

# **OCR Report to Centres**

---

**June 2012**

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, OCR Nationals, 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 2012

## **CONTENTS**

**General Certificate of Secondary Education**

**Turkish (J737)**

**General Certificate of Secondary Education (Short Course)**

**Turkish Spoken Language (J037)**

**General Certificate of Secondary Education (Short Course)**

**Turkish Written Language (J137)**

### **OCR REPORT TO CENTRES**

<b>Content</b>	<b>Page</b>
Unit A841 Listening	1
Unit A842 Speaking	3
Unit A843 Reading	5
Unit A844 Writing	7

## Unit A841 Listening

Overall, it was a successful and well differentiated paper. Most of the candidates attempted all of the questions with a high degree of success. Candidates should ensure that they listen carefully to extract all the necessary detail required in order to access the highest marks. The questions in Exercises 7 and 8 were particularly looking for the detail to be noted.

### Exercise 1: Questions 1–5

Most candidates completed Exercise 1 correctly.

### Exercise 2: Questions 6–12

Most candidates completed Exercise 2 correctly.

### Exercise 3: Questions 13–18

Most candidates completed this exercise well too, though some found Q15 a little more difficult.

### Exercise 4: Questions 19–24

This exercise was generally completed well by most of the candidates. However, a few candidates found it hard to answer the following questions. The common mistakes were:

**Q21:** some gave 'marriage' as an answer.

**Q22:** 'birthday' was not mentioned.

**Q24:** 'big cities, different places' were given as an answer.

### Exercise 5: Questions 25–31

Exercise 5 was completed well. Some common mistakes were as follows:

**Q26:** A few candidates gave 'food programme', trying to get points for the 'food' as answers.

**Q28:** Some candidates gave 'noises, chatting, strangers' as answers.

### Exercise 6: Questions 32–37

The questions were answered well by most candidates.

### Exercise 7: Questions 38–43

These questions were answered correctly by a good number of candidates. However, the errors below were made by some candidates.

**Q38:** A significant number of candidates found it difficult to identify two subjects studied. The common mistake was 'textile, fashion'.

**Q39:** This question was answered correctly by most of the candidates. Those who gave 'She likes cooking' were not awarded any marks.

**Q41:** Generally answered well. However, those who did not read the question carefully, failed to choose 'the most important' and gave 'service, food serving and hygiene' as an answer and lost a mark.

**Exercise 8: Questions 44–49**

Most candidates attempted the questions though not all candidates were able to provide the necessary detail to achieve full marks. Q46 and Q49 proved difficult for all but the best candidates.

## Unit A842 Speaking

### General Comments

Most of the centres conducted the examinations efficiently and, as a result, the majority of the candidates performed extremely well and achieved full marks or close to full marks in the examination. However, some candidates lost marks due to the fact that some centres used examiners who were not familiar with the exam requirements and even, in some cases, examiners who are not competent in the target language; they used a lot of English words during the examination.

Most of the candidates were prepared for the exam and did well with skilful examining by experienced teacher examiners. Teachers encouraged candidates by using open-ended questions, such as “Why do you think wearing uniform is boring?” or “What is your favourite lesson, why?”, or “Why do you prefer to go on holiday with your friends?” thus giving them an opportunity to expand fully on their answers. As a result, candidates gave a lot of opinions, points of view and justifications. Some of the teachers missed out the one-minute presentation section at the beginning of part one of the examination.

The recordings were much clearer than they were last year. The majority of the centres carried out the exam in accordance with the set guidelines (ie in MP3 format on a CD). However, some centres recorded the examination on a format other than MP3 format and some others did not label the CDs clearly.

The required timings for the test were observed very well by the majority of centres. However, a few centres did not observe the recommended 10 minutes.

On the whole, the majority of candidates were very confident and fluent.

### Comments on Individual Questions/Sections

#### Part 1 – Presentation and Discussion

Candidates were generally very well prepared and very enthusiastic about this section and chose very interesting topics to talk about, including: abortion, Ataturk, Istanbul, cats, music, art, food and healthy lifestyle, and some even brought pictures relating to their chosen topic. The candidates were so eager that sometimes they extended their presentation to more than one minute. However, candidates who did not have enough conversation skills in the target language chose to use only two or three sentences in their presentation.

Candidates should use the Student Note Sheet to remind themselves of the points they want to talk about during the one-minute presentation time and should not be allowed to read from the Student Mark Sheet as if they are reading from a script. Very few centres let the candidates read their presentation from their notes in this way, but it did happen in a few instances.

#### Part 2 – General Conversation

The majority of candidates did not have difficulty in engaging in conversations related to the topics chosen from the “Random Order Sheet”. Sometimes, the chosen topics were very similar to their presentation topic. The most popular topics were, in addition to those referred to above: holidays and exchanges; life in the home; friends and relationships; TV, films and music; and sport, outdoor pursuits and healthy lifestyle. The most able candidates preferred to talk about future study, work, work experience and environmental and social issues.

Sometimes topics were chosen in the middle of the recording which caused interruption to the exam and took time. It would have been more appropriate if topics were chosen before the recording started.

In general, candidates were more enthusiastic in the presentation section of the exam, probably because they had had plenty of opportunity to think about and prepare what they were going to say.

## Unit A843 Reading

### General Comments

The majority of candidates performed very well and managed to achieve good marks. Candidates appeared to be familiar with the topic areas and coped with the rubrics and tasks types with ease and confidence. However, some candidates struggled in “Answer in English” questions. Students should be given enough practice in this type of question as English is the carrier language for all parts of the scheme of assessment in the specification.

### Comments on Individual Questions

#### Exercise 1: Questions 1–5

These questions were answered well by almost all of the candidates.

#### Exercise 2: Questions 6–12

Most of the candidates answered these questions very well.

#### Exercise 3: Questions 13–18

Most candidates answered these questions very well. Only a few candidates confused Q13 and answered “*Serdar*” instead of “*Aydan*”.

#### Exercise 4: Questions 19–24

These questions were generally answered correctly by most candidates. However, in Q19 and Q22 some candidates chose the wrong answer.

#### Exercise 5: Questions 25–31

Most candidates answered these questions well. However, in Q26 some candidates chose “*the windows*” or “*the balconies*” instead of “*the minarets*” and lost the mark.

In Q27, some candidates answered “*five years*” instead of “*five centuries*”.

In Q29, some candidates chose “*relaxes people*” instead of “*makes people happy*”.

#### Exercise 6: Questions 32–37

These questions were answered well by a good number of candidates. However, some candidates answered Q32 incorrectly. They wrote “*birthday*” instead of “*wedding*”. Again in Q33, some candidates wrote a variety of different answers instead of “*They couldn’t find Aziz*”. Answers to Q35 and Q36 also had part of the information missing and some candidates did not get full marks for these questions as a result. In Q37, some candidates gave the right word in Turkish instead of in English and lost the mark for this question.

### **Exercise 7: Questions 38–43**

Some candidates did not gain full marks for this section as they struggled to find the right set of words for the right answer. In Q40, the answer required a strong word for the reason for learning English. Candidates who used a strong word eg *keen* or *love* achieved full marks; merely “*like*” was not acceptable. In Q41, most candidates did not give the full answer “*Chemical engineering*”. There were lots of different answers such as “*Law, Science, and Biology etc...*”

In Q42, candidates who were able to include detail in the answer such as “*big and busy city*” achieved a full mark.

The questions in this exercise achieved the intended differentiation.

### **Exercise 8: Questions 44–47**

A few candidates answered this exercise in English instead of Turkish and lost marks – even though it was clear that they had understood the text.

In Q46, some candidates did not get a full mark as they did not understand the question. The answer required “*what Zeynel did not like*” rather than “*what he liked*” about shopping on line.

## Unit A844 Writing

### General Comments

Overall this paper was successful. Some candidates scored very high on Communication as they developed their thoughts in their answer by giving detailed reasons and clearly expressed justifications. It is vital that centres encourage the candidates to demonstrate their communication skills by using well developed reasons and clear justifications.

This year only a few candidates did not follow the instructions carefully (**candidates must answer two questions only**) and answered all five questions. This might have affected the quality of their writing. Those who managed to express information clearly and to develop and justify their points of view scored high marks for communication. Candidates who used a variety of clause types, vocabulary, idiom and structures, including verb structures confidently and accurately were awarded high marks for quality of language. Those who gave very short answers were not awarded full marks because they did not write enough to score well on the Quality of Language mark. Candidates are advised to make sure that they write exactly to the recommended word count. Some candidates appeared to have had no additional support in writing and as a result they did not develop beyond common spoken language which brought errors into the exam.

The prompts provided in the question paper are no longer mandatory in nature so any points on the subject set for the task were accepted.

Repeated structures and opinions were not awarded any marks.

**Candidates who express their opinions and points of view by giving reasons always gain marks for communication. Therefore the teachers are advised to:**

- use reading passages, with a number of opinions and justifications as teaching materials so that students can identify them and then use them in their own work
- practise the use of some linking words such as: so, because, since, and in order to, to help students justify opinions
- prepare exercises such as: sentence completion, gap fill, multiple choices related to opinions and justifications
- do matching exercises with cards with opinions, point of views and cards with justifications
- give tasks to students such as find out five opinions or points of views of a famous writer, a politician, etc about a certain topic, for instance education, work, relationships, traditions, art which can then be shared in the classroom and discussed
- get students to interview their teachers, family members and friends to find out their ideas about different subjects, and share and discuss these or even display them
- organise pros and cons games and debates
- show films and read short stories, and discuss the characters in the classroom. Students can be asked to give and justify their opinions about the characters of films they watch on Turkish TV channel since most students have access to Turkish television and radio programmes via satellite and internet.

A number of candidates lost marks for not expressing their points of view and opinions; this is perhaps, due to a lack of preparation and practice for the exam. Candidates are advised to read the instructions carefully.

Magazine article, letter and e-mail formats were the most popular ones.

## **Comments on Individual Questions**

### **Question 1 – Home and local area**

A large number of candidates preferred Q1 for one of their options. It seems the topic of local area and home was something they could relate to. Most candidates enjoyed talking about their life; some even used imaginary scenarios which was good. Those who managed to express their opinions and points of view about an ideal neighbourhood, their own home, local area, and what activities they like doing in their area and why, scored high marks for communication.

### **Question 2 – Health and sport**

It was clear many of the candidates enjoy talking about their sporting hobbies. Those who mentioned what they think about different types of sports and sport centres by giving reasons were awarded high marks for communication.

### **Question 3 – Leisure and entertainment**

This option was a popular second topic. The candidates enjoyed writing about their weekend leisure activities. The candidates who developed beyond just explaining their weekend and expressed what they like and why, scored high marks in communication.

### **Question 4 – Travel and the wider world**

This question was attempted by many candidates as well. Some candidates wrote about the families they generally stay with when visiting Turkey. Some used their imagination and created an ideal exchange family and activities. There were some very interesting answers. Some mentioned that they enjoyed their stay in Turkey very much because the families were very friendly, helpful and hospitable and the activities they did with the family were enjoyable.

### **Question 5 – Education and work**

This question was also very popular. Most of the candidates described their school successfully and were generally happy with their school and teachers. Some candidates wanted to change their uniforms and some did not wear uniforms at all. Those who managed to explain what they think about their school and give reasons about their opinions scored high marks in communication.

**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](mailto:general.qualifications@ocr.org.uk)

**[www.ocr.org.uk](http://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 2012

