2022 VCE Turkish written external assessment report

General comments

Students who sat the written examination in 2022 generally did well in responding to most of the questions. The majority of students appeared confident in responding to listening texts although, at times, their language was not at the expected fluency level, particularly with regard to grammatical structures and vocabulary range. Students are advised to pay more attention to formulating their responses in full sentences rather than just mentioning some key vocabulary.

Students preparing for the Turkish written examination should practise reading and listening to a variety of texts and resources to widen their knowledge of vocabulary and understanding of structures. They should attempt as many past exams as possible and pay more attention to the number of marks allocated to each question as a clue to how much information is required in their response. When answering questions in both the reading and listening sections, it is useful to underline the key words in questions to ensure that they extract and use the relevant information.

Many students were not as confident in answering questions in Part B of the Reading and Responding section. It appears that they rushed through this section, often attempting to translate chunks of text rather than trying to understand the text and extract the relevant information. Students are advised to make use of both monolingual and bilingual dictionaries that they are allowed to bring into the examination.

Many students generally responded well to the writing tasks. For Section 3, students should focus on the question that is being asked, ensuring they understand the task and the kind of writing required. Students are advised to take time to plan the content of the piece to ensure that the ideas are presented logically and coherently. They should pay particular attention to spelling and use a wider range of vocabulary and grammatical structures.

Specific information

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

Section 1: Listening and responding

This part of the examination assesses the students’ ability to understand spoken text and convey selected information correctly. Students should aim to write their responses in meaningful sentences instead of just capitalising on some key words, as marks are not awarded if the full answer has not been provided.

Text 1

Question 1

The father’s concerns are:

* Keeping an animal at home requires a lot of care which includes feeding and cleaning.
* He is not confident that his child will be able to keep her promise that she would look after the pet and worries that the parents will end up looking after the pet.
* This would be difficult as both parents are working.

Text 2

Question 2a.

We know that the speaker is qualified to talk about the changing seasons because the text mentions that she has been a meteorologist for over 20 years.

Question 2b.

Any four of the following:

* Winter starts late and finishes late.
* The weather is colder now compared to 15 years ago.
* It snows in areas where it never snowed before, and for longer periods.
* There are more rainy days.
* People wear winter jackets in other seasons such as spring.

Text 3

Question 3

Renting a car from this company is appealing because:

* customers can rent/get a medium sized car for the rental price of a small car
* there is no daily mileage limit
* customers will be able to drop off the car in Istanbul
* they don’t have to pay for insurance as this is included in the rental price
* it is cheaper than other car rentals in Izmit
* the car will be given to them with a free tank of petrol.

Part B

Student responses are assessed on how well they understand general and specific aspects of spoken texts by identifying and analysing information and conveying this accurately and appropriately in Turkish.

Text 4

Question 4a.

Mustafa, Cansu’nun şehir dışındaki işi seçmesinin daha uygun olacağını düşünüyor, çünkü onun her zaman şehrin gürültülü yaşamı ve hava kirliliğinden şikayetçi olduğunu biliyor.

Mustafa thinks that the job in the countryside would be more suitable for Cansu because she always complains about noise and pollution in the city.

Question 4b.

Cansu, uzun yolculuk yapmanın vereceği sıkıntıyı, yolculuk sırasında kitap okuyarak, işlerini dizüstü bilgisayarında yaparak ve sosyal medyayı takibederek giderebilir.

Cansu can overcome her boredom during the long travelling hours by:

* reading a book
* doing her work on a laptop
* following social media.

Text 5

Question 5

Karavan parkında tatil yapmayı tercih ediyorlar çünkü; hotellerde konaklamayı artık sıkıcı buluyorlar. Üstelik, kamp yerinde daha ucuza tatil yaparken hem doğayla içi içe olacaklar, hem de düzenlenen çeşitli aktivitelere katılabilecekler.

* They prefer to have their holiday at a campsite, as they are now finding it boring to stay in hotel rooms.
* In addition, camping would cost them less and give them the opportunity to enjoy nature and participate in the activities on offer.

Text 6

Question 6

Metinde anlatılan evlilikle ilgili gelenekler şunlardır:

* Evlenecek olanların ellerine kına yakılması, ki bu gelenekle evliliğin devamlılığı içindir.
* Nikah sırasında çiftlerin birbirlerinin ayağına basması. Bu da evde kimin sözünün geçeceğine işaret sayılır.
* Düğünde çiftlere para ve altın takılması. Bununla da yeni evlenenlere yapacakları harcamalar için yardımcı olunması içindir.

Wedding traditions mentioned in the text are:

* Smearing henna on the palms of the new couple which suggest the expectation of longevity in the marriage.
* The newlyweds attempt to step on each other’s foot, to determine who will have the final say in the house.
* Pinning of money or jewellery on the bride and groom to help them with their home building.

Section 2: Reading and responding

Part A – Answer in English

Text 7

Question 7

The Turkish language media helped the Turkish immigrants settle in Australia by providing information about Australia and their home country. The newspapers which were distributed free of charge contained useful and unbiased information such as community events, advertisements, business news etc. In recent times the use of technology helped the media spread the news much faster.

Text 8

Question 8a.

A tourist would enjoy a Turkish breakfast anywhere in Turkey as it is very rich and nutritious. On a breakfast spread they can find food to their liking with many varieties of food from across the country.

Question 8b.

In any region of Turkey, the breakfast table would include protein-rich products (smallgoods such as sucuk and pastirma), fruit and vegetables (olives, cheese varieties, tomatoes, cucumbers), beverages such as fruit juices, black tea and milk.

Many students seemed confused in their responses to this question; instead of listing the commonly available food, they included regional specific food items.

Part B

Student responses are assessed on how well they:

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

Text 9

Question 9

After reading the novel The Museum of Innocence, you decided to visit the museum and were amazed by the experience. Based on the information in the article, write an email to your close friend in order to persuade them to visit the museum.

‘Masumiyet Müzesi’ romanını okuduktan sonra müzeyi gezmeye karar verdiniz ve bu deneyim sizi çok memnun etti. Arkadaşınıza yazacağınız e-postada, makaledeki bilgileri kullanarak müzeyi gezmesi için onu ikna edin.

Text type: email

Kind of writing: persuasive

Audience: close friend

The students were expected to provide some information about the book mentioned in the text which could have included information about the author, the theme of the book and a brief outline of its content. They were required to use persuasive language to encourage a friend to visit the museum.

Suggested points/responses students may have included:

* The theme of the book as explained in the article.
* Description of the place where the story was set. Füsun’s house as portrayed in the article.
* State what the author did to bring the story of his novel to life (bought a house similar to the one in his novel).
* Mention items displayed at the museum: costumes, furniture, accessories etc. of the time as depicted in the novel.
* Explain the requirements of entry to the museum. There is a free entry ticket printed in the book.

Section 3: Writing in Turkish

Student responses are assessed on how well they:

* demonstrate depth of treatment of information, ideas and/or opinions
* write text appropriate and relevant to context, purpose and audience
* structure and sequence information and ideas
* manipulate language structures and vocabulary in Turkish.

The writing tasks were detailed in their scope and gave good choices to students. The most frequently chosen topic was Question 10. Some students were able to use their imagination well to produce interesting pieces of writing. Fewer students chose Questions 11 and 12.

In general, the majority of students produced interesting pieces of authentic texts on their chosen topic. Some did well in using a wide variety of vocabulary and sentence structures. At this level, the students are expected to make minimal spelling errors and use sentences with some complexity.

Students should read the tasks carefully and formulate their thoughts on the topic prior to commencing their task. It would be advisable for students to brainstorm and write down some ideas about each topic before embarking on the topic that they feel most confident about.

Question 10

You have done a good deed that you feel proud of. Write a personal diary entry about this deed and explain why it pleased you and your family.

Yapmış olduğunuz bir iyilikten dolayı kendinizle gurur duyuyorsunuz. Bu olayın neden sizi ve ailenizi mutlu ettiğini açıklayan kişisel bir günlük yazın.

Text type: diary entry

Kind of writing: personal

Audience: self

Suggested points/responses students may have included:

* details about the correct deed (place, time, manner)
* why it was a good action
* positive feelings and emotions
* why the deed made you feel proud
* how it made your family proud
* (using past and present tenses).

Question 11

You are the president of a Turkish-Australian cultural association. You will deliver a speech at an event organised by the association to celebrate the presence of Turkish-speaking communities in Australia. Write the script of your speech, informing the participants about how the Turkish immigrants have managed to adapt to their new country while maintaining their own culture.

Avustralya Türk kültür derneğinin başkanısınız. Türkçe konuşan toplumların Avustralya’da varoluşlarını kutlamak amacıyla derneğin düzenlediği bir etkinlikte konuşma yapacaksınız. Türk göçmenlerin kendi kültürlerini korurken yeni ülkelerine nasıl uyum sağlamayı başarabildikleri konusunda katılımcıları bilgilendiren konuşmanızın metnini yazın.

Text type: speech

Kind of writing: informative

Audience: Turkish community event attendees

Suggested points/responses students may have included:

* getting used to the new culture
* observing the community rules
* conforming with the host attitudes
* having clubs and various organisations to contribute culturally to the new home
* opening businesses to serve both their own community and the host nation
* helping the new arrivals from the original country
* participation in political and social organisations.

Question 12

A popular Turkish singer performed in your city last week. You were very excited about attending this event. However, parts of the concert did not meet your expectations. Write an evaluative review about the concert that will be published in a music magazine.

Ünlü bir Türk şarkıcı bulunduğunuz şehirde geçen hafta bir konser verdi. Bu etkinliğe katılacağınız için çok heyecanlıydınız; ancak, bazı kısımları sizin beklentilerinizi karşılamadı. Bir müzik dergisinde yayınlanmak üzere konseri değerlendiren bir eleştiri yazısı yazın.

Text type: review

Kind of writing: evaluative

Audience: readers of the music magazine

Students may have included a rating for the concert and considered positive and negative aspects such as:

Negatives

* orchestra was not good
* sound system was average
* singer was lip-synching.

Positives

* I had a front row ticket
* the lighting show was good or spectacular
* the singer sang many songs.