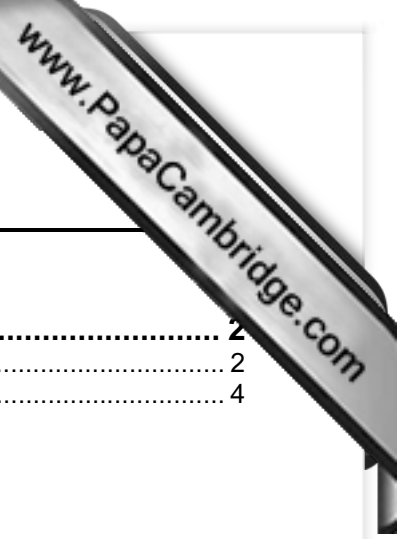


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# FIRST LANGUAGE TURKISH

Paper 0513/02

Reading and Directed Writing

## General comments

Candidates performed quite well this year. A positive development was that more candidates managed to focus on the subject stated in the question rather than filling their work with irrelevant thoughts, stories etc. and the majority of the candidates' work was relevant. In general candidates managed to find the appropriate level of formality for the intended reader. The common problem of using foreign words or foreign spelling of words like "direct, consantre, kominikasyon" was noticeably lower this year. Finally most candidates demonstrated a good sense of structure with a clear beginning, development and conclusion.

In general candidates performed best in **Part 2 Question 3**, which asked them to write a letter to a retiring teacher as a former student, a style most candidates seem to like and a task with which they could easily identify.

## Comments on specific questions

### **Part 1**

#### **Question 1**

Text A consisted of short texts demonstrating the negative impact of developing technology on world's natural resources, whereas Text B gave a historical account of humanity's technological and scientific developments, from prehistory to modern days. Although this question was usually well answered, some candidates failed to refer back to the two texts and wrote more about their own experiences and thoughts than about what was said in the texts.

A lack of knowledge or understanding of the assessment objectives seemed to be the main reason for low performance in this question. Some candidates even referred in their answer to 'composition' which meant that they treated the two texts as a means of inspiration to help them write about the topic as they wished rather than as a reading comprehension exercise.

Up to 15 points were awarded for selecting appropriate pieces of information from both texts and presenting them as an advantage/disadvantage of technology. Up to 5 points were awarded for the presentation of these issues and examples as a concise, well-organised text, in an accurate language.

#### **Question 2**

This question required candidates to write how they would use their authority/power if they had an influential position in the government with reference to technological advancement and preservation of nature. They were asked to write specifically about how they would use schools, adult education, international relations, law and media to achieve their stated aims. Candidates performed better in this question, probably because it required a more personal contribution.

Up to 15 points were awarded for content and up to 5 points for the management of their argument and the quality of the language.

**Part 2****Question 3**

The stimulus was the summary of an interview with a retiring teacher who had served with great dedication in a rather deprived part of the country for 36 years. The task was to write a letter to that teacher as one of his former students, congratulate him upon his retirement and comment on:

- his dedication to the people of the region
- the qualities he said he wanted to equip his students with
- the qualities he said he wanted to see in teachers
- and his place in the candidate's life.

Candidates achieved their best performance in this question.

Up to 15 points were awarded for content and up to five points for the quality of the language.

**Conclusion and recommendations**

Teachers/candidates preparing for this Paper should remember this Paper is a "Reading and Directed Writing" test. **Question 1** tests candidates' ability to select, compare and summarise specific information from the two texts. They have to read the texts and the question carefully, select relevant information from both texts and demonstrate their comprehension by using this information and linking it with the task stated in the question.

For example, in this year's Paper, relevant information included:

**Text 1**

- the fact that plants losing their economic value were being neglected or replaced by other plants
- the problems petrol carrying ships cause in sea and on land
- the negative effect of increasing tourism activities on shores, natural resources and local culture
- the threats of global warming.

**Text 2**

- The invention/development of tyres and roads leading to ease of travelling and transporting goods
- the developments in written communication
- the developments in sea vehicles, from rafts to aircraft ships
- the developments in measuring time
- the development in the diagnosis and treatment of diseases.

Similarly in **Questions 2** and **3** the candidates are invited to demonstrate that they can fulfil a task like writing a letter, a report, an article, a speech etc. using and developing the information provided.

Candidates should learn to demonstrate their skills in writing:

- using accurate sentences in various lengths and types
- showing an appreciation of the intended reader which is reflected in the language as well as the content
- staying focused on achieving the task defined in the question
- presenting a well organised, coherent text.

Finally candidates should develop the habit of checking their work as a whole for:

- paragraph links
- overall structure: beginning, development and conclusion
- accuracy in grammar, spelling and punctuation.

<p><b>Paper 0513/03</b> <b>Continuous Writing</b></p>
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### General comments

Overall candidates performed quite well in this Paper. The best candidates excelled with the sophistication of the language, but weaker candidates also managed to fulfil the task using a rather simple but mostly accurate language.

Examiners look for the following features:

- Is the purpose of the task achieved?
- Is the intended reader going to be interested/convicted, informed?
- Is the response relevant to the task throughout?
- Does the style and language reflect a sense of audience?
- Is the text properly structured with an appropriate beginning, development and an end?
- Do the sentences, paragraphs, link well to make up a coherent text?
- How sophisticated is the text content?
- Sense and expression of time, tenses, subject verb agreement, word order
- Punctuation, spelling, rules of written language, formality
- Variety of sentence structures/sophistication.

**Question 5** was the most popular. Candidates had to start or end their composition with or to use somewhere in the composition, the following sentences: *“When I opened my eyes I found myself in a white room. The walls were white, peoples’ clothes were white, and the light from the lamps was white...”*

The best candidates came up with very interesting and language-rich stories. Weaker candidates managed to write interesting stories with a more simple language.

**Question 2** also proved popular: *“With whom in your family do you communicate best or worst? Write about one or the other or both, giving reasons.”* Again both strong and weaker candidates seem to have found it easy to write about this topic.

**Question 7** asked candidates to write for their school newspaper about their favourite city, explaining why they liked it so much. Some candidates overlooked the issue of the “intended reader” and where the text was going to be printed. Although most of them found very interesting and convincing things to say, some failed to make an appropriate introduction or had no awareness of audience, i.e. their schoolmates.

The rest of the questions were less popular and it is therefore difficult to make general comments.

In general, **Questions 1, 2, 3, 5 and 9**, where the intended reader is understood as the “teacher” who will mark the Paper, there is no problem of sense of audience, level of formality or style as this is an activity candidates are quite familiar with.

However, when an audience is specified, as in **Questions 4, 6, 7 and 8**, even some strong candidates focus on content and fail to remember for whom they are writing, which sometimes leads to using an inappropriate style.

### Language mistakes common to Paper 2 and Paper 3

Candidates often use words and expressions they do not frequently use in their everyday language. Unfortunately this spoils the quality of their work as they often misspell, pair the word wrongly or confuse it altogether with another word.

Example(s) of wrong usage:

SİTEM ETMEK	e.g. "İnsanların davranışını <i>sitem</i> ediyor ..." "Dünyanın aldığı hale <i>sitem</i> ediyor ..."
HAZ DUYMAK	e.g. "İnsanların silah kullanmaya <i>karşı duydukları haz</i> ..."
TEMİN ETMEK	e.g. "Sizden bu okullara ihtiyaçlarını temin etmenizi istiyorum..."
TEMENNİ ETMEK	e.g. "Sağlığınız ve huzurunuzun yerinde olduğunu temenni ederim."
MİZAHİ	e.g. "Annemin çok <i>mizahi</i> bir kişiliği vardır."
ENVAİ ÇEŞİT	e.g. "... envaye çeşit çikolatalar olacaktır ..."
ŞİFA	e.g. "Annemin sözleri bana <i>şifa</i> gelir."
ALET	e.g. "Yemek <i>aletleri</i> ..."
HALA	e.g. "Babamla <i>hâğla</i> iyi iletişim kuramıyorum."
MECBURİYET	e.g. "Okula gitme <i>mecburluğunu</i> 11 yıla çıkarmak lazım."
BİZZAT	e.g. "İssiz adada kendi işimi birzât kendim yapmak zorunda..."
İHTİYAÇ	e.g. "Bu maddelere <i>karşı olan ihtiyaç</i> artmıştır."
ZİRA instead of KEZA	e.g. "Sanayi olmasaydı biz birçok hammedeyi kullanamazdık. <i>Zira</i> turizm de vazgeçilmez bir geçim kaynağı."
FAZLA instead of ÇOK	e.g. "Spor tesislerinin <i>fazlalaştırılması</i> gerek ..." "Annemle ilişkim çok <i>fazla</i> iyi..."
FEDERASYON	e.g. "Her şehirde spor faaliyetlerinden sorumlu federasyonlar kurulmalıdır..."
BAĞİMLİLİK instead of BAĞLILIK:	e.g. "Sizin Hakkari Hakkâri halkına olan bağımliliğiniz..."
ETKİ	e.g. "... daha çok doğanın yok olmasına <i>etki etmektedir</i> ."
TAYİN	e.g. "Babamın Almanya'ya <i>tağini</i> nedeniyle ..."
KEŞİF- Ortaya çıkarma, meydana çıkarma, açma, Var olduğu daha önce bilinmeyen bir şeyin ortaya çıkarılması: <i>Amerika'nın keşfi</i> .	e.g. "Arabanın <i>keşfinden</i> sonra ..." "Yeni <i>icatlar keşfederek</i> ..."
KÂH- Bazen, kimi vakit, bazı bazı,	e.g. "Bütün bunların sonucunda ülkemiz kâh bilime ve teknolojiye açılırken kâh doğal dengenin korunduğu bir ülke olurdu."
OLAY	e.g. "Eve geç gelmek, büyüklerine karşı gelmek gibi <i>olaylar yapabilmekte</i> ."
UYGULAMAK	e.g. "Hayatlarında yapmak istedikleri işleri daha kolay uygulayabilmişlerdir."
MEDYA	e.g. "Medya etkili bir yöntem olmuştur."
ETKEN	e.g. "Medya ise kuşkusuz günümüzün en önemli etkenlerinden biri..."
ÖĞRETMEK	e.g. "Bize öğrettiğiniz çalışma arzusu..."
UMURSAMAK	e.g. "Okulunuzu bu kadar umursamanız ne güzel!"
GETİRİ GÖTÜRÜ	e.g. "Teknolojinin getirileri kadar götürüleri de var hayatımızda."

LEYHİMİZE instead of *LEHİMİZE*

ŞOKE EDİYOR instead of *ŞOK ETKİSİ YARATIYOR*

SIHAT instead of *SIHHAT*

ŞÜPE instead of *ŞÜPHE*

MÜREFFERAT instead of *MÜFREDAT*

TEKNOLOJİ ÇOK İLERİ BİR SAFFAYA ULAŞTI instead of *SAFHAYA ULAŞTI*

TEKNOLOJİK BİR ÜLKE instead of *TEKNOLOJİDE İLERLEMİŞ BİR ÜLKE*

RAHBET GÖRMEK instead of *RAĞBET GÖRMEK*

YÜRÜRLÜĞE SÜRMEK instead of *YÜRÜRLÜĞE KOYMAK*

KOLAYLIK VERMEK instead of *KOLAYLIK SAĞLAMAK*