

# 2015 VCE Turkish written examination report

## General comments

Many students performed well on the 2015 Turkish written examination.

Students should be reminded that the amount of answer space provided and the marks allocated should be used as a guide to the length of the expected response. Students must write meaningful responses instead of providing only the key words of a possible answer.

Students should always check whether a 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 or in English.

In Section 2, some students not only demonstrated an understanding of the overall meaning of the texts but were also capable of analysing, comparing and grasping the subtleties of the readings.

It is important that students re-read their answers to ensure that they have responded accurately and logically to all questions.

Students are reminded that answers should be based on the information given in the texts.

When responding to questions where word limits are stipulated, students must always aim to observe these limits.

It is essential that students allow themselves enough time at the end of the examination to proofread their work and make necessary improvements.

Students who scored highly used an extensive vocabulary and correct sentence structures. The most common linguistic errors were the lack of agreement between noun and verb endings, incorrect use of verbs and prepositions, and spelling errors.

Noun cases: direction of an action or static position is indicated with a case ending in Turkish (-e, -i, -de, -den). Students could make lists of words that require certain case endings in the words that follow them.

The soft 'ğ' should not be omitted in writing. Although it is a weak consonant, in Turkish spelling it has an important function in the distinction of word meanings.

Direct translations cause anglicisms errors in Turkish, i.e., *arkadaş yapmak* versus *arkadaş edinmek*.

Modal auxiliaries were either confused in some cases or the suffix was wrongly separated. Modal auxiliary suffixes in Turkish (e.g. *yapmak*: *yapa bilmek* versus *yapabilmek*, *okumak*: *okuyabilmek*) are attached to the verb root.

Copying word for word from a text should be avoided. Students need to create sentences depending on the text.

## 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

This section assessed the students' capacity to understand general spoken texts. Overall, the majority of students performed adequately; however, many students' answers were basic, incomplete and lacked accuracy. Some students took detailed notes during the two playings of the texts but did not use vital information they recorded. Students should write using meaningful statements rather than writing one or two key words for their response.

### Part A – Answer in English

#### Text 1

##### Question 1a.

She has to help her mother (as this is set as a condition).

##### Question 1b.

- The film has been based on a novel being read at school.
- The film has been nominated for 'Altın Yumurta' (the Golden Egg award).
- A positive review of the film was published in a newspaper.

#### Text 2

##### Question 2a.

A light rail system that circles around the city centre about three kilometres out from the centre will be built/a new rail system around the city centre.

##### Question 2b.

- The existence of the light rail will mean that it will be possible to prohibit cars from entering the city/will reduce traffic in the city.
- Traffic accidents will be reduced in the city.
- The light rail will reduce air pollution in the city.
- The light rail will give the city a very efficient transport system – all the different kinds of transport in the city will be connected/it will be easier/safer for pedestrians.

#### Text 3

##### Question 3a.

- for their tour of Gallipoli on the 100th anniversary of the Gallipoli landing
- the Ministry of Tourism gave the award

##### Question 3b.

- They only organise special tours.
- There is a guide for every 25 people taking the tour.
- They use their own cruise ships and the cruise ship has the latest technology.
- They keep regular contact with their customers (and the customers then advertise for them).
- They select their employees – health officials, cooks and cleaners – very carefully.

## Part B – Answer in Turkish

Most students were able to answer the questions in this part with some clarity but not in as much detail as required. Some responses were written in simple 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 in a list, students should respond in this way. Where a question requires additional explanation, the response should be constructed in the appropriate manner rather than 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. Most students responded well to the questions in this section, but most responses were again based on key words rather than meaningful expressions.

### Text 4

#### Question 4a.

Motorists Sürücüler	Local people Bölge halkı
<ul style="list-style-type: none"> <li>• <i>tekerlekler için zincir bulundurulmalı</i> (carry snow chains for their wheels)</li> <li>• <i>Gece yolculuklarından kaçınılmalı</i> (avoid travelling at night)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Kum torbaları bulundurulmalı</i> (have sandbags ready)</li> <li>• <i>Dışarıya çıkılmamalı</i> (stay indoors)</li> </ul>

#### Question 4b.

*Salı'dan Cumartesi'ne kadar/Dört gün* (Tuesday to Saturday/4 days)

### Text 5

#### Question 5a.

*Tenis kortunda buluştular* (At the tennis courts)

#### Question 5b.

- *Kemal, tenis kortuna haftada sadece bir gün gidecek.* (Kemal will be going to the courts only once a week.)
- *Selin, tenis kortuna haftada üç gün gider.* (Selin goes to the tennis courts three days a week.)

#### Question 5c.

*Selin, havuzlarda meydana gelebilecek bulaşıcı hastalıklardan temizliğe dikkat edilmekle korunabileceği fikrine katılıyor.* (Selin agreed with Kemal that infections that can be caught in a pool while swimming can be prevented by proper hygiene/caution, etc.)

#### Question 5d.

- *İkna edici dil kullanıyor* (Uses a convincing language style)
- *Fikirlerini ön plana çıkarmak amacıyla sorular soruyorlar.* (They ask questions to emphasise their points of view.)
- *Konuşma tarzı ve ses tonlarından, görüşlerindeki kararlılıklarını anlıyoruz.* (Their tone shows that they have strong opinions.)

## Text 6

### Question 6a.

- *Daha önceleri içine kapanıktı/arkadaş edinemiyordu.* (She was introverted/couldn't make friends.)
- *Şimdi pek çok arkadaşı var.* (Now she has many friends.)
- *Kendine olan güveni arttı.* (She has gained confidence.)

### Question 6b.

*Karadeniz Bölgesi halkının hareketli yapısı bölgenin folklorünü etkilemiş. Bölge halkının hareketli, atik yapısının halk oyunlarına yansıdığını görürüz.* (Temperament: The liveliness of the people [in the region of the Black Sea] has influenced the folklore. The active, lively nature of the people of that region is reflected in their folk dancing.)

*Bölge halkı daha çok balıkçılıkla uğraşmaktadır. Bunun da folklore kıyafetlerine yansıdığını görmekteyiz. Örneğin; kızların taktığı yemenilerde/baş örtülerinde/şapkalardaki pullar/süslemeler balık pullarına benzemektedir.* (Activities: The main activity of the people [in the region of the Black Sea] is fishing and that is reflected in the folk dress/costumes. In the Black Sea region girls wear a headscarf decorated with flakes [or sequins, spangles or decorations] that resemble fish scales.)

## Section 2 – Reading and Responding

This section assessed students' capacity to understand and convey general and specific aspects of a written text. Some students were able to draw the appropriate information from the text and use it accurately in their responses.

In order to prepare for this section, 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 meanings of unfamiliar words. It is not necessary to know the meanings of all words; students should try to understand the gist of the passage and find the information required to answer the questions.

## Part A – Answer in English

### Text 7

#### Question 7a.

Today's technology developed from earlier beginnings – new technologies are built on the older knowledge.

#### Question 7b.

- New technologies change culture. For example, the invention of fire led to changes in lifestyle.
- Communication technologies resulted in cultures becoming globalised.
- Travel technologies (advanced aeroplanes) mean that lifestyles have become more multicultural.

#### Question 7c.

##### Advantages

- Technology enables communities to manage businesses (and reach their goals).
- Technology can help to achieve social reforms.

## Disadvantages

Private information can become known by other people (even though it is private), or:

- a totally technological society would threaten human virtues and democracy
- society will become too robotic
- the world will become uninhabitable.

## Text 8

### Question 8a.

- Neighbouring villages will also participate in the traditional dessert-making contest.
- A very famous artist will attend as a surprise.

### Question 8b.

The advertisement states that:

- Free entry/free admission/entry has no fee/costs nothing.
- Activities for the involvement of all age groups (adults and children) are highlighted to encourage participation.

## Part B – Answer in Turkish

### Text 9

#### Question 9

This part of the examination assessed students' capacity to understand the text and their capacity to convey information accurately and appropriately in Turkish. The question required students to demonstrate their skills by writing a formal letter in persuasive style, 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 different text types.

Most students produced work that conveyed all the necessary information and many did it in grammatically correct and interesting ways. Some students manipulated language authentically and creatively and organised information and ideas well in Turkish in order to meet the requirements of the task. Other students used only a few of the ideas provided in the text and attempted to complete the task, basing it on their personal knowledge and experience.

Responses should have included key points mentioned in the text.

- the historical nature of the property
- importance of the property for future generations
- aspects/features/characteristics of the property mentioned
- need for maintenance/care

## Section 3 – Writing in Turkish

Students were required to respond in approximately 250 words in Turkish to one of the three questions asked. 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 written examination.

The most popular question was Question 12. Many students managed to produce creative pieces of authentic writing. A few students did not write the question number on their answer sheet, and some switched from one question to another prior to concentrating on their final writing task. In responding to this section students are advised to draft a basic plan and then formulate their ideas.

Some students displayed a good knowledge of the text types and styles of writing they chose. In contrast, 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 with which they are able to express themselves in Turkish with accuracy. There were a small number of well written texts that displayed a variety of vocabulary, well-sequenced ideas and accuracy in the style of writing.

Ideas should have been 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 will need to be familiar with the assessment criteria used in this section of the examination and structure their writing accordingly.

### **Question 10**

Students were required to write a blog entry about a gift they had received from an elderly family member. Students could have included some of the following points in their responses.

- type of gift (for example, medal, painting, gold, antique, handcrafted item, etc.)
- sentimental value of the gift received
- suggestions for its care and protection
- future uses
- excitement/emotions when receiving the gift

### **Question 11**

Students were required to write an informative article for a Turkish-language newspaper about what it is like to live in a multicultural community. Students could have included some of the following points in their responses.

- own experiences in family/school/community
- aspects/issues/benefits, etc., of multiculturalism
- food, folklore, language, arts, traditions and values

### **Question 12**

Students were required to write a reflective journal entry about an unforgettable day when they met a person they admired. Students could have included some of the following points in their responses.

- biographical information about the admired person; for example, a singer, a politician, an artist, a musician, a sportsperson, etc.
- reasons for admiration of the person
- place/occasion where the meeting took place