

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 published in the Syllabus document, **Question 1** (comprehension questions) of this paper aims to assess 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 writer achieve effects. Candidates did quite well demonstrating that they have these skills. Candidates' writing skills at sentence level is also assessed in this part of the test and again, candidates did well in this.

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 correctly by the majority of candidates as a straightforward **R1** questions.

Question c: A number of candidates offered a correct description of the relationship: the small river running into or joining the Fırtına River, using sentences reflecting not only their ability in **R1** but also in **W1**.

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 **R3** skills.

Questions h and i were straightforward **R1** questions and were correctly answered by most candidates.

Question j: Most candidates wrote that all elements of nature needed/depended on one another but higher level candidates also added that with every species lost a chance to cure a disease or to learn a skill from them to was also lost. Those candidates demonstrated an excellent level of **R3** skills, using the information from the same paragraph about the interdependency of living things and/or the "frog" example.

Question k: Like the other **R1** questions, accept for a few candidates this question was also answered correctly.

Question 1: In this **R2** question some candidates seem to have missed the fact that they were asked to write **two** advantages of wearing “çarık”; so they were expected to write two things to the effect that çariks were light and flexible and/or made walking easy and/or that they were organic so degradable in soil.

Candidates should note that when the question is worth more than 1 point they will most likely be expected to offer 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, all over the text and better candidates summarised the answer very neatly in their own words instead of relying on the wording of the text which earned them a better mark in the evaluation of the writing skills of **Question 1**.

Questions n and o gave a chance to candidates to demonstrate their ability not only in **R3** and **4** but also the writing skills assessed in in this question. Many candidates answered these questions correctly and some excelled by using the opportunity to write sentences with more complex syntax and a wide range of vocabulary.

Question 2

In this question 15 marks are available in total for the Reading Objectives. One point is awarded for each relevant point extracted from the two the texts. Relevant points in this case are the points reflecting the story of 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, again with overlapping information in the two 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 employ 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 10 quality of writing marks available.

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 find and express the links between various ideas, claims thoughts etc. in the two texts.
- 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 summary is the first text the audience is reading about this topic so expressions like “Bence de yazar” or “Nigar Ana ...” assuming that whoever is reading the summary has also read the two texts previously, can lose some quality of writing marks.
- 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 ideas or information that does not already 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. Too much or too little always brings risk.
- 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 an outline of the summary first by selecting 15 point from the texts as a guideline and then turn it into a proper summary.

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

This year's candidates performed slightly better in **Section 2** (descriptive and narrative titles) than in **Section 1** which has the argumentative/discursive titles.

Comments on specific questions

In **Section 1** all four titles attracted candidates, **Question (a)** proving to be the most popular. This title is about the media and many candidates seem to have very strong views about them.

The second most popular question was **Question (c)** and candidates had plenty to say about world peace and the contributions of UN to it.

The issue in **Question (b)** (the impact of technology on environment) is always topical in Turkey and it generated many passionate discussions.

Question (d) wasn't very popular, but candidates who chose it offered some very mature essays about NGOs and their role in society. .

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

A problem in this section reveals itself especially in some responses to questions like **(a)** and **(d)** in this year's paper. Many candidates choose them without thinking whether or not they have enough material for the essay and without working out a framework. Thus, after a while they lose touch with the title and end up with an essay which is mostly made up of unrelated chunks of text, an essay without much coherence.

Candidates must remember to make the most of the opportunity to be able to choose from four titles and go for the one which provokes the most thoughts, feelings, memories or images. It is always useful to make a note of all the points they are going to mention in the essay before setting out to write. The work of candidates who have obviously studied and practiced such techniques is usually of good quality.

Practical issues: We would like to thank the Centres who are very helpfully providing candidates with specially printed answer pages (held together with treasury tags) which enable candidates to write their name Centre and candidate number neatly on each page. These specially printed answer sheets also provide space on the sides which is very helpful at the marking stage. Answers written on loose paper that lacks space for marking and even for the information about the identity of the candidate and Centre are creating problems.