FIRST LANGUAGE TURKISH

> **Paper 0513/02**
>
> **Reading and Directed Writing**

General comments

The candidates performed quite well on this paper. However, some candidates lost marks because they were unfamiliar with the format or the assessment objectives of the exam. For example in **Questions 1** and **2**, some candidates failed to refer to both texts A and B.

In general the format of the paper allowed the candidates to demonstrate their understanding and to communicate their thoughts and feelings.

In *Part 1* there were two rather long reading passages but the questions required reading for the gist more than reading for details. Still the reading load has been taken into consideration in marking and the fact that some candidates got full marks shows that it was not too heavy. In *Part 2*, **Question 3** required a quick reading again and then the candidates had to scan the choice of holiday from which they could elaborate using their own experiences.

All three questions on Paper 2 are assessed for Content and Grammar.

Content marks are awarded for:

- understanding what is read,

- identifying what is relevant from the texts in answering the specific question,

- organising the answer in an effective way, using a range of structures and vocabulary appropriately,

- staying relevant throughout,

- maintaining coherence.

Grammar marks are awarded for demonstrating knowledge of Turkish Grammar, for example:

- the rules of writing,

- tenses, subject verb agreement, word order etc.

- conventions of paragraphing,

- punctuation,

- spelling.

Comments on specific questions

Part 1

Question 1

This question asked candidates to write about what they thought South-Eastern Anatolia looked like before the GAP project (a series of dams and a social project to manage the impact on the area) and what it would look like after its implementation. Text A was about changes to the physical infrastructure and the social projects involving education, health and cultural issues. Text B was about how one of the dams changed the life of a village whose lands were submerged beneath the waters of the dam. The area had been a settlement since ancient times and boasted historical and artistic remnants from a rich civilisation. The present inhabitants of the area are the people of the BELKIS village who lose their lands and their past. Text B demonstrated that the GAP project was by no means welcomed as a positive development by everybody in the area. Good candidates were able to see the positive aspects of the project and the benefits for the future. However, they were also able to comment on the negative side of the project.

Some of the less able candidates failed to refer to Text B at all. Perhaps they were unfamiliar with the format of the paper and misread the rubric due to exam pressure.

Question 2

This required candidates to write the script of an interview between themselves and the presenter of their school radio about their impressions of a vacation in Zeugma and the GAP region. Most of them structured the interview well, but some, as mentioned earlier, failed to make use of the information in Text A.

Part 2

Question 3

Candidates were asked to study a choice of holidays and write a letter to the person/people who would share the holiday with them describing briefly all the choices and giving reasons why the one s/he chose would be a better way of spending their free time. Most candidates did quite well, the better ones explaining the disadvantages of the holidays not chosen as well as the advantages of the one chosen.

Conclusion

It is important that candidates are made familiar with the format of this paper, and the syllabus in general. Although this information is available to Centres, it is not reaching the candidates. A little more time spent preparing the candidates will reap rewards in this paper.

> **Paper 0513/03**
>
> **Continuous Writing**

General comments

The candidates performed better on this paper than on Paper 2. Eight out of the nine topics provided were selected by candidates: they all seem to have found a topic about which they had something to say.

Question 5, *'Write about a pleasant memory from your childhood'*, proved to be most popular (18 candidates chose this topic). The next popular one was **Question 4**, *'You heard that your little cousin, who lives in a different city, does not want to go to school after the compulsory 8 years. Tell her/him what you think about this issue in a letter you write to him/her.'* The next most popular topic was *'You are a candidate for Mayor in your city. Write the text of the speech you are going to make to address your fellow citizens at a meeting.'* **Question 8**, *'Do you think your star sign has any influence in the development of your personality? What do you think about star signs?'* was not chosen by any candidate.

Some candidates scored higher marks as they demonstrated a capacity to use a wider and more sophisticated range of vocabulary with ease. It can be assumed that this is a skill acquired by extensive reading and by practising writing in the language. Their work had the appropriate style and register for the intended audience of the topic chosen. Others were able to fulfil the task but used a limited and sometimes inappropriate vocabulary. Often the language they used was too informal.

The content and grammar of the candidates' work were assessed. Content marks were awarded for:

- relevance to the topic throughout,

- style, range and appropriateness of vocabulary, reflecting a sense of audience,

- achieving the purpose of the text; to interest, inform or to convince,

- coherence at sentence, paragraph and text level.

Grammar marks were awarded for:

- sense and expression of time, tenses, subject verb agreement, word order,

- variety and appropriateness of sentence structures,

- punctuation, spelling and writing rules.

Comments on specific questions

Question 1

The responses to this question, *'Write the Turkish version of the letter you sent to a foreign youth magazine in order to convince the readers that Istanbul - which wants to host the 2008 Olympics - is the right place for the event'* were mostly very convincing, reflecting an appropriate sense of audience.

Those who did not do so well lost marks mainly because of writing why Turkey wants to host the event rather than why Istanbul is the right choice to be the next host. This is an important issue. A lot of candidates forget the main purpose of their writing as they move on in the text. The skill of staying relevant throughout can usually be improved by practising writing under the guidance of a Teacher.

Question 2

This question asked the candidates to write an article for the school paper, warning friends against becoming Traffic Monsters (a term which became a symbol to refer to people who turn into monsters when they are at the wheel of a vehicle). Those who did well on this question did so by listing a range of behaviour one should avoid in order not to cause an accident. Those who did not do so well just repeated a very common cause like drinking, instead of looking at a range of causes. Using a variety of examples, reflecting serious thinking about the issue in order to convince the reader, improves the content of the composition.

Question 3

Some candidates had a lot to say for this question. Those who used the appropriate register and provided lots of reasons why the candidate is a good choice scored higher marks. Candidates who lacked the more formal vocabulary required in this question lost marks.

Question 4

Almost all those who chose this popular subject scored well as it did not require formal language and the intended reader of the text was familiar to the candidate. The letter format also helped to structure their text.

Question 5

Candidates seem to find it easy to talk about a memory and to write about their feelings. Because of the nature of the question content issues were not a problem for those who chose this topic.

Question 6

This question asked candidates to elaborate on Francis Bacon's statement 'Knowledge is power!'. It challenged the candidates' capacity to select an appropriate style and to write with the aim to convince, supporting opinions with examples. This was not a very popular subject but proved to be the right choice for those who selected it.

Question 7

This was a short conversation between one man and a woman. Candidates were to write a text beginning, containing or ending with this dialogue. Again content issues were not a problem in this question, as the reader was led by the writer's imagination.

Question 9

Only two candidates selected this question which had quite a different tone from the previous questions. It was the famous advice of Mevlana, a world famous philosopher. Candidates were asked to comment on each of the pieces of advice. Candidates who selected this topic faced the problem of providing examples to back up the advice, but otherwise they did quite well.

<u>**Language problems common both to Paper 2 and Paper 3**</u>

Problems were mostly experienced by those candidates whose first language is not the language of the country they are living or studying in. They were obviously not using Turkish in formal occasions or writing in the language. Therefore, although most of them were quite able to communicate their thoughts and feelings, they failed to use an appropriate style and register and they failed to demonstrate knowledge of the rules of written language. Some of these weaknesses are listed as follows:

- Writing the spoken version of words, almost like the phonetic Turkish and many times with a local accent e.g. BAYA instead of BAYA**Ğ**I, YAPCAK instead of YAP**A**CAK, A**Ğ**LET instead of ALET, ŞAHET instead of ŞA**Y**ET, TAKD**İ**RNA**Ğ**ME instead of TAK**T**İRNAME, ŞU**H**URSUS instead of ŞUURSUZ, Nİ**Ğ**MET instead of NİMET, LA**İ**K instead of LA**Y**IK or visa versa both of which have their own very different meaning, SAOL instead of SAĞOL, AKŞAM YEME**Yİ** instead of AKŞAM YEME**Ğ**İ, HEMŞERİLERİM instead of HEMŞEHRİLERİM.

- Using foreign spelling of the word or a mixture e.g. HİJYENİ**C** instead of HİJYENİK, ALTERNATİ**V**E instead of ALTERNATİ**F**, **H**OTEL instead of OTEL.

- Using a foreign word for the Turkish one e.g. *Alkol insanı* <u>***relakse edip***</u> *vurdum duymazlaştırıyor* instead of *gevşetip.*

- Confusing HEPSİ with HERŞEY e.g. *Bütün **hepsi** çok güzel olacak!* (***All of them*** will be fine!). **HEPSİ** is a definite **pronoun** meaning **all the things/people mentioned prior to this sentence**. It has to come after and thus refer to a real subject. In this sentence HERŞEY should have been used as it means 'everything' which does not refer to a previous subject.

- Using one verb for two different objects which require two different verbs e.g. *Yapmak istediğin **işi** veya görmek istediğin **yerleri** göremeyeceksin!* The fist object requires a different verb so the sentence should be as follows. *Yapmak istediğin işi **yapamayacak**, görmek istediğin yerleri göremeyeceksin!* (This may be equal to saying 'You won't **see** any **image** or **sound** if you don't turn the TV on.')

- Joining two sentences, which have no meaningful relation with each other e.g. *Balık tadabilir veya istediğinizi yapabilirsiniz.*

- Confusing the meaning of some related words like:

  - KALE with SUR, the first word means castle and the second word means the walls that surround usually a castle but many times a whole city. So it is not ISTANBUL KALESİ but ISTANBUL SURLARI.

  - BARIŞCIL with BARIŞ. The first means **peace loving**, the second means peace.

  - **KAÇINILMAZDIR** with Kaçınılmazdır has a negative connotation as it means unavoidable. So a sentence like *İngiltere'de arabayı yolun sağında kullanmak kaçınılmazdır* (It is unavoidable to drive on the right in the UK) is wrong and the right verb is *şarttır* (You must ....) *Kaçınılmazdır* would be the verb to use in the following sentence: *Okulu terkedersen işsislik, parasızlık, mutsuzluk kaçınılmazdır.* (If you leave school now poverty, unemployment and unhappiness are unavoidable.)

  - UNSUR with ETKEN. UNSUR means an element which consists of a whole with other elements. ETKEN means one of the elements that cause something to be, to happen. Therefore saying *Aile toplumun en önemli etkenlerinden biridir* (Family is one of the causes of society) is wrong! The right sentence would be *Aile toplumun en önemli unsurlarından biridir.* Both of these words are modern and sophisticated and need a lot of reading to understand the difference.

- ÇOK with FAZLA. *Çok* means 'a lot' modifying a verb and 'very' modifying an adjective or adverb whereas FAZLA has a negative connotation meaning 'too much/too many'. Unfortunately this is a very common mistake. A typical example is *İstanbul'da çok fazla stadium var.* ('There are too many stadiums in Istanbul.' What was meant is 'plenty of', to convince readers to hold the Olympics in Istanbul.) As *Fazla* means more than what is required or appropriate *Istanbul'da (pek)çok stadium var* would have been the correct use.

- RİSK with ŞANS. The word *risk* (same word in English) has a negative connotation whereas the word *şans* (chance) is more an opportunity than a danger. So the following sentence *İçkili araba kullananın trafik canavarına kurban gitme şansı var* (The one who drives drunk has the chance of becoming the victim of the traffic monster!) is wrong. It should be *…**riski var***.

- TEKNE with GEMİ. TEKNE (boat) is a boat used for vessels recruited in the famous BLUE VOYAGE trips or fishing whereas GEMİ (ship) is used in Turkish for a large seagoing vessel.

- TERCİH with SEÇENEK. TERCİH is the equivalent of choice in English, the thing or person chosen. SEÇENEK means one of the alternatives one can choose from.

- SAYESİNDE with YÜZÜNDEN. SAYESİNDE (thanks to) has a positive connotation. It means with the help of the thing or person/people something good was achieved or happened. YÜZÜNDEN (because of) has a negative connotation and means something failed to happen or something bad happened because of what or who ever is referred to. So saying *Zeugma, Bilecik Barajı **sayesinde** sular altında kaldı* is wrong. It should read *Zeugma Bilecik barajı **yüzünden** sular altında kaldı.*