2022 VCE Turkish oral external assessment report

General comments

Students were assessed on their knowledge and skills in using spoken language. The examination had two sections: a conversation of approximately seven minutes, during which students conversed with the assessors about their personal world, and a discussion of approximately eight minutes.

In both sections, students were assessed in these areas:

* communication (the capacity to maintain and advance the exchange appropriately and effectively)
* content (relevance, breadth and depth of information, opinions and ideas in the conversation and their capacity to present information, ideas and opinions on their chosen subtopic in the discussion)
* language (the accuracy of their vocabulary and grammar, the range and appropriateness of their vocabulary and grammar, and the clarity of their expression).

Students who engaged in higher-scoring conversations and discussions:

* demonstrated an excellent level of understanding by responding readily and confidently, used highly effective repair strategies, and carried the conversation forward with spontaneity
* presented an excellent range of information, opinions and ideas clearly and logically with highly relevant responses, were able to clarify, elaborate on and defend opinions and ideas very effectively, and demonstrated excellent preparation for the conversation and of their subtopic
* used sophisticated vocabulary and structures accurately and appropriately, and were usually able to self-correct
* used an excellent range of vocabulary, structures and expressions, and consistently used highly appropriate style and register
* had excellent pronunciation, intonation, stress and tempo.

In the 2022 VCE Turkish examination, students in general were able to extend and build on the conversation with the assessors and had prepared very well to discuss their detailed study topics. Most students demonstrated a good level of understanding and an ability to communicate effectively with the assessors. Students who were not as well prepared on their chosen topic were not able to maintain and advance the exchange.

Section 1 – Conversation

Assessors engaged with each student in a general conversation about the student’s personal world, for example, school and home life, family and friends, interests and aspirations.

Students this year were able to converse in Turkish with confidence. They felt at ease conversing about their personal world, particularly their family and school life using more accurate and appropriate language.

Communication

Students’ capacity to interact with the assessors was of a very good standard and almost all students were able to move the conversation forward appropriately and accurately in Turkish. Students were able to greet assessors appropriately, maintain effective eye contact and use the correct terms when communicating with the assessors. They were able to maintain the conversation and advance it with confidence, adopting good repair strategies.

Areas for improvements include:

* becoming familiar and comfortable with words that are often used in different subtopics of the conversation
* practising repair strategies
* using lead-in statements that respond directly to the assessors.

Content

Students were able to converse and elaborate on familiar topics such as family life but occasionally had difficulties with the names of professions, such as psychiatrist, psychologist, architect, engineer and builder.

They were all able to carry the conversation forward and elaborate relevantly, providing a range of information and opinions about their hobbies and future plans.

Areas for improvement include:

* preparing for more elaboration of any points they were discussing with the assessors
* practising conversing about a wide range of possible subtopics that reaches beyond the above suggested examples
* demonstrating ability to defend opinions and clarify ideas on their career plans.

Language

Students were able to talk about their family members, shared workload at home, hobbies and favourite pastime with friends using appropriate vocabulary and sentence structures such as ‘kardeşimle çok iyi anlaşırız çünkü (I get along very well with my brother because …’, ‘ayrıca arkadaşlarımla sinemada film izler, futbol oynarız (I also watch movies and play football with my friends at the cinema ...’.

Students were able to clarify in their responses about their future plans, using words with appropriate pronunciation such as kurs (course), mühendislik (engineering), mimarlık (architecture), oto tamirciliği (auto repair), inşaat sektörü (construction industry). However, some students did not speak with clarity as their grammatical structures, intonation and accent were not always accurate.

Students paid attention to the pronunciation of challenging words such as the words for law, specialist math, and business, as well as the initial sound in the word üniversite (university).

Areas for improvements include:

* expanding vocabulary
* being careful not to generalise the use of the noun endings *cu/çu, cı/çı* when naming professions
* verb endings.

Students should note the following language issues.

|  |  |
| --- | --- |
| Incorrect use | Correct use |
| *evci* | *emlakçı* (real estate agent) |
| *mekanik* | *araba tamircisi* (mechanic) |
| *yardım ediyom* | *yardım ediyorum* (I help) |
| *shoplar* | *mağazalar* (shops) |

Section 2 – Discussion

Each student gave a one-minute introduction of their subtopic to their assessor, who then engaged the student in a discussion exploring their subtopic. Students also provided assessors with any objects, such as photographs, maps or diagrams, brought to support the discussion. The discussion was an opportunity to explore aspects of the language and culture of communities in which Turkish is spoken.

In 2022 students prepared well for their detailed study and were able to elaborate and confidently clarify relevant information, make comparisons and defend opinions and ideas.

Communication

Overall, most students were able to communicate effectively with the assessors on their subtopic. They carried the discussion forward and elaborated on their responses with relevant information and opinions. Some students were not as prepared for the discussion and were not able to provide a range of information or to justify ideas. Some students responded with ‘I did not research this’ but were able to elaborate on other areas of their chosen subtopic.

Areas for improvements include:

* expanding vocabulary
* justifying opinions
* providing alternatives
* being careful when using adverbials, e.g. *yapmak* (to do), *olmak* (to be) and *etmek* (to be), as in *yardımcı olmak*, *yardım etmek* and *yardım yapmak* (to help).

Content

Students thoroughly researched key themes and a range of information for the sub-topics they studied in class. For example, students who studied ‘City Life’ or ‘Tourism’ were able to discuss and suggest solutions and recommendations to the problems in the cities or tourist destinations.

Students used relevant statistics they had researched and presented them effectively to elaborate on their discussions, such as the demographics related to the cities they had studied.

Students were not only able to discuss the relevant information and provide their opinions on their chosen subtopic, but they were also able to pronounce challenging vocabulary accurately and use Turkish idioms and proverbs to enhance meaning during the discussion. These included expressions such as damlaya damlaya göl olur (a drop becomes a lake) and ağaç yaşken eğilir (the tree only bends when it is young).

Areas for improvement include:

* expanding subtopic-specific vocabulary for expressing opinions
* being careful when covering the subtopic and preparing well to elaborate on your ideas on the topic in general, and providing a range of ideas, not just one-sided or similar-sounding ideas.

Language

The students’ use of appropriate and relevant vocabulary was also indicative of the research they had done. They were able to convey meaning concisely and clearly without using long sentences where ideas may often become repetitive. Some students used fillers such as ‘like’ or ‘yeah’, particularly in situations where they were unable to clarify or elaborate on ideas.

Students were able self-correct when needed and most of them used the appropriate pronunciation and intonation in Turkish.

Areas for improvements include:

* accurate opinion sentences, e.g. *bence/ / bana göre* (I think / according to me) and …*olması gerekir / daha iyi olur* (it should be / it would be better)
* use of dates
* range and appropriateness of vocabulary and grammar; avoid using Anglicisms and fillers in English, for example ‘yeah’ and ‘yep’.

Students should note the following language issues:

|  |  |
| --- | --- |
| Incorrect use | Correct use |
| *yirmi dokuz**on dokuz yirmi üç* | *yirmi dokuz Ekim* (29th of October)*bin dokuz yüz yirmi üç* (1923) |
| city / capital city | *şehir / başşehri* |
| *esas / gelenek yemeki* | *başlıca / geleneksel yemekleri* (main/traditional dishes) |
| *evci* / *hotelci* | *emlakçı / hotel işletmecisi, çalışanı* (real estate agent / hotel operator, employee) |

More information

Refer to the [VCE Turkish study design](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/turkish/Pages/Index.aspx) and [examination criteria and specifications](https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Turkish.aspx) for full details on this study and how it is assessed.