

FIRST LANGUAGE TURKISH

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 limits given in the question
- ensure that their work is presented legibly.

General comments:

First Language Turkish Reading Paper consists of two questions and two texts which share a common theme. The aim of this paper is to test whether candidates are capable of understanding a text they have read in terms of both implicit and explicit meanings; to analyse and evaluate what is relevant in the text to answer focused questions on it; and to understand how writers achieve effects. The theme of the two texts this year was archaeology. The texts included details about many famous archaeologists and their work, as well as how the historical progress of archaeology helps us to understand current developments.

The candidates generally answered the questions correctly. Those who used clear, carefully chosen language with varied and precise vocabulary were awarded high marks for accuracy of language.

Comments on specific questions

Question 1

The key point to remember in this question is that all the answers to the sub-questions are in the text which has been read, Text A, and the questions appear in the order of the text. Candidates should be able to read for detail and understand the key points to be able to answer the questions precisely.

- (a) This question was answered correctly by most candidates. A common mistake was “Akla kazı bilimi geliyor.”
- (b) This question was answered correctly by most candidates. A common mistake was “Türkiye’de çok kazı yapılıyor.”
- (c) There were some very good answers to this question. Some candidates used their own words and explained the reasons very well. The most common correct response was “Geçmişten ders çıkarabilmek için.”
- (d) This question was answered correctly by most candidates.
- (e) Candidates answered this question by using different explanations, chiefly in their own words. Those who just gave what they have done for archaeology without mentioning what their common point is did not score any marks.
- (f) This question was answered correctly by many candidates. A common mistake was “Osman Hamdi Bey müzeyi Hümayun’u kurmuş.”
- (g) This question was generally answered well. The most common answers were “Efsaneler, kutsal kitaplar. Rastlantılar.”
- (h) A good number of candidates answered this question correctly. Those who gave “Tutankamon’un mezarı olduğunu biliyordu” as an answer were not awarded any marks. It is very important to read the question carefully and focus precisely on what is required.
- (i) This question was answered well. A common mistake was “Suriye’li kadınların diz çökerek çalıştıkları kemik şekillerinden anlaşılıyor.”
- (j) Some candidates failed to give two different details in response to this question but offered only one detail. Consequently they could only be awarded one mark.
- (k) This question was answered correctly by candidates who have good skills in reading for specific information.

Correct answers to the sub-questions of **Question 1** are worth up to 20 marks. To achieve the remaining 5 marks, the language used in the responses must be clear, with complex syntax where appropriate, also reflecting a good range of vocabulary. Most candidates correctly answered many sub-questions, constructing accurate sentences and displaying a range of appropriate vocabulary.

Question 2

This question requires candidates to select 15 or more pieces of information from Text A and Text B and combine them into a summary. Candidates who want to achieve high marks on this question should note the following:

- Paper 1 is mainly a reading comprehension exam and the summary will reflect how far they have understood the two texts.
- Candidates must act as if they are writing an original text based on information gathered from the reading of the two texts; their work should look original.
- The summary must **not** reflect candidates’ own thoughts, experiences or feelings but just what is learned from the two texts.
- The summary does not have to follow the order of the two texts, as long as it is coherent.
- The length of the response should be within the limits specified in the instruction.
- The summary must be written in full sentences and logically ordered into linked paragraphs to create a meaningful text.
- Candidates should make sure that their handwriting is legible; what cannot be read cannot gain points.

The total mark that can be achieved for the summary is 25 marks with 15 for the content, reflecting reading objectives R1, R2, R3 and R4. There are always at least 15 key pieces of information that can be transferred from the texts and plenty of supporting examples.

For the remaining 10 marks, the summary is assessed for:

- **Style and Organisation:** 5 marks, for orderly grouping of ideas, covering the points described in the instruction of the question.
- **Accuracy of Language:** 5 marks, for clear, carefully chosen language with complex syntax (where appropriate) and varied and precise vocabulary.

This year many candidates managed to gather the key information from the two texts to illustrate the development of archaeology and combine them into an original piece of writing. A few, who do not seem to be very familiar with the format of the test or who did not read the question carefully, referred to the two texts but wrote a composition about “history and archaeology” reflecting their own feelings and experiences. This is not what is required for a summary.



FIRST LANGUAGE TURKISH

Paper 0513/02
Writing

Key messages

This component consists of 2 sections worth 25 marks each. In **Section 1** candidates choose one title from four *argumentative/discursive* titles, in **Section 2**, candidates choose one title from four *descriptive/narrative* titles. Candidates are required to write between 350 and 500 words for each of their answers.

To do well in this paper, candidates should:

- write coherent texts, organised into logical paragraphs
- demonstrate a range of appropriate vocabulary and structures
- show a clear awareness of audience
- demonstrate accuracy in punctuation and spelling
- select the best title for which they can write at least 350 words. If the composition is short of the required length, there are unlikely to be enough well defined, well developed ideas, images or arguments to gain good marks.
- write an outline or brief plan to organise thoughts and paragraphs before starting writing. This can help to prevent going astray of the subject and avoid repetition.
- within **Section 1**, produce a balanced set of ideas and opinions about the various/opposing aspects of the subject, supporting each claim with examples in the discursive questions, or make their stand clear to the reader by presenting logical discussions and arguments, again supported by examples, in argumentative essays.
- within **Section 2**, write texts demonstrating well-developed ideas and images with vivid details for the descriptive tasks of *Section 2* and stories developing towards a well-planned ending for narrative tasks.
- avoid spending a long time trying to come up with a title for their composition
- make sure that the text they produce is clearly a response to their chosen title. Texts which are not sufficiently linked to the actual question are unlikely to gain good marks even if the quality of writing is high. Such responses give the impression of being pre-memorised.

General comments

Some candidates seem to believe that the formal register required in responding to **Section 1** questions means writing very long sentences. In so doing, they move from one subject to another within the same sentence and the link between subject and verb is broken, causing serious grammatical mistakes. Argumentative/discursive essays do not necessarily require long sentences but appropriately selected words or phrases to link ideas, to add more to a point already made, to mark a paraphrase, to introduce examples or alternative ideas, to underline or emphasize ideas which have already been stated.

Candidates must also refrain from using a language which is more than informal or conversational unless it has to be used to reflect a character in a narrative. Otherwise it shows a weakness in the awareness of audience.

In both **Section 1** and in **Section 2** there were some responses to all four questions. In **Section 1, Question 1a** was the most popular and **Question 1d** was the least popular.

In **Section 2, Question 2d** was the most popular as usual. Please note comments for this question in **Comments on specific questions**. **Question 2a** was the least popular.

- Illegible handwriting is becoming a serious issue. Marks were lost just because parts of some responses were impossible to read.

- Another problem was when candidates did not write the letter of the question they had selected and there was little clue to tell which topic the essay was about OR the letter and the essay did not match. Candidates need to make a decision about which question they are responding to and indicate their choice clearly.
- In **Section 2** some candidates got carried away with their descriptions and failed to make any reference to the main ideas of the question they had seemingly chosen (particularly in responses to questions 2a and 2b).
- Again in **Section 2**, a few candidates who seemed to have chosen **Question 2d**, narrated interesting stories but failed to use the cue sentence in their story. This significantly weakened the response.

Comments on specific questions

Section 1

Question 1a

The most popular title of the section required candidates to argue their opinion about whether sporting/entertainment activities like boxing and bullfighting (which can lead to injury) should be banned or not. Successful candidates discussed several activities involving various degrees of harm to human beings and/or animals, considered their popularity and the media's contribution to this popularity as well as their impact on people and society. They then justified their position as to whether such activities should or should not be banned. Some candidates ignored the aspect regarding animals, or concentrated solely on boxing although the question clearly indicated more than one example "...**gibi, eğlence amaçlı ancak şiddet içeren etkinlikler...**"

Candidates should be reminded that reading the question carefully and underlining the key words in order to define the framework of the composition is crucial in order to gain high content marks.

Question 1b

This title required candidates to discuss the influence of media on peoples' opinions and preferences. Most of the candidates who chose this topic seemed to have strong views about the issue and engaged in a thorough discussion of both the positive and negative effects of all the major paths of the media on people, and how media is used and/or abused, providing concrete examples to support their claims. Those who mainly concentrated on only one form of media like social media or TV, or those who just listed claims without providing supporting examples, were unable to get good content marks.

Question 1c

This question required candidates to write about the increasingly serious global problem of water shortage and how to fight it nationally and internationally. Most of those who chose this topic discussed the various reasons for the problem, considering its side effects, and then proposed national and international measures to solve it. Those who only concentrated on limited causes like wasting water when washing, or only offered local solutions, scored lower marks.

Question 1d

This title required candidates to discuss the advantages of adding either a sports centre or an arts centre to a school, and to justify the reason for their choice. As the topic was very close to candidates' daily life and experience, many of those who chose the question managed to discuss the possible contributions of both to the school and to produce plausible reasons for their preferred selection.

Section 2

Question 2a

This title asked the candidate to imagine that she or he is a good photographer who has been approached by an NGO to produce a photo album, the income of which would be donated to the NGO. The question then required the candidate to write about the main theme of the album and describe a few of the photos in it. Some candidates very successfully described the theme of the album and provided a detailed and lively description of a few photographs. Although this was the least popular title, successful candidates named an

NGO and its aim, explained the aim/theme of their album and gave a detailed description of some of the photos.

Unfortunately, a few candidates got so carried away with their description of the scenes that they forgot to provide the other required information; there was no reference to the NGO, or to the common theme of the album. There was no reference to the activity of taking a photograph either. The only clue was the letter showing the essay title they claimed to have chosen. Since they did not meet the requirements of the question, such responses could not access the higher mark bands for content and structure.

Question 2b

This question asked candidates to imagine that they had passed under a rainbow and that the world had transformed into their dream world. Candidates were then asked to describe this world. Many of those who chose this subject came up with an imaginative description of their dream world: a world with no schools, with trees producing candies/cakes; a world where children had the freedom to stay outside as long as they wanted; a world of peace, where nobody dies, or a world where climate and nature was very pleasing everywhere; a world where the atmosphere is echoing with laughter, etc. Those candidates whose descriptions were defined with a range of details and every piece of the imagined world linked together to make a whole picture, in line with the candidates reasons behind why such a world was wished for, scored high marks.

On the other hand, some candidates just described a world without any reference to what it was all about. There was little reference to the chosen topic, and this reduced marks for content and structure.

Question 2c

This title asked candidates to write about a hobby, how it developed and what its significance is in their life today. This was the second most popular topic and many candidates successfully narrated how their hobby (football, ballet dancing, dancing, singing, volleyball, tennis, playing a musical instrument, running) started, how it developed into almost a passion for them and how it contributed to their psychological and/or physical development.

Question 2d

In this question the candidate was asked to narrate a story using the given cue sentence. As in previous years, it was a popular choice. Strong candidates developed gripping stories, narrated in sophisticated language, building a climax and tension and producing a well-conceived ending.

However, some candidates seemed to think it was an easy choice and ended up producing an un-engaging series of events with the cue sentence having no importance or contribution to the story. Such responses reflected a lack of planning, with sentences following on in a pedestrian manner, and without leading up to anything important. Candidates must remember that such weaknesses will cost them content and structure marks which they might not have lost had they attempted one of the other questions. Alternatively, they should first try writing a plan or outline of the story which would enable them to see whether they have a worthwhile narrative or not.

Common mistakes

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

For example, "Bu tür sporlar adenalin içeren sporlardır..." in response to the question:

Boks, boğa güreşi gibi, eğlence amaçlı ancak şiddet içeren etkinlikler sizce devam etmeli mi yoksa yasaklanmalı mı? Görüşünüzü gerekçeleriyle anlatınız.

OR "Bence çok etkisi var..." in response to the question:

Medyanın halkın düşünceleri ve seçimleri üzerindeki etkisini tartışınız.

OR "Böyle bir sorunun olduğuna kesinlikle katılıyorum..." in response to the question:

Dünya’da giderek ciddileşen bir susuzluk sorunu var. Bu sorunun yol açabileceği başka sorunları da düşünerek bu konuda yetkiniz olsaydı, ülke ve dünya çapında ne gibi önlemler alırdınız?

OR “Spor merkezi yapılmasının daha doğru olduğu kanısındayım” in response to the question:
Bir okula ya bir spor kompleksi ya da bir sanat merkezi yapılacak.

- 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 words “etmen”/“etken”/“faktör”/“unsur”/“öge”
- Confused use of “vatandaş”.