

**2007 HSC Notes from
the Marking Centre
Turkish**

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Contents

Oral Examination.....	4
Written Examination.....	5
Section I – Listening and Responding.....	5
Section II – Reading and Responding.....	6
Section III – Writing in Turkish.....	7

2007 HSC NOTES FROM THE MARKING CENTRE

TURKISH

Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Turkish. It contains comments on candidate responses to the 2007 Higher School Certificate examination, indicating the quality of the responses and highlighting their relative strengths and weaknesses.

This document should be read along with the relevant syllabus, the 2007 Higher School Certificate examination, the marking guidelines and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of Turkish.

Oral Examination

The choice of topic should be carefully considered. Factual recounts tend to limit candidates' ability to discuss in depth. Topics which involve, for example, descriptions of places of interest or cultural festivals do not necessarily provide candidates with the opportunity to demonstrate a perceptive understanding of issues and a sophisticated use of language, or to engage in a discussion. Candidates should avoid topics that rely on English vocabulary, such as aspects of technology.

While all candidates demonstrated that they had used a number of resources, some candidates relied heavily on the internet for their research. Examiners felt that some candidates could have better exploited the resources used or accessed a wider range of texts, such as film and documentaries, journal articles and interviews. Candidates need to be reminded that they should be using a minimum of three different resources: *It is expected that at least three different texts will form the basis of the in-depth study, so that the candidate is able to explore their chosen subject in sufficient depth.* (Turkish syllabus)

Few candidates brought supporting objects to the examination. Should candidates choose to bring material to the examination, they are reminded that they should be items such as photographs, pictures, and maps. Notes and cue cards are not permitted and there must be no written information or annotations either in English or in Turkish on the objects. Supporting objects serve only as a prompt and in no way contribute to the mark awarded.

Supporting objects will be checked prior to the examination. Candidates will not be permitted to take into the examination any item or items which are deemed to be inappropriate or do not conform to the identified specifications.

Written Examination

Section I : Listening and Responding

Part A

General Comments

The questions were answered well although only some candidates were able to supply all the necessary detail.

- Teachers are advised to teach students the techniques associated with taking notes.
- Candidates should ensure that they read the question carefully and respond according to what the question is asking.
- Teachers should practise and focus on different styles of questions, including the filling in of forms.
- Practice with past examination papers is recommended.

Part B

General Comments

In this section of the paper, candidates are required to answer in Turkish. Every year there are some candidates who answer in English, thereby forfeiting all marks. Candidates must pay attention to the language to be used to answer the question, English or Turkish.

Some responses indicated that questions from another text were being answered.

As Part B is to be answered in Turkish, teachers should focus on:

- correct sentence structure
- spelling
- quoting from the text and how the text relates to language-based questions.

Teachers should give examples of a variety of responses and remind students that they should:

- not retell the text
- not translate directly
- answer what the questions asks
- provide appropriate references to the text and link these to the question.

Section II : Reading and Responding

Part A

General Comments

Most candidates answered this section well. They referred to the text and supplied all relevant detail.

Question 8

Candidates are advised to:

- ensure that the depth of responses corresponds to the allocated marks
- read the questions carefully first
- use a pen rather than a pencil
- use a highlighter to help focus on the main points.

Question 9(c)

Questions which require candidates to discuss the reason certain language is used in a text cause difficulty. In the weaker responses, candidates simply retold aspects of the text rather than discussing how language is used and to what purpose.

Teachers are advised to equip students with the skills to analyse language features so that the language can be linked to the effect described.

Candidates are advised to avoid literal translations, ie ‘he would run after a lot balls’, ‘ran after the ball a lot’ meaning *wk top koşturdun*.

Part B

General Comments

Teachers should emphasise that in Reading and Responding Part B, the text type used in stimulus text is not necessarily the text type required in the response.

Teachers are advised to practise writing reports, stories and articles. Candidates are advised to work within the limits of their knowledge. They are advised to use simple sentences if they cannot demonstrate control of more complex sentence structures.

Areas of concern:

- the Turkish characters with/without dots/tails
- the use of connecting letters, ie n–s–ş–y
- double consonants *okulla–okul*
- the use of apostrophes
- adding *–de* and *–ki*
- writing clearly and getting to the point
- the appropriate use of *bir*
- the accurate use of adjectives
- the appropriate use of proverbs, idioms and expressions
- correct spelling.

Section III: Writing in Turkish

In the best responses, candidates were creative in their ideas and language.

They were able to:

- use complex sentences and write an effective text
- analyse
- meet the requirements of length and depth of treatment
- justify or support statements made with relevant information
- include statistical references, where appropriate.

The majority of candidates did not read the questions carefully enough.

Candidates had difficulty producing the article and short story text types. Candidates should be familiar with the form and conventions of all relevant syllabus text types.

Some candidates misspelt many words. In the best responses, candidates used paragraphs effectively, wrote accurately and structured their responses carefully.

Students need practice in the following:

- the silent ‘g’
- subject/verb agreement
- possessive pronouns.

Turkish Continuers

2007 CCAFL Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Oral Examination			
Conversa- tion	15		H1.1, H1.2, H1.3, H1.4
Discussion	10		H1.3, H4.2, H4.3
Section 1: Listening and Responding			
Part A			
1	2	Personal identity — conversation	H3.1
2	3	The younger generation — message	H3.1, H3.2
3	3	The younger generation — conversation	H3.1
4 (a)	2	Issues now and in the future — conversation	H3.1
4 (b)	4	Issues now and in the future — conversation	H3.2
5	6	Issues now and in the future — interview	H3.3
Section 1: Listening and Responding			
Part B			
6 (a)	1	Future aspirations — speech	H3.1
6 (b)	4	Future aspirations — speech	H3.2
7	5	Arts and entertainment — interview	H3.3
Section 2: Reading and Responding			
Part A			
8 (a)	3	The world of work — article	H3.1
8 (b)	3	The world of work — article	H3.1
8 (c)	3	The world of work — article	H3.1
9 (a)	2	Arts and entertainment — review	H3.1
9 (b)	4	Arts and entertainment — review	H3.1
Section 2: Reading and Responding			
Part B			
10	10	Personal identity — email/diary	H1.2, H1.3, H2.1, H2.3, H3.1
Section 3: Writing in Turkish			
11	15	Leisure — speech	H2.1, H2.2, H2.3
12	15	Tourism — letter	H2.1, H2.2, H2.3



Question	Marks	Content	Syllabus outcomes
13	15	The world of work — article	H2.1, H2.2, H2.3
14	15	Migration/cultural diversity — story	H2.1, H2.2, H2.3



2007 CCAFL Turkish Continuers Marking Guidelines

Section 1: Listening and Responding Part A

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies what Ayre and Ahmet are discussing	2
• Identifies one aspect of the discussion	1

Question 2

Outcomes assessed: H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the reasons for Selma's frustration	3
• Demonstrate some understanding of the reasons for Selma's frustration	2
• Identifies one relevant reason	1

**Question 3***Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a good understanding of the reasons for the mother's dislike of Salim	3
• Demonstrate some understanding of the reasons for the mother's dislike of Salim	2
• Identifies one reason for the dislike	1

Question 4 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies both reasons	2
• Identifies some relevant information	1

Question 4 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of how the father feels about life 50 years ago	3
• Demonstrates a good understanding of how the father feels about life 50 years ago	2
• Identifies some relevant information	1

Question 5*Outcomes assessed: H3.3***MARKING GUIDELINES**

Criteria	Marks
• Completes the form with all relevant information • Demonstrates a perceptive understanding of what information should be passed onto the salesman to affect a sale	6
• Completes the form with all relevant information • Demonstrates a good understanding of what information should be passed onto the salesman to affect a sale	4-5
• Completes the form with some relevant information	2-3
• Identifies at least TWO relevant elements	1



Section 1: Listening and Responding

Part B

Question 6 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Identifies the speaker	1

Question 6 (b)

Outcomes assessed: H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Accurately identifies the purpose and audienceDemonstrates a detailed understanding of how language is used to make the speech relevant to the purpose and audience	4
<ul style="list-style-type: none">Demonstrates some understanding of how language is used to make the speech relevant to the purpose and audience	2–3
<ul style="list-style-type: none">Demonstrates limited understanding of how language is used to make the speech relevant to the purpose and audience	1

Question 7

Outcomes assessed: H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Demonstrates a thorough understanding on how the exhibition title relates to the artist and his workProvides detailed and accurate references to support the answer	5
<ul style="list-style-type: none">Demonstrates some understanding of how the exhibition title relates to the artist and his workProvides some references	3–4
<ul style="list-style-type: none">Demonstrates limited understanding of how the exhibition title relates to the artist and his work	1–2

**Section 2: Reading and Responding**
Part A**Question 8 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Three correct answers	3
• Two correct answers	2
• One correct answer	1

Question 8 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Three correct answers	3
• Two correct answers	2
• One correct answer	1

Question 8 (c)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Three correct answers	3
• Two correct answers	2
• One correct answer	1

**Question 9 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Identifies relevant information about ‘Sanat -1’ the theatrical group from both reviews	2
<ul style="list-style-type: none">Identifies basic information about ‘Sanat -1’ the theatrical group from both reviews	1

Question 9 (b)*Outcomes assessed: H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Demonstrates perceptive understanding of first reviewer’s opinion about what the audience thought about the playProvides relevant references from the text	4
<ul style="list-style-type: none">Demonstrates some understanding of first reviewer’s opinion about the evening	2–3
<ul style="list-style-type: none">Provides some relevant information	1

Question 9 (c)*Outcomes assessed: H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Provides a perceptive understanding of language used to reflect point of view of the second reviewProvides relevant references from the text	5
<ul style="list-style-type: none">Demonstrates some understanding of language used to reflect point of view of the second reviewProvides a reference from the text	3–4
<ul style="list-style-type: none">Provides some relevant information	1–2



Section 2: Reading and Responding

Part B

Question 10

Outcomes assessed: H1.2, H1.3, H2.1, H2.3, H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Responds to the information, ideas and/or opinions of the text (includes main points)• Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text• Demonstrates extensive knowledge and understanding of vocabulary and sentence structures• Manipulates language authentically and creatively to meet the requirements of the task• Organises information and ideas to meet the requirements of the task	9–10
<ul style="list-style-type: none">• Responds to most of the information, ideas and/or opinions of the text (includes main points)• Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions• Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task• Organises information and ideas to meet the requirements of the task	7–8
<ul style="list-style-type: none">• Responds to some of the information, ideas and/or opinions of the text (includes points)• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures• Organises information and ideas to meet the requirements of the task	5–6
<ul style="list-style-type: none">• Responds to some of the information, ideas and/or opinions of the text• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures• Demonstrates limited evidence of the ability to organise information and ideas	3–4
<ul style="list-style-type: none">• Demonstrates a limited understanding of the text• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax• Uses single words and set formulae to express information	1–2



Section 3: Writing in Turkish

Questions 11–13

Outcomes assessed: H2.1, H2.2, H2.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates breadth and depth in the treatment of relevant information, ideas and/or opinions• Demonstrates extensive knowledge and understanding of vocabulary and sentence structures• Demonstrates the ability to manipulate language authentically and creatively to meet the requirements of the task• Demonstrates the ability to sequence and structure ideas and information coherently and effectively	13–15
<ul style="list-style-type: none">• Demonstrates breadth and some depth in the treatment of relevant information, ideas and/or opinions• Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures• Demonstrates the ability to manipulate language with some degree of authenticity and creativity to meet the requirements of the task• Demonstrates the ability to sequence and structure ideas and information effectively	10–12
<ul style="list-style-type: none">• Presents information and a range of ideas and/or opinions relevant to the task• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures• Organises information and ideas to meet the requirements of the task	7–9
<ul style="list-style-type: none">• Presents some information, opinions or ideas relevant to the task• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures• Demonstrates limited evidence of the ability to organise information and ideas	4–6
<ul style="list-style-type: none">• Demonstrates a limited understanding of the requirements of the task• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax• Uses single words and set formulae to express information	1–3