

# 2017 VCE Turkish written examination report

## General comments

Successful completion of the 2017 VCE Turkish written examination required students to be familiar with the *VCE Turkish Study Design*. Competency in using the grammatical elements of the study, as stipulated in the study design, was essential. To achieve a high score, students needed to demonstrate their understanding of more complex grammatical features rather than just limiting themselves to basic tenses and grammatical structures. When preparing for the written examination, students are encouraged to use a wide range of authentic texts in order to improve their knowledge of the written language and the quality of their work.

Turkish is a phonetic language, thus students should understand the important grammatical rule of vowel harmony, and how to apply this rule to prefixes and suffixes, to help them eliminate most spelling errors they make.

It is essential that students use the 10 minutes of reading time at the start of the examination to familiarise themselves with the requirements of the examination. During the examination, students should make effective use of their bilingual dictionary. Students should read all parts of the questions carefully to ensure that relevant answers are provided. It is recommended that students check their answers to ensure that they are comprehensible and logical. They should also take every opportunity to check their spelling and proofread their answers for clarity and appropriateness in both English and Turkish. At this level, students are expected to use the language with some proficiency and accuracy. Responses to questions should contain sufficient information and appropriate written language conventions, not just words or phrases that may contain some relevance to the question.

Some students did not follow the clear instructions on the front cover and in each section of the examination, and some responded to questions in the wrong language or in both English and Turkish. Responses in the wrong language are not assessed. Students who write their response in the wrong language must cross out this response and re-write their response in the correct language.

Students should familiarise themselves with the assessment criteria listed at the beginning of each part of the examination.

Extended writing tasks in Part B of Section 2 and in Section 3 required the students to produce authentic texts in accordance with the specifications given, such as text type, context, audience and kind of writing. For both of the writing pieces, authenticity and creativity were required, as well as accuracy and range of vocabulary and structures.

## Comments on grammar and common spelling issues

- Shortcuts in verb endings, which are used in some regional communities, are not acceptable in written language and should be avoided. For example, '*gidiyorum*' ('I am going') should not be written as '*gidiyom*', '*okuyorum*' should not be written as '*okuyom*' and '*biliyorum*' should not be written as '*biliyom*'.
- An apostrophe should be used to separate the proper noun and its suffixes. The apostrophe was generally used incorrectly. Students used this more with common nouns and verbs, instead of with proper nouns; for example, '*ben'de*', is not correct and it should be written as '*bende*', which signifies possession, or separately '*ben de*', which means 'me too'.
- The apathetic consonant *y* should be used to separate two vowels when they occur together, for example, '*çarşı (y) a*'.
- Spoken Turkish was written phonetically by some students, which resulted in errors; for example, '*gitcez*' should be correctly spelt as '*gideceğiz*'; '*orda*' as '*orada*'; '*burda*' as '*burada*'.
- Punctuation marks should be used correctly.
- In written language, the word order should be used correctly, for example, '*Bana telefon geldi*', not '*Telefon geldi bana*'.
- Phrasal expressions were translated directly from English, which led to errors. For example, '*para yapmak*' ('to make money') is not correct; the correct expression is '*para kazanmak*' ('to earn money'). Similarly, the expression for winning a race is: '*yarışı kazanmak*', not '*yarışı yenmek*', and 'to win a lottery or an award' is '*piyango kazanmak/ödül kazanmak*', not '*piyango yenmek/ödül yenmek*'.
- Noun cases were frequently written incorrectly; for example, postage stamp should be written as '*posta pulu*', not '*posta pul*'.
- When a number is used before a noun, the noun does not get the plural suffix as it does in English. For example, it is 'two houses' in English but not '*iki evler*' in Turkish, because the noun always remains singular (*iki ev, iki koyun, beş kitap* instead of *iki evler, iki koyunlar, beş kitaplar*).
- When used as a clause marker, the suffix (-*ki*) is written separately, as demonstrated in the sentence '*öyle güzel sözler söyledi ki* ...'. However, the possessive suffix (-*ki*) is attached to the preceding noun or pronoun, as in '*bu kitap seninki değil, benimki*'.
- Question suffixes (-*mi*, -*mu*, -*misin*, -*musun*) are written separately, not attached to the verb, for example, '*istemiyor musun?*' not '*istemiyormusun?*'
- Many students were not familiar with the use of soft (silent) 'g' (*ğ*) and it was often omitted. For example, '*yatama yattım*' should be written as '*yatağıma yattım*', '*kazandım para ile*' should be written as '*kazandığım*' and '*topladım çiçekler*' should be written as '*topladığım çiçekler*'.
- '*Hissetmiyorum*' was written incorrectly as '*his etmiyorum*'.
- '*Yarışmayı yendim*' should be '*yarışmayı kazandım*', and '*annemi çizdim*' should be '*annemin resmini çizdim*'.

## 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

Students who performed well in this section elicited and communicated the correct information effectively. They were able to appropriately convey both the general and specific aspects of each text. These students responded in a clear and concise manner, using the language accurately and appropriately.

When completing the listening section of the examination, students needed to carefully focus on the key words in the questions, in order to provide relevant and comprehensive answers in the appropriate language.

The note-taking space given on the examination was not used efficiently. Some students made appropriate notes in the note-taking space but did not incorporate the required information into their responses. It should be noted that information in the note-taking spaces is not assessed, and students should be careful not to spill their responses into these columns. Students who wish to make elaborate corrections to their initial written response must cross out the whole response and re-write it neatly in the blank pages in their examination.

## **Part A – Answer in English**

Many students gave inaccurate or incomplete responses to some questions, highlighting their inability to make effective and efficient use of their dictionary. Some students were careless in their selection of vocabulary.

The questions in this section were understood well by the majority of students and responses were adequate. They responded better to questions that required direct quotes from the listening text rather than those that required some interpretation and/or explanation of cause and effect.

No Turkish words should have been used in this part of the examination, as English responses were required.

### **Text 1**

Most students were able to respond accurately to the questions for Text 1.

For Question 1b., about his mother's concerns, the only area that students found difficult was to do with housework, but many students answered this correctly.

#### **Question 1a.**

The son might need to live away from his family because:

- he has an interview for a job that is far away from home
- he hasn't been able to get a job in his own town.

#### **Question 1b.**

The son responded by saying that:

- he will learn to do all housework
- he is old enough to know his responsibilities
- he would visit the family frequently.

### **Text 2**

The majority of students responded accurately and appropriately to questions in Text 2; however, there were a few students who misread Question 2a.

#### **Question 2a.**

Saturday, because they agreed to have it on a weekday at a lower price/because weekend prices are higher.

Questions should be carefully read and analysed so that each component is adequately answered. The first part of Question 2 required ticking the appropriate box, and most students were able to answer this correctly. However, in their reasoning, some students did not include the part about a discount and just said it was because it was the weekend.

### Question 2b.

Question 2b. asked students to explain the purposes of each meeting, and this seemed to present some difficulty to most students. The purpose of the first meeting was to seek ideas from students for the Graduation Night. The purpose of the second meeting was to inform students about the decisions that had been made.

### Question 2c.

They will be served according to the request they submitted earlier.

### Text 3

Question 3 required the students to write a summary of the conversation between the manager and the employee.

### Question 3a.

Five of the following points should have been included in the summary:

- The manager and Kenan discussed the issue of upgrading the company's software program.
- The manager asked Kenan to attend a training program in Ankara.
- If Kenan gets the certificate (at the end of the training program), he will qualify for a promotion.
- Kenan would like to go, but he will have to talk to his pregnant wife before he can give his manager an answer (about the training program).
- The reason for this is that the training program will take place in another city (Ankara) and Kenan doesn't want to leave his wife alone.
- The training program is costly and Kenan is considered to be the most capable of passing the course, which would save money for the company.

Some students responded well, providing the key points of the conversation, but others simply attempted to write everything that had been said during the conversation. Some students did not demonstrate any knowledge about the required text type, so they just wrote some points and often these points were not sequential.

Students who were able to identify main ideas, make connections between these ideas and transfer these into an appropriate written response did very well. Students who tried to include details and more than just the main ideas in their summaries were not able to organise and identify these main ideas very well.

## Part B – Answer in Turkish

Marks for comprehension in this section indicated that some students needed to listen more attentively and take careful notes. It is important that students make notes while listening to the texts and then check their written answers to ensure they relate to the questions and use correct grammatical expressions.

In this section of the examination, students were expected to convey information in correct Turkish. It was inappropriate to write answers in dot points when full sentences are required.

### Text 4

#### Question 4a.

*Sedat o sabah Avustralya Günü Festivaline katılmıştı.* (That morning Sedat went to the Australia Day Festival.)

**Question 4b.**

- *Yaşlıların morali yükselecek/onların moralinin düzelmesine katkıda bulunacak.* (Elderlie's morale will be improved/it will help to improve their morale.)
- *Müzik aleti çalanlar, şarkı söyleyenler veya halk oyunu bilenler programa katılabilecek.* (Those who are able to sing, dance or play an instrument will be able to actively participate in the program.)
- *Hem eğlenecekler hem de eğlenceye katılabilecekler.* (They will not only be entertained, but they will also participate in the entertainment.)
- *Karagöz-Hacivat oyununu izlerken çocukluk anılarını yeniden yaşamış olacaklar.* (While watching the 'Karagoz and Hadjivat' shadow theatre, they will re-live their childhood years.)

Although most students were able to identify the 'making the elderly happy' factor in their responses, not all included the 'four benefits' mentioned in the text.

**Text 5**

**Question 5a.**

*Filiz, mesajını kaydetmek zorunda kaldı çünkü çalışma saatleri dışında aradı/Ofis/büro/acente sabah saat 9:00 ile akşam saat 5:00 arasında açıktır. Filiz bu saatlerin dışında aradı.* (Filiz had to record her message as she called outside business hours/The office is open between 9.00 am and 5.00 pm and Filiz called outside these times.)

**Question 5b.**

Answers should have included four of the following:

- *'Filiz, genel olarak seyahat şirketinin çok şeyler vadettiğini, ancak bunların gerçek olmadığını ya da dedikleri gibi çıkmadığı konusunu şikayet etmek istiyordu'.* (Filiz wanted to complain that the travel agency promised many things, but these either did not eventuate or they were not the way they were told.)
- *Seyahat şirketi, otelin Kapadokya'ya özgü mimari özelliklere sahip olduğunu söylemiş ancak gördükleri hiç de öyle değildi.* (The travel agency told them that their hotel included architectural characteristics of the Cappadoccia, but what they had seen wasn't anything like that.)
- *Otel odasından Peri Bacalarını görebilecekleri söylenmişti, oysa gördükleri karşığı binanın beton duvarıydı.* (They were told that they will be able to see the Fairy's Chimneys from their hotel room; however, they were only seeing the concrete walls of a building facing their hotel.)
- *Minibüs servisi söylendiği kadar sık değildi, ve saatleri de düzensiz olduğundan görmek istedikleri yerleri görememişlerdi.* (Minibus services were not as frequent and the running schedule was erratic, so they were not able to see the places they wanted to see.)
- *Hotel, şehir merkezinden uzak olduğundan istedikleri yerlere yürüyerek gidememişlerdi.* (As the hotel was far from the town centre, they were not able to walk to the places they wanted.)
- *Otel lokantasının yemekleri lezzetliydi ama menüde yöresel yiyecekler yoktu.* (The food at the hotel restaurant was delicious, but they did not have local foods.)

**Text 6**

**Question 6a.**

*Öğretmenin, derste yazdıklarını beğenmediğini sanmıştı.* (She thought that her teacher did not like the things she wrote in class.)

All students answered Question 6a. correctly.

**Question 6b.**

- *Kendisine, yazılarının ne kadar iyi olduğunu söylemek istiyordu.* (He wanted to tell her how good her writings were.)

- *Ona, yazılarını daha güzel yazması için bazı önerilerde bulunmak istiyordu, çünkü iyi bir yazar olabileceğine inanmaktaydı.* (He wanted to make some suggestions that would help her to improve her writing, as he believed that she could become a good writer/author.)

Some students failed to mention the reasons for the conversation between Ayla and her teacher.

#### Question 6c.

- *Ayla ile öğretmeni, önerilen kitapları okuduktan sonra bir araya gelerek öğrendiği yeni sözcükleri ve yazı tekniklerini nasıl kullanacağını konuşacaklar.* (Ayla and her teacher would get together again after she reads the books her teacher recommended to discuss new writing techniques and the use of new vocabulary she would learn.)
- *Öğretmeni, Ayla'nın yazdığı diğer hikaye ve şiirlerini de okuyup düzeltecek.* (Her teacher will also read and correct Ayla's stories and poems that she writes independently.)

Many students did not mention the fact that the teacher promised to go over Ayla's work and they instead focused on what books the teacher asked her to read.

## Section 2 – Reading and responding

### Part A – Answer in English

Texts 7 and 8 required responses in English. Students who performed well in this section of the examination paid particular attention to the finer details in the texts and this was reflected in their answers. They took notice of the information and the structure of the texts, absorbed the meanings and understood the requirements.

Some students had difficulty conveying accurate responses in English. Once again, it was evident that students with a weaker lexicon did not make good use or any use of a good bilingual dictionary.

In this section, students are expected to understand the text written in Turkish and then convey the meaning in their responses to questions. Students should understand that this section is not testing their skill in translating; it is testing their skill in understanding ideas and information provided, and their skill in conveying these in another language using their own words.

Some students directly translated sections of the stimulus material when writing their responses to comprehension questions. Some candidates used incorrect grammar and inadequate explanation, which made their response difficult to understand.

#### Text 7

For Question 7, the main difficulty seemed to relate to most students failing to understand the meaning presented in the complex-compound sentence '*Günümüzde Türk tiyatrosunun da simgesi olan gülen ve ağlayan maskeler, bu uygulamanın bir uzantısıdır*'. It is important to re-read and identify the ideas presented in a compound sentence.

#### Question 7a.

The actors wore masks in all plays (throughout the ancient world). These masks are now used as the theatre symbol/emblem.

**Question 7b.**

	<b>Ancient theatre</b>	<b>Contemporary theatre</b>
<b>Seating</b>	stone seats arranged in semi-circle	comfortable couches
<b>Actors</b>	amateur	professional
<b>Language</b>	higher-class or sophisticated/aristocratic language	colloquial/ordinary people's language
<b>Audience</b>	elite/distinguished people	everyone/ordinary people/ general public

Both columns needed to be completed for a full mark. Evidence of comparison needed to be shown to receive full marks.

**Text 8****Question 8a.**

The author published her works/plays/writings under her mother's name.

**Question 8b.**

Love (and affection) is the common theme. In 'Those on the swing', the playwright talks about the close and loving relationship she has with her mother. In 'The face of water', the playwright talks about the affection (love) the village women within their family/for their family.

Some students did not read Question 8b. correctly and did not respond accordingly.

**Part B – Answer in Turkish**

In Part B of Section 2, it was important that students accurately base their answers on the text provided. For Question 9, most students were able to incorporate most ideas from the text in their own writing. Some students copied exact sentences from the text, which did not help achieve additional marks. The information should have been rephrased with the students' own words.

The main language feature to be explored here was the use of persuasive language and persuasive language techniques appropriate for Turkish. Higher-scoring students were those who used convincing, persuasive strategies such as the use of rhetorical questions; for example, '*Pul koleksiyonumuzla beraber eğlendiğimiz günleri nasıl unutursun?*' or '*bu şekilde seninle dünyayı gezmez miyiz?*'

**Text 9****Question 9**

The language should have been personal and included convincing and encouraging words.

Students should have used some or all of the following points in their email, to encourage the friend to return to their childhood hobby:

- *Kolleksiyon yapmak rahatlatıcı bir uğraş olup stres gidermeye yardım eder.* (Collecting is a relaxing hobby and helps release stress.)

- *Çok çeşitli şeylerin koleksiyonu yapılabilir.* (Many different things may be collected.)
- *Bazı kişiler, koleksiyonunu yaptıkları eşyaların ticaretini yaparak para kazanırlar.* (Some people sell what they collect to make money.)
- *Bazı insanlar zevk için koleksiyon yaparlar.* (Some people collect for fun.)
- *Bazıları, eski eşyaları alıp tamir ederler.* (Others may collect old items and repair them.)
- *Pul koleksiyonu yapanlar bu meraklarıyla değişik ülkelerin tarihi, coğrafyası ve tabii güzellikleri hakkında bilgi sahibi olurlar.* (Those who collect stamps, they learn about the history, geography and the natural beauties of the countries.)

## Section 3 – Writing in Turkish

In 2017, Questions 10 and 11 were the most popular questions. Students who responded to these questions demonstrated a good level of understanding of the set tasks and the type of writing required.

VCE Turkish is the standard version of Turkish, the official language of Turkey. Some students wrote as spoken in a local or regional area rather than in the accepted standard Turkish. Students should avoid using slang in their writing tasks; standard Turkish must be used in writing.

In this section of the examination, there was little evidence of planning, drafting or correcting. Only a few students appeared to have done some sort of planning prior to writing their response. It is imperative that all students are able to draft a basic plan to identify certain points to trigger their thinking and help them formulate and sequence their ideas.

Paragraphs and quotations were usually not clearly identifiable, and in many cases they were non-existent. Some students wrote texts that were easy to understand but used a very limited range of vocabulary and too many repetitive statements. There were many sentence and spelling errors.

Some students made spelling mistakes, especially with dotless and dotted letters (*u, ü*) and (*o, ö*). Also, 'çok' was written as 'çök' and 'çoğunluk' was written as 'çöğünlük', clearly demonstrating that students are not familiar with the sound–letter correlation and often overuse letters that do not exist in English. Students need to understand well and use the very important 'vowel harmony' of the Turkish language correctly and precisely. The majority of students produced texts appropriate to the text type stipulated in the question. Few students wrote off-topic.

In 2017, some students wrote their responses in great depth and breadth. Students need to be aware of the assessment criteria: depth of treatment of information, ideas and/or opinions; writing text appropriate and relevant to context, purpose and audience; structure and sequence of information and ideas; manipulation of language structures and vocabulary in Turkish. In order to achieve very high marks for the first criterion, the response needed to cover all aspects of the question effectively.

Another important feature is effective organisation of ideas using paragraphs and appropriate sections for each type of writing. This includes thinking of the characterisation, setting and narration type as well as the sections such as orientation, complication and climax for stories.

Students who scored well incorporated the use of phrasal verbs, proverbs and quotes to create additional effects in their descriptions of people, objects, time and places in their writing.

Answers should have been the correct length, depending on the task – not less and not more. Some responses were written in columns that were not clearly defined. Some students were not familiar with the conventions of the text type they wrote in.

A significant number of students did not write the task number on their response sheet. Many students also did not write a suitable heading or a title to their task, when required by the task.



**Question 10**

Text type: Diary entry

Audience: The self

Kind of writing: Personal

Feelings of excitement and anticipation could have been expressed. Plans could have been unrealistic or realistic, as the person writing had just heard the news and may have had all sorts of dreams and hopes to set down in the diary.

**Question 11**

Text type: Story

Audience: Young readers (children and younger teenagers)

Kind of writing: Imaginative

The animal needed to have a strong presence and there needed to be a turning point that made the story interesting for the reader; for example, perhaps the author decided to take the small animal to an animal refuge or to school or home.

**Question 12**

Text type: Article

Audience: Older readers (adults and older teenagers)

Kind of writing: Informative

There are several different kinds of communication technologies that could have been discussed, including mobile phones (with their inbuilt cameras), iPads and technologies that enable people to communicate internationally such as email and Skype. High-scoring responses talked about the impact on daily life (ease of communication) and on language use (for example, rapid changes in colloquial expressions and the ability to use these technologies for language learning and so an improvement in language use on a global scale).