

# FIRST LANGUAGE TURKISH

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Paper 0513/01  
Reading

## Key messages

In order to do well in **Question 1**, candidates need to:

- write their answers in their own words unless the question requires a direct quotation from the passage
- write concise answers
- read the questions very carefully before starting to answer and ensure that they are answering the precise question asked
- remember that if two marks are available for a question, then they will need to provide two points in their answer in order to have access to full marks for that question.

In order to do well in **Question 2**, candidates need to:

- ensure that their summary contains only information drawn from the two passages and does not reflect their own thoughts, experiences or feelings
- remember that the summary does not have to follow the order of the two passages, as long as it is coherent, well-organised and contains sentences and paragraphs which are linked together
- adhere to the word limit given in the question
- ensure that their work is presented legibly.

Candidates should ensure that they plan their time during the examination in order to allow themselves time at the end to check their work. As well as marks for Reading, marks for Writing are also awarded for this paper so candidates should remember to check their grammar, spelling and punctuation carefully.

## General comments

This question paper consists of two passages linked by a common theme. The common theme of the two passages this year was 'Roads'. The texts included detail about the development of roads and the problems caused by roads which are not well planned. On the whole, candidates seemed to identify with the theme. Many candidates performed well on this paper.

## Comments on specific questions

### **Question 1**

**Question 1** is divided into a series of sub-questions which require answers of various lengths. The sub-questions are based on Passage 1 and test the candidates' ability to:

- understand and collate explicit meanings
- understand, explain and collate implicit meanings and attitudes
- select, analyse and evaluate what is relevant to specific purposes
- understand how writers achieve effects.

There are 20 marks available for Reading and 5 marks available for Writing. In Writing, candidates are assessed on their ability to make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling.

In order to do well in **Question 1**, candidates need to remember that the answers to the sub-questions are always found in Passage 1. With the exception of any synoptic questions (where answers may be gathered from anywhere in the text), the sub-questions are posed in the order that the answers appear in the passage. Candidates must not refer to their own previous experience or knowledge about the topic of the text: they are required to answer the precise questions asked using information drawn from the passage.

- (a) Most candidates answered this question correctly.
- (b) Most candidates answered this question correctly.
- (c) The majority of candidates answered this question correctly. Those who did not explain what the method was were not awarded full marks.
- (d) Nearly all candidates answered this question correctly.
- (e) Nearly all candidates answered this question correctly.
- (f) Most candidates answered this question correctly. A common mistake was 'Yazar, yolların medeniyet için ne kadar önemli olduğunu belirtmek istiyor.'
- (g) This question was answered well. A common mistake was 'Günde kişi başına 100 gram yük kamyonlarla taşınıyor.' Here candidates were expected to make a comparison.
- (h) Those who did not mention the money spent on petrol were not awarded any marks. The key word for the second part of the question was 'the roads in the mountains'.
- (i) Most candidates answered this question correctly. Those who did not mention 'sürülerin nesli tükeniyor' were not awarded full marks.
- (j) Candidates who answered this question with 'sürdürülebilirlik' lost the mark.
- (k) Candidates gave different correct answers to this question.
- (l) Some candidates gave very good explanations about the writer's feelings in response to this question.
- (m) Nearly all candidates answered this question correctly.

Those candidates who constructed accurate sentences and used a good range of appropriate vocabulary when presenting their answers gained good marks for Writing.

## Question 2

For this question, candidates are required to write a summary of 200–250 words based on both Passage 1 and Passage 2. There are 15 marks available for Reading, with one mark awarded for each relevant point extracted from the passages.

When tackling this question, candidates needed to refer to both of the passages provided in the question paper, select the relevant information from them and present this information in a concise and focused summary.

In order to have access to the full 15 marks for Reading, candidates needed to ensure that they selected at least 15 important pieces of information from the passages. For example, one of most harmful aspect of unplanned roads is air pollution. Then this could be supported by giving an example.

When writing their summary, candidates need to avoid introducing sentences with phrases such as 'Passage 1 says...' or '...is mentioned in Passage 2...' Such phrases are inappropriate when writing a summary and they use up words unnecessarily.

In total, there are 25 marks on offer for **Question 2**. In order to have access to the full 10 marks for Writing, candidates needed to show that they could:

- order and present facts, ideas and opinions
- understand and use a range of appropriate vocabulary
- use language and register appropriate to audience and context
- make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling.

Many candidates demonstrated an understanding of the rules of summary writing and were able to select the relevant ideas from both passages, linking them to form an original piece of writing.

Some candidates were either unfamiliar with the format of the examination or did not read the question carefully enough and did not write a summary. Instead, they wrote a composition about the heavy traffic in cities, reflecting their own feelings and experiences. Others gave all the information they could about roads rather than identifying the *disadvantages of unplanned roads*.

Candidates are advised to read the question carefully and write concisely, keeping closely to the focus of the question.

# FIRST LANGUAGE TURKISH

Paper 0513/02  
Writing

## Key messages

### To do well in this paper, candidates should:

- read the question carefully and make sure that their response covers all that is required
- demonstrate a range of appropriate vocabulary and structures
- show a clear awareness of audience
- demonstrate accuracy in punctuation and spelling
- select a title about which they can write at least 350 words, without having to repeat in order to achieve the required length
- formulate a brief plan of thoughts/sub-topics before starting to write in order to avoid repetition and keep the writing focused.

## General comments

This component consists of **two** sections worth 25 marks each. In **Section 1** candidates choose one title from four argumentative/discursive titles, and in **Section 2**, one title from four descriptive/narrative titles. Candidates are required to write between 350 and 500 words for each of their answers. Candidates are not required to find a title for their composition. Illegible handwriting is becoming an issue. Unfortunately, some marks were lost just because parts of the response were impossible to read.

In **Section 2 Question (a)**, some candidates produced some very effective description of the work of art they chose to write about but forgot to write the name of the artist. Candidates should be advised to read the question carefully and check to see whether the response satisfies the requirements of the question.

### **Section 1**

In this section, candidates' responses should involve a series of claims/assertions/reasons/facts, preferably supported by examples or evidence. The introduction should present the question in hand. Then preferably each paragraph or part should deal with a different side of the argument, using a connective word or words like "**ancak, fakat, kısacası, aslında, oysaki, hâlbuki, için, bundan dolayıdır ki, buna karşılık, buna rağmen, ne yazık ki, gerek ... gerekse**" which show whether the new paragraph or sentence will be supporting the previous paragraph/statement or introduce an opposing opinion. If a personal opinion is required, the conclusion should follow from the previous supporting argument(s).

The language used in **Section 1** responses should be different from the language used talking to a friend or family; sophisticated, complex sentences contribute to style and accuracy marks. Candidates should avoid using words or expressions they are not very familiar with. Similarly, long sentences do not necessarily make a text more plausible and they also carry the risk of losing the link between the subject and the verb and can cause grammatical mistakes.

### **Section 2**

Candidates should make sure that they choose a title about which they can easily write at least 350 words. Whether the title requires a descriptive text or a narrative, the specific task must be completed, that is, either someone or something is described or a story is told.

For the descriptive tasks, the object described (person, place, object, feeling) and the atmosphere should create a full image in the reader's mind. Vivid details that involve sound, sight, smell, taste and touch can

help create such an image. The language of a descriptive text should convey emotions. Each paragraph of the response or each part of the development paragraph should focus on one aspect of the description. Sentences and paragraphs need to be sequenced effectively.

For narrative titles, candidates must not choose to write a story unless they have a story in mind. Spending time to draft the outline and the supporting details of the story will help candidates to write a sophisticated narrative with sub-texts, flashbacks and time lapses; features required to achieve a high mark.

For all **Section 2** titles, candidates must refrain from using language which is informal or conversational, unless it has to be used to reflect a character in a narrative. Inappropriately informal language shows weakness in awareness of audience.

### **Comments on specific questions**

#### **Section 1**

- (a) This question required candidates to write what they would do and what they would not allow to be done to create a better world. Successful candidates proposed many interesting measures, like introducing Marxism, giving very heavy penalties for environmental crimes, promoting more love, increasing the mobility of people to enable them to move to places where they can lead a better life, creating a one-world state and one-world parliament. Those who covered a reasonable range of ideas and explained how their proposals would improve people's lives scored higher marks.
- (b) This title asked candidates to discuss the positive and negative aspects of the following statement: 'We need to try and protect cultural differences with all their details and colours.' Some candidates listed the advantages and disadvantages of keeping cultural differences alive. Some listed the advantages and disadvantages and chose to agree with the title statement saying these differences are what make a group of people a nation and therefore must be kept alive, or disagreed saying cultural differences were the cause of discrimination. Those who mainly concentrated on only one side of the argument could not achieve high marks even if their writing was fluent and accurate, as the task was not fully completed.
- (c) This question asked, 'Which one would you like your local council to support: establishing workshops which will teach traditional handicrafts to young generations and thus keep these crafts alive or setting up factories which will provide employment to many people? Justify your choice with reasons.' So the task was twofold, discussing the advantages and disadvantages of both alternatives and persuading the reader to agree with his/her choice by providing sufficient supporting argument. Most of the candidates who chose this topic reflected a good understanding of the task and produced well developed, fluent writing.
- (d) This question asked, 'Should zoos be kept? Discuss the positive and negative aspects of zoos'. Again the response needed a consideration of both 'for and against' plus an argument of choice. Most candidates had very strong views either for or against zoos and were able to argue their point convincingly.

#### **Section 2**

- (a) Candidates who chose to 'Describe a work of an artist or common features in the works of an artist, a painter, a sculptor, graphic artist, architect, photographer' came up with some very good descriptions of the work or works of some great artists, including 'Kaplumbağa Terbiyecisi', 'Guernica', 'Picasso', 'Françoise Nielly'.
- (b) This question asked candidates to describe the house of their dreams. Candidates mostly came up with very detailed descriptions of their dream house, describing the location, the neighbourhood, the garden or patio if there was one, of the house or the flat and all the rooms and spaces. What made some of these responses better than others was that it not only described solid objects, rooms, and spaces but also provided an atmosphere to understand why the writer of the description dreamt of living in such a house.

Some candidates seem to have selected this title thinking it is easy, described various parts of the house but these parts did not really fit together or make sense and these descriptions were rather disjointed.

- (c) This question required candidates to tell the story of how they chose their best friend, including the process of rapprochement between the two. There were some very effective narratives, some starting before birth when the mothers were friends, others starting much later in life and even in some cases not as a very friendly relationship but growing into an 'unbreakable bond'. Some included flashbacks, remembering the early instances in the process, using the incident that made the two become best friends as the climax.

Unfortunately, some candidates did not answer the question properly because they wrote a response about the qualities that they look for in a best friend or the process they prefer to follow choosing a friend, or how much they love each other. The question asked for a narrative so had to be about a single, special person and the narration of the development of the relationship between that person and the writer, i.e. a story, not a description.

- (d) This question asked candidates to narrate a story using the given cue sentence. Some of those who choose this question came up with some very gripping stories, narrated in sophisticated language, building a climax and tension and ending with a well-planned conclusion. Some candidates seem to have chosen this question thinking it is easy to tell a story. They ended up with an un-engaging series of events, with the cue sentence having no importance or contribution to the story and with pedestrian sentences following each other without leading up to anything important or striking. Candidates must remember that such weaknesses will cost them a lot of content and structure marks which they might have not lost had they first tried to plan a brief outline of the story.

### **Common mistakes**

Some candidates start their text as if they are responding to a question or opinion expressed in a conversation, rather than writing an independent essay about the discussion topic given. e.g.

**Question:** Dünyayı yönetebilecek bir konumda olsaydınız daha iyi bir dünya için nelerin yapılmasını sağlardınız, nelerin yapılmasına izin vermezdiniz? Seçimlerinizi gerekçeleriyle anlatın.

**Candidate response:** Böyle bir konumda olacağımı hiç sanmıyorum!

The correct way to start a response is using the introductory paragraph to present the topic e.g. response to **1(a)**:

Yaşadığımız gezegende biz insanlara pek çok hak tanınıyor. Ama dünyamız yalnızca insanlara ait değil, onu hayvanlarla paylaşmak zorundayız ve onların da bizim kadar hakları olduğunu unutmamalıyız. Halbuki hepimizin bildiği gibi dünyanın bir çok yerinde çok sayıda hayvan, hayvanat bahçelerinde yaşamaya mahkûm ediliyor. Peki onlara soruldu mu...

Subject verb agreement problems e.g. 'Yarın herkes susuzluk sorunuyla yüz yüze **gelecekler!**'  
Using informal words like 'sallamadım' inappropriately.

Confusing 'olağan' with 'olanaklı', 'çok' with 'fazla', 'sığır' with 'inek'.

Confused use of the 'vatandaş' – Yurtları veya yurt duyguları bir olanlardan her biri, yurttaş – with the words 'kişi' or 'insan'.

Confusing 'işsizlik' with 'işsizlik oranı' e.g. 'Bu sayede İşsizlik oranının kısa yoldan çözümü ...'  
'Ülkemizde çok işsizlik oranı var.'

Losing the subject/verb link in the sentence, e.g. 'Bu sayede işi olmayan bu bireylere de iş verilerek topluma kazandırılmış olacaktıdır.'

Confusing the word 'yetenek' and 'beceri', e.g. Gençler bu mobilya süsleme gibi atelyelerde bu yeteneği öğrenecek.

Confusing the words 'ahşap', 'tahta' and 'odun', e.g. Hayalimdeki ev odundan olacak,

Confused use of linking words and phrases, e.g. Her ne kadar bu yolun canice olduğunu bilseler de veya bilmeseler de...

Confusing 'ekmek' – Bir bitkiyi üretmek için toprağa tohum atmak veya gömmek with dikmek  
Yetiştirmek için bir bitkiyi toprağa yerleştirmek

'Bahçenin bir tarafına domates, salatalık fideleri ekilmişti.' Dikilmişti

Confused use of the word 'her', not sure whether it will be used as a separate word like in 'her bir', 'her zaman', 'her gün', 'her halukârda', or as part of one word as in 'herhalde', 'herhangi'

Confused use of the word 'hiç', not sure whether it will be used as a separate word like in 'hiç kimse', 'hiç yoktan' or as part of one word as in 'hiçbir', 'hiçbiri'.  
Using apostrophe in separating the last syllable of common nouns, 'kız arkadaşı'yla ben çok iyi arkadaşım.'