

# 2021 VCE Turkish oral external assessment 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.

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 also repeat or rephrase questions
- normal variation in assessor body language is acceptable.

Students are reminded that they must be prepared to use language spontaneously in unrehearsed situations. 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 ...'

Students will be assessed in both the conversation and the discussion in communication, content and language. The criteria are published on the VCAA website. It is important that all teachers and students be 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.

## Section 1 – Conversation

The conversation will consist of a general conversation about the student's personal world, for example, school and home life, family, friends, interests and aspirations. It is an organic conversation about the student's personal world. These examples provide students with a basis for preparing a range of interesting and engaging ideas about their personal world, so that they can engage in a spontaneous conversation with the assessors about things that interest them.

In the 2021 examination, students were able to regularly self-correct themselves. For example, the most mispronounced word was university. Students stressed the sound 'yee' but then corrected themselves with 'yes', once they were corrected by the assessor (*yüniversiti* instead of *üniversite*.)

Other pronunciation errors included the deletion of the /r/ at the end of verbs, for example, *sürüyom* (instead of *sürüyorum*), *kavuruyom* (*kavuruyorum*) and *bakıyom* (*bakıyorum*). There were also some errors with verb conjugation as in *önemse verirler* (*önemserler*), *gurur duyucu olduk* (*gurur duyduk*), and basic errors in word

order as in *çok güzel manzara var giderken*. Also, some adjectives were used incorrectly, such as *kesintili* (*keskin*), *bulurkine* (*bulurken*) and *görerlerse* (*görürlerse*).

Students will benefit from practising the pronunciation of the most commonly confused words, such as the ones containing the sounds /ı/, /ü/, /ö/ or /ğ/, which are more complicated sounds and differ or contrast with the pronunciation.

Most students were able to converse competently and convey their intended message and ideas accurately. They mostly pronounced their school subjects correctly. They were also able to talk about their hobbies, family lives and future career plans confidently without hesitating.

Some basic sentence errors related to this section included:

- *dizi bakmıyorum* instead of *dizi izlemiyorum / seyretmiyorum*
- *ekonomik dersi* instead of *ekonomi dersi*
- *çizme dersi* instead of *çizim dersi*
- *serilmek için denize gittik* instead of *serinlemek için denize gittik*
- *alarmımı koyuyorum* instead of *alarmı kuruyorum*
- *götürmek lazım değil* instead of *götürmeye gerek yok*
- *yaptığım dersler* instead of *aldığım dersler*.

Some responses demonstrated the increasing influence of anglicisms and hence the use of literal translations, such as *ben çok telefona biniyorum* (*telefonu çok kullanıyorum / telefonda çok vakit geçiriyorum*), *gözlük giyiyorum* (*gözlük takıyorum*) and *spor oynuyorum* (*spor yapıyorum*).

## Section 2 – Discussion

Following the conversation, the student indicates to the assessors the subtopic chosen for detailed study and, in no more than one minute, briefly introduces the main focus of their subtopic, alerting assessors to any objects brought to support the discussion. Suitable objects include photographs, maps or diagrams, and should include no text or very little text. 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 the student being expected to refer to the texts studied.

The choice of subtopic for the detailed study is very important. It should be an engaging subtopic that motivates students to become familiar with the content and vocabulary needed, and to 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 type 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 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.

Many students expressed their views and some complex ideas using Turkish during the discussion.

Students who scored highly for this section were able to discuss their subtopic and main ideas in relation to Turkish-speaking communities in depth. They were able to spontaneously discuss detailed information, opinions and ideas. In 2021 students chose the following subtopics: Efes historical perspective, Şanlıurfa, Van, Adana, Antalya, Kuzguncuk (architecture) and Kuşadası. They discussed these subtopics in the context of implications for Turkish-speaking communities. Some students did not discuss their subtopics within this

context. Other subtopics chosen by students included youth problems (health and healthy eating, vaping, depression), *çay* (Turkish tea) and *Neşet Ertaş*. Some students talked about Annie Bassent, the activist, and her socialist ideology.

Responses that did not score well included errors in Turkish word order, vocabulary use and use of hearsay past tense verb endings (e.g. *Dedem beş yaşında Avustralya'ya geldi* instead of *gelmiş*).

Students should take care not to confuse similar words, for example:

- gitmenizi tercih ederim (gitmenizi tavsiye ederim)
- Antalya'nın çok turizmi var (Antalya turizm açısından çok gelişmiş)
- istatike göre (istatistiklere göre).

Some complex and compound complex sentences used in high-scoring responses included the following.

- '*Günlük hayatta işime yarayacağını düşündüğüm bilgiler alıyorum*' (I find information, which I believe I can use in my everyday life).
- '*Özüne sadık kalınarak yapılmış restorasyonlar vardır*' (There are restorations, which are done by staying local to their original forms).
- '*Tarihinden bahsettikten sonra biraz günümüze gelecek olursak*' (After discussing its history, if we are to return back to our present time).
- '*Kardeşim beni çok sinirlendirdiği için onunla fazla muhatap olmuyorum*' (I cannot spend enough time with my sibling as he/she gets on my nerves).