

Mark Scheme for June 2013

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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1. Annotations

Annotation	Meaning
	Tick
	Development of point
	incorrect
	Irrelevant (material which doesn't answer the question)
	Caret sign to show omission
	Opinion
	Just/Justification
	Good language
	Poorly expressed
	Past tense correctly used
	Future tense correctly used
	Present tense correctly used
	Accurate language
	Inaccurate language

Abbreviations	Meaning
/	Alternative and acceptable answers for the same marking point
()	Words which are not essential to gain the mark
—	Underlined words must be included to gain the mark

2. Subject-specific Marking Instructions

- You should print out a copy of the paper and work through it yourself (using the transcript for the Listening activities which you can find at the end of the Mark Scheme, if the audio version is not available on the portal.) You will need a copy of the written texts to refer to during the marking process in order to spot excessive lifting in tasks 6 and 7. The texts will not appear automatically on your marking screen.
- The award of marks is not necessarily dependent on the specific wording in the detailed sheets which follow. Other wordings will score the marks, provided they are semantically equivalent. If the language used by the candidate conveys meaning and also answers the question, then the mark(s) should normally be credited for comprehension (c.f. “sympathetic native speaker/sympathetic examiner”). Use your professional judgement to apply the marking principles given in this mark scheme but if you are still in doubt about the validity of any answer, then consult your Team Leader by phone, the messaging system within scoris or email.
- Language marks: These are assessed separately – Grids C1,C2 and F2 – see guidance in the detailed sheets below.
- Where candidates give alternative answers, only the first one written or the one on the line should be marked.

Section A: Listening and Writing**Task 1****Task specific guidance:**

- Each question will be scanned in individually (questions with more than one element will appear twice / three times as appropriate)
- For single mark questions no annotation is necessary just enter 1, 0 or NR.
- There is no need to use a cross (X) for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.
- Answers in Turkish get no marks.

Question		Answer	Marks	Guidance
1	(a)	The illnesses that a person might have in the future	1	Accept: The illnesses will be stopped (prevented) in advance
	(b)	(The doctors) would personalize their treatment	1	Accept: Private health care
	(c) (i)	Only some genes can be analysed	1	
	(ii)	and the risk of 50 illnesses can be identified	1	
	(d)	Feeling of happiness, content, sense of pleasure	1	Accept: Pleasure, decreases anxiety
	(e)	They became more empathetic / more emotional	1	
Total			6	

Task 2

Task specific guidance:

- Each question will be scanned in individually (questions with more than one element will appear twice / three times as appropriate)
- For single mark questions no annotation is necessary just enter 1, 0 or NR.
- There is no need to use a cross (X) for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.

Question	Answer	Marks	Guidance
2 (a)	Türkiye (Avrupa'da) en çok sinema bileti satan 6. ülke oldu.	2	'Sinema biletinin satılışı' 1 mark Reject: Türkiye'de insanlar daha fazla film izliyorlar.
(b) (i)	(Para kazanmaktan) çok insanları konu alan (değer veren) filmler yapıyorlar.	1	.
(b) (ii)	Filmlerde konular evrenselleşti .	1	Accept:.... yurt hikayelerini evrensel anlamlar....
(c)	Bir konunun her ülkede geçerli olmasıdır.	2	Ülkemizde yaşayan sorunlar başka bir ülkede de sorun olabilir.
(d) (i)	Filmcilerin yeni fikirler oluşturmaları	1	
(d) (ii)	ve kalıcı bir sinema dili meydana getirmeleri gerek.	1	
(e)	Filmlerdeki görüntüler gelişti / başarılı / güzelleşti.	1	
(f) (i)	Sanat filmleri daha çok izleniyor	1	Accept: Sanat filmlerinin izleyicileri arttı
(f) (ii)	Filmlerimiz festivallerde daha çok ödülleri alıyor .	1	Accept: Ödüller alıyorlar
(g) (i)	Genç filmcilerimizin evrensel boyutlara ulaşmasına yardımcı oluyor.	1	Accept: Sinemacılar evrenselleşiyor (küreselleşiyor).
(g) (ii)	Filmciler ortak yapım projelerinde deneyim kazanıyorlar .	1	Accept: Ortak (beraber) yapım projelerine (filmlerine) katılıyorlar.

Question		Answer	Marks	Guidance
	(h)	İzleyiciler film sonrası (1) yapılan söyleşilerde fikirlerini belirterek geri bildirim veriyorlar (ne düşündüklerini anlatıyorlar)(1).	2	Reject: Maddi destek
	(i)	(i) Kişilerin kendilerini tanıma çabaları	1	Reject: İnsan ilişkilerindeki sorunlar/ Yalnızlıklar
		(ii) ve toplumda bir yer kazanma istekleridir.	1	
	(j)	(Radyo programları yapan) iki genç adamı konu alır.	1	Accept: Radyo sunucuları
	(k)	Bireyselleşme	1	
	(l)	Yapımcı, Türkiye’de sorgulayan / düşünen / tartışan / ve fikirlerini açıklayan bir gençlik olduğunu düşünüyor.	2	Any two of four.
	(m)	Gençlerin beklentilerine uygun / kaliteli filmler yapmak istiyor.	1	Any one of two
Total			22	

QoL: Read response again and assess for language.

- **Annotations:** you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential.
- **Grid C.2:** Key words have been highlighted in the Grid. Remember that this grid is also used to assess accuracy at A2. Identify the band which best matches the performance. If you identified the band without hesitation you must award the higher of the two marks.

GRID C.2	QUALITY OF LANGUAGE – ACCURACY 10 marks AO3
9–10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
7–8	Language generally accurate. Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
5–6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
3–4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
0–2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.

Section B: Reading and Writing

In Section B there are 10 marks for Quality of Language.

Task 3

Question		Answer	Marks	Guidance
3	(a)	K	1	Sentence Completion Marks entered individually. No need for annotation.
	(b)	H	1	
	(c)	I	1	
	(d)	A	1	
	(e)	J	1	
	(f)	L	1	
Total			6	

Task 4

Question		Answer	Marks	Guidance
4	(a)	düzey	1	<p>1 mark for each correct answer The marks are awarded individually. No annotations are necessary. Enter 1, 0 or NR as appropriate.</p> <p>Accept all the words as they are written in the text</p>
	(b)	kategori	1	
	(c)	memnun edici	1	
	(d)	girişimci	1	
	(e)	kalıplaşmış	1	
	(f)	tepki	1	
	(g)	iş yükü	1	
	(h)	finans	1	
	(i)	güvenilirlik	1	
	(j)	Çaba	1	
Total			10	

Task 5

Question		Answer	Marks	Guidance
				Gap-fill No annotation is necessary. Enter 1, 0 or NR as appropriate. Ignore mis-spellings.
5	(a)	karşıdır /olumsuz yaklaşır/ engel olmuşlardır (1) işler (iş yükü)/görevler/ roller/sorumluluklar (1)	2	
	(b)	eğitim / programlar/ eğitim programları	1	
	(c)	başarısızdı / basarisiz oldu.....sonuç odaklı	2	If the answer is only 'sonuç' that is not acceptable.
	(d)	Kredi almakta zorluk çekiyor. (kredi alamıyor/ kredi almak için kuruluşlara ulaşamıyor.)	2	Accept: Kuruluşlara ulaşamıyor. (1 mark) Reject: Bu kuruluşlar
	(e)	Kendilerine güvenmeleri (1) ve dengeli olmalarıdır (1) cesaretli / kararlı	2	Any two of four
	(f)	Görüş sahibi / Düşünce sahibi	1	
		Total	10	

Task 6**Task specific guidance**

- Each question will be scanned in individually (questions with more than one element will appear twice / three times as appropriate).
- Familiarize yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
- Go through all the responses and assess every question for **comprehension**.
 - Marks are awarded on a point by point basis, according to the mark scheme.
 - Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL
 - For comprehension / content, remember that you are a “sympathetic native speaker / sympathetic examiner”. If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C2. If appropriate, candidates may answer with single words / short phrases.

Annotations:

- Award 1, 0 or NR without annotation.
- Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
- Use a cross (X) when a word in the response invalidates an otherwise acceptable answer.
- Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but highlight and exclude from Quality of Language assessment.

Task 6

Question			Answer	Marks	Guidance
6	(a)	(i)	Türkiye’de kadınlar erkeklere nazaran daha eğitimsizdirler	1	Accept: Yetersizdir / eğitimleri azdır / kötüdür
		(ii)	çünkü genellikle kırsal kesimlerde aileler kızları okula göndermezler (göndermek istemezler)	1	
	(b)	(i)	İş dünyasında kullanılmayan iş potansiyelinin kullanılması	1	
		(ii)	yeni iş sahalarının açılmasına neden olabilir.	1	
	(c)	(i)	İş kuracak kişilerde duygusal zeka	1	
		(ii)	dayanıklılık olması gerekir.	1	
	(d)	(i)	Kadın girişimci sayısının artması	1	
		(ii)	ve kadınların tüketici durumundan üretici durumuna geçmeleri / ekonomiye yarar sağlar.	1	Accept: Ekonomiyi yüksek seviyeye çıkarmaları
	(e)	(i)	Çünkü kadınların ağırsal düşünebilmeleri	1	Koordine etmekte iyidirler.
		(ii)	bir anda birkaç işe yoğunlaşabilme özellikleri başarılı olmalarını sağlar.	1	
Total				10	

Task 7 Transfer of Meaning

Question		Answer	Marks	Guidance	
				Content	Levels of response
7	1	Most of us are not aware that there is a balanced harmony and mutual assistance in nature.	2	Award two marks per translated section according to the grid below. This grid assesses Transfer of Meaning into English. Note that this grid integrates <i>Quality of Written Communication Strand (i)</i> descriptors. Exceptional responses and marks to award: 1. Candidates may answer in faultless English but may not transfer meaning accurately. Award either 0 or 1 mark, depending on level of inaccuracy in meaning. 2. The transfer of meaning is accurate but contains significant spelling and/or grammar errors. Award 0 or 1 mark, depending on level of inaccuracy of English.	GRID H.2 TRANSFER OF MEANING 2 Accurate transfer of meaning. Faultless or virtually faultless grammar, punctuation and spelling in English. 1 Inconsistent transfer of meaning. Mostly accurate but there are errors and/or missed details. There are instances of error in grammar, punctuation and spelling in English. 0 Very limited transfer of meaning. A substantial number of elements misunderstood or missing. Significant error in grammar, punctuation and spelling in English.
	2	Millions of different types of species need one another in order to survive.	2		
	3	Forests play a significant role in protecting this sensitive balance.	2		
	4	Birds and insects carry out their duties for the benefits of the forests.	2		
	5	When some living things fail in their duties for various reasons, this causes problems in nature.	2		
Total			10		

Task 8

Question		Answer	Marks	Guidance
8	(a)	yaşamlarını sürdürebilmek / yaşamak (hayatta kalabilmek)	1	Sentence Completion Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
	(b)	Doğadaki (1) dengenin (1) hassas denge (1) ekolojik denge (2)	2	
	(c)	büyük boyuttaki canlıların / ağaçların / ormanların	2	
	(d)	görevlerini yapamamasısorunlara (başka canlıların ölmesine)/ üreme enerjisi fazlaşmalara	2	
	(e)	... alerjiye..... ürerler /artarlar/çoğalırlar	2	
	(f)	atların düşmesine	2	
Total			11	

Task 9**Task specific guidance**

- Each question will be scanned in individually (questions with more than one element will appear twice / three times as appropriate).
- Familiarize yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
- Go through all the responses and assess every question for **comprehension**.
 - Marks are awarded on a point by point basis, according to the mark scheme.
 - Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL
 - For comprehension / content, remember that you are a “sympathetic native speaker / sympathetic examiner”. If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C2. If appropriate, candidates may answer with single words / short phrases.

Annotations:

- Award 1, 0 or NR without annotation.
- Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
- Use a cross (X) when a word in the response invalidates an otherwise acceptable answer.
- Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but highlight and exclude from Quality of Language assessment.

Task 9

Question		Answer	Marks	Guidance
9	(a)	Tırtıllar çam ağacı yapraklarıyla beslendikleri için adada çok tırtıl vardır. (Tırtıllar çam ağaçlarından besleniyor)	2	
	(b)	Hayvanlar tarafından meyveler ya da tohumları farklı yerlere taşınır / sincaplar meşe ağaçlarının kozalarını toprağa gömerler / kuşlar ardıç ağaçlarının tohumlarını yiyerek bu tohumların çimlenmesine yardımcı olur.	2	Only one example
	(c)	Böcekler kimyevi değil biyolojik yolla öldürülüyorlar çünkü kimyevi maddelere karşı bağışıklık kazanabiliyorlar.	2	Accept: Kimyevi maddeler etkisiz kalmıştır. Reject: Kimyevi maddeler işe yaramıyor.
	(d)	(i) Leylekler yılanları, yılanlar ise fareleri yiyerek beslenirler. (ii)	2	
	(e)	(i) Doğal kaynakları bilinçli olarak kullanmamak / çevre kirliliği / (ii) asit yağmurları / küresel ısınma / su kaynaklarının yanlış kullanımı / bazı hastalıkların sayısının artması	2	Any two of five
Total			10	

Assessing **Quality of Language** across Section B

- You will get a separate screen which will be the whole page for exercise 3, 4, 5, 6, 7, 8 and 9 (unannotated). Read all the answers again. You may use the green L marking tool to highlight good language to assist you in the application of Grid C.2. but it is not essential.
- Apply Grid C.2 and enter the mark.
- *PE to provide specific guidance on which exercises in Section B will provide best evidence for Quality of Language.*

GRID C.2	QUALITY OF LANGUAGE – ACCURACY 10 marks AO3
9–10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
7–8	Language generally accurate. Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
5–6	Shows evidence of fair understanding of grammatical usage . Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent .
3–4	Evidence of gaps in basic grammar . Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures . Vocabulary and structures may be quite strongly influenced by the candidate's first language.
0–2	Little evidence of grammatical awareness . Persistent , serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.

Task 10–17

Task specific guidance

Mark one essay using the grids N, O, C.2 and F.2.

If a candidate has written more than one essay mark both essays in the normal way but enter the mark for the essay which has earned most marks over all.

Question	Indicative Content	Marks	Guidance
Task 10–17	No Indicative Content – personal response	25	<p>Grid N guidance</p> <p>3–4 – No specific example from TL = cap 4</p> <p>5–6 – Demonstration of originality and/or imagination – applies mainly to imaginative</p> <p>7–8 – Imaginative and/or original response to task – applies mainly to imaginative</p> <p>Grid O guidance</p> <p>6–9 – Straight narration = more 6/7</p> <p>Evidence of some argument = more 8/9</p>

Task 10–17 – Language (QoL) – Grids C.2 and F.2: [20 marks]

Question	Answer	Marks	Guidance
Task 10–17	Assess for Quality of Language using Grids C.2 and F.2 Appendix 1	20	<p>Read the whole response again and assess for Range (Grid F.2) first – ie vocabulary and structures. Then assess for Accuracy (Grid C.2). Key words have been highlighted in the grids below. Ignore final sentence of 3–4 band in Grid C.2, because vocabulary and structures have already been assessed under Grid F.2. If you wish, you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential. Enter your mark.</p> <p>Grid C.2 guidance 0–2 Errors ([eg] endings, verb forms, gender of common nouns). Frequent first [= <i>other</i>] language interference. 3–4 Errors ([eg] endings, verb forms, gender of common nouns, adjectival agreements). Candidate's first [= <i>other</i>] language. Meaning may be unclear; more wrong than right. 5–6 Wrong/right = 50/50 7–8 More right than wrong.</p> <p>Grid F.2 guidance 5–6 [A range of] syntax and sentence structures appropriate to the [register of the] task. 7–8 Effective = <i>good</i>. Reads easily. 9–10 idiom ≠ <i>idioms</i>.</p>

APPENDIX 1

GRID N	RELEVANCE AND POINTS OF VIEW 10 marks AO2	GRID O	STRUCTURE AND ANALYSIS 15 marks AO2
9–10	Consistently relevant information that supports points of view and opinions. Shows genuine insight in responding to the task.	13–15	The response displays genuine control and clarity. A very well-developed argument. Confident ability to develop an argument, analyse and evaluate, and draw conclusions.
7–8	Relevant information that responds to the requirements of the task and is used to support points of view and opinions. Produces an imaginative and/or original response to the task.	10–12	Coherently structured and organised response. Points of view are linked in a logical sequence. Able to develop an argument , analyse and evaluate, and draw conclusions.
5–6	The information given is mainly relevant to the task. Points of view and opinions are generally supported by some factual evidence. May demonstrate some originality and/or imagination.	6–9	Structured and organised response. Points of view are mostly linked in a logical sequence . Shows some ability to develop an argument, analyse and evaluate and draw conclusions.
3–4	Includes some relevant information but does not always address the requirements of the task. May have some difficulty in expressing points of view and/or narrating events and/or communicating factual information.	3–5	Shows some ability to structure and organise the response. Limited ability to develop an argument , analyse and evaluate, and draw conclusions.
0–2	The response to the task is likely to be very short and/or irrelevant and/or very superficial.	0–2	Random organisation of the response. Limited attempt to develop an argument , analyse and evaluate, and draw conclusions.

GRID C.2	QUALITY OF LANGUAGE (ACCURACY) 10 marks AO3	GRID F.2	QUALITY OF LANGUAGE (RANGE) 10 marks AO3
9–10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors .	9–10	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures .
7–8	Language generally accurate . Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.	7–8	Effective use of a range of vocabulary and structures appropriate to the task, with little repetition. A positive attempt to introduce variety and to use a range of complex sentence structures (though not always able to maintain correct usage).
5–6	Shows evidence of fair understanding of grammatical usage . Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent .	5–6	Attempts to extend the range of vocabulary , though still rather repetitive. Attempts to use more complex language with some success in producing a range of syntax and sentence structures appropriate to the task.
3–4	Evidence of gaps in basic grammar . Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures . Vocabulary and structures may be quite strongly influenced by the candidate's first language.	3–4	Use of a restricted range of vocabulary and structures. Frequent repetition of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.
0–2	Little evidence of grammatical awareness . Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.	0–2	Only simple sentence patterns . Very limited vocabulary . Very limited range of structures .

APPENDIX 2

Transcripts of Listening Texts

Task 1

THE WORLD OF MEDICINE

Tıp gün geçtikçe ilerliyor. İnsanların gen özellikleri incelenerek, ilerde hangi hastalıklara yakalanma riskleri oldukları tespit ediliyor. Uzmanlara göre, önümüzdeki bir kaç yıl içerisinde gen incelemeleri 3000 liradan daha az bir fiyata yapılabilecektir. Böylece insanlar gen haritalarını çıkarttırıp, analiz ettirerek yakalanmaları muhtemel olan hastalıkları öğrenip, önlem alabilecekler ve bu tür bilgilere ulaşan doktorlar hastalarına kişiselleştirilmiş sağlık hizmeti sunabilecekler. Şimdilik bazı ülkelerde yapılan bu testler kişinin genlerinin sadece bir kısmını tahlil edebiliyor ve 50 yaygın hastalığa dair risk oranlarını verebiliyor. Öte yandan, tıp dünyasında bu denli hassas bilgilerin ortaya çıkarılmasının sakıncalı olabileceği tartışma konusu oldu.

Tıp dünyasındaki diğer yeni bir buluş ise, içinde memnuniyet duygusunu harekete geçiren ve kaygıyı azaltan bir hormon içeren 'şefkat spreyi' dir. Araştırma kapsamında üretilen spreyler ve hiç etkisi olmayan spreyler eşit sayıda sağlıklı erkekler üzerinde uygulandı. Daha sonra onlara hüznü fotoğraflar gösterildi. Şefkat spreyi uygulanan erkeklerin, fotoğraflara etkisiz sprey uygulanan erkeklerden daha fazla empati gösterdiği görüldü.

Alıştırma 2

TÜRK SİNEMASI

Sunucu: Avrupa ülkelerinde yapılan sinema gelirleri ile ilgili, en son araştırmalara göre, Türkiye’de geçen yıl sinema sektöründe hızlı bir büyüme yaşandı. İstatistiklere göre, 2010 yılında Türkiye Avrupa’da en çok sinema bileti satan 6. ülke oldu. Bugünkü konuğumuz ünlü film yapımcılarından Funda Güler. Kendisi ile ulusal filmlerimiz hakkında bir söyleşi yapacağız.

Hoş geldiniz Sayın Güler. Bize sinemamızın ne açıdan geliştiğini anlatır mısınız?

Güler: Tabii. Son zamanlarda film yönetmenlerinin çoğu gişeden çok insana değer veren çeşitli yurt hikayelerini onlara evrensel anlamlar katarak anlatan filmler yapıyorlar. Yani ülkemizde yaşayan her hangi bir kişinin sorunu başka bir ülkede yaşayan bir insanın da sorunu olabiliyor. Umarım ileride Türk sinemasına yeni bir tarz getiren genç sinemacılarımız, yeni fikirler oluşturarak, kalıcı bir sinema dili yaratabilirler ve dünya sinemalarında da söz sahibi olabilirler. Ayrıca filmler teknik açıdan da çok gelişti. Filmlerde mekan ve görüntü seçimleri çok başarılı.

Sunucu: Film alanındaki bu başarıların göstergesi nedir?

Güler: Bir zamanlar sadece belirli bir kesim tarafından ilgi gören sanat filmlerinin daha fazla seyirci tarafından izlenmesi ve tabii ki yönetmenlerimizin, oyuncularımızın birçok Avrupa ülkesinde yapılan film festivallerinde aldığı ödüller.

Sunucu: Festivallerin sinemamıza etkileri nelerdir?

Güler: Uluslar arası festivallerde buluşan yönetmenler ve yapımcılar ortak filmler yapıyorlar. Böylece genç sinemacılarımızın deneyimleri artıyor ve bu, sinemamızın küresel boyutlara ulaşmasına yardımcı oluyor. Filmleri izleyerek maddi katkı sağlayan izleyiciler, filmlerin sonunda yapılan söyleşilerde yönetmenlere yararlı geribildirim veriyorlar.

Sunucu: Son yıllarda başarılı filmlerin konuları nelerdir?

Güler: İnsan ilişkilerindeki sorunlar, yalnızlıklar ama en fazla işlenen konular, kişilerin kendilerini tanıma çabaları ve toplumda bir yer kazanma hedefleridir.

Sunucu: Gördüğünüz en son filmde bahseder misiniz?

Güler: En son “Kaybedenler Kulübü” adlı güzel bir film gördüm. İki genç adamın yaptıkları radyo programını konu alıyor. Filmde insanların bireyselleşmesi ve bu yüzden doğan yalnızlık anlatılıyor.

Sunucu: Sizin gelecek planlarınız nedir?

Güler: Türkiye’de soru soran, düşünen, tartışan, fikirlerini savunan genç bir nüfus var bu yüzden onların beklentilerine yanıt verecek kaliteli filmler yapmak istiyorum.

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

www.ocr.org.uk

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