

GCE

Turkish

Unit **F889**: Listening, Reading and Writing 1

Advanced Subsidiary GCE

Mark Scheme for June 2014

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



All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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

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Annotations used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Tick
	Development of point
	incorrect
	Irrelevant (material which doesn't answer the question)
	Caret sign to show omission
	Opinion
	Just/Justification
	Good language
	Poorly expressed
	Past tense correctly used
	Future tense correctly used
na	Highlight
	Accurate language
	Inaccurate language

Abbreviations	Meaning
/	Alternative and acceptable answers for the same marking point
()	Words which are not essential to gain the mark
—	Underlined words must be included to gain the mark

Subject-specific Marking Instructions

- You should print out a copy of the paper and work through it yourself (using the transcript for the Listening activities which you can find at the end of the Mark Scheme, if the audio version is not available on the portal.) You will need a copy of the written texts to refer to during the marking process in order to spot excessive lifting in tasks 6 and 7. The texts will not appear automatically on your marking screen.
- The award of marks is not necessarily dependent on the specific wording in the detailed sheets which follow. Other wordings will score the marks, provided they are semantically equivalent. If the language used by the candidate conveys meaning and also answers the question, then the mark(s) should normally be credited for comprehension (c.f. “sympathetic native speaker/sympathetic examiner”). Use your professional judgement to apply the marking principles given in this mark scheme but if you are still in doubt about the validity of any answer, then consult your Team Leader by phone, the messaging system within SCORIS or e-mail.
- Language marks: These are assessed separately – Grids C.2 and F.2 – See guidance in the detailed sheets below.
- Where candidates give alternative answers, only the first one written, or the one on the line should be marked.

Section A: Listening and Writing

Task 1:

Question		Answer	Marks [13]	Guidance
1	a	C	1	Multi-choice Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
	b	B	1	
	c	B	1	
	d	A	1	
	e	C	1	
	f	C	1	
	g	B	1	
	h	B	1	
	i	A	1	
	j	C	1	
	k	A	1	
	l	A	1	
	m	C	1	

Task 2

Question		Answer	Marks [12]	Guidance
2	a	gördükleri	1	Gap-fill The elements are scanned by the page. No annotation is necessary.
	b	tarihi	1	
	c	yabancı	1	
	d	yanması	1	
	e	simgelerinden	1	
	f	hizmete	1	
	g	ücretsiz	1	
	h	bakarak	1	
	i	denizi	1	
	j	sergiler	1	
	k	değiştirilmesi	1	
	l	işlevi	1	

Task 3

Task specific guidance:

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate)
- For single mark questions no annotation is necessary just enter 1, 0 or NR.
- There is no need to use a cross (X) for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.
- Answers in Turkish get no marks.

Question		Answer	Marks [15]	Reject
3	a	In the nineteenth century/In Ottoman times/In the Ottoman period	1	1900's or/ and Ottoman times
	b	High population (1) more trade/commerce/ business (1)	2	
	c	Cheap transportation/ low cost / cheaply	1	
	d	Poverty (1) and geographical difficulties/obstacles (1)	2	
	e	(ONLY) Health (1) and education (1)	2	
	f	Faster trains/ quicker trips(1) Closer to neighbouring cities/ closer to Istanbul (other cities) (1)	2	
	g	Non-stop travel/ direct/ without stopping/ uninterrupted/ quicker/ easier Or Connects Asia to Europe or two parts of Istanbul	1	
	h	New lines constructed (1) Renovation of older lines/ improvement/ new rail system/ restore/ update/ upgrade (1)	2	
	i	Reduction/ ease of commercial/ shipping/ trade traffic in Istanbul (Only) reduction (1)	2	

Task 4 10 marks for Communication (Grid H1), 10 marks for Quality of Language (QoL)**Task Specific Guidance**

- The candidate response will be scanned in twice. The marks for Communication are awarded the first time. The second image is for you to assess the QoL.
- **Communication:** This is a transfer of meaning exercise, not a word-for-word translation, so there may be several ways of putting the points across. Key elements of the points are underlined in the mark scheme. For communication / content, assess as a “sympathetic native speaker / sympathetic examiner” and give credit accordingly.
- **Annotations:**
 - In the body of text, use a tick (✓) to show that a point has been fully and successfully conveyed.
 - If an element of the point has been omitted, use the caret sign (^).
 - If a point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use no annotation.
 - Use a cross (X) when a word in the response invalidates an otherwise acceptable answer.
 - The annotations will give a global impression to help you apply Grid H.1 accurately and consistently.
- Grid H.1: The ticks will show the number of points successfully conveyed. These will normally correspond with the marks you award.

Task 4: Communication points

Question	Answer	Marks	Guidance	
			Accept	Do not accept
		[10]		
1	Türkiye’de istediğim yerde inip binerek bir tren gezisi yapmak istiyorum.	2		
2	Bu gezi için aylık bilet almak mümkün mü?	2	Ticket (1 puan)	
3	Öğrenciler için indirim var mı?	2		
4	Büyük/ önemli tren istasyonlarında otellerin olduğunu duydum/ Bu otellerde bir gecelik ortalama fiyat nedir?	2		
5	En kısa zamanda beni bilgilendirirseniz çok sevinirim.	2		

GRID H.1	COMMUNICATION 10 marks AO2
9-10	Most or all of the information successfully conveyed.
7-8	Three quarters of the points conveyed.
5-6	Half of the information successfully conveyed.
3-4	Only a quarter of the points conveyed.
0-2	Very little or no information conveyed.

QoL: Read response again and assess for language.

- **Annotations:** you may use the underlining tool (→) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential.
- **Grid C.2:** Key words have been highlighted in the Grid. Remember that this grid is also used to assess accuracy at A2. At AS level, one year beyond GCSE, the only complexity of language that is expected is that required by the task. Identify the band which best matches the performance. If you identified the band without hesitation you must award the higher of the two marks.

GRID C.2	QUALITY OF LANGUAGE – ACCURACY 10 marks AO3
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
7-8	Language generally accurate. Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
5-6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
3-4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.

Task 5

Question	Answer	Marks [10]	Guidance
A	6	1	1 mark for each correct answer This task is scanned in by the page. The marks are awarded individually. No annotations are necessary. If the candidate has put more than 10 ticks add up the total number of correct marks and deduct 1 mark for each tick over 10
B	4	1	
C	Blank		
D	7	1	
E	1	1	
F	9	1	
G	10	1	
H	2	1	
I	8	1	
J	3	1	
K	5	1	

Task 6

Question		Answer	Marks [10]	Guidance
6	a	A	1	Multi-choice Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
	b	C	1	
	c	A	1	
	d	C	1	
	e	B	1	
	f	A	1	
	g	C	1	
	h	A	1	
	i	A	1	
	j	B	1	

Task 7

Task specific guidance

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate). The entire page will then appear on the screen for you to assess the QoL.
- Familiarize yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
- Go through all the responses and assess every question for **comprehension**.
 - a. Marks are awarded on a point by point basis, according to the mark scheme.
 - b. Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL
 - c. For comprehension / content, remember that you are a “sympathetic native speaker / sympathetic examiner”. If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C2. If appropriate, candidates may answer with single words / short phrases.
- **Annotations:**
 - Award 1, 0 or NR without annotation.
 - Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
 - Use a cross (X) when a word in the response invalidates an otherwise acceptable answer.
 - Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but highlight and exclude from Quality of Language assessment.

Question			Answer	Marks	Guidance	
				[20]	Accept	Do not accept
7	a	i	Tiyatroya başladı.	1		Misafirleri ağırlama
		ii	Derslere devam etmedi.	1	Üniversiteyi / okulu bıraktı	
		iii	İngiltere'ye gitti.	1		
	b	i	Karakter gözlemleri	1		
		ii	Yeteneği	1		
	c		Orada verimli yıllar geçirdi.	1	Verim anlamına gelecek sözcükler (<i>deneyim kazandı, oyunculuğunu geliştirdi...</i>)	
	d	i	Babasının rahatsızlığı	1	Babasının sağlık durumu	
		ii	Oyunculuk teklifi	1	İş buldu, iş teklifi aldı ...	
	e		Beklenmedik zamanda ve yerde beklenmedik olaylar oluyor bu onun çok hoşuna gidiyor .	1	Sürprizleri seviyor.	
	f		Halkın olaylara karşı olan tepkilerini öğrenir.	1		
	g		İnsanları güldürmeyi (1) ve dertlerini unutturmayı (1) seviyor.	2		
	h		Mutluluk hapi	1	Mutluluk <i>ilacı</i>	
	i	i	Ona kızmıyorlar (1)	1		
		ii	Rolünü çok iyi yaptığını düşünüyorlar(1)	1		
	j		Kötü karakter	1	Kavşak filmindeki rolü	
	k		İnsanları güldürmek zordur or üzgün oldukları zamanlarda üzüntülerini belli etmeden halkı güldürmek zorundalar	2		
	l		Komedyenler ciddiye alınmıyor or dramatik karakterler daha etkileyicidir.	1		
	m		Halkın kahkahası ile ödüllendiriliyorlar.	1	Halkın gülücükleri, mutluluğu, eğlenmesi, gülmesi Halkı güldürerek	

- **Assessing Quality of Language**

- You will get a separate screen which will be the whole page (unannotated). Read all the answers again. You may use the green L marking tool to highlight good language to assist you in the application of Grid C.2. but it is not essential.
- Apply Grid C.2 and enter the mark.
- When candidates have left several questions unanswered, click on “fit height” to have an overall view.
 - If only 1/3 of the questions have been answered, the maximum mark for C2 is the 5/6 band
 - If only 2/3 of the questions have been answered, the maximum mark for C2 is the 7/8 band

GRID C.2	QUALITY OF LANGUAGE - ACCURACY 10 marks AO3
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
7-8	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
5-6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
3-4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate’s first language.
0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.

Task 8**Task specific guidance**

Have a copy of the text to hand and familiarize yourself with it, so that you can easily spot instances of lifting from the original. Only the candidates' work will appear on the screen. You will have three successive screens 8a, 8b and then 8a + 8b again, but without the annotations in order to assess QoL.

Task 8a Comprehension. Grid I [10 marks]**a. Annotations:**

- In the body of text, use a green tick ✓ to show that a point from the mark scheme below has been fully and successfully conveyed.
- If an element of the point has been omitted, use the caret sign (*λ*).
- If a point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use no annotation.

The annotations will give a global impression to help you apply Grid I accurately and consistently.

b. **Grid I:** Looking at the annotations, assess what proportion of the points has been conveyed and apply Grid I. Enter your mark.

c. **Copying / lifting:** If chunks of the text are simply copied, award marks for comprehension but there is a limit of 3-4 marks for (a) if the entire answer is lifted (see Grid I). Verbatim copying of the stimulus text results in no marks. Use the highlighting tool (.....) to show lifted language. Only phrases of 5 words or more should be counted as lifted language.

Q	Indicative content	Marks	Guidance	
			Content	Levels of Response
		[10]		
8	<p>1. Kezban'ın annesi bir çift çorap almak için bile mağazaları gezer.</p> <p>2. Kezban'ın annesi ucuz ama kaliteli giysiler almak ister.</p> <p>3. Hatta daha ucuz alışveriş için pazarlık bile yapar</p> <p>4. Kezban bundan hiç hoşlanmaz.</p> <p>5. Kalitesiz giysiler çabuk eskir bu nedenle yenilerini almak gerekir.</p> <p>6. Bu durum daha çok para harcamamıza neden olur.</p> <p>7. Kezban'ın annesi kalitesiz giysi almayı 'yanlış bir ekonomik strateji' olarak görür.</p> <p>8. Kezban'ın annesi giysilerin itina ile kullanılmasını söyler.</p> <p>9. Kezban giysilerine itina gösterir.</p> <p>10. Kezban'ın babası sadece markalı giysiler satın alır.</p> <p>11. Ne beğenirse onu alır.</p> <p>12. Alışveriş için fazla zaman harcamaz.</p> <p>13. Fiyatın yüksek olması onun için önemli değildir. (Alacaklarını düşünmeden, fiyatına bakmadan alır.)</p> <p>14. Kezban'ın kızkardeşi de farklı düşünür.</p> <p>15. Kezban'ın kızkardeşi ailenin fazla harcama yaptığını ve bir çok şeyi attığını düşünür.</p> <p>16. Kezban'ın kızkardeşi ailesini alışveriş konusunda eleştirir.</p> <p>17. Onun için geri dönüşüm önemlidir.</p> <p>18. Dolayısıyla geri dönüşüm alanında iş olanakları doğar.</p> <p>19. Bu da insanların yaşamını değiştirir.</p>	<p>10 marks - 13/14 facts</p> <p>9 marks - 11/12 facts</p> <p>8 marks - 9/10 facts</p> <p>7 marks - 7/8 facts</p> <p>6 marks - 6 facts</p> <p>5 marks - 5 facts</p> <p>4 marks - 4 facts</p> <p>3 marks - 3 facts</p> <p>2 marks - 2 facts</p> <p>1 mark - 1 fact</p>	<p>Grid I COMPREHENSION OF TEXT</p> <p>9-10 Consistently relevant information. Includes nearly all the points from the original passage. Shows a very clear understanding of the text</p> <p>7-8 Relevant information showing understanding of up to two thirds of the points from the original passage. There may be one or two instances of lifting from the original passage</p> <p>5-6 Some relevant information showing understanding of up to half of the points. There may be instances of lifting from the original passage.</p> <p>3-4 Little relevant information. Includes up to a third of the points, showing understanding of some of the points. Over-reliance on phrases lifted from the original passage.</p> <p>0-2. No relevant information or supplies one or two relevant points from the original passage</p>	

Task 8(b) Response Grid J [20 marks]

Question	Answer	Marks	Guidance	
		[20]	Content	Levels of Response
	No Indicative Content – personal response		<p>Grid J: Looking at the annotations, assess the quality of the response to the text and apply Grid J. NB: “imagination” and “insight” are interpreted conservatively. The number of ticks you have awarded will indicate a mark band. You must then use your professional judgement to fine tune your marking. You may look at the quality of the candidate's points and go down a mark or two if they seem rather pedestrian or repetitive. Similarly an attempt at originality or humour could gain an extra mark or two. Enter your mark.</p> <ul style="list-style-type: none"> Use the green tick (✓) in the body of the text to show each opinion / personal response and a green tick (✓+) in body of text to show a development / extension of the opinion. NB: one opinion may have several extensions. 	<p>GRID J RESPONSE TO TEXT</p> <p>16-20 Responds with well-developed points of view which show insight, originality and imagination.</p> <p>12-15 Expresses points of view which are consistently developed and respond to the requirements of the task. Shows some originality and/or imagination</p> <p>8-11 Expresses points of view which respond to the requirements of the task. Some of these may be developed and there may be some originality and/or imagination.</p> <p>4-7 Manages the beginning of a response to the requirements of the task. May have difficulty in expressing and/or developing points.</p> <p>0-3 Very short. May not go beyond points of view already expressed in the original text.</p>

Task 8(a) + 8(b) – Language (QoL) – Grids C.2 and F.2: [20 marks]

Question	Answer	Marks	Guidance
Task 8a+b	Assess for Quality of Language using Grids C2 and F2 Appendix 1	[20]	<p>a. Read the whole response again and assess for Range (Grid F2) first – i.e. vocabulary and structures. Then assess for Accuracy (Grid C2). Key words have been highlighted in the grids below. Ignore final sentence of 3-4 band in Grid C2, because vocabulary and structures have already been assessed under Grid F2. If you wish, you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential. Enter your mark.</p> <p>b. Ignore language lifted from the text when assessing language (See Task 8a above). Lifted language is not credited for QoL – only content points and/or personal response.</p>

APPENDIX 1

GRID C.2	QUALITY OF LANGUAGE - ACCURACY 10 marks AO3	GRID F.2	QUALITY OF LANGUAGE (RANGE) 10 marks AO3
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.	9-10	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures .
7-8	Language generally accurate. Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas .	7-8	Effective use of a range of vocabulary and structures appropriate to the task, with little repetition . A positive attempt to introduce variety and to use a range of complex sentence structures (though not always able to maintain correct usage).
5-6	Shows evidence of fair understanding of grammatical usage . Generally accurate use of simple sentence structures . Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent .	5-6	Attempts to extend the range of vocabulary, though still rather repetitive. Attempts to use more complex language with some success in producing a range of syntax and sentence structures appropriate to the task.
3-4	Evidence of gaps in basic grammar . Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures . (Vocabulary and structures may be quite strongly influenced by the candidate's first language).	3-4	Use of a restricted range of vocabulary and structures . Frequent repetition of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.
0-2	Little evidence of grammatical awareness . Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.	0-2	Only simple sentence patterns. Very limited vocabulary. Very limited range of structures.

APPENDIX 2

Transcripts of Listening Texts

Note for Document production team: This section of the mark scheme must stay in Portrait format until after the standardisation meeting.

Alıştırma 1

Termal Tedavi

Male voice

Türkiye, yaz aylarındaki kuraklığa rağmen, özellikle kış aylarındaki yoğun yağış sayesinde yeraltı ve yerüstü su kaynakları ile zengindir. Bölgelere göre çeşitlilik gösteren toprak, yer altı sıcak su kaynaklarını farklı minerallerle zenginleştirir.

Türkler banyo yapan kişilere ‘sıhhatler olsun’ der, çünkü sıcak suyun, hele de su çeşitli mineraller içeriyorsa, vücudu mikroplardan arındırdığını ve bazı hastalıklara da iyi geldiğini düşünürler. Böbrek taşları, cilt hastalıkları çoğunlukla da kemik ağrıları gibi bazı hastalıklara çare arayan insanlar, yurdun hatta dünyanın farklı bölgelerinden gelip kaplıcalarda konaklarlar. Termal tedavi için uzman doktorlar, diyetisyenler ve hemşirelerden hizmet alırlar. Buralar birer sağlık evi gibidir.

‘Termal tedavinin mevsimi yoktur’ dense de, uzmanların tavsiye ettiği mevsimler genellikle ne çok sıcak ne de soğuk havaların hakim olduğu ilkbahar ve sonbahardır. Fakat insanlar hava sıcak olduğu için yazın gitmek isterler.

Female voice

Çocuklar dahil her yaştaki ziyaretçilerin termal sulardan zarar görmeden, en sağlıklı bir şekilde yararlanabilmeleri için her şeyden önce genel bir sağlık kontrolünden geçmeleri, eğer gerekiyorsa ilaçlarını almaları lâzım.

Genel olarak etkili bir banyo tedavisi için üç hafta, içme tedavisi için ise üç gün gereklidir, ama bu süre her hasta için uygun olmayabilir. Rahatsızlıkları olan hastalara tedavi süresini konuyla ilgili doktor belirlemelidir. Gidilecek olan kaplıcaı seçerken de hangi su minerallerinin hangi hastalıklara iyi geldiği hakkında bilgi almakta yarar var.

Cazip yemek seçeneklerine sahip olan kaplıcalarda kalındığı süre içerisinde ağır yemeklerden kaçınılmalı ve diyetisyenin dediklerine uyulmalıdır. Havuza ya da banyolara yemeklerden iki saat sonra gidilmelidir.

(231 words, more or less 2 mins.27 secs)

Alıştırma 2**YÜZ YILLIK BİR BİNA**

Büyük gökdelenler dikilmeden önce, İstanbul'a gelen insanların gördükleri en görkemli tarihi yapılardan biri Haydarpaşa gar binası idi.

Bina Osmanlı Sultanı II. Abdülhamit döneminde bir Alman şirketine yaptırılmıştır.

Maalesef 2010 yılında çıkan bir yangın yüzünden gar binasının çatı katı tamamen kül olmuş ve halka kapatılmıştır.

İstanbul'un sembollerinden biri olan bina, iki yıllık bir yenilenme dönemine giriyor.

Yenileme projesinin en önemli tarafı da, binanın halkın keyifli vakit geçirebileceği bir kültür merkezine dönüştürülmesidir. Özel şirketlerin sponsorluğu sayesinde bu kültür merkezine giriş için ödeme yapılmayacaktır.

Yenileme çalışmalarına, küle dönen çatı katına bir kafeterya ve bir gözlem evi yapılması dahil edilmiştir.

Bu kata çıkan herkes içeceklerini yudumlarırken İstanbul'un tarifsiz manzarasını izleyerek huzur bulacaklardır.

Binanın dışından modern bir cam asansörle gözlem evi ve üç yönden İstanbul Boğazı'na bakan terasa çıkılabilecektir.

Binanın birinci katında açılacak müzede değişik sanat eserleri yılın farklı zamanlarında halka sunulacaktır.

Bina dışında olan ve kaldırılması planlanan geleneksel büfeler, yeni binanın katlarında yer alacağı için büfe sahipleri işlerini yapmaya devam edebileceklerdir.

Yeni kültür merkezinin tarihle modernliğin bir yansıması olacağı söyleniyor.

(170 words, more or less 1 min 35 secs)

Task 3

TURKISH RAILWAYS

19. yüzyılda Osmanlı İmparatorluğu zamanında yapılmaya başlanan Anadolu'daki ilk demiryolu Ege Bölgesi'nde İzmir ve Aydın şehirleri arasındaydı. Çünkü bu bölgedeki nüfus yoğunluğu ve ticaret olanakları Anadolu'nun diğer bölgelerine göre daha yüksekti.

Türkiye Cumhuriyeti'nin kurulduğu 1920'li yıllardan sonra da gıda, demir-çelik, kömür ve makine gibi yüklerin en ucuz biçimde taşınabilmesi için, fakirlik ve coğrafi zorluklara karşın, demiryolu yapımına ulusal güçle devam edilmiştir.

Demiryolları Anadolu'yu sarmış; böylece yol, su ve elektrik götürülen toprağın değeri artmıştır. En önemlisi halka sağlık ve eğitim gibi hizmetleri vermek kolaylaşmıştır.

Günümüzde hızlı tren sistemine geçiş nedeniyle Ankara, İstanbul ve komşu şehirlere zaman olarak daha da yakınlaştı.

Marmaray hattı ile de İstanbul'un Avrupa yakasından, Anadolu yakasındaki semtlerine de kesintisiz gidilebiliyor.

Bunun dışında gelişen ray teknolojisi ile hem var olan hatların yenilenmesi ve hem de yeni hatların eklenmesi için tren yolu çalışmaları hâlâ sürmektedir.

Diğer bir proje ise Bursa'nın Anadolu'daki büyük şehirlere demiryoluyla bağlanmasıdır. Böylece Bursa'daki Gemlik limanı da kullanılarak ticarî taşımacılık bakımından İstanbul'un yükünün azaltılması planlanmaktadır.

(162 words, mor or less 1 min 35 secs)

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