

## Written examination

### GENERAL COMMENTS

The majority of students attempted all sections of the 2014 Turkish written examination, and there were only a few unanswered questions. The overall results were satisfactory, although most students were better able to demonstrate their language capabilities in the writing section, rather than the listening or reading comprehension sections. The majority of students appeared to be familiar with the requirements of the examination and responded to questions directly and concisely.

The majority of students appeared to have understood the aural and written texts and answered the questions correctly. However, a significant number of students did not write their responses in meaningful sentences and answered by writing the key words only. When a question required the interpretation of a text, some students' responses were often inadequate. These students sometimes failed to select specific information that was appropriate to the question. To ensure that they give full and correct answers, students need to read the questions carefully. Understanding the question is as important as comprehending the text.

In the Listening and responding section, students are given the opportunity to listen to each text twice. Some students attempted to write too much detail in their responses, while others concentrated only on some of the key words and answered in note form. Students must be taught to take appropriate notes while listening to the spoken text. The gap between the playings of each text can be constructively used to re-read and understand the questions asked. Students who are able to answer the question after the first playing should use the gap to re-read and make sure they have properly understood the question, and then go on to read the following questions and try to predict possible answers to these.

Many students performed well. These students confidently used an extensive vocabulary and correct sentence structures in all sections of the paper. The most frequent errors were a lack of agreement between gender and number, incorrect use of verbs and prepositions, and spelling errors. To avoid these types of vocabulary mistakes, students should check the spelling of words in their dictionaries. Some anglicised expressions were also evident in direct translations.

Students should proofread their work. This will give them the opportunity to identify any errors they may have made. Numerous basic errors such as spelling, use of adjectives, verb-noun agreements, incorrect use of suffixes, etc. can be avoided if identified in this way.

Students must ensure that they carefully read all instructions given at the beginning of each section of the examination and within each question. They should always check to see if the question requires them to present their answer in point form or in full sentences. Where the response is not required in point form, students must attempt to write in full sentences in order to demonstrate linguistic accuracy and sequencing of ideas in Turkish.

Following is a list of other areas of concern in students' use of Turkish.

- Some suffixes were incorrectly separated from the word stem; for example, *okuyabilirim* not *okuya bilirim*.
- Some prefixes to intensify adjectives were written separately; for example, *mosmor* not *mos mor*, *koskocaman* not *kos kocaman* and *taptaze* not *tap taze*.
- Some words and adjectives were written incorrectly in phrases; for example, *Bahsetmek* not *bahs etmek* and *misafirperver* not *misafir perver*.
- Reflexive verbs (for example, *gölüşmek*, *konuşmak* and *yazışmak*) take the suffix *-le*, *-la* or *-ile* (with).
- Words starting with *her* (equivalent to 'every' in English) are often written separately (except *herkes*); for example, *her zaman* not *herzaman*, *her sey* not *hersey* and *her gun* not *hergun*.
- *-del-da* endings are separately written when they mean 'also'. They are written together with the preceding word in a locative sense.
- Noun case suffixes such as *-e*, *-i*, *-de* and *-den* and the absolute form (without a suffix) should be attached at the end of noun stems according to the word; for example, *uygun olduğuma inaniyorum* not *uygun olduğumu inaniyorum* and *sevdiğimi düşündüm* not *sevdiğime düşündüm*. Students should keep in mind that every verb requires a specific noun case.
- In texts, small numbers, usually up to ten, should be written as words rather than numerals (except for mathematical operations); for example, *üç gün* (three days) not *3 gün*.
- Indefinite noun phrases take the accusative case (*ı*, *i*, *u* and *ü*) at the end of the defined word; for example, *oyun parkı* not *oyun park*.

- Some sequences of actions are expressed in fixed order; for example, *gezip görmek* not *görüüp gezmek* and *iyiyip içmek* not *içip yemek*.
- English interference in the word order (syntax) should be avoided; for example, *en ilginç üç yer* not *üç en ilginç yer*.
- Some students tended to omit the soft g (*ğ*) in a word. It is important to remember that they exist in some words although they cannot be heard clearly; for example, *geldiğimde* not *geldimde*.
- Words that have been borrowed from English should be written with the Turkish spelling; for example, *pozitif* not *positive*, *piknik* not *picnic*, *taksi* not *taxi* and *refleks* not *reflex*.
- Umlauts over ‘u’ (*ü*) and ‘o’ (*ö*), the dot over ‘İ’ (*İ*, *i*) or dotless ‘I’ (*I*, *ı*), as well as cedillas under c (*Ç*, *ç*) and s (*Ş*, *ş*) should be carefully used, otherwise the intended meaning may change dramatically.
- Students need to practise some Turkish sound assimilation rules in order to avoid spelling mistakes; for example, *gitti* not *gitdi* and *parkta* not *parkda*.
- Verb endings that indicate person and number should agree with the subject of the sentence.

Below is some further advice for students preparing for the Turkish examination.

- The overuse of apostrophes should be avoided.
- While writing in English, students should avoid colloquialisms and slang so that they give clear responses to all questions.
- In the Reading and responding section, direct quotations from the texts should be avoided as the responses are expected to be short and precise, and should not contain information copied straight from the text. Many students misinterpreted the questions that asked for evidence from the text and simply copied quotes into their English response. Responses should be paraphrased rather than copied directly from the given text.
- Students should avoid direct translation of idiomatic expressions from English to Turkish and vice versa.
- Subject names are not capitalised in Turkish; for example, Maths is *matematik*.
- Formal letters should be free from expressions of emotion; for example, ‘I need this scholarship because I am poor’, is a type of sentence generally seen in narratives rather than in applications. Application letters should not contain such sentences as in the following examples: ‘My mother will be happy if my application is successful’ or ‘My father wants me to become a tourist guide’.
- Repetition of words, sentences and paragraphs should be avoided.
- While writing in Turkish, anglicisms should be avoided if a Turkish equivalent exists.

## 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 – Answer in English

To prepare for Section 1 – Listening and responding, students should try to listen to as many spoken Turkish texts as possible. Clips on the internet, social networking sites and Turkish radio and television programs, both local and international, can give students the opportunity to listen to authentic language.

When preparing for the examination, it would be very helpful for students to complete previous examination papers under realistic exam conditions. Past examination papers, including the aural texts, are available on the VCAA website. They should practise taking notes during the first and second playings of each text, and during the pause between playings they should re-read the questions to determine the relevance of the notes they have taken.

The majority of students responded well to most questions in this section of the examination. They were generally able to extract the main points required and wrote their responses accurately in English.

#### Text 1

##### Question 1a.

(B) school hall

##### Question 1b.

It has been raining heavily, so the event (the concert) cannot be held outside.

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## Text 2

### Question 2a.

- fans have followed his whole career
- fans have come to see him play in games all over Turkey
- the soccer player praises fans, saying that he admires them
- he is very confident that they will be thinking of him
- he is very confident that they will be watching him on television at home (even when he is playing for an international team)
- he says that he won't forget them

### Question 2b.

- he tells them that he will be playing for an international team
- he tells them that he will be flying out by plane tomorrow
- he tells his fans he won't forget them
- he gives them a specific ground by telling them that he will be playing at White Hart Lane in England
- his use of language emphasises the past and he is talking as if he is anticipating leaving very soon

## Text 3

### Question 3a.

- Mehmet remembers that she took photos for the school newspaper.
- She was in the first year of secondary school. Now she is at university, so that was a long time ago.

### Question 3b.

- Mehmet misunderstands Hanife – he thinks that she is getting married and that is why she is so interested in weddings and thinks about them all the time.
- But, in fact, she thinks about weddings all the time because she takes photos at weddings for her part-time job. So, that is why she laughs.

### Question 3c.

- Her course: She finally got into the course that she wanted (Digital Photography).
- Where she lives: She enjoys her family's company/the meals are delicious.

## Part B – Answer in Turkish

The majority of students were able to answer the questions in this section with some clarity, but often not in as much detail as expected. Some responses were written in basic language, lacking structure, accuracy and fluency. Students should be prepared to give responses that are appropriately structured according to the question asked. If the question asks for the information to be presented in point form or a list, students should respond in this way. Where a question requires an additional explanation, the response should be constructed in the appropriate manner rather than simply giving the key words as an answer. Students should also give precise responses when multiple answers are possible, rather than attempting to give all possibilities.

## Text 4

### Question 4

The announcer tries to persuade listeners by:

- emphasising that the food is delicious by calling the restaurant 'Delicious'
- emphasising that the *Meze* is particularly good
- quoting an old saying so that the listeners will want to go and find out if the saying is true at this restaurant
- the enthusiastic tone and positive words of the person who voices the advertisement.

## Text 5

### Question 5

Culture is a combination of:

- people's food and the way they eat it (hospitality)
- cultural activities or celebrations (holidays and festivals)
- the way people organise their family and other people, such as friends
- the way people think – their attitudes and values.

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## Text 6

### Question 6a.

She says that being a good parent is a way of being a good citizen.

### Question 6b.

She is (all of):

- cooking for her family
- listening to her son carefully
- making suggestions.

### Question 6c.

He says that you can:

- do volunteer work, raising money for charity and helping people in order to be a good citizen
- speak your own languages – Turkish and English
- interact positively with other people – all of these help you to become a good citizen.

## Section 2 – Reading and Responding

### Part A – Answer in English

This section of the examination assessed students' capacity to understand and convey general and specific aspects of a written text. Part A of Section 2 consisted of two separate texts worth 10 marks and required responses in English. Most students were able to draw the appropriate information from the text.

A number of questions related directly to the content of the text, while others required students to infer information from what was written. In this passage, the students were also required to analyse the stylistic features of the text.

The spaces provided for the responses generally indicated the length of the anticipated answer. Students were asked for a global understanding of the text and, although many managed well with some sophisticated understanding of text construction and the purpose of this text in particular, some students simply attempted to translate statements from the text.

In the 'Answer in English' part, showing evidence from the text should not be interpreted as copying the Turkish sentences word for word. Students should explain in English while supporting their statements with evidence from the text.

In order to prepare for this section of the examination, students should read extensively in Turkish, including a wide range of texts in different text types. They should also practise identifying, rephrasing and summarising the main points and ideas in texts.

Before attempting the questions in this section, students should read the text a few times and use their dictionaries to clarify the meanings of unfamiliar words. It is not necessary to know the meaning of all words; students should try to understand the gist of the passage and find the information required to answer the questions. Students are also reminded that all answers must be based on the information provided in the text and not on their prior knowledge on the topic.

## Text 7

### Question 7a.

(B) he likes his things to be tidy and well ordered

### Question 7b.

He:

- travelled to many overseas/European conferences
- bought a book of photographs on his travels
- has visited many villages and cities in Anatolia
- has art books/gifts given to him by people in places he travelled to.

**Text 8**

**Question 8a.**

The underlined sentence states, ‘There is a village far away; whether we go there or not it is still our village’. This means that even when people have moved and have gone to a city or a town, they still identify with/have ties to their original village.

Optional information for responses included:

- clubs are formed with people who come from the same region/area
- restaurants often use the original name of the original village as the name of the restaurant.

**Question 8b.**

	<b>Text 7</b>	<b>Text 8</b>
<b>Kind of writing</b>	<ul style="list-style-type: none"> <li>• personal speech addressed to colleagues</li> <li>• reflective/the speaker is reflecting on his life and interests</li> </ul>	<ul style="list-style-type: none"> <li>• informative/factual</li> </ul>
<b>Language use/tone</b>	<ul style="list-style-type: none"> <li>• warm/reflective tone</li> <li>• uses the first person</li> <li>• refers to the audience as ‘you’ to include them</li> <li>• refers to family and personal life</li> </ul>	<ul style="list-style-type: none"> <li>• clear language and structure</li> <li>• formal tone</li> <li>• third person</li> </ul>

Students were required to analyse Texts 7 and 8, with reference to the kinds of writing, language use and tone. Some students summarised the content rather than analysing the texts as instructed. Students should ensure that they read the questions carefully.

**Part B – Answer in Turkish**

This part of the examination assessed students’ capacity to understand general and specific aspects of the text and their capacity to convey information accurately and appropriately in Turkish. The task required students to demonstrate their skills by writing a formal letter in persuasive style in 150 words using only the information provided in the text.

Students need to practise writing in different text types to prepare for this part of the examination and should refer to the *VCE Turkish Study Design* for the identified conventions of these text types.

Students were assessed using the following criteria:

- understanding the general and specific aspects of a text by identifying, analysing, and responding to information
- conveying information coherently (structure, sequence, accuracy and variety of vocabulary and sentence structure) and appropriately (relevance, use of conventions of the text type).

Responses to the question needed to be written in students’ own words rather than simply be copied directly from the text.

**Text 9**

**Question 9**

Students were required to write a persuasive letter to the Managing Director of Cannakale Tours in order to convince the judging panel that they met the requirements of the competition and that they should be sponsored to attend the ceremonies at Gallipoli in 2015.

Most students produced work that conveyed all the necessary information and many did it in a variety of grammatically correct and interesting ways. High-scoring students manipulated language authentically and creatively and organised information and ideas well in Turkish in order to meet the requirements of the question. Some students used only a few of the ideas provided in the text and attempted to complete the question basing it on their personal knowledge and experience. Such an approach is not appropriate.

### **Section 3 – Writing in Turkish**

Students were required to write approximately 250 words in Turkish in response to one of four questions. Each question represented a different text type and kind of writing. It should be noted that the text types marked with an asterisk in the *VCE Turkish Study Design* are those that students may be expected to produce in the examination.

This section assessed the students' ability to express ideas through the creation of an original text in Turkish using the following criteria:

- relevance and depth of treatment of ideas, information, or opinions
- accuracy and range of vocabulary and sentence structures
- the capacity to structure and sequence response and capacity to use conventions of the text type.

Students should be reminded that they are required to write the question number on their response page. The characteristics and features of each text type should be shown in students' responses in this section.

Most students displayed good knowledge of the text types and styles of writing they chose. However, many responses demonstrated a lack of depth in the treatment of the task, often because students did not read the questions thoroughly and mostly because they had a limited range of lexicon. The selected topic should be one for which students have a good range of vocabulary and one in which they are able to express themselves in Turkish with accuracy.

Some students demonstrated their planning skills by writing basic notes prior to answering the question. Ideas should be developed coherently and grouped into separate paragraphs with effective links between and within them. It is therefore essential that students set aside time to plan their response and time to proofread it at the end.

Students need to be familiar with the assessment criteria used in this section of the examination and structure their writing accordingly.

#### **Question 10**

Students had to write an informative text of an interview with a person who has recently won an award for their contribution to the music industry in Turkey, for their local Turkish newspaper. The interview needed to have a question/answer format and each answer should have contained interesting and relevant information.

The highest-scoring responses structured the interview so that the person was asked some questions about how they got into the music industry, why they were so interested, why they still enjoy this work and why they feel they have contributed something.

#### **Question 11**

Students had to write a review for the travel section of a magazine, evaluating the three most interesting places that they visited during a trip to Turkey.

The highest-scoring students showed a detailed knowledge of three places.

#### **Question 12**

This question asked students to write a diary entry reflecting on the positive impact that a recent Turkish festival held in the school hall had on everyone in the local community.

The 'positive impact' required students to think about the benefits of community activities, including increased cohesion in the community, increased friendship and understanding between families, groups and, especially, between generations. Students could also write about the fact that such celebrations increase the sense of fun in the community, so that people are not simply working hard all the time.

#### **Question 13**

Students had to write an imaginative story for an online competition for young writers, beginning with, 'One very, very hot summer, my family decided to rent a very old house in the city where we would be spending our summer holiday. A balcony on the second storey of the house looked out over the sea ...'

The highest-scoring students clearly showed that a good story has a beginning where the scene is set, the characters have been introduced and a middle where something happens or develops. Students could bring the events to close in the end or leave something for the reader to question or have unanswered at the end.