

FIRST LANGUAGE TURKISH

Paper 0513/01

Reading

Question 1

In general candidates performed very well on this question. All candidates tackled all the questions/sub-questions reflecting a high level of reading comprehension, with quite a few candidates managing to get full marks. While all the questions required a good grasp of the language, sub-question **(a)** in which candidates were asked to explain what the author meant by using the term “cat and mouse game”, referring to the relationship between the celebrities and the paparazzi, required more than a straightforward reading of the text, and some candidates struggled to make the comparison. Sub-question **(h)** required candidates to explain what the author meant by saying ‘some famous people/celebrities manage not to be too famous’ and many candidates were better able to show their understanding of implicit meanings here than in **(a)**. Sub-question **(f)**, in addition to being a comprehension question, also required candidates to work out the meaning of a word from the context and many were able to do this well.

Question 2

The majority of candidates demonstrated high levels of comprehension and summary skills by highlighting and describing the major issues in relation to the negative and positive impact of the paparazzi in the lives of celebrities.

There were however three reasons why some candidates did not perform well in this question which were:

- failing to read the question carefully; or
- failing to understand the instructions fully through not having the required level of language proficiency; or
- lacking prior information about the format of the examination.

As a result,

- some candidates lost marks because they treated the question as a composition, spending more time writing about their personal thoughts and experiences than they spent summarizing the major issues; though it was obvious from their answers to the sub-questions in **Question 1** that they understood the texts well; or
- candidates wrote two separate summaries for two texts; or
- some candidates did not describe appropriate points from the text, giving no clear idea to a first time reader about the paparazzi/celebrity issue. Rather they assumed that the reader had previously read the two texts, referring to points in the text and commenting on them without actually writing what they were.

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Paper 0513/02

Writing

All the essay titles were attempted by at least some candidates. In **Part 1, (c)** was the most popular title; candidates here were required to argue whether today's children are more or less lucky than children in the past with reference to what they did and who they played with in their free time. The next most popular title was **(d)** in which candidates were required to write about our increasing addiction to the Internet. In general candidates seem to prefer to write about things that are part of their daily lives but there are always some candidates who have strong views about less familiar yet still important issues.

In **Part 2** the most popular title was, as usual, **(d)**, where candidates were required to tell a story including the given statements somewhere in their story.

One mistake that is repeated each year in **Part 1** is that candidates start the composition by agreeing or disagreeing with the title they have chosen, rather like a conversation, as if someone has uttered the topic statement as their view and the candidate continues from that point. Some examples of this are:

“Öncelikle hiçbir zaman çocukların başka bir zamanda yaşamış çocuklara göre daha şanslı ya da şanssız oldukları söylenemez.”

“Ben bu fikre katılmıyorum.”

“Bence Türkiye'nin kıyılarının yazlık evlerle dolması iyi bir gelişme değil.”

In general though, most candidates were able to use the language efficiently to argue their thoughts and express their feelings. The more able candidates use a wider range of vocabulary and more varied sentence structures. Punctuation and spelling are rarely a problem except for those candidates who seem to have had no formal training in or of the language.

The following are some frequently made mistakes:

- The difference between the terms ‘yaklaşık’ and ‘hemen hemen’.

Hemen hemen: nerede ise, tam değilse bile ona pek yakın

‘Hemen hemen herkes oradaydı.’

wrong usage: ‘yaklaşık her çocuk’

Yaklaşık: Gerçek değeri ve miktarı değil, ondan az fazla veya eksik bir niceliği gösteren, aşağı yukarı bir değerlendirme yapılarak bulunan, takribi: ‘Yaklaşık bir milyon kişi gösterilere katıldı.’

- wrong usage: ‘disipline olmak’, correct usage: ‘disipline girmek’
- wrong usage: ‘tabii ki de’, correct usage: ‘tabii’
- Wrong usage: ‘Basit oyuncaklarla oynamak çocukların hayal güçlerini geliştirmekle **beraber** aynı zamanda onlara el becerisi de kazandırır.’
*‘Çok fazla İnternete takılmak çocukların sosyalleşmesini engellemekle **beraber** fiziksel ve ruhsal olarak gelişmelerini de kısıtlar.’*
- The difference between ‘sağlamak’ and ‘sebep olmak’.
‘Her gün kendisi zamanında işbaşı yaparak diğerlerinin de zamanında işe gelmelerini sağladı.’
‘Her gün işe geç gelip erken çıkarak diğerlerinin de işi boşlamasına sebep oldu.’

- The wrong usage of the word '*fazla*' which means more than necessary, required, etc. is not accepted. It has a negative meaning rather like the word 'too' in English and is common where the word needed is the equivalent of the word 'very' which is '*çok*'. A good example of wrong usage from this year is: '*İnternetin olumlu yönleri çok fazla. Bu nedenle ona sırt çevirelim.*' (The positive aspects of the Internet are too many. We cannot therefore turn our back on it.)