

GCE

Turkish

Unit **F890**: Listening, Reading, Writing 2

Advanced GCE

Mark Scheme for June 2014

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



All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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Annotations used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Tick
	Development of point
	incorrect
	Irrelevant (material which doesn't answer the question)
	Caret sign to show omission
	Opinion
	Just/Justification
	Good language
	Poorly expressed
	Past tense correctly used
	Future tense correctly used
	Present tense correctly used
	Accurate language
	Inaccurate language

Abbreviations Meaning

/	Alternative and acceptable answers for the same marking point
()	Words which are not essential to gain the mark
—	Underlined words must be included to gain the mark

Subject-specific Marking Instructions

You should print out a copy of the paper and work through it yourself (using the transcript for the Listening activities which you can find at the end of the Mark Scheme, if the audio version is not available on the portal.) You will need a copy of the written texts to refer to during the marking process in order to spot excessive lifting in tasks 6 and 7. The texts will not appear automatically on your marking screen.* **Section A: Listening and Writing**

Task 1:

Task specific guidance:

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate)
- For single mark questions no annotation is necessary just enter 1, 0 or NR.
- There is no need to use a cross (X) for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.
- Answers in Turkish get no marks.

Task 1

Question		Answer	Marks	Guidance
1	a	To create a computer game	1	Reject: to become computer engineer / game Accept: a video game, produced / invented / made / developed a (computer) game
	b	Because the distributing companies were not interested in the game	1	
	c	<ul style="list-style-type: none"> • Designers / Art director (1) • 23 people (1) 	2	Accept: 23 people (1) + one of these: Artist / animator / illustrator / image designer / drawer (1)
	d	<ul style="list-style-type: none"> • It has brought unexpected earnings from around the world./ 	1	Accept: selling rate / sold a lot / has been on the market / attractive many consumers worldwide
	e	<ul style="list-style-type: none"> • To be disciplined workers • To be patient • decisive 	1	Two adjectives for 1 mark
		Total	6	

Task 2

Task specific guidance:

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate)
- For single mark questions no annotation is necessary just enter 1, 0 or NR.
- There is no need to use a cross (x) for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.

Question	Answer	Marks	Guidance	
2	a	Padişahların ikametgâhı (1) devlet işlerinin yürütüldüğü yer. (1)	2	Accept: Padişahın yaşadığı yer, Devlet işleri anlamına gelen sözcükler
	b	Saray bahçeleri ve (1) hizmet odaları (1)	2	Accept: Hizmetçilerin odaları / hizmet binası
	c	Bu bölümde Padişah hizmetkârları ile yaşar (1) çok az kişi bu bölüme girebilirdi. (1)	2	Reject: Bu bölümü çok az kişi görmüştür.
	d	Mutfak bölümü hizmetkârların koğuşları, çeşme, (1) cami ve hamam ile ayrı bir bölümdür. (1)	2	Mutfak sadece yemek yapılan yer değildi, orada koğuş, çeşme, cami ve hamam davardı. (1). Two details of the kitchen section e.g. Hamam, çeşme (1)
	e	Padişahın yemeği hazırlanırdı / hizmet edilirdi. (1) Hediye olan Çin ve Japon porselenleri sergilenir. (1)	2	
	f	Mutfak Emininin odası aşağı mutfaktaki / idari bölümdedir (1) Yiyecek ihtiyacını saptar ve alışverişi düzenler. (1)	2	Accept: Aşağı mutfak kapısından girilince
	g	Katipler kayıt tutar (1) Kilercibaşı ödemeleri yapar (1)	2	Accept: Duties of Katip and Kilercibaşı should be written in order
	h	Muhasebe defterleri	1	Accept: Katip defterleri
	i	Aşçılar güvenilir / sadık kişilerden seçilirdi. (1) Padişahla beraber seferlere giderdi. (1)	2	
	j	Çeşnicibaşı herhangi bir zehirlenme tehlikesine karşı (1) Padişahın önce onun yemeklerinin tadına bakardı (1)	2	

Question	Answer	Marks	Guidance
k	Akşam yemeđi gn ışığında ve (1) uyku zamanına yakın olmasın diye erken yenirdi. (1)	2	
l	Erkekler yemeklerini selamlıkta yerlerdi.	1	
	Total	22	

QoL: Read response again and assess for language.

- **Annotations:** you may use the underlining tool (→) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential.
- **Grid C.2:** Key words have been highlighted in the Grid. Remember that this grid is also used to assess accuracy at A2. Identify the band which best matches the performance. If you identified the band without hesitation you must award the higher of the two marks.

GRID C.2	QUALITY OF LANGUAGE – ACCURACY 10 marks AO3
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
7-8	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
5-6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
3-4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.

Section B: Reading and Writing

In Section B there are 10 marks for Quality of Language.

Task 3

Question	Answer	Marks	Guidance
3	a	5 / 9	
	b	8	
	c	9 / 5	
	d	6	
	e	11	
	f	1	
		Total	

Task 4:

Question	Answer	Marks	Guidance
4	a	Genetik	<p>1 mark for each correct answer The marks are awarded individually. No annotations are necessary.</p> <p>Accept all the words as they are written in the text</p>
	b	organizma	
	c	nispeten	
	d	alaka (alakasız)	
	e	bağımlı	
	f	tekel	
	g	piyasa	
	h	antibiyotik	
	i	Direnç/ dayanıklılık	
	j	tahribat	
		Total	10

Task 5

Question	Answer	Marks	Guidance
a	geleneksel tarımda	2	Geleneksel tarım sözcüklerinden sonra gereksiz veya anlamı bozan ilave varsa 1 puan
b	üreticiler / çiftçiler satın / üreten firmalardan / üreticilerden / firmalardan / daha pahalıya	2	
c	pahalıdır. / çok masraflı / zararlıdır. / dezavantajlıdır. / kötüdür.	1	Gap-fill/completion sentences No annotation is necessary. Enter 2, 1, 0 or NR as appropriate. Ignore mis-spellings.
d	firmalar.....satılır./ üretilir. / yapılıyor.	2	
e	dava / mahkeme / tepkiler / itiraz / şikayet	1	
f	besin değeri	2	
	Total	10	

Task 6**Task specific guidance**

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate).
- Familiarize yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
- Go through all the responses and assess every question for **comprehension**.
 - a. Marks are awarded on a point by point basis, according to the mark scheme.
 - b. Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL
 - c. For comprehension / content, remember that you are a “sympathetic native speaker / sympathetic examiner”. If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C2. If appropriate, candidates may answer with single words / short phrases.

Annotations:

- Award 1, 0 or NR without annotation.
- Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
- Use a cross (X) when a word in the response invalidates an otherwise acceptable answer.
- Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but highlight and exclude from Quality of Language assessment.

Question			Answer	Marks	Guidance
6	a	i	Çiftçiler belirli firmalardan tohum almak zorunda kalırlar	1	More possible answers
		ii	Bu tekelleşmeyi getirir. / Bu nedenle firmalara bağımlı oluyorlar.	1	Accept: GDO' lu tohumlar daha pahalı, / Çiftçilere pahalıya mal olur. / Çiftçiler zarar ederler.
	b		Besin değeri düşük./İnsanlar ve hayvanlar antibiyotiğe direnç kazanır./ Sindirim üzerinde tahribatlara yol açar. / Kısırlığa yol açar.	2	Any two. Accept: Antibiyotiğe dirençli mikroorganizmaların gelişmesine neden olur
	c		Bir takım böcekler / arılar / kuşlar ve haşeratların ölümüne neden olurlar.	1	Any one should be mentioned.
	d		Dünyadaki (arı nüfusu ortadan kalkarsa) doğal hayat tehlikeye girecek./ iddia ediliyor.	1	Olasılık anlamı veren cümleler
	e		Tarımsal çeşitlilik ortadan kalkabilir ve (1) tek tip ürünler piyasaya hâkim olur. (1)	2	Accept: Ürün çeşitliliği ortadan kalkacak.
	f		Kısırlık insan neslini tehdit eder.	1	Reject: Ömrümüzü kısalttığı iddia ediliyor.
	g		Uzun yaşamak için doğal besinlerle beslenmemiz gerekir	1	
Total				10	

Task 7: Transfer of Meaning

Question	Answer	Marks	Guidance	
		[10]	Content	Levels of response
7	When I was honoured with the prize /award of the German Publishers Association	2	Award two marks per translated section according to Grid H.2. This grid assesses Transfer of Meaning into English. Note that this grid integrates <i>Quality of Written Communication Strand (i)</i> descriptors.	GRID H.2 TRANSFER OF MEANING 2 Accurate transfer of meaning. Faultless or virtually faultless grammar, punctuation and spelling in English.
	I had started my speech in this way;	1		
	I am a literary man.	1	Exceptional responses and marks to award: Candidates may answer in faultless English but may not transfer meaning accurately. Award either 0 or 1 mark , depending on level of inaccuracy in meaning.	1 Inconsistent transfer of meaning. Mostly accurate but there are errors and/or missed details. There are instances of error in grammar, punctuation and spelling in English.
	Ever since I got involved in literature,	1		
	I have endeavoured to do my very best for the people.	1		
	I said since I started the literature, I did not say since I started to write	1	The transfer of meaning is accurate but contains significant spelling and/or grammar errors. Award 0 or 1 mark , depending on level of inaccuracy of English.	0 Very limited transfer of meaning. A substantial number of elements misunderstood or missing. Significant error in grammar, punctuation and spelling in English.
	because, I did not start the literature by way of writing.	1		
	Indeed, I was a (epic) story teller of legend	1		
	and a collector of folklore until I was 16 or 17 years old.	1		
	Total	10		

Task 8

Question	Answer	Marks	Guidance
a	... cumhuriyet ...kültür...	2	Sentence Completion Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
b	... Köy Enstitüleri ...ve ... Halk Evleri ... (Tercüme Bürosu)	2	
c	Tercüme (Çeviri) bürosu...(dünya) klasikleri / yabancı eserler (Goethe, Tolstoy)...	2	
d	... ülkelerin ... kültür... / Dünya kültür / insan kültür / kültürler / kültürlerden önce kendi (ülkemizin) kültürümüzün....	2	
e	...anlamak...	1	
	Total	9	

Task 9**Task specific guidance**

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate).
- Familiarize yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
- Go through all the responses and assess every question for **comprehension**.
 - a. Marks are awarded on a point by point basis, according to the mark scheme.
 - b. Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL
 - c. For comprehension / content, remember that you are a “sympathetic native speaker / sympathetic examiner”. If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C2. If appropriate, candidates may answer with single words / short phrases.

Annotations:

- Award 1, 0 or NR without annotation.
- Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
- Use a cross (X) when a word in the response invalidates an otherwise acceptable answer.
- Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but highlight and exclude from Quality of Language assessment.

Question		Answer	Marks	Guidance
9	a	Yazar edebiyata (i) destan anlatıcısı ve (1) (ii) folklor derleyicisi olarak başladı. (1)	2	
	b	Yazar, usta yazarların eserlerini okuyarak onlardan çok şeyler öğrendik demek istiyor. /	2	Accept: Dünyanın büyük ustalarından çok şey öğrendiler.
	c	Söz sanatları ile insani değerler arasında önemli bir bağ vardır (1) eğer söz sanatları insanlıktaki değerini yitirse, tüm insanlık o zaman yok olacaktır. (Eğer söz sanatları insanlar tarafından önemsenmezse bu insanlığın sonu olacaktır.) (2)	3	Accept: Söz sanatları insanlar için çok önemlidir. İnsanlık söz sanatlarına değer verir. Söz sanatları insanlığın kanında, yüreğindedir. Söz sanatları insanlığın vazgeçilmezidir.
	d	O toplumun durumunu yansıtır. Toplumun aynasıdır. Bir toplumun durumu edebiyatına yansır.	1	
	e	(i) Edebiyat toplum üzerinde çok etkili olduğu için (1) (ii) insanlıktaki yozlaşmalara / bozulmalara / yabancılaşmalara karşı mücadele vermeli. (1)	2	
	f	i Edebiyat toplumda politik amaçlar için kullanılmaya çalışılmıştır.	1	
		ii Sanatçılar genel olarak doğruyu,/ güzeli,/ barışı / kardeşliği desteklerler.	1	Reject: Sanatçılar kimin yanında olduklarını bilmişlerdir.
		Total	12	

- Assessing **Quality of Language** across Section B
 - a. You will get a separate screen which will be the whole page for exercise 4, 5, 6, 7, 9, 10 and 11 (unannotated). Read all the answers again. You may use the green L marking tool to highlight good language to assist you in the application of Grid C.2. but it is not essential.
 - b. Apply Grid C.2 and enter the mark.
 - c. *PE to provide specific guidance on which exercises in Section B will provide best evidence for Quality of Language.*

GRID C.2	QUALITY OF LANGUAGE – ACCURACY 10 marks AO3
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
7-8	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
5-6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
3-4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.

Task 10-17**Task specific guidance**

Mark one essay using the grids N, O, C.2 and F.2.

If a candidate has written more than one essay mark both essays in the normal way but enter the mark for the essay which has earned most marks over all.

Question	Indicative Content	Marks	Guidance
Task 10-17	No Indicative Content – personal response	[25]	<p>Grid N guidance</p> <p>3–4 – No specific example from TL = cap 4</p> <p>5–6 – Demonstration of originality and/or imagination – applies mainly to imaginative</p> <p>7–8 – Imaginative and/or original response to task – applies mainly to imaginative</p> <p>Grid O guidance</p> <p>6–9 – Straight narration = more 6/7</p> <p>Evidence of some argument = more 8/9</p>

Task 12-16 – Language (QoL) – Grids C.2 and F.2: [20 marks]

Question	Answer	Marks	Guidance
Task 10-17	Assess for Quality of Language using Grids C.2 and F.2 Appendix 1	[20]	<p>Read the whole response again and assess for Range (Grid F.2) first – i.e. vocabulary and structures. Then assess for Accuracy (Grid C.2). Key words have been highlighted in the grids below. Ignore final sentence of 3-4 band in Grid C.2, because vocabulary and structures have already been assessed under Grid F.2. If you wish, you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential. Enter your mark.</p> <p>Grid C.2 guidance</p> <p>0–2 – Errors ([e.g.] endings, verb forms, gender of common nouns). Frequent first [= <i>other</i>] language interference.</p> <p>3–4 – Errors ([e.g.] endings, verb forms, gender of common nouns, adjectival agreements). Candidate's first [= <i>other</i>] language. Meaning may be unclear; more wrong than right.</p> <p>5–6 – Wrong/right = 50/50</p> <p>7–8 – More right than wrong.</p> <p>Grid F.2 guidance</p> <p>5–6 – [A range of] syntax and sentence structures appropriate to the [register of the] task.</p> <p>7–8 – Effective = <i>good</i>. Reads easily.</p> <p>9–10 – idiom ≠ <i>idioms</i>.</p>

APPENDIX 1

GRID N	RELEVANCE AND POINTS OF VIEW 10 marks AO2	GRID O	STRUCTURE AND ANALYSIS 15 marks AO2
9–10	Consistently relevant information that supports points of view and opinions. Shows genuine insight in responding to the task.	13–15	The response displays genuine control and clarity. A very well-developed argument. Confident ability to develop an argument, analyse and evaluate, and draw conclusions.
7–8	Relevant information that responds to the requirements of the task and is used to support points of view and opinions. Produces an imaginative and/or original response to the task.	10–12	Coherently structured and organised response. Points of view are linked in a logical sequence . Able to develop an argument , analyse and evaluate, and draw conclusions.
5–6	The information given is mainly relevant to the task. Points of view and opinions are generally supported by some factual evidence. May demonstrate some originality and/or imagination.	6–9	Structured and organised response. Points of view are mostly linked in a logical sequence . Shows some ability to develop an argument, analyse and evaluate and draw conclusions.
3–4	Includes some relevant information but does not always address the requirements of the task. May have some difficulty in expressing points of view and/or narrating events and/or communicating factual information.	3–5	Shows some ability to structure and organise the response. Limited ability to develop an argument , analyse and evaluate, and draw conclusions.
0–2	The response to the task is likely to be very short and/or irrelevant and/or very superficial.	0–2	Random organisation of the response. Limited attempt to develop an argument , analyse and evaluate, and draw conclusions.

GRID C.2		QUALITY OF LANGUAGE (ACCURACY) 10 marks AO3	GRID F.2		QUALITY OF LANGUAGE (RANGE) 10 marks AO3
9–10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors .		9–10	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures .	
7–8	Language generally accurate . Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.		7–8	Effective use of a range of vocabulary and structures appropriate to the task, with little repetition. A positive attempt to introduce variety and to use a range of complex sentence structures (though not always able to maintain correct usage).	
5–6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent .		5–6	Attempts to extend the range of vocabulary , though still rather repetitive. Attempts to use more complex language with some success in producing a range of syntax and sentence structures appropriate to the task.	
3–4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.		3–4	Use of a restricted range of vocabulary and structures. Frequent repetition of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.	
0–2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.		0–2	Only simple sentence patterns . Very limited vocabulary . Very limited range of structures .	

APPENDIX 2

Transcripts of Listening Texts

Task 1

DREAM WORLD

Bilgisayar mühendisi Armağan Yavuz'un çocukluk hayalinden yola çıkarak geliştirdiği bilgisayar oyunu "Ateş ve Kılıç" büyük başarı elde etti.

Küçüklüğünde bilgisayara ve bilgisayar oyunlarına ilgi duyduğunu, o yıllarda hayali kahramanların birbirleriyle savaştığı bir oyun yaratmak istediğini söyleyen Yavuz, üniversitede bilgisayar mühendisliği eğitimi almaya başlamasıyla bu tasarısını somutlaştırdı.

Yavuz, oyununun ilk kopyasının uluslar arası dağıtım şirketleri tarafından ilgi görmemesi üzerine oyununu 2008 yılında açtığı bir internet sitesinde kendisi tanıtarak, piyasaya sürdü.

Yavuz, oyununun ikinci sürümünü, çizerinden sanat yönetmenine kadar 23 kişilik bir ekiple 2010 yılında tamamlayarak dünya pazarına sundu. Birçok ülkede ilgi gören ve dünya çapında satışı yapılan oyun Yavuz'a beklenmedik bir kazanç sağladı.

Ünlü bir internet dergisinin tüm zamanların en beğenilen 100 oyunu listesinde yer alan oyunun üçüncü sürümünün yıl sonuna kadar tamamlanması planlanıyor. Oyun, hem tek başına hem de, başkalarıyla oynanabiliyor.

Yavuz, bu işle ilgili olanlara programlı çalışmalarını, kararlı ve sabırlı olmalarını öneriyor.

Alıştırma 2**OSMANLI MUTFAĞI**

Bugün Topkapı Sarayı adıyla bilinen Osmanlı Sarayı, Fatih Sultan Mehmet tarafından 1475 - 1478 tarihleri arasında İstanbul'un Avrupa yakasında Boğaza ve Asya kıtasına bakan küçük bir tepe üzerine kurulmuştur. Saray 400 yıl boyunca Osmanlı padişahlarının ikametgâhı ve devlet işlerinin yürütüldüğü yer oldu ve onarımlarla günümüze kadar geldi.

Surlarıyla beraber 700 000 metrekarelik bir alanı kapsayan saray, üç ana bölüm ve Harem kısmından meydana gelmiştir. Ana giriş kapısından sarayın dışı sayılan birinci avluya girilir. Orta kapıdan saray bahçelerinin ve hizmet binalarının bulunduğu ikinci avluya geçilir. Sarayın üçüncü kapısından geçilince Padişah'ın hizmetkârlarıyla yaşadığı ve o zamanlar çok az kişinin girmesine izin verilen Enderun adlı bölüm görülür.

Saray mutfağı, ikinci avlunun sağ tarafını boydan boya kaplayan, yirmi adet bacasıyla sarayın en göz alıcı yapılarından biridir. Mutfak bölümü sadece yemek pişirilen yer değildir. Aşçıların, yamakların ve diğer mutfak görevlilerine ait koğuşların, kilerlerin, bir çeşme, bir hamam ve bir caminin bulunduğu ayrı bir dünyadır. Has mutfak olarak adlandırılan ve sultanlara hizmet veren mutfakta, bugün hanedanlığa hediye edilmiş olan Çin ve Japon porselenleri sergilenmektedir. Padişahın kız kardeşlerinin, annesinin ve baş haremının yemekleri Valide Sultan mutfağında hazırlanırdı. Aşağı mutfak kapısından girilince, idari bölümlerle karşılaşılır, burada mutfak işlerinden ve kilerden sorumlu, mutfağın ihtiyaçlarını saptayan, alışverişi düzenleyen Mutfak Emini'nin, ödemeleri yapan Kilerci başı'nın ve bunların kayıtlarını tutan Kâtiplerin odaları bulunurdu. Kâtiplerin yüzyıllar boyunca günü güne tuttıkları bu muhasebe defterleri Osmanlı sarayının günlük yaşamı ve mutfağı hakkında bize bilgi veren belgelerdir.

Zehirlenme tehlikesine karşı aşçıların güvenilecek, sadık kişiler olmasına önem verilir hatta aşçılar Padişah ile birlikte seferlere bile giderlerdi. Ayrıca Çeşnicibaşı Padişah'tan önce tüm yemeklerin tadına bakarak, yiyeceklerin zehirli olup olmadıklarını kontrol ederdi. Osmanlılar, günde iki öğün yerlerdi. Birincisi, sabahın erken saatlerinde çorbalar, etli yemekler, tatlılar gibi yiyeceklerin yenildiği doyurucu ve tok tutan bir öğüdü. Bu yüzden öğlede pek acıkılmazdı, acıkılırsa da şerbet içilerek ve meyve yenerek açlık giderilirdi.

Akşam yemeği hem uyku saatine yakın olmasının hem de mum ışığında değil de gün ışığında yenilsin diye gün batımından az önce yenilirdi. Kadınlar yemeklerini harem dairesinde erkekler ise Selamlık denilen bölümde yer sofralarında yerlerdi.

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