

2019 VCE Turkish written examination report

General comments

Most students demonstrated they were familiar with the structure and requirements of the 2019 Turkish written examination. Many students wrote well, with accuracy and depth, and responses were mostly relevant to the task or questions asked. Some students wrote responses that did not address the subject of the question.

Most students were able to take relevant clues from the listening texts and responded appropriately to questions in Section 1. In Section 2 Part B – Reading and responding, some responses were wrongly presented in dot points. The response for this Part requires a 150 word response in Turkish in a specified text type.

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

- Grammar and spelling:
 - using the wrong noun cases (-e, -i, -de, -den etc.); e.g. ‘*sizden tesekkür ederim*’ (‘I thank of you’) instead of ‘*size tesekkür ederim*’ (‘I thank you’)
 - not understanding that ‘de’, when used in the sense of ‘also’, is not affected by consonant assimilation; e.g. ‘*mektup da gönderdi*’, not ‘*mektup ta gönderdi*’
 - not paying attention to voiceless consonants between vowels; e.g. ‘*imektubui*’, not ‘*imektupui*’
 - changing fixed expressions; e.g. ‘*spor yapmak*’, not ‘*spor oynamak*’; ‘*oruç tutmak*’, not ‘*oruç etmek*’
 - misusing umlauts over *u* and *o*, which can change the meaning of a word
 - not paying attention to agreements between subject and verb endings
 - ‘*herkes*’ (‘everyone’) not ‘*her kez*’.
- Language and writing:
 - using colloquialisms when writing formal pieces; e.g. ‘*dediğim gibi*’
 - not responding appropriately for the kind of writing specified in the task
 - not demonstrating characteristics of the specified text type
 - lack of precision in English responses leading to ambiguity; e.g. ‘dough roller’, not ‘dough roller’
 - not using new paragraphs whenever a new idea is presented
 - copying sections of the stimulus texts; students should paraphrase using their own words.

Advice to students

- Students are expected to 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 they can focus while the listening texts are being played. Some students demonstrated effective note-taking techniques but others simply 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 woman/wife says that the décor is nice / the seats are comfortable.
- One of the friends of the man/husband recommended this restaurant/place for its seafood.

Question 1b.

- She does not want to have meat or chicken as lately they have been eating mostly these.
- She would like to have locally produced fresh fish. She doesn't want frozen or imported fish.

Text 2

Question 2a.

- He did two hours of sport/exercising
- He walked on a treadmill.
- He lifted weights.
- He swam for a little while.

Question 2b.

- She wants to be an architect.
- She likes to play the piano as this is her hobby.

Text 3

Question 3a.

Speaker	Background	Why was their settlement in Australia successful?
Filiz	Her grandfather came to Australia from Turkey 50 years ago.	<ul style="list-style-type: none"> • Her grandparents brought the pastry/dough board and rolling pin. • The use of these (the board and the rolling pin) helped them to set up a sweet shop/factory.

Zeki	<ul style="list-style-type: none"> His grandparents/ grandfather came from Cyprus 70 years ago. 	<ul style="list-style-type: none"> His grandfather was a tailor and he brought his sewing machine to Australia. The fact that he had his sewing machine with him made it possible for him to work in the same profession and establish a tailor shop/factory.
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Part B – Answer in Turkish

Text 4

Question 4a.

- Yıl boyunca çok yoğun çalıştığından yorulmuştur.* (She feels exhausted after studying so hard during the year.)
- Dinlenmeyi hak ettiğine inanıyor/ dinlenmek istiyor.* (She believes she has earned the right to relax / she wants to have a rest.)

Question 4b.

Either of:

- Kaydını dondurmakla zaman kaybedeceğini düşünüyor.* (She'll lose time by postponing her study.)
- Çalışma temposunu tutturmuşken ara vermesinin doğru olmayacağına inanıyor.* (She is already in a study routine so it is better to continue/not to have a break.)

Question 4c.

- Köy hayatını çok sevmiş/ çiftlik işlerini yapmaktan zevk alıyor.* (She loves village life / doing the farm tasks. She is interested in doing jobs on the farm.)
- Daha önce Türkiye'ye yalnız başına gitmediğinden gidip uzunca bir süre kalmak istiyor.* (She would like to stay by herself in Turkey for a longer period of time, as she hasn't done this before.)

Text 5

Question 5

- Kirlilik artıyor ve bütün canlılar bundan etkileniyor.* (Pollution is increasing and affecting all living creatures.)
- Bu durum bütün canlıların geleceği için tehlike yaratıyor.* (This is putting the future of all living creatures at risk.)
- Bu çok önemli soruna çözüm üretmek herkesin sorumluluğudur.* (It is everyone's duty to try and find solutions to a huge/very important problem.)
- Çevreyle ilgili dersler öğrencileri yeni işlere hazırlar ve gelecekte iş bulmalarını kolaylaştırır.* (Studies on protecting the environment are creating new jobs and so it will make it easier to find employment in the future because there will be new job opportunities.)

Text 6

Question 6

Issues raised	Minister's plans
Housing shortage	<ul style="list-style-type: none">• <i>Yeni sosyal konutlar inşa edilecek/ yeni yerleşim alanları açılacak.</i> (They will build new social housing/open new housing areas.)• <i>Uygun büyüklükteki arsalarla birden çok ev yapılması teşvik edilecek.</i> (They will encourage building more than one house on suitable properties/land.)
Environmental issues	<ul style="list-style-type: none">• <i>Yeni yapılacak yol kenarları ağaçlandırılacak.</i> (They will plant trees along the new roads.)• <i>Yeni parklar ve bahçeler kurulacak.</i> (They will create new parks and gardens.)
Affordability of housing	<ul style="list-style-type: none">• <i>Küçükçe evlerin yapımı daha ucuz olacak.</i> (Smaller houses will be cheaper to build.)• <i>Küçük ev alanlardan konut/satış vergisi alınmayacak.</i> (Buyers of small houses will not pay purchase taxes/duties.)

Section 2 – Reading and responding

Part A – Answer in English

Text 7

Question 7a.

- In the past horses were used for transportation/heavy duties/in wars and during migration.
- With the introduction of motorised vehicles, the horses are now mainly used for entertainment.

Question 7b.

To reduce costs to the owner during winter / horses will graze in the wild therefore the owners will save.

Question 7c.

The traditional sport is played between two teams on horseback throwing sticks at each other. The objective of the players is to hit the others with the stick, called 'cirit', or avoid being hit by it.

Text 8

Question 8a.

When she first rode a horse as a child she found it a satisfying experience.

Riding a horse made her feel as if she were flying, so she dreamt of having a horse of her own.

[Eventually] she fell in love with horses.

Her interest in horses developed into an interest in all animals and influenced her choice of career as a vet.

Question 8b.

It was the foal of the white horse the girl got to know and ride on her uncle's farm.

Part B – Answer in Turkish

Text 9

Question 9

Text type: email

Kind of writing: informative

Audience: a person in authority

Relevant points that may have been included:

- suggestions about possible areas of investment (for example, youth entertainment, employment opportunities for youth, technological advances)
- details about possible social problems that may be caused by young people leaving.

Section 3 – Writing in Turkish

For this section, students are expected to express their ideas in accurately formulated sentences using a good range of vocabulary and idiomatic expressions and to produce effective responses that include relevant information.

Question 10 was the most popular topic, but there was a good distribution of the other options as well.

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.

Many students demonstrated a good understanding of the text types and were generally proficient in using their imagination and sequencing their ideas well to produce effective pieces of work. Some students wrote interesting and detailed information on the topic they chose and used appropriate words and sentence structures and sequenced their ideas effectively.

Some students who attempted to extend their writing by using more complex sentences used similar words interchangeably, which did not enhance the meaning of their text. Students should avoid repeating words or expressions. There is no need to artificially try to lengthen responses by using unnecessary repetitions. Longer sentences can lead to word and tense errors if the suffixes are not used correctly.

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 to give themselves the opportunity to proofread and correct their response.

Question 10

Text type: report

Kind of writing: descriptive

Audience: future generations

Relevant points that may have been included were:

- family characteristics in present day society (more general or specific to the Turkish community)

- relationships in the family
- chores/responsibilities of various family members
- issues in the family
- housing / lifestyle / cuisine / neighbourly relations
- marriage / children / education
- entertainment / pastimes.

Question 11

Text type: letter

Kind of writing: persuasive, formal

Audience: Ministry of Tourism and Culture

Relevant points that may have been included were:

- formal tone of address/register
- objection to the decision made about your own property
- arguments regarding the necessity of building the house
- statement(s) about the significance of the find
- possible request for compensation
- suggested options for the preservation of the historical items found
- possible argument about the great sentimental value of the property (for family etc.).

Question 12

Text type: article

Kind of writing: reflective

Audience: readers of a youth magazine

Relevant points that may have been included were:

- referring to M.K. Atatürk by quoting his words and analysing the message he wanted to give
- writing a definition of 'the arts' (including, for example, painting, literature, music and dance)
- mentioning the importance of the arts in the life of a society
- writing about the contributions made by various artists (writers, musicians, visual artists) to a country's social/economical/cultural development
- encouraging readers to be involved in the arts.