

Report on the Units

June 2009

HX97/R/09

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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 syllabus 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.

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Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

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Advanced Subsidiary GCE Turkish (H197)

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F889 Listening, Reading and Writing 1

Section A: Listening and Writing

Alıştırma 1: Dinleme

Most candidates answered this question very well.

Alıştırma 2: Dinleme

The majority of candidates performed very well in this exercise. Common mistakes were:

- (a) A few candidates wrote *ilidir*.
- (d) Some candidates wrote *müzeler* instead of *eski eserler*.

Task 3: Listening

- (a) This was answered accurately by most of the candidates. However, some candidates found the first part of the question difficult. They gave answers such as 'İstanbul Government' or 'İstanbul Mayor'. Some candidates did not answer the second part of the question.
- (b) This question was answered correctly by nearly all of the candidates.
- (c) A few candidates wrote 'children play' and they were not awarded any marks.
- (d) This question was answered by nearly all of the candidates correctly.
- (e) Some candidates gave only one detail and lost marks. Some wrote Turkish pounds instead of Turkish Lira.
- (f) Some candidates found it hard to find the appropriate words to respond to the question.
- (g) This question was well answered.
- (h) This question was well answered.
- (i) Some candidates did not respond to the second part of the question.
- (j) Some candidates wrote 'council building' and lost marks.

Task 4: Writing

Only those candidates who included 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 complex sentences, tenses, suffixes and vocabulary.

Candidates are advised to read the instructions carefully because some wrote a reply in Turkish to the points given rather than writing a letter using the points to ask for more information about the competition and therefore lost marks. Some candidates found it hard to translate 'participants', 'ceremony' and 'prize'.

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 ticked all of the boxes.

Alıştırma 6

Candidates generally performed very well in this exercise.

Alıştırma 7: Okuma

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) Most of the candidates answered this question correctly. However, some candidates did not respond accurately to the first part of the question.
- (c) This question was well answered.
- (d) Most of the candidates lost marks for this question. Instead of writing about the professions of Poyrazoğlu they wrote about the sectors in which he worked.
- (e) This question was well answered.
- (f) This question was well answered.
- (g) Some wrote only one detail and were not awarded full marks.
- (h) This question was well answered.
- (i) The candidates who understood the text well and answered this question in detail using their own words got high marks.
- (j) Most of the candidates responded to this question well.

Alıştırma 8: Okuma ve Yazma

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. For the highest marks candidates needed to respond with well-developed points of view which showed insight, originality and imagination.

Those who simply summarised the student's situation and repeated the counsellor's ideas rather than expressing their own opinions could not be awarded high 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. It is important that every sentence should count. Sentences which are simply a repetition of a previous sentence with a different word order do not gain extra marks. Instead, candidates should practise giving more examples, expanding their ideas and elaborating on opinions.

Grade Thresholds

Advanced Subsidiary GCE Turkish H197
June 2009 Examination Series

Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
F889	Raw	160	131	116	101	86	71	0
	UMS	200	160	140	120	100	80	0

Specification Aggregation Results

Overall threshold marks in UMS (ie after conversion of raw marks to uniform marks)

	Maximum Mark	A	B	C	D	E	U
H197	200	160	140	120	100	80	0

The cumulative percentage of candidates awarded each grade was as follows:

	A	B	C	D	E	U	Total Number of Candidates
H197	30.0	63.5	81.7	91.3	96.1	100	281

281 candidates aggregated this series

For a description of how UMS marks are calculated see:
http://www.ocr.org.uk/learners/ums_results.html

Statistics are correct at the time of publication.

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

OCR Customer Contact Centre

14 – 19 Qualifications (General)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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

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