

FIRST LANGUAGE TURKISH

Paper 0513/01

Reading

General comments

Most of the candidates tackled all the questions and their responses reflected a good teaching of Turkish as First Language as well as a high level of awareness of the syllabus of 0513 01 and 02. It is pleasing to see that the Principal Examiner Reports are heeded: for example, for the first time this year we had no candidates who wrote two separate summaries of Texts A and B for Question 2 in Paper 1, and in both papers common language mistakes are becoming less frequent. The wide range of vocabulary and complex syntax demonstrated especially in Question 2 of Paper 1, and in Paper 2 seem to be reflecting a confidence rising from intellectual practice and good teaching.

Comments on specific questions

Question 1

- (a) Almost all candidates answered this question correctly. A few candidates, although they knew the exact answer, chose to give a lot of relevant but unnecessary information, expecting the Examiner to scan and extract what is really required for the answer. This is a risky practice that can affect their 'Writing' mark. Candidates should be advised to limit their response to the strictly necessary.
- (b) Many candidates seem to have had a pretty good idea about what Mahatma Gandhi meant by these words and better candidates managed to render what he said in their own words.
- (c) This question seems to have been found slightly ambiguous by candidates, but the mark scheme took this into account and all relevant answers were rewarded.
- (d) This question enabled candidates to show their expertise at understanding and explaining attitudes. Successful candidates demonstrated their language skills by working out the clues in the structure of the language like "köpekçik", "kuzucuk" stressing the function of the suffix "cik-cuk", and also referring to less obvious examples of the author's attitude towards animals like "Ancak bizler bütün sahipsiz hayvanları evlerimize götüremeyeceğimiz için", or "bizler 'kısırlaştırmaya' hakkımız olup olmadığını tartışırken", or "Neyse ki hayvan ve çevre koruma örgütleri seslerini artık o kadar güçlü çıkarıyorlar ki". Most candidates used more obvious examples such as the "chicken", the "goose", "animals trapped in cages in pet shops" or "animals forsaken by their owners".
- (e) The majority of candidates was able to answer this question correctly by correctly pointing out that some people were claiming that animal rights were better protected than human rights.
- (f) Another question well answered by most candidates. Similarly to Question 1(d), better candidates used language clues like "Ne yazık ki ..." or "..... inkar edilemez" to support their answers.
- (g) This majority of candidates were able to give more than two examples from the text of animals showing behaviour which reflected attitudes and feelings thought to be peculiar to human beings.
- (h) A successful answer to this question relied equally on the writing skills of a candidate and on their comprehension of the text. Like Question 1(b), this question required paraphrasing a quote from the text. Responses indicated that there was no problem in the comprehension of the relevant part of the text but only better candidates came up with high-level responses to the question. Teachers preparing their candidates for this paper may find it useful to get their candidates to render similar quotations in their own words.

Question 2

Candidates were asked to write a summary, using the information provided in both Texts A and B. There were 15 important pieces of information contained in the two texts. Candidates who preferred concentrated on only one of the two texts failed to express these fifteen points and sometimes repeated themselves. A few candidates chose a comparative style (i.e. "Text A said this and Text B said that"), moving between the two texts throughout their summary, which had a negative effect on the "Style and Organisation" mark. However, the majority demonstrated good summary and language skills, demonstrating previous practice on similar activities.

It was pleasing to observe that there is no need to repeat a specific comment/warning included in the 2008 report, that "a summary **is not a "composition"** about the thoughts/feelings/ideas that the two texts provoke in the candidate; that it **does not require comments** on the ideas/thoughts/facts presented in the texts, and that it **does not have to end with a personal verdict**. Still, some candidates like to say whether they agree or not with the message of the texts which is fine, as long as their response is a joint summary of the two texts.

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Paper 0513/02

Writing

In line with the syllabus, candidates were required to write two compositions, choosing one title from the four in **Section 1** (Discussion and Argument) and 1 title from the four provided in **Section 2** (Description and Narration.)

All eight titles were answered by a number of candidates, but, as always, were more popular than others.

Title **(a)**, (asking whether or not social services should be responsible for raising a child in certain cases), was the most popular in **Section 1**, but the other titles received a good response as well in the following order (by popularity): **(d)**, **(b)**, **(c)**.

In **Section 2**, title **(a)** (asking to describe a typical day of the summer holiday), was the most popular, followed by **(d)**, a traditional type of question on this exam and always popular with candidates who are imaginative and creative. These were followed in turn by topics **(c)** and **(b)**.

Although this year only very few candidates made this mistake, it may still be worthwhile to draw the attention of the candidates to the inappropriateness of starting a composition by saying "I agree/disagree with this statement." This is a poor start for an essay and as such, it may lose some marks.

Some candidates seem to be unsure about what should go into one paragraph, so spending some time on the structure and function of paragraphs when preparing candidates for this exam would be a good idea.

All in all, the high average performance on this paper shows that most of the candidates found a topic they enjoyed writing about, that they have a good idea of what is expected in a composition in this exam and that they have acquired good writing skills.

SOME LANGUAGE MISTAKES AND CORRECT USAGE

CORRECT USAGE

KEŞFETMEK
FETHETMEK
HERKES

OLMUŞTU
KULAKTAN KULAĞA
ETKİLEMIŞTİR
SAVAŞTA

KUZEYBATI
ÇOK ŞEY
HER ŞEY
PEK ÇOK
BİRÇOK

HER ZAMAN
HER HÂLÜKÂRDA
HER HALDE
HERHANGİ BİR

KATLIAM
MAALESEF
ENVAİÇEŞİT
SU GÖTÜRMEZ

INCORRECT USAGE

keşf etmek
feth etmek
herkez

olmuşdu
kulakdan kulağa
etkilemiştir
savaşda

kuzey batı
çokşey
herşey
pekçok
bir çok

herzaman
herhalukarda
heralde
herhangibir

katliyam
maalesef
envayıçeşit
su getirmez

vs. (ve benzeri)
BAZI
BU NEDENLE
RESTORAN

v.s.
bağzı
bu nedenden ötürü
restorant

SAYESİNDE/BU SAYEDE –

Aracılığıyla, yardımıyla. Olumlu. “Akşam çok erken yattı. Bu sayede sabah dörtte uyanıp fırını açabiliyordu.”

HÂLÂ
ÇOK

halen daha fazla (Konser çok kalabalıktı. (olumlu). Konser fazla kalabalıktı. (olumsuz- o kadar kalabalıktı ki orkestrayı iyi duyamadık/yer bulamadık vs.)

OLSA OLSA -

son ihtimal olarak “*Olsa olsa sanat ilokul mezunudur.*”

- KAZLAR VE TAVUKLAR DAHA İYİ GÖRÜNSÜNLER DİYE ŞİŞİRİLİP ACIYA MARUZ BIRAKILIYORLAR (NOT BIRAKIYORLAR).
- DEVLETİN ZORUNLU EĞİTİME **KARŞI** VATANDAŞI TEŞVİK ETMESİ GEREKİR. The correct usage should be DEVLETİN ZORUNLU EĞİTİM KONUSUNDA VATANDAŞI TEŞVİK ETMESİ GEREKİR.
- **EĞİTİMİN ORANI** ARTTIĞINDA SUÇ ORANI AZ ALIR. The correct usage should be EĞİTİMLİ İNSANLARIN EĞİTİMSİZLERE ORANI.
- SANATA **KARŞI** OLAN BU BAKIŞ is wrong when what is meant is SANATA GÖSTERİLEN/DUYULAN BU İLGİ.