2023 VCE Turkish oral external assessment report

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

Section 1: Conversation

What students did well

In 2023, students:

* engaged in a general conversation about their personal world; for example, school and home life, family and friends, interests and aspirations. Students talked about their family in relation to their time together and their relationships. In terms of their school life, they were able to talk about their subjects and reasons for taking them
* provided a range of relevant information, ideas and opinions with an appropriate depth. Higher scoring students were able to include links and justification between their subjects and their aspirations
* clarified, elaborated on and defended ideas and opinions
* demonstrated an excellent level of understanding by responding readily and communicating confidently, and carrying the conversation forward with spontaneity. Students were able to respond readily to questions about their school life and hobbies. Many students were able to talk confidently about their hobbies and how they spent their leisure time, giving concrete examples
* responded confidently and were able to advance the conversation, including the use of appropriate repair strategies as needed
* used appropriate vocabulary including the names of their subjects and their future careers as well as leisure activities, such as Psikoloji, Matematik Metodları, Sağlık ve İnsan Gelişimi (Psychology, Methods, Health and Human Development)
* used appropriate grammar and sentence structures
* used appropriate expression, including pronunciation, intonation, stress and tempo. Examples of appropriate expressions included Biz ailece pikniğe gider ve akraba ziyaretleri yaparız (We go on family picnics and visit relatives).

Areas for improvement

Students should:

* ensure adequate preparation for the conversation with relevance, depth and a range of information, ideas and opinions
* practise answering a range of questions to be able to advance the conversation. Many students were unable to advance the conversation, responding to questions with what appeared to be pre-prepared and memorised statements. Some students were not prepared for any of the main topic areas, such as hobbies or future aspirations
* build confidence through practising interactions in the language assessed
* practise using more complex sentence structures and syntax
* practise using repair strategies to advance the conversation when needed. Some students did not use repair strategies and waited for the assessors to answer for them. Students must have a go at repairing even if they feel that is still not accurate. Generally, successful students used ‘pardon’ if they thought they had made a mistake or had used English fillers such as ‘like’ too often
* revise grammar. Examples of grammatical errors included the use of past tense endings such as ‘-mış and -tım’ ‘okumuşturum’ and ‘yapmıştırım’ instead of ‘okumuştum’ ‘yapmıştım’ when talking about former hobbies or leisure activities. Other examples included the influence of translations from English, such as ‘Çok para kullanıyoruz’ (We are using a lot of money) instead of ‘Çok para harcıyoruz’ (We are spending a lot of money) and ‘Para yapıyoruz’ instead of ‘Para kazanıyoruz’. Some students used an inaccurate verb, literally translating from English ‘playing sports’ to ‘Spor oynuyorum’ instead of ‘Spor yapıyorum’, and some students used the verb ‘yapıyorum’ inaccurately, as in ‘Yüzme yapıyorum’ instead of just ‘Yüzüyorum’
* build vocabulary specific to the student’s personal world and their interactions with the language and culture as learners
* practise pronunciation, intonation and stress and tempo. Students will benefit from practising words that have sounds likely to be influenced by English sounds, such as subject names ‘İngilizjce [İngilizce] ve Psikoloci [Psikoloji]’.

Section 2: Discussion

What students did well

In 2023, students:

* clearly introduced the focus of their subtopic for their detailed study in less than one minute, alerting assessors to any objects brought to support the discussion of the subtopic. Most students were able to introduce their subtopic and explain their focus appropriately and accurately, especially if their subtopics were related to the topic of tourism
* demonstrated in-depth knowledge of their subtopic
* used the image to support the discussion on the subtopic. Most students were able to use these to discuss their subtopics coherently and effectively
* engaged in a discussion using relevant information, ideas and opinions
* clarified, elaborated on and defended opinions and ideas
* communicated effectively with assessors throughout the discussion. Students in general were able to communicate effectively if they were able to respond to the questions related to their subtopics and advance the discussion readily without a lot of support. Some of the most successful subtopics included ‘Nasreddin Hoca’, ‘Konya’ and ‘Kapadokya’ and ‘Afyon’ or ‘Maraş Düğünü’
* used appropriate vocabulary
* used appropriate grammar and sentence structures. Students who used appropriate grammar and sentence structures included the use of the passive voice in Turkish, such as ‘Patlıcan kebabı yerel yemekler arasında en fazla sevilendir’(the eggplant kebab is amongst the most loved ones)
* used appropriate expression, including pronunciation, intonation, stress and tempo.

Areas for improvement

Students should:

* choose an appropriate subtopic to suit their ability and interests
* prepare with an appropriate number of quality sources, for example a combination of aural and visual as well as written texts, to explore the subtopic in sufficient depth. Students need to include a range of resources to extend their knowledge and ability to discuss their subtopics
* make reference to the sources or texts studied for the detailed study
* avoid listing facts without expressing a point of view or presenting general knowledge as research
* convey information learnt from sources but also express an opinion with an original perspective on the subtopic. Students need to practise expressing opinions in class, and not just spend time studying factual information, so that they are able to respond to such questions relevant to their subtopics in the exam. For example, when asked ‘how’, ‘if’ and ‘why’ questions as well as ‘what would you do’ questions in relation to their subtopics, they should avoid reverting to less relevant facts-based responses. These types of questions may come up: ‘Belediye Başkanı olsaydın buna nasıl bir çare bulurdun?’ (If you were the mayor, how would you solve this problem?)
* use the image to support the discussion on the subtopic. Students who did not perform well on this task did not link the image to the subtopic effectively. In addition, many students did not have an image to support their discussions and were not able to advance the discussion
* avoid relying on pre-learned responses that do not address an assessor’s question
* practise using repair strategies
* revise grammar. Grammatical errors included the titles of the professions such as ‘Mimarcılar yapmış’ instead of ‘Mimarlar yapmış’ (Architects made it). Many students generalised the use of plural endings, though the plural is indicated by an adverb at the front of the noun ‘-ler, -lar’ in Turkish. For example, ‘çok turistler’ ‘iki şehirler’ etc. Students should avoid applying English grammar rules to Turkish
* build vocabulary specific to the subtopic selected for the detailed study
* practise pronunciation, intonation and stress and tempo. Many students did not pronounce Turkish words correctly if those words were similar to their English equivalent – for example, ‘juniversity’ instead of ‘üniversite and ‘advantaj’ instead of ‘avantaj’. Students need to practise the correct pronunciation of such words.