



Written component

GENERAL COMMENTS

The majority of students made a very good attempt at each section of the written examination. They managed their time effectively, and the degree of student comprehension was generally pleasing. However, students need to develop their Turkish writing skills, shown in Part B of Sections 1 and 2 and in Section 3, and need to do more practice for these parts of the paper.

Some students attempted to use rather complex and advanced structures such as past perfect and subjunctive, but did not seem to have mastered essential basic structures. Students need to master core structures, such as the use of prefixes and suffixes, verb conjugation and verb-noun relationships, as well as complex sentence structures that require the use of conjunctions. Students should also pay greater attention to the rule of vowel harmony and avoid using suffixes inaccurately.

When reading the questions on the examination paper, students should refer to both the Turkish and the English translations with great care to ensure that they have correctly understood the questions. In Part B particularly, students need to pay attention to directives such as 'summarise', 'compare' and 'explain', which require them to go beyond simply quoting ideas presented in the text.

Students should pay more attention to writing clearly and legibly so that assessors can read their responses accurately. Students must not write in upper case (capital letters) as this kind of handwriting does not reflect their ability to follow grammatical rules such as proper nouns and capitalisation.

Students need to limit the length of their writing to the requirements of the task. Students who write lengthy pieces often fall into the trap of writing repetitively. A student's ability to write concisely is also considered when marking an examination task.

Stimulus materials are provided to stimulate thinking and should not be copied verbatim; students cannot score highly without providing responses in their own words.

Homophones should be distinguished according to the context to avoid making careless spelling mistakes. Students should use their dictionaries carefully during the examination, as some students fail to pinpoint the correct meaning from a number of possible references (for example, *Baglama* is a stringed Turkish musical instrument, not a crossbar). Some students made careless mistakes by writing what they thought they heard, such as '*x sefer*' instead of '*ek sefer*', forgetting that the letter 'x' does not exist in Turkish.

SPECIFIC INFORMATION

For each question, an outline answer (or answers) has been provided. In some cases, the answer given is not the only answer that could have been awarded marks.

Section 1 – Listening and responding

Most students took accurate notes while listening to the texts in this section, but many did not make use of their own notes, failing to incorporate all of the information in their responses to the questions. Students need to pay greater attention and read the instructions carefully before writing their responses. Responses not written in the correct language as specified in the examination paper cannot be awarded any marks.

Some students gave their responses in full sentences while others chose to write just the bare minimum, which in many cases was no different from the notes taken while listening to the text. Note-taking should be used as an aid to writing high-quality, detailed responses.

Part A – Answer in English

Text 1

This text provided a smooth start to the examination as the context was assumed to be familiar to most students at Year 12 level.

2009 Assessment Report



Question 1a.

Either of:

- Sevda's university choices
- Sevda's career choices.

Question 1b.

The parent asked whether:

- Sevda's career choices were appropriate
- she will be able to get into Pharmacy.

Question 1c.

Any two of:

- work in a pharmacy/gain experience by working in a pharmacy
- research/study a wide variety of resources on the topic
- continue studying regularly.

Text 2

Question 2a.

She wants to know his reasons for coming to Australia/his reasons for migrating to Australia.

Question 2b.

Any three of:

- an earthquake destroyed their home in Turkey
- they had nowhere else to go
- Australia was accepting migrants
- they wanted to save money to rebuild their home
- they were in a very difficult situation.

Question 2c.

The rent was too high.

Question 2d.

- The children preferred living in Australia because they had jobs that suited them.
- The whole family missed the friends they had made in Australia.

Text 3

Question 3a.

Either of:

- by asking direct questions (three in a row)
- by using a very urgent, forceful tone.

Question 3b.

Any seven of:

- the government will provide financial assistance
- solar energy is free
- the appearance of the house will not change
- solar energy will supply power for appliances
- solar energy will supply hot water in both summer and winter
- lighting is also included
- solar energy protects the environment
- people keep their money in their pockets (because they have not spent as much on energy).

Part B – Answer in Turkish

The questions in this section required students to identify the issues and give accompanying explanations. For example, responding to Question 4a. with the phrase 'to attend a meeting' was judged to be insufficient. The response given below explains the reason in more detail.

2009 Assessment Report



Question 4a.

She needs to attend an important meeting on behalf of her company.

Question 4b.

All tickets had sold out because there was an international fair being held in İzmir.

Question 4c.

- Yıldız Airlines/Yıldız Airways
- because the airline had added a new (or an extra) flight

Text 5

Question 5a.

- Kırkpınar Oil Wrestling Square/Ground
- our soldiers/Turkish soldiers
- bodies are oily/smeared with oil

Question 5b.

- A wrestler is held by his legs with his head hanging down.
- One wrestler carries the other by lifting him up in the air and then takes three steps.
- A wrestler's shorts (called *kisbet*) are torn by his opponent.

Section 2 – Reading and responding

Once again, students should read the instructions carefully to eliminate the risk of responding in the incorrect language. Students should not attempt to literally translate the ideas presented in the text. Rather, they should absorb the meaning first and then respond to the questions asked using their own words. The required response is sometimes implied, and students should be trained to develop analytical skills in order to be able to extract the hidden meanings in a text.

Part A – Answer in English

Text 6

Question 6a.

- The accident reminded him of the days he had spent with his grandfather.
- He was worried that his mother would get angry about the marks on the floorboards.
- He noticed the marks his grandfather's walking stick had left on the floorboards.

Question 6b.

We know that their relationship was good because:

- he missed him/he wished that he would return home
- they spent time together, the grandfather used to tell him stories, sing songs, etc.
- his grandfather called him 'my lion grandson'/addressed him using terms of endearment.

Question 6c.

- Mert pointed to his heart to indicate that he was not happy that his grandfather was no longer staying with them.
- Mert was sad because he thought there was a connection between the marks on the floor and his grandfather's departure.
- Mart was feeling sad about his grandfather's absence.
- Mert felt that his pain was much greater than the damage he had caused by the accident.

Question 6d.

The grandfather himself decided to go to back to Turkey. After the death of his wife, he didn't want to be a burden on the family. He felt unhappy and lonely.

Text 7

Question 7a.

- He worked as a professional singer in clubs.
- He performed with some famous artists/performed with Sezen Aksu.
- He recorded his own albums.



Question 7b.

- Yes, because he had to do military service.
- He could not continue with his music (while in the army).

Question 7c.

- He has a 15-piece orchestra.
- His album (called 'Gönül Fırtınası') was a best seller.
- Two Australian Turkish singers will also take the stage.

Part B – Answer in Turkish

Students were required to analyse the information provided and incorporate this knowledge into their response. This required the ability to extract relevant information, reorganise it in a logical manner and present it in a new text type of an appropriate style, with ideas expressed in the students' own words.

Text 8

Question 8

Students needed to write a formal letter to the Minister for the Environment persuading him to take Professor Esen's letter very seriously. In their letter, they needed to refer to the issues listed and state why they were of global concern.

Section 3 – Writing in Turkish

Questions 9 and 12 were the most popular choices in this section. Responses were generally of a good standard, with good sentence structures and appropriately selected vocabulary, although there were some spelling errors. Some students simply wrote on the selected topic without paying any attention to the conventions of the required text type, the context or the purpose as stipulated in the question. Teachers should use past examination papers and discuss with their students the requirements of each task, taking note of the following issues:

- text type and its conventions (structure)
- kind of writing
- register
- purpose and context.

Students are required to indicate their selected topic at the beginning of their writing. Some students indicated one topic but wrote on another one. Students should read carefully and select the topic they feel most comfortable with. It is important to note that the students should be prepared to write in the different text types that are asterisked (*) in the *VCE Turkish Study Design* (see page 13 of the study design for the complete list).

Question 9

Students were required to write a personal article for a Turkish newspaper in which they discussed their experiences as a student of Turkish.

Question 10

Students were required to write an evaluative report for one of the young presenters working for a popular Turkish radio station, evaluating their current programs and making suggestions that would interest Turkish youth in Australia.

Question 11

Students were required to write the text of a speech for the school assembly informing students of the benefits of participating in a student exchange program between Turkey and Australia.

Question 12

Students were required to write an imaginative story describing life in the next century for publication in a magazine aimed at teenage readers.