

OCR Report to Centres

June 2013

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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 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.

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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. 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.

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. 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

Section A: Listening and Writing

Alıştırma 1: Dinleme

Most candidates answered this question very well.

- (a) Very few candidates gave *deniz kazası anında* as an answer.
- (b) Very few candidates gave *hava durumu* as an answer.
- (c) Only a few candidates gave *yol arkadaşı* as an answer.
- (d) This question was answered correctly by most of the candidates. A few candidates gave *deniz havası* as an answer.
- (e) This question was generally well answered.
- (f) This question was generally well answered. Only a few candidates gave *denizciler* as an answer
- (g) This question was generally well answered. Only a few candidates gave *değerini koruyor* as an answer
- (h) This question was generally well answered.
- (i) Only a few candidates gave *tarihi* as an answer
- (j) This question was generally well answered.
- (k) A few candidates gave *deniz seviyesinde* as an answer.
- (l) A few candidates gave *siyah beyaz* as an answer.
- (m) A few candidates gave *her zaman ayındır* as an answer.

Alıştırma 2: Dinleme

- (a), (b) and (c) These questions were generally well answered.
- (d) Some candidates gave *yüksektir* as an answer.
- (e) Some candidates gave *istekli* as an answer.
- (f) Some candidates gave *birlikte* as an answer.

- (g) A few candidates gave *uzak* as an answer.
- (h) and (i) were generally well answered.
- (j) A few candidates gave *araba kullanmak* as an answer.
- (k) This question was answered correctly only by very careful candidates. Those who did not listen for detail answered as *fabrikalara*.
- (l) This question was generally well answered. *Tüketiminde* was the common mistake.

Task 3: Listening

- (a) - (d) These questions were generally well answered.
- (e) This question was generally well answered. However, some candidates failed to add *during the trip* as information
- (f) This question was generally well answered. However some gave *dancing* instead of *entertainment* as an answer.
- (g) The candidates who did not mention that the tours to İstanbul were fully booked were not awarded marks.
- (h) Only part of this question which was *comfortable boats* was generally well answered. Some candidates found it hard to translate *Ege Denizi* (Aegean sea) into English and failed to mention *the beautiful coasts*.
- (i) Some candidates found it hard to translate the word *Osmanlı* into English.

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. Such candidates cannot expect to be awarded any marks.

Only those who include most or all of the information required get high marks for Communication. Some candidates found it hard to translate 'south', 'raincoat', 'vaccinations' and 'brochure'.

High marks for Quality of Language are awarded to those who have a consistent level of accuracy in the use of sentence structures, tenses, suffixes and vocabulary.

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 very few candidates just put ticks in the boxes rather than writing the numbers. Candidates who do not follow the instructions are unlikely to be awarded any marks.

Alıştırma 6: Okuma

Candidates performed very well in this exercise.

Common mistakes were:

- (a) *tavsiye etti*
- (b) *tehlike yaşamak isteğidir*
- (c) *arkadaşlarından yardım aldı*
- (e) *göz göze gelmezler*
- (f) *rüzgar*
- (g) *arkadaşlarının yardımına*

Alıştırma 7: Okuma

Candidates are advised to read the questions carefully and understand what is required as an answer. They are also advised to check 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 have a good grasp of the target language and can respond to the questions using accurate language are awarded high marks for Quality of Language.

- (a) This was generally very well answered. However some candidates gave *sağlık önemli olduğu için* as an answer.
- (b) and (c) Mostly answered correctly.
- (d) This question was well answered. However, some candidates failed to give *hastalıkların tanısı* as an answer.
- (e) This question was answered correctly by most of the candidates. Some candidates lifted the answer from the text, some chose to use their own words and gave *Tüm hastalıkların tedavisi bulunacak* and scored better marks for Quality of Language.
- (f) This question was well answered by most of the candidates.
- (g) This question was well answered.
- (h) This question was well answered. However, some candidates who mentioned more than one piece of information lost marks. Candidates are advised to read the questions carefully and choose the 'most important' '*en önemli*'.
- (i) Those who understood the meaning of *aktar* answered the question correctly.
- (j) and (k) These questions were generally well answered.
- (l) These questions were generally answered well. Those who mentioned only one opinion did not score any marks.
- (m) Some gave *modern tıp* or some gave *alternatif tıp* as an answer and lost marks.

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. Candidates lost marks if they wrote as if they were the person who needed advice, or wrote as if they were the person who was giving advice.
- (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. Candidates should try to make every sentence 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 ideal rules, 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 the rules in schools and in workplaces. Those who repeated the same ideas continually such as: *kurallar önemlidir, faydalıdır* 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 young person's advice or just repeated the young person's advice and 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 points of view, 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, despite some grammatical, structural problems and spelling mistakes, many of the candidates grasped the A level structures and tried to develop their ideas using complex sentences.

Comments on Individual Questions

Section A: Listening and Writing

Task 1: Listening

- (a), (b) and (c) These questions were answered correctly by nearly all of the candidates.
- (d) This question was answered correctly by nearly all of the candidates. Some candidates gave *affection* as an answer
- (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.

- (a) This question was answered correctly by nearly all of the candidates.
- (b) Some candidates failed to give two important points and lost a mark.
- (c) This question was answered correctly by most candidates.
- (d) Some candidates answered only one part of the question.
- (e) and (f) These questions were answered correctly by most candidates.
- (g) Some candidates gave one part of the question only.
- (h) Those who did not read the question carefully gave *maddi destek* as an answer and lost marks.
- (i), (j), (k), (l) and (m) These questions were answered correctly by most candidates.

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. Some candidates copied full sentences from the text and wrote them under the words but it was not possible to identify the word or the word group required from the passage; therefore they were not awarded any marks.

Alıştırma 5:

This question was answered correctly by most candidates. Candidates are supposed to fill in the blanks with words or groups of words related to the passage. Some candidates managed to give correct answers by changing the details in the questions.

The common mistakes were:

- (b) *araştırmalar*
- (c) *sonuç*
- (d) *bu kuruluşlar*

Candidates should ensure that their sentences are grammatically correct.

Alıştırma 6:

This question was generally answered correctly by most candidates.

- (a) Most candidates answered this question correctly. Some candidates gave *iş yükü fazladır* as an answer and lost marks.
- (b) This question was answered correctly by the candidates who read the question carefully.
- (c) This question was answered by most of the candidates correctly.
- (d) The candidates who did not read the question carefully mixed up the answers of question (b) and (d).
- (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 *species*, *sensitive* and *nature*.

Alıştırma 8:

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

Task 9:

This question was answered correctly by most candidates. A common mistake in (c) was that some candidates forgot to give the reason of why chemicals are not used any more, and so lost marks.

- (e) Some candidates found it hard to understand the question and lost marks.

Section C: Writing

There were some very good essays. Some candidates gave information relevant to the task and related the information clearly to a Turkish speaking country. Their essays were very well structured, comprising an introduction, several main paragraphs and a conclusion. There was a lot of evidence of evaluation and drawing conclusions.

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.

Question 10: This was one of the most popular questions. High-scoring candidates explained the importance of justice and freedom in Turkish society and the role of the police, and gave examples. They mentioned the incident which was happening in İstanbul at the time.

Question 11: Some candidates explained very well what they would do to improve the social life of the people in rural parts of Turkey and Cyprus.

Question 12: There were some very informative answers about how to stop pollution and why it is important to do that. 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 the second most popular question. There were very good explanations about why people need parks and woods. Some related the topic to the incident happening in Istanbul at the time.

Question 14: This question was also very popular. Some candidates who answered the question fully got good marks, though others were not able to develop their ideas and only answered the questions briefly.

Question 15: This was a very popular question, with many interesting answers. Many candidates explained the easiest ways to stop smoking.

Question 16: Only a few candidates chose this topic.

Question 17: This topic was also not chosen by many candidates.

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