



## Written component

### GENERAL COMMENTS

Most students understood the requirements of the Turkish written examination and were adequately prepared. Some sections of the paper required a response in English and others, a response in Turkish. It is very important for students to answer in the correct language as responses in the wrong language are not awarded any marks.

Students should read questions thoroughly, follow instructions carefully and make use of the space provided for taking notes.

Students should be aware of the following information.

- Responses written in the wrong language will not receive any marks.
- Marks will only be awarded for responses given in the space provided for answers. Drafts and notes will not receive any credit and should be crossed out.
- Students should convey the meaning of the response accurately for marks to be awarded.
- Not all questions based on a text are purely factual; some are higher-order thinking questions. These require students to analyse the question and demonstrate that they understand the text at a deeper level.

### SPECIFIC INFORMATION

#### Section 1 – Listening and responding

##### Part A: Answer in English

In this section, students listen to several short texts and answer questions in English. Students must ensure that their response is written in English. Each text is played twice and students have the opportunity to take notes while they listen. Following the second playing of each text, students are given time to answer the questions. Students are advised to listen carefully and take notes during both readings of the text, as this will assist them in writing their answers.

Most students answered the questions correctly. However, even though some students took detailed and accurate notes they failed to use these correctly in their responses.

Some students wrote more than one response for the same question. If a student writes an answer and then thinks of a better answer, the non-preferred answer should be crossed out neatly.

##### Text 1

The first text was very short and the question was awarded one mark only. Students were required to tick the correct answer in a multiple-choice question.

##### Question 1

Near the train station

##### Text 2

The second text was a news commentary about global warming and its effect on small islands, and how other nations may provide support to people affected.

##### Question 2a.

Global warming and its effects

##### Question 2b.

Australia is responding to the disaster by:

- flying in supplies such as food and clothing
- settling the refugees in Australian cities such as Melbourne and Sydney.

##### Text 3

This text was based on a radio interview with an award-winning Turkish poet.

# 2010 Assessment Report



## Question 3a.

- Mr Aydin is a poet.
- He was interviewed because he had won an award for literature/poetry.

## Question 3b.

The theme of his prize-winning work was extensive spending/suffering of humanity.

## Question 3c.

- he read poetry books
- his sensitive/emotional personality

## Question 3d.

Three ideas expressed in his work were:

- selfishness
- complexity of life
- the belief that money can bring happiness.

## Text 4

This text was based on a conversation between a father and a daughter. They were talking about a casual employment opportunity and the advantages and disadvantages of the job.

## Question 4a.

- The workplace is too far away.
- The pay is low.
- Travelling will be expensive both in terms of time and cost.

## Question 4b.

The father tries to convince the daughter to apply by:

- telling her about the importance of gaining experience
- offering to take her to the train station
- telling her that money is not all that important
- telling her that the job is suitable for her.

## Question 4c.

She agrees to apply for the position in order to please/not to upset her father.

The answer to this question should have been deduced from the tone of voice and the manner in which it was said. It appeared that most students were not adequately prepared to analyse spoken texts using intonation, stress and the structure of a conversation. As a result, only a handful of students answered this question correctly. Students should be taught to analyse and understand the deeper meaning hidden in texts.

## Part B: Answer in Turkish

### Text 5

In this text, a husband and wife were trying to agree on a wedding present. The conversation was based on the difficulty of finding a suitable present and a possible solution.

## Question 5a.

- *Çünkü gitmeleri gereken bir düğün vardı ve henüz bir hediye almamışlardı. Ya da nasıl bir düğün hediyesi alabilecekleri hakkında karar vermeye çalışıyorlar.*

## Question 5b.

- *Resim çerçevesi*

## Question 5c.

- *Para vermeyi kararlaştırdılar*
- *Hediye almak çok zordu/para verirlerse kendileri istedikleri gibi kullanabileceklerdi.*



**Question 5d.**

- *Evet aralarında aile ilişkisi var. Gelin, Ahmet'in halasının kızıdır/yeğenidir.*

**Text 6**

This text was about a photographic exhibition that would show the history of the Turkish migration to Australia. Ayşe Yıldız, who was invited to help with the exhibition, was interviewed.

**Question 6a.**

- *Resim sergisinin hazırlanmasına yardımcı olması için Avustralya'ya davet edilmiş.*

**Question 6b.**

- *Resimlerin yıpranmış olması*
- *Çok sayıda fotoğraf olmaması*
- *Sergiye katılımın az olması*
- *Sergi tarihi ve yeri hakkında toplumun yeterince bilgilendirilmemiş olması*

**Question 6c.**

- *Daha çok gencin fotoğraf çekmelerini ve gelecekte bu tür sergilere katılmalarını beklediğini söyledi.*

## Section 2 – Reading and responding

### Part A: Answer in English

**Text 7**

In this section, students were required to read a text written in Turkish and then to answer the questions in English. They were required to demonstrate their understanding of the general and specific aspects of the text. Students are reminded that they are allowed to use printed monolingual or bilingual dictionaries during the written examination, and should bring them to the examination.

Students should be trained to extract the relevant information contained in the text and reorganise this information when formulating their responses. Questions may require the students to summarise, compare, contrast or evaluate information provided in the text.

**Question 7a.**

There was a need for a new capital city because:

- the capital of the Ottoman Empire (Istanbul) was occupied by foreign troops
- the representatives needed a place to meet
- there was a need to coordinate the War of Independence.

**Question 7b.**

Following the congresses of *Erzurum* and *Sivas*, Atatürk declared that:

- the Ottoman Empire's sovereignty has ended
- the Turkish nation would defend its independence.

**Question 7c.**

Before becoming the capital, Ankara was a small, poor/underdeveloped town in the middle of Anatolia. After becoming the capital, Ankara:

- grew rapidly and became the second most populous city in Turkey
- built modern agricultural factories
- built a large historical museum, with exhibitions on the Anatolian civilisations
- inspired/helped the development of agriculture with the Atatürk Forestry Farm.

**Text 8**

**Question 8a.**

- seventh century
- *Oghuz* Turks
- in order to protect their independence/to get together on important days



**Question 8b.**

- to gather in front of a big fire to sing and dance/have good time
- observe their traditions
- have good discipline

**Question 8c.**

- Urbanisation made it difficult to maintain the traditions.
- Modern living conditions made it difficult to keep/observe traditions.

**Question 8d.**

- Music influenced the folk dancing.
- Some popular dances such as 'Yandım Şeker', 'Mor Koyun' and 'Misket' are named after this music style.

## Part B: Answer in Turkish

### Text 9

#### Question 9

Students were given a short text and asked to write a personal journal entry of approximately 150–200 words using only the information provided in the text. Students were required to demonstrate that they were able to understand general and specific aspects of the given text. They were required to extract information to prepare their response. Students need to pay particular attention to the type of text and the context in which they are required to respond.

### Section 3 – Writing in Turkish

When preparing for this section of the examination, students are encouraged to practise different kinds of writing (informative, persuasive, evaluative, personal and imaginative) and the conventions that correspond to each text type. Students would benefit from practising the different writing styles and revising verb conjugation and tenses.

Many of the responses in this section were excellent pieces of writing that complied with the requirements of the task. Some, however, were written with very basic content and simple, repetitive grammatical structures. It is recommended that students practise writing in different styles throughout the year. Reading texts in Turkish (short stories, novels, articles and magazines) is also a very effective method of improving written expression.

#### Question 10

Students were asked to produce a persuasive piece of writing in the form of a speech about their recent trip to a Turkish-speaking country. Most students who selected this question were able to write a detailed and entertaining presentation. They demonstrated their capacity to present information and ideas with reasons, examples and evidence.

Students were expected to:

- use a speech format and personal language
- use appropriate language for the target audience
- include a logical sequence of ideas for the text type using connectors and vocabulary relevant to the topic
- provide a conclusion.

#### Question 11

In this task, the students were required to write an informative article for the benefit of their peers at school. They were required to reflect upon their own learning experiences and give advice to students who may have similar aspirations.

Responses needed to:

- provide information relevant to the task
- use language appropriate to the audience
- make suggestions
- use tenses, including the past and future tenses for describing and recounting past events, and giving advice
- contain specific vocabulary
- observe the conventions of the text type (an article).

# 2010 Assessment Report



## Question 12

Students were asked to write a report in which they would evaluate the restrictions imposed on people because of the water shortages experienced. They were required to evaluate the restrictions by discussing the advantages and disadvantages for people and for the environment.

Responses needed to:

- be evaluative, analytical
- have clearly defined paragraphs that addressed identified issues and discussed aspects of them
- contain an opening statement, developmental paragraph and a conclusion
- use the conventions of a report.

## Question 13

This task required the students to write an imaginative story about a journey into space. The story was to be written for the school magazine; hence, the audience was identified as fellow students.

Responses needed to:

- use specific vocabulary that conveys excitement, adventure and a feeling of the unknown/surprise events and so on
- include verbs for describing and recounting past events
- provide an engaging narrative with creative ideas
- have an appropriate opening, plot development and resolution.