

Year 9 Syllabus

Year Level Description

Year 9 Tamil: Second Language builds on the skills, knowledge and understanding required to communicate in Tamil language developed in Year 8 and focuses on extending students' oral and written communication skills and their understanding of Tamil language and culture.

In Year 9, students communicate in Tamil, initiating and participating in sustained interactions with others to exchange ideas and compare and justify personal opinions about aspects of childhood, teenage life and relationships. They engage in individual and collaborative tasks that involve planning and managing activities, events or experiences and exchanging resources and information. Students analyse ideas and information from a range of texts, identifying context, purpose and intended audience. They convey information and ideas and offer their own views on texts related to aspects of their personal and social worlds, using appropriate formats and styles of presentation. Students discuss how imaginative texts reflect Tamil cultural values or experiences. They create and present imaginative texts that involve moods and effects designed to engage different audiences.

Students show understanding of the systems of the Tamil language when encountered in simple spoken and written texts. They build on their mastery of Tamil scripts and understand sound variation in the pronunciation of borrowed words. Students generate language for purposeful interaction in spoken and written texts, extending understanding and use of context-related vocabulary and knowledge of grammatical elements, such as noticing how grammatical choices can shade meaning, determine perspectives and establish relationships when encountered in expressions and scaffolded language contexts. They further develop a metalanguage to discuss and explain grammatical forms and functions.

In learning the Tamil language, students explore how language both reflects

purpose and intended audience

📖 Literacy

🔢 Numeracy

📡 Information and Communication

Technology (ICT) capability

🧠 Critical and creative thinking

👥 Personal and social capability

🌐 Intercultural understanding

Convey information and ideas, and offer their own views, on texts related to aspects of their personal 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

Discuss how imaginative texts, such as *Robinson Crusoe* and *Frankenstein* reflect

pronouns and verbs in modelled sentences; for example, *he*, *she*, *it*, *they*, *was*, *is*, *are*, *can*, *will*, *should*, *must*, *may*, *might*

- using indicators of groups or collective nouns; for example, *the team*, *the group*
- using terms of address; for example, *Mr. Smith*, *Ms. Jones*, *Mr. and Mrs. Brown*
- using classifiers; for example, *the*, *a*, *an*, *some*
- describing people, things and time using acronyms and abbreviations; for example, *T. Nagar*, *B.C.*, *AD*
- using comparative and superlative forms of adverbs and adjectives; for example, *more*, *less*, *more than*, *less than*, *more than ever*, *less than ever*
- expressing imagination by using imagery; for example, *the*

Tamil cultural values or experiences through using structure, language and mood to build action, develop character and position the reader/audience

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

Create and present imaginative texts that involve moods and effects and are designed to engage different audiences

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

TRANSLATING

Translate and interpret a range of texts and discuss how to convey concepts that do not translate

பெரிய அளவுக்குள் பின்புலம்.

- maintaining interactions using rhetorical devices – for example, *பெரிய அளவுக்குள்?*, *பெரிய அளவுக்குள்* – and verbal fillers, such as *பெரிய அளவுக்குள்* *பெரிய அளவுக்குள்*, *பெரிய அளவுக்குள்*, *பெரிய அளவுக்குள்*,
- using modal verbs, such as *பெரிய அளவுக்குள்* *பெரிய அளவுக்குள்*, *பெரிய அளவுக்குள்*, *பெரிய அளவுக்குள்*; *பெரிய அளவுக்குள்* *பெரிய அளவுக்குள்* *பெரிய அளவுக்குள்*
- using synonyms; (*பெரிய அளவுக்குள்* *பெரிய அளவுக்குள்* *பெரிய அளவுக்குள்*) for example, *பெரிய அளவுக்குள்* *பெரிய அளவுக்குள்* *பெரிய அளவுக்குள்* *பெரிய அளவுக்குள்*, *பெரிய அளவுக்குள்* *பெரிய அளவுக்குள்*
- recognising and using homonyms (*பெரிய அளவுக்குள்* *பெரிய அளவுக்குள்* *பெரிய அளவுக்குள்*) for example, *பெரிய அளவுக்குள்* *பெரிய அளவுக்குள்* *பெரிய அளவுக்குள்* *பெரிய அளவுக்குள்*
- referring to the past, present and future, and relating events in time using adverbs; for example, *பெரிய அளவுக்குள்*, *பெரிய அளவுக்குள்*, *பெரிய அளவுக்குள்*

Investigate and share family and cultural traditions and experiences, considering how these have shaped and continue to shape personal and cultural identity

📖 Literacy

🗣️ Information and Communication

Technology (ICT) capability

🧠 Critical and creative thinking

👥 Personal and social capability

⚖️ Ethical understanding

🌐 Intercultural understanding

for example, 你爸爸妈妈, 你爸爸妈妈, 爸爸, 妈妈

- using joining words with change 你爸爸妈妈; for example

- disappear (你爸爸妈妈)

- 你爸爸妈妈

你爸爸+你妈妈=你爸爸妈妈

- 你爸爸妈妈

你爸爸妈妈=你爸爸妈妈 and

- convert (你爸爸妈妈)

- 你爸爸妈妈

你爸爸妈妈爸爸妈妈

- recognising and using

你爸爸妈妈for example,

- 你爸爸妈妈 – online

- 你爸爸妈妈 website

- 你爸爸妈妈 – YouTube

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


📖 Literacy


🧠 Critical and creative thinking

Examine the interrelationship

between different text types,
language choices, audience,
context and purpose

 Literacy

 Information and Communication
Technology (ICT) capability

 Critical and creative thinking


 Personal and social capability

 Intercultural understanding


LANGUAGE VARIATION AND CHANGE

Analyse how and why language is
used differently in different
contexts and relationships

 Literacy

 Information and Communication
Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Explore changes to both Tamil and
Australian English and identify
reasons for these changes; for
example, media and new
technologies, popular culture and
intercultural exchange

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

ROLE OF LANGUAGE AND CULTURE

Explore how language both reflects and shapes cultural distinctions, with reference to community, social class, gender and generation

 Literacy

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

Achievement standard

At standard, students use familiar language when initiating, in part, and participating in sustained spoken and written interactions to exchange information on aspects of childhood, teenage life and relationships, and in tasks, activities and transactions. They analyse ideas and most information and, in part, identify context, purpose and intended audience from texts related to aspects of their personal and social worlds, and use some

appropriate formats and styles of presentation to convey information and ideas, and offer their views. Students provide examples of how Tamil imaginative texts reflect cultural values or experiences, and create and present simple imaginative texts with moods and effects, in order to engage different audiences. Students translate and interpret texts, with some accuracy, and discuss how to convey concepts that do not translate easily across different linguistic and cultural contexts. They monitor their language choices when using Tamil and consider, at times, their own and others' responses and reactions in intercultural communication.

Students apply, with a satisfactory level of accuracy, the Tamil sound and writing systems when using familiar vocabulary related to aspects of childhood, teenage life and relationships, and using elements of grammar in spoken and written texts. Students use familiar metalanguage to discuss and to explain some grammatical forms and functions. They describe the interrelationship between different text types, language choices, audience, context and purpose. Students describe how and why language is used differently in different contexts and with different speakers, and how language reflects and shapes cultural distinctions, such as community, social class, gender and generation.

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In learning the Tamil language, students explore how language both reflects and shapes cultural distinctions, with reference to community, social class, gender and generational norms.

In Year 9, learning is characterised by consolidation and progression. Students work with increasing independence to analyse, reflect on and monitor their language learning and intercultural experiences; however, they still require guidance through modelling, scaffolding and monitoring.