

2020 VCE Turkish written examination report

General comments

Most students who sat the 2020 Turkish written examination demonstrated a good level of skill in understanding and using the language.

Students are able to take notes in the space that is available in the examination paper; however, students did not always use this information correctly in their response. Students should ensure that they select the correct information from their notes to answer the questions. Students are reminded that notes are not assessed, as is clearly stated in the examination.

Students are expected to formulate their responses in a meaningful way and use appropriate language structures. Students must also take care to write clearly, neatly and legibly.

Students must read and adhere to all instructions in the examination paper. Students should take care to:

- write clearly and legibly
- write in the language required for a particular section
- list only the responses that are required
- express their ideas and organise their writing in a succinct way
- in the 'Writing in Turkish' section, write the question number of their response in the space provided
- read the questions carefully and make sure they understand the requirements of the task.

Many students did well in answering questions in Section 1, Part B. In Section 3 – Writing in Turkish, the most popular questions were Questions 10 and 11.

Some students who responded to Question 12 produced texts based on their experiences rather than using the stimulus picture.

Students are encouraged to improve their skills and understanding in the following areas:

- reading and practising writing in different text types and kinds of writing
- developing vocabulary and using appropriate grammatical structures and punctuation
- noun cases (e.g. *-e, -i, -de, -den*) (e.g. *siz-e* (to you) *tesekkür ederim* (I thank you), not *siz-den* (from you) *tesekkür ederim*)
- spelling (e.g. *herkes* versus *her kez*)
- *de* when used in the sense of 'also' is not affected by consonant assimilation (e.g. *mektup da gönderdi*, not *mektup ta gönderdi*)
- avoiding colloquialism in formal writing (e.g. *dediğim gibi* (as I said) should be written in a formal style such *burada belirtildiği gibi* (as it is explained here))
- avoiding personal details and/or emotions in formal reports
- voicing of voiceless consonants between vowels (e.g. *mektubu* not *mektupu*)
- not changing 'fixed expressions' by using different words (e.g. *spor yapmak* not *spor oynamak*; *oruç tutmak* not *oruç etmek/yapmak*)
- using clearly identified paragraphs when a new idea is presented
- avoiding misusing accent marks over (*ı*), (*u*) and (*o*) as they change the meaning (e.g. *kır* versus *kir* (to break/dirt); *tur* versus *tür* (tour/ type); *kor* versus *kör* (ember/blind))

- observing agreements between subjects and verb endings (e.g. *Ben yazdım* (I wrote), *Ali yazdı* (Ali wrote))
- avoiding direct copying of sections of the stimulus texts. Students should paraphrase ideas in their own words.

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

This section required students to listen to one short and two longer texts in Turkish and respond to questions in English. Students were expected to demonstrate their understanding of the general and specific aspects of texts by identifying and analysing information provided in the text and conveying the information accurately and appropriately.

Question 1a.

- Visitors are interested in electric cars.
- They are also interested in robots that can do domestic work.

Short responses such as 'electric cars' and 'robots' were not sufficient.

Question 2a.

It is the (21st) birthday of their friend, Ayse.

Question 2b.

- They know that she is very fussy about what she wears (if she does not like a piece of clothing, she won't wear it, she will throw it away).
- They have heard her complaining about the fact that she does not have enough decorative items/furniture in her house.
- They know that she travels a great deal.

Question 2c.

Any two of the following:

- A case will be appropriate because their friend (Ayse) travels often.
- A case will be durable, nice and useful.
- She will go to Turkey soon.

Question 3a.

- She sought advice from her parents.
- She consulted her friends.
- She did research on the internet.

Question 3b.

- Female drivers prefer ease of driving and safety.
- Females opt for black colours.
- Male drivers prefer fast cars with powerful engines/motors.
- Males prefer grey colours.

Part B

In this part, student responses were assessed on how well they understood general and specific aspects of texts by identifying and analysing information and conveying the information accurately and appropriately in Turkish.

Question 4a.

Parçaya göre biyografik filmler neden iyi oluyor?

According to the text, biographical movies are good because they are both educational and entertaining.

Question 4b.

Responses could include any four of five possible answers:

- Hezarfen Celebi flew across the Bosphorus.
 - *Hezarfen Celebi İstanbul Boğazı üzerinden karşı kıyıya uçtu.*
- This was the first time that anyone had made this flight.
 - *Bu uçuş, bir insan tarafından ilk kez gerçekleştirilmişti.*
- Hezarfen Celebi achieved this flight using artificial wings that he had made.
 - *Hezarfen Celebi, bu uçuşu kendi yaptığı kanatlarla başardı.*
- The Sultan watched Hezarfen Celebi's flight and rewarded him with a bag of gold coins.
 - *Sultan, Hezarfen Celebi'nin uçuşunu izledi ve onu bir kese altınla ödüllendirdi.*
- Hezarfen Celebi achieved all of these 300 years earlier than advances made in flying in the early 20th century.
 - *Hezarfen Celebi, tüm bunları, uçuş ile ilgili 20. yüzyılda elde edilen gelişmelerden tam 300 yıl önce başardı.*

Question 5a.

- In coffee fortune-telling, first, the coffee is drunk, then the cup is turned upside down and, finally, there is a wait until the dregs of the coffee are cold and solidified.
 - *Kahve falının okunmasına başlamadan önce kahve içilir, fincan ters çevrilir ve kahve telvesinin soğuması/sertleşmesi beklenir.*

Question 5b.

- The shape of the coffee dregs looks like a boat.
 - *Kahve kalıntıları gemi şekline benziyor, bu da fala baktıran kişinin seyahate çıkacağı şeklinde yorumlanıyor.*
- A shape that looks like a bird with something in its beak that looks like a letter.
 - *Kuşun gagasında mektuba benzeyen bir görüntü var ve bu da iyi bir haber alınacağı şeklinde yorumlanıyor.*

Question 6

For four marks, correct responses were four of the following:

- The attendant emphasises that the technology is good, so the passenger should not be nervous.
 - *Uçuş görevlisi yolcuyla rahatlatmak için teknolojinin çok iyi olduğunu belirtti.*
- The attendant tells the passenger that there are backups if anything goes wrong.
 - *Uçuş görevlisi yolcuya, herhangi bir şeyin bozulması durumunda yedeği bulunduğunu söyledi.*
- The attendant tells the passenger that planes can cope with extreme weather conditions.
 - *Uçuş görevlisi, uçakların her türlü olumsuz hava koşullarına dayanacak şekilde üretildiğini söyledi.*
- The attendant tells the passenger that all pilots and crew undergo rigorous training.
 - *Uçuş görevlisi, yolcuya pilot ve hosteslerin sıkı bir eğitimden geçtiğini söyledi.*
- Planes are safe, trustworthy and the strongest means of transport / mechanical problems are rarely experienced.
 - *Uçaklar emniyetli, güvenilir ve sağlam seyahat araçlarıdır/ mekanik bozukluk ihtimali çok az görülür.*

Section 2 – Reading and responding

Part A

In this part, students read texts in Turkish and wrote their responses in English. Student responses were assessed on how well they understood general and specific aspects of texts (e.g. by comparing, contrasting, summarising and/or evaluating) and conveying the information appropriately in English. Students were assessed on how well they responded to questions using their own understanding, interpretation of the text and their own words (rather than translating chunks of the given text).

Question 7a.

The writer states that some choices are small and do not take much thought while other choices are big and important. An example of the first choice is what to wear (on a particular day) while an example of the second type of choice is the choice of career.

Question 7b.

The writer says that people must be courageous because:

- the decisions they make will be important for their life in the future
- they have to be content with the choices/decisions they make
- they should feel strong enough to accept the consequences of the decisions that they make.

Question 8a.

The museum set up pictures of horse-drawn vehicles and life-size models of people who were migrating. The museum incorporated sound effects (boat whistles, kids crying and the whispering of parents).

Question 8b.

- The museum has people's memoirs/memories of their experiences of migration on display.
- Maps showing the migratory routes are displayed.
- There are pictures of different types of food (dishes) that Turkish migrants cooked.

Part B

In responding to the questions asked in this part, students were expected to:

- demonstrate an understanding of the stimulus text provided
- produce a text that is appropriate and relevant to context, purpose and audience
- use information and ideas extracted from the text and produce their own text that is significantly different to the original text provided as a stimulus
- manipulate language structures and vocabulary in Turkish.

Question 9

The speech had to incorporate the points made in the stimulus text but present persuasive reasons for adopting the currency (e.g. the students could explain the practicality of the new currency). Responses needed to include persuasive language. For example, the king's speech may praise the people or praise the initiative so that the people who will listen to the speech will think that the new currency should be adopted and used by everyone.

Section 3 – Writing in Turkish

Responses were assessed on how well they:

- demonstrated depth of treatment of information, ideas and/or opinions
- used text appropriate and relevant to context, purpose and audience
- structured and sequenced information and ideas
- manipulated language structures and vocabulary in Turkish.

Question 10

The text type required was 'diary entry', so the writing is informal. The writer may have varied reasons for packing various objects such as photographs, tools and utensils. Students did not have to begin the diary entry with 'Dear Diary'.

Question 11

Responses needed to be in the format of a formal letter:

- addressing the recipient in a polite way
- identifying several significant uses for the land
- suggesting how it might benefit the whole community or an important section of the community (e.g. young people).

Question 12

- Students may have chosen to write a story with a twist or a surprise in the middle.
- Students could set the story in the market itself or write from the point of view of a person who knew the market well or lived nearby.
- High-scoring responses showed clearly 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.
- The story needed to have an important link to the market shown in the picture, but the market did not have to be identified accurately – students could give the market a fictional name and place the market in any part of Turkey or a Turkish-speaking community.