

GCSE

Turkish

General Certificate of Secondary Education **J737**

General Certificate of Secondary Education (Short Course) **J037 J137**

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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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

Content	Page
Unit A841 Listening	4
Unit A842 Speaking	6
Unit A843 Reading	7
Unit A844 Writing	8

Unit A841 Listening

General Comments:

Overall this 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 in particular focused on the detail to be noted.

Comments on Individual Questions:

Exercise 1: Questions 1-5

This exercise was completed by nearly all by candidates correctly.

Exercise 2: Questions 6–12

This exercise was completed by most of the candidates correctly.

Exercise 3: Questions 13–18

Most candidates completed this exercise well.

Q13: Some candidates chose A as an answer and lost marks.

Q17: Some candidates chose C as an answer and lost marks.

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 some questions. In sentence-completion exercises Candidates should read the sentence to be completed carefully and make sure that any words they add complete the correct sense of the sentence and also ensure the grammar is not so bad as to obscure the meaning.

Q19 and 20. Were answered correctly by most of the candidates

Q21: Some wrote just 'uncomfortable' without mentioning the small beds and lost marks.

Q23: The common mistake was "there were windows".

Q24: Those who wrote 'it was hot' were not awarded any marks.

Exercise 5: Questions 25–31

Exercise 5 was completed well.

Q25: Those who gave 'She bought too many things' were not awarded any marks.

Q26: This question was answered by most candidates correctly.

Q27: 'Shops' was the common mistake.

Q28: Those who wrote 'Because the cards did not work' were not awarded any marks.

Q30: The common mistake was ‘counter’.

Q31: There were many different correct answers to this question. Such as: ‘If you cannot afford then.’, ‘if you cannot pay at that time.’

Exercise 6: Questions 32–37

This exercise was done correctly by most of the candidates.

Exercise 7: Questions 38–43

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

Q38 , Q39 and 40: These questions were answered correctly by most of the candidates. Unfortunately, those who had not been trained to listen for specific information failed to answer correctly.

Q41: This question was answered by most of the candidates correctly.

Q42: Some candidates gave “We should really enjoy what we are doing’ as an answer and scored marks.

Q43: Some candidates could not remember the word ‘ talent, skill’ but they managed to answer the question by giving the definitions of these words.

Exercise 8: Questions 43–48

Most candidates attempted the questions, though not all candidates were able to provide the necessary detail to achieve full marks.

Q44: There were some very sophisticated answers.

Q45: Some candidates found it hard to give a short reply and made an explanation. They were awarded marks.

Q46: Those who mentioned only ‘healthy eating’ did not score full marks.

Q47: This question was generally well answered. Those who failed to mention ‘ the time of study’ were not awarded any marks.

Q48: This question was answered correctly by many candidates. The common mistake was “comfortable’.

Unit A842 Speaking

General Comments:

Overall the Speaking Examination was very successful. Most of the Centres conducted the exam efficiently, but centres are reminded of the need to ensure that teacher-examiners prepare well and ask a range of effective questions that are open-ended, allow candidates to express views, opinions and different time-frames. Majority of the candidates performed very well. They answered well to questions and most developed their answers to establish a higher level of communication. Candidates who were given the opportunity to demonstrate their ability and what they knew performed well. They presented their topics with enthusiasm by thoughtful questioning and good preparation by skilful teachers who were using open-ended questions and following set guidelines such as right timing and taking care quality of recordings.

Successful candidates were able to respond fully to all close and open-ended questions. They were able to speak confidently and continuously without hesitation. These students (mainly) had been taught Turkish Language in their schools.

Less able candidates were able to answer the questions but giving fewer opinions with justifications. They were able to give factual information and reply in a variety of short phrases. They were able to use a range of straightforward structures and vocabulary. The pronunciations and intonations were mostly accurate with minor errors.

Very few candidates were able to communicate with simple and short pieces of information and they could express simple opinions and factual information. Their pronunciations were better than the quality of the language which they had used.

Comments on Individual Questions:

The most favoured topics were holidays, local area and life in the home.

The less able candidates tried to be safe with their topics and generally chose Family, Local area and Holidays.

The more able candidates were able to be adventurous with their topics and talked about topics like comparing education system in the UK and in Turkey, future study, work and work experience and travel and wider world.

Some examiners failed to ask open questions, so the candidates were not able to expand their answers fully. Some questions like 'what do you have in your room?', 'how many brothers and sisters do you have?' etc did not particularly help candidates to expand on their responses and so limited their access to the upper bands of the mark scheme which reward opinions and justifications. Teacher examiners play a vital role in the success of this assessment and are advised to be conversant with the mark scheme as published in the specification and to tailor their questioning to allow candidates to show-case their abilities.

Less favoured topics such as social and environmental issues can often yield very good performances from well-prepared and able candidates as they move very quickly away from the purely descriptive or narrative, and into thought-provoking responses.

Unit A843 Reading

Report on the work of candidates

Most candidates responded well to this assessment, although relatively few scored full marks. The paper has an in-built pattern of differentiation and a generally steady upward incline of difficulty. In line with this design feature of the paper candidates tended to perform well on the earlier exercises and find the final two exercises considerably more challenging.

There were a number of issues reported by examiners in regard to the legibility of written responses. Centres are reminded to teach candidates that they have only one opportunity to communicate with the examiner and that they must therefore write clearly and cross out any material they wish to discard. Whilst the quality of their written English is not part of this assessment, candidates do need to ensure that their answers in English are clear, unambiguous and sufficiently well expressed to convey their intended answers.

A number of candidates struggled with Ex 8 because their Turkish writing skills were also below the expected standard.

Comments on question paper and marking scheme

The level of demand of this paper was consistent with that of earlier sessions.

However, it was noticed that some errors occurred in the interpretation of rubrics and centres are reminded that they must train candidates to read all paper instructions and rubrics carefully.

Ex 3, in Q17 many candidates failed to score a mark as they chose A instead of C. Ex 4, only Q 19, 20 and 21 created problems for some less able candidates.

Ex 5 was generally answered correctly (please also see comments above section 1).

Ex 6 Q32 and Q37 created some problems for some candidates as they gave incorrect answers, A and B respectively. Ex 7 (please see comments above in section 1). Ex 8 Q47 could have been better directed.

Unit A844 Writing

General Comments:

Overall this paper was successful. Some candidates scored a very high Communication mark by developing their ideas, 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 very few candidates did not follow the instructions carefully (Answer **two** questions only) and answered all five questions. This might have affected the quality of their writing, and will certainly mean they had too little time to spend on the two required pieces. High marks for quality of language were scored by Candidates who confidently and accurately used a variety of clause types, vocabulary, idiom and structures, including verbs. Those who give very short answers are unlikely to qualify for full marks because they do not write enough to score well on the Quality of language mark. Candidates are advised to make sure that they adhere closely to the recommended word count. Some candidates appeared to have had no training in this skill and as a result they wrote in everyday spoken language, which tends to bring errors into their work.

The prompts provided in the question paper are no longer mandatory in nature, so any material relevant to the subject set was acceptable.

Repeated structures and opinions do not score except first time round.

Candidates who express their opinions and points of view and give reasons, explanations and justifications for them are likely to gain high marks for communication. Therefore teachers are advised to use the widest possible range of teaching methods to develop such techniques. The most popular formats were magazine articles, letters and e-mails.

Comments on Individual Questions:

Question 1 – Home and local area

A large number of candidates chose this topic for one of their two options. They could relate to it well, and most candidates enjoyed writing about the places they go with their friends and family at the weekend using public transport.

High marks for communication were available to those who managed to express their opinions about what transport facilities needed in their neighbourhood and why such facilities are necessary. Buses were the most popular because they were free.

Question 2 – Health and sport

This was also a very popular question. High marks for communication were scored by those who wrote about their sporting activities in detail and gave their opinions about these events. Most candidates enjoyed to spend time with the family.

Question 3 – Leisure and entertainment

This option was a popular second topic. Most candidates communicated with their friends and family on the internet. Some candidates wrote in detail about the dangers of socialising with people you do not know on the Internet. Some candidates preferred to meet and have fun with friends rather than playing games and sending messages on the Internet.

Question 4 – Travel and the wider world

This question was attempted by many candidates as well. Some candidates wrote about their special days and how they celebrate them in detail. Some made very good comparisons between living in Turkish speaking countries and UK.

Question 5 – Education and work

This question was also very popular. Most of the candidates wrote about their work experience and how they enjoyed it. They also mentioned that work experience helped them to make a decision about which job to choose in the future.

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