

FIRST LANGUAGE TURKISH

Paper 0513/01

Reading

General comments

In line with the assessment objectives Question 1 of this paper was aiming 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.

Comments on specific questions

Question 1

The common theme of the 2 texts of the First Language Turkish Reading paper this year was the history of communication and its place in man's life. Great majority of the candidates reflected a high level of comprehension, answering most of the 14 sub questions of Question 1.

In order to do well in this part, candidates should remember that the answer for Question 1 is always in Text A and except for R4 * questions, questions follow the story line of the text. Candidates must not refer to their own previous experience or knowledge about the topic of the text.

Questions a, e, g, h, i, j and l were correctly answered by the majority of the candidates as straightforward R1 * questions. Some candidates may have lost points because the quality of the language in those questions which required at least sentence or longer answers.

Question b required candidates to recognise implicit meanings and the function of the words "hatta" and "dahi" to be able to select the specific examples the question is looking for.

Question c required candidates to mention **Hammurabi's name** and that the statement in question was made **before his time**. Just saying that the statement did not belong to Hammurabi was not enough because recent research going further back in history revealed the fact that the statement is older than it was thought to be until that point. Majority managed to give the full answer.

Question d, like **b**, expected candidates to notice the conjunctive "neyse ki" which reflected the disappointment/disapproval of the author and continuing to say what he thought was wrong with this method of communication. Those who met the expectation and referred to the correct explanation in the text got full marks. Weaker candidates underperformed as they chose to rephrase the method itself thinking it did not need any more explanation.

Question **f** required **two** of the several facts about Hammurabi's postal system to be pointed out:

- He did not set up the system for his subjects to communicate with each other/nor with himself.
- He set up the postal system to create an intelligence network.
- He set up the postal system in order to be able to collect tax from his subjects.

Almost all the candidates answered the question correctly although some lost marks for not being accurate enough when trying to re-phrase. Candidates should note that when the question is worth more than 1 point they will most likely be expected to refer to more than one piece of information.

Many candidates who kept to the text answered **Question k** correctly. Question regarding Arap Spring, was one of those questions whose topic is familiar to the candidates, and therefore rather than concentrating on what the text was saying, some candidates referred to their previous knowledge about this issue.

Question m was again correctly answered by those candidates who reflected the attitude of the author per the text given. Weaker candidates misinterpreted the author's questioning at the end of the paragraph they referred to own experience rather than information provided in the text.

Question n attracted unexpected examples like "Uzaydaki olası canlılara müzikle mesaj yollamak." Majorities of candidates answered these questions correctly. Some excelled by using the opportunity to write sentences with more complex syntax and an appropriate and wide range of vocabulary.

Question 2

In this question **15 marks** are available in total for the Reading Objectives. One point for each relevant point extracted from the two the texts. This year candidates were asked to write about the stages of development of communication throughout human history and its place in man's life. As always candidates needed to refer to the two texts of Paper 1, select the relevant information from them and present this information in their text as an independent essay on the given subject.

Most candidates managed to summarise the two texts successfully. This year there was not one single candidate who summarized Text and Test B separately. Yet there were still a few candidates who continuously referred to the texts like "Text A says this and Text B claims this..."

To do well in Question 2, candidates must again remember that this is mainly a reading test and in their response to this question they must demonstrate that they can select the relevant points from the two texts and create their own writing within the framework drawn by the instruction of **Question 2**. To achieve full marks for writing, the text must look like an independent text with all the paragraphs relating to one another.

There were many stages in the history of communication, from using drums, smoke, birds, etc. to brain to brain communication, from exchanging information about local hunting events to bringing about huge chain of social events like Arab Spring; and most candidates were able to pick up 15 of them from both texts and achieved the 15 marks awarded for content thus proving that they can

- understand and collate explicit meanings (R1),
- understand, explain and collate implicit meanings and attitudes (R2),
- and select, analyse and evaluate what is relevant to specific purposes (R3).

In order to get the remaining 10 marks for Writing (5 marks for Style and Organisation and 5 marks for Accuracy of Language), good candidates demonstrated that they can

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

Although many candidates demonstrated an understanding of the rules of writing a summary it may still be useful to remember that

- It is important to understand and reflect the common logic /message/idea of the two texts
- and to see in the texts and reflect in the summary the links between various ideas, claims thoughts etc. in the 2 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. Expressions like "Bence de yazar" or "Nigar Ana ..." assume that whoever is reading the summary has also read the two texts previously.
- 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 response. 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 must cover the content!
- It is always useful to create the skeleton of the summary by selecting 15 points from the texts as a guideline and then turn it into a proper summary. The selected points should cover the whole story. One of the key issues in this question is to make the response look like an original text.
 - Starting the response with sentences like “İnsanoğlu bir toplum içinde olmak istiyor çünkü özünde bir bilgi ve duygu paylaşma güdüsü var...” or “Ünlü filozof Spinozaya göre insanlar sürekli paylaşım içinde olmak isteyen sosyal hayvanlardır.” which reflect both reading comprehension and an original reordering of facts from the texts A and B,
 - using conjunctions like “ayrıca, ne yazık ki, öte yandan, üstelik, örneğin, kısacası, gerçekten, anlaşılabilir” etc. which brings coherence to the text and personalizes the candidate’s work and
 - using sophisticated vocabulary and expressions like “telepatik iletişim”, “doğası gereği”, “kaderini değiştirmişti” which do not exist in the texts enables candidates to score higher marks for Writing.

Finally, in some cases, the quality of the candidate’s handwriting made the script difficult to read. Candidates should remember that only output which can be read can be credited. Candidates are also reminded to consider timing when tackling the exam.

* Please refer to Syllabus Aims and Objectives and Assessment Objectives provided at <http://www.cie.org.uk>

FIRST LANGUAGE TURKISH

Paper 0513/02

Writing

Key message

The Writing Paper is divided into 2 sections. Candidates have to answer **one** question from **Section 1: Discussion and Argument** and **one** question from **Section 2: Description and Narrative**.

To do well in this paper candidates should:

- produce well organised and coherent essays with a wide range of vocabulary and structures
- develop logical discussions with complex arguments in **Section 1**
- produce well-developed ideas and images with vivid details in **Section 2** (Descriptive task) and write essays with a gripping opening, careful development and a well-thought-out ending in **Section 2** (Narrative task)
- write essays accurately and within the word limit (350-500 words).

General comments

Candidates are required to write two compositions, one from each section. Candidates are advised to read all the titles carefully before choosing the ones on which they wish to write. Writing out the task title and underlining key words will help candidates focus on the question being asked and avoid writing irrelevant material. Before writing the essay candidates should spend time planning their essay, first at **paragraph level** then for the **whole text**, to avoid repetition and achieve a logical structure. With a plan, paragraphs will connect well with each other, the text will be coherent and repetition will be avoided.

The best candidates carefully constructed their writing to ensure clarity of expression and fluency of style. The best answers in Discussion and Argument were able to call on a wide range of vocabulary that was clear and which conveyed exact meaning; in Description appropriate vocabulary was especially important, in order to create images in the reader's mind; in Narrative a wide vocabulary helped to achieve particular effects, and added to the enjoyment and entertainment of the writing.

Candidates should keep the main task of the writing in mind throughout the composition.

Argumentative - to enable the reader to understand through reason why the writer thinks the way s/he thinks. OR

Discursive - to put forward to the reader a balanced and objective examination of a subject, advantages and disadvantages, pros and cons OR

Descriptive - to create a vision of what is described in the reader's mind, show the reader someone/something/some place through words. OR

Narrative - to narrate an incident or chain of events in such a way that the reader can follow the story and imagine the characters and setting involved.

Comments on specific questions

Section 1

Discussion and Argument

Candidates are reminded that in **Section 1** of **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, why they think so, as in **Questions a and b**.
- **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, as in **Questions c and d**.

What candidates must avoid is starting their essay by saying “Yes I agree” or “No I don’t agree.” The title sentence must 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.

Question d proved to be the most popular this year. The majority of candidates discussed effectively the pros and cons of living in an apartment in the city centre and living in a house with a garden far from the city. Candidates outlined their views on both alternatives and explained why they would choose the one not the other.

The second most popular question was **Question b** inviting the candidates to discuss the issue of domestic/internal migration and whether the government should interfere or not. Candidates discussed the reasons of migration, the effects of migration on the city and on the local people. All candidates were all able to communicate their points clearly and these were reflected in various levels of language ability.

Section 2

Description and Narrative

A problem in this section of the Paper reveals itself especially in some responses to questions like **a** and **d** in this year’s paper. As these questions **do not require personal experience**, some candidates choose such titles without thinking if they have enough material in their mind or not 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 chunks of sentences, a text without much coherence. For this reason these candidates score lower in this section than they do in **Section 1**, the hastily written text does not facilitate a good “descriptive” or “narrative” essay.

Candidates must remember that they must make the most of the opportunity to select from four titles and choose the one which provokes more thoughts, feelings, memories or images. Making a note of all the points they are going to use in the essay before setting out to write the essay is always useful.

The most popular topic of **Section 2** was **topic d**. It required candidates to write a story in which they have to use a sentence provided in the topic, somewhere in their text. Although many candidates come up with some very good stories, this is one of those tasks where planning is most vital to achieve a good mark. Some candidates think this is an easier option and start writing without a basic storyline in their mind and therefore the text fails to have the devices that would engage the reader’s interest. The story starts very well but ends very poorly, die away without reaching a climax, or the narration fails to create an image of the characters and/or setting in the reader’s mind, etc. Candidates who seem to be good at story telling **must be encouraged to plan** and work out the skeleton/framework of the story first and then fill the details in.

Practical issues: Some Centres are providing candidates with specially printed answer pages which enables candidates to write their name Centre and candidate number neatly on each page and pages are attached together with a piece of string. These specially printed answer sheets also provide space on the sides which is very helpful in the marking stage. We are grateful to these Centres. Answers written on ordinary paper, most of the time not attached together and lacking space for marking and even for the information about the identity of the candidate and Centre is creating problems.