

OCR Report to Centres

June 2012

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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.

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Monday 13 August

Dear Head of Centre

Re: Question paper error on F890 GCE A2 Turkish

OCR was initially alerted to an error in the June 2012 GCE A2 Turkish F890 question paper on 31 May 2012 when the paper was sat, and then subsequently by a number of centres. The rubric for Task 4 asked candidates to tick a box which gives the correct definition of a word. However there were no boxes given, and the candidates should have been asked to provide their own definitions. The question carried 7 marks on a 160 mark paper.

We responded to those centres that had contacted us directly to acknowledge responsibility for the error, apologise for its occurrence and offer reassurance that we would act in the best interests of candidates. This communication is to provide details to all centres taking F890 of the actions we have taken in order to mitigate the impact of the error on candidates' results. The results of our analysis into the impact of the error on candidates' performance and the decisions based on that analysis are set out below.

The mark scheme for this paper was adjusted at the Standardisation Meeting to minimise the effect of the question with the error. All markers were instructed to pay special attention to this question. Following completion of marking a review of all candidates' answers to Task 4 was undertaken and it was found that some candidates:

- had understood what to do to answer the questions and had given appropriate responses (with a range of correct and incorrect responses);
- had not understood what to do to answer the question but had attempted to give a response; and
- did not give a response at all.

Detailed research of statistical data was carried out before the award took place. Unfortunately, it was not possible to retain this question and it was therefore decided that the only way forward was to remove the Task 4 mark from all candidates, and add 7 marks to all candidates' sub-total.

Further analysis was undertaken to ensure that candidates who had understood how to answer the question, and who had done well on the question, were not disadvantaged by the removal of the question. Following the adjustments undertaken, the awarding committee set grade boundaries that resulted in outcomes in line with those of previous series.

We would recommend that, prior to evaluating the results of individual candidates, you consider the information within this letter, the published mark scheme (available on Interchange) and the performance of the candidate across the unaffected questions on the examination paper and their overall aggregation outcome, if available.

In order to make as much information as possible available to you as you interpret your results for this unit, we will make all the scripts for your candidates available to view on the results publications date 16 August within the access to scripts area of Interchange. We hope that you find this additional information helpful.

Just log in to Interchange, hover over 'Post results' and click on 'Access to scripts' in the left-hand menu. To view the scripts, select 'Previous Requests'. You will then see a list of all your candidates entered for this unit, and a request reference number which begins 'OCR...' and includes our Customer Contact Centre telephone number. A PDF is associated with each candidate; each PDF will contain images for all the marked scripts for that candidate.

If you have further concerns about the outcome for an individual candidate, the following options remain open to your centre:

- Lodge an enquiry about results (EAR) through the standard EAR procedures. This is appropriate where you believe the mark scheme may have been misapplied or that marking may have been carried out inaccurately. For GCE, there are two available review of marking services:
 - **Priority Service 2** – for candidates who have a university place pending (closing date for requests is 24 August 2012)
 - **Service 2** (closing date for requests is 20 September 2012). We will be closely managing the progress of requests to ensure that we get an outcome to you as quickly as possible.
- Submit a formal request for special consideration using JCQ Form 10. This is appropriate where you believe individual candidates may have been atypically more adversely affected than other candidates. We will accept such applications for consideration up to 20 September 2012.

The Exams Officer in your centre will be able to advise you on how to pursue the above options.

Unfortunately, it is not possible to process EARs or special consideration requests or deal with follow-up enquiries by telephone. You are therefore requested to put any such requests in writing or use the appropriate online application process.

We strongly believe the actions we have taken are appropriate based on the evidence of assessment outcome and are as fair and consistent as possible in the circumstances. Of course, no action that OCR can take can undo a question paper error that should not have occurred. Once again, I apologise to you and your affected candidates that this issue has occurred.

Yours sincerely

Merrick Smith
Head of Education and Learning

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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.

Comments on Individual Questions

Alıştırma 1: Dinleme

Most candidates answered this question very well.

- (a) Very few candidates gave *araba sayısının çokluğudur* as an answer.
- (b) Very few candidates gave *yerli ve yabancı* as an answer.
- (c) This question was answered correctly by most of the candidates.
- (d) Some candidates gave *geniştir* as an answer.
- (e) This question was generally well answered.
- (f) This question was generally well answered.
- (g) This question was generally well answered.
- (h) This question was generally well answered.
- (i) A few candidates gave *şehirden* as an answer.
- (j) A few candidates gave *huzur* as an answer.
- (k) A few candidates gave *veresiye* as an answer.
- (l) A few candidates gave *belediye* as an answer.
- (m) A few candidates gave *ücretli yolcularını* as an answer.

Alıştırma 2: Dinleme

- (a) This question was generally well answered.
- (b) *erken* was a common mistake.
- (c) This question was generally well answered.
- (d) *yalnız* was a common mistake.

- (e) A few candidates gave *aletleri* as an answer.
- (f) This question was generally well answered.
- (g) This question was generally well answered.
- (h) This question was generally well answered.
- (i) The common mistake was *yalnız*.
- (j) (k) (l) These questions were generally well answered.

Task 3: Listening

- (a) This question was generally well answered.
- (b) The common mistake was the city, the town
- (c) This question was generally well answered. However, some candidates did not mention that the children's football was torn and lost marks.
- (d) This question was generally well answered.
- (e) This question was generally well answered.
- (f) This question was generally well answered.
- (g) The candidates who gave the staff of the youth club rather than the youth club were awarded full marks.
- (h) This question was generally well answered. However, some candidates misunderstood the question and explained who supported the Project.
- (i) Some candidates found it hard to remember the word 'broom'.
- (j) This question was generally well answered.

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 play script, and therefore they were not 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 had a consistent level of accuracy in the use of sentence structures, tenses, suffixes and vocabulary.

Some candidates found it hard to translate 'abroad', 'length of the play script', 'advise' and 'submit'.

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.

Alıştırma 6: Okuma

Candidates performed very well in this exercise.

Common mistakes were:

- (a) *savaşlar*
- (c) *düzen*
- (e) *meyve*
- (f) *manevi*
- (i) *uğraştırıcı* was given as an answer by a few candidates.

Alıştırma 7: Okuma

Candidates are advised to read the questions carefully and understand what is required as an answer. They are also advised to read the relevant part of the text again to ensure their answer is correct.

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. However some candidates gave 'in the winter' as an answer rather than 'every week' and lost marks.
- (b) Most of the candidates answered this question correctly.
- (c) Most of the candidates answered this question correctly.
- (d) This question was well answered. However, some candidates repeated the same answer for the two parts of the question by giving 'Music is taught at these gatherings' and 'they are like music school's' therefore they lost marks.
- (e) This question was found challenging by some candidates.
- (f) This question was well answered by candidates who understood the text and knew the meaning of *dernek*.
- (g) This question was well answered.
- (h) This question was well answered. However some candidates who did not mention *edebiyat* or *edebi eserler* or *şiiirler* lost marks.
- (i), (j) These questions were generally well answered.
- (k) This question was generally well answered. However those who gave *geceleyin* as an answer lost marks. The question required a more detailed answer.
- (l), (m) These questions were generally answered well.

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. In this part, candidates are expected to show that they understand the text. Some candidates wrote as if they were the councillor and lost marks. Some who wrote the text as if they were the young person who had the problem also 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 a 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 the importance of working life, basing the essay on their own experience and giving their own opinions, points of views and justifications. They gave very good examples and explained the advantages of working and doing sports. Those who repeated the same ideas continually such as: *Çalışmak güzeldir.....çok iyidir* were not able to score high marks because it is required to give reasons. The candidates who did not read the questions carefully in this section only expressed their ideas about the councillor's advice. Some candidates just repeated the councillor's advice. They could not be awarded any marks.

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. Waiting in the queues was a common mistake.
- (c) This question was answered correctly by most of the candidates. However, those who did not mention the special device on the shopping trolleys lost marks.
- (d) This question was answered correctly by nearly all of the candidates.
- (e) This question was answered correctly by nearly all of the candidates.

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:

- (f) Those who gave a detailed answer scored higher marks.
- (g) Those who only gave *yararlı olduğu düşünülüyor* as an answer were not awarded any marks.

- (h) Most candidates gave two negative opinions of the families as an answer. One positive and one negative opinion were required in the answer.
- (i) Those who explained the details of the dolphins' show scored full marks.
- (j) Those who gave two points of the method were awarded two marks.
- (k) Those who gave details of living conditions of the dolphins in the pools scored full marks.
- (l) Those who did not understand the meaning of 'opposite ideas' could not score any marks for this question.

Section B: Reading and Writing

Alıştırma 3:

This question was answered correctly by most of the candidates.

Alıştırma 4:

This question was answered correctly by some of the candidates.

Alıştırma 5:

This question was answered correctly by most candidates. The 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 candidates managed to give correct answers by changing the details in the questions.

The common mistake was:

- (e) *köşelerine*

Alıştırma 6:

This question was generally answered correctly by most candidates.

- (a) Most candidates answered this question correctly.
- (b) This question was answered by most of the candidates correctly.
- (c) This question was answered by most of the candidates correctly.
- (d) Some candidates responded to only one part of the question therefore they were awarded only half marks.
- (e) Most candidates answered this question correctly.

Alıştırma 7:

Most of the candidates were successful in translating the passage from Turkish into English correctly. Some candidates found it difficult to translate *zihinsel, genler, eğilim*.

Alıştırma 8:

This question was generally answered accurately by most candidates. A common mistake in (b) was that some candidates gave only *olmalıdır* as an answer and lost marks.

Alıştırma 9:

This question was answered correctly by most candidates.

- (c) Those who wrote two functions of the memory were awarded two marks.
- (e) Those who did not read the question carefully were not able to write only 'the most important illnesses' and lost marks.
- (f) Some candidates gave 'REM' as an answer and lost marks.

Alıştırma 10:

This question was answered correctly by most of the candidates.

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, effectively and confidently used 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 10: This was a popular question. The candidates who scored high marks explained the importance of equality, justice and freedom in Turkish society and the effects on individuals by giving examples.

Question 11: This was one of the most popular questions. Some candidates explained intelligently what they would do to improve the life of immigrants in Turkey and how they would tackle the possible problems that might arise by giving reasons.

Question 12: A few candidates covered all the points relevant to the task. There were very informative answers about the importance of the national parks. Some also wrote what needs to be done to protect them. Those who answered all parts of the question were awarded high marks. 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 13: This was also a very popular question. There were very good explanations why environmental issues are important for us.

Question 14: This question was also very popular. Some candidates who answered the question fully got good marks. Some candidates were not able to develop their ideas and they only answered the questions briefly. For example; they did not explain their ideas about what areas need technological developments.

Question 15: This was a very popular question. There were many interesting answers. Many candidates came to a conclusion that new equipment needs to be bought for the hospitals in Turkey.

Question 16: Only a few candidates chose this topic.

Question 17: This topic was also chosen by many candidates. Some managed to write very good reasons why it was important to promote Turkish historical works of art. They also explained why such things were important for a nation.

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