

2000 HSC Notes from the Examination Centre Turkish 3 Unit

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Turkish 3 Unit

Listening Skills

Question 3 was misunderstood by some candidates.

In question 5 candidates did not provide all 3 reasons required. Question 4 required at least two reasons in the answer and again some candidates gave only one.

Most candidates answered in full sentences as required.

Speaking Skills

Areas of weakness included:

- overuse of the possessive suffix, ie *bizim ozon tabakasi, agaclarimiz, sularimiz, tenekelerimiz.*
- the tendency to express ethno-centric ideas rather than displaying acceptance of multiculturalism, its benefits to Australia, richness of languages and cultures.
- problems with adverbs, ie *rahatcana* (dialect influences), *kolaycana* (dialect influences), *ragmen* (misuse – used instead of *halde* or *halinde*).
- lack of preparation.
- incorrect use of terminology relating to the speaking topic.
- short and limited responses.
- misuse (mispronunciation) of certain words, eg *ozan* instead of *ozon*, *yetistirecek* instead of *yatistiracak*, *Turizm bir ulke* instead of *Tuistik bir ulke*, *etken* instead of *etkinlik*, *ulkearalari* instead of *ukelerarasi* or *uluslararasi*, *yemek uretiliyor* instead of *yemek tuketiliyor*, *Turkce dili* instead of *Turk dili*.

Teachers are advised to:

- practise drills / exercises that deal with the grammatical aspects identified above.
- discuss the positive aspects of living as part of two cultures.

Candidates are advised to:

- develop their research skills.
- broaden their knowledge of appropriate vocabulary.
- answer the questions in the examination as fully as possible.

Written Examination

Section I – Reading Skills

- *Were there any vocabulary items or structures that the candidates had difficulties with? Give examples.*

The passage was well chosen. It was an interesting passage relevant to the Turkish culture and the candidates' background.

The questions were also relevant but they were in the same order as the passage. It was very easy for some candidates to gain the correct information, as it was from the passage, and write the answer in the space provided. Maybe a couple of the questions could have asked for the candidates' opinions instead of taking the answers straight from the passage.

Candidates are advised that they should read the questions carefully and answer them in their own words and not copy a response directly from the passage. In Question 1 some candidates copied the whole of paragraph 1 as their answer. The question required *örgii tekniği* only.

Section II – Writing In Turkish

The best responses demonstrated:

- creativity and depth of treatment
- accuracy in the use of grammar, syntax, spelling, vocabulary choice
- correct/appropriate use of figures of speech
- richness of language (with vocabulary and complex sentence structure)
- careful structuring, ie introduction, body of response, close
- individuality/originality
- the ability to maintain a discussion relevant to reader interest
- information
- correct use of the required discourse form
- logical sequencing of ideas in paragraphs.

Linguistic Ability

Usage of expression

Sana o andaki heyecanımı, ve mutluluğumu dile getirecek, anlatacak kelime bulamıyorum

Punctuation

Letter writing/Introduction with perfect punctuation.

Sevgili arkadaşım Pelin, Nasilsin? İyimsin? Sana son mektubu yazalı bir hayli zaman geçti ve ben bunun farkındayım.

Richness of Language (with vocabulary and complex sentence structure)

Anlayacağın hem tatilimi güzel değerlendirmiş oldum, hem de çok harika insanlarla tanışıp, ilginç ve heyecan verici olaylarla karşılaştım.

Excellent responses included the following:

Dünyayı barış ve mutluluk dolu bir yer haline getirmeliyiz.

Senden mektup alınca öldü mü? kaldı mı? diye bir telefon açtım ama numarayı değiştirmişsin.

Bence mühim olan madalya alıp almamak değil, orada insanlığı kutlamak, bir olmak... Bir de bunları insan ayırımı yapanların örümcek beyinlerine geçirebilsek...

Yediden yetmişe herkesin kalbi Sidney Olimpiyat Oyunları için durdu ve gözler oraya çevrildi.

Düşünüyorum da bir ünlü yazar olsaydım, düşüncelerimi halka böyle yansıtılsaydım, hapse girmeden, karakolda dövülmeden, “devlete karşı” damgası vurulmadan içimizde yaşayan bu halkı aydınlatılsaydım...

Açıkça tarihimizi yargılırdım, yargılanacak kara yüzlü insanları yargılırdım.

Section III – Study of Literature

Question 1 proved challenging to some candidates who misunderstood the first part of the question.

Question 2 was received well by most candidates because the question allowed them to include their own opinions in their responses. This question elicited creative and interesting responses.

Candidates are advised to answer the question thoroughly and coherently.