

GCE

Turkish

Advanced GCE A2 **H597**

Advanced Subsidiary GCE AS **H197**

OCR Report to Centres June 2016

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This report on the examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

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

© OCR 2016

CONTENTS

Advanced GCE Turkish (H597)

Advanced Subsidiary GCE Turkish (H197)

OCR REPORT TO CENTRES

Content	Page
F889 Turkish Listening, Reading and Writing 1	4
F890 Turkish Listening, Reading and Writing 2	7

F889 Turkish Listening, Reading and Writing 1

General Comments:

Overall, this was a very successful paper. The majority of candidates performed well. Most candidates understood the stimulus materials and responded to them correctly. The candidates listened and responded to spoken sources and read and responded to a variety of texts correctly. Most of the candidates were also successful in transferring meaning from English to Turkish. Most candidates understood the reading texts and answered the comprehension questions correctly. Those who answered the questions in Turkish in full sentences using their own words, as required by the task, scored high marks for the quality of language. Some gave very detailed answers and produced a very convincing response to the task, showing a real understanding of the issues raised. Most candidates were very successful in giving relevant information, including nearly all points from the original text, and showed very clear understanding of the text. The candidates who responded with well developed points of view which showed insight scored high marks. They were also successful in using a wide range of vocabulary and idiom with a variety of complex sentence structures. However, some candidates' grasp of the Turkish language was not adequate to do this. Overall, many of the candidates grasped the AS Level structures and tried to develop their ideas using complex sentences. There were some grammatical and structural errors in the language used in the answers. There were also many spelling mistakes. Candidates are advised to use written forms of the words rather than spoken forms.

Comments on Individual Questions:

Alıştırma 1: Dinleme

Most candidates answered this question very well.

- (a) Some candidates gave *trafik kazaları* as an answer, which was not credited.
- (b) This question was answered correctly by most of the candidates. Only a few candidates gave *sabah saatlerinde* as an answer.
- (c) Most of the candidates answered this question correctly. *Yetersizdir* was a common mistake
- (d) Most of the candidates answered this question correctly.
- (e) *Tramvay* was a common mistake.
- (f) Most candidates answered this question very well.
- (g) Some candidates gave *hız limitias* as an answer and lost marks.
- (h)(i)(j) Most candidates answered these questions very well.
- (k) Some candidates gave *halka şeklinde otoyolun* as an answer and lost marks.
- (l) Some candidates gave *hızını* and lost marks
- (m) Most candidates answered this question very well.

Alıştırma 2: Dinleme

- (c) *ziyaret ettiği* was a common mistake
- (f) Some candidates gave *düz* as an answer and lost marks.
- (j) This was answered correctly by only small number of candidates.

Task 3: Listening

- (a) This question was answered correctly by most of the candidates.
- (b) Most candidates answered this question very well.

- (c) Some candidates managed to score marks even though they did not know the name of the fishing net. They described it so well.
- (d) Most candidates answered this question very well.
- (e) Some candidates gave ‘the machinery broke down because of the weather’ and lost marks.
- (f)(g)(h) were answered by most of the candidates correctly.

Task 4: Writing

Candidates are advised to read the instructions carefully. Some candidates wrote a *reply* in Turkish to the points given, rather than writing a letter translating the points given to get more information about the holidays. This meant they could not be awarded any marks.

Only those who included most or all of the information required got high marks for Communication. High marks for Quality of Language were awarded to those who used a consistent, competent variety of sentence structures, tenses, suffixes and vocabulary. Some found it hard to translate ‘yelken’ ‘Sailing’, ‘age limit’ ‘yaş sınırı’ and ‘youth club’ ‘gençlik kulübü’.

Section B: Reading and Writing

Alıştırma 5: Okuma

This question was answered very well by most of the candidates. However, some candidates who did not read the rubrics carefully lost marks because they put numbers in all of the boxes. A few candidates just put ticks in the boxes rather than writing the numbers and were not awarded any marks. (c) Some candidates, instead of leaving the third box blank, put numbers and lost marks.

Alıştırma 6: Okuma

Candidates performed very well in this exercise.

Common mistakes were:

- (a) *This was answered correctly by most of the candidates.*
- (b) *güzel kokuyor*
- (c) *deniz seviyesinde*
- (d) *doğayı*
- (e) *görüş mesafesi*
- (f) *piknik*
- (i) *kursta*
- (j) *bağışları*

Alıştırma 7: Okuma

Candidates are advised to read the questions carefully and understand what is required for an answer. They are also advised to read the relevant part of the text again to check their answer. This exercise was answered very well by most of the candidates. Those who had a good grasp of the target language responded to the questions using accurate language and were awarded high marks for Quality of Language.

- (a) This was generally very well answered.
- (b) Some candidates failed to express themselves choosing correct words and lost marks.
- (c) Some candidates explained ‘denge’ and ‘piece’ very well and scored full marks.
- (d) Some candidates gave ‘Kendilerine soru sorarlar’ and lost marks because ‘yanıt’ was also necessary.

(e),(f),(g),(h) were answered correctly by most of the candidates.

(i) Those who did mention 'pratik yapmak için' were not awarded full marks.

(j) and (k) These questions were answered correctly by most of the candidates.

Alıştırma 8: Okuma ve Yazma

(a) Most candidates showed a very clear understanding of the text, included nearly all the points from the original text, gave relevant information and therefore were awarded high marks. Some candidates wrote as if they were the person who wrote the text and simply repeated the sentences in the text and so were not awarded any marks. Some candidates wrote about what they think about the life of Zeynep rather than summarising the text and lost marks.

(b) For the highest marks, candidates need to respond with well-developed points of view which show insight. It is also important to use a variety of words, idioms and sentence structures to gain high marks. It is important that every sentence is effective. Sentences which are simply a repetition of a previous one but with different word order do not gain extra marks. Instead, candidates should give a variety of examples, expanding their ideas and elaborating on opinions.

A large number of candidates wrote very good essays about how children become happy nowadays, the negative effect of technology on the relationships between children and parents, basing the essay on their own experience or that of others, and gave their own opinions, points of views and justifications. They gave very good examples and explained the advantages of using the technology wisely. Those who repeated the same ideas continually were not able to score high marks because it is required that they give reasons.

Candidates are advised to read more widely to increase their vocabulary and also to develop skills in understanding unseen texts, which in turn would help to improve their writing skills, punctuation and spelling. When constructing long and complex sentences, care should be taken to ensure that subject and verb agree.

F890 Turkish Listening, Reading and Writing 2

General Comments:

Overall, this was a successful paper. The majority of candidates performed well. Most candidates understood the listening texts and answered the questions correctly. Most of the candidates understood and responded to the written texts successfully. They understood the main points and details, including points of view. They also demonstrated an ability to infer meaning. Those who answered the comprehension questions in Turkish in full sentences using their own words, as required by the task, scored high marks for the quality of language. Most of the candidates were successful in translating the paragraph from Turkish to English. Most candidates understood the topic questions and responded by presenting viewpoints, developing arguments, analysing and evaluating. Some gave very detailed answers and produced a very convincing response to the task by giving examples from Turkish speaking countries, and so scored high marks.

The candidates who responded with well developed points of view which showed insight were awarded high marks. They were also successful in using a wide range of vocabulary and idiom with a variety of complex sentence structures. However, some candidates' grasp of Turkish language was not adequate to do this.

Overall, many of the candidates grasped the A level structures and tried to develop their ideas using complex sentences. There were some grammatical, structural problems and spelling mistakes in the language used in the answers.

Comments on Individual Questions

Section A: Listening and Writing

Task 1: Listening

- (a) This question was answered correctly by nearly all of the candidates.
- (b) Most of the candidates answered this question correctly. 'Because it is close to the sea' and 'because Fatih Sultan Mehmet wanted it' were the common mistakes.
- (c) This question was answered correctly by most of the candidates.
- (d) This question was answered correctly by only some of the candidates. 'It was built by a famous architect' was a common mistake. Those who mentioned that Hazerfan flew from the tower were awarded only 1 mark because it was important to explain how as well to score 2 marks.

Alıştırma 2: Dinleme

The majority of candidates performed very well in this exercise. Those who answered the questions in Turkish in full sentences using their own words as required by the task scored high marks for the quality of language.

Some common features of candidates' responses were:

- (a) This question was answered correctly by most candidates. Those who failed to explain why this phrase started to be used were not awarded full marks.
- (d) Some candidates did not mention 'bir yere bağlı kalmadan, gezerken' and lost marks.
- (g) Those who were awarded full marks mentioned 'özel görüntüler or gizlice' and added an example.

- (l) Those who mentioned the large screens of televisions without mentioning the issue were not awarded full marks.

Section B: Reading and Writing

Alıştırma 3:

This question was answered correctly by most of the candidates successfully. Some mistakes were made in (b) and (c).

Alıştırma 4:

Candidates are advised to read the rubric very carefully. Some copied full sentences from the text and wrote them under the words but it was not possible to identify the words required from the passage, therefore they were not awarded any marks. Some translated the words into English, which was not the requirement, and were not awarded any marks. Candidates are advised to read more to improve their knowledge of vocabulary. Questions a, b, c, d, g, h were answered by many candidates correctly.

Alıştırma 5:

Candidates are supposed to fill in the blanks with words or group of words related to the passage, and the sentences are required to be grammatically correct. Some managed to give correct answers by changing the details in the questions.

- (a)(b)(d) were answered correctly by most of the candidates.
(c)(e) These questions were answered only by a small number of candidates *correctly*.

Alıştırma 6:

This question was generally answered correctly by most candidates.
(a) and (b) were answered correctly by many candidates.
(c) the second part of the question was answered only by some candidates.
(d) and (e) were answered well.

Alıştırma 7:

Most of the candidates were successful in translating the passage from Turkish into English correctly. Some candidates found it difficult to translate 'asık suratlı' and wrote 'love face', 'isteği kaybetmek', 'tatsız konuşma'.

Alıştırma 8:

This question was answered by most of the candidates correctly.
(a), (b) and (c) were answered by most of the candidates successfully.
(d) some candidates wrote 'atasözleri' instead of 'nükteler' and lost marks.

Task 9:

This question was answered correctly by most candidates.
(a) (b) These questions were answered by most of the candidates correctly.
(c) Some candidates did not mention 'sohbete katılmak' and were not awarded full marks.
(d) and (e) Some candidates answered these questions by using their own words very well and scored high marks.

Section C - Writing

There were some very good essays. Some candidates gave information relevant to the task and the information was clearly related to a Turkish speaking country. Their essays were very well structured, comprising an introduction, several main paragraphs and a conclusion. Those who scored high marks, were effective and confident in their use of a wide range of vocabulary and idiom with a variety of complex sentence structures. Their language was generally accurate. There was a lot of evidence of evaluation and drawing conclusions.

Question 1: This was a popular question. The candidates who scored high marks explained what needs to be done to stop the car accidents and the importance of knowing the traffic rules well and the training.

Question 2: This was also a very popular question. Most of the candidates did not want to accept being a housewife as a career.

Question 3: There were some very informative and very well explained essays about energy types and their impact on the world. However, some candidates were not able to score high marks because their essays were not always constructed in a logical way, arguments were rather simplistic and there was a lack of points of view and ideas.

Question 4: This was also a popular question. There were very good explanations about what needs to be done to stop destroying the water tortoises' living environment.

Question 5: This topic was not as popular as the others. Some candidates explained how the hospitals and the equipment need to be renewed. There should be more hospitals and doctors in Cyprus.

Question 6: There were essays on this topic. The candidates explained why reading books on computers and tablets is easier and how they would make a survey about it.

Question 7: This question was not chosen by many candidates. Those who chose this question, generally did not develop their ideas and only answered the questions briefly and so were not awarded high marks.

Question 8: This was one of the most popular topics. There were some excellent essays on comparing the books and the films that are adapted from these books. Most of the candidates preferred the books because the readers can use their imagination when they read.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2016

