

GCSE

Turkish

General Certificate of Secondary Education **J737**

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

OCR Report to Centres June 2017

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 2017

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	8
Unit A844 Writing	9

Unit A841 Listening

General Comments:

Overall this was a successful paper that differentiated well. 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. This is particularly important in Exercises 7 and 8.

Comments on Individual Questions:

Exercise 1: Questions 1-5

In exercise 1 most of the questions were answered correctly. Some candidates chose either Florist (A) or the bookshop (B) as an answer and lost marks.

Exercise 2: Questions 6-12

Nearly all candidates answered this question correctly.

Exercise 3: Questions 13-18

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

Q14 – 15: Most of the candidates answered these questions correctly.

Q16: A few candidates chose C as an answer and lost marks. The hair is not straight, but wavy.

Q17: This question has been answered by most of the candidates correctly.

Q18: Most of the candidates answered this question correctly.

Exercise 4: Questions 19- 24

Q19: Hard, boring and difficult were chosen as answers. Most candidates answered this question correctly.

Q20: Those who answered the question as 'to label the things' were not awarded any marks.

Q21: This was answered by most candidates correctly.

Q22: There were some common mistakes as 'read/ study them'

Q23: Those who answered 'when she gives away her books' lost marks because she only lends them.

Q24: Was answered by most candidates. Those who wrote 'village people' or 'countryside people' as an answer lost marks.

Exercise 5: Questions 25-31

Q25: This was answered by most candidates correctly.

Q26: This was answered by most candidates correctly.

Q27: This was answered by most candidates correctly. 'Waste of time / time consuming / time loss' were the common answers.

Q28: There were many different but correct expressions to answer this question such as 'Children whose parents are rich / are in good financial situation'.

Q29: This was answered by most candidates correctly.

Q30: This was answered by most candidates correctly. The most common mistake was 'their uniform'

Q31: Most candidates answered this question correctly. There were many correct answers such as; 'know, understand, recognise, if they are from our school'.

Exercise 6: Questions 32-37

Most candidates answered all questions correctly. A common mistake was in Q33; Burak worked at the bookshop and he earned money, which is 'A'.

Exercise 7: Questions 38-43

Q38: This question was answered by many candidates; those who answered it as 'gym' were not awarded any marks.

Q39: Most candidates answered this question correctly. Those who answered it as 'They did not know what was going on' were not awarded any marks.

Q40: This question was answered correctly by most candidates.

Q41: Most candidates answered this question correctly. A common mistake was 'What was the play about?'

Q42: There were different correct answers such as 'they clapped and cheered. They liked her talk very much'.

Q43: Most candidates answered this question correctly. A common mistake was 'friends'.

Exercise 8: Questions 44-48

Q44: 'Historical places' and 'historical buildings' were common correct answers.

Q45: Most candidates answered this question correctly. Those who answered 'the first place of Ottoman Empire' did not gain marks.

Q46: There were many different answers such as; 'time tunnel', 'time machine' and 'travel in time'.

Q47: This question was answered by many candidates correctly. A common mistake was 'The moon and the stars'.

Q48: Some candidates had difficulty in answering this question.

Q49: This question was answered by a large number of candidates.

Unit A842 Speaking

General Comments:

Performance of candidates

The candidates performed excellently, as on previous years. Their quality of spoken language and pronunciation was of a good standard. Most of the candidates were native speakers and were therefore able to attain high marks. They were able to speak confidently and continuously without difficulty. Only a small number of candidates were not able to get good marks.

Some candidates used English words but only a few teachers / examiners challenged students to correct them. Generally, candidates who had been taught Turkish Language in their schools were more confident and able to respond fully to all closed and open-ended questions.

Candidates answered questions very well and, if given the opportunity, 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 through careful questioning.

Some candidates were able to answer questions but gave fewer opinions with justifications. They were able to give factual information and reply in short phrases without developing their answers further. Very few candidates were able to communicate with only simple and short pieces of information. However, even those who were only able to communicate with short answers had accurate pronunciation and intonation with little errors.

Conduct of the exam by Centres

The conduct of the speaking exam was similar to that in previous years and the majority of Centres conducted the exam well.

The use of time was good for most candidates/Centres. However, some Centres did not follow the rubric and the exam lasted only 5-8 minutes in total.

In some Centres, the teacher examiner did not give the following information at the beginning: the date of the recording, centre number and teacher's name.

Some teacher examiners did not allow the students to present their pre-prepared presentation and immediately started asking questions instead. Others did not ask enough questions and candidates were therefore not given ample opportunity to display their knowledge and use of different tenses through proper questioning by the teacher examiner.

Some Centres did not send the attendance registers and student's individual mark sheets to the OCR examiner.

The Speaking Mark Sheet must be completed by the teacher examiners. Some Centres sent mark sheets where the topic names were missing and, in very few cases, the examiner had marked the candidate's exam.

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,

some teacher examiners did not allow the students to present their pre-prepared presentation and immediately started asking questions instead.

All topics were used/chosen in the Presentation and Discussion section. Candidates' preferred presentation topics were football, health and sports (in the case of male candidates in particular), and holidays (in the case of both male and female candidates). 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, work and work experience.

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 teacher examiners did not give the candidates enough opportunity to display their knowledge and to use different tenses in this section through thoughtful questioning.

Unit A843 Reading

General Comments:

Most candidates achieved almost top grades.

Very few candidates answered in English instead of Turkish in questions 43 to 47.

Although in question 37 the names of the girls were swapped, this did not cause any misinterpretation. Most candidates answered correctly by either using a pronoun or correcting the names themselves in their answers.

A few candidates struggled with English answers and tried to write phonetically.

Comments on Individual Questions:

Questions 1-5 have been answered successfully by all candidates.

Questions 6-12 have generally been answered well.

Questions 13-18 have mostly been answered well, with the exception of a few candidates who selected the wrong answers for questions 15 and 16.

Questions 19-24 have been answered correctly by all candidates.

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

- Question 25: A small number of candidates have answered wrongly by writing 'to stick', instead of 'not to stick'.
- Question 26: Some candidates have understood the questions but failed to select the right set of words to answer these questions.
- Question 29: Some candidates have answered both questions on one line and scored marks.

Questions 30-35 have been answered correctly by most candidates.

Questions 36-42: In question 36, candidates who didn't include that 'Sema didn't mind' or 'didn't get bored', or an equivalent expression in their answer, lost marks.

Although in question 37 the names of the girls were swapped, this did not cause any misinterpretation. Most candidates answered correctly by either using a pronoun or correcting the names themselves in their answers.

Question 42 candidates who wrote either 'looking after a cousin/nephew' or 'babysit for his sister's child' scored a mark.

Questions 43-47: Only a few candidates answered in English and lost marks.

Question 43 candidates who said '*ucuz*' rather than '*daha ucuz*' have lost a mark.

Question 47 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, idioms 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.

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 family and what they think about their home. Most candidates expressed that they were very happy with their family in their home. Some did not want to share their room with their siblings. Those who have their own rooms are very happy to be in their room and they can relax and invite their friends to play games. Those who were awarded full marks gave sufficient information and facts and

expressed their opinions with justifications. They wrote what their ideal home would be 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. Some of the candidates chose to use the bullet points provided. Most of the candidates wrote that a healthy lifestyle starts with a good breakfast. Some candidates gave their opinions about having a healthy lifestyle and it not being difficult. They were all willing to help their friends if they need help to be healthy. 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 when and who with they watch television. Some candidates wrote about their favourite television series explaining the reasons. Some expressed their points of view about what a good film should be like 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 we should take care of our environment. They wrote about what they do as a family to keep the environment clean.

Education and Work

This was chosen by most of the candidates. Some candidates gave very good examples about jobs of the people they know. Some wrote about what job they would like to have in the future and which country they would like to work in, giving reasons and scoring 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 2017

