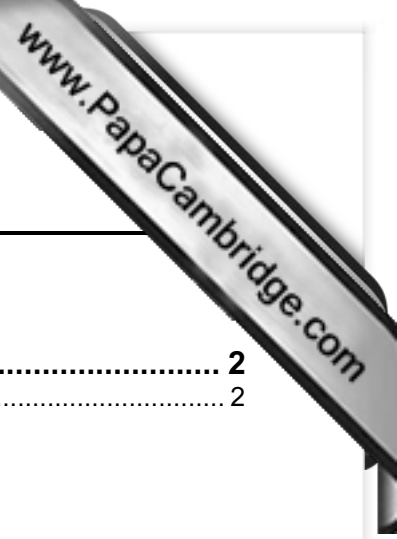


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FIRST LANGUAGE TURKISH

Papers 0513/02 and 0513/03
Reading and Directed Writing
and Continuous Writing

General comments

The performance of this year's candidates was very good, especially in Paper 3. There appears to be a high standard of teaching and an excellent knowledge of the syllabus at certain Centres. Candidates demonstrated a high level of comprehension and expression. Such Centres also seem to be making good use of each year's list of language errors common to both 0513/02 and 03.

However, the performance of some candidates does reflect a lack of formal teaching, unfamiliarity with the format of the exam and assessment objectives, and a lack of practice in comprehension and expression skills.

Comments on specific questions

0513/02

One candidate did not answer *Part 1 Question 2*, two candidates did not answer *Part 2, Question 3*.

Question 1 of *Part 1* was tackled by all candidates and responses proved that the majority of candidates have a good level of comprehension and are skilled in summarising.

On the other hand, a few answers, although showing comprehension of both texts, suggest that some candidates are still failing to read the question carefully. For example **Question 1** asked them to write a summary of positive and negative aspects of Alternative Medicine, *according to the texts*. Yet some answers included unnecessary information about Modern Medicine, some included candidates' feelings and comments about both types of medicine. Urging candidates to read the question carefully and make sure they have understood the requirements of the question clearly still seems to be an important task for Centres.

Question 2 Part 1 gave better candidates a chance to demonstrate:

- their expertise in evaluating material and using the relevant information in the text to support their thoughts and claims when suggesting how the Ministry of Health should approach each type of medicine
- their competence in selecting the appropriate style for the audience described in the question.

Some candidates lost marks on this question because they wrote too much about the types of medicine – the first task in the question – rather than what was asked of them, and thus ended up writing too little about the second task, which was to make suggestions about how they thought the Ministry should approach these two types of medicine.

Candidates need to understand that every word in the question is carefully selected and must be acknowledged as in the following example:

- *okuyucularınıza **kısaca** alternatif ve modern tıbbi tanımlayıp*
- ***sizce** sağlık bakanlığının modern tıp ve alternatif tıp konusunda neler yapması gerektiğini anlatınız.*

Question 3 Part 2. Candidates seemed to enjoy writing the text of a radio dialogue addressing... The best candidates had a good opportunity to demonstrate their competence in controlling a wide vocabulary and sentence structures when expressing their own thoughts about this campaign by using dialogue and question and answer structure very effectively. Candidates who merely transferred information in the text into a dialogue format lost marks for not tackling the tasks set in the second and third bullet points – expressing their own thoughts and feelings about the campaign and developing the idea of helping these schools and students in zones either liable to earthquakes or actually affected.

0513/03

Candidates performed very well on this paper. Eight of the nine topics were selected. The question which required the candidate to write an imaginary story embedding the sentences provided in the question, **Question 4**, proved to be the most popular this year.

Common mistakes

- **Bankaya havale *yatırmak***
- **Yaklaşık tüm okullardan bin kadar okul**
- Using **fazla** instead of **çok** or vice versa. "...olumlu sonuçları da fazladır."
Fazla – zarf Gereksiz, yersiz bir biçimde.
zarf Gereğinden, alışılmıştan çok olarak.
çok – sıfat Sayı, nicelik, değer, güç, derece vb. bakımından büyük ve aşırı olan, az karşıtı:
"Bana matematik çok kolay geldi."
Çok – zarf Aşırı bir biçimde:
"Ben Ankara'yı çok severim."
"Seyirci takımına çok tezahürat yaptı, moral verdi."
"Seyirci fazla tezahürat yapıp, ortalığı dağıtınca maç iptal edildi."
- **"ki" eki ve bağlacının yazımı – "Bu hafta ki" instead of "bu haftaki"**
"ki" Ekinin Yazımı
– ki **eki** kendinden önceki sözcüğe **bitişik** yazılır.

Örnek:

"Kapıdaki zili çalmadan kapıyı açmayın."

"Akşamki toplantıda başkan kim olacak?"

Bugünkü yemek çok lezzetliydi.

"ki" **Bağlacının Yazımı**

"ki" bağlacı, kalıplaştığı birkaç sözcük dışında – **Mademki** istiyorsun git. – ayrı yazılır.

Örnek:

Sen ki benim en iyi arkadaşımsın, bana bunu nasıl yaparsın!

Ne var ki kimse sözümü dinlemedi.

Bazıları iddia ederler ki memba sularının her biri bir ayrı derde devadır.

"Ben ki seni o kadar çok severim, ben bile bu davranışını hoş karşılamadım."

"Öyle sevimli bir kedi ki her yaramazlığı bana mutluluk veriyordu."

- televizyona bakmak
- "... insan istediği tedavi yöntemini kullanmaya özgür bırakılmalıdır."
- "Dediğim gibi", "Da önce bahsettiğim gibi ..." (özetin içinde)
- "Bağzı"
- "önem göstermek"
- "Bu iki değişik tıbbi **olan** görüşlerimi sizlerle paylaşmak istedim."
- "Bu iki tartışmalara bakıldığında..."