2024 VCE Turkish written external assessment report

General comments

In 2024, students did well in the first two sections of the examination. Areas of strength included writing full sentences and using appropriate vocabulary in their answers. No student misunderstood the questions in these two sections or used English instead of Turkish in Part B or vice versa in Part A.

In Question 9 (Part B of Section 2), however, students were not as successful when writing a persuasive formal letter. In Section 3: Writing in Turkish, most students chose Question 10, writing a personal diary entry reflecting on their decision to study abroad.

In order to prepare for the examination – in particular, for Section 2, Part B and Section 3 – students need to practise writing 150- and 250-word responses in a variety of genres and styles. This section and this one piece of writing is worth 20 marks, and students need to demonstrate that they can use authentic language and culturally appropriate terms and phrases.

Specific information

This report provides sample answers or an indication of what answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

Section 1: Listening and responding

Part A – Listening and responding in English

Text 1

Question 1a.

* seeking more help from the maths teacher at lunch (getting help at lunch) / extra times
* attending the homework club every Wednesday after school
* changing her study habits by making a weekly schedule to study at night

Most responses to this question were correct. Some responses included ‘study club’ or simply ‘study schedule’ and did not include ‘night study’, which was required.

Question 1b.

* She does not get distracted by her friends calling or texting.
* The house is quieter at that time.
* You miss out on the fun when reading subtitles. / You do not enjoy the movie when you have to read the subtitles.

Text 2

Question 2a.

* Food is not just a means of nourishment; it brings different cultures together.
* It symbolises happiness among the community.

Question 2b.

The three steps for promoting the food are:

* They harness the power of technology through advertising.
* They share their projects and dishes with people through their website / internet sites.
* They promote Hatay cuisine to the world by participating in the UNESCO Creative Cities Network for Gastronomy.

Students needed to mention the technology and the websites (simply referring to the internet was not correct). Most responses mentioned the use of technology as part of the three steps. However, only a few responses mentioned the websites, and almost all responses did not mention the full title of Unesco Cities Network.

Text 3

Question 3a.

* performing heavy tasks in factories and construction work
* has led to the emergence of new professions such as robot technicians

Question 3b.

* Doctors hold computer-based consultations.
* Teachers teach online.
* Pilots can learn through a flight simulator.

Some responses did not use the word ‘simulator’ for flights and lost marks for not checking the dictionary.

Part B

Text 4

Question 4

Çünkü (Because):

* Avustralya futbolunda iyi olduğunu farketti. (She is good at it.)
* Avustralya futbolunun hem fiziksel aktivite sunması hem de takım oyunu olması. (Australian Football provides both physical activity and teamwork.)

Some responses were not awarded full marks because they used incorrect language and vocabulary.

Text 5

Question 5a.

* Türkiye'den gelen eski bir resim şeklidir. (It is an ancient painting form that comes from Turkey.)
* Farklı yerlerde kullanılabilen bir sanat türüdür. (It is a type of art that can be used in various places.)
* Günümüzde kumaş, seramik ve duvar kâğıtlarına kadar kullanılmaktadır. (Nowadays, it is used on fabric, ceramics and wallpapers.)

Question 5b.

Ebru yapmak için (To create Ebru art):

* Önce suya kitre katılır ve bir gece bekletilir. (Kitre is added to water and left overnight.)
* Sonra renkli boyalar suya serpilir ve özel bir fırça yardımıyla su üzerinde yayılır. (Coloured paints are then sprinkled onto the water, spread using a special brush.)
* Kağıt suya yerleştirilir ve desen kağıda aktarılır. (Then, the pattern is transferred onto the paper.)
* Sonra, canlı renklerın korunması için kağıt gölge bir yerde kurutulur. (The paper is dried in a shaded area to preserve the vibrant colours.)

Text 6

Question 6a.

* Misafirler kendi çadırlarında ya da karavanlarında konaklayabilir, veya çadır kiralayabilirler. (Guests can stay in their own tents or caravans, or they can rent a tent.)
* Kamp alanı, elektrik, arıtılmış su, tuvalet, duş yerleri, giyinme kabinleri ve ortak bulaşık yıkama alanları sunmaktadır (öğrenciler belirtilen 6 olanaktan 4'ünü belirtmeli). (The campsite offers electricity, purified water, toilets, showers, dressing cabins and a communal dishwashing sink.) Responses needed to mention at least four of the six facilities.

Question 6b.

* İnsanların şehirden uzakta, kafa dinleyebilecekleri sakin yerleri tercih etmeleri (people preferring peaceful places away from the city)
* kapalı alanlarda tatil yapmak istemiyorlar (not wanting to stay in enclosed spaces)
* Otelleri çok pahalı buluyorlar / kamplar daha az parayla daha uzun bir tatil imkanı sunuyor. (They find hotels too expensive / camps offer a longer holiday stay on a lower budget.)
* Aileler çocuklarına teknolojiden uzak bir tatil vermeyi tercih ediyorlar, / açık hava (doğa) aktiviteleri (orman yürüyüşü, kamp ateşi) sunuyor (Families prefer to give their children a holiday away from technology. / offers various outdoor activities.)

Section 2: Reading and responding

In Section 2, responses were assessed on how well they demonstrated understanding of general and specific aspects of texts (for example, by comparing, contrasting, summarising and/or evaluating) and conveyed the information appropriately.

Part A

Text 7

Question 7a.

Any three of the following:

* She became the world's first female combat pilot.
* She completed a solo transatlantic flight.
* She received a gold medal.
* She was honoured with the ‘One of 20 Aviators/Pilots Who Wrote Their Name in World History’ award.

Question 7b.

* With her courage, determination and passion for aviation, she showcased the strength and potential of women to the whole world.
* By gender equality and women's rights.

Text 8

Question 8a.

* Wernicke area: ability to understand the meaning of words.
* Broca area: ability to speak words / use words in conversation.
* Nerve group area: facilitates the exchange of information between the ‘Broca’ and ‘Wernicke’.

Question 8b.

* increases nerve pathways/connections and strengthens old ones
* expands our perspective and understanding of other people around the world and their culture

Only a few responses explained how language learning increases nerve connections and pathways.

Part B

In Part B of Section 2, students were required to produce a piece of text using the information and ideas contained in the text provided, which was a diary entry.

Students were asked to:

* demonstrate an understanding of the stimulus text
* write a piece of text that is appropriate and relevant to the context, purpose and audience
* structure and sequence the information and ideas contained in their response
* manipulate language structures and vocabulary in Turkish.

Question 9

Text type: formal letter

Kind of writing: persuasive

Audience: festival committee

Suggested points students could have included (at least five of the following):

* Tarih ve kültürü yansıtan benzersiz danslar sunacaklar. (They will present unique dances that reflect history and culture.)
* Renkli kıyafetler, detaylı süslemeler ve etkileyici aksesuarlar, her dansın karakterini daha da zenginleştirecek. (Colourful costumes, detailed embellishments and impressive accessories will further enrich the character of each dance.)
* Kadın dansçılar şallar takarken, erkekler tarihsel kökenlerini gösteren kılıçlar taşıyacaklar. (Female dancers will wear scarves, while males will carry swords showing the historical roots of these dances.)
* Danslar, Türkiye'nin kültürel ve tarihsel mirasını aktaracak. (The dances will convey Turkey's cultural and historical heritage.)
* Her dansları kendi benzersiz hikayesini taşıyacak; örneğin, Zeybek dansı cesareti ve onuru temsil ederken, Horon topluluk içinde uyumu ve enerjiyi simgeler. (Every dance will showcase its own unique story; for example, while Zeybek Dance represents courage and pride, Horon Dance symbolises the harmony and energy in the community.)
* Bu danslar, Türk toplumu içinde dayanışma ve birlik duygusunun nasıl güçlendiğini gösterecek. (These dances will demonstrate the strength of the solidarity and unity within the Turkish community.)

The following are examples of high-scoring responses, which used the correct text type, purpose and audience; authentic Turkish words; and high-level complex sentences:

Sevgili Türk Festivali Organizasyon Komitesi,  
Bir ay sonra Melbourne’da bir festival düzenleneceğini duydum. Bu etkinliğin Melbourne halkı için çok eğlenceli olacağını düşündüm. Festival etkinlik listesini okudum ve bunların arasında Türk etkinliğine rastlamadım.

(Dear Turkish Festival Organizing Committee,

I heard that a festival will be held in Melbourne a month later. I thought this event would be great fun for the people of Melbourne. I read the festival event list and did not find any Turkish events among them

Size olarak Halk danslarının Türk kültüründeki öneminden bahsetmek isterim.  
Bu mektubu sizi ikna edebilme umuduyla yazıyorum. Bu festivalin amacı insanlara Türk kültürünü tanıtmak ve hatırlatmak, dolayısıyla halk oyunlarının burada sergilenmesi bu amaca ulaşılmasını sağlar.

(I would like to tell you about the importance of folk dances in Turkish culture.

I am writing this letter in the hope of convincing you. The purpose of this festival is to introduce and remind people of Turkish culture, so exhibiting folk dances here helps achieve this goal.)

Section 3: Writing in Turkish

In Section 3, students were assessed on their ability to:

* demonstrate a depth of treatment of information, ideas and/or opinions
* write a text that is appropriate to the context, purpose and audience
* structure and sequence the information and ideas contained in their response
* manipulate language structures and vocabulary in Turkish.

Students could choose from three text types: a diary entry, a speech or an article. A majority of students chose to write a personal diary entry.

Question 10

Text type: diary entry

Kind of writing: personal/reflective

Audience: self

Suggested structure:

* date, place, time
* structure, sequence of thoughts
* register and layout
* first person
* emphasis placed on ideas, opinions, feelings (e.g. through emotive language), use of adjectives and exclamations, subjective writing style appropriate for personal reflection
* less formal style – speaking to self
* informal conclusion and sign-off

Suggested points to write about:

* What brought them to the decision to study abroad, for example, they went to an expo or a friend from school is planning to do the same.
* How they will deal with a parent who does not agree and how they will manage this, or their concerns about the parent’s reaction. Include some self-talk around this issue.
* Students may discuss the advantages of studying abroad and benefits of the experience, for example, that it allows them to:
* develop a global perspective – ‘By studying abroad, I can gain a broader and more global perspective on my chosen field’
* experience a different culture and education system, which can open up new ways of thinking and problem-solving
* gain independence and responsibility – ‘Being away from home will help me learn how to manage my own life, from budgeting to navigating a new city’
* gain language skills – ‘Living in a foreign country will undoubtedly improve my language skills’ / ‘Immersing myself in an environment where I need to use another language daily will accelerate my language learning’
* access networking opportunities – ‘Studying abroad will allow me to build an international network of friends and professionals. This network could be beneficial for my future career, providing opportunities and connections on a global scale’
* experience personal growth – ‘I believe this experience will contribute significantly to my personal growth. It's an opportunity to step out of my comfort zone, face new challenges and become a more confident and adaptable person’.

Question 11

Text type: speech

Kind of writing: evaluative

Audience: migrant teenagers

Suggested structure:

* introduction – greet the audience as appropriate to presenting a speech
* body – present information in a clear and logical manner
* conclusion – end the speech appropriately, for example, by thanking the audience for listening / their attention.

Suggested responses might include:

* title/topic, structure, content, register, style and layout
* ‘can you?’ rhetorical questions (for example, ‘Can you tell me what you would do in five years’ time as a migrant to help other migrants feel more supported?’)
* present two or more aspects of the issue from both sides, discussing these rationally and using evidence from your own experiences – both the opportunities and the challenges need to be mentioned
* the opportunities discussed may include
* experiencing a cultural fusion
* accessing educational opportunities
* living within a welcoming community
* the challenges discussed may include
* adapting to a new culture
* learning a new language
* adjusting to a different school system
* making new friends
* adjusting to different routines
* any other relevant information about this type of experience.

Many students chose Question 11 as the subject involved a real-life component that allowed them to feel a connection to their own neighbourhood and writing. Students who chose this topic did well and had to pay extra attention to the speech style and examples to show that. Most were able to use relevant examples from the community and refer to issues relevant to young migrants.

Question 12

Text type: article

Kind of writing: informative

Audience: school magazine readers

Suggested structure:

* title and author
* content, register, style and layout
* conclusion

Suggested responses could:

* use an objective impersonal style
* avoid having a particular point of view
* use facts, examples and explanations
* begin with an introduction outlining the topic
* provide information and details about a variety of projects in the main body, such as planting trees in the school grounds, promoting reusable products like cups and straws, implementing waste management measures, designing brochures and buying recycled things
* finish with a concluding statement.

Not many students chose this question; but for those who did, the responses scored highly.