

Report on the Units

June 2010

HX97/R/10

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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

Overall, this was a very successful paper. Most candidates were able to understand the stimulus materials and respond to them well. 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 in accordance with the requirements of the task were able to score high marks for Quality of Language. Most candidates were successful in giving relevant information, including nearly all points from the original text, and showed a very clear understanding of the text. Some gave very detailed answers and produced very convincing responses to the task showing a real understanding of the issues raised.

However, others showed limited understanding of the stimulus passages and included a limited number of points from the passages in their answers.

Candidates who responded with well-developed points of view which showed insight, originality and imagination scored high marks. Many were also successful in using a wide range of vocabulary and idiom with a variety of complex sentence structures. However, there were some candidates whose grasp of the Turkish language was not adequate for the task.

Overall, many candidates had grasped the AS Level structures and tried to develop their ideas using complex sentences.

Comments on individual questions:

Section A: Listening and Writing

Alıştırma 1: Dinleme

Most candidates answered this question very well. However, common errors were:

- (a) 'Tamamen' given as the answer.
- (f) 'çağrılabilir' given as the answer.
- (g) 'çeşitli merkezlerden' given as the answer.
- (k) 'belirli saatlerde' given as the answer.

Alıştırma 2: Dinleme

The majority of candidates performed very well in this exercise. Common errors were:

- (a) *güney*.
- (k/l) *suyu*.

Task 3: Listening

This was answered accurately by most candidates. Common errors were:

- (a) (i) '2002'.
- (b) This question was answered correctly by nearly all candidates. Those who could not give the relevant equivalent in English were not awarded any marks.
- (c) This question was answered correctly by nearly all candidates.
- (d) This question was answered correctly by nearly all candidates.
- (e) Some candidates failed to give 'visiting historical places' as an answer.
- (f) Candidates who answered 'in İstanbul' and with names of other cities did not score the marks.
- (g) This question was answered well.
- (h) Some candidates gave 17 as a minimum age and so lost a mark.
- (i) The candidates proved their understanding by using many different words, such as: national festivals, Eid, official festivals, bank holidays, etc.
- (j) This question was answered well.

Task 4: Writing

Candidates needed to give all or most of the information to achieve high marks for Communication. High marks for Quality of Language were awarded to those who had a consistent level of accuracy in the use of sentence structures, tenses, suffixes and vocabulary.

Candidates are advised to read the instructions carefully. Some wrote a letter replying to the points listed rather than writing a letter asking for information about the dance school as listed in the task and therefore lost marks. Words which some candidates found hard to translate were: 'enrolment', 'qualifications', 'regular' and 'sessions'.

Section B: Reading and Writing

Alıştırma 5: Okuma

This question was answered very well by most candidates. However, some candidates who did not read the rubrics carefully lost marks because they ticked all the boxes.

Alıştırma 6

Candidates generally performed very well in this exercise. Common mistakes were:

- (b) Those who did not read the text carefully did not understand the meaning of 'restorasyon'.
- (e) Some candidates gave 'değerini' as an answer.
- (g) Some candidates gave 'sorgulamalıdır' as an answer.

Alıştırma 7: Okuma

This exercise was answered very well by most candidates. High marks for Quality of Language were achieved by those who had a good grasp of the target language and wrote accurately.

- (a) This was generally very well answered.
- (b) Most candidates answered this question correctly. However, some candidates gave 'müzik ve yazmak' as an answer and lost marks.
- (c) Some candidates who did not know the meaning of 'edebiyat' did not mention the success of the writer's novels and lost marks.
- (d) This question was answered well.
- (e) Candidates who did not give two details lost a mark.
- (f) This question was answered well.
- (g) This question was answered well.
- (h) Some candidates gave 'şarkıcılar şarkılarına yorum yaptı' instead of 'ünlü şarkıcılar sanatçının şarkılarını yorumladı' – there is a difference in meaning.
- (i) This question was answered well.
- (j) Those who gave only one detail lost marks.
- (k) Most candidates responded to this question well. Candidates who understood the text well and answered this question in detail using their own words got high marks.
- (l) This question was answered correctly by most candidates.

Alıştırma 8: Okuma ve Yazma

It should be noted that the word count for (a) and (b) combined is 200-300 words. It is expected that candidates will write up to 100 words for (a) and up to 200 words for (b).

- (a) Most candidates showed a very clear understanding of the text, included nearly all of the points from the original text and gave relevant information. These candidates were awarded high marks.
- (b) Candidates must read the questions carefully in this section. Some only expressed their ideas about the councillor's advice while others simply repeated it, and they did not achieve high marks. For the highest marks candidates need to respond with well-developed points of view, which show insight, originality and imagination.

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. It is important that every sentence should count. Sentences that are simply a repetition of a previous sentence with a different word order do not gain extra marks. Instead, candidates should practise giving more examples, expanding their ideas and elaborating on opinions.

F890 Turkish: Listening, Reading and Writing 2

Overall, this was a successful paper. The majority of candidates performed well. 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 as a result scored high marks.

Candidates who responded with well-developed points of view that showed insight, originality and imagination scored high marks. Many were very 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 for this.

Candidates were also successful in transferring meaning from Turkish into English.

Most candidates understood the reading texts and answered the comprehension questions correctly.

Overall, many candidates showed a good grasp of 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

Most candidates answered this question very well.

- (a) This question was answered correctly by most candidates.
- (b) Most candidates managed to give two details and scored full marks.
- (c) Some candidates missed out part of the information required and were only awarded half marks.

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 (in line with the requirements of the task) scored high marks for Quality of Language.

Some common mistakes were:

- (f) (ii) Some candidates answered: 'The doctors were at the university because of the project' as an answer instead of 'The doctors were at the university to do research.'
- (g) (i) Some candidates answered: 'to make people aware that the difference between man and woman'.
 - (ii) Some candidates did not manage to answer the second part of the question.

Section B: Reading and Writing

Alıştırma 3

Some candidates answered this question accurately.

Alıştırma 4

- (a) Some candidates answered 'restore etmek' and lost marks.
- (b) This question was answered correctly by nearly all candidates. Those who answered 'eski' lost marks.

Candidates are expected to choose only the relevant word from the passage rather than copying the whole sentence.

Alıştırma 5

Although some candidates answered this task correctly, some found it difficult, so it was an effective discriminator. Candidates are required to fill in the blanks with words or group of words related to the passage and the sentences are required to be grammatically correct.

Alıştırma 6

Most candidates generally answered this task correctly.

- (b) (i) A few candidates gave 'Mehmet Ergen' as an answer and lost marks.

Alıştırma 7

Most candidates translated the passage very successfully from Turkish into English.

Some candidates had difficulty translating: 'Osmanlı', 'ordu', 'metal gövde' and 'ağaç sap'.

Alıştırma 8

Most candidates answered this question accurately.

- (a) Some candidates gave what is special about 'cümbüş' instead of the 'music company' as an answer.
- (b) Some candidates wrote 'He was a soldier' as an answer and lost the mark.
- (c) Most candidates answered this question accurately.
- (d) Some candidates gave 'aluminium and metal' as an answer and lost the mark.
- (e) Most candidates answered this question accurately. However, some candidates gave 'Atatürk liked the instrument' as an answer and lost marks.
- (f) Most candidates answered this question accurately.
- (g) Some candidates gave 'Cemal Bey' as an answer and lost marks.
- (h) Some candidates gave 'Standart sağlamayı', or 'to graduate from the university' as an answer.

Alıştırma 9

This task was answered well by most candidates.

Alıştırma 10

The words that gave most difficulty were: donatmak, rekabet and müzik dili.

Section C: Writing

There were some really good essays. Many candidates gave information relevant to the task and the information was clearly related to a Turkish-speaking country. Their essays were very well-structured and comprised an introduction, several main paragraphs and a conclusion. Those who scored high marks used a wide range of vocabulary and idiom and a variety of complex sentence structures. Their language was generally accurate. There was extensive evidence of evaluation and drawing conclusions.

Question 11: This question was answered by a few candidates. Those candidates who scored high marks explained the importance of the rules of Turkish society and the effects on individuals by giving examples.

Question 12: This was a popular question. A few candidates covered all the points relevant to the task. They gave intelligent, well-justified explanations of what they would do to find a solution in Turkey and how they would tackle any problems that might arrive.

Question 13: This was a popular question. However, paragraphs were not always constructed in a logical way and arguments were rather simplistic with a lack of points of views and ideas.

Question 14: This question was chosen by only a few candidates. Some candidates were not able to develop their ideas and only answered the questions briefly. For example, they did not explain their ideas about how to prevent forest fires. Some essays lacked imagination and creativity.

Question 15: This was the most popular question. There were many interesting answers. A few candidates came to the conclusion that technology provides us with comfort but might not bring us happiness. On the other hand, most candidates defended the point of view that the populations of countries with well-developed technology are much happier than those who live in countries where technology is poor.

Question 16: This question was chosen by only a few candidates and there were not many successful essays. Arguments were undeveloped and unconvincing.

Question 17: Only a few candidates chose this topic. Some candidates were not very successful in explaining the importance of art for a nation. Arguments were quite simplistic and the essays were not very convincing.

Question 18: This was chosen by only a few candidates. However, most of those argued the pros and cons successfully by giving good examples.

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