

FIRST LANGUAGE TURKISH

Paper 0513/01

Reading

Key Messages

In this paper candidates read two passages and answer **two different types** of questions. For **Question 1** they must concentrate on **Text A** as the comprehension questions are **based only on Text A**. For **Question 2** on the other hand candidates are asked to write a **summary based on both Passage A and Passage B** as these two passages are **linked by a common theme**. **Candidates must read the instructions for Question 2 carefully as they provide a framework for the summary.**

General comments

In line with the assessment objectives, **Question 1** of this paper is aimed at assessing the candidates' ability to understand and collate explicit and implicit meanings and attitudes, select, analyse and evaluate what is relevant to specific purposes and understand how the writer achieves effects. Many candidates achieved a high score in this section with their answers to the 15 questions, demonstrating that they have the above skill. Candidates' writing skills at sentence level were also assessed in the same questions and again they scored a high average. The most successful candidates tended to come from Centres where Turkish is on the school curriculum.

Comments on specific questions

Please note that R1-R4 and W1-W5 below refer to the Assessment Objectives for reading and writing as detailed in the syllabus document (sections 3.2–4.2).

Question 1

Questions (a) and (b) were answered well by the majority of candidates as straightforward R1 questions.

Question (c): Many candidates described well the relationship between the two rivers and scored full marks using sentences reflecting not only their ability in **R1** but also in **W5**.

Question (d) assessed candidates' ability to see how writers achieve effects (**R4**) and most candidates proved that they have this ability by selecting the relevant expressions from the text like "hoplaya zıplaya", "köpüre köpüre", "Fırtına Deresine bir an önce kavuşmak istercesine".

Questions (e) and (f) were again correctly answered by the great majority of candidates, reflecting **R1** and **R2** skills.

Question (g): Most candidates used all the relevant information from the passage reflecting their appreciation of the whole text and their **R3** skills.

Questions (h) and (i) were again **R1** questions and were answered correctly by most of the candidates.

Question (j): Most candidates wrote that all elements of nature needed/depended on one another but better candidates also added that with every species lost, a possible chance to cure a disease or learn a skill was also lost and with it our chance to survive the changing environmental conditions is diminished. Such candidates demonstrated a good level of **R3**, using the information from the same paragraph about the interdependency of living things and/or the example about the frog.

Question (k): Like most **R1** questions, this question was also answered correctly by the majority of candidates.

Question (l): In this **R2** question some candidates seem to have missed that they were asked to write **two** advantages of wearing “çarık”; e.g. çariks are light **and** flexible or they make walking easy **and** they are organic etc. Candidates should note that when the question is worth more than 1 point, they will most likely be expected to provide more than one piece of information.

Question (m): The answer to this **R3** question is not only in the last paragraph of page 2 but, as most candidates noticed, spread over the entire text and better candidates summarised the answer very neatly in their own words.

Questions (n) and (o) gave a chance to candidates to demonstrate their ability not only in **R3** and **R4** but also the writing skills (**W5**) assessed in this question. The majority of candidates answered these questions correctly and some excelled by using the opportunity to write sentences with more complex syntax and an appropriate and wide range of vocabulary.

Question 2

Centres that were familiar with the assessment objectives of First Language Turkish (R1–4 and W1–5 from the syllabus document) had a demonstrable advantage over Centres that were not.

In this question, 15 marks are available in total: one mark for each relevant point extracted from the two the texts. Relevant points in this case were the points referring to the sources and use of “energy”, from the childhood days of the author in Text A (which are repeated in Text B) to the present day, information which can be found in both texts. Most candidates demonstrated that they were able to select, analyse and evaluate what is relevant for the specific purpose of **Question 2** and achieved most of the available marks. Better candidates also demonstrated that they can order and present facts, ideas and opinions, use a range of vocabulary and language appropriate to audience and context, and make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling, and collected most of the total of 10 points available for Writing Assessment Objectives.

Although many candidates demonstrated an understanding of the rules of writing a summary, it may still be useful to remember the following:

- It is important to understand and reflect the common logic/message/idea of the two texts and to see the links between various ideas, claims, thoughts etc.
- Writing a summary is like writing a new text. The reader of the summary should not be expected to have read the two texts before.
- The order of the texts must be kept in mind when writing the summary, even if it is not followed strictly. The necessary adjustments can be made in order to meet the specific requirements of the question.
- The summary should not include any information or ideas that do not exist in the texts.
- The author of the summary should not make any judgements; should only reflect what is in the texts objectively.
- The instruction as to the length of the summary is there for the candidates to structure their summary. Writing too much or too little is often self-penalising.
- The language of the summary must be authentic to the writer of the summary as much as possible but not the content!
- It is always useful to create the outline of the summary by selecting 15 points from the texts as a guideline and then turn this into a proper summary. The selected points should cover the whole story.

FIRST LANGUAGE TURKISH

Paper 0513/02

Writing

Key Messages

In order to do well in Paper 2

- Candidates can choose to agree or disagree with the given statement and after presenting their view, continue to write to support/explain their argument
- **or** discuss the positive and negative aspects of this proposal, presenting various points of view and preferably complete with a personal view or a logical conclusion.
- Candidates should avoid starting their essay by saying “Yes I agree” or “No I do not agree.” The title sentence should be repeated or re-worded somewhere at the beginning of the essay and the candidates need to decide whether they are going to agree, disagree and argue their point OR discuss the positive and negative aspects of the issue and structure and order the paragraphs accordingly.

General comments

Candidates did slightly better this year in Paper 2 (Writing) than in Paper 1(Reading). The average of **Section 1** which has argumentative/discursive titles was slightly lower than that of **Section 2** which has the descriptive and narrative titles.

Comments on specific questions

In **Section 1** all four alternatives have been used, **Question (d)** proving to be the most popular. This title is about boarding schools and many candidates seemed to have very strong views about them.

The second most popular question was **Question (a)** and this is probably because the issue of what the best grade is to let candidates select subjects from the school curriculum to prepare for the university was very topical in Turkey this year.

Question (b) again tapped into a popular issue: whether or not roads should be built to reach beautiful remote highlands. It seems to have motivated candidates interested in this issue and gave them an opportunity to argue their point.

The issue in **Question (c)** (speed limit) is always current in Turkey so, again, candidates had a lot to say on this title.

In **Section 2**, **Question (d)** proved to be the most popular title. The other 3 titles attracted similar numbers of candidates.

In this section of the Paper this year some responses to **Questions (a)** and **(d)** suggested that a number of candidates have set out to write their composition without having enough material to write about and without working out a framework. Thus, after a while they invariably lost touch with the title and ended up with an essay mostly made up of unrelated chunks of texts, resulting in an essay without much coherence.

Candidates should make the most of the opportunity to be able to choose from four titles and go for the one which provokes more thoughts, feelings, memories or images. Making a note of all the points they are going to use in the essay before setting out to write the essay is always useful. Candidates from Centres which obviously offered training in this practice performed very well indeed in this part of the exam.

Practical issues

The Examiners would like to express gratitude to Centres which make the practicalities of marking easier. Some Centres provide candidates with specially printed answer pages which enable candidates to write their Centre name and candidate number neatly on each page and instruct candidates to hold the pages together with a piece of string. These answer sheets also provide space on the sides which is very helpful in the marking stage.

Answers written on loose paper (not held together by anything) and lacking space for marking and even for the information about the identity of the candidate and Centre have been creating problems.