

2020 VCE Turkish oral examination report

General comments

The Turkish oral examination assesses students' knowledge and skills in using spoken language. The examination has two sections: a Conversation of approximately seven minutes, during which students converse with the assessors about their personal world, and a Discussion of approximately eight minutes.

Following the Conversation, the student will indicate to the assessor(s) the subtopic chosen for detailed study and, in no more than one minute, briefly introduce the main focus of their subtopic, alerting assessors to any objects brought to support the discussion. Suitable objects include photographs, maps or diagrams. The support material must have minimal writing, which includes only a heading, name or title.

The one-minute introduction should give assessors an indication of the area of discussion. The purpose is for students to briefly introduce their chosen subtopic; it is not an opportunity for students to list all their information or texts.

The focus of the Discussion is to explore aspects of the language and culture of communities in which Turkish is spoken, with students being expected to make reference to texts studied.

The choice of subtopic for the Detailed Study is very important. It should be an engaging topic that motivates the student to become familiar with the content and vocabulary needed, and thus be more skilled to support and elaborate on information, ideas and opinions. It is important that students and teachers select materials for the Detailed Study carefully so that students are exposed to a variety of views. The types of texts used by students should vary in complexity and be in Turkish so that students can become aware of key vocabulary related to their subtopic. Students must be prepared to use language spontaneously in unrehearsed situations. Students should be able to draw on the texts they have studied and make links between the texts to support, expand on and explore opinions and ideas on the subtopic and different aspects of the texts. Students should be able to relate this to the Turkish-speaking community.

Students are not expected to be 'experts'; they are expected to have learnt strategies in order to respond to unexpected questions. It would be valuable for students to learn phrases such as 'I have not studied this aspect of the topic, but I think ...', 'I don't know, but I feel ...' and 'I am not sure about this question but I know ...'.

It should be noted that during the oral examination:

- students may be asked a variety of questions of varying levels of difficulty. Questions may also be asked in a different order from the one students anticipate
- assessors may interrupt students to ask questions during either section of the examination; this should be regarded as a normal process in a discussion
- assessors may repeat or rephrase questions
- normal variation in assessor body language is acceptable.

Three criteria are used in assessing both the Conversation and the Discussion: communication, content and language. Details of the assessment criteria and descriptors are published on the VCAA website. It is important that all teachers and students are familiar with the criteria and descriptors and that students use them as part of their examination preparation. This will help students to engage in a lively and interesting exchange with assessors. Although there are similarities between the assessment criteria for the

Conversation and Discussion sections of the examination, the criteria assess two very different aspects of performance. Students who are well prepared are generally able to demonstrate their abilities and proficiency in the language.

Students generally did very well in the Turkish oral examination. In Section 1, most students were able to converse confidently. In Section 2, higher scoring students were prepared for their detailed study subtopic and were able to engage with the assessors naturally.

Students who did less well were not as well prepared. They relied on remembering the factual information and simply presenting information they had prepared. This affected the natural flow of their discussion, as they were unprepared for answering questions related to their information. It is important that students understand the purpose of this section clearly and have opportunities to practise relevant questions in mock discussions; students must be prepared for questions from the assessors.

Section 1 – Conversation

Students were able to converse with confidence and used culturally appropriate language and strategies effectively when talking about a range of aspects related to the student's personal world, including but not limited to the examples given in the study design and examination specifications.

Higher scoring responses maintained the natural flow of conversation and elaborated and extended on the assessors' comments and questions.

Some students were not able to elaborate, explain or make comments on questions about their personal world. Common errors related to the incorrect use of verb endings such as 'görür' instead of 'görür', and the use of anglicisms as in 'İngilişçe', 'plan ediyorum', 'yüniversite', 'ateş yaptım' 'korkunç kitaplar' and 'movie izledim'.

Section 2 – Discussion

Higher scoring responses discussed information and ideas related to their detailed study subtopic. Despite minor errors, they were able to elaborate on information and explain their ideas and opinions with evidence. They did this readily and confidently, rather than presenting memorised chunks of information. They had a wide range of vocabulary.

Some errors related to sentence structure having the verb in the middle as in English and some related to incorrect use of words such as 'advantaç' for 'avantaj', 'turizm sayısı' for 'turist sayısı', 'abdest yapmak' for 'abdest almak', 'güvenlik olmak istiyorlar' for 'güvende olmak istiyorlar' and 'saygı veriyor bize' for 'bize saygı gösteriyor'.

Reading books in Turkish might help students to develop a wider range of vocabulary and will help them to explain ideas and opinions during the oral examination.

Students who scored highly were usually able to recognise and self-correct errors or use other appropriate repair strategies effectively during the discussion.