



**2013**

**Languages: Turkish GA 3: Examination**

## Written component

### GENERAL COMMENTS

The majority of students appeared to be familiar with the requirements of the written examination and responded to questions reasonably clearly and concisely. Some students included irrelevant detail in their answers.

Note-taking appeared to be non-strategic and elaborate. When note-taking during the Listening and Responding section of the examination, students should try to capture the specific information sought by the question rather than making attempts to transcribe the spoken text.

This year there was more accuracy in responding in the language stipulated in the different sections of the examination. There were a handful of students who did not attempt sections of the paper, particularly Parts A and B of Section 2, Reading and Responding. This is one of the more accessible sections of the paper as dictionaries can and should be used to extract meaning.

It was pleasing to see that a wider variety of topics was selected by students in the Writing in Turkish section of the paper.

To prepare for Section 1, Listening and Responding, students should listen to as many spoken texts as possible. Appropriate media clips on the internet, and local and international Turkish radio and television broadcasts can give students the opportunity to practise their listening and comprehension skills.

Listening and reading texts in authentic, everyday language can provide excellent examples of both spoken and written language conventions. When preparing for the examination, it can also be very helpful for students to complete previous examination papers, read the examination reports and learn from the comments made about the difficulties experienced and errors made by students in previous years. All of these are available on the VCAA website.

Students should plan and use their time efficiently in order to allow themselves sufficient time at the end of the examination to proofread their work. This will give students the opportunity to identify any careless errors they may have made. Numerous basic errors, such as spelling, the use of adjectives, and verb and noun agreements can be avoided if students take the time to check their work. It was pleasing to see that this year, fewer students made the error of writing their responses in the wrong language. However, some students wrote their answers both in English and Turkish. Students need to be aware that responses written in the wrong language will not be awarded any marks. When responses are written in both languages, only the response written in the required language will be marked.

Students must ensure that they read and follow the instructions carefully, and that they understand the requirements of the question. Students should note that the amount of space given to answer a question is a good indication of the length of the expected response and the amount of detail expected.

Students should always check whether the question requires them to present their answer in point form or in full sentences. The sections of the examination that require students to respond in Turkish carry marks for language use and students are expected to demonstrate linguistic accuracy and sequencing of ideas in Turkish.

Most students were able to take accurate and detailed notes in Section 1, Listening and Responding; however, some failed to incorporate the ideas noted into the required response. Students must also remember that no marks are given for note-taking.

Answers must be coherent and legible. Emphasis must be given to the study of grammar in order to improve students' ability to write in Turkish with accuracy and fluency. Students should not attempt to just pick the right word from a text; they should also use the key words in meaningfully constructed sentences.

Other areas of concern included the following.

- A significant number of students wrote very basic or incorrectly constructed sentences when responding in English.
- When responding in English, some students gave the wrong answers to questions starting with 'how' and 'why'. The distinction between the two should be explained in class in order to eliminate mistakes.



- Some students simply attempted to translate and used words inaccurately. For example, Big Ben may not be written as *Büyük Ben*. As students are allowed to bring a dictionary into the examination room, they should check and use the correct spelling of English words.
- In Section 2, Reading and Responding, literal responses should be paraphrased where possible rather than copied directly from the given text.
- Direct translation of fixed, idiomatic expressions should be avoided. For example, *damlaya damlaya göl olur* should not be literally translated as ‘drop by drop makes a lake’. Such expressions can be translated more accurately by writing sentences that convey the true meaning.
- Some students wrote a word the way they think it sounds and did not consult their dictionaries for the correct spelling. Some examples of this include *salık* instead of *sağlık*, *saat* instead of *sıhhat*, *malle* instead of *mahalle*, *antaraman* instead of *antrenman* and *tamin* instead of *tahmin*.
- Students need to practise some Turkish sound assimilation rules in order to avoid spelling mistakes such as *gitti*, not *gidi* and *parkta*, not *parkda*.
- Some composite words were incorrectly separated (*sata bilmek* instead of *satabilmek*, *yapa bilmek* instead of *yapabilmek*) as well as some place names (*Çanak kale* instead of *Çanakkale*).
- Verb endings that indicate person and number should agree with the subject of the sentence.
- While writing in Turkish, anglicisms should be avoided if a Turkish equivalent exists.
- ‘Ki’, which is a noun phrase marker, and ‘de, da’, when used to mean ‘in addition’, should be separately written as they are separate words rather than suffixes in these cases.

## **SPECIFIC INFORMATION**

This report provides sample answers or an indication of what the 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**

Students generally responded appropriately to most questions in this section of the examination. They were generally able to extract from their note-taking the main points required and could find reasonable English equivalents for their answers. Some students, even though they managed to take elaborate notes while listening, failed to use the information accurately in their responses. Some students responded to questions appropriately by writing in full sentences while others chose to inappropriately write a single key word as a response. Students should be advised to write their responses in comprehensible sentences.

Students should use the reading time to read the questions carefully, and to predict the type of interactions they will be hearing and the sort of information that may be required in responses. They should take notes during the first and second playing of each text and, in the pause between playings, they should read the questions again to determine the importance of what they have heard and use their dictionary to check the meanings of unfamiliar words. After the second reading of each text, students have time to confirm the information gathered earlier and to compose an appropriate answer for each question. Students should have strategies to manage their examination time wisely, such as reading the questions for the next text during the pauses. Some students used effective strategies to identify the meaning of a question, such as underlining or highlighting the key words in the question.

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## Text 1

### Question 1a.

The Ministry of Employment and Social Security

### Question 1b.

- The employment of children under 15 is forbidden in some jobs.
- Wearing protective clothing is now compulsory.

## Text 2

### Question 2a.

Because Pinar looked very sad.

### Question 2b.

- Pinar said that she had an argument with her mother.
- She did not agree with some traditions.

### Question 2c.

- Kerem was not happy about the separation of male and female chores in his family.
- Because this stops him from doing the things he enjoys, such as cooking.

## Text 3

### Question 3a.

The article he read on peer pressure

### Question 3b.

- We would have to give our son/Cemil too many rewards.
- Cemil is very lucky in this respect as we always discuss things together.

### Question 3c.

- by giving them the opportunity to talk and discuss issues
- by training them to discuss things calmly with their parents
- by developing trust between the child and the parents
- by getting involved in their child's school
- by getting to know their friends

## Part B – Answer in Turkish

The majority of students were able to answer questions asked in this section with some clarity but not in as much detail as expected from students at this level. Some students wrote their responses in very basic language, lacking sentence structure, accuracy and fluency. Students should be prepared to give responses that are appropriately structured according to the question asked. If the question asks for the information to be presented in point form or a list, students should respond in this way. Where a question requires additional explanation, the response should be constructed in the appropriate manner rather than just giving the key words as an answer. Students should also aim to give precise responses to questions when multiple aspects are available, instead of giving every possibility, both relevant and irrelevant. This does not gain them extra marks; instead, it wastes valuable examination time.

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## Text 4

### Question 4a.

The name of the island comes from its native fish species that live in that area.

### Question 4b.

Landmark

- The best-known landmark is *Dostluk Anıtı*.

Nature activities

- a river cruise
- climbing of the Porsuk mountain

## Text 5

### Question 5a.

The main focus of Health Week is the maintenance/protection of healthy living.

### Question 5b.

A peaceful environment affects people by

- making them physically and mentally healthy
- enabling them to make a greater contribution to public life.

### Question 5c.

- Friday 13 April
- Peace concerts will be held in town centres across the country.

## Text 6

### Question 6a.

- It is an episode of an ongoing broadcast on the topic.
- We understand this from the producer's announcement, *yine aile konusunu işleyeceğiz* (we will **again** be talking about the topic of family).

### Question 6b.

Effects on the family

- women have joined the workforce.
- sibling relationships have disappeared (due to small/one-child families)

Effects on society

- ageing population
- economic problems

## Section 2 – Reading and Responding

### Part A – Answer in English

This section of the examination assessed students' capacity to understand and convey general and specific aspects of written texts. Most students were able to draw the appropriate information from the texts. A number of questions were directly related to the content of the texts, while others required students to infer information from what was written.

Students were asked for a global understanding of the text and, although many managed well with some sophisticated understanding of text construction and purpose, some students simply attempted to translate statements to provide a response.

In order to prepare for this section of the examination, students should read a wide range of Turkish texts in different text types. They should also practise identifying, rephrasing and summarising the main points and ideas in texts.

Before attempting the questions in this section, students should read the texts a few times and use their dictionaries to clarify the meaning of unfamiliar words. It is not necessary to know the meaning of all words; instead, students should try to understand the gist of the text and find the information required to answer the questions. Students are reminded that all answers must be based on the information provided in the texts and not on their prior knowledge of the topic.



**Text 7**

**Question 7a.**

Because the aircraft emit polluting gases thousands of metres up in the sky and this causes greater harm to the ozone layer.

**Question 7b.**

- use of lighter materials in the production of new aircraft
- production of environmentally friendly fuels
- development of more efficiently aircraft engines
- charging a pollution fee

**Question 7c.**

Because the tax rate is too high

- they will be forced to increase ticket prices
- the number of people travelling will decrease.

**Text 8**

**Question 8a.**

(C) *Töre*

**Question 8b.**

- He donated the award money to a home for the elderly in Nevsehir.
- He spends his weekends helping with community activities.

## **Part B – Answer in Turkish**

This part of the examination assessed students' capacity to understand general and specific aspects of a text and their capacity to convey information accurately and appropriately in Turkish. The question required students to demonstrate their skills by writing the text of a speech in persuasive style, using only the information provided in the text.

Students need to practise creating different kinds of writing and different text types in order to prepare for this part of the examination. They should refer to the *VCE Turkish Study Design* for the identified conventions of a variety of text types.

Students are assessed using the following criteria.

- understanding general and specific aspects of a text by identifying, analysing and responding to information
- conveying information coherently (structure, sequence, accuracy and variety of vocabulary and sentence structure) and appropriately (relevance, use of conventions of the text type)

A significant number of students produced work that conveyed all the relevant information and many did it correctly. The more capable students manipulated language authentically and creatively, and organised information and ideas well in Turkish in order to meet the requirements of the question. Some students used only a couple of the ideas provided in the text and attempted to complete the question by using their personal knowledge and experience.

## **Section 3 – Writing in Turkish**

Students were required to write in Turkish in response to one of the four questions asked in this section. Each question represented a different text type and style of writing. The study design has a list of text types that are prescribed for productive use in the examination.

This section assessed students' ability to express ideas through the creation of original text in Turkish using the following criteria.

- relevance and depth of treatment of ideas, information, or opinions
- accuracy and range of vocabulary and sentence structures
- the capacity to structure and sequence response and capacity to use conventions of the text type

Competent students were able to demonstrate outstanding grammatical skills and idiomatic usage, as well as a wider range of vocabulary, and developed their topic creatively.

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Most students displayed a good knowledge of the text type and style of writing they chose. However, many responses demonstrated a lack of depth in the treatment of the question, often because students did not read the question thoroughly, ran out of time or had a limited vocabulary. In selecting their writing topic, students should choose one for which they have a good vocabulary and in which they are able to express themselves in Turkish with accuracy.

Some students demonstrated their planning skills by writing basic notes prior to embarking on the actual writing task. Ideas should be developed coherently and grouped into separate paragraphs with effective links between them. It is therefore essential that students set aside time to plan their response and to proofread it at the end.

Students will need to be familiar with the assessment criteria used in this section of the examination and structure their writing accordingly. It is advisable that students prepare basic draft plans on their most likely topics before making their final decision. This will give them the opportunity to identify a topic they possess greater knowledge of and which allows them to demonstrate their linguistic skill.