <p>familiar concepts that are expressed across languages and cultures, eg greetings</p> <p>meanings which can be conveyed through non-linguistic forms</p> <p>the regions of the world in which particular languages are used.</p>	<p>Students learn to:</p> <p>be aware of the diverse sounds and symbols of languages in the community</p> <p>recognise the diverse ways in which familiar concepts are expressed, eg in speech, in print, in symbols</p> <p>identify the sounds and meanings of signs and symbols in everyday life, eg number, gender, Red Cross, police, currency symbols</p> <p>understand that languages are used by their communities in diverse locations world-wide.</p>

Outcome: 1.MLC.2 Identify ways in which meaning is conveyed by the sounds and symbols of Tamil	
<p>Students learn about:</p> <p>principles of the spoken language, eg pronunciation, intonation</p> <p>key features of nonverbal communication, eg gesture, facial expressions</p> <p>features of the written language, eg accents, question and exclamation marks (?, !).</p>	<p>Students learn to:</p> <p>recognise and reproduce sounds in Tamil</p> <p>use nonverbal communication, eg in role-play</p> <p>recognise and identify symbols and features of the written language as representations of sound.</p> <p>ஆ ..ஆ ...ஆ ம் ம்.. ம் ம் ... ஓம் ..ஓமோம், / ஆம், ஆமா அம்மா</p>

Stage 1 – Moving Between Cultures

Outcome: 1.MBC.1 Demonstrate awareness of cultural diversity	
<p>Students learn about:</p> <p>cultural characteristics of the local community</p> <p>சமூகத்தின் கலாசார இயல்புகள்</p> <p>characteristics that all people share as well as some of the differences</p> <p>பலரும் பகிர்ந்து கொள்ளும் இயல்புகளும் வேற்றுமைப்படும் இயல்புகளும்</p> <p>visible representations of cultural identity</p> <p>கலாசார அடையாளத்தைக் வெளிக்காட்டும் புறத்தோற்றங்கள்.</p> <p>exploring cultural diversity using a range of media, eg posters, puppets, realia.</p> <p>சுவரொட்டி, பொம்மை, ஓவியம் போன்ற சாதனங்களைப் பயன்படுத்தி பலவகைக் கலாசாரங்களையும் அறிதல்</p> <p>என்பன பற்றி மாணவர் கற்றுக்கொள்கிறார்.</p>	<p>Students learn to:</p> <p>identify local places of cultural significance,</p> <p>eg markets, restaurants, places of worship</p> <p>கலாசார முக்கியத்துவம் உள்ள இடங்களை அடையாளம் காண்பதற்கு உ+ம்:கோயில், சந்தை</p> <p>recognise ways in which people express their culture, eg music, dance, food, games, celebrations</p> <p>மக்கள் தம் கலாசாரத்தை வெளிப்படுத்தும் வழிகளை இனங்காண்பதற்கு</p> <p>recognise symbols of identity such as flags, maps, geographical locations, costumes, landmarks</p> <p>அடையாளத்தைக் காட்டும் குறியீடுகளை இனங்காண்பதற்கு</p> <p>gather information about diverse cultures by eg using CD-ROMS.</p> <p>குறுந்தகடுகளைப் பயன்படுத்தி பல்வகைக் கலாசாரங்களைப் பற்றிய தகவல்களைச் சேகரிப்பதற்கு</p> <p>மாணவர் கற்றுக்கொள்கிறார்.</p>

Outcome: 1.MBC.2 Identify cultural practices in Tamil-speaking communities and relate these to personal experiences	
<p>Students learn about:</p> <p>significant aspects of the culture in social interaction</p> <p>சமூகப் பரிமாற்றங்களில் கலாசாரத்தின் முக்கிய பண்புகள்</p> <p>symbols and practices that reflect places and events of importance to the community</p> <p>சமூகத்திற்கு முக்கியமான இடங்கள், நிகழ்வுகள் என்பவற்றைக் குறிக்கும் அடையாளங்கள், நடைமுறைகள்.</p> <p>similarities and differences between local lifestyles and those of Tamil-speaking communities.</p> <p>தமிழ் சமுதாயத்தின் வாழ்க்கை- முறைக்கும் மற்றைய சமுதாயங்களின் வாழ்க்கை முறைகளுக்கும் இடையிலான ஒற்றுமை வேற்றுமைகள்.</p> <p>என்பன பற்றி மாணவர் கற்றுக்கொள்கிறார்.</p>	<p>Students learn to:</p> <p>recognise specific customs and traditions in social interaction, eg greetings, gestures</p> <p>சமூகப் பரிமாற்றங்களில் பாரம்பரிய இயல்புகளை அடையாளம் காண்பதற்கு</p> <p>explore cultural symbols and practices through, eg games, stories, songs and craft</p> <p>கலாசார அடையாளங்கள், நடைமுறைகள் என்பவற்றைப் பற்றி தேடி அறிவதற்கு</p> <p>compare aspects of their own life, eg food, family, with those of Tamil-speaking communities.</p> <p>தங்கள் வாழ்க்கை முறையை பிற சமூகத்தினரின் வாழ்க்கைமுறையுடன் ஒப்பிட்டு நோக்குவதற்கு</p> <p>மாணவர் கற்றுக்கொள்கிறார்.</p>

Stage 2 – Using Language

Listening and Responding

Outcome: 2.UL.1 Listen and respond to texts in Tamil in familiar contexts	
<p>Students learn about:</p> <ul style="list-style-type: none"> the importance of listening for key words to assist understanding the association between the spoken language and words/symbols in printed text the different purposes of familiar spoken language, eg confirming, requesting, stating and asking how ‘paralanguage’ assists meaning, eg tone, pitch, volume, gestures, facial expressions intonation in statements, questions and exclamations features of pronunciation and intonation, and syllable and word formation in speech. 	<p>Students learn to:</p> <ul style="list-style-type: none"> listen for meaning when others are speaking listen actively, using verbal and nonverbal language to show comprehension and maintain interaction listen to a spoken text while following the written form identify stages in brief, casual conversations, eg greetings, interactions, farewells :உ+ம்: வாங்கோ, எப்படி இருக்கிறியள் சரி, பிறகு பார்ப்பம், போய் வருகிறேன் use teacher cues and visual stimuli to support understanding respond to questions, instructions and requests listen to and repeat words and phrases with attention to pronunciation and intended meaning.

Reading and Responding

Outcome: 2.UL.2 Identify and respond to key words, phrases and simple sentences in context in written Tamil	
<p>Students learn about:</p> <ul style="list-style-type: none"> accessing supports to enhance comprehension, eg how illustrations and contextual clues and vocabulary lists assist understanding the features of particular text types, eg stories, cards, messages the role of prior knowledge when attempting to read a text the relationship between the spoken and written word including differentiating between symbols/letters when determining the sound and meaning of a word methods of recording and displaying information. 	<p>Students learn to:</p> <ul style="list-style-type: none"> use teacher cues and visual stimuli to support understanding, and access word lists and charts to enhance comprehension recognise the forms and conventions of language in text locate key words and phrases within a text use their knowledge of symbols/letters to read and understand new words respond to print text in a variety of ways, eg match words with pictures, reconstruct a text, sequence words/sentences.

Speaking

Outcome: 2.UL.3 Interact with others by sharing key points of information in Tamil	
<p>Students learn about:</p> <ul style="list-style-type: none"> elements of active conversation, eg ways of seeking attention, interrupting, initiating and concluding, expressing (non)comprehension meaning conveyed in familiar contexts appropriate body language, gestures and facial expressions to convey meaning effectively the importance of correct sound articulation for effective communication, eg pronunciation, intonation, stress. 	<p>Students learn to:</p> <ul style="list-style-type: none"> engage in conversations to ask and respond to questions, requests, instructions experiment with language to produce their own spoken texts using scaffolds, eg model sentences, cue cards model spoken language in classroom activities, eg songs, rhymes, games and role-plays பாடல்கள், அபிநயப் பாடல்கள், வினாக்கள், விடைகள், imitate and reproduce correct pronunciation, intonation and stress.

Writing

Outcome: 2.UL.4 Write texts to present key points of information in Tamil	
<p>Students learn about:</p> <ul style="list-style-type: none"> key features of the writing system, eg ி? features and conventions of written text, eg capitals, headings, layout conventions the construction of text in order to convey meaning the use of supports to convey meaning to assist the communication of ideas, eg dictionaries, word lists, glossaries the use of Information and Communication Technologies for communicative purposes. 	<p>Students learn to:</p> <ul style="list-style-type: none"> practise writing using models use scaffolds to experiment with language and produce their own texts, eg model texts, sample sentence patterns organise and present information, eg by selecting from options to label pictures and complete sentences refer to charts or lists to access vocabulary to enhance communication of ideas use word processing skills to produce texts and engage the interest of the reader eg greeting cards, posters.

Stage 2 – Making Linguistic Connections

Outcome: 2.MLC.1 Explore relationships between languages	
<p>Students learn about:</p> <ul style="list-style-type: none"> the influence of trade and ideas on language, eg technology, religion, youth culture the rules that exist in language use common features of social interaction, across languages similarities and differences between language groups, eg writing systems. 	<p>Students learn to:</p> <ul style="list-style-type: none"> identify words drawn from other languages, eg மேசை, அலுமாரி, கார், பிற்சா, சிடி compare and identify connections between languages, eg word order recognise there are many ways to communicate, some of which are culture specific, eg greetings, leave taking: உ+ம்: வணக்கம். identify similarities and differences in orthography between languages, eg non-alphabetic systems, specific letter forms.

Outcome: 2.MLC.2 Investigate ways in which meaning is conveyed by the sounds and symbols of Tamil	
<p>Students learn about:</p> <ul style="list-style-type: none"> pronunciation, intonation and stress in conveying meaning the influence of word order or stress on how meaning is conveyed the meanings conveyed by idiomatic words and phrases the construction of sounds and meanings in the written language, eg ழ, ல, ள, ன, ண or use of ந. 	<p>Students learn to:</p> <ul style="list-style-type: none"> identify features of the spoken language, eg pronunciation, intonation, stress demonstrate understanding of the conventions of speech, eg how exclamations, commands, questions and statements are expressed recognise idiomatic expressions in Tamil eg சரியான குளிர் instead of 'very cold' in English explore the specific written forms used to convey meaning, அப்புத்தகம் (அந்தப் புத்தகம்) பழம் / பளம்.

Stage 2 – Moving Between Cultures

Outcome: 2.MBC.1 Recognise the link between culture and a sense of identity	
<p>Students learn about:</p> <p>features of lifestyles and belief systems in diverse communities</p> <p>பலதரப்பட்ட சமூகங்களின் வாழ்க்கை முறைகள், நம்பிக்கைகள்</p> <p>the importance of symbols to create a sense of identity</p> <p>அடையாளத்தைக் காட்டும் குறியீடுகளின் முக்கியத்துவம்</p> <p>the importance of participation in cultural activities to maintaining a sense of cultural identity</p> <p>கலாசார அடையாளத்தைப் பேணுவதற்காக கலாசார நிகழ்வுகளில் பங்குபெற வேண்டியதன் முக்கியத்துவம்</p> <p>respect for others when talking about culture and lifestyle.</p> <p>கலாசாரம், வாழ்க்கை முறை பற்றிய உரையாடல்களில் மற்றைய சமூகத்தினரை மதித்தல்</p> <p>என்பன பற்றி மாணவர் கற்றுக்கொள்கிறார்.</p>	<p>Students learn to:</p> <p>identify similarities and appreciate differences between daily life in diverse communities</p> <p>பல்வகைச் சமூகங்களின் மத்தியில் நாளாந்த வாழ்க்கையில் உள்ள ஒற்றுமைகளை அடையாளம் காணவும் வேற்றுமைகளை விளங்கிக்கொள்ள.</p> <p>relate visible expressions of identity to specific cultures, eg costume, dance</p> <p>வெளித்தோற்றத்தில் புலனாகும் அடையாளங்களைக் குறிப்பிட்ட கலாசாரங்களுடன் இணைப்பதற்கு</p> <p>engage directly in cultural activities, eg at school and within the local community</p> <p>கலாசார நிகழ்வுகளில் நேரடியாகக் கலந்துகொள்ள</p> <p>உ+ம்: பாடசாலை / சமூக விழாக்கள் நிகழ்வுகள்.</p> <p>contribute to class discussions about cultural practices across cultures.</p> <p>பல்வகைக் கலாசாரங்களிலும் உள்ள கலாசார நடவடிக்கைகளைப் பற்றி வகுப்பில் இடம்பெறும் கருத்துப்பரிமாற்றங்களில் கலந்துகொள்ள</p> <p>மாணவர் கற்றுக்கொள்கிறார்.</p>

Outcome: 2.MBC.2 Identify connections between Tamil culture and language use	
<p>Students learn about:</p> <p>culture-specific conventions of the language in social interaction</p> <p>சமூக பரிமாற்றங்களில் கலாசாரம் தொடர்பான மொழிப்பிரயோகம் / மரபுகள்</p> <p>features of register, formality and politeness in language use.</p> <p>மொழிப்பிரயோகத்தில் இருக்கும் முறை, பண்பு (மரியாதை) போன்ற இயல்புகள்</p> <p>என்பன பற்றி மாணவர் கற்றுக்கொள்கிறார்.</p>	<p>Students learn to:</p> <p>use formulaic expressions appropriate to the occasion</p> <p>சந்தர்ப்பத்திற்கேற்ப மொழியைப் பயன்படுத்த</p> <p>உ+ம்: வணக்கம், வாழ்த்துக்கள், ஆழ்ந்த அனுதாபம்.</p> <p>observe the influence of cultural values on language use, eg formal/informal modes of address.</p> <p>மொழிப்பிரயோகத்தில் கலாசாரத்தின் தாக்கத்தை உணர்வதற்கு</p> <p>உ+ம்: நீ/நீர்/நீங்கள் , திரு/திருமதி/செல்வி பவனிவான வணக்கம்.</p> <p>மாணவர் கற்றுக்கொள்கிறார்.</p>

Stage 3 – Using Language

Listening and Responding

Outcome: 3.UL.1 Organise and respond to key ideas from spoken texts in familiar contexts	
<p>Students learn about:</p> <ul style="list-style-type: none">• listening to identify purpose, context and key ideas in a text• ways to analyse the structure of text, eg identifying the sequence of ideas• ways to respond in familiar situations, eg confirming, requesting repetition, seeking clarification• redundancy and the need to focus on key words when listening to text.	<p>Students learn to:</p> <ul style="list-style-type: none">• understand the purpose and context, eg by identifying key words and textual clues, roles and relationships of participants• use textual features to support understanding, eg identifying key topic areas or questions• record, organise and present information, eg charts, graphs, picture sequences• develop strategies to manage unfamiliar language in spoken text, eg identifying context, purpose, audience and focus on familiar language elements.

Reading and Responding

Outcome: 3.UL.2 Organise and respond to key ideas from written texts in familiar contexts	
<p>Students learn about:</p> <ul style="list-style-type: none">• the way certain text types are constructed, eg newspaper, letter, message, advertisement• reading to identify the purpose, context and main ideas of a text• ways to organise information in planning a response to a text• ways to use contextual clues and prior knowledge to predict the meaning of new words• ways resources can be used to enhance comprehension.	<p>Students learn to:</p> <ul style="list-style-type: none">• recognise the purpose of a text from the way it is structured, eg letter, recipe• search for and select relevant information in order to respond to questions• record, organise and present information in different formats, eg charts, graphs, picture sequences• infer the meanings of unfamiliar words from context• access available resources to assist in comprehending a text, eg word lists, glossaries, dictionaries.

Speaking

Outcome: 3.UL.3 Organise and use familiar language to share information with others	
<p>Students learn about:</p> <ul style="list-style-type: none"> • appropriate ways to open, maintain and close a conversation, eg asking and answering questions using link words and phrases • the construction of particular spoken texts, eg announcement, speech, interview • the importance of stress patterns and rhythm in conveying meaning • the process of planning, drafting and presenting ideas in spoken text • the use of multimedia for communicative purposes. 	<p>Students learn to:</p> <ul style="list-style-type: none"> • use modelled language and formulaic expressions to initiate and maintain communication • present or request information in ways appropriate to the purpose, eg announcement, transaction, informal conversation • use appropriate intonation, pronunciation, stress and rhythm when speaking • use available resources to support a speaking task, eg cue cards, notes, photos etc • use multimedia to support production of an original text, eg voice-over, PowerPoint, images imported from internet, digital camera.

Writing

Outcome: 3.UL.4 Use models to write text to convey personal information and ideas	
<p>Students learn about:</p> <ul style="list-style-type: none"> • the impact of purpose, context and audience on constructing text • referring to models used to express own ideas • principles of text organisation and structure in constructing own text, eg sentences, headings • the use of multimedia for communicative purposes. 	<p>Students learn to:</p> <ul style="list-style-type: none"> • apply specific rules of grammar and access appropriate vocabulary to construct written texts • use available resources to support the construction of new texts, eg dictionaries, word lists, sentence models • convey information in a sequence of sentences, each containing one or two main points • use multimedia to support production of original texts, eg word processing, PowerPoint, images imported from Internet, digital camera.

Stage 3 – Making Linguistic Connections

Outcome: 3.MLC.1 Recognise the importance of context in language use	
<p>Students learn about:</p> <ul style="list-style-type: none">• the importance of textual conventions for appropriate communication• the importance of understanding context for inferring meaning• the use of slang, idiom and formality across languages.	<p>Students learn to:</p> <ul style="list-style-type: none">• identify the features of familiar text types, eg advertisement, posters, letters, reports• decipher meaning of words and phrases using contextual knowledge• recognise how language in use is affected by context, eg schoolyard and classroom language

Outcome: 3.MLC.2 Identify patterns and features of Tamil by making comparisons across languages	
<p>Students learn about:</p> <ul style="list-style-type: none">• the interpretation of the meaning of words and phrases in context, eg to avoid literal translations• the identification of word function and the principles of word substitution in making meaning• ways of expressing sounds and/or meanings in print, eg double consonants.	<p>Students learn to:</p> <ul style="list-style-type: none">• identify the principles of word order and patterns used for a specific function, eg counting, stating ownership, describing actions• apply learnt patterns in producing own text• identify specific features of the written language, eg accents.

Stage 3 – Moving Between Cultures

Outcome: 3.MBC.1 Demonstrate awareness of cross-cultural influences on language and culture

Students learn about:

- changes that occur in language through cross-cultural contact
- traditional and contemporary cultural practices across cultures
- the dynamic nature of language and culture.

பிற கலாசார தொடர்புகளால் மொழியில் ஏற்படும் மாற்றங்கள்.

கலாசாரங்களுக்கிடையிலான பாரம்பரிய, தற்கால கலாசார நடவடிக்கைகள்.

மொழி, கலாசாரம் என்பவற்றின் மாற்றமடையும் இயல்பு

என்பன பற்றி மாணவர் கற்றுக்கொள்கிறார்.

Students learn to:

- identify the way foreign words are incorporated into language, eg foods, music, technology
- reflect on cultural influences in local culture, eg restaurants, festivals, religions
- recognise how languages and cultures evolve eg through trade, technology, the impact of English, youth culture.

தமிழ் மொழியில் பிறமொழிச் சொற்களைப் பயன்படுத்துவதற்கு உ+ம்: கேக், பிற்சா, ஸ்ரீறியோ, இன்ரெந், ரெலிபோன், கமரா,

சமூகத்தில் கலாசாரத் தாக்கங்களை அறிவதற்கு உ+ம்: உணவகங்கள், கொண்டாட்டங்கள், சமயங்கள்.

கலாசாரம், மொழி என்பவற்றில் ஏற்படும் மாற்றங்களை உணர்வதற்கு, உ+ம்: வியாபாரம், தொழில்நுட்பம், ஆங்கிலத்தின் செல்வாக்கு, இளைஞர் பண்பாடு

மாணவர் கற்றுக்கொள்கிறார்.

Outcome: 3.MBC.2 Demonstrate understanding of significant cultural values and practices in the Tamil-speaking communities

Students learn about:

- diversity of cultural values and practices within Tamil-speaking communities
- aspects of traditional and contemporary belief systems and their impact on behaviour, eg gender roles, respect for elders, place of tradition
- the cultural values and practices of Tamil-speaking communities

தமிழ் சமூகத்திலுள்ள பல்வகையான கலாசார விழுமியங்களும் நடைமுறைகளும்

பாரம்பரிய தற்கால நம்பிக்கைகளின் இயல்புகளும் சமூக நடவடிக்கைகளில் அவற்றின் தாக்கமும் உ+ம்: ஆண்-பெண் நடவடிக்கைகள், மூத்தோரை மதித்தல், பாரம்பரியத்திற்குக் கொடுக்கும் இடம்.

தமிழ் பேசும் சமூகத்தின் கலாசார விழுமியங்களும் நடைமுறைகளும்

என்பன பற்றி மாணவர் கற்றுக்கொள்கிறார்.

Students learn to:

- explore the significance of particular cultural values and practices,
- compare aspects of traditional and contemporary lifestyles, eg family, clothes, food
- show appreciation and respect for the values and practices of others.

குறிப்பிட்ட கலாசார விழுமியங்கள், நடைமுறைகள் என்பவற்றின் முக்கியத்துவத்தைத் தெரிந்து கொள்வதற்கு உ+ம்: பொங்கல், புத்தாண்டு, திருமணம்.

தற்கால, பாரம்பரிய வாழ்க்கை முறைகளின் அம்சங்களை ஒப்பிடுவதற்கு

மற்றவர்களின் கலாசார விழுமியங்களையும் நடைமுறைகளையும் விளங்கிக்கொள்ளவும், மதிப்பதற்கும்

மாணவர் கற்றுக்கொள்கிறார்.

Content for Stage 4 - Stage 4 – Using Language

Listening and Responding

Outcome 4.UL.1: A student demonstrates understanding of the main ideas and supporting detail in spoken texts and responds appropriately.	
Students learn about: <ul style="list-style-type: none"> the importance of prior knowledge to interpreting meaning in text the importance of understanding the intention of the speaker and the context in interpreting meaning ways to analyse text structure and locate relevant information in text linguistic features of texts such as conversations, interviews and messages. 	Students learn to: <ul style="list-style-type: none"> deduce meaning from context and prior knowledge of subject matter when listening for main ideas identify roles and relationships between participants in text, eg use appropriate pronoun depending on the relationships between the participants. உ-ம்: நீ / நீர் / நீங்கள் identify the purpose of texts and distinguish between the main ideas and supporting detail identify specific information, eg by identifying statements as true or false, answering questions in English or Tamil, choosing the correct word.

Reading and Responding

Outcome: 4.UL.2 Read to understand the main ideas and supporting detail in texts and respond in diverse ways	
Students learn about: <ul style="list-style-type: none"> the importance of prior knowledge to interpreting meaning in text the structures and features of specific text types in order to interpret key features of the text, eg heading, introduction, visual supports the importance of understanding the intention of the author and the use of context in interpreting meaning ways to analyse text structure and locate relevant information in text linguistic choices made in texts, eg in descriptions, narratives and correspondence. 	Students learn to: <ul style="list-style-type: none"> infer meaning from context and prior knowledge of the subject matter when reading for gist skim and scan written text to predict meaning தலைப்புக்கள், உப தலைப்புக்கள், தடித்த எழுத்திலுள்ள கூற்றுக்கள், பெட்டிச் செய்திகள், படங்கள், வரைபடங்கள், அட்டவணைகள் என்பவற்றை மேலோட்டமாகப் பார்த்து பொருளை ஊகித்துக் கொள்ளுதலும், ஆழமாகப் பார்த்துப் பொருளை ஊகித்துக் கொள்ளலும் identify the purpose and distinguish between the main ideas and supporting detail in texts identify roles and relationships between participants in text ஆசிரியர் கூற்று, பாத்திரங்களின் கூற்று, மேற்கோளாகக் காட்டப்பட்டவை என்பவற்றை identify specific information in order to complete an activity, eg make decisions about information in texts. ஒரு செயற்பாட்டை செய்துமுடிப்பதற்காக குறித்துரைக்கப்பட்ட தகவலை அடையாளம்

	<p>காண்பதற்கு உ+ம்: உரைப்பகுதி சொல்லும் செய்தி என்ன என்பதை கண்டுபிடித்தல், பிரதான செய்திகளையும், உப செய்திகளையும் அறிந்து கொள்ளுதல், விவரிக்கப்படும் பொருளை தெரிந்து கொள்ளுதல்</p>
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Speaking

Outcome: 4.UL.3 Establish and maintain effective communication when providing information and expressing their own ideas	
<p>Students learn about:</p> <ul style="list-style-type: none"> the purpose and context of communication and their influence on the choice of structure, format and vocabulary used links with a conversational partner (verbally and nonverbally) ways of showing that the purpose of communication has been achieved ways of experimenting with and substituting aspects of language to elaborate on meaning the use of multimedia for communication purposes. 	<p>Students learn to:</p> <ul style="list-style-type: none"> initiate an interaction, eg by asking a question, making a comment வணக்கம், மன்னிக்கவும், வருந்துகிறேன். maintain social interactions and communicate appropriately in familiar contexts, eg turn-taking, agreeing, acknowledging, replying, and ways to ask for repetition or clarification என்ன சொன்னீர்கள்? அது சரி / நீங்கள் சொல்வது சரி. இன்னம் ஒருமுறை கூறுங்கள். உண்மையாகவா? உண்மையா? conclude an interaction using verbal cues and leave taking நேரமாகிவிட்டது, நான் வருகிறேன் / வாறன். வரட்டுமா? (போய் வருகிறேன் என்பதை குறிக்கும்) மீண்டும் சந்திப்போம். select and incorporate modelled structures when producing own texts use multimedia to support production of an original text, eg voice-over, PowerPoint, imported images from internet, digital camera.

Writing

Outcome: 4.UL.4 Experiment with linguistic patterns and structures in Tamil to convey information and to express their own ideas effectively	
<p>Students learn about:</p> <ul style="list-style-type: none"> ways to express purpose, context and audience in constructing own text manipulation of known structures for writing in new contexts the importance of logical development of ideas in constructing text the access to and organisation of relevant structures and vocabulary in planning and constructing text the use of multimedia for communication purposes. 	<p>Students learn to:</p> <ul style="list-style-type: none"> plan, edit and draft when constructing own text incorporate modelled linguistic structures in own writing express ideas and provide additional details in a series of linked sentences, eg using connectives such as: அத்துடன், ஆனால், அதேசமயம், அல்லது. இதேவேளை, மேலும், ஆயினும். use available resources to access vocabulary and build the message use multimedia to support production of original texts, eg word processing, PowerPoint, imported images from internet, digital camera.

Stage 4 – Making Linguistic Connections

Outcome: 4.MLC.1 Demonstrate understanding of the importance of correct and appropriate use of language in diverse contexts	
<p>Students learn about:</p> <ul style="list-style-type: none"> appropriate choices made to achieve communication goals the importance of recognising audience in communication, eg register and tone of voice specific grammatical concepts that operate across languages metalinguage to describe the structures and features of language. 	<p>Students learn to:</p> <ul style="list-style-type: none"> recognise linguistic choices made according to purpose, eg to instruct, request, suggest identify ways texts vary according to their intended audience, eg informality, register கொஞ்சம் பொறுங்கோ, சற்று அமைதியாக இருங்கள்! நண்பர்களிடம் உரத்த குரலில் கூறுதல், பெரியவர்களிடம் மெதுவாக உரையாடுதல். recognise that grammatical concepts serve particular functions and represent part of the system of language, eg agreement of subject/verb, omission of personal pronoun explore grammatical systems to appreciate how languages work, eg identify grammar terms, work order, tenses.

Outcome: 4.MLC.2 Explore the diverse ways in which meaning is conveyed by comparing and describing structures and features of Tamil	
<p>Students learn about:</p> <ul style="list-style-type: none"> ways to support effective communication idiomatic and culture-specific expressions specific patterns and rules in word construction, word order and sentence structure the use of mnemonic devices and ways of conceptualising and representing patterns and systems in language. 	<p>Students learn to:</p> <ul style="list-style-type: none"> identify ways stress, intonation and body language are used to convey meaning ஆம் / இல்லை என்பதற்குத் தலையாட்டுதல். இல்லை என்பதற்கு உதடு பிதுக்குதல், தோளை உயர்த்தி காட்டுதல், கையை விரித்துக் காட்டுதல். recognise that words and concepts cannot be literally translated, eg பயித்தியக்காரத்தனமாகப் பேசுகிறாய் விசர்க்கதை கதையாதே. identify specific characteristics of the language, eg grammatical structures and features திறமான கச்சேரி, சோக்கான சாப்பாடு. develop strategies for internalising new language and build on prior knowledge, eg how to store data.

Stage 4 – Moving Between Cultures

Outcome: 4.MBC.1 Demonstrate understanding of the interdependence of language and culture	
<p>Students learn about:</p> <ul style="list-style-type: none"> the significance of cultural awareness in language use and the influence of cultural values on how meaning is conveyed மொழிப் பிரயோகத்தில் கலாசார அறிவின் பங்களிப்பும், கருத்துப் பரிமாற்றத்தில் கலாசார விழுமியங்களின் தாக்கமும். key features of social interactions in diverse communities பல்வகைச் சமூகங்களின் சமூகப் பரிமாற்றங்களின் சிறப்பியல்புகள் ways of identifying cultural values and practices in observing social interaction among members of the community. சமூக அங்கத்தவர்களுக்கிடையில் சமூகப் பரிமாற்றங்களை அவதானிப்பதன் மூலம் கலாசார விழுமியங்கள் மற்றும் நடைமுறைகளை இனங்காணல். என்பன பற்றி மாணவர் கற்றுக்கொள்கிறார். 	<p>Students learn to:</p> <ul style="list-style-type: none"> recognise that there are culturally appropriate expressions for particular contexts, eg greetings and pleasantries குறிப்பிட்ட சந்தர்ப்பங்களுக்கென கலாசார முறைப்படி ஏற்படைய வார்த்தைப் பிரயோகங்கள் இருப்பதை அடையாளம் காண்பதற்கு recognise how culturally appropriate language and behaviour is used in formal and informal contexts சிறப்பான, சாதாரண சந்தர்ப்பங்களில் எவ்விதம் கலாசாரமுறைப்படி ஏற்படைய மொழி, நடவடிக்கை என்பன கையாளப்படுவதை தெரிந்துகொள்வதற்கு recognise the importance of thinking and learning about culture and cultural awareness in learning a language. ஒரு மொழியைக் கற்கையில் கலாசாரம் பற்றியும், கலாசார பிரக்ஞை பற்றியும் சிந்தித்தலும், (அது பற்றிக்) கற்றலும் முக்கியம் என்பதை அங்கீகரிப்பதற்கு மாணவர் கற்றுக்கொள்கிறார்.

Outcome: 4.MBC.2 Demonstrate knowledge of the key features of the culture of the Tamil-speaking community	
<p>Students learn about:</p> <ul style="list-style-type: none"> ways language and behaviour reflect important aspects of the culture <p>மொழியும், பழகும் பாங்கும் எவ்வழிகளில் கலாசாரத்தின் முக்கிய இயல்புகளை பிரதிபலிக்கும்</p> <ul style="list-style-type: none"> the importance of tradition to a sense of cultural identity and diversity within the culture, eg generational and regional difference, including home-country and migrant communities <p>கலாசாரமொன்றில் கலாசார தனித்துவத்தையும், பல்லியல்பையும், உணர்ந்துகொள்வதற்கு பாரம்பரியத்தின் முக்கியத்துவம். உ+ம்: தலைமுறை, வட்டார முறையிலான வேற்றுமைகள், தாய் நாடும் புலம்பெயர்ந்த நாடும்.</p> <ul style="list-style-type: none"> representations of Tamil-speaking communities and culture in text, film, mass media, etc <p>எழுத்து, திரைப்படம், பொதுசன ஊடகம் என்பவற்றில் தமிழ்ப்பேசும் சமூகம், மற்றும் கலாசாரம், ஆகியவற்றின் பிரதிநிதித்துவம்.</p> <p>collecting and interpreting electronic information in order to identify and reflect on representations of culture.</p> <p>கலாசாரம் வெளிப்படுமாற்றை அடையாளம் காண்பதற்கும், உணர்ந்து வெளிப்படுத்துவதற்கும் என மின்னூடக தகவல்களைச் சேகரித்தலும் பயன்படுத்தலும்</p> <p>என்பன பற்றி மாணவர் கற்றுக்கொள்கிறார்.</p>	<p>Students learn to:</p> <ul style="list-style-type: none"> identify actions, and words and phrases in the language that encapsulate aspects of culture, eg greetings <p>கலாசார இயல்புகளைப் பிரதிபலிக்கும் நடவடிக்கைகள், சொற்கள், சொற்றொடர்கள் என்பவற்றை அடையாளம் காண்பதற்கு உ+ம்: கைகூப்பி வணக்கம் கூறல், தாய்நாடு</p> <ul style="list-style-type: none"> identify and explain features of traditional and contemporary lifestyle <p>eg generational and regional differences, gender roles, origins and place of festivals, routines of family and school life, routines of family members at home</p> <p>பாரம்பரிய, தற்கால வாழ்க்கை முறைகளின் இயல்புகளை அடையாளம் காண்பதற்கும் விளக்கம் செய்வதற்கும் உ+ம்: தலைமுறை மற்றும் வட்டார முறையிலான வேறுபாடுகள்; விழாக்களின் தோற்றமும் அவற்றிற்குரிய இடமும், குடும்பம் பாடசாலை தொடர்பான வழமையான நடவடிக்கைகள்; வீட்டிலுள்ள குடும்பத்தவரின் வழமையான நடவடிக்கைகள்.</p> <ul style="list-style-type: none"> identify generalisations about people and culture, eg questioning stereotypes <p>கலாசார அடிப்படையில் மக்களின் பொதுவான பண்புகள் மற்றும் நடவடிக்கைகளை அடையாளம் காண்பதற்கு. உ+ம்: சேலை அணிதல், பொட்டு வைத்தல்,</p> <p>research and present information on the Tamil-speaking communities using a range of media.</p> <p>பலவகையான ஊடகங்களைப் பயன்படுத்தி தமிழ் பேசும் சமூகத்தினர் பற்றி ஆராய்ந்து தகவல்களை வழங்குவதற்கு</p> <p>மாணவர் கற்றுக்கொள்கிறார்.</p>

7.6 Content for Stage 5

Stage 5 – Using Language

Listening and Responding

Outcome: 5.UL.1 Select, summarise and evaluate information and ideas in spoken texts and respond appropriately	
<p>Students learn about:</p> <ul style="list-style-type: none">the ways texts are constructed for specific purposes, eg inform, persuade, entertainways of dealing with redundancy and irrelevant details when listening for specific informationlinguistic choices made in texts to influence listeners.	<p>Students learn to:</p> <ul style="list-style-type: none">identify purpose, and distinguish between main points, specific and supporting detail in textmake judgements about the relevance of detail in evaluating textevaluate the impact of linguistic choices made to achieve communication goals, eg inform, entertain.

Reading and Responding

Outcome: 5.UL.2 Select, summarise and evaluate information and ideas in written texts and respond appropriately	
<p>Students learn about:</p> <ul style="list-style-type: none">the ways texts are formatted for particular purposes and effect, eg headings, paragraphing, introductory sentences, topic shiftsthe ways texts are constructed for specific purposes, eg inform, persuade, entertainways of assessing irrelevant details when reading for specific informationthe use of multimedia for communication purposes.	<p>Students learn to:</p> <ul style="list-style-type: none">explore the way text content is developed, eg how ideas and information are sequencedidentify purpose, and distinguish between main points, specific and supporting detail in textmake judgements about the relevance of detail in evaluating textuse email to participate in discussions with speakers of Tamil, in Tamil or English.

Speaking

Outcome: 5.UL.3 Use Tamil with flexibility by incorporating new structures and features to express own ideas	
<p>Students learn about:</p> <ul style="list-style-type: none"> manipulation of structure, format and choice of vocabulary to achieve specific purposes responding to factual and open-ended questions collaborative and inclusive ways to achieve communication goals. 	<p>Students learn to:</p> <ul style="list-style-type: none"> select and manipulate familiar structures to achieve specific communication goals, eg past tense for recounting, emotive language நல்ல வேலை செய்தீர் வந்துவிட்டேன். maintain an interaction by responding to and asking questions and sharing information conclude an interaction with reference to its purpose, audience or participants.

Writing

Outcome: 5.UL.4 Apply rules of grammar and diverse linguistic structures to express own ideas in writing	
<p>Students learn about:</p> <ul style="list-style-type: none"> the manipulation of structure, format and choice of vocabulary to achieve specific purposes application of known linguistic structures in new contexts resources available to enhance or promote independent learning, eg dictionaries, grammar references, and authentic texts in print and online the use of technology to express ideas and create own text. 	<p>Students learn to:</p> <ul style="list-style-type: none"> select and incorporate particular structures to achieve specific purposes, eg past tense for recounting, emotive language for effect reconstruct information from a range of sources, eg summarising information develop skills in accessing appropriate additional information to expand and enhance communication, eg dictionaries, wordlists, internet access sites to transfer and manipulate data to produce a specific text, eg multimedia presentation, Webquest.

Stage 5 – Making Linguistic Connections

Outcome: 5.MLC.1 Demonstrate understanding of the nature of languages as systems by describing and comparing linguistic features across languages	
<p>Students learn about:</p> <ul style="list-style-type: none"> ways to analyse and explain features of language in use, and their relationship to the system the need for consistent application of grammatical rules and conventions to achieve effective communication ways to support and sustain communication in extended text, eg conjunctions, ellipsis variations of the message according to context, purpose and audience. 	<p>Students learn to:</p> <ul style="list-style-type: none"> analyse aspects of language in order to identify and explain structures and patterns in text use metalanguage to explain linguistic structures and textual features encountered in text describe features of text structure, eg textual coherence and cohesion in sequencing ideas reflect on formal and informal language, and when and where it is used.

Outcome: 5.MLC.2 Develop the capability to use their linguistic resources to support the study and production of texts in Tamil	
<p>Students learn about:</p> <ul style="list-style-type: none"> the importance of being aware of the choices that are made in conveying precise meaning the effect of linguistic choices on intended meaning ways to organise and relate their ideas and how to qualify or elaborate the message meaning conveyed in words, eg how words are modified for different grammatical functions, or how particles are used for grammatical effect. 	<p>Students learn to:</p> <ul style="list-style-type: none"> evaluate the accuracy and appropriateness of structures when constructing and editing text make linguistic choices to enhance their intended meaning, drawing on a range of linguistic structures plan and draft texts, with attention to purpose and intended audience analyse the ways words are constructed, eg: to explore the features of word stems and cognates, eg diminutives or augmentatives.

Stage 5 – Moving Between Cultures

Outcome: 5.MBC.1 Explore the interdependence of language and culture as manifested in a range of texts and contexts

<p>Students learn about:</p> <ul style="list-style-type: none"> cultural concepts and ways they are reflected in language and behaviour கலாசார முறைமைகளும், அவை மொழியிலும், பழகும் பாங்கிலும் பிரதிபலிக்கும் வழிகளும். the value of developing respect for and appreciation of other cultures வேறு கலாசாரங்களை மதித்து அங்கீகரிக்கும் பாங்கினை விருத்தி செய்தல். the contributions of diverse cultures to the local and global community பல்வேறுபட்ட கலாசாரங்கள் உள்ளூர், உலக சமூகத்திற்கு செய்த பங்களிப்பு etiquette and ethical behaviour associated with cross-cultural communication. கலாசாரங்களுக்கிடையேயான தொடர்பாடலுடன் இணைந்த கண்ணியமான நடவடிக்கைகள் மற்றும் பழகும் பாங்குகள். என்பன பற்றி மாணவர் கற்றுக்கொள்கிறார் 	<p>Students learn to:</p> <ul style="list-style-type: none"> identify and analyse ways in which culture is reflected in language use in diverse contexts பல்வேறு சந்தர்ப்பங்களில் மொழிப் பயன்பாட்டில் கலாசாரம் பிரதிபலிக்கும் வழிகளை அடையாளம் காணவும், ஆராயவும். discuss and compare the values and beliefs of diverse cultures பல்வேறுபட்ட கலாசாரங்களின் விழுமியங்கள், நம்பிக்கைகள் என்பவை பற்றி கலந்துரையாடுவதற்கும், அவற்றை ஒன்றுடன் ஒன்று ஒப்பிடுவதற்கும், empathise with attitudes and practices that differ from their own தமக்குரியவற்றிலிருந்து வேறுபட்ட உள்பாங்குகள், நடைமுறைகள் என்பவற்றை விளங்கிக்கொள்ள recognise appropriate intercultural behaviour in diverse settings. பல்வேறு சந்தர்ப்பங்களிலும் கலாசாரங்களுக்கிடையேயான பொருத்தமான பழகும் பாங்கை அறிந்துகொள்வதற்கு மாணவர் கற்றுக்கொள்கிறார்
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Outcome: 5.MBC.2 Identify and explain representations of the culture of Tamil-speaking communities in texts

<p>Students learn about:</p> <ul style="list-style-type: none"> cultural attitudes that add meaning to texts உரைப்பகுதிக்கு பொருள் சேர்க்கும் கலாசார உள்பாங்குகள். language used to express cultural values, and to represent people and cultures in text கலாசார விழுமியங்களை வெளிப்படுத்த பயன்படும் மொழி, மற்றும் உரைப்பகுதியில் மக்களையும் கலாசாரத்தையும் பிரதிபலிக்கும் மொழி உபயோகம் idiom, colloquialisms, register and formality in language use. மரபுத் தொடர்கள், பேச்சுவழக்கு, முறைசார் பேச்சு வகைகள் என்பன பற்றி மாணவர் கற்றுக்கொள்கிறார் 	<p>Students learn to:</p> <ul style="list-style-type: none"> identify and discuss cultural influences in specific texts, eg newspapers, advertisements, videos, films குறிப்பிட்ட உரைப்பகுதிகளில் கலாசாரத்தின் செல்வாக்கை அடையாளம் காணல் மற்றும் ஆராய்தல் உ+ம்: பத்திரிகைகள், விளம்பரங்கள், ஒளிநாடாக்கள், திரைப்படங்கள். question and evaluate cultural references in text உரைப்பகுதியில் காணப்படும் கலாசாரம் தொடர்பான குறிப்புகளைப் பற்றிக் கேள்வியெழுப்பவும், மதிப்பிடவும் analyse the use of words or expressions with particular cultural significance in Tamil texts, உ+ம்: குய்யோ, முறையோ என, நெல்லிக்காய் மூட்டை சிதறியது போல மாணவர் கற்றுக்கொள்கிறார்
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7.7 Content for Stage 5 Extension

Stage 5 Extension – Using Language

Listening and Responding

Outcome 5.UL.5: A student selects, summarises and evaluates information and ideas in spoken texts and presents a point of view in a range of text types.	
Students learn about: <ul style="list-style-type: none"> the connection between ideas in text, eg how argument is sustained, how opinion is justified layers of meaning in texts accessing authentic texts ways in which language is used to express a point of view. 	Students learn to: <ul style="list-style-type: none"> identify relationships between ideas in texts, eg discriminate between fact and opinion and between cause and consequence infer meaning from texts, eg in news reports, panel discussions listen independently for enrichment, eg to Tamil radio programs and news broadcasts express a point of view when making a response eg: <ul style="list-style-type: none"> நீ / நீங்கள் சொல்வது சரி எனது கருத்தின்படி நான் நினைக்கிறேன்

Reading and Responding

Outcome 5.UL.6: A student selects, summarises and evaluates information and ideas in written texts and responds appropriately in a range of text types.	
Students learn about: <ul style="list-style-type: none"> the linguistic choices made to influence audiences layers of meaning in texts the availability of authentic texts ways in which language is used to express a point of view. 	Students learn to: <ul style="list-style-type: none"> analyse texts to explore the linguistic choices made to achieve communication goals, eg use of emotive language, register and tone infer meaning from texts, eg articles, reports read independently for enrichment, eg magazines, fiction or non-fiction, websites in Tamil express a point of view when making a response, eg <ul style="list-style-type: none"> இவ்விடயத்தில் எனக்கு உடன்பாட்டில்லை. உங்கள் கருத்தை ஏற்க முடியவில்லை.

Speaking

Outcome 5.UL.7: A student uses Tamil with flexibility by incorporating new structures and features for effective communication.	
Students learn about: <ul style="list-style-type: none"> language features of specific text types to enhance communication the development and evaluation of strategies needed for the independent production of texts balance and bias in the way information is conveyed ways to express a point of view. 	Students learn to: <ul style="list-style-type: none"> manipulate Tamil to communicate effectively and accurately, eg in speeches, reports, discussions internalise and use vocabulary and/or structures encountered incidentally expand or qualify the message, உ+ம்: மேற்கூறிய காரணங்களினால்.. express personal opinions or reasons for actions or emotions to justify a point of view, உ+ம்: எனது அனுபவத்தின்படி.. எனது தனிப்பட்ட கருத்து என்னவென்றால்..

Writing

Outcome 5.UL.8: A student presents a point of view using accurate grammar and experimenting with linguistic structures and features in a range of text types.	
Students learn about: <ul style="list-style-type: none"> language features of specific text types to enhance communication the development and evaluation of strategies needed for the independent production of texts principles of text organisation and logical development of ideas including coherence and cohesion in constructing own text ways to express a point of view. 	Students learn to: <ul style="list-style-type: none"> manipulate Tamil to communicate effectively and accurately, eg in formal and informal letters, articles, reports, applications, advertisements select, incorporate and experiment with learnt and new structures to develop and present texts logically and cohesively sequence their thoughts and structure ideas in a logical manner using complex linguistic structures express personal opinions or reasons for actions or emotions to justify a point of view, உ+ம்: எனது கருத்துப்படி, நான் நினைக்கிறேன்.. , ஏனென்றால்,, என்னைப்பொறுத்தவரை,, என் அறிவுக்கெட்டியவரை...

Stage 5 Extension – Making Linguistic Connections

Outcome 5.MLC.3: A student engages in discussions to solve linguistic problems and refine the production of original texts in Tamil.	
Students learn about: <ul style="list-style-type: none"> the investigation of complex structures and features through discussion the process involved in solving problems the ways linguistic features are used to create nuance independent use of linguistic resources. 	Students learn to: <ul style="list-style-type: none"> describe complex structures and features used to refine the production of original text identify and articulate linguistic problems and formulate plausible solutions identify complex structures and specific linguistic features, eg complex verb forms extend and refine their use of language features and structures, eg by using dictionaries and grammar references.

Outcome 5.MLC.4: A student analyses ways in which the structures and features of spoken and written Tamil can be manipulated for particular effect.	
Students learn about: <ul style="list-style-type: none"> the adaptation of linguistic features for a particular purpose or audience the effect of linguistic features on meaning and purpose of text. 	Students learn to: <ul style="list-style-type: none"> describe and explain appropriate linguistic structures and features needed for a specific purpose or context, eg to persuade, convince, discuss, debate distinguish between fact and opinion and recognise layers of meaning, eg bias, humour.

Stage 5 Extension – Moving Between Cultures

Outcome 5.MBC.3: A student evaluates the importance of being able to move between cultures.	
Students learn about: <ul style="list-style-type: none"> the advantages of cross-cultural awareness and understanding acceptance of diverse attitudes and practices through reflection and discussion. 	Students learn to: <ul style="list-style-type: none"> analyse values, attitudes and beliefs of diverse cultures reflect on and discuss attitudes and practices that differ from their own.

Outcome 5.MBC.4: A student evaluates expressions and representations of the culture of Tamil-speaking communities in a range of texts.	
Students learn about: <ul style="list-style-type: none"> the existence of concepts relevant to cultural practices. 	Students learn to: <ul style="list-style-type: none"> question and evaluate cultural influences in texts.

7.8 Grammar

Throughout the Tamil syllabus students will learn about grammatical structures in context as they complement the content and the organisation of individual programs.

The grammatical structures defined on this and the following pages are those that students are expected to recognise and use by the end of Stage 5. They should be read in conjunction with the content of the syllabus. Grammar should be used to support the process of language acquisition and to facilitate communication, rather than be taught in isolation.

Grammatical Items		
தமிழ்	English	Examples

8 Life Skills Outcomes and Content

The Board of Studies recognises that a small percentage of students with special education needs may best fulfil the mandatory curriculum requirements for Tamil by undertaking Life Skills outcomes and content. (Requirements for access to Life Skills outcomes and content are detailed in section 1.2).

Life Skills outcomes will be selected on the basis that they meet the particular needs, goals and priorities of each student. Students are not required to complete all outcomes. Outcomes may be demonstrated independently or with support.

In order to provide a relevant and meaningful program of study that reflects the needs, interests and abilities of each student, schools may integrate Tamil Life Skills outcomes and content across a variety of school and community contexts.

8.1 Outcomes

Objectives	Outcomes
	A student:
Using Language	LS.UL.1 recognises words and phrases in Tamil LS.UL.2 uses Tamil to interact in everyday activities LS.UL.3 obtains and gives information in Tamil LS.UL.4 uses written Tamil to communicate
Making Linguistic Connections	LS.MLC.1 recognises internationally shared signs, symbols and words LS.MLC.2 explores ways in which meaning is conveyed by nonverbal communication LS.MLC.3 explores ways in which meaning is conveyed by spoken language LS.MLC.4 explores ways in which meaning is conveyed by written language
Moving Between Cultures	LS.MBC.1 experiences cultural diversity LS.MBC.2 explores own and other cultures LS.MBC.3 recognises the contribution of different cultures to Australian society.

8.2 Content

The content forms the basis for learning opportunities. Content will be selected on the basis that it meets the needs, goals and priorities of each student. Students are not required to complete all the content to demonstrate achievement of an outcome.

The examples provided are suggestions only.

Objective – Using Language

LS.UL.1 A student recognises words and phrases in Tamil.	
Students learn about: <ul style="list-style-type: none">• words and phrases in a variety of spoken contexts• words and phrases in a variety of written contexts• new words and phrases in a variety of spoken contexts• the relationship between printed words and symbols and their sounds and meanings.	Students learn to: <ul style="list-style-type: none">• listen to words, phrases and simple sentences to identify meaning, eg associate a word with a picture• identify known words and phrases, eg in songs, rhymes• identify known words and phrases in conversation, eg greetings, please, thank you• read whole words, phrases and simple sentences, eg on food or packaging labels, in captions, charts, on art and craft, on CD-ROM software• recognise when new words and phrases are used in a range of contexts, eg when following instructions• use cues to support understanding of new words and phrases in a range of contexts, eg gestures, facial expressions, visual stimuli• recognise symbols, letters and syllables in print in Tamil, eg on flashcards• use their knowledge of symbols to read and understand new words in Tamil, eg combine cards to make words, phrases or sentences.

LS.UL.2 A student uses Tamil to interact in everyday activities.	
<ul style="list-style-type: none"> Students learn about: the different purposes of using known language the use of language in the context of a conversation. 	<ul style="list-style-type: none"> Students learn to: establish and maintain social contact, eg respond nonverbally to greetings, respond appropriately in English to a greeting/instruction, respond appropriately in Tamil communicate basic needs and wants in a variety of ways, eg ask for food/drink by using the appropriate phrase, request help or assistance use language for enjoyment, eg singing share personal information, eg birthdays, family details, likes and dislikes, pets engage in conversation, eg use appropriate mode of address, introduce self and others, exchange pleasantries, use gesture and expression to make meaning clear initiate, maintain and conclude a conversation, eg with peers, teacher, others in the community.
LS.UL.3 A student obtains and gives information in Tamil.	
Students learn about: <ul style="list-style-type: none"> appropriate ways to ask for information written texts available for accessing information ways to use spoken text to communicate information. 	Students learn to: <ul style="list-style-type: none"> ask for information or assistance in a variety of contexts, eg Where is the railway station? What time does the bus leave? locate appropriate written text to obtain information, eg advertisements, calendars, leaflets, signs, notices, menus, books, newspapers, recipes, the internet, software packages, videos select relevant information from written text, eg identify school holidays in calendars, select a main meal and a drink from menus, check sports results, cinema programs or television details in foreign newspapers, make a shopping list for ingredients for recipes access and gather information, eg locate a weather map from the internet and record weather details, participate in language activities using interactive CD-ROMs communicate information in a variety of ways, eg in response to questions, surveys, an interview, a storyboard/comic strip, a short talk, questionnaires, form completion, a letter.

LS.UL.4 A student uses written Tamil to communicate.	
Students learn about: <ul style="list-style-type: none"> • key features of the writing system • features and conventions of written text • the use of written texts in a variety of contexts • ways to use written text to communicate information. 	Students learn to: <ul style="list-style-type: none"> • practise writing symbols using models • build words using familiar symbols • use scaffolds to experiment with language and produce their own texts, eg model texts and sample sentence patterns • refer to charts or lists to access symbols or vocabulary to enhance communication of ideas, eg use written text in everyday activities, trace and copy a greeting card, create an invitation or a poster using internet or CD-ROM, send a letter to a friend by post or email • communicate information in a variety of ways, eg in response to questions, in surveys, a storyboard/comic strip, a short talk, questionnaires, form completion, a letter.

Objective – Making Linguistic Connections

LS.MLC.1 A student recognises internationally shared signs, symbols and words.	
Students learn about: <ul style="list-style-type: none"> signs, symbols and words that have the same meaning internationally cross-cultural influences on language. 	Students learn to: <ul style="list-style-type: none"> identify signs and symbols that can be used cross-culturally, eg male/female, poison, airport, no entry, no eating or drinking identify commercial logos, eg transport, sport, food, clothing identify words from other cultures that are in common use in Australia, eg kindergarten, pizza, plaza, kebab, sushi, café, karate identify words that are used cross-culturally, eg computer, radar, internet, email.
LS.MLC.2 A student explores ways in which meaning is conveyed by nonverbal communication.	
Students learn about: <ul style="list-style-type: none"> communication of meaning in nonverbal ways. 	Students learn to: <ul style="list-style-type: none"> identify the meaning conveyed by gestures and facial expressions, eg bowing, beckoning, waving, shaking hands respond to gestures and facial expressions, eg bowing in return, waving in response, offering hand in response.
LS.MLC.3 A student explores ways in which meaning is conveyed by spoken language.	
Students learn about: <ul style="list-style-type: none"> the importance of listening and observing to aid comprehension paralinguistic devices to support communication. 	Students learn to: <ul style="list-style-type: none"> listen actively for a specific purpose or task, eg identify places, names, numbers recognise the use of devices, eg tone, pitch, volume, intonation, stress, in interpreting and expressing meaning when others are speaking.
LS.MLC.4 A student explores ways in which meaning is conveyed by written language.	
Students learn about: <ul style="list-style-type: none"> the relationship between written words and symbols and their corresponding sounds and meanings in alphabetic and/or non-alphabetic languages ways of conveying meaning through written communication. 	Students learn to: <ul style="list-style-type: none"> recognise that written words and symbols represent sounds, eg in alphabetic and non-alphabetic languages identify diverse forms of written communication, eg words, diagrams, maps, drawings, phrases, sentences interpret meaning from diverse forms of written communication, eg follow the Tamil instructions on a drawing or a diagram to complete a task.

Objective – Moving Between Cultures

LS.MBC.1 A student experiences cultural diversity.	
Students learn about: <ul style="list-style-type: none"> cultural characteristics of the school community the importance of cultural celebrations the diversity of cultural expression cultural features of the local community. 	Students learn to: <ul style="list-style-type: none"> identify culture(s) represented in the school community, eg survey of cultures represented in the classroom recognise that different cultures have different languages recognise visual representations of culture(s), eg flags, maps, costumes locate countries of origin, eg on world map/globe identify names of countries in Tamil identify features of the culture(s), eg food, music, dance, games and celebrations participate in cultural activities, eg sing Tamil songs, bring/prepare and eat food, go to a Tamil restaurant, play traditional games, make posters about festivals explore the diversity of cultural practices, eg stories, dance, songs and music, traditional dress, art and craft identify local places of cultural significance, eg markets, restaurants, places of worship, memorials visit local places of cultural significance, eg restaurants/café, museums and galleries.
LS.MBC.2 A student explores own and other cultures.	
Students learn about: <ul style="list-style-type: none"> diversity of cultural values and practices features of lifestyles and belief systems in diverse cultures 	Students learn to: <ul style="list-style-type: none"> recognise that there are culturally appropriate expressions and behaviour for particular contexts, eg greetings, language and gesture, modes of address, meal etiquette recognise how culturally appropriate language and behaviour are used in formal and informal contexts, eg peers, family, teachers identify features of traditional lifestyle, eg family structure and roles, festivals and celebrations identify features of contemporary lifestyle, eg the impact of technology, globalisation, music, video, film, sport, youth culture

LS.MBC.2 A student explores own and other cultures (cont)	
Students learn about: <ul style="list-style-type: none"> the importance of respect for the culture and lifestyle of others. 	Students learn to: <ul style="list-style-type: none"> compare aspects of their own lifestyles and beliefs (eg food, faith, family) with those of Tamil-speaking communities contribute to class discussions about cultural practices across cultures demonstrate respect for diverse cultural practices, eg accepting differences in how people dress and speak, and in what they eat, believe and celebrate.
LS.MBC.3 A student recognises the contribution of different cultures to Australian society.	
Students learn about: <ul style="list-style-type: none"> diverse cultures represented in Australia the contribution of Tamil-speaking communities to Australian society. 	Students learn to: <ul style="list-style-type: none"> identify diverse cultures represented in Australia, eg name cultural groups represented in the local community, name other cultural groups represented in the wider Australian community explore the reasons for the arrival in Australia of different cultural groups, eg economic, meeting the need for skilled labour, refugees, political freedom, taking up new opportunities identify ways in which Tamil-speaking communities have contributed to the Australian way of life, eg food, clothing, dance, art, drama, festivals, manners and attitudes explore achievements which have involved major contributions from Tamil-speaking communities, eg arts, sciences, food industry, sporting events, tourism, festivals, trade.

9 Continuum of Learning in Tamil K–10

9.1 Stage Statements

Stage statements illustrate the continuum of learning in the *Tamil K–10 Syllabus* and are summaries of the knowledge, understanding, skills, values and attitudes that have been developed by students as a consequence of achieving the outcomes for the relevant stage of learning.

Stage 1 (including Early Stage 1)

Students of Tamil who have progressed through Stage 1 show a growing awareness of the existence of languages and cultures other than their own. They relate what they know of their world, including their own backgrounds and those of their friends and classmates, and demonstrate ways in which they celebrate their diversity. They recognise and describe ways in which other languages and cultures have an impact on their lives, including aspects of music, art and craft, stories, travel and traditions that learners at this stage can articulate.

These students have learnt through incidental and orchestrated play situations. They have learnt much through imitation and repetition, in particular through rhyme, song and gesture. At this stage students often imitate spoken Tamil without necessarily understanding its meaning. They have relied heavily on teacher and contextual support to assist communication.

These students recognise key features of Tamil and respond to familiar words with strong support from the teacher. They interact with the teacher and with their peers in familiar contexts. Comprehension of the spoken language is more developed than production. This stage is characterised by a focus on the power of language to develop relationships with others and to have fun discovering words that connect languages.

Students select some words, phrases and symbols that convey specific meaning in Tamil and copy them from a text. They are aware that patterns are a key aspect of language learning. They recognise that language is a means of communication. Consequently they are becoming familiar with the role of context, audience and purpose in language acquisition.

Stage 2

Students of Tamil who have progressed through Stage 2 have developed an interest in exploring the world beyond their own experience and background. They generate questions for themselves and use a range of resources to seek the answers to such questions. They build upon their immediate awareness of the existence of languages and cultures other than their own and those of their friends and classmates. This growing awareness and desire to explore beyond their immediate experience will foster a developing respect for and understanding of the diversity and commonality that exist among cultures.

Students at Stage 2 are able to generate phrases and simple sentences in Tamil, but rely heavily on modelling, rehearsal and teacher support. Students begin to experiment in the use of Tamil, drawing on a wider range of language. They begin to develop an understanding of the structure of Tamil as well as a greater understanding of the way languages work as systems. Students have been provided with reading material and have engaged in writing tasks appropriate to their age. These tasks draw and build on knowledge that has been acquired through oral/aural work.

At this stage receptive capacity normally exceeds productive capacity, with the focus on listening to, viewing and responding to Tamil. Students are still reliant on familiar and modelled patterns and may use these to produce texts of words, phrases or simple sentences in writing and speaking. They demonstrate an understanding of specific gestures in a range of learnt contexts and are capable of imitating them successfully. They have benefited from the opportunities to participate in practical activities and enjoy demonstrating what they know and can do in Tamil.

Stage 3

Students of Tamil who have progressed through Stage 3 have developed an understanding of the values and practices of their own and other cultures. Students investigate various aspects of cultural and language practices and record and present them using a variety of communication strategies. Students have become aware of the ways in which contemporary Tamil language and culture have been influenced not only by English but also by globalisation. Their awareness and desire to explore beyond their immediate experience have helped them to appreciate the diversity and commonality that exist among cultures.

Students are able to identify patterns and features in Tamil, and compare them with English. Through a greater understanding of language systems, students at this stage have grown in confidence in their ability to create simple original texts, while still using the modelling and rehearsal that have been characteristic of their prior learning in Tamil.

Students' receptive capacity normally still exceeds their productive capacity, although there has been an increased focus on the productive skills. Students will have been involved in language activities such as composing and presenting short role-plays, participating in question and answer games, reading simple books and using bilingual dictionaries.

Students communicate in Tamil in familiar social and classroom situations. They understand and respond to short texts based on simple language structures set in familiar contexts. They can compose simple coherent texts using basic sentence structures which include features of learnt oral and written language. The production of original spoken and written texts can be supported by the use of multimedia.

As a result of progressing through Stage 3, students are well placed to continue their study of language and can articulate what they have learnt in ways appropriate to their age.

Stage 4

Students of Tamil who have progressed through Stage 4 demonstrate a growing confidence in the use of Tamil to communicate in everyday situations within and beyond the classroom. They experiment with language to express their thoughts rather than relying solely on rehearsed phrases or sentences. They have become more confident in using dictionaries and are becoming familiar with grammar and syntax.

Students use a range of media to access and produce text, and are becoming self-reliant in finding ways of applying the language appropriately. They explore grammatical systems, and begin to use metalanguage by identifying grammatical terms. They have an improved understanding of the way English works as a system and ways in which it is similar to and different from the Tamil studied in this stage.

Students can understand texts that they hear or read that contain learnt structures and familiar vocabulary. They can draw on their prior knowledge of basic text organization and language features to make sense of unfamiliar texts. They are also capable of engaging with texts for a range of purposes.

Students create simple cohesive written texts for different purposes by drawing on simple language and learnt structures. They respond appropriately to a range of texts in familiar topic areas and have developed skills that help them understand the main ideas of texts. They interact in predictable and familiar contexts and produce original oral texts with varying grammatical accuracy by manipulating learnt structures. They understand the need to use appropriate register and body language.

Through their study and discussion of traditional and contemporary culture of Tamil-speaking communities, students at Stage 4 demonstrate understanding of the importance of tradition to a sense of cultural identity and to diversity within the culture. They appreciate influences of culture on language use.

Stage 5

Students of Tamil who have progressed through Stage 5 maintain effective communication in authentic situations. They are able to use structures and features of the language that will allow them to function in a range of practical situations. Students begin to correct their own errors and those of their peers, using metalanguage to explain what is wrong and how the problem can be solved. In a wider application of their language studies, they are able to articulate ways in which languages work as systems. Enhanced literacy skills enable them to compare English and Tamil. Because of their increased experience of language and culture, students have a greater respect for and appreciation of the people, traditions and ways of life of Tamil-speaking communities.

Students have strategies for incorporating new structures and features into the language patterns that they have already acquired. Students initiate and maintain communication, and use appropriate register in familiar formal and informal situations. They respond appropriately to spoken Tamil and they begin to engage in more sustained communication.

They select information from a range of spoken and written texts to summarise and analyse some of the ideas presented. They demonstrate an understanding of the basic rules of grammar in creating a range of familiar texts on a variety of topics. They demonstrate an ability to create a coherent text by manipulating known structures and features of the language.

Students at Stage 5 are conscious of the ways in which their study of Tamil and the culture of Tamil-speaking communities can be applied to many other parts of the curriculum.

10 Assessment

10.1 Standards

The Board of Studies *K–10 Curriculum Framework* is a standards-referenced framework that describes, through syllabuses and other documents, the expected learning outcomes for students.

Standards in the framework consist of two interrelated elements:

- outcomes and content in syllabuses showing what is to be learnt
- descriptions of levels of achievement of that learning.

Exemplar tasks and student work samples help to elaborate standards.

Syllabus outcomes in Tamil contribute to a developmental sequence in which students are challenged to acquire new knowledge, understanding and skills.

The standards are typically written for two years of schooling and set high, but realistic, expectations of the quality of learning to be achieved by the end of Years 2, 4, 6, 8, 10 and 12.

Using standards to improve learning

Teachers will be able to use standards in Tamil as a reference point for planning teaching and learning programs, and for assessing and reporting student progress. Standards in Tamil will help teachers and students to set targets, monitor achievement, and, as a result, make changes to programs and strategies to support and improve each student's progress.

10.2 Assessment for Learning

Assessment for learning in Tamil is designed to enhance teaching and improve learning. It is assessment that gives students opportunities to produce the work that leads to development of their knowledge, understanding and skills. *Assessment for learning* involves teachers in deciding how and when to assess student achievement, as they plan the work students will do, using a range of appropriate assessment strategies including self-assessment and peer assessment.

Teachers of Tamil will provide students with opportunities in the context of everyday classroom activities, as well as planned assessment events, to demonstrate their learning.

In summary, *assessment for learning*:

- is an essential and integrated part of teaching and learning
- reflects a belief that all students can improve
- involves setting learning goals with students
- helps students know and recognise the standards they are aiming for
- involves students in self-assessment and peer assessment
- provides feedback that helps students understand the next steps in learning and plan how to achieve them
- involves teachers, students and parents in reflecting on assessment data.

Quality Assessment Practices

The following *Assessment for Learning Principles* provide the criteria for judging the quality of assessment materials and practices.

Assessment for learning:

- **emphasises the interactions between learning and manageable assessment strategies that promote learning**

In practice, this means:

- teachers reflect on the purposes of assessment and on their assessment strategies
- assessment activities allow for demonstration of learning outcomes
- assessment is embedded in learning activities and informs the planning of future learning activities
- teachers use assessment to identify what a student can already do.

- **clearly expresses for the student and teacher the goals of the learning activity**

In practice, this means:

- students understand the learning goals and the criteria that will be applied to judge the quality of their achievement
- students receive feedback that helps them make further progress.

- **reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark**

In practice, this means:

- teachers use tasks that assess, and therefore encourage, deeper learning
- feedback is given in a way that motivates the learner and helps students to understand that mistakes are a part of learning and can lead to improvement
- assessment is an integral component of the teaching-learning process rather than being a separate activity.

- **provides ways for students to use feedback from assessment**

In practice, this means:

- feedback is directed to the achievement of standards and away from comparisons with peers
- feedback is clear and constructive about strengths and weaknesses
- feedback is individualised and linked to opportunities for improvement.

- **helps students take responsibility for their own learning**

In practice, this means:

- assessment includes strategies for self-assessment and peer assessment emphasising the next steps needed for further learning.

- **is inclusive of all learners**

In practice, this means:

- assessment against standards provides opportunities for all learners to achieve their best
- assessment activities are free of bias.

10.3 Reporting

Reporting is the process of providing feedback to students, parents and other teachers about students' progress.

Teachers can use evidence gathered from assessment to extend the process of *assessment for learning* into their *assessment of learning*. In a standards-referenced framework this involves teachers in making professional judgements about student achievement at key points in the learning cycle. These may be at the end of a year or stage, when schools may wish to report differentially on the levels of knowledge, understanding and skills demonstrated by students.

Descriptions of levels of achievement for Stage 4 and Stage 5 in Tamil have been developed to provide schools with a useful tool to report consistent information about student achievement to students and parents, and to the next teacher to help to plan the next steps in the learning process. These describe observable and measurable features of student achievement at the end of a stage, within the indicative hours of study. Descriptions of levels of achievement provide a common language for reporting.

At Stage 5 there are six levels of achievement. Level 6 describes a very high level of achievement in relation to course objectives and outcomes. Level 2 describes satisfactory achievement, while the level 1 description will help identify students who are progressing towards the outcomes for the stage.

At the end of Year 10, teachers of Tamil K–10 will make an on-balance judgement, based on the available assessment evidence, to match each student's achievement to a level description. This level will be reported on the student's School Certificate Record of Achievement.

At Stage 4 there are four levels of achievement. Level 4 describes a very high level of achievement; levels 2 and 3 describe satisfactory and high achievement that should provide a solid foundation for the next stage of learning. The level 1 description will help identify students who are progressing towards the outcomes for the stage.

For students undertaking Life Skills outcomes and content in Years 7–10, the content listed for each identified Life Skills outcome forms the basis of the learning opportunities for these students. It also provides examples of activities on which teachers can base judgements to report student progress in relation to individual learning goals.

10.4 Choosing Assessment Strategies

Planning for assessment is integral to programming for teaching and learning. In a standards-referenced framework, teachers assess student performance on tasks in relation to syllabus outcomes and make on-balance judgements about student achievement. Assessment relies on the professional judgement of the teacher and is based on reliable data acquired in a fair and challenging environment, from multiple performances in a variety of contexts. Assessment is fundamental for furthering student learning.

In planning programs, teachers, individually and collaboratively, review the syllabus and standards materials. They use these materials to describe for themselves what students should know and be able to do at a particular stage, and they consider the kinds of evidence their students could produce to show they have learnt what they needed to learn.

Students are provided with a description of the learning expected to be accomplished, opportunities to discuss the criteria on which judgements will be based, time to learn, and where possible, examples of what that learning looks like.

Assessment is used to determine the students' initial knowledge, understanding and skills, to monitor student progress and to collect information to report student achievement. The assessment cycle is continuous; students receive and give themselves feedback on what they have learnt, and what needs to be done to continue their learning. Students gain information about their learning through feedback from teachers and from self-assessment and peer assessment. The challenge and complexity of assessment tasks increase to enable students to develop evaluative independence as they assess their own knowledge, understanding and skills, and determine ways to improve their learning.

Assessment strategies in Tamil allow students to demonstrate the level of their acquisition of the language, their understanding of Tamil as a system and the interconnections between Tamil and English, and their developing awareness of the interdependence of language and culture.

Teachers of Tamil should employ a range of assessment strategies to ensure that information is being gathered regarding the knowledge and understanding that are being acquired, and the skills that are being developed. Strategies should be appropriate to the outcomes being addressed, be manageable in number and be supportive of the learning process. Teachers could work collaboratively in planning appropriate assessment strategies. Working collaboratively leads teachers to develop a shared understanding of the syllabus standards and also supports teachers in making consistent and comparable judgements of student achievement in relation to these standards.

In planning for assessment in Tamil it is important for teachers to consider:

- the requirements of the syllabus
- the accessibility of the proposed activity in terms of language requirements
- the appropriateness of the challenge presented to individual students
- resource availability
- how the task will be administered
- the way in which feedback will be provided.

In planning for assessment, teachers of Tamil need to consider how results will be recorded, with a view to ensuring that there is sufficient and appropriate information collected for making an on-balance holistic judgement of the standard achieved by the student at the end of the stage. The evidence collected should enable teachers of Tamil to make consistent judgements to meet the various reporting requirements that the system, school and community may have.

Tamil particularly lends itself to the following assessment techniques:

Presentations

Assessment activities might include prepared and impromptu oral presentations, role-plays, conversations, prepared video/audio tapes, poster presentations and displays.

When this technique is used for assessment purposes students could be assessed on their ability to:

- convey information using a variety of structures and expressions
- communicate using accurate vocabulary and expressions
- make linguistic choices according to purpose, audience and context.

Responses to stimulus material

Assessment activities might include responses to taped interviews, television programs, conversations, songs, letters, advertisements, cartoons and articles.

When this technique is used for assessment purposes students could be assessed on their ability to:

- understand general or specific aspects of texts
- summarise information and ideas
- evaluate written and spoken texts to identify points of view
- convey information accurately and appropriately.

Production of original texts

Assessment activities might include writing for a specific context, purpose and audience, editing texts to remove errors, improve style, shorten, lengthen or adjust for a different purpose, audience and context. When this technique is used for assessment purposes students could be assessed on their ability to:

- plan, draft and edit when constructing their own text
- evaluate the accuracy and appropriateness of structures when constructing and editing text
- select and incorporate particular structures to achieve specific purposes
- describe features of text structure, for example textual coherence and cohesion in sequencing ideas.

Inquiry-based research assignments and projects

Assessment activities might include development of multimedia, texts and presentations about key features of the culture of Tamil-speaking communities. When this technique is used for assessment purposes students could be assessed on their ability to:

- collect and interpret information drawn from the internet, CD-ROMs and the library
- summarise information and ideas
- present material in diverse ways.

Peer assessment

The study of Tamil encourages the active involvement of students in the learning process. Opportunities exist for individual and collaborative work. Activities involving peer assessment might include evaluating the contribution of individuals to a group task and reflecting on a peer presentation.

Self-assessment

In the study of Tamil students are encouraged to acquire basic skills to become self-directed learners. Opportunities exist for students to reflect upon their progress towards the demonstration of the syllabus outcomes. This reflection provides the basis for improving their learning. Developing self-assessment skills is an ongoing process, becoming increasingly more sophisticated and self-initiated as a student progresses.

11 Glossary

cross-cultural	relating to the influence of diverse cultures on one another
culture	the social practices of a particular people or group, including shared language, beliefs, values, knowledge, customs and lifestyle
ellipsis	omission of a word
metalanguage	the language used to describe and discuss language (eg the language of grammar)
mnemonic	intending to assist memory (eg a rhyme or a formula)
multimedia	the combined use of media such as text, graphics, music, voice for communication purposes (eg in CD-ROMs, DVDs, videos, computer software)
orthography	the correctness of spelling
paralanguage	the systems of sounds and body language we use to express ourselves and to communicate with others, either in addition to or instead of words (eg using hands while talking, facial expressions, tone of voice)
regalia	objects, artefacts, concrete examples of daily life
register	the use of language in a text appropriate for its purpose, audience and context. A register suited to one kind of text may be inappropriate to another
scaffold	a framework, pattern or model to support the production of original text
sense of identity	an awareness of being an individual and a member of a group/groups, determined by characteristics, features or circumstances
symbols	letters, characters, marks, accents, etc used to represent the written language; identifiable aspects of culture such as flags, artefacts, emblems, costumes, landmarks
text	the actual wording of anything written or spoken
texts	communications of meaning produced in any medium that incorporates language, including sound, print, film, electronic and multimedia representations. Texts include written, spoken, nonverbal and visual communication of meaning. They may be extended unified works or series of related topics
youth culture	the shared beliefs, values, knowledge, creative activities, customs and life style of groups of young people within societies