

GCE

Turkish

Advanced GCE A2 **H597**

Advanced Subsidiary GCE AS **H197**

OCR Report to Centres June 2014

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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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OCR REPORT TO CENTRES

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F889 Turkish Listening, Reading and Writing 1

General Comments

Overall, this was a very successful paper. The majority of 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. Most of 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 very clear understanding of the text. The candidates who responded with well developed points of view which showed insight 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 errors in the language used in the answers. There were also many spelling mistakes. Candidates are advised to use written forms of the words rather than spoken forms.

Comments on Individual Questions

Alıştırma 1: Dinleme

Most candidates answered this question very well.

- (a) Some candidates gave *her mevsim yağış or su kullanımı* as an answer and lost marks.
- (b) This question was answered correctly by most of the candidates. Only a few candidates gave *hava durumu* as an answer.
- (c) Most of the candidates answer this question correctly. Some candidates gave *her türlü temizlik* as an answer.
- (d) Some candidates gave *Türkiye'nin farklı bölgelerinden* as an answer and lost marks.
- (g) Only a few candidates gave *yılın herhangi bir zamanında* as an answer.
- (h) Only a few candidates gave *konulmalıdır* as an answer.
- (i) Only a few candidates gave *tavsiye almak gerekir* as an answer
- (j) Some gave *üç hafta* as an answer and lost marks.
- (l) A few candidates gave *özel* as an answer and lost marks.

Alıştırma 2: Dinleme

- (b) A few candidates gave *eskimiş* as an answer.
- (e) Some candidates gave *mekanlarından* as an answer and lost marks.
- (h) Some candidates gave *seyredenler or gördükleri* as an answer and lost marks.
- (k) This question was answered correctly by most of the candidates. *Yenilenmesi* was the common mistake.
- (l) Some candidates gave *hikayeler* as an answer.

Task 3: Listening

- (a) A common mistake was "1900s".
- (c) Some candidates failed to add "cheaply".
- (d) Some gave "weather conditions", "electricity" and "water" and lost marks.
- (e) Instead of giving only the two most important difficulties, some candidates added all information in the text and so lost marks. Candidates are advised to read the questions carefully and choose the 'most important' *en önemli*.
- (f) Some answered only the first part of the question and were not awarded half marks.
- (g) Those who found it hard to translate "Asia" and "Europe" could not answer the question correctly and lost marks.

Task 4: Writing

Candidates are advised to read the instructions carefully. Some candidates wrote a reply in Turkish to the points given, rather than writing a letter translating the points given to get more information about the holidays. This meant they could not be awarded any marks.

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 used a consistent, competent variety of sentence structures, tenses, suffixes and vocabulary.

Some found it hard to translate "getting on and off where I like", "ticket", "major" and "average", "monthly" and "discount".

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. A very few candidates just put ticks in the boxes rather than writing the numbers and were not awarded any marks.

(c) Some candidates, instead of leaving the third box blank, put number 3 *Dans oyunun parçasıdır* as an answer and lost marks.

Alıştırma 6: Okuma

Candidates performed very well in this exercise.

Common mistakes were:

- (a) *Etkinlikler hazırlar*
- (b) *Yalnız erkekler oynar*
- (c) *Halk dansıdır*
- (d) *Ödüllendirilirler*
- (e) *Yaş ağaç genç insana benzer*
- (f) *Arap atlarına tercih edilir*
- (g) *Kas gücü*
- (h) *Kullanılan iyi atlar*
- (i) *Saygın olduğu için*
- (j) *Daha çok sevilmesi*

Alıştırma 7: Okuma

Candidates are advised to read the questions carefully and understand what is required for an answer. They are also advised to read the relevant part of the text again to check their answer.

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. However some candidates failed to give *üniversiteyi bıraktı* as an answer.
- (b) Some candidates gave the names of the universities he had been to and some mentioned the jobs he had done and lost marks.
- (d) Very few candidates gave *Tiyatrodan teklif aldı ve dizilerde oynadı* as an answer.
- (h) Some candidates gave *çevrelerindeki tanıdıklarına* as an answer and lost marks.
- (j) Those who mentioned only the name of the film were not awarded any marks
- (m) This question was nearly answered correctly by all 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. Some candidates wrote as if they were the person who wrote the text (Kezban) and simply repeated the sentences in the text and so were not awarded any marks. Some candidates wrote about what they think about Kezban's family's shopping preferences rather than summarising the text and lost marks.
- (b) For the highest marks, candidates need to respond with well-developed points of view which show insight. It is also important to use a variety of words, idioms and sentence structures to gain high marks. It is important that every sentence is effective. Sentences which are simply a repetition of a previous one but with different word order do not gain extra marks. Instead, candidates should give a variety of examples, expanding their ideas and elaborating on opinions.

A large number of candidates wrote very good essays about shopping and the importance of how to use money, basing the essay on their own experience or that of others, and gave their own opinions, points of views and justifications. They gave very good examples and explained the advantages of buying quality products and what to check when to buy things. Those who repeated the same ideas continually- *Paranızın kıymetini bilin, parayı çar çur etmeyin ya da alışveriş önemlidir* - were not able to score high marks because it is required that they give reasons. The candidates who did not read the questions carefully in this section only expressed their ideas about the family's shopping preferences. 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.

F890 Turkish Listening, Reading and Writing 2

General Comments

Overall, this was a successful paper. The majority of candidates performed well. Most candidates understood the listening texts and answered the questions correctly. Most of the candidates understood and responded to the written texts successfully. They understood the main points and details, including points of view. They also demonstrated an ability to infer meaning. Those who answered the comprehension questions in Turkish in full sentences using their own words, as required by the task, scored high marks for the quality of language. Most of the candidates were successful in translating the paragraph from Turkish to English. 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 so scored high marks.

The candidates who responded with well developed points of view which showed insight were awarded 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 Turkish language was not adequate to do this.

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

Section A: Listening and Writing

Task 1: Listening

- (a) This question was answered correctly by nearly all of the candidates. "To become a computer engineer / technician" was not accepted.
- (b) Most of the candidates answered this question correctly.
- (c) This question was answered correctly by most of the candidates. Those who gave "23 people" as an answer were awarded only one mark.
- (d) This question was answered correctly by most of the candidates. Those who did not read the question carefully missed the word "financially" and lost marks by giving: "His game was listed among the best 100 games in a magazine".
- (e) This question was answered correctly by most of the candidates.

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 features of candidates' responses were:

- (a) This question was answered correctly by most candidates. Some spelled the word '*kametgah* as *hikametgah* and *nikahmetgah*.
- (e) Those who gave sufficient information about the kitchen were awarded full marks.
- (f) Some candidates found it hard to give information about the location of the room and lost marks.

- (g) Some candidates answered only what *katip* does and they were awarded only half marks. Those who failed to mention who does which job lost marks.
- (i) Some failed to give the second information about the chefs and lost marks.

Section B: Reading and Writing

Alıştırma 3:

This question was answered correctly by most of the candidates.

Alıştırma 4:

Candidates are advised to read the rubric very carefully. Some copied full sentences from the text and wrote them under the words but it was not possible to identify the words required from the passage, therefore they were not awarded any marks. Some translated the words into English, which was not the requirement, and were not awarded any marks.

Alıştırma 5:

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 managed to give correct answers by changing the details in the questions.

The common mistakes were:

- (c) *Yararlıdır / iyidir*
- (d) *alınır*

Alıştırma 6:

This question was generally answered correctly by most candidates.

- (a) Some candidates answered only half of the question and lost marks.
- (b) Some candidates found it hard to understand the sentence with antibiotics and failed to explain it as *İnsanlar antibiyotiğe karşı direnç kazanır*.
- (f) The candidates who did not know the meaning of *kısırlık* were not able to answer this question.

Alıştırma 7:

Most of the candidates were successful in translating the passage from Turkish into English correctly. Some candidates found it difficult to translate "German Publishers Association", "literature", "story teller of legend" and "a collector of folklore". Instead of "literature", "history", "education", "sociology" or "lecture" were given.

Alıştırma 8:

Some common mistakes;

- (a) In the first part of the question some candidates gave *Türk* as an answer and lost marks.
- (b) Some candidates gave *okumak* rather than *anlamak* as an answer and lost marks.

Task 9:

This question was answered correctly by most candidates.

- (a) Those who gave *Ünlü yazarların kitaplarını okuyarak başladı* as an answer lost marks.

- (b) Some candidates gave very good answers to this question by using their own words and scored high marks. Those who gave *Çırak olarak ünlü yazarların yanında çalıştı* were not awarded any marks.
- (c) This question was answered correctly by most candidates
- (d) The common mistake was *bütünlüğünü*
- (e) Some candidates failed to answer the second part of the question.
- (f) The first part of the question was answered by nearly all of the candidates. However, some candidates failed to answer the second part correctly and the common mistake was *Sanatçılar, her zaman kimin yanında olacağını bilmişlerdir*.

Section C: Writing

There were some very good essays. Some candidates gave information relevant 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, were effective and confident in their use of a wide range of vocabulary and idiom with a variety of complex sentence structures. Their language was generally accurate. There was a lot of evidence of evaluation and drawing conclusions.

Question 10: This was the most popular question. The candidates who scored high marks explained what needs to be done to stop domestic violence, the importance of equal opportunities and gave reasons and examples.

Question 11: This was the second most popular question. Some candidates had excellent suggestions to help the young people who cannot have education because of poverty. They also explained the importance of education and its role on the country.

Question 12: There were some very informative answers with examples about how pollution in the sea might affect the nature. 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 13: This was also a popular question. There were very good explanations about what needs to be done and how to save the water of the world. Some candidates wrote about their project and mentioned what needs to be done in detail and so scored high marks.

Question 14: Those who did not develop their ideas and only answered the questions briefly were not awarded high marks.

Question 15: This question was not chosen by many candidates. Those who chose this topic wrote about installing air conditioners to all houses and schools in Cyprus and Turkey due to the hot weather. The importance of the internet was pointed out and it was suggested that everywhere in the country should have free internet service so that people can communicate whenever needed.

Question 16: Only a few candidates chose this topic.

Question 17: This topic was also not chosen by many candidates.

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