

# **Mark Schemes for the Units**

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**June 2007**

**3869/7869/MS/R/07**

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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.

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**Advanced GCE Turkish (7869)**

**Advanced Subsidiary GCE Turkish (3869)**

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**Mark Scheme 2898**  
**June 2007**

**Section A: Response to Written Text  
Part 1****Alıştırma 1**

- |   |                               |     |
|---|-------------------------------|-----|
| 1 | felaket                       |     |
| 2 | uyum                          |     |
| 3 | intikam                       |     |
| 4 | bedel                         |     |
| 5 | duyarlılık / duyar / duyarlık | [5] |

**Alıştırma 2**

- |    |   |     |
|----|---|-----|
| 6  | A |     |
| 7  | B |     |
| 8  | B |     |
| 9  | B |     |
| 10 | C |     |
| 11 | C |     |
| 12 | A | [7] |

**Alıştırma 3**

- |     |     |     |     |     |
|-----|-----|-----|-----|-----|
| (b) | (c) | (f) | (h) | [4] |
|-----|-----|-----|-----|-----|

**Alıştırma 4**

- (a) Yazar örnek olarak deprem / sel felaketleri / su baskını olaylarını örnek verir.

Bunu doğanın dengesinin bozulduğunu açıklamak için yapar /  
Bunu doğayı kirlettiğimizi göstermek için yapar. [2]

- (b) Yazar:

- (i) Ülkelerin, halkını çevre sorunları konusunda bilgilendirmesi
- (ii) Milli parkların doğal halinin korunması
- (iii) İnsanların bu parklardan yararlanmalarını
- (iv) İnsanların çevre konusuna önem vermeleri gerektiğini vurgular.
- (v) Fabrikaların kent içinden çıkarılmaları
- (vi) Çehi düzenin açıklaması yapılırsa

[3]

**Section A**  
**Part 2****Alıştırma 5**

- (a) Atasözleri ulusumuz için önemlidir çünkü onlar geleneksel hale gelmiştir / inandırıcı / kutsaldır / Bize atalarımızdan kalmıştır / Bize yol gösterir / Gözüm yoludur. [1]
- (b) Atasözleri, atalarımızın / deneyimlerinden elde ettiği fikirlere dayanan düşünce / yargı ve / öğütlerden oluşmuştur. [2]
- (c) Atasözleri, ulusun ortak düşünce ve tutumunu belirttiği için / yaşantımıza ışık tutar / problem çözmede yardımcı olur / günlük yaşantımıza rehberlik eder. Mantıklı yol gösterir, [2]
- (d) Sözcükler kısa ve özündür. / Az sözcükle çok şey anlatılır. / Sözcükler değiştirilemez / Belli bir kalıp içindedir. [2]
- (e) Atasözleri çok değişik konularda söylendiği için zengindir. Örneğin: Doğa ile, toplumsal olaylarla ve töre ve geleneklerle ilgili atasözleri vardır. [2]

[Comprehension: 30 marks]  
[Quality of Language: 5 marks (Grid 1A)]  
[Total for Section A: 35 marks]

**Section B: Translation****The Smell of Bread**

There is a baker in a small town. He makes bread at his bakery every day. His bread is delicious and it has a wonderful smell. In the same town there is a poor man called Hasan.

Every morning Hasan sits down in front of the bakery and smells the bread because he doesn't have enough money to buy bread.

One day in winter the baker saw Hasan smelling the bread again and he got very angry. "You are stealing the smell of my bread. You can't do that! You must pay me for it," he said. "I am not eating the bread," answered Hasan. "I will not pay you anything just to smell it." "Yes, you have to pay," insisted the baker. "Let's go and ask the judge / lawyer then," said Hasan.

The judge / lawyer listened to the baker and Hasan. "This is a very hard problem," he said. He went to his room sat down and thought. After two hours he came out of his room and asked Hasan, "Hasan, have you got any money on you?" Hasan took out his purse, which had a few coins in it. "Shake the purse, Hasan," said the judge. Hasan shook it. "Listen to the sound of the coins, baker!" said the judge. "The sound / noise of Hasan's money pays for the smell of your bread."

[10 marks (Grid 1B)]

Deduct 1 mark if all in past tense.

Deduct 1 mark if written in indirect speech

[Total for Section B: 10 marks]

**Section C: Writing**

[Comprehension and Communication: 25 marks (Grid 1C)]

[Quality of Language: 20 marks (Grid 1D)]

[Knowledge and Understanding of Cultural elements; 10 marks (Grid 1E)]

[Total for Section C: 55 marks]

[Total: 100 marks]



**Grid 1A: Quality of written language****5 marks****0-1 Very Poor**

Little evidence of grammatical awareness. Persistent serious and elementary errors. Only simplest sentence patterns.

**2 Poor**

Evidence of gaps in basic grammar. Frequent errors of an elementary kind. Still errors even in common structures.

**3 Adequate**

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language but not always successfully. Expression rather forced and problems with correct word order.

**4 Good**

Accuracy generally good. Shows sound grasp of AS structures list. Tenses and agreements sound although there may be errors in more complex areas.

**5 Very Good**

High and consistent level of accuracy. Only minor errors and slips. Confident and correct use of a range of structures.

**Grid 1B: Translation into English****10 marks****0-2 Very Poor**

Considerable problems in grasping the target language text. Unable to communicate clearly in English and is only capable of rendering isolated words and phrases.

**3-4 Poor**

Many gaps in knowledge of lexis and structures of the target language text, Despite some elements of understanding does not manage to make sense of the text as a whole. English rendering lacks fluency

**5-6 Adequate**

Despite gaps in knowledge of lexis and structures of the target language text, does manage to achieve understanding of the sense of the passage. English may be a little stilted and choice of words not always appropriate, but the style is adequate to convey the sense of the text. Errors in grammar, punctuation and spelling are still intrusive.

**7-8 Good**

A few problems of comprehension, but grasps the sense of the passage as a whole and renders it accurately into English. Sometimes lacks flow and there are a few minor errors in grammar, punctuation and spelling.

**9-10 Very Good**

Clearly understands the passage both in its details and in its overall sense. All lexis and structures understood and expressed in fluent and idiomatic English. Excellent grammar, punctuation and spelling.

**Grid 1C: Comprehension and communication****25 marks****0-5 Very Poor**

Merely transcribes sections from the original passage. Makes little attempt to carry out the task set. Only generalised statements of a vague kind.

**6-10 Poor**

Limited understanding of stimulus passage. Includes a limited number of points from the passage, but a rather dull and pedestrian account.

**11-15 Adequate**

Includes a fair number of points from the passage and makes an attempt at a convincing response to the task. The material presented is not always relevant to the question. Tendency to be repetitive.

**16-20 Good**

Many good points made showing good understanding of the stimulus passage and some understanding of the issues.

**21-25 Very Good**

Very detailed answer, producing a convincing response to the task and showing a real understanding of the issues raised.

**Grid 1D: Quality of Language****20 marks****0-3 Very Poor**

Little evidence of grammatical awareness. Persistent serious and elementary errors in endings, tenses, genders. Only simplest sentence patterns. Virtually every line contains two or three serious errors.

**4-8 Poor**

Evidence of gaps in basic grammar. Frequent errors of an elementary kind. Some attempt at use of subordinate clauses and more complex sentence patterns, but still errors even in common structures.

**9-13 Adequate**

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language and shows some ability to use syntax and structures appropriate to the task but work is characterised by being inconsistent and with variable accuracy. Expression rather forced and problems with correct word order.

**14-17 Good**

Accuracy generally good. Shows sound grasp of AS structures list. Tenses and agreements sound although there may be some inconsistency and errors in more complex areas. Ambitious in use of complex sentence patterns but not always able to maintain correct usage.

**18-20 Very Good**

High and consistent level of accuracy. Mainly minor errors. The overall impression is one of competence. Confident and correct use of a range of structures.

**Grid 1E: Knowledge and understanding of cultural elements****10 marks****0-2 Very Poor**

Extremely brief and/or very inadequate answer. May have great difficulty communicating at this level in the foreign language. Frequent irrelevance.

**3-4 Poor**

The candidate has a limited grasp of the topic. Some material but little attempt to organise it or answer the question.

**5-6 Adequate**

Evidence that the candidate has understood the topic presented. The work shows evidence of ability to recognise the central issues.

**7-8 Good**

Obviously well acquainted with the topic. Some ability to develop ideas and opinions about the topic.

**9-10 Very Good**

Intelligent use of material, clarity, sense of control. Clear evidence of wide knowledge and thoughtful evaluation of topic.

**Mark Scheme 2899**  
**June 2007**

**Section A****Part 1: Reading Comprehension**

- 1 Yaşamak ve yaşadıklarını yazmak, şairlerin yazarların işi olmuştur.
- 2 Düşlerimiz yaşadıklarımızın üzerine kurulur. Düşün temeli çevremizde gördüklerimiz ve olan biten olaylardır.
- 3 Yazar, denizi görmeden önce kendisine anlatıldığı halde onu iyi düşleyememişti halbuki gördükten ve onu daha iyi tanımak için çaba harcadıktan sonra denizi daha iyi düşleyebilir. Yazar,denizin rengini kendi düşlediğinden farklı buldu.
- 4 Yazar, ağaçların uzaktan bakıldığında hepsinin aynı görüldüğünü ama bir orman bekçisinin onlarla uğraşı yüzünden onları daha iyi tanıyıp onlardan daha çok zevk aldığını anlatıyor.
- 5 Yazar daha iyi tanımak için doğayla ilişki kurulmasının gerekliliğini anlatıyor. Yazar çocuklarla uçurtma uçurma örneğini vererek bu yolla gökyüzünden daha çok zevk aldığını söylüyor. Doğayla ilgili balıkçılar örneği de verilebilir.
- 6 Duyarlı olmak yaşamın ayrıntılarının farkına varmamızı sağlar. Doğadan zevk almamızı ve onu korumamızı sağlar. Duyarlı olmak başkalarını anlamamızı da sağlar. Doğayı tanırız, güzellikleri görürüz.
- 7 İyi bir sanatçı, ve gerçek bir bilim adamınının doğayı, insanları yaşamı tanıması ve sevmesi gerekir. Yaşamın içine dahil olmak, yaşamın içine karışmak, yaşamı sevmek. Halkı sevip halkla beraber olması gerekir. Kitaplarla, bilimle ilgili olması gerekir.

**[Total for Section A Part 1: 15 marks for Comprehension  
+ 5 marks for Language (Grid 2A) carried forward to Part 2]**

**Part 2: Translation**

Yaşar Kemal 1923 yılında Adana'nın Hemite köyünde doğdu. Orta okulun üçüncü sınıfından ayrıldıktan sonra pamuk ve pirinç tarlalarında çalışma bir okulda öğretmenlik yapma, halk için mektuplar yazma, ve kütüphanecilik yapma gibi bir çok işlerde çalıştı.

1951 yılında İstanbul'a yerleşti ve günlük 'Cumhuriyet' gazetesinde gazeteci olarak çalışmaya başladı.

1955 yılında yayınlanan ve yılın en iyi kitabı seçilerek Varlık Ödülünü alan 'İnce Memed' adlı romanını yazdı. Bu roman kırk dile tercüme edildi. O uluslararası tanınmış ve geniş kitleler tarafından okunan bir yazardır ki Edebiyat Nobel Ödülüne aday gösterilmiştir.

Hikaye ve romanlarında Toros dağlarında ve Çukurova yaylalarında oturanları anlatır. Anadolu hikaye ve efsanelerini de eserlerinin ana konuları olarak çoklukla kullanır.

**[Total for Section A Part 2: 10 marks for Transfer of Meaning (Grid 2B)]**

**Section B: Topics and Texts**

Knowledge of Topics and Texts:	20 marks each (Grid 2C):	40 marks
Cultural Knowledge:	10 marks each (Grid 2D):	20 marks
Language, Grammar:	5 marks (Grid 2E)	
Variety:	10 marks (Grid 2F)	15 marks*
	Total	75 marks

\*Quality of Language is assessed in this Section by scoring each essay out of 15 according to the following Grids: 2E for Grammatical Accuracy (5 marks) and 2F for Variety, Appropriateness and Range of Structures and Vocabulary (10 marks). Adding marks from the two grids together will give a total out of 30 which will be divided by 2 to give a mark out of 15 for overall Quality of language.

Answers which fall significantly short of the recommended length (ie under 200 words) should be placed in categories Adequate or below.

**Grid 2A: Accuracy of target language answers/Quality of Language****5 marks****0-1 Very Poor**

Little evidence of grammatical awareness. Persistent serious and elementary errors. Very limited structures. Only simplest sentence patterns.

**2 Poor**

Evidence of gaps in basic grammar. Frequent errors of an elementary kind. Generally simple language, although some attempt at use of subordinate clauses and more complex sentence patterns. Still errors even in common structures.

**3 Adequate**

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language but not always successfully. Expression rather forced and problems with correct word order.

**4 Good**

Accuracy generally good. Shows sound grasp of A2 structures list. Tenses and agreements sound although there may be errors in more complex areas. Ambitious in use of complex sentence patterns but not always able to maintain correct usage.

**5 Very Good**

The grammatical structures of the specification are used with a high and consistent level of accuracy. Confident and correct use of a range of structures. Shows capacity to use more complex language. Only minor errors and slips.

**Grid 2B: Transfer of meaning****10 marks****0-2 Very Poor**

Very limited transfer of meaning with little rewardable language. Occasional communication.

**3-4 Poor**

Limited transfer of meaning with evidence of misunderstanding and glossing over of details. Communication is sometimes achieved but with little fluency, although occasionally uses appropriate vocabulary.

**5-6 Adequate**

Adequate transfer of meaning but with some errors of transmission. Sometimes lacks flow, but generally satisfactory use of appropriate vocabulary.

**7-8 Good**

Good transfer of meaning skills with some awareness of nuance and idiom. Good use of appropriate vocabulary.

**9-10 Very Good**

Excellent transfer of meaning showing awareness of nuance and idiom. Apt use of a wide range of vocabulary. Confident and fluent use of a wide range of complex sentence patterns and structures.

**Grid 2C: Knowledge of topics/texts studied****20 marks**

As with other grids concerned with assessing AO4, it is not possible to include all possible cultural references within the scope of a single grid. The variability of topics and cultures requires refinement of these general statements to meet the specific requirements of particular questions and topic areas. Setters for this section in the different languages will indicate the specific areas of knowledge and understanding to be addressed by the general descriptors of the following grid.

Each essay is marked out of 20 on the following grid.

**0-3 Very Poor**

Extremely brief and/or very inadequate answer. May have great difficulty communicating at this level in the foreign language. Frequent irrelevance. Ideas presented at random. Sequence illogical with no development of an argument and no ability to draw conclusions.

**4-7 Poor**

The candidate has a limited grasp of the text/topic. Some material but little attempt to organise it or answer the question. Little attempt to structure the work. Some sequence in facts presented, but a weakness in paragraphing and no real build-up of an argument to a conclusion.

**8-11 Adequate**

Evidence that the candidate has understood the text/topic presented. The essay has a preponderance of content but there is evidence of ability to recognise the central issues. Ideas generally organised in a structured way and some ability to organise into paragraphs and sequence the argument.

**12-15 Good**

Evidence of thought and preparation. Some ability to develop ideas and opinions even if without much sophistication. Clear line of thought with competent development of argument. Ideas mostly well-linked and some ability to draw conclusions.

**16-18 Very Good**

The essay has an argument and develops a case. There is a clear line of thought. The text/topic is used and pointed to the question. There may be some limitations in scope, but the general issues pertinent to the text/topic and the question have been taken into account. Evidence of an ability to draw conclusions.

**19-20 Excellent**

Intelligent use of material, clarity, sense of control. Clear evidence of thoughtful evaluation of texts/topics. Well-balanced and coherent piece with an excellent introduction and good organisation. Ideas clearly linked and well-developed. Thoughtful evaluation and conclusions.

**Grid 2D: Cultural Knowledge and Understanding of Culture****10 marks**

Each essay is marked out of 10 on the following grid.

**0-2 Very Poor**

Extremely brief and/or very inadequate answer. May have great difficulty communicating at this level in the foreign language. Minimal knowledge and understanding of cultural issues.

**3-4 Poor**

The candidate has a limited grasp of the cultural issues informing the topic. Some material but little attempt to organise it or answer the question.

**5-6 Adequate**

Evidence that the candidate has understood the cultural issues informing the topic presented. The work shows evidence of ability to recognise the central issues.

**7-8 Good**

Some ability to develop ideas and opinions about the cultural issues informing the topic, to analyse the material and draw appropriate conclusions.

**9-10 Very Good**

Intelligent use of material, clarity, sense of control. Clear evidence of knowledge and understanding and thoughtful evaluation of cultural issues informing the topic. Shows a degree of independent judgement.

**Grid 2E: Grammatical Accuracy****5 marks****0-1 Very Poor**

Little evidence of grammatical awareness. Persistent serious and elementary errors in endings, tenses, genders.

**2 Poor**

Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g. irregular verbs frequently not known; adjectival agreements and common genders faulty.

**3 Adequate**

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language and shows some ability to produce syntax and structures appropriate to the task but work is characterised by being inconsistent and with variable accuracy. Expression rather forced and problems with correct word order.

**4 Good**

Generally accurate. Shows sound grasp of A2 structures list. Tenses and agreements sound although there may be some inconsistency and errors in more complex areas.

**5 Very good**

High and consistent level of accuracy. Mainly minor errors.

**Grid 2F: Variety, Appropriateness and Range of Structures and Vocabulary 10 marks****0-2 Very Poor**

Very limited vocabulary. Very repetitive. Frequent anglicisms/invented words. Very limited range of structures. Only simplest sentence patterns, and those mainly incorrect.

**3-4 Poor**

Narrow range of vocabulary, with frequent repetition of common words. A number of anglicisms/invented words. Some attempt at use of subordinate clauses and more complex sentence patterns, but still errors even in common structures.

**5-6 Adequate**

Some attempt to extend range of vocabulary, but still rather repetitive. A few anglicisms/invented words. Limited range of structures but some attempt to vary sentence patterns.

**7-8 Good**

Good range of vocabulary, with little repetition. A positive attempt to introduce variety. Ambitious in using complex sentence patterns, though not always successful in choosing the appropriate structures.

**9-10 Very Good**

Apt use of a wide range of vocabulary. Able to use idiom appropriately. Confident use of a wide range of complex sentence patterns and structures.

**Advanced GCE Turkish 3869/7869  
June 2007 Assessment Series**

**Unit Threshold Marks**

Unit		Maximum Mark	a	b	c	d	e	u
<b>2898</b>	Raw	100	77	67	57	47	38	0
	UMS	300	240	210	180	150	120	0
<b>2898</b>	Raw	100	81	70	59	48	38	0
	UMS	300	240	210	180	150	120	0

**Specification Aggregation Results**

Overall threshold marks in UMS (i.e. after conversion of raw marks to uniform marks)

	Maximum Mark	A	B	C	D	E	U
<b>3869</b>	300	240	210	180	150	120	0
<b>7869</b>	600	480	420	360	300	240	0

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

	A	B	C	D	E	U	Total Number of Candidates
<b>3869</b>	24.3	43.4	66.4	82.9	93.3	100.0	499
<b>7869</b>	27.6	53.7	79.5	91.8	95.1	100.0	318

For a description of how UMS marks are calculated see;  
[http://www.ocr.org.uk/exam\\_system/understand\\_ums.html](http://www.ocr.org.uk/exam_system/understand_ums.html)

Statistics are correct at the time of publication.



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