

Examiners' Reports

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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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EXAMINERS' REPORTS

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F889 Turkish: Listening, Reading and Writing 1

Overall, this was a very successful paper. The majority of the 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. 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 a very clear understanding of the text.

The candidates who responded with well developed points of view which showed insight, originality and imagination 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 problems in the language used in the answers.

Comments on individual questions:

Alıştırma 1: Dinleme

Most candidates answered this question very well.

Common mistakes were:

- (b) "*Törenle başladı*" was given as an answer.
- (c) "*Maden*" was given as an answer.

- (h) "*tümsekler*" was given as an answer.
- (i) "*su kalitesini*" was given as an answer.
- (j) "*havadaki oksijenden*" was given as an answer.
- (k) "*bittiği*" was given as an answer.
- (l) "*ulaşım yolu*" was given as an answer.
- (m) "*tahıl*" was given as an answer.

Alıştırma 2: Dinleme

The majority of candidates performed very well in this exercise. The common mistakes were:

- (a) Some candidates wrote “*olumsuz*”.
- (d) Some candidates wrote “*vapurların hızına*”.
- (g) Some candidates wrote “*salonlarda oturmak isterler*”.
- (k) Some candidates wrote “*ev bulmak*”.

Task 3: Listening

This was answered accurately by most of the candidates.

- (a) (i) Some candidates gave “14-18” as an answer and lost marks.
- (b) This question was answered correctly by nearly all of the candidates. Those who could not answer in English were not awarded any marks.
- (c) This question was answered by most of the candidates correctly. The common mistake was “at the hotel”.
- (d) This question was answered by most of the candidates correctly.
- (e) This question was answered by most of the candidates correctly. The common mistake was “the tourists”.
- (f) (i) Was answered by nearly all of the candidates.
(ii) Many candidates find it hard to remember “sailing”.
- (g) Some candidates failed to answer this question correctly. The common mistake was “near villages”.
- (h) – (l) were answered by nearly all of the candidates.

Task 4: Writing

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 had a consistent level of accuracy in the use of sentence structures, tenses, suffixes and vocabulary.

Candidates are advised to read the instructions carefully because some wrote a *reply* in Turkish to the points given rather than writing a letter translating the points given to get more information about the summer camp and therefore they were not awarded any marks.

Some candidates found it hard to translate ‘tent’, ‘reduction’ and ‘qualifications’.

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.

Alıştırma 6

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

- (b) “*yasa*”
- (c) “*sosyal alanda*”
- (e) “*denemelidir*”
- (h) ‘*ormanlara*’ was given as an answer by a few candidates.
- (j) “*bacaklara*”

Alıştırma 7: Okuma

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. Those who did not explain that smoking was banned in certain places in Turkey did not score any marks.
- (b) Most of the candidates answered this question correctly. However, some candidates who gave ‘*herkes*’ as an answer lost marks.
- (c) Some candidates who did not know the meaning of ‘*ticaret*’ did not answer the question correctly.
- (d) This question was well answered. However, marks were lost where candidates gave for (i) “*sigara içenler*”, and for (ii) “*sağlıksız yiyecekler her tarafta*”
- (e) This question was answered by most of the candidates.
- (f) This question was well answered.
- (g) This question was well answered. However those who only wrote “*Bu konuda yapılan filmlerden*” did not score any marks because the key word was “*ilgi*”.
- (h) This question was well answered. However some candidates who wrote “*tek kaynak haline gelmek*” lost marks.
- (i) Some candidates gave “*küçük gıda firmalarını*” and lost marks.
- (j) This question was well answered.

- (k) This question was answered by most of the candidates. However, those who just wrote “*Kalitesinden emin olduğumuz*” were not awarded any marks.
- (l) This question was answered by nearly all of the candidates.
- (m) This question was answered correctly by nearly all of the 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. In this part the candidates are expected to show what they understand from the text. Some candidates wrote as if they were the councillor and lost marks.
- (b) A large number of candidates wrote very good essays about the importance of trust, basing the essay on their own experience and giving their own opinions, points of views and justifications. They gave very good examples and explained the reasons for bad relationships and the effect on trust. Those who repeated the same ideas continually such as: *İlişkilerde güven olursa.....ilişki böyle olur. İlişkilerde güven olmazsa.....ilişki böyle olur. Yalan söylerseniz kimse size güvenmez, yalan söylemezseniz herkes size güvenir*, were not able to score high marks. It is important to use a variety of words, idioms and sentence structures to gain high marks.

The candidates who did not read the questions carefully in this section only expressed their ideas about the councillor's advice. Some candidates just repeated the councillor's advice. They could not be awarded high marks.

For the highest marks candidates needed to respond with well-developed points of view which showed 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 is effective. Sentences which are simply a repetition of a previous sentence with a different word order do not gain extra marks. Instead, candidates should give a variety of examples, expanding their ideas and elaborating on opinions.

F890 Turkish: Listening, Reading and Writing 2

Overall, this was a successful paper. The majority of the 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 the Turkish speaking countries and scored high marks.

The candidates who responded with well developed points of view which showed insight, originality and imagination 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

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.

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:

Task 1: Listening

Most candidates answered this question very well.

- (a) This question was answered correctly by nearly all of the candidates.
- (b) Most of the candidates managed to give correct answers.
- (c) Some candidates failed to explain what some companies do and they gave answers such as "*Yurt dışından hap ithal ederler*" or only "*Bitkisel haplar satarlar*".
- (d) This question was answered correctly by nearly all of the candidates.
- (e) This question was answered correctly by most of the candidates. Some candidates mentioned only physical activities: "The children do sport. They should do more physical activities" and failed to mention the importance of healthy eating, thus losing 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, as required by the task, scored high marks for the quality of language.

Some common mistakes were:

- (a) A few candidates gave '*Ormanları koruyan kuruluşur*' as an answer.
- (d) Some candidates gave "*kazanç elde etmektir*" as an answer and lost marks because there was no information about it in the text.

- (i) Some candidates gave ‘To feed the animals’ as an answer.
- (j) Some candidates gave “*ıslah*” as an answer and were not able to explain the meaning of “*mera*” even though it was mentioned in the text.

Section B: Reading and Writing

Alıştırma 4.

This question was answered correctly by most of the candidates.

The common mistakes were:

- (b) *Bir oyunda rol almak*
- (c) *Biçimlendirip ortaya çıkaran*
- (d) *Zihnin algılama gücü*

Alıştırma 5

This question was answered correctly by some candidates.

The 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 candidates managed to give correct answers by changing the details in the questions. The common mistake was:

- (d).....*blog*..... *olacak*.

Alıştırma 6

This question was generally answered correctly by most candidates.

- (a) Most candidates answered this question correctly. However, those who did not read the question correctly mentioned “*şirketler*”.
- (d) “*bloglardan*” veya “*internetten*” needed to be mentioned.

Alıştırma 7

Most of the candidates were successful in translating the passage from Turkish into English correctly.

Some candidates found it difficult to translate ‘perspective’, ‘institutes’, ‘direct’, ‘encourage’, ‘literature’.

Alıştırma 8

This question was generally answered accurately by most candidates.

Some common mistakes were:

- (f) Some candidates gave only “*İnterneti oyun oynamak için kullanmasınlar*” as an answer and lost marks.

Alıştırma 9

This question was answered correctly by most candidates.

The common mistakes were:

- (c).....*yeri*..... *vardır*.
(d).....*bile*.....*etkilenir*.
(e).....*oluşmasına*.....*neden olur*.

Alıştırma 10:

This question was answered correctly by most of the candidates.

Section C: WRITING

There were some very good essays. Some candidates gave relevant information 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 used a wide range of vocabulary and idiom with a variety of complex sentence structures effectively and confidently. Their language was generally accurate. There was a lot of evidence of evaluation and drawing conclusions.

Question 11: The candidates who scored high marks explained the importance of justice in Turkish society and the effects on the individuals by giving examples.

Question 12: This was a popular question. A few candidates covered all the points relevant to the task. They explained intelligently what they would do to improve the life of women in Turkey and how they would tackle the possible problems that might arise giving reasons.

Question 13: This was the most popular question. There were very informative answers about global warming and its reasons and what needs to be done about it. Those who answered all parts of the question were awarded high marks. 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 question was also very popular. Some candidates who answered the question fully got good marks. Some candidates were not able to develop their ideas and they only answered the questions briefly. For example; they did not explain their ideas about how to develop a project and put it into practice.

Question 15: This was a very popular question. There were many interesting answers. Many candidates came to a conclusion that the most helpful and practical product is the mobile telephone.

Question 16: This question did not produce many successful essays.

Question 17: This topic was also chosen by many candidates. Some managed to write very good reviews about books and films, giving reasons for their choice. They managed to explain why they were important to them and what they have learnt. However, some candidates wrote about books which were not written by Turkish authors and lost marks.

Question 18: Only a few candidates chose this topic.

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