

FIRST LANGUAGE TURKISH

Paper 0513/01

Reading

General comments

As usual, candidates did quite well on this paper, especially the ones who were prepared for the examination by their centre / tutors. Awareness of the aims and assessment objectives of the IGCSE First Language Turkish Exam (to be found in the published Syllabus document) benefits candidates as they will know what is expected from them in each part of the exam. It is recommended that teachers and candidates read about the aims and assessment objectives and familiarise themselves with the format of the paper - the syllabus and past papers are published on the CIE website.

Comments on specific questions

Question 1: This year all candidates tackled all the questions in this part of the paper. The majority of candidates had little or no problem in answering questions that required them to understand and collate explicit meanings (Reading Assessment Objective 1 – R1), such as questions **b, c, e, f** and **k**. Again a good majority of the candidates proved to be quite competent in answering questions like **a, d** and **g** aiming to check whether the candidates can understand, explain and collate implicit meanings and attitudes (R2). The questions aiming to check whether candidates can select, analyse and evaluate what is relevant to specific purposes (R3) and questions which check if candidates can demonstrate that they can understand how writers achieve effects (R4) were answered better by candidates who were demonstrably prepared for the exam by their centres / tutors.

The 5 marks available for the accuracy of the language worked for the benefit of the candidates who studied Turkish grammar and practiced writing in Turkish.

Question 2: The key issue in this question is for the candidates to remember and note (as it is clearly stated in the instruction) that they are expected to write a **summary** based on **Text 1** and **Text 2**. It still happens (although thankfully with only a small number of candidates) that they

- either wrote a composition, making little or no use of the information in the two texts, which makes assessing their capacity with regards to **R1, R2** and **R3** impossible. (In order to get the 15 marks available for Reading in this question the candidate needs to make 15 relevant points extracted from the texts. There is always many more than 15 possible points in the two texts so candidates should be able to find 15 without too much effort.)
- or summarised Text A and Text B separately, ignoring the instructions calling for a **common summary** of the two texts linked by the common theme.

Teachers and the candidates should also note that this summary question assesses the following Writing Assessment Objectives through the 10 marks are available for Writing:

- the ability to order and present facts, ideas and opinions (W2)
- the ability to understand and use a range of appropriate vocabulary (W3)
- the ability to use language and register appropriate to audience and context (W4)
- the ability to make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling (W5)

Sense of audience seems to be an issue mainly for candidates who use Turkish primarily in an informal setting and in the spoken form which limits their vocabulary and range of structures. Candidates more exposed to the written form and to a structured approach to preparing for the exam achieve higher grades by demonstrating a sophisticated use of language.

It is important to note that candidates are expected to use their own words as much as possible in writing their summary and excessive copying can prevent them from accessing the higher bands in the mark scheme.



FIRST LANGUAGE TURKISH

Paper 0513/02

Writing

General comments

The writing paper achieved quite a good average, close to that of the reading paper (0513/01). Each of the four alternative topics in the two sections seems to have been familiar to candidates. One reason may be that topics similar to the ones in *Section 1* have constantly been discussed and argued lately in the various forms of media. Many candidates wrote with confidence and purpose, reflecting the work and practice they have put in while preparing for this examination.

Section 1

All four topics have been selected by a fair number of candidates: the most popular topic proved to be topic **b** (the migration from the country to big cities); while the second place was shared by topics **a** (the question about the school curriculum) and **d** (stray animals). Topic **c** (the folk dance issue) was the least popular.

The work of candidates in the top mark range demonstrated an ability to

- understand and use a range of appropriate vocabulary (Writing Assessment Objective 3 – W3)
- use language and register appropriate to audience and context (W4)
- make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling (W5)

While candidates in the lower mark-range were usually restricted to

- articulating experience and expressing what is thought, felt and imagined (W1)
- ordering and presenting facts, ideas and opinions (W2)

One issue which seems to be a problem for some candidates is to bring their argument/discussion to a conclusion. Candidates are advised to refer to literature about essay writing techniques and also familiarise themselves with the types of structures frequently used in Turkish to introduce the different parts of the essay.

Section 2

Many candidates chose to write about the topic most relevant to their experiences which helped them demonstrate their knowledge and experience in using the language in the written form with ease. They used appropriate vocabulary, structures and style as the question required.

As usual, writing a short story proved the most popular with candidates in this part of the test (**Question d**). Many candidates had a good story to tell, and their work included essential features of a narrative text: character-development, tension-building, reaching a climax, etc.

In addition to a good structure and evident features of a narrative, the stories in the top band also featured devices such as subtexts, flashbacks, time lapses, as well as an effective range of vocabulary and structures, and correct spelling and punctuation.

Question b (describe a busy day at the local market or popular shopping centre) proved to be the second most popular topic and it yielded vivid descriptions of such places, their usual frequenters and the routine of shop keepers and buyers. Most of the descriptions featured a range of details and a variety of appropriate structures and vocabulary.

Question c (the development/stages of the relationship between a friend, a parent or relative and the narrator) was third in line, not much behind **Question b**. The description of the characters and feelings

between these characters and the narration of the various phases of the relationship sounded real and heartfelt and reflected not only a good grip of the grammar and vocabulary but also an awareness of the style this question required.

Interestingly, **Question a** (choice of clothes for different occasions and places) proved to be the least popular topic, although it did generate a fair number of essays. Those who selected this question mostly provided a good description of what they choose to wear, how they feel in those clothes and wrote very convincingly about why they feel so.

One risk throughout the whole of Paper 2 seems to be trying to use words which are sometimes too sophisticated and not common at all in the candidates' daily life, in school or at home. A short list of such words is provided below:

- Using the verb “Kışkırtmak” incorrectly as in “vatan sevgisini kışkırtmak”
- Misspelling the word “Asgari” as “Askari” or “askeri”
- Using the word “istihdam” incorrectly
- Using the words “**avantaj**” instead of “**fayda**” or “**yarar**” in a sentence like “Her gün bir elma yemenin çok avantajı var.”
- Confusing the words “**göçebe**” and “**göçmen**”
- There is no such structure as “tabiki, tabi ki, tabii ki, tabiyki, or tabiki de”. The correct usage of this adverb is “tabii”.
- Misspelling the word “**bazı**” as bağzı and “**bazen**” as “bağzen” or “bazan”.
- Confusing the different spelling of the noun and verb forms of the word “**vaat**”