Year 10 Syllabus

Year Level Description

Year 10 Tamil: Second Language builds on the skills, knowledge and understanding required to communicate in Tamil developed in Year 9 and focuses on extending students' oral and written communication skills and their understanding of Tamil language and culture. Students require continued guidance and mentoring at this stage of their language learning, but work with increasing independence to analyse, reflect on and monitor their progress and intercultural experiences. They consider future pathways and prospects, including how Tamil language may feature in these.

In Year 10, students communicate in Tamil, initiating and participating in sustained interactions with others to discuss young people's experiences and interests in contemporary culture and social issues. They contribute ideas, opinions and suggestions in individual and collaborative tasks related to exchanging resources and information, solving problems and managing diverse views. Students analyse, synthesise and evaluate ideas and information from a range of perspectives in texts and identify how context and culture affect how information is presented. They convey information and share comments, experiences and perspectives on texts, using language and various modes of presentation to achieve different purposes. Students analyse how aesthetic, humorous or emotional effects are created in ways that reflect cultural influence in imaginative texts, and create and present a range of imaginative texts on themes of personal or social relevance.

Students show understanding of the systems of the Tamil language, explaining differences in intonation, rhythm and sounds when listening to speakers of different ages, genders and social positions, and show understanding of the structure of complex sentences. They generate language for purposeful interaction in spoken and written texts by

extending understanding and use of context-related vocabulary and knowledge of grammatical elements, such as using adverbs and adverbial phrases of manner, place and time to modify the meaning of verbs and adjectives, expressing opinions and influencing others by encouraging and advising. Students further develop a metalanguage to discuss and explain grammatical forms and functions.

Students understand that Tamil language and culture are interrelated and that they shape and are shaped by each other in a given moment and over time.

In Year 10, students are expanding the range and nature of their learning experiences and the contexts in which they communicate with others and are challenged with more independent learning experiences. While they are becoming increasingly autonomous when using Tamil in familiar contexts, they require continued scaffolding, modelling and monitoring when using the language in less familiar contexts.

Communicating

SOCIALISING

Initiate and participate in sustained interactions with others orally and in writing to discuss young people's experiences and interest in contemporary culture and social issues; for example, 〇〇〇〇〇〇〇〇〇〇 〇〇〇〇〇〇〇〇〇〇〇〇〇〇〇〇〇〇 〇〇〇〇〇 〇〇〇〇〇〇〇〇〇〇〇 〇〇〇〇〇〇〇〇〇〇〇〇

Express feelings and justify

Understanding

SYSTEMS OF LANGUAGE

Recognise and use correct sound pronunciation, intonation and rhythm in spoken text in a poem, song or story; for example, 〇〇〇〇〇〇〇〇〇〇 〇〇〇〇〇〇〇〇 〇〇〇〇.

📄 Literacy

🅒 Critical and creative thinking

opinions; for example, 000000000/
00000 00000 000000000?;
000000000/00000 000000000
0000000 000000000?; 00000,
00000000000000.; 0000000
0000000000000 000 0000
0000000? 000000 0000000000
000000000000000?/0000000
0000000000000000000?

☰ Literacy

⠔ Information and Communication
Technology (ICT) capability

◔ Critical and creative thinking

⚐ Personal and social capability

⚖ Ethical understanding

♻ Intercultural understanding

Contribute ideas, opinions and
suggestions in individual and
collaborative tasks, exchanging
resources and information, solving
problems and managing diverse
views; for example,organising real
or simulated forums, social media
or daily news segments, protests or
rallies to raise awareness of
contemporary culture and social
issues

☰ Literacy

Compare how spoken Tamil is
different in various parts of India,
Sri Lanka and other Tamil-speaking
countries, and that each dialect is
influenced by the local language of
the region

Recognise, understand and use
Grantha letters, which are used for
writing Sanskrit words; for
example, 00 as in 00000000000 as in
0000000

☰ Literacy

◔ Critical and creative thinking

Generate language for a range of
purposes in spoken and written
texts by extending understanding
and use of context-related
vocabulary and elements of the
Tamil grammatical system,
including:

- describing direct object
  pronouns; for example, 0000
  000000000000000000000

- recognising indirect object
  pronouns; for example, 000000
  00000 00000000 000000000000
  0000000000

- Information and Communication Technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding

INFORMING

Analyse, synthesise and evaluate ideas and information from a range of perspectives on texts related to aspects of their personal, natural and social worlds, such asregional news headlines, local community announcements and advertisements, and identify how context and culture affect how information is presented

- Literacy
- Numeracy
- Information and Communication Technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Intercultural understanding

Convey information, comments, perspectives and experiences on

- using adverbs and adverbial phrases of manner, place and time to modify the meaning of verbs and adjectives, such as describing events across different times, choosing appropriate tenses; for example, □□□□□□□□□□□□□□□ □□□□ □□□□□□.; □□□□□□ □□□□□□□□□□□ □□□□□□□□□□ □□□□□□□□□□□□□.; □□□□ □□□□ □□□□□□□□□□□□□□□□□ □□□□□□□□□□ □□□□□□□□□□

- introducing additional information when describing actions, people and objects by using a range of prepositions, including articulated prepositions; for example, □□□□□□□□□□□, □□□□□□□

- using connectors to form paragraphs; for example, □□□□□□□□□□□□□□□□□□□, □□□□, □□□□□□□□□□□□□□□□, □□□□

texts related to aspects of their personal, natural and social worlds, using language and different modes of presentation to suit different audiences or to achieve different purposes

▤ Literacy

⁙ Information and Communication Technology (ICT) capability

◉ Critical and creative thinking

👥 Personal and social capability

🔗 Intercultural understanding

CREATING

Analyse how aesthetic, humorous or emotional effects are created in ways that reflect cultural influence in imaginative texts, such as poems, short stories, cartoons, films, songs, dance, street art and performance; for example, □□□□□□□□□□□□□□□□

▤ Literacy

⁙ Information and Communication Technology (ICT) capability

◉ Critical and creative thinking

👥 Personal and social capability

🔗 Intercultural understanding

- expressing opinions; for example, □□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□, □□□□□□□□□□□□, □□□□□□□□□□

- using encouraging words, such as □□□□□□ □□□□, advising words, such as, □□□□□□ □□□□□□□□□□□□□□□□□□□□□□□□, and evaluating words, such as, □□□□□□□□□□□□□□, □□□□□□ □□□□□□□□□, □□□ □□□□□□□□□□□□□□, □□□ □□□□□ □□□□□□□□

- using the modal verbs □□□□ □□□□□□□□□□□□□□, □□□□□□ □□□□□□□□□□□□□□□ □□□□□□; for example, □□□□□□□ □□□□□□□□□□□□□□□ □□□□□□□□□□□2; □□□□ □□□□□□□□□□□□□□□□□□□□□□ □□□□□□□ □□□□ □□□□□□□□□□□□□

- using similes in sentences; for

Create and present a range of imaginative texts on themes of personal or social relevance to express ideas or reflect cultural values, social issues or experience

📑 Literacy

⋮⊀ Information and Communication Technology (ICT) capability

◉ Critical and creative thinking

👥 Personal and social capability

🔗 Intercultural understanding

TRANSLATING

Consider the nature of translating and interpreting, explaining how cultural perspectives and concepts have been represented when transferring meaning from one language to another; for example, how popular Tamil expressions and idioms, such as தலைக்கு மேல வெள்ளம்; வந்தாலும் கடைக்கண்ணால பார், can create confusion when translated literally

📑 Literacy

⋮⊀ Information and Communication Technology (ICT) capability

example, காலைக்கடன்களை முடித்தல்; தலைகால் தெரியாத மயக்கம்

- using metaphors; for example, தாமரை போன்ற முகம்; முல்லை போன்ற பற்கள்

- using phrases and idioms to express complex ideas in simple ways; for example, கூரைமேல பூனை நடந்த மாதிரி நடந்துட்டா போச்சு

- understanding the function of proverbs and quotations; for example, மனம் போன போக்கெல்லாம் போகக் கூடாது; செய்வன திருந்தச் செய்; மனம் போல வாழ்வு; கெடுவான் கேடு நினைப்பான்.

- indicating register using colloquial and formal language; for example, வாங்க, சாப்டீங்களா?, போயிட்டு?, வந்துட்டீங்களா சார்

- understanding the structure of complex sentences; for example, பூந்தோட்டத்தில் பூக்களைப் பறிக்கும் பெண்களைக் கண்டான்- மன்னவன் மயங்கினான்

- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding

REFLECTING

Reflect on the experience of learning and using Tamil, considering how intercultural communication involves taking responsibility for contributing to mutual understanding by modifying language and behaviours in relation to cultural perspectives

- Literacy
- Information and Communication Technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding

Explore and express own cultural identity and ability to act as a cultural mediator between Tamil speakers and other Australians

- Literacy
- Information and Communication

- Literacy
- Critical and creative thinking

Further develop a metalanguage to discuss and explain grammatical forms and functions

- Literacy
- Critical and creative thinking

Analyse how different types of text incorporate cultural and contextual elements

- Literacy
- Information and Communication Technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Intercultural understanding

LANGUAGE VARIATION AND CHANGE

Analyse and explain how and why language is used differently in a range of texts, considering features such as dialects and register

- Literacy
- Information and Communication Technology (ICT) capability

Technology (ICT) capability

Critical and creative thinking

Personal and social capability

Ethical understanding

Intercultural understanding

Critical and creative thinking

Personal and social capability

Intercultural understanding

Explain how Tamil language and culture have evolved and how they continue to change over time, and understand that language use has the power to influence social and cultural relationships and practices

Literacy

Information and Communication Technology (ICT) capability

Critical and creative thinking

Personal and social capability

Ethical understanding

Intercultural understanding

ROLE OF LANGUAGE AND CULTURE

Understand that Tamil language and culture are interrelated and that they shape and are shaped by each other in a given moment and over time

Literacy

Critical and creative thinking

Personal and social capability

Achievement standard

At standard, students use familiar language when initiating, in part, and participating in sustained spoken and written interactions to provide information on young people's experiences and interest in contemporary culture and social issues. Students analyse, synthesise and evaluate some ideas and information in texts, and identify how context and culture affect the way in which information is presented. Students explain how different effects are used in imaginative texts to reflect cultural influence and they create and present simple imaginative texts that express ideas, reflect cultural values, social issues or experience. When translating and interpreting from one language to another they describe how cultural perspectives and concepts have been represented. Students describe the experience of learning and using Tamil, considering how intercultural communication involves modifying language and behaviours. They also explore and express their own cultural identity and ability to act as a cultural mediator between Tamil speakers and non Tamil speaking Australians.

Students apply, with a satisfactory level of accuracy, the Tamil sound and writing systems when using familiar vocabulary related to discussing young people's experiences and interest in contemporary culture and social issues, and extending their use of elements of grammar in spoken and written texts. Students use some metalanguage to discuss and explain some grammatical forms and functions. They discuss how different types of text include cultural and contextual elements and explain how and why language is used differently in a range of texts. They describe how Tamil language and culture have evolved, are interrelated and how they shape, and are shaped, by each other.

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