

FIRST LANGUAGE TURKISH

Paper 0513/02
Reading and Directed Writing

General comments

In general candidates did well in this paper; performance overall was up slightly compared with the previous year. All the candidates tackled all the questions in Paper 2. Spelling and punctuation were rarely a problem and there were very few instances of candidates using the foreign spelling of international words this year.

Comments on specific questions

Section 1

Question 1

This question required the candidates to write a summary based on the two texts provided. The common topic of the texts was “water”. Their summary needed to include the answers to two questions: firstly, why water is so important and, secondly, why it has become a serious problem for the world. All the candidates tried to answer these two questions. Candidates who read the instruction carefully, wrote a summary using their own words, referring mostly to Text A in answer to the first question and to Text B in answer to the second point. Their responses reflected comprehension of both texts, efficient handling of the question in selecting the most relevant information, and skill in using the most appropriate style for a summary.

Some candidates on the other hand, tried to add a personal note to what should have been a summary, and brought in their own feelings, thoughts and knowledge about the issue. A high level of comprehension of the texts was reflected in most candidates’ responses to this question. Urging candidates to read the question carefully, to understand the task clearly and to remember that a summary is not a composition thus continues to be an important task for Centres.

Question 2

This question asked the candidates to imagine they were a member of the ‘Environment Protection Group’ and to write an article for the school magazine addressing their schoolmates. In the article they were asked to explain to their friends why water should not be wasted and then make their own suggestions as to how families and students and school, local and state administrations can help economise in the use of water. Here the question does require the candidates to refer to their own experience, feelings and thoughts as well as using the information in the two texts. Most candidates demonstrated comprehension of the question and of the facts and implicit messages in the texts. They demonstrated the ability to scan for relevant information; they showed a sense of audience and were able to communicate an appeal in writing, re-presenting facts from the texts to support their claims.

Some candidates made good suggestions for students, families and school, local and state administrations to act on. Other candidates, perhaps through poor time management, did not respond fully to this task.

Section 2

Question 3

In this question the candidates were asked to write a letter to the Turkish Foundation for Protecting and Promoting Environmental and Cultural Assets (ÇEKÜL). Once again, there were two parts to the task. Candidates were asked to write about why they were in favour of ÇEKÜL and what they liked about its aims and activities, and about how they and their friends could support ÇEKÜL.

The text they had to read provided all the information they needed in order to respond to the first part of the task and gain inspiration for the second.

All candidates found at least one aspect of ÇEKÜL's aims or objectives that they could relate to. All the answers demonstrated a choice of vocabulary and style to reflect this. All responses demonstrated a sense of audience, and, finally, all the candidates came up with ideas about how they could support ÇEKÜL.

FIRST LANGUAGE TURKISH

Paper 0513/03
Continuous Writing

General comments

Candidates' performance on this paper was good, similar to the previous year. All 9 topics were chosen. The most popular topic, was **Question 4**, which asked the candidate to write to a friend about the city they had recently moved to and to compare it with their hometown. As seen in Paper 2, **Question 3**, candidates like to write letters, especially to their friends. The other two most popular topics were **Question 2**, where candidates were asked to write a story including the sentences: "The image that appeared on my computer screen shocked me. I could not believe my eyes. That face, that face..." and **Question 9**. Here candidates were required to discuss the positive and negative influences of computer and Internet technology.

Candidates tend to perform better on this paper than they do on Paper 2. Some common mistakes are repeated year after year: some of the information given below will thus be a repetition of previous years.

Language mistakes common to Paper 2 and Paper 3

- Using *fazla* instead of *çok* or vice versa.
- *ki/eki* used incorrectly as suffixes: *bu haftaki*, *benimki*, *karşıdaki*, *öbürkü (öbürü)/ki*; *eki kendinden önceki sözcüğe bitişik yazılır*.
- Apart from a few cases like *Mademki - Mademki istiyorsun*, *git - ki* is written as a separate word when it is used as a conjunction.
- *Televizyona bakmak* instead of *Televizyon seyretmek*.
- *bağzı* instead of *bazı*.
- *önem göstermek* instead of *önem vermekis..*
- *söğlemek* instead of *söylemek*.
- *aşırı sulama ve enerji üretimi suların gittikçe azalmasını sağlıyor* instead of *azalmasına sebep oluyor*.
- *düşünüyorlar* instead of *düşünüyor*.
- Using both *yaşayan* and *canlı* together.