



Cambridge IGCSE™

FIRST LANGUAGE TURKISH

0513/01

Paper 1 Reading and Directed Writing

For examination from 2025

MARK SCHEME

Maximum Mark: 50

Specimen

This document has **8** pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptions for the question
- the specific skills defined in the mark scheme or in the generic level descriptions for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptions.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptions in mind.

Turkish specific marking guidance

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker should look at the work and then make a judgement about which level statement is the 'best fit'. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a 'best-fit' level statement has been identified, use the following guidance to decide on a specific mark:

If there are two marks in band (e.g. 11–12):

- Where the candidate's work **convincingly** meets the level statement, you should award the highest mark.
- Where the candidate's work **just** meets the level statement, you should award the lowest mark.

If there are three marks in band (e.g. 8–10):

- Where the candidate's work **convincingly** meets the level statement, you should award the highest mark.
- Where the candidate's work **adequately** meets the level statement, you should award the mark in the middle of the range.
- Where the candidate's work **just** meets the level statement, you should award the lowest mark

Section A

Candidates will be assessed on the following assessment objectives:

AO1 Reading

R1 demonstrate understanding of explicit meaning

R2 demonstrate understanding of implicit meaning and attitude. }

R4 demonstrate understanding of how writers achieve effects and influence readers.

[16 marks]

[9 marks]

Question	Answer	Marks
1(a)	• Çünkü onlar çocuktu	1
1(b)	• Ayı Balığı + Gündoğrusu rüzgârı	2
1(c)	• (Annelerinden izin alır almaz) hemen yola çıkmışlar.	1
1(d)	• Kumkapı'da ucuz sandallar satıldığını biliyorlardı.	1
1(e)	• Saatlerce iskelelerde dolaştılar/ • Kayıkçı Lazlarla, kahvecilerle konuştular/yiyecek aldılar	2
1(f)	• Kayık çok büyük/yol çok uzun	1
1(g)	• Bir motorlu kayığa bağlanmak. 1pt • Çok yorulmuşlardı. 1 pt	2
1(h)	• Onları çekecek motora attıkları halat koptu.	1
1(i)	• Ne kadar zor para kazandığı./Ne kadar çok çalıştığı + • Ne kadar para kazandığı.	2
1(j)	• Boyacıköy sahilinden geçerken 1 pt • Orhan'ı hoşnut etmek için 1 pt	2
1(k)	• Bütün o hayali para Karpuzcu Tahsin'in cebine gidecekmiş gibi olacaktı.	1

Question	Answer	Marks
2(a)	(Kelime oyunu “doğru” sözcüğüyle yapıyor.) Sultan Aziz Herşeyin doğrusu yani yalan olmayanı seviyor gün doğrusunu sevmiyor çünkü tehlikeli	2
2(b)	Anne çocuklarının başına kötü bir şey geleceğinden ve onların hiç dönmeyeceklerinden korkuyor.	1
2(c)	<u>Aydınlık pencereler</u> – ümit veriyor, olumlu <u>Gözlerini ... dolaştırıyor</u> – halâ beklentisi olduğunu gösteriyor, umudunu kesmiyor <u>Merakla bekliyordu</u> – olumsuz dönüş/ kimse seslenmeyecek diye endişeli	3
2(d)	<u>kıpkırmızı</u> – su toplamış. – çok büyük acı <u>biber gibi yanmaya başlamıştı.</u> – Bir benzetmeyle acının etkisini anlatıyor <u>Terden gömleklerimiz etlerimize yapışmıştı</u> – yaptıkları işin zorluğunu anlatıyor	3

Section B

Candidates will be assessed on their ability to:

AO1 Reading [15 marks]

R3 analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text

R5 select and use information for specific purposes.

AO2 Writing [10 marks]

W1 articulate experience and express what is thought, felt and imagined

W2 organise and structure ideas and opinions for deliberate effect

W3 use a range of vocabulary and sentence structures appropriate to context

W4 use register appropriate to context

W5 make accurate use of spelling, punctuation and grammar.

Question	Answer	Marks
3	<p>Use Table A, Reading to give 15 marks for Reading. Use Table B, Writing to give 10 marks for Writing.</p> <p>Indicative content Candidates should draw their content from Texts B and C. The list below is indicative and is not exhaustive. Other relevant points from the texts may be included.</p> <p>Evaluation of the arguments requires candidates to draw inferences and make judgements. Evidence should be derived from the ideas and examples in both texts, developing claims and assessing their implications with clear and persuasive arguments.</p> <p>Possible content points are listed below. The list is not exhaustive and other relevant points may be accepted.</p> <p>Marks are not based on the number of points given but how ideas are selected and developed from the texts.</p> <p>Advantages:</p> <ul style="list-style-type: none"> • Gençler sosyal medyada fotoğraf paylaşmak istiyorlar (B) • Baz istasyonları 21. Yy. İmkanların kullanma fırsatı sağlıyor. (B/C) • Ambulansları arayabilmeyi sağlıyor. (B) • Pansiyon müşterilerinin daha uzun kalmasını sağlıyor (B) • Bölgeye daha çok turist gelebilecek (B) • Felaketlerin verdiği zararı azaltacak (C) • Hastalıklara/kansere yol açtığına dair ciddi bir delil yok (C) • Bilişim Teknolojileri Enstitüsü güvenli emisyon değerleri konusunda garanti veriyor (C) • Emisyon değerleri enstitü tarafından her an kontrol edilebiliyor ve bildiriliyor (C) • Baz istasyonları şu ana kadar yapılan araştırmalara göre günlük hayatımızdaki pek çok elektronik cihazdan daha masum (C) <p>Disadvantages</p> <ul style="list-style-type: none"> • Gelenekler kaybolacak, şehirden farkı kalmayacak, sessizlik yok olacak (B) • Zaten araba yollarından dolayı aklına esen yaylaya geliyor. Baz istasyonu daha çok insan çekecek. (B) • Baz İstasyonları insanlarda endişe ve korku yaratıyor (insanlar sağlıklarının bozulacağına inanıyor. (B/C) • Tedbirli olmamız tavsiye ediliyor yani sağlık konusundaki tehlike tamamıyla ortadan kalkmış değil (C) • Baz istasyonu doğal manzarayı bozacak (B) 	25

Marking criteria for Question 3**Table A, Reading**

Use the following table to give a mark out of 15 for Reading.

Level	Mark	Descriptor
5	13–15	<ul style="list-style-type: none"> The candidate selects a wide range of facts, ideas and opinions from both texts. (R3) The candidate develops, evaluates and analyses the chosen content in a way that clearly fulfils all elements of the task. (R5)
4	10–12	<ul style="list-style-type: none"> The candidate selects relevant facts, ideas and opinions from both texts. (R3) There is some development, analysis and evaluation and a clear focus on all elements of the task. (R5)
3	7–9	<ul style="list-style-type: none"> The candidate identifies enough relevant facts, ideas and opinions from both texts to fulfil the task. (R3) Development, analysis and evaluation is limited. Parts of the response may not be focused on the task. Most of the task has been attempted though there may be some minor omissions. (R5)
2	4–6	<ul style="list-style-type: none"> The candidate identifies some relevant points from one or both texts but they are not always relevant. (R3) The response shows very limited development of ideas. Significant aspects of the task may not have been approached. (R5)
1	1–3	<ul style="list-style-type: none"> The candidate identifies very few relevant points from either text. (R3) The response lacks development of ideas and shows very limited evidence of focus on the task. No awareness of analysis or evaluation. (R5)
0	0	<ul style="list-style-type: none"> A mark of zero should be awarded for no creditable content

Table B, Writing

Use the following table to give a mark out of 10 for Writing.

Level	Mark	Descriptor
5	9–10	<ul style="list-style-type: none"> • The response is highly effective and convincing. (W1) • Well organised and carefully structured for the benefit of the reader. (W2) • Vocabulary consistently well chosen and precise. (W3) • Consistently appropriate register for audience and purpose. (W4) • Spelling, punctuation and grammar almost always accurate. (W5)
4	7–8	<ul style="list-style-type: none"> • The response is effective and convincing. (W1) • Secure overall structure with some helpful organisation of ideas and information. (W2) • Vocabulary is mostly well chosen, with some precision. (W3) • Mostly appropriate register for audience and purpose. (W4) • Spelling, punctuation and grammar generally accurate. (W5)
3	5–6	<ul style="list-style-type: none"> • The response can be understood, although it is not always convincing. (W1) • Ideas are generally well sequenced. (W2) • Vocabulary may be plain but is adequate. (W3) • Some awareness of an appropriate register for audience and purpose. (W4) • Frequent errors of spelling, punctuation and grammar, which are minor and do not prevent communication. (W5)
2	3–4	<ul style="list-style-type: none"> • The response is sometimes unclear and/or generally unconvincing. (W1) • Sequence of ideas is sometimes confusing. (W2) • Vocabulary simple, not always appropriate. (W3) • Little awareness of appropriate register. (W4) • Frequent errors of spelling, punctuation and grammar hinder communication. (W5)
1	1–2	<ul style="list-style-type: none"> • The response is difficult to understand and lacks coherence. (W1) • Little or no evidence of attempt to sequence ideas. (W2) • Vocabulary limited and/or inappropriate. (W3) • No awareness of appropriate register. (W4) • Persistent errors of spelling, punctuation and grammar prevent communication. (W5)
0	0	<ul style="list-style-type: none"> • A mark of zero should be awarded for no creditable content.