2024 VCE Turkish oral external assessment report

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.

Section 1: Conversation

What students did well

In the 2024 examination, 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 families in relation to their time spent together and their relationships. They were able to talk about their school subjects and reasons for taking these
* provided a range of relevant information, ideas and opinions with an appropriate depth. Conversations that scored well were able to include links between and justifications for the students’ subjects and aspirations
* clarified, elaborated on and defended ideas and opinions. When students were asked about their aspirations following school, high-scoring responses were able to elaborate and provide ideas and opinions about future career plans. These students were also able to expand on and explain family relationships, making links to their hobbies as well
* demonstrated an excellent level of understanding by responding readily and communicating confidently, and carrying the conversation forward with spontaneity. Most students were able to respond readily to questions about their school life and hobbies. Many were able to talk with confidence about their hobbies and how they spent their leisure time, using concrete examples
* responded confidently and were able to advance the conversation, including the use of appropriate repair strategies as needed. In responses that scored well, students did not hesitate but purposefully used pauses when talking about family and hobbies. Students were able to repair independently without being prompted by the assessors
* used appropriate vocabulary and demonstrated high oral fluency, with excellent pronunciation as well as intonation. Students were able to talk about their interests and hobbies and provide their opinions using appropriate vocabulary and sentence structures. For example, *bence/bana göre* (in my opinion/to my knowledge)
* used appropriate expression, including pronunciation, intonation, stress and tempo. Examples of appropriate expressions included, *Ben boş zamanlarımda arkadaşlarımla sinemaya giderim* (In my spare time, I go to the movies with my friends).

Areas for improvement

In preparation for the examination, students could:

* practise answering a range of questions to be able to advance the conversation. Lower-scoring responses included many hesitations and errors, or answered the questions with pre-prepared and memorised statements, or were not appropriately prepared for the main topic areas such as hobbies and future aspirations
* build confidence through practising interactions in the language assessed
* practise using repair strategies to advance the conversation when needed
* practise grammar. Most of the grammatical errors and sentences were of a similar nature. Students would benefit from practising:
* verb and nominal case endings
* terms of address for the assessors using the singular second-person pronoun instead of the plural, such as *nasılsın?* (how are you?) instead of *nasılsınız?*
* *sabahken*(during morning)instead of *sabahleyin* (in the morning)
* build vocabulary specific to the student’s personal world and their interactions with the language and culture as learners
* avoid vocabulary influenced by English; for example, rather than *bana geri dönüş yapıncalar* (when they get it back) use *bana tekrar bildirdiklei zaman*
* understand and practise using different types of formal and informal honorific forms suited to a range of contexts:
* Bey/Hanım
* Amca/Teyze
* Efendi
* Ağa/Hanımağa
* Sayın
* Ağabey(Abi)/Abla
* Hoca/Öğretmen
* Bay/Bayan
* practise pronunciation, intonation, stress and tempo. Students will benefit from practising words that have sounds likely to be influenced by English sounds, such as subject names: İngiliz**jc**e [İngilizce] (English) and Psikolo**ci** [Psikoloji] (Psychology).

Section 2: Discussion

What students did well

In the 2024 examination, students:

* clearly introduced the focus of the subtopic chosen for their detailed study in less than one minute, alerting assessors to any objects brought to support the discussion of the subtopic
* demonstrated in-depth knowledge of their subtopic. In high-scoring discussions, students were able to discuss the topic and their chosen subtopic and provide detailed information and ideas. The subtopic of social media and its impacts was discussed very well overall. Students were able to provide relevant, up-to-date examples from the media as well as explain the effects of social media, as they see much evidence of this in their daily lives. Students who chose the city of Bursa as their subtopic were able to talk about the ways in which Bursa can be promoted, and provide examples of other features of Bursa, such as winter tourism
* clarified, elaborated on and defended opinions and ideas. Students were able to not only put forward suggestions to scenario situations related to their subtopic, and the wider topic, but also defend their ideas and opinions using relevant information. For example, students who talked about the effects of social media were able to express their opinions and ideas supported by relevant evidence
* communicated effectively with assessors throughout the discussion
* used appropriate vocabulary. Some vocabulary related to the impact of social media and technology included:
* *kabalık* (bullying)
* *etkileri* (effects)
* *siber zorbalık* (cyber bullying)
* *yöntemler* (methods)
* *beğenilme* (to be liked)
* *takipçi sayısı* (number of followers)
* *hızla yayılmak* (widespread)
* *paylaşmak* (share)
* *içerik* (content)
* used appropriate grammar and sentence structures. Students used auxiliary verbs in Turkish by adding the verbs *etmek, kılmak and olmak,*such as, *affetmek yardım etmek, yardımcı olmak, telef olmak*
* used appropriate expression, including pronunciation, intonation, stress and tempo. High-scoring responses demonstrated students had learnt the phrases and terms relevant to their detailed study subtopic very well; they did not rely on guessing. For example, correctly pronouncing the vowel *‘ğ’* in terms such as *yağmur* (rain), *dağıtmak* (handing out), *bağlamak* (tying up), and stressing the first syllable in Cumhuriyet*,* Atatürk, Bursa, Antalyaand *sosyal medya* (social media). Students were not penalised for regional accents.

Areas for improvement

In preparation for the examination, students could:

* choose an appropriate subtopic to suit ability and interests. Discussions on subtopics such as Turkish coffee, food and/or addictions were not as successful at clearly discussing the details and expressing opinions and ideas on the subtopic. Some students selected a Turkish tourist attraction such as Dolmabahçe or a city as part of the class study of tourism. This may be perceived as an easier subtopic that lends itself to discussion; however, students need to spend a lot of time learning about the subtopic and have relevant, up-to-date information in order to respond to the assessors in the discussion
* include a range of resources to extend their knowledge and ability to discuss their subtopic in depth
* make reference to the sources or texts studied for the detailed study. Students should provide references to support their discussions in order to successfully respond to questions or comments by the assessors on their subtopic. This can be as simple as saying, ‘We read an article on …’ or ‘We viewed the documentary on …’
* avoid listing facts without expressing a point of view, or presenting general knowledge as research. Some students appeared to have memorised information and the sequence of the list of facts they had to discuss. Students could instead practise responding to open-ended questions about their opinions and views, and ‘what if’ questions
* practise using repair strategies. It is important to practise some common strategies in class to make sure students can self-correct and/or repair errors or misunderstandings and apply these in the examination. Repair strategies are part of the assessment criteria
* revise grammar. Students should revise how to apply grammatical rules. For example, understanding how a range of noun, verb and adjective endings such as ‘*-lı*’, ‘*-lik*’ and ‘*-cı*’ can be used to form new words, such as, Avustralyalı (Australian), *gençlik* (youth) and *bilgisayarcı* (computer salesperson). With knowledge of these rules, students will not have to rely on translating such words from English and risk making errors.