

**2005 HSC Notes from  
the Marking Centre  
Turkish**

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# 2005 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 provides comments with regard to responses to the 2005 Higher School Certificate Examination, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

This document should be read along with the relevant syllabus, the 2005 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

### Conversation and Discussion

#### Conversation

In general, candidates were able to demonstrate a good knowledge of vocabulary and structures and provide relevant responses to questions posed. Most candidates were able to express themselves in Turkish without any recourse to English expressions.

Candidates who demonstrated a higher level of achievement were able to treat topics in depth and to use questions as an opportunity to demonstrate a range of vocabulary and structures, and to present and justify opinions.

Candidates are reminded of the importance of not identifying themselves or their schools.

#### Discussion

Performance in this section of the examination varied in accordance with the candidates' capacity to demonstrate their ability against the assessment criteria.

In 2005 candidates seemed much more comfortable with the format of the examination which is a discussion and not a presentation of a speech or report, nor an interview. Choice of topic is critical and candidates and their teachers need to consider whether the topic selected can allow the candidate to:

- study texts
- undertake in-depth research
- present a point of view
- discuss issues.

The syllabus makes clear that:

*In the Discussion, the student will be expected to explore with the examiner(s) the subject of the in-depth study, and refer to the texts studied.*

The topic should not be too narrow or too broad, and should go beyond the presentation of factual information about, for example, an historical or geographical subject.

Candidates are using a variety of resources in preparing their in-depth study and these included the Internet, novels, short stories and poetry, articles from books and magazines as well as interviews and information from the local community. Candidates must be able to reference the texts and explain why they were used and how they have contributed to their understanding of the chosen topic. Candidates must be prepared to use these texts to support the discussion rather than merely quoting the text's title or a web address. In the better responses, candidates made specific reference to the texts studied and critiqued them rather than merely referring to them superficially. This was particularly the case where information from the Internet was used.

Candidates who had researched the topic well brought to the discussion a richness of vocabulary and structures not evident where candidates had made only a limited or superficial reference to texts often of a 'standard classroom' type.

The best performances were those of candidates who were able to demonstrate their ability to explore issues through texts, present and discuss information and substantiate a point of view.

## **Written Examination**

### **General Comments**

Teachers should emphasise the importance of responding to questions in appropriate detail and making specific reference to the texts rather than drawing upon outside sources for evidence. Teachers and candidates need to understand the requirements of outcomes 3.2 and 3.3 and the ways in which these outcomes can be assessed. In addition, candidates' written responses in Turkish would be enhanced by further practice in writing in all the prescribed text types.

Candidates are again reminded of the need to answer the question in the correct language, ie English for Part A and Turkish for Part B. Where candidates have not answered the question, ie answered in the wrong language, no marks can be awarded.

Candidates should read each question carefully to ensure that the response answers the question asked. Irrelevant material will not contribute an effective answer.

Candidates are advised to be familiar with an appropriate dictionary and to use this to check the meaning of unfamiliar words in the examination. For example, some candidates did not understand the Turkish equivalent of 'bureaucratic' which could have been easily checked in a dictionary at the end of the listening examination. Dictionaries can also be used to check the meaning of any unfamiliar English words used in questions.

Candidates are discouraged from using pencil as this often makes their responses difficult, or in some case impossible to read. Candidates are also discouraged from rewriting the question as part of their responses. No marks can be awarded for this practice and doing so takes up valuable time and space.

## **Written Examination**

### **Section I : Listening and Responding**

#### **Part A**

Questions 3(b) and 4(b) proved challenging for many candidates

#### **Part B**

Question 6 proved challenging for many candidates.

### **Section II : Reading and Responding**

#### **Part B**

The majority of candidates who selected the relevant cues and used them, adequately answered Part B.

Most candidates were able to write the required length; however, some wrote more than was required. Some simply mentioned some of the required cues in their application letter but did not demonstrate depth in their responses.

Markers looked for both the quality of written Turkish and the ability to organise information and ideas to meet the requirements of the task.

From a language perspective, there were inaccuracies such as spelling errors and use of letters with dots, as well as unidiomatic sentence structures and lack of paragraph organisation – as noted in previous years.

The letter format was not handled well by some candidates.

All candidates fulfilled the outcomes of the syllabus by demonstrating global understanding as well as knowledge of specific details. Students with high marks displayed creativity and accuracy in the use of the language.

### **Section III : Writing in Turkish**

All candidates attempted to answer this section of the paper. The most popular question was the 'Diary Entry'- Question 11, with Questions 10 and 12 being answered by approximately the same number of candidates. Overall, candidates answered Question 11 to a satisfactory standard. The better candidates were able to incorporate more sophisticated language and more idiomatic use of the language.

Most candidates had a clear understanding of the demands of the question. However, in some cases, ideas presented by candidates lacked depth and were not clearly linked to the requirements of the task. Weaker candidates suffered from the common problems of incorrect spelling, inaccuracy of linguistic structures and simply lack of ideas to meet the requirements of the task.

# Turkish Continuers

## 2005 CCAFL Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Oral Examination</b>			
Conversation	15		H1.1, H1.2, H1.3, H1.4
Discussion	10		H1.3, H4.2, H4.3
<b>Section 1: Listening and Responding</b>			
<b>Part A</b>			
1	2	Leisure — conversation	H3.1
2 (a)	2	Future aspirations — conversation	H3.1
2 (b)	3	Future aspirations — conversation	H3.1, H3.3
3 (a)	2	Arts and entertainment — interview	H3.1
3 (b)	4	Arts and entertainment — interview	H3.1, H3.3
4 (a)	2	The younger generation — conversation	H3.1, H3.3
4 (b)	5	The younger generation — conversation	H3.1, H3.2, H3.3
<b>Section 1: Listening and Responding</b>			
<b>Part B</b>			
5 (a)	1	Migration — discussion	H3.1
5 (b)	4	Migration — discussion	H3.1, H3.2, H3.3
6	5	The world of work — discussion	H3.1, H3.2, H3.3
<b>Section 2: Reading and Responding</b>			
<b>Part A</b>			
7 (a)	2	Arts and entertainment — article	H3.1, H3.2
7 (b)	2	Arts and entertainment — article	H3.1, H3.2, H3.3
7 (c)	4	Arts and entertainment — article	H3.1, H3.2, H3.3
8 (a)	2	Issues now and in the future — editorial	H3.1
8 (b)	2	Issues now and in the future — editorial	H3.1
8 (c)	3	Issues now and in the future — editorial	H3.1, H3.2, H3.3
8 (d)	5	Issues now and in the future — editorial	H3.1, H3.2, H3.3, H3.4
<b>Section 2: Reading and Responding</b>			
<b>Part B</b>			
9	10	Tourism — advertisement/formal letter	H1.2, H1.3, H2.1, H2.3, H3.1
<b>Section 3: Writing in Turkish</b>			
10	15	Cultural diversity — speech	H2.1, H2.2, H2.3
11	15	Future aspirations — diary	H2.1, H2.2, H2.3
12	15	Issues now and in the future — article	H2.1, H2.2, H2.3



## 2005 CCAFL Turkish Continuers Marking Guidelines — Oral Examination

### Conversation

*Outcomes assessed: H1.1, H1.2, H1.3, H1.4*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Communicates confidently and fluently with correct intonation and pronunciation</li><li>• Demonstrates depth of the treatment through the presentation of relevant information, opinions and/or comments</li><li>• Responds with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</li></ul>	13–15
<ul style="list-style-type: none"><li>• Communicates effectively, with some degree of fluency and authenticity</li><li>• Responds with relevant information and a range of relevant opinions and/or comments</li><li>• Responds with a range of vocabulary and structures, but with some minor inaccuracies</li></ul>	10–12
<ul style="list-style-type: none"><li>• Maintains satisfactory communication with some degree of fluency but with repetition and inaccuracies in grammar and vocabulary</li><li>• Responds with relevant information and opinions</li></ul>	7–9
<ul style="list-style-type: none"><li>• Maintains a basic level of communication using simple structures and vocabulary with frequent pauses and errors</li><li>• Presents some relevant information, opinions or ideas</li></ul>	4–6
<ul style="list-style-type: none"><li>• Responds with a limited range of ideas and information relating to the topic using single words and set formulae, and using English syntax</li></ul>	1–3





## Discussion

*Outcomes assessed: H1.3, H4.2, H4.3*

### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates depth in the treatment of the chosen topic through the development of relevant information, ideas and/or opinions with appropriate reference to texts studied</li><li>• Discusses the chosen topic with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</li><li>• Responds confidently, fluently and authentically with correct intonation, nuances and pronunciation</li><li>• Consistently justifies and substantiates a point of view</li></ul>	9–10
<ul style="list-style-type: none"><li>• Demonstrates depth in the treatment of the chosen topic through the development of some relevant information, ideas and/or opinions with appropriate reference to texts studied</li><li>• Discusses the topic effectively, with a good degree of fluency and accuracy and range of vocabulary and structures, but with some minor inaccuracies</li><li>• Responds with relevant information, opinion or comment</li><li>• Justifies and substantiates a point of view</li></ul>	7–8
<ul style="list-style-type: none"><li>• Presents information and a range of ideas and/or opinions relevant to the chosen topic with reference to texts studied</li><li>• Maintains satisfactory communication with some degree of fluency but with repetition and inaccuracies in grammar and vocabulary</li><li>• Shows some evidence of justifying a point of view</li></ul>	5–6
<ul style="list-style-type: none"><li>• Presents some information, opinions or ideas relevant to the chosen topic and texts studied</li><li>• Sustains basic communication</li><li>• Responds using simple structures and vocabulary with frequent pauses and errors</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of the chosen topic</li><li>• Responds with a limited range of ideas and information relating to the topic using single words and set formulae, and using English syntax</li></ul>	1–2



## 2005 CCAFL Turkish Continuers Marking Guidelines

### Section 1: Listening and Responding Part A

#### Question 1

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies in detail the issues discussed by the two friends	2
• Identifies some relevant information	1

#### Question 2 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of the dilemma	2
• Identifies ONE aspect of the dilemma	1

**Question 2 (b)***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies what the uncle does to assist the niece in making a decision with reference to the text	3
• Identifies what the uncle does to assist the niece in making a decision	2
• Identifies some relevant information	1

**Question 3 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies the difficulties encountered in the preparations of producing his film	2
• Identifies ONE difficulty	1

**Question 3(b)***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Explains in depth, the reasons why Paul Turk was a good choice, with references to the text	4
• Relates with some detail what he says to the title of the program	
• Explains the reasons why Paul Turk was a good choice	2–3
• Links the discussion to the program's title	
• Identifies some relevant information	1

**Question 4 (a)***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of why the mother visits the family counsellor	2
• Identifies basic understanding of why the mother visits the family counsellor	1



**Question 4 (b)**

*Outcomes assessed: H3.1, H3.2, H3.3*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of how the mother's language reflects the values she holds</li><li>• Presents and explains relevant references from the text</li></ul>	5
<ul style="list-style-type: none"><li>• Demonstrates some understanding of how the mother's language reflects the values she holds</li><li>• Presents some relevant references from the text</li></ul>	3-4
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of the text OR</li><li>• Cites isolated references from the text</li></ul>	1-2



## Section 1: Listening and Responding

### Part B

#### Question 5 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies the reason why the conversation takes place	1

#### Question 5 (b)

*Outcomes assessed: H3.1, H3.2, H3.3*

#### MARKING GUIDELINES

Criteria	Marks
• Explains in detail the issues raised in the story told by the grandmother • Demonstrates a good understanding of the text	4
• Explains in some detail the issues raised in the story told by the grandmother • Demonstrates some understanding of the text	2–3
• Identifies some relevant information	1

#### Question 6

*Outcomes assessed: H3.1, H3.2, H3.3*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of the justification of dismissing Nazan • Refers to both points of view and includes reference to the counter arguments	5
• Demonstrates a good understanding of the justification for dismissing Nazan	3–4
• Identifies some reasons why Nazan should or should not be dismissed	2
• Identifies some relevant information	1



## Section 2: Reading and Responding

### Part A

#### Question 7 (a)

*Outcomes assessed: H3.1, H3.2*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies the point the writer is making in the first paragraph with detail	2
• Demonstrates limited understanding	1

#### Question 7 (b)

*Outcomes assessed: H3.1, H3.2, H3.3*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of what the writer expects from society	3
• Demonstrates some understanding of what the writer expects from society	2
• Demonstrates a limited understanding of what the writer expects from society	1

#### Question 7 (c)

*Outcomes assessed: H3.1, H3.2, H3.3*

#### MARKING GUIDELINES

Criteria	Marks
• Describes the effectiveness of the writer's language in presenting his/her attitude to these programs • Provides relevant references to the text	3
• Describes some relevant information about the effectiveness of the writer's language • Provides some references to the text	2
• Demonstrates a limited understanding of the text OR • Provides isolated references to the text	1

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

Criteria	Marks
• Identifies the topic of the editors text with good understanding	2
• Identifies the topic of the editors text with limited understanding	1

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

Criteria	Marks
• Demonstrates a comprehensive understanding of the teacher's personality	2
• Demonstrates some understanding of the teacher's personality	1

**Question 8 (c)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a comprehensive understanding of the youth's emotions when expressing his complaint	3
• Demonstrates some understanding of the youth when expressing his complaint	2
• Identifies some relevant information	1

**Question 8 (d)***Outcomes assessed: H3.1, H3.2, H3.3, H3.4***MARKING GUIDELINES**

Criteria	Marks
• Compares and identifies accurately and appropriately the differences between languages used in Text 1 and Text 3 • Provides relevant references from the texts	5
• Compares and identifies some of the differences between the languages used in Text 1 and Text 3 • Provides relevant references from the texts	3-4
• Provides limited understanding of the differences between the languages used in Text 1 and Text 3	1-2



## Section 2: Reading and Responding

### Part B

#### Question 9

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

#### MARKING GUIDELINES

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





## Section 3: Writing in Turkish

### Questions 10–12

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

#### MARKING GUIDELINES

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