

**2003 HSC Notes from  
the Marking Centre  
Turkish**

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# 2003 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 2003 Higher School Certificate Examination, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2003 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

In general, candidates were able to demonstrate a good knowledge of vocabulary and structures and provide relevant responses to questions posed.

Candidates who demonstrated a higher level of achievement were able to treat topics in depth and to present and justify opinions and comments.

#### Discussion

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

Teachers and candidates are strongly advised to familiarise themselves with the syllabus requirements which do not specify the delivery of a speech, report or monologue. As in the Conversation, examiners will make an assessment of the candidate based on interaction with the candidate.

In the Discussion, candidates are required to:

- select a topic appropriate for an in-depth discussion with the examiner
- study at least three texts.

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.*

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 prepared to use these texts to support the discussion rather than merely quoting the title or 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 is 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 limited or superficial reference to texts.

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

## **Written Examination**

### **Section I – Listening and Responding**

#### **General Comments**

Candidates should read questions carefully and provide relevant information in their responses. They should use pen instead of pencil and write clearly. All relevant information written in the ‘notes’ column should be transferred to the space provided for responses. Responses to Part (a) should be written in English and those for Part (b) in Turkish. In questions which require a personal opinion, responses should present only one point of view. Responses to multiple choice questions should be made inside, not outside the boxes provided.

#### **Strengths**

In general, candidates responded to Question 3(a) and 3(b) very well.

Many responses to Question 1(a) were detailed and well expressed.

#### **Weaknesses**

Some candidates made no attempt to answer questions.

In some cases, Question 2(b) was misinterpreted and answered incorrectly or with insufficient detail.

In Question 6(b), some candidates misinterpreted the expression ‘school budget’ as meaning ‘library budget’.

In Question 5(a) candidates should avoid incorrect usage of *görmemek isterim/görmemek istemem*.

## Section II – Reading and Responding

### Part A

#### General Comments

Overall, the responses to Question 7 were very good. Most candidates understood the general and specific aspects of the texts and conveyed the information accurately and appropriately. For Question 8 higher levels of skill in evaluation were required, eliciting a wide range of responses.

Teachers should ensure that candidates are familiar with the appropriate use of dictionaries. Candidates should be encouraged to use appropriate vocabulary and grammatical patterns in order to respond to questions with greater confidence.

#### Strengths

Some candidates excelled in their descriptions through their choice of vocabulary and grammatical structures. For Question 8(e) references to the text were used appropriately to support perceptive descriptions of the personality of the writer.

#### Weaknesses

At times, there was a limited understanding of the texts and questions. This was most evident in Question 8, which was a more challenging question. Limited knowledge of vocabulary and grammar resulted in poor sentence structure, use of tenses and pronouns.

Some candidates need to take better care with their handwriting. Candidates should not use pencil. Some candidates demonstrated limited understanding of the requirements of this section.

### Part B

#### General Comments

Generally, the candidates responded well to this task, demonstrating a clear understanding of the text.

Teachers should remind candidates to read the text in its entirety. Teachers should also ensure that candidates are familiar with the format of the different types of texts.

Concentrating on the following aspects of the Turkish Continuers course could improve candidates' responses:

- accurate use of tenses, sentence structures and punctuation
- use of apostrophes in Turkish proper names
- accurate use of dots in vowels, eg *cök, hös, bösver*
- accurate use of double consonants, eg *billiyor muydun okulla*
- subject/verb links
- the length of response in relation to the required word limit.

## **Strengths**

Most candidates demonstrated a thorough understanding of the main ideas as well as the specific details. Candidates achieved good results by:

- using language creatively
- organising information effectively
- providing textual reference to support their ideas in writing
- using a variety of vocabulary appropriate to the topic
- using a variety of tenses and structures with a high degree of accuracy.

## **Weaknesses**

Responses that were excessively long tended to lose textual cohesiveness. Overall, the letter format was not handled well by candidates. Appropriate opening and closing formulaic expressions were often omitted. Candidates also used spoken language and regional dialect. There were inaccuracies in subject/verb agreements, sentence structures and punctuation.

## **Section III – Writing In Turkish**

### **General Comments**

Overall, candidates handled the requirements of the tasks with maturity and responses were well structured. Question 10 had the most responses followed by Question 12.

Most responses were written within the required length.

Teachers should advise candidates to read all questions carefully. Candidates would benefit from practice in writing different types of texts. Practice in grammatical structures and vocabulary would also be helpful.

### **Strengths**

Candidates were quite successful in comparing positive and negative points of view. They were accurate in their use of linguistic structures, such as grammar, syntax, spelling and appropriate choice of words. The expressions the candidates used in their responses were highly effective. In most cases discourse forms were appropriate.

### **Weaknesses**

The most common mistakes made were in spelling and punctuation. Some candidates used only familiar and predictable vocabulary as well as simple sentences. Some responses lacked creativity. The inaccurate use of linguistic structures by a few candidates impaired meaning. Some candidates overlooked dots and tails on letters, therefore changing the meaning of words.



# Turkish Continuers

## 2003 CCAFL Examination Mapping Grid

Question	Marks	Content (Theme/Topic — text type)	Syllabus outcomes
<b>Oral Examination</b>			
Conversa- tion	15		H1.1, H1.2, H1.3, H1.4
Discussion	10		H1.3, H4.2, H4.3
<b>Section 1: Listening and Responding Part A</b>			
1 (a)	2	Personal identity – conversation	H3.1
1 (b)	1	Personal identity – conversation	H3.1
2 (a)	1	Tourism – interview	H3.1
2 (b)	3	Tourism – interview	H3.1, H3.2
3 (a)	3	Cultural diversity – speech	H3.1
3 (b)	3	Cultural diversity – speech	H3.1, H3.2
4 (a)	2	Future aspirations – interview	H3.1
4 (b)	5	Future aspirations – interview	H3.1, H3.2, H3.3
<b>Section 1: Listening and Responding Part B</b>			
5	3	Arts and entertainment – review	H3.1, H3.2, H3.3
6 (a)	1	The world of work – conversation	H3.1, H3.2
6 (b)	6	The world of work – conversation	H3.1, H3.2, H3.3
<b>Section 2: Reading and Responding Part A</b>			
7 (a)	1	Cultural diversity – letter	H3.1, H3.2
7 (b)	2	Cultural diversity – letter	H3.1, H3.2, H3.3
7 (c)	4	Cultural diversity – letter	H3.1, H3.2, H3.3
8 (a)	2	Personal identity – diary entry	H3.1, H3.2, H3.3
8 (b)	1	Personal identity – diary entry	H3.1, H3.2
8 (c)	2	Personal identity – diary entry	H3.1, H3.2, H3.3
8 (d)	3	Personal identity – diary entry	H3.1, H3.2, H3.3, H3.4
8 (e)	5	Personal identity – diary entry	H3.1, H3.2, H3.3

Question	Marks	Content (Theme/Topic — text type)	Syllabus outcomes
<b>Section 2: Reading and Responding Part B</b>			
9	10	Tourism – article/letter	H1.2, H1.3, H2.1, H2.3, H3.1
<b>Section 3: Writing in Turkish</b>			
10	15	Future aspirations – letter	H2.1, H2.2, H2.3
11	15	Arts and entertainment – interview	H2.1, H2.2, H2.3
12	15	Migration – story	H2.1, H2.2, H2.3



## 2003 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 comment</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 comment</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



## 2003 CCAFL Turkish Continuers Marking Guidelines

### Section 1: Listening and Responding

#### Part A

#### Question 1 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Explains Duygu's decision to stay at home with some detail	2
• Identifies some relevant information	1

#### Question 1 (b)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• (C)	1



**Question 2 (a)**

*Outcomes assessed: H3.1*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies the reasons for Zeynep's travel to Turkey	1

**Question 2 (b)**

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

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of how Zeynep uses language to express her enthusiasm	3
• Demonstrates a some understanding of how Zeynep uses language to express her enthusiasm	2
• Identifies some relevant information	1

**Question 3 (a)**

*Outcomes assessed: H3.1*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of the impact of 'saz' on the speaker's life	3
• Demonstrates some understanding of the impact of 'saz' on the speaker's life	2
• Identifies some relevant information	1

**Question 3 (b)**

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

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of the importance of the saz	3
• Demonstrates some understanding of the importance of the saz	2
• Demonstrates a limited understanding of the importance of the saz	1



**Question 4 (a)**

*Outcomes assessed: H3.1*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies the reason for the interview with some relevant detail	2
• Identifies some relevant information	1

**Question 4 (b)**

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

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of the text • Presents and explains relevant references from the text	5
• Demonstrates some understanding of the text • Presents some relevant references from the text	3–4
• Demonstrates a limited understanding of the text OR • Cites isolated references from the text	1–2



## Section 1: Listening and Responding

### Part B

#### Question 5

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the film review with some accurate detail	3
• Demonstrates some understanding of the film review with some detail	2
• Identifies limited information	1

#### Question 6 (a)

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

#### MARKING GUIDELINES

Criteria	Marks
• (D)	1

#### Question 6 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the priorities in correct order	6
• Demonstrates some understanding of the priorities in correct order	4–5
• Prioritises some of the tasks	2–3
• Identifies at least one task	1





## Section 2: Reading and Responding

### Part A

#### Question 7 (a)

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

#### MARKING GUIDELINES

Criteria	Marks
• (B)	1

#### Question 7 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of what Emre aims to achieve	2
• Demonstrates some understanding of what Emre aims to achieve	1

#### Question 7 (c)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of Emre's success	4
• Demonstrates some understanding of Emre's success	2–3
• Identifies some relevant information	1



**Question 8 (a)**

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

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Explains the writer's decision to keep a diary	2
• Identifies some relevant information	1

**Question 8 (b)**

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

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (D)	1

**Question 8 (c)**

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

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Perceptively explains the comment	2
• Provides some relevant information	1

**Question 8 (d)**

*Outcomes assessed: H3.1, H3.2, H3.3, H3.4*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Perceptively describes the relationship between the writer and Ayfle	3
• Describes aspects of the relationship between the writer and Ayfle	2
• Identifies some relevant information	1



**Question 8 (e)**

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

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Perceptively describes the personality of the writer</li><li>• Links personality to aspects of the text</li></ul>	5
<ul style="list-style-type: none"><li>• Describes aspects of the personality of the writer</li><li>• Makes some reference to the text</li></ul>	3–4
<ul style="list-style-type: none"><li>• Identifies some character traits</li></ul> <p>OR</p> <ul style="list-style-type: none"><li>• Describes some aspects of the text related to written personality</li></ul>	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**

<b>Criteria</b>	<b>Marks</b>
<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**

<b>Criteria</b>	<b>Marks</b>
<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