

**2006 HSC Notes from
the Marking Centre
Turkish**

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Contents

Introduction	4
Oral Examination	4
Conversation and Discussion	4
Written Examination	5
Section I : Listening and Responding.....	5
Section II : Reading and Responding	6
Section III : Writing in Turkish.....	8

2006 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 2006 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 2006 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

The majority of candidates were able to understand the questions asked, although the quality of responses varied. While some candidates gave interesting and appropriate responses, others were unable to complete sentences and relied heavily on anglicisms. Intonation and pronunciation were poor in a number of cases and some candidates only responded in basic sentences and made little, if any, attempt to extend their responses.

Discussion

Preparation for this section of the examination varied greatly. Some candidates had clearly conducted detailed research into their in-depth study and were well-informed, while others relied too heavily on their ability to speak Turkish and were unable to make reference to resources in their discussion. Candidates are reminded that this section of the examination is a discussion of a chosen topic and not a presentation, a prepared speech or a report. The choice of topic is critical and candidates and their teachers should consider whether the topic selected will allow the candidate to:

- access relevant texts
- undertake in-depth research
- support a point of view
- discuss relevant issues.

The aim of the Discussion is to demonstrate the candidate's ability to explore with the examiner the topic of the in-depth study and to make appropriate reference to the texts and resources used for research. In the course of the discussion the candidate may be required to identify issues, express ideas and justify and substantiate opinions.

When preparing for this section of the examination, a number of factors should be considered:

- The appropriateness of the topic of the in-depth study – will it enable candidates to meet the requirements of the syllabus? 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 and a sophisticated use of language, or to explore their chosen subject in sufficient depth to be able to express opinions.
- The use of supporting objects – as detailed in the External Examination Specifications, the syllabus allows candidates to support both the conversation and the discussion with individual objects such as photographs, pictures and maps. It does not, however, include items such as cue cards, notes, scrapbooks, posters, magazines, newspapers, or photo albums. There must be no written information or annotations either in English or in Turkish. Candidates need to be reminded that a supporting object serves only as a prompt and in no way contributes to the mark awarded.
- The suitability of supporting objects – any object, image or photograph brought to the examination must conform to broad community ethical standards. All material 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 specification.

Written Examination

Section I : Listening and Responding

The majority of candidates were able to identify the main points of the texts, but a number did not make use of the notes they had taken to complete their responses.

Questions 2 (b), 3 (b) and 4 (b) proved challenging for some candidates. Better responses demonstrated a perceptive understanding of the text and the requirements of the question. These responses were supported with relevant reference to the text.

Some candidates had not read the questions correctly and consequently provided only a partial response.

Candidates are advised to practise their skills in this section of the examination and improve their examination technique. A number of candidates experienced difficulty responding to questions which required an analysis of language and the way meaning is conveyed.

Sample response

Question 2 (b): How does the speaker make the editorial effective?

The speaker initially includes the listener and connects himself with the listeners by using the first person plural. This makes the listeners feel that they are on his side. He then lists all the things that we should do, thus making the steps the listener should follow clear and undeniable. Finally he comments, saying ‘Do we have the strength to do this?’ making the reader feel that if they listen to what the speaker is saying, they will have the real strength.

Comment: This response demonstrates the candidate’s ability to analyse the language for its effectiveness, based on relevant information from the editorial.

Sample response

Question 3 (b): Why is this show so popular with young people?

The show invites university students to be its audience, it provides English and French subtitles for those who cannot keep up, it gives practical recipes which are traditional, yet suitable for today's busy person. It also introduces people to their customs and traditions in an appealing way, such as dressing up a hostess in national costume.

Comment: The candidate demonstrated a comprehensive understanding of why the show is so popular with young people.

Sample response

Question 4 (b): Describe the personality of Emel. Justify your response.

Emel seems to be a very vain girl as she only wants to go to the party if she would look good, not for her friends. She says 'I would look great,' 'I should have gone'. She is quick to 'hate' her friend just because she didn't feel she looked her best. She is controlling as she feels she has the right to teach her friend Ayse 'a lesson'. She rudely says to the friend she is talking to, 'I didn't think to consult you about fashion', making him feel like a fashion outcast. She is selfish as she doesn't go to the party and lets her friend down because she didn't think she looked 'great' enough.

Comment: The response provides a detailed description of Emel's personality, based on the information in the text.

Section II : Reading and Responding

Part A

A number of candidates excelled in their responses, demonstrating a good understanding of the content and linguistic features of the text. However, some candidates had problems understanding the texts and may not have made appropriate use of dictionaries. In some instances the responses lacked depth and were not clearly linked to the requirements of the questions.

Questions 7 (c), 8 (b) and 8 (c) proved challenging for a number of candidates, as they required an analysis of language and the way meaning is conveyed.

Some candidates provided a response based on their own experience, knowledge and opinions, which was not required by the question. Candidates are reminded that demonstration of a comprehensive understanding of the text often requires textual analysis and evaluation. Such responses must always be supported by relevant references to the text.

Candidates are also reminded that quotations given in Turkish should be explained to ensure the meaning is clearly conveyed.

Sample response

Question 7 (c) Is this a successful film review in your opinion? Justify your response with evidence from the text.

In my opinion this is a successful film review as it explains the main plot very descriptively, including the setting of the Bolu mountains and the 'revenge' hungry protagonist. It goes on to explain the journey of the film and its success, commenting that 'it won more than 5 medals' and 'broke viewing records'. It describes the quality of the film and the

performances of the characters as ‘very good’. The review is most successful in its description of the film’s soundtrack as being made up of ‘exotic middle eastern instruments’. The review even describes how the reader would feel watching the film, saying; ‘you would feel like you are right in front of the theatre stage’. It persuades the reader to see the film by using positive, powerful language, like ‘great’ and ‘fantastic’ and creating action-filled pictures in the reader’s mind.

Comment: This response drew on references from the text to support an evaluative judgement of the success of the film review.

Sample response

Question 8 (b): Outline the issues raised, and the solutions provided, in the speech.

The issues raised in this speech are a lot of social problems including unemployment, obesity and traffic problems. The speaker emphasises that the main way in which to combat the issue is by education. The speaker suggests that we should also educate families and young people about healthy eating and that we should work together with health organisations. The speaker suggests that we should also educate individuals who have just got their driver’s licence about traffic problems and that we should have a program for the education of this.

The speaker suggests that families help prevent unemployment by motivating their children to get a good education and to let the children pick which job path they want to go on with instead of the family.

Comment: This response identifies and details the issues raised and the solutions provided.

Sample response

Question 8 (c): How does the speaker make the speech relevant to the audience? Support your answer with reference to the text.

Initially the speaker makes it clear that it is a problem that affects all people living in the community as he says ‘there are many problems in our community’. Then, he also says ‘in order to become less obese’; making it clear that everyone in the audience may be at risk, and thus it is relevant to them. He engages the audience, saying ‘we’, thus making the listener feel included. He/She goes on to say ‘the new generation will be your creation’, putting responsibility on the audience, especially the adults, and making them understand the importance of education. He also simultaneously puts responsibility on young people, saying ‘take more serious steps when setting goals for education’.

Comment:

This response clearly identifies the aspects that make the speech relevant to the audience and discusses in detail the way in which the speaker achieves this.

Part B

Question 9

This task was well handled by the majority of candidates. Responses generally showed a sound understanding of the content of the text. Candidates are reminded to read the instructions carefully to ensure that they have a clear understanding of the requirements of the question. A small number of candidates mistakenly addressed the task as though it were a personal letter. Candidates should

be aware that personal details such as their name, address and school should not be disclosed in their responses.

A number of candidates were well prepared for this section of the examination. Responses in the higher mark ranges demonstrated a comprehensive understanding of the requirements of the task by including relevant ideas and information. However, although some responses contained good ideas, these were not always expressed effectively because of a lack of vocabulary and difficulties with grammar. Attention should be paid to consolidating understanding of grammar and punctuation when preparing for the examination. Candidates should be encouraged to plan their responses carefully and to use paragraphs effectively.

Section III : Writing in Turkish

The range of text types and topics enabled candidates to choose an area which best reflected their knowledge and capabilities. Excellent responses in the top mark range were given to all three questions.

Most candidates were able to present and develop a coherent response, appropriate to their chosen topic and text type. The weaker responses demonstrated an inability to manipulate language and also reflected difficulties with grammar and spelling.

Most candidates chose Question 10; however, some of the candidates who answered Question 11 and Question 12 gave better organised and more mature responses, expressing their ideas in a more sophisticated manner.

Better responses demonstrated a variety of grammatical structures and a wide range of appropriate vocabulary, with a high level of accuracy in spelling. These responses also demonstrated depth and breadth in the treatment of the task.

A number of candidates found it challenging to write about an issue faced by migrants (Question 11). Some candidates saw this question as an opportunity to write an anecdotal account of issues faced by their own families when migrating to Australia. However, these candidates missed the point of the question. There was a tendency in such responses to include large amounts of irrelevant information, which did not directly address the question and detracted from the appropriateness of the response.

Candidates are advised to read the question carefully before attempting their response. They should take time to read and to identify the key issues and ensure they have correctly understood the intent of the question. Candidates are reminded that plagiarism is inadmissible. Merely copying large amounts of information from a text in another section of the examination and presenting it as one's own work, with no acknowledgement that it has been lifted from something written by someone else, is plagiarism, which is tantamount to cheating.

Candidates are also advised to write within the word limit. Responses of fewer than 200 words did not meet the requirement of this task. Conversely, overlong responses may become irrelevant and the opportunity for unnecessary repetition and errors is also increased.

Turkish Continuers

2006 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 (a)	2	Future aspirations – advertisement	H3.1
1 (b)	1	Future aspirations – advertisement	H3.1
2 (a)	1	The issues now and in the future – editorial	H3.1
2 (b)	3	The issues now and in the future – editorial	H3.1, H3.2
3 (a)	2	Cultural diversity – speech	H3.1
3 (b)	4	Cultural diversity – speech	H3.2, H3.3
4 (a)	2	Younger generation – conversation	H3.1, H3.3
4 (b)	5	Younger generation – conversation	H3.1, H3.2, H3.3
Section 1: Listening and Responding			
Part B			
5 (a)	2	Tourism – announcement	H3.1
5 (b)	2	Tourism – announcement	H3.1, H3.3
6 (a)	1	Personal identity – conversation	H3.1
6 (a)	5	Personal identity – conversation	H3.1, H3.2, H3.3
Section 2: Reading and Responding			
Part A			
7 (a)	2	Arts and entertainment – review	H3.1, H3.2
7 (b)	3	Arts and entertainment – review	H3.1, H3.2
7 (c)	4	Arts and entertainment – review	H3.1, H3.2, H3.3
8 (a)	2	Issue now and in the future – speech	H3.1
8 (b)	4	Issue now and in the future – speech	H3.1, H3.2
8 (c)	5	Issue now and in the future – speech	H3.1, H3.2, H3.3
Section 2: Reading and Responding			
Part B			
9	10	Future aspirations – email	H1.2, H1.3, H2.1, H2.3, H3.1
Section 3: Writing in Turkish			
10	15	The younger generation – speech	H2.1, H2.2, H2.3
11	15	Migration – story	H2.1, H2.2, H2.3
12	15	Leisure – review	H2.1, H2.2, H2.3



2006 CCAFL Turkish Continuers Marking Guidelines

Section 1: Listening and Responding Part A

Question 1 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the ways the university is attracting students	2
• Provides some relevant information	1

Question 1 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Correctly identifies the phone number	1

**Question 2 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies the topic of the editorial	1

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

Criteria	Marks
• Provides detailed information about the effectiveness of the editorial	3
• Provides some information on the effectiveness of the editorial	2
• Provides limited information on the effectiveness of the editorial	1

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

Criteria	Marks
• Demonstrates a good understanding of what is being presented	2
• Provides some relevant detail	1

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

Criteria	Marks
• Demonstrates a comprehensive understanding of the popularity of the program	4
• Demonstrates a good understanding of the popularity of the program	2–3
• Provides some relevant information	1

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

Criteria	Marks
• Demonstrates a good understanding of why Emel could not go to the party	2
• Demonstrates basic understanding of why Emel could not go to the party	1



Question 4 (b)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Provides a detailed description of Emel's personality• Provides relevant references to support the description of Emel's personality	5
<ul style="list-style-type: none">• Provides some description of Emel's personality• Provides some references to support the description of Emel's personality	3-4
<ul style="list-style-type: none">• Demonstrates limited understanding of Emel's personality OR• Provides isolated references from the text	1-2



Section 1: Listening and Responding Part B

Question 5 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a clear understanding of the purpose of the announcement	2
• Provides some relevant detail	1

Question 5 (b)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates understanding of how visitors help in protecting these sites	2
• Provides some relevant information	1

Question 6 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the identity of the speakers	1



Question 6 (b)

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the differences and similarities of the attitudes of the speakers towards Turkey	5
• Demonstrates a good understanding of the differences and similarities of the attitudes of the speakers towards Turkey	3–4
• Provides some relevant information	1–2



Section 2: Reading and Responding

Part A

Question 7 (a)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the significance of the film for Turkish cinema	2
• Provides some relevant information	1

Question 7 (b)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a sound understanding of why the movie was successful	3
• Demonstrates some understanding of why the movie was successful	2
• Provides some relevant information	1

Question 7 (c)

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

MARKING GUIDELINES

Criteria	Marks
• Describes the effectiveness of the writer's opinion in detail • Demonstrates a good understanding of the text	4
• Describes some relevant information about the effectiveness of the writer's opinion in detail • Demonstrates some understanding of the text	2–3
• Demonstrates a limited understanding of the text	1

Question 8 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies the audience in detail	2
• Provides some relevant information	1



Question 8 (b)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the issues stated in paragraph 3• Justifies his/her answer with relevant information or references from the text	4
<ul style="list-style-type: none">• Demonstrates a good understanding of the issues stated in paragraph 3• Justifies his/her answer with some relevant information or references from the text	2–3
<ul style="list-style-type: none">• Provides some relevant information	1

Question 8 (c)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Identifies all the reasons which make the speech relevant to the audience in depth• Provides detailed examples from the text to support the answer	5
<ul style="list-style-type: none">• Identifies some reasons which make the speech relevant to the audience• Provides examples from the text to support the answer	3–4
<ul style="list-style-type: none">• Demonstrates limited understanding	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">• 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 10–12

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