

2018 VCE Turkish written examination report

General comments

The majority of students attempted each question on the 2018 VCE Turkish written examination. It appeared that many students chose familiar text types in the writing section and wrote at a good level.

The following is a summary of the most common errors made by students.

- Many students did not use some Turkish suffixes appropriately. An example was the suffix *-de/-da*: *'Ali'yi Okulda gördüm* means 'I saw Ali at school', whereas *'Sinema da Okul da Ali'ye uzak'* means 'Both the cinema and (also) the school are far for Ali'.
- The use of double consonants should be carefully checked. For example, when a suffix is added to a word ending with *-l*, such as *'akıl'* ('mind'), the suffix *-lı* should be doubled, so *'akıllı'* instead of *'akılı'*.
- Students often make mistakes by using the plural suffix the way it is used in English. In Turkish, the plural suffix is not used when numbers are used in a sentence, for example, *'sekiz kız'* ('eight girls') should not be written as *'sekiz kızlar'*.
- Tautologies as shown in the following sentence should be avoided: *'İlgilileri uyararak ailelerin uyarılmasını sağlamıştır'* (in this example, the word 'alerting' has been used incorrectly and twice). The correct sentence is *'İlgilileri uyararak ailelerin bilgilendirilmesini sağlamıştır'* ('Informed the authorities about issues, which then resulted in the education of families.').
- Many students were confused with the use of the suffix *-ki* and the conjunction *ki* and used them incorrectly. The conjunction *-ki* should be separated from the word when it is used as a clause marker, for example *'gördü ki ...'* ('he/she saw that ...'), which is different from the suffix *-ki* that denotes possession, as in *'kardeşiminki'* ('my brother's').
- Anglicisms were also apparent in a significant number of responses.

Advice to students

- Students are expected to respond to questions in full sentences. Students must construct their responses with accurate spelling to eliminate ambiguity, misunderstanding or misinterpretation.
- Students should consult their dictionaries during the examination if they are unsure of the spelling of a word. Most spelling mistakes could have been avoided if this had been done.
- During the 15-minute reading time at the beginning of the examination, it would be advisable for students to ensure that they understand the questions so that during the listening of the texts they are better focused. Some students demonstrated good note-taking techniques while others attempted to transcribe everything they heard.

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

Text 1

Question 1a.

- The activity that is planned at the school is a fundraising event.
- The event aims to raise funds for a student radio.

Question 1b.

- Aydin will bring wooden items such as toys, little statues of famous people and decorative things made by his father, who is a carpenter, and he will sell them at the fete.
- Ayten will bring items she makes together with her mum, such as caps, scarves, etc., to sell at the fete. She will also teach people how to make *ebru* prints for a fee and will donate the money she collects.

Text 2

Question 2a.

- The lecturer is discussing Yasemin's part-time job with her because she has missed several lectures/misses lectures on Tuesday.
- The lecturer is concerned that her absences will be detrimental to her course in medicine.

Question 2b.

- She will learn about health issues as she works at a chemist.
- She will develop people skills.

Text 3

Question 3a.

- Participants must have a permit/certificate for providing food to the public.
- Only one person from each family can participate, with only one type of dessert.
- A list of ingredients must be provided to the organising committee.
- The dessert must be fresh and presented in the boxes provided by the organisers.

Question 3b.

The visiting chef will:

- present/give the awards to the winning competitors/participants
- demonstrate the preparation of the dessert he invented/created himself.

Part B – Answer in Turkish

Text 4

Question 4

- *Havaşı güzeldir. Yaz aylarında çok sıcak değildir.* (The weather is good. It is not too hot in the summer months.)

- *Fiyatları cebi yakmaz/uygundur/pahalı değildir.* (Prices are not expensive/it will not burn your pocket/purse.)
- *Bölge halkının ayranı, sebze ve meyveleri güzel ve organiktir.* (The locally made frothy ayran and fruits/vegetables are natural and delicious.)
- *Yamaç paraşütü, balık avlama gibi çeşitli aktivitelerin yapılabileceği bir yerdir.* (People can do activities such as paragliding and/or fishing.)

Text 5

Question 5a.

- *Modern tarım aletlerinin gelişmesi işsizliğin artmasına neden oldu.* (The development in modern agricultural equipment caused an increase in unemployment.)
- *Nüfus artışı da gençler arasında işsizliğin artmasına neden oldu.* (The increase in population has also contributed to unemployment among the youth.)
- *Şehir yaşamı gençler için daha çekici hale geldi.* (City life has become more attractive for young people.)

Question 5b.

- *Görücü usulüyle evlilik mutsuzluk yaratabiliyordu ama günümüzdeki gençler sevdikleriyle evlenebiliyor.* (Arranged marriages of the past resulted in unhappiness. Nowadays young people can marry their sweethearts.)
- *İki üç aile bir arada yaşadığından sorun çıkıyordu ama şimdi gençler kendi evlerinde yaşayabilecek duruma geldiklerinden bu sorun ortadan kalkmıştır.* (Two or more families used to live together under one roof, which caused problems. Now young families can afford to live in their own homes.)

Text 6

Question 6

- *Çevreyi koruma konusunda aktif olması.* (She has been active in protecting the environment.)
- *Doğal kaynakların doğru kullanımına yönelik çalışmaları.* (She has emphasised the correct use of natural resources.)
- *Atıkların yeniden değerlendirilmesi konusundaki girişimleri.* (She has supported the recycling of waste material.)
- *Gruplar oluşturarak kıyı temizliği etkinlikleri yapması.* (She cleaned up local beaches – this contributed to public health and the protection of sea creatures.)
- *Okullarda yağmur suyunun değerlendirilmesi ile ilgili konferanslar vermesi.* (She visited schools and spoke at conferences about the importance of rain water tanks in collecting rain water.)
- *Evlerdeki geri atıkların uygun bir şekilde ayrılması ile ilgili olarak önlem almaları için yetkili makamları uyarması.* (She informed the authorities that the recyclable house waste was not correctly separated and urged them to take action on this issue.)

Section 2 – Reading and Responding

Part A – Answer in English

Text 7

Question 7a.

- Aysegul's father was worried because the little girl (Aysegul) wanted to go to school during the cold winter months despite:
 - the danger of being attacked by hungry wolves
 - the risk of freezing.

- Aysegul takes her dog with her when she goes to school. The dog is capable of protecting her from the wolves and she can also cuddle the dog to keep warm when she is very cold.

Question 7b.

- Young people will relate more to this film because the main characters are a child and a dog.
- More mature/adult audiences may reflect on the past, understand how difficult it was in the past for young people in remote places to go to school and may reflect on the hardships of life.

Text 8

Question 8a.

- They contribute to the continuation of traditional occupations.
- They attract tourism, which supports the country's economy.

Question 8b.

Both texts raise social issues in Turkish society (education in Text 7 and making and selling handicrafts in Text 8) and suggest some comparisons as they link lives in the past with lives in the present.

The texts are quite different in that Text 7 looks at a specific girl and her dog, whereas Text 8 looks at the more general issue of passing on the traditional Turkish crafts to future generations.

Both texts are written in descriptive, detailed language that makes the reader feel close to the little girl and her dog and close to the scene in the bazaar.

The language in each text is quite different: the bazaar is described with colourful language that makes it seem busy and attractive, while, in contrast, the little girl, her problem of getting to school and her friendly dog are described in language that makes us sympathise with them.

Part B – Answer in Turkish

Text 9

Question 9

Text type: Letter

Kind of writing: Personal

Audience: The elderly couple who helped

Relevant points that may have been included:

- The two friends had an adventure-filled day fishing.
- Heavy rain disrupted their day.
- They were lost in the bush and had to spend the night with people they did not know.
- The hospitality of the elderly people was evident.
- Descriptions of the environment, the little house, the elderly couple.

Section 3 – Writing in Turkish

At this level, students are expected to express their ideas in accurately formulated sentences using a good range of vocabulary, idiomatic expressions and to produce interesting texts to express their feelings and ideas.

Questions 10 and 12 were the most popular topics, with only a few students choosing Question 11. Most students produced well-organised responses that were interesting and entertaining to read.

Students should make sure they understand the requirements of the task before starting to write, as some responses revealed that the purpose of the writing or the content did not match the task. Some students who chose Question 10 wrote about the benefits of technology rather than on the specified topic, which was about the ways students are prepared for technology in their school.

Question 12 included a task description and a photograph as a stimulus material, requiring students to use their imagination to create a story. Many students who wrote on this topic demonstrated a good understanding of the text type and were generally proficient in using their imagination and sequencing their ideas well to produce excellent pieces of work. Some students wrote interesting stories on the topic using appropriate words and sentence structures with a good flow.

Some students produced texts that did not address the issue or topic stipulated in the task. A few students wrote on unrelated content. Some texts produced by students were too short to cover criteria requirements.

Some students who attempted to write more complex sentences used similar words interchangeably, which did not enhance the meaning of their text. Students must avoid repeating words or expressions in a sentence or in the same paragraph. There is no need for students to artificially try to lengthen sentences by saying the same thing twice. Longer sentences can lead to word and tense errors if suffixes are not used accurately.

It is recommended that students plan their writing on the chosen topic prior to commencing their writing and that they also use their time efficiently so as to give themselves the opportunity to proofread and correct their response.

Question 10

Text type: text of a speech

Kind of writing: informative

Audience: parents, teachers and students attending the speech night

Relevant points that may have been included were:

- greet the audience appropriately and introduce the speaker
- introduce the topic of the speech
- technology use/subjects at school
- give reasons for teaching these subjects/use of technical equipment
- speculate on what the future technological society might look like
- explain the benefits this will bring to the society and how it will assist students in job seeking

Question 11

Text type: report

Kind of writing: persuasive

Audience: readers of a Turkish newspaper

Relevant points that may have been included were:

- a description of the camp
- description of participants, i.e. young Turkish people from different parts of the world
- friendships were established
- activities were provided at the camp
- the camp helped the young people's cultural awareness
- language use and development was encouraged
- visits to historical sites were provided

- ideas, games, musical events, food, etc., were exchanged

Question 12

Text type: story

Kind of writing: imaginative

Audience: readers who enjoy reading stories in magazines

Relevant points that may have been included were:

- a clear beginning, middle and end (orientation/complication/setting)
- the doorway and a sense of what happened.