

2021 VCE Turkish written external assessment report

General comments

It was pleasing that students performed well in responding to most of the questions asked in the examination paper.

Most students demonstrated good understanding of most of the texts and generally responded to questions accurately. Students who scored highly displayed good comprehension and note-taking skills, demonstrating their ability to identify the required information from the spoken and written texts.

Some students took elaborate notes while listening to aural texts but failed to incorporate some of the essential points in their responses. Students should use the 15-minute reading time at the beginning of the examination to analyse and understand the requirements of the task and look for the key words while listening to the spoken texts. Students should take notes and ensure they check their notes when listening to the texts.

Some students demonstrated a better understanding of both the spoken and written texts and handled the questions requiring responses in Turkish more accurately

It is important that, while listening to the texts, students take notes in the spaces provided. In some cases, students wrote answers in those spaces but did not include them in the section provided for the answers. Marks could not be granted for correct answers written only in the note-taking space.

Students also need to pay attention to questions that require responses in full sentences or extended responses. It is also important to read the instructions carefully and answer in the required language as responses in the wrong language are not awarded marks.

Students should devote more time to reading and listening to texts in Turkish, to improve their range of vocabulary and sentence structure. They also need to concentrate more on commonly used suffixes such as the 'de', 'da', which is used with or without an apostrophe or used completely separately (e.g. '*kitabım da çantam da ıslandı*' (both my book and my bag got wet) or '*kitabım çantamda ıslandı*' (my book got wet in my bag), or when the suffix is used to indicate possession '*kitabım Ali'de*' (my book is at Ali's).

Specific information

Note: 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

The listening and responding section of the examination assesses how students understand general and specific aspects of texts by identifying and analysing information and conveying the information accurately and appropriately.

Part A

Text 1

In Text 1, most responses demonstrated an understanding of the context and the problem that the vacuum cleaner did not work. High-scoring responses used a wide variety of language to explain the problem and how they tried to solve it.

Some students simply wrote what they heard instead of answering the question correctly.

Daily (less formal and basic) language use was observed in some responses.

Many students thought that 'missing part' was the reason for the customer's complaint.

Question 1a.

An example of a correct response is:

- She couldn't operate the vacuum cleaner.
- She took the vacuum cleaner back to the store.

Question 1b.

The shop assistant said that:

- The customer could be fully refunded.
- She could keep the receipt and pay the balance if she was to buy another one.

Text 2

Question 2a.

The house should:

- have at least four rooms (with two bathrooms) / a bigger house
- have a larger garden space to grow fruit trees and vegies
- be close to a station or a school.

Question 2b.

An example of a correct response is:

- The woman doesn't want to waste her time renovating / repairing/ couldn't be bothered
- It costs more to renovate / repair/ more expensive.

Text 3

Question 3a.

An example of a correct response is:

- The speaker has had interest in literature/reading since his childhood.
- His parents also used to read a lot.

Question 3b.

An example of a correct response is:

- Group 1: Fiction / imaginative books (e.g., novels, stories, poetry/poems)
- Group 2: Nonfiction / informative / general knowledge books (e.g., encyclopaedias, dictionaries, textbooks).

Part B

Text 4

Question 4a.

An example of a correct response is:

- *Türk filmlerinde tercih edilen konular ve türleri*
- *• sinema sanatının tarihçesi*
- *• Dünyanın her tarafında izlenen Türk dizi filmleri*
 - favourite themes and genres (types of films) in the Turkish cinema
 - short history of the Turkish cinema
 - Turkish film series watched in many parts of the world.

Question 4b.

Three of the following:

- Kız, babasından ödevlerinde yardımcı olmasını istiyor.
- Kız, babasını dikkatlice dinliyor ve onun önerilerini beğeniyor.
- Kız, babasına karşı saygılıdır ve teşekkür ediyor.
- Babası ona başarılar diliyor.
- Samimiyet ve saygı gösteren ifadeler ya da sözcükler (Olumlu bir ton kullanıp gayet kibar konuştuklarına dair sözcükler var - kolay gelsin kızım).
- Babası kızına iyi dileklerde ve önerilerde bulunuyor. Babasının fikirlerine saygı gösteriyor ('iyi fikir babacığım', 'kızım' hitapları samimiyet gösterir)
 - The father and daughter talk to each other respectfully and kindly using words that show affection.
 - The girl asks for help with her homework.
 - The girl listens carefully and replies: 'That is a "good idea"' to one of her father's suggestions.
 - The girl thanks her father, is appreciative.
 - The father replies, 'Enjoy, Sweetheart – I wish you every success' in a very positive way.

Text 5

Question 5a.

An example of a correct response is:

- *Hayatında ilk kez bir spor karşılaşmasını canlı olarak*
- *ve diğer seyircilerle birlikte izleyecek.*
 - For the first time in his life, he is going to see an international sports event live.
 - He will be there together with other spectators.

Question 5b.

An example of a correct response is:

- *Eğer biletlerini almak için sıraya girmezlerse bilet kalmayacak*
- *Bilet almazlarsa dışarıda kalacaklar*
 - If they don't get in the queue and buy a ticket, there will be no tickets left to buy.
 - They would be stuck outside/ they will not be able to get in.

Text 6

Question 6

Turist bürosundaki kişi aşağıdaki bilgileri sağlayarak yardımcı oldu:

- *Nerede kahnacagt/Kalacak yer*
- *Nelerin görülecegi/Nerelerin gezilecegi/Tarih ve kültürel zenginlikleri olan yerler*
- *Nasıl gezilecegi/Ulaşım*
- *Nelerin yenilecegi/Yiyecek*
- *Hediyelik esya satan diikkanlar çünkü hediye alacak*

The person in the tourist bureau helped by providing information as in the following:

- where to stay / accommodation
- what to see / historical and cultural sites
- how to travel / transport
- what to eat / food
- gift shops, as he needs to buy a gift.

Section 2: Reading and responding

Part A

It was pleasing to see that students formulated their responses well. Some students used basic words rather than writing meaningful sentences.

Students should practise using bilingual and monolingual dictionaries under examination conditions in order to help them with spelling and vocabulary.

Text 7

Question 7a.

They can gain the following extra information by looking at the details on his maps:

- about the fauna (animals) and the flora (plants)
- about the climate and the landscape.

Question 7b.

An example of a correct response is:

- He met with other map drawers (cartographers), experts in the field of mapping.
- He also studied the old maps.

Text 8

In responding to Text 8, most students showed that they understood general and specific aspects of the text by summarising and conveying the information appropriately, although there were a few examples of directly copying language from the text.

Daily language use was observed in the answers of some students.

Question 8a.

An example of a correct response is:

- When it is sunny, the robot can walk and talk / it is solar powered.
- When the sky is overcast (cloudy), the robot goes into a corner of the room waiting for the sunlight.

Question 8b.

The robot:

- shares the writer's secrets / has heart-to-heart talks
- raises her spirits (makes her happy) / is programmed to be positive
- shows the writer the way out of problems (the robot is a problem-solver), may help with homework /
- gets along with her friends and participates in their chats
- gives her moral support
- is loyal
- uses friendly and informal language in addressing her.

Part B

Question 9

In responding to Question 9, most students showed that they understood general and specific aspects of the text by summarising and conveying the information appropriately, although there were a few examples of directly copying language from the text.

Casual language use was observed in the answers of some students.

Some students wrote a text relevant to the purpose and audience of the task in the required format while some others deviated from the required email format and wrote their responses with some informal/formal letter conventions. Grammatical errors occurred, particularly when students attempted to write in long sentences. Many students made mistakes in ordering the elements of sentence structures in Turkish, with sentences often resembling the English word order.

Students are reminded that direct copying of sentences from a given text is not acceptable unless it is used as a quote and it is appropriately identified as such.

Possible responses students could have included:

- *Bazı meslekler değer kaybederken bazıları önem kaybediyor*
- *Teknolojideki değişiklik*
- *Kentleşme*
- *Tüketici ilgisinde değişiklik ve pazarlamacılık*
- *işverenlerin beklentileri*
- *Eğitimde yenilik*
- *Dijital teknolojinin yaygınlaşmasıyla bilgisayar ve internet uzmanlarına, pazarlamacılara, paket servisi yapanlara ve depo çalışanlarına olan gereksinim, üretimde otomasyon fabrika işçilerine duyulan ihtiyacı azalttı*
- *Evden çalışmak mümkün olduğu için sekreterlere, temizlik işçilerine fazla gerek duyulmuyor*
 - some careers are losing value, some are gaining importance
 - changes in technology
 - urbanisation
 - changes in consumer interest and marketing
 - expectations of employers
 - innovations in education
 - ease in communication
 - widespread use of digital technology increased the need for computer and internet experts, marketers, package services and depot workers
 - automation in production reduced the need for factory workers
 - because it is possible to work from home, reduced the vacancy for secretaries, cleaners etc.

Section 3: Writing in Turkish

Students are advised to first read and fully understand the requirements of the tasks, perhaps preparing short and simple plans for each task before making their final choices. This approach will give them the opportunity to measure their own knowledge on the topic and assess their capacity in fulfilling the requirements of the chosen task.

Generally, the tasks were accessible for the cohort of students studying Turkish at this level and were clear and concise. Tasks included problem-solving questions with positive and negative aspects and some students used this cleverly in their writings.

Most students understood the nature of their chosen task and produced good pieces of writing in the required format using language features that were appropriate for the intended audience.

Some students successfully manipulated language structures and used pleasingly extensive and varied vocabulary.

It was also pleasing to see that some students who wrote on the topic presented in Question 10 used textual evidence to support their argument and interpretation.

Some students who wrote on the topic presented in Question 11 made meaningful and convincing conclusions to persuade the reader.

High-scoring responses included controlled and effective language use, as appropriate to the task.

There were frequent mistakes in the spelling of words that are borrowed from other languages including English. A dictionary is very helpful in the examination for identifying unknown or unfamiliar words. In their writing tasks, students are advised not to use colloquial vocabulary unless it is appropriate to the task.

Frequent grammatical errors were observed, particularly in long sentences, and many students made mistakes in the word order.

Question 10

Suggested points/responses may include:

- *Sinema ses, renk, rol ve sahne kullanıyor*
- *Romanlar ise sadece yazılmış metinlerdir*
- *Okuma hayal gücünü artırıyor*
- *Filmler hazır yapımlar sahneleri sunuyor*
- *Romanlarda daha fazla ayrıntı var*
- *Filmler izleyicileri etkilemek için romandan farklı olarak dramatize edilmiş sahneler içerir.*
 - Cinema uses sound, colours and acting stages.
 - Novels are just written texts.
 - Reading expands imagination.
 - Movies offer ready-made scenes.
 - Novels include more detail.
 - Movies use dramatic effects that differ from the novels to engage the viewers.

Question 11

Suggested points/responses may include:

- *Temizlik*
- *Aletlerin bakımı*
- *Spor salonuna gelenlere yardım ve kolaylık sağlama*
- *İlk yardım*
- *Vücut geliştirmede teknik detaylar*
- *Kilo kaybetme yolları*
 - cleaning
 - care for the equipment
 - helping those who use the gym and showing them easy ways
 - first aid
 - technical details for body building
 - ways to lose weight.

Question 12

Suggested points/responses may include:

- *Doğal kaynakların aşırı tüketimi*
- *İnsan gücünün boşa harcanması*
- *Para ve enerji daha etkili bir şekilde kullanılabilir*
- *Daha az giysi reklamından tasarruf edilebilir*
- *Tüketicileri savurgan olmamak için eğitme*
- *Yeniden kullanımı teşvik*
 - overuse of natural resources
 - waste of human power
 - the money and energy could be used more efficiently/productive
 - money can be saved by less advertising for clothes
 - educating consumers not to be wasteful
 - encouraging recycling.