

GCSE

Turkish

General Certificate of Secondary Education **J737**

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

OCR Report to Centres June 2016

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS / A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching / training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

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

© OCR 2016

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 candidates correctly.

Exercise 2: Questions 6–12

This exercise was completed by most of the candidates correctly.

Exercise 3: Questions 13–18

Most of the candidates completed this exercise successfully.

Exercise 4: Questions 19–24

Most of the candidates answered the questions correctly.

Q 19: This question was answered correctly by most of the candidates

Q 20: This question was answered correctly by most of the candidates. Some candidates wrote 'She learned how to use computer at the club' and awarded marks.

Q 21: Some candidates wrote 'to show where to go' as an answer and lost marks.

Q 23: This question was answered correctly by most of the candidates

Q 24: This question was answered correctly by most of the candidates.

Exercise 5: Questions 25–30

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 accurate and does not obscure the meaning.

Exercise 5 was completed well.

Q25: This question was answered by most candidates correctly.

Q26: This question was answered by most candidates correctly. Those who gave 'throwing cigarettes' were not awarded marks.

Q27: This question was answered by most candidates correctly.

Q28: Those who wrote 'people in the village' instead of 'villagers' as an answer were awarded marks.

Q29: This question was answered by most candidates correctly.

Q30: Some candidates repeated the question as an answer and lost marks.

Exercise 6: Questions 31–36

This exercise was done correctly by most of the candidates.

Exercise 7: Questions 37– 42

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

37: Those who gave ‘wedding’ and ‘the party’ as an answer lost marks.

38: The candidates who gave ‘men’ or ‘relatives’ were not awarded any marks.

39: Those who were not able to identify the **best** part and gave answers such as ‘talking, socialising’ were not awarded any marks.

40: The candidates who did not know the meaning of ‘venue’ gave answers such as ‘windy, rainy’.

41: The candidates managed to give a few different correct answers such as ‘They went out to change’ ‘They wanted to prepare for their cultural dances’, ‘They went somewhere to wear their cultural costumes’ and were awarded full marks.

42: The candidates who listened for detail successfully gave correct answers to this question.

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.

Q43: The candidates answered this question in different ways. Some common answers: ‘The questions she asked her friends’, ‘the questionnaire, her friends’ replies to her questions about healthy eating.’

Q44: Some candidates gave ‘if she wins the competition’, ‘if she comes first’, ‘if her work is published in the paper.’ as answers and were awarded marks.

Q45: This question was answered correctly by most of the candidates.

Q46: The common mistake was ‘They do not get enough calcium’. Those who just gave ‘they take protein tablets’ were not awarded any marks.

Q47: This question was generally well answered. However some candidates gave answers such as ‘Turkish people eat a lot of food, Turkish people eat oily food’ and ‘Yoghurt is good for you’ and lost marks.

Q48: This question was answered correctly by most of the candidates.

Unit A842 Speaking

General Comments:

The Speaking Examination was very successful. The majority of the Centres conducted the exam efficiently and many candidates' performance was outstanding. They answered questions very well and most developed their answers to establish a higher level of communication. Most candidates achieved high grades when they were given the opportunity to demonstrate their ability and what they knew. They presented their topics with enthusiasm and, through thoughtful questioning by skilful teachers who were using open-ended questions and following set guidelines, were able to demonstrate what they could do.

Many candidates who had been taught Turkish Language in their schools were able to respond fully to all closed and open-ended questions. They were able to speak confidently and continuously without having hesitations.

Some candidates were able to answer the questions but gave fewer opinions with justifications. They were able to give factual information and reply in a variety of short phrases. Their pronunciation and intonation were mostly accurate with minor errors.

Very few candidates were able to communicate with only simple and short pieces of information and most of them could express simple opinions and factual information. However, even those who were only able to communicate with short answers, had accurate pronunciation and intonation with little errors.

Comments on Individual Questions:

Part 1 – Presentation and Discussion

The majority of the candidates were very well prepared for the Part 1 Presentation and Discussion section and they talked about their chosen topic confidently and fluently. However, a few teacher examiners omitted the one minute presentation and completed the topic with discussion only.

All topics areas were covered in the Presentation and Discussion section. Many candidates' preferred presentation topics were football, health and sports, and TV, films and music). The more competent candidates were able to be adventurous with their topics and talked about points such as comparing the education system in the UK with that in Turkey, future study, future plans and work and work experience.

In the case of some topics, home and family in particular, some examiners failed to ask open-ended questions so the candidates were not able to expand their answers fully.

Part 2 – General Conversation

Many candidates performed very well in this part of the exam. However, despite the fact that candidates are assessed for quality of language separately in each part of the exam, some teachers did not give the candidates enough opportunity to display their knowledge and to use different tenses in this section.

Unit A843 Reading

General Comments

Most of the candidates have achieved high marks on this paper. A small number of candidates answered in English instead of Turkish in Questions 43 to 46.

Comments on Individual Questions:

Question Numbers:

1-5 were answered successfully by nearly all candidates.

6-12 were generally answered well.

13-18 were answered well as the correct answer was amended as “A” instead of “B” in the mark scheme.

19-24 were answered correctly by most of the candidates. However, in Q21, some candidates chose “Bahadir” instead of “Sinan”.

25-29 Although the answers to these questions were varied according to the candidates’ level of English, most of the answers were accommodated in the mark scheme and candidates were able to get full marks.

30-35 were answered correctly by most of the candidates.

36-42 Q38 required two elements within the answer as “problems and solutions”. Some candidates only produced one answer. Q39 also had variety of answers and most of the candidates achieved the full mark. In Q45, the word “club” was essential to get the full mark.

43-46 The two answers to Q45 were given in one sentence and that confused some candidates as they have written “there is no other answer”. As two answers were actually given in one sentence, candidates were able to get full marks for these questions.

Unit A844 Writing

General Comments:

Overall, this paper was successful.

This year only a few candidates did not follow the instructions carefully (**candidates must answer two questions only**) and answered all five questions. This may have affected the quality of their writing. Candidates are advised to make sure that they write to the recommended word count.

Some candidates scored very high marks for Communication, as they managed to express information clearly and developed their thoughts in their answers by giving detailed reasons and clearly expressed justifications. (It is vital that centres encourage candidates to demonstrate their communication skills by using well developed reasons and clear justifications.) Candidates who used a variety of clause types, vocabulary, idiom and structures, including verb structures, confidently and accurately were awarded high marks for Quality of Language. Those who gave very short answers were not awarded full marks because they did not write enough to score well for Quality of Language. Repetition of structures and opinions was not awarded any marks. Some candidates appeared to have had no additional support in writing and as a result they did not develop beyond common spoken language, which introduced errors into the examination.

The prompts provided in the question paper are no longer mandatory, so any points on the subject set for the task were accepted.

Candidates who express their opinions and points of view by giving reasons always gain marks for communication. Therefore the teachers are advised to:

- use, as teaching materials, reading passages with a number of opinions and justifications so that students can identify them and then use them in their own work
- practise the use of some linking words such as: *so*, *because*, *since*, and *in order to*, to help students justify opinions
- prepare exercises such as: sentence completion, gap fill, multiple choice questions related to opinions and justifications
- do matching exercises using cards with opinions, point of views and cards with justifications
- give tasks to students such as finding out five opinions or points of views of a famous writer or a politician, and practise writing about a range of topics for example, education, work, relationships, traditions and art, which can then be shared in the classroom and discussed
- get students to interview their teachers, family members and friends to find out their ideas about different subjects, and share and discuss these or even display them
- organise games and debates based on pros and cons of certain topics
- show films and read short stories, and discuss the characters in the classroom. Students can be asked to give and justify their opinions about the characters in films they watch on the Turkish TV channel, since most students have access to Turkish television and radio.

Comments on Individual Questions:

Home and Local Area

This was a very popular topic. Most candidates wrote about their best friends and how they spend time together and preferred to have a few very good friends rather than many, explaining why. Those who were awarded full marks gave sufficient information and facts and expressed their opinions with justifications. They wrote what their expectations would be from their best friends and described their ideal friends using a variety of verbs and sentence structures. They developed their ideas, opinions and justified them.

Health and Sport

This was a very popular topic. Most of the candidates chose to use the bullet points provided. Most of the candidates wrote about their favourite breakfast. They chose fish as most healthy food and explained why. Some candidates gave their opinions about why families should eat together. They were able to express opinions and provided justification. Very few of the candidates used straightforward structures and mainly communicated the information and facts rather than opinions and points of view.

Leisure and Entertainment

Some candidates seemed to enjoy writing about this topic a lot. They wrote about how they spend their weekends. Some candidates unfortunately did not notice the 'e.g.' and tried to give information about birthdays, wedding parties **and** religious festivals. Some expressed their points of view about the celebrations and the importance of them in our lives in detail. Those who managed to write about how they would prepare a nice birthday party for their friends by using a variety of clause types and vocabulary and imagination scored high marks

Travel and Wider World

This was another popular topic. Most of the candidates included the points on the exam paper as well as their own ideas. They explained and gave reasons about why they like having holiday in a Turkish speaking country. Most candidates used past tense correctly to describe the holidays they spent with their friends or with someone from the family. They managed to express their own feelings about the importance of spending time in a country to improve language skills. Most candidates preferred to take their visitors to London to show the Big Ben and the London Eye with their reasons for doing this.

Education

This was also chosen by many candidates. Some candidates gave good opinions about their lessons and schools and they expressed what they would like to change in their school if they had the opportunity by giving reasons and scored high marks

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

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2016

