

**2004 HSC Notes from  
the Marking Centre  
Turkish**

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# 2004 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 2004 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 2004 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.

### Written Examination

#### Section I – Listening and Responding

##### General Comments

Overall candidates responded well to all questions in Part A. Some responses to Question 3 (b) and Question 4, where candidates were expected to analyse the language used with references to the text, were detailed and well expressed.

In Part B, Question 5 which contained a survey form was attempted by all candidates, some of whom wrote excellent responses.

Question 6 seemed to be somewhat problematic as some candidates responded in English, not in Turkish as required in the examination.

Some other observations are as follows:

- some candidates did not read the questions carefully
- some candidates did not seem to comprehend the questions and/or expected responses
- responding in the wrong language (Turkish instead of English)
- for multiple-choice questions, some candidates circled the letter, put an X or ticks outside the box.

## **Section II – Reading and Responding**

### **Part A**

#### **General Comments**

#### **Question 7**

- (a) Some candidates found this question challenging. Some candidates demonstrated an excellent understanding of the Turkish texts, which was evidenced in their excellent responses. Some candidates, however, experienced serious problems in expressing themselves. The language used indicated problems with sentence structure, use of tenses and appropriate choice of vocabulary.

Poor handwriting skills and use of pencils at times made the marking task more difficult.

#### **Question 8**

Some candidates again excelled in their responses to this question where they had to demonstrate their understanding of general and/or specific aspects of the text. Good responses included perceptive analysis of the hidden mockery, irony and sarcasm in the text.

Overall, candidates should familiarise themselves better with the test format and read the instructions and the rubric carefully.

### **Part B**

#### **General Comments**

Candidates generally understood the information contained within the text and tried to address the issues in their responses. In better responses ideas were well developed and on the whole logical and coherent, whereas in the weaker responses, candidates had difficulty discussing the topic in general. Their opinions sometimes lacked logic and merely consisted of a random selection of unlinked ideas.

Examiners looked for both quality of the written Turkish and ability to develop the ideas raised in the text.

#### **Strengths**

Most candidates demonstrated a good understanding of the speech format which was required in the question. Candidates achieved good results by responding adequately to the question and using a variety of tenses and sentence structures with a high degree of accuracy. Better responses identified and reflected on keywords or issues in the question, expressed their views and discussed clearly the issues raised.

## **Weaknesses**

Weaker responses contained poor spelling, inaccuracy in sentence structures, unlinked ideas. There was an inability to present coherent, well-structured arguments in their scripts of their speeches. An inability to organise paragraphs was a weakness shared by many candidates (eg content of the paragraph, topic sentence, etc).

A lot of practice of language/grammar included in class activities would provide useful feedback to candidates about their own abilities. These should concentrate on basic verb conjugations, the accurate use of tenses and vocabulary. Candidates should be exposed to a wide range of text types and be familiar with the techniques used in texts, their structures and the language features associated with different texts.

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

### **General Comments**

The majority of candidates handled this section with competence and creativity. Better candidates were able to manipulate language authentically and to produce well-structured and coherently sequenced responses that were interesting and entertaining.

A number of responses went well beyond the recommended word limit. Candidates should be advised that exceeding the recommended word limit often leads to the repetition of ideas, lack of structure and coherence, duplication of errors and the inclusion of irrelevant material.

### **Strengths**

Better responses:

- addressed the topic with effective expressions, appropriate words and sentence structures
- demonstrated clear, logical thoughts and opinions supported by the use of relevant examples

### **Weaknesses**

- Lack of control of basic Turkish grammar, for example, agreement in all its applications, position of object pronouns and common verb forms.
- Appropriate register, eg in Question 12.
- Some scripts were well written in sophisticated Turkish, but lacked depth in the argument or breadth and depth of supporting ideas. Inability to use sentence connectors appropriately was a weakness of most candidates.

### **Advice to Teachers**

Candidates should be reminded that:

- their writing should be legible
- they must use a black or blue pen not pencil to write their answers
- they should write either formally or informally, as appropriate to the question.

A thorough study of text types will help to prepare candidates better for this section of the examination. Language features that should be emphasised include:

- use of general nouns to make statements
- use of thinking verbs that express a personal point of view
- use of varying degrees of certainty
- use of quoted and reported speech
- use of adjectives expressing an opinion
- use of evaluative language.



# Turkish Continuers

## 2004 CCAFL Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Oral Examination</b>			
Conversational	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 (a)	1	The younger generation — conversation	H3.1
1 (b)	1	The younger generation — conversation	H3.1
1 (c)	2	The younger generation — conversation	H3.1
2 (a)	2	Personal identity — dialogue	H3.1
2 (b)	3	Personal identity — dialogue	H3.1
3 (a)	2	Future aspirations — advertisement	H3.1
3 (b)	4	Future aspirations — advertisement	H3.1, H3.2, H3.3
4	5	Arts and entertainment — announcement	H3.1, H3.2
<b>Section 1: Listening and Responding</b>			
<b>Part B</b>			
5	5	Migration — interview	H3.1, H3.2
6	5	The younger generation — conversation	H3.1, H3.2
<b>Section 2: Reading and Responding</b>			
<b>Part A</b>			
7 (a)	1	Arts and entertainment — article	H3.1
7 (b)	2	Arts and entertainment — article	H3.1
7 (c)	4	Arts and entertainment — article	H3.1, H3.2
8 (a)	1	Future aspirations — text of an interview	H3.1
8 (b)	3	Future aspirations — text of an interview	H3.1
8 (c)	4	Future aspirations — text of an interview	H3.1, H3.2
8 (d)	5	Future aspirations — text of an interview	H3.1, H3.2, H3.3
<b>Section 2: Reading and Responding</b>			
<b>Part B</b>			
9	10	The younger generation — article/speech	H1.2, H1.3, H2.1, H2.3, H3.1
<b>Section 3: Writing in Turkish</b>			
10	15	Issues now and in the future — letter	H2.1, H2.2, H2.3
11	15	Leisure — review	H2.1, H2.2, H2.3
12	15	Cultural diversity — report	H2.1, H2.2, H2.3



## 2004 CCAFL Turkish Continuers Marking Guidelines

### Section 1: Listening and Responding Part A

#### Question 1

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• (C)	1

#### Question 1 (b)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies relevant information	1

#### Question 1 (c)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies Sibel's parents' expectations of her	2
• Identifies some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies the topic of discussion between two speakers with some relevant detail	2
• Identifies some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of how Ali persuaded his mother, with some accurate detail	3
• Demonstrates some understanding of how Ali persuaded his mother with some detail	2
• Identifies limited information	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies the target group for the advertisement with some relevant detail	2
• Identifies some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of how effectively the language is used • Makes relevant references to the text	4
• Demonstrates some understanding of how effectively the language is used • Makes some references to the text	3–2
• Identifies some relevant information about the language used	1



#### Question 4

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

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of how Emine Demir creates interest</li><li>• Identifies specific information about the content and the language</li></ul>	5
<ul style="list-style-type: none"><li>• Demonstrates some understanding of how Emine Demir creates interest</li><li>• Identifies some relevant information</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of how Emine Demir creates interest</li><li>• Identifies limited information</li></ul>	1–2



## Section 1: Listening and Responding

### Part B

#### Question 5

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

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a good understanding about the content of the interview</li><li>• Identifies specific information the interviewee provided</li></ul>	5
<ul style="list-style-type: none"><li>• Demonstrates some understanding about the content of the interview</li><li>• Identifies some relevant information</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding</li><li>• Identifies limited information</li></ul>	1–2

#### Question 6

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

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of the characters and their relationships</li><li>• Provides detailed explanation about the issues</li></ul>	5
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the text characters and their relationships</li><li>• Provides some explanation about the issues</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of the text characters and their relationships</li></ul> <p>OR</p> <ul style="list-style-type: none"><li>• Cites isolated references from the text</li></ul>	1–2



## Section 2: Reading and Responding

### Part A

#### Question 7 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• (C)	1

#### Question 7 (b)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the type of people who listen to arabesque music	2
• Demonstrates some understanding of the type of people who listen to arabesque music	1

#### Question 7 (c)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of how music affects a person's mood and well being	4
• Demonstrates some understanding of how music affects a person's mood and well being	2–3
• Demonstrates limited understanding of how music affects a person's mood and well being	1

#### Question 8 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies the reason for the interview	1

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

Criteria	Marks
• Closely relates detailed information about the panel to a clear, valid and relevant description of what the reader could have felt as a contestant	3
• Relates some information about the panel to a valid and relevant description of what the reader could have felt as a contestant	2
• Provides limited information about the link between the reader's feelings and the panel	1

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

Criteria	Marks
• Demonstrates a comprehensive understanding of what we learn about Ms Güneş	4
• Demonstrates some understanding of what we learn about Ms Güneş	2–3
• Identifies some relevant information	1

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

Criteria	Marks
• Demonstrates a perceptive understanding of the way the interviewee conveys his attitude toward Ms Güneş • Links personality to aspects of the text	5
• Demonstrates a good understanding of the way the interviewee conveys his attitude toward the Ms Güneş • Makes some reference to the text	3–4
• Demonstrates some understanding of the way the interviewee conveys his attitude toward the Ms Güneş OR • Describes some aspects of Ms Güneş personality	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



## 2004 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