

## **GCE**

## **Turkish**

Advanced GCE A2 **H597**

Advanced Subsidiary GCE AS **H197**

## **OCR Report to Centres June 2015**

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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. 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. 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. 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:

### **Alıştırma 1: Dinleme**

Most candidates answered this question very well.

- (a) Some candidates gave *otobüs* as an answer and lost marks.
- (b) This question was answered correctly by most of the candidates. Only a few candidates gave *rahatt* as an answer.
- (c) Most of the candidates answer this question correctly.
- (d) Most of the candidates answer this question correctly.
- (g) Some candidates gave *kasabalarda* as an answer.
- (k) Some candidates gave *uçak firmaları* as an answer and lost marks.

### **Alıştırma 2: Dinleme**

- (c) Some candidates gave *tarihi* as an answer *and lost marks*.
- (l) Some candidates gave *tarihi* as an answer.

## Task 3: Listening

- (a) , (b),(c) were answered correctly by most of the candidates..
- (d) Those who gave only one detail such as ' Cook taught how to cook' lost marks.
- (d) Some gave "weather conditions", "electricity" and "water" and lost marks.
- (e) (f) (g) (h) were answered most of the candidates correctly.

#### 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. This meant they could not be awarded any marks.

Only those who included most or all of the information required got high marks for Communication. High marks for Quality of Language were awarded to those who used a consistent, competent variety of sentence structures, tenses, suffixes and vocabulary. Some found it hard to translate "cooking course, hotel or accommodation".

#### 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 and were not awarded any marks.

- (c) Some candidates, instead of leaving the third box blank, put numbers and lost marks.

##### Alıştırma 6: Okuma

Candidates performed very well in this exercise.

Common mistakes were:

- (a) *kitap okuyarak*
- (b) *Türk dağcılar*
- (c) *Hükümet*
- (d) *ekonomisi*
- (f) *zinde yapar*
- (h) *tedbirli*
- (i) *toplantılara katılarak*

##### Alıştırma 7: Okuma

Candidates are advised to read the questions carefully and understand what is required for an answer. They are also advised to read the relevant part of the text again to check their answer. 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. However some candidates gave *Babaannesine* as an answer and lost marks.
- (b) Some candidates failed to mention the 'haberlerin gazetede yer alma süreci' and lost marks.
- (d) Some candidates gave both *renkli fotoğraflar* and *boyalı basın* as an answer were awarded only one mark for it.
- (e), (f), (g), (h) were answered correctly by most of the candidates.
- (j) Those who did mention 'güçlü kişiler' were not awarded full marks
- (k) This question was nearly answered correctly by all candidates.

**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. Some candidates wrote as if they were the person who wrote the text and simply repeated the sentences in the text and so were not awarded any marks. Some candidates wrote about what they think the family should do rather than summarising the text and lost marks.
- (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. It is important that every sentence is effective. Sentences which are simply a repetition of a previous one but with 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 how Internet should be used and the importance of the time we spent on using it basing the essay on their own experience or that of others, and gave their own opinions, points of views and justifications. They gave very good examples and explained the advantages of using the Internet wisely. Those who repeated the same ideas continually were not able to score high marks because it is required that they give reasons. 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 viewpoints, 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, many of the candidates grasped the A level structures and tried to develop their ideas using complex sentences. There were some grammatical, structural problems and spelling mistakes in the language used in the answers.

### Comments on Individual Questions

#### Section A: Listening and Writing

##### Task 1: Listening

- (a) This question was answered correctly by nearly all of the candidates.
- (b) Most of the candidates answered this question correctly.
- (c) This question was answered correctly by most of the candidates.
- (d) This question was answered correctly by only some of the candidates.
- (e) This question was answered correctly by most 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.

Some common features of candidates' responses were:

- (a) This question was answered correctly by most candidates.
- (d) Some candidates did not mention 'Osmanlı döneminde' and lost marks.
- (h) Those who did not read the question carefully did not only write 'huzurlu' and were not awarded full marks.
- (l) Those who misspelled 'bilimleri' and wrote 'filmleri' lost marks in quality of language.

- (m) Some candidates answered only one part of the question and wrote ‘ hatanın tamiri mümkün değildir’ and awarded only one mark.

## Section B: Reading and Writing

### **Alıştırma 3:**

This question was answered correctly by some of the candidates. Common mistakes were made in (b) and (c).

### **Alıştırma 4:**

Candidates are advised to read the rubric very carefully. Some copied full sentences from the text and wrote them under the words but it was not possible to identify the words required from the passage, therefore they were not awarded any marks. Some translated the words into English, which was not the requirement, and were not awarded any marks.

### **Alıştırma 5:**

Candidates are supposed to fill in the blanks with words or group of words related to the passage, and the sentences are required to be grammatically correct. Some managed to give correct answers by changing the details in the questions. The common mistakes were:

- (a) *etkileri or olumsuz etkileri were not mentioned in the second part of the question.*  
(c) *yenilenebilir ve temiz were the common mistakes of the second part of the question.*  
(d) *and (e ) were answered by most of the candidates correctly.*

### **Alıştırma 6:**

This question was generally answered correctly by most candidates.

- (a) Some candidates answered only half of the question and lost marks.  
(b) This question was answered by most of the candidates.

### **Alıştırma 7:**

Most of the candidates were successful in translating the passage from Turkish into English correctly. Some candidates found it difficult to translate "akmak", "devre", "fidan" and "umursamazlık". "eksik kalmak".

### **Alıştırma 8:**

Some common mistakes;

- (a) In the first part of the question some candidates gave *ilkbahar rather than gençlik* as an answer and lost marks.

**Task 9:**

This question was answered correctly by most candidates.

- (a) Those who copied the sentence which includes the word 'hüsrana uğramak' from the passage without giving the definition of it were not awarded any marks.
- (b) This was answered by most of the candidates.
- (c) Some candidates found it hard to explain the meaning of the idiom and those who simply said 'görmüş geçirmiş' were awarded marks.

**Task 10:**

- (a) Those who did not notice the second part of the question and failed to explain were awarded only one mark.
- (e) Some candidates wrote how they feel as a young person rather than what the narrator thinks and lost marks.

**Section C - Writing**

There were some very good essays. Some candidates gave information relevant to the task and the information was clearly related to a Turkish speaking country. Their essays were very well structured, comprising an introduction, several main paragraphs and a conclusion. Those who scored high marks, were effective and confident in their use of a wide range of vocabulary and idiom with a variety of complex sentence structures. Their language was generally accurate. There was a lot of evidence of evaluation and drawing conclusions.

**Question 11:** This was the most popular question. The candidates who scored high marks explained what needs to be done to stop young people to use drugs, the importance of the communication between the families and children.

**Question 12:** This was the second most popular question. Some candidates had excellent suggestions to help the people who migrated Turkey because of the wars.

**Question 13:** There were some very informative answers with examples about how young people can be educated on producing and saving energy. 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 14:** This was also a popular question. There were very good explanations about what needs to be done to stop destroying many animals' homes by constructing enormous buildings.

**Question 15:** This question was not chosen by many candidates. Those who did not develop their ideas and only answered the questions briefly were not awarded high marks.

**Question 16:** This was one of the most popular topics. There were very good essays on advantages and disadvantages of working at home.

**Question 17:** There were some excellent essays on this topic. The candidates explained the importance of the books in our lives excellently.

**Question 18:** This topic was also very popular. Some candidates explained the role of the television series on the society very well and gave examples.

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