

# **Mark Scheme for June 2010**

---

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of pupils of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, OCR Nationals, 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 mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by Examiners. It does not indicate the details of the discussions which took place at an Examiners' meeting before marking commenced.

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.

© OCR 2010

Any enquiries about publications should be addressed to:

OCR Publications  
PO Box 5050  
Annesley  
NOTTINGHAM  
NG15 0DL

Telephone: 0870 770 6622  
Facsimile: 01223 552610  
E-mail: [publications@ocr.org.uk](mailto:publications@ocr.org.uk)

**MARKING INSTRUCTIONS****PREPARATION FOR MARKING**

1. Make sure that you have accessed and completed the two training packages for on-screen marking:
  - a. On-screen marking training
  - b. OCR essential guide to marking
2. Make sure that you have accessed and are familiar with the mark scheme for this unit on the RM Support Portal.
3. Mark the 10 practice scripts and the 10 standardisation scripts.

YOU MUST MARK TEN PRACTICE AND TEN STANDARDISATION SCRIPTS BEFORE YOU CAN BE APPROVED TO MARK.

**MARKING**

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria
3. The schedule of dates is very important. It is essential that you meet the 50% and 100% marking deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the messaging system, or by email.
5. Work crossed out should NOT be marked.
6. There is a NR (No Response) option. Award NR (No Response) if there is nothing written at all in the answer space OR - if there is a comment which does not in anyway relate to the question (e.g. 'can't do', 'don't know') OR - if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question. Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
7. The **comments box** is used by your team leader to explain the marking of the practice scripts. Please refer to these comments when checking your practice scripts. **Please do not use the comments box for any other reason.** For any questions or comments you have for your team leader use phone, the messaging system or e-mail.
8. If you have any **technical difficulties** please refer to the Instructions for On-Screen Marking from Home.
9. Abbreviations, annotations and conventions used in the detailed Mark Scheme

Annotation	Meaning
	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
	Present tense correctly used
	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

## MARK SCHEME

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.

A suggestion for making a slightly more user friendly version of this Mark Scheme would be to put the pages in plastic pockets in a ring binder, making sure that the answers and appropriate grids are opposite one another, then you don't need to flip backwards and forwards.

## Section A: Listening and Writing

## Task 1:

Question	Answer	Marks [13]	Guidance
a)	B	1	
b)	C	1	
c)	A	1	
d)	A	1	
e)	C	1	
f)	B	1	
g)	C	1	
h)	B	1	
i)	A	1	
j)	B	1	
k)	B	1	
l)	A	1	
m)	C	1	

## Task 2

Question	Answer	Marks [12]	Guidance
a)	kuzey	1	
b)	üçüncü	1	
c)	kültürlere	1	
d)	oğludur	1	
e)	öldüğü	1	
f)	yapmadığı	1	
g)	sandık	1	
h)	Tenes'in	1	
i)	paraların	1	
j)	gezgin	1	
k)	toprağı/iklimi	1	
l)	iklimi/toprağı	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 **Target language** get no marks.

Question	Answer	Marks [15]	Guidance
a)	It was established in 2005 [1] for the people to occupy themselves in their spare/free/quality time. [1]	2	
b)	(Turkish) folk/public/cultural/traditional dance [1] and Latin dance. [1] <b>Reject: folkler</b>	2	
c)	They take place at (the halls of) the hotels (in İstanbul).	1	
d)	The members dance [1] and get to know each other (and they have a good time.) [1]	2	
e)	They visit historical places/historical facts of the city / to learn new stuff / new cultures about new country [1] They make friends [1] <b>Reject: traditional</b>	2	
f)	The festivals are held in the country/in Turkey [1] and abroad/outside the country/outside Turkey . [1]	2	
g)	Last year the folk dancing group won the first prize/became first/first international succes. <b>Reject: big prize</b>	1	
h)	You need to be over 16/16/minimum 16 to become a member. <b>Reject: minimum 17</b>	1	
i)	The students perform at national/formal/official festivals/holidays/eid/assemblies/on special days/selebrations/bank holidays/traditional events / cultural festivals	1	
j)	Dancing is good for our physical health.		

**Task 4 10 marks for Communication (Grid H1), 10 marks for Quality of Written Communication (QWC)****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 QWC.
- **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

	Answer	Marks [10]	Guidance
	<p>Yaş sınırı dışında,üyelerinizi seçmek için başka koşullarınız/şartlarınız/kriterleriniz/ölçütleriniz / özellikler var mı?</p> <p>Kayıt tarihi nedir ve kayıt yaptırmak/kayıtlandırma/yazdırma/yazılma/başburu/tescil için neler gereklidir. <b>Reject: başlama</b></p> <p>Dans öğretmenlerinin eğitimi / sertifikası / diploması / kualifikasyonu / öğrenimi / okumuşluğu / tecrübesi / deneyimi nedir?</p> <p>Dans çalışmaları için ne tür kostüm / giyecek / giysi / elbise / uruba gereklidir.</p> <p>Öğrencilere nerede ders verirsiniz? / Dans dersleri / seansları nerededir. Ne kadar sürer? / Süresi ne kadardır?</p>		If a candidate replies to the question in Turkish rather than translating them s/he can be awarded marks for Quality of Language, however s/he would not be awarded any marks for Communication

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

QWC: 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
0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
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.
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.
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.
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

## Section B: Reading and Writing

## Task 5

Question	Answer	Marks [10]	Guidance
a)	6	1	<p>1 mark for each correct answer</p> <p>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</p> <p><b>* If a candidate fills all the boxes in, one mark should be deducted</b></p>
b)	4	1	
c)	10	1	
d)	7	1	
e)	1	1	
f)		1	
g)	2	1	
h)	3	1	
i)	5	1	
j)	9	1	
k)	8	1	

## Task 6

Question	Answer	Marks [10]	Guidance
a)	B	1	
b)	C	1	
c)	B	1	
d)	C	1	
e)	B	1	
f)	B	1	
g)	A	1	
h)	A	1	
i)	B	1	
j)	A	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 QWC.
- 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	Comprehension points	Marks [20]	Guidance
(a)	Yazar [1] müzisyen/müzik sanatçısı / sanat elçisi [1] film yönetmeni [1] olarak çalıştı	3	
(b)	Livaneli yaptığı bütün işlerden zevk aldı.	1	
(c)	<b>Any two of three:</b> Sanatçının yönettiği iki film [1] ve yazdığı üç roman hem yurt içi hem de dışında ödüller aldı. [1] Filimleri yurt dışında gösterime girdi. [1]	2	
(d)(i)	Roman ve film konuları (sonları hariç) aynı.	1	
(d)(ii)	Filmin de romanın da mutlu son ile bitmesi.	1	
(e)	Töre suçlarıdır / cezalarıdır.	1	
(f)	Bu töre suçlarının ve töre yüzünden cezalandırılmanın yanlışlığı/gereksizliği anlatılıyor.	1	
(g)	Yaptığı şarkıların ünlü sanatçılar tarafından söylenmesi.	1	
(h)	Eğer yaptığınız işi severseniz [1], en iyisini yaparsanız [1] zaten başarılı olursunuz. <b>Reject: Bıkmadan / usamadan / yılmadan çalışırsanız başarılı olursunuz.</b>	2	
(i)	<b>Any two of three :</b> Yurt içi ve dışında insanların sevgisini [1] ve güvenini kazanmak [1] ve dostluklar kurmak [1]	2	
(j)	<b>Any two of three :</b> Ünlü kişilerle birlikte dünya kültürünün ilerlemesi [1] ve sanatın gelişmesi için çalışmalar yaptı. [1] Toplantılara katıldı. / UNESCO için çalıştı. [1]	2	
(k)	Kişiler kendi kültürlerini esas tutarak, [1] diğer kültürleri de öğrenmeye açık olmalı / saygı duymalı. [1]	2	
(l)	Livaneli günlük bir gazetede makale yazıyor.	1	

- Assessing **Quality of Written Communication**

- 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
0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
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.
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.
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.
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

## Task 8(a)

## 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 QWC.

## Screen 1 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 (^).
- 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.

Point	Principal Idea	Accept	Do not accept
	<b>Any ten point of the followings:</b>		
1	Öğrenci hangi mesleği seçeceğine karar veremiyor	<b>Şaşkın / kararsız</b>	
2	Okulda fazla başarılı değil		
3	Ders çalışmayı sevmiyor	<b>Akademik değil</b>	
4	Ailesinin beklentileri yüksek		
5	Arkadaşının etkisinde de kalıyor		
	<b>Danışmanın öğrenciye önerileri</b>		
6	Kendi yetenek ve isteklerini tanıması		
7	İlgi alanlarının neler olduğunu anlaması		
8	Geçmişteki başarısızlıklarını/tecrübelerini gözönüne alması		
9	Meslekler hakkında bilgi edinmesi / bilgi sahibi olması.		
10	Üniversitede birçok konuda bilgi sahibi olup, kendine uygun olanı seçmesi		
11	Kendini çeşitli konularda yetiştirmesi / bilgilendirmesi		
12	Sürekli kendini geliştirmek zorunda olmasıdır		



<b>GRID I</b>	<b>COMPREHENSION OF TEXT</b> <b>10 marks AO2</b>
<b>0-2</b>	No relevant information or supplies one or two relevant points from the original passage.
<b>3-4</b>	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.
<b>5-6</b>	Some relevant information showing understanding of up to half of the points. There may be instances of lifting from the original passage.
<b>7-8</b>	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.
<b>9-10</b>	Consistently relevant information. Includes nearly all the points from the original passage. Shows a very clear understanding of the text.

**Screen 8(b) Response Grid J [20 marks]****Annotations:**

- 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.

**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.

<b>GRID J</b>	<b>RESPONSE TO TEXT 20 marks AO2</b>
<b>0-3</b>	Very short. May not go beyond points of view already expressed in the original text.
<b>4-7</b>	Manages the beginning of a response to the requirements of the task. May have difficulty in expressing and/or developing points.
<b>8-11</b>	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.
<b>12-15</b>	Expresses points of view which are consistently developed and respond to the requirements of the task. Shows some originality and/or imagination
<b>16-20</b>	Responds with well developed points of view which show insight, originality and imagination.

**Screen 3****8(a) + 8(b) – Language (QWC) – Grids C.2 and F.2: [20 marks]**

- 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.
- b. Ignore language lifted from the text when assessing language (See **Screen 1** above). Lifted language is not credited for QWC – only content points and/or personal response.

GRID C.2	QUALITY OF LANGUAGE - ACCURACY 10 marks AO3	GRID F.2	QUALITY OF LANGUAGE (RANGE) 10 marks AO3
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.
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.	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.
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.
7-8	Language generally accurate. Shows a sound grasp of AS 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).
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.

**Transcripts of Listening Texts****Alıştırma 1: DENİZ TAKSİLERİ**

- F** İstanbul'un yoğun trafiğine yardım edecek yeni bir çare daha bulundu. Deniz otobüslerinden sonra deniz taksileri uygulaması başladı. 5 Mayıs 2008 tarihinde ilk taksi Ortaköy iskelesinde yapılan bir törenle hizmete girdi. Deniz taksileri Türk mühendisler tarafından üretilmiştir.

Yaklaşık 12 metre uzunluğunda ve 5 metre eninde olan taksiler, en fazla saatte 18 deniz mili hız yapabilirler ve en fazla 10 yolcu taşıyabilirler. Deniz taksileri projenin istenilen derecede gelişmesi ile İstanbul boğazının iki yakası, Marmara denizi kıyıları ve adalar yönlerine de ulaşım sağlayacaktır.

New York, Avustralya, Venedik ve Yeni Zelanda gibi kent ve ülkelerde deniz taksileri çoğunlukla belirli saatlerde çalışır ve toplu taşıma özelliği taşır. Oysa, İstanbul'da dünyada ilk kez sahile çağrılan taksi sistemi başlamıştır. Deniz taksileri tek bir çağrı merkezine bağlıdır. Taksileri bu merkeze telefon ederek ya da cep telefonuyla mesaj göndererek çağırabilirsiniz. Böyle bir durumda deniz taksisi yolcularına taksinin yanaşma noktası, saati ve ücret bilgileri gönderilir. Ödemeler nakit olduğu gibi kredi kartı ile de yapılabilir. İstanbul'da deniz taksileri, 24 saat, güvenli, konforlu bir ulaşım sağlayacak ve hem bireyler hem de gruplar tarafından kiralanabilecektir. Fiyat tarifesine göre deniz taksimetrelerinin açılış ücreti, gündüz 15 TL ve gece 20 TL den başlayacaktır.

**Alıştırma 2: BOZCAADA**

- M** - Bozcaada'nın özellikleri nedir?
- F** Bozcaada Kuzey Ege denizinde, Çanakkale boğazının 20 kilometre kadar güneybatısındadır. Türkiye'nin üçüncü büyük adasıdır. Adada birçok medeniyetler yaşamış 1923 yılında Türkiye Cumhuriyeti'ne bağlanmıştır. Yunan mitolojisinde ada, Tenedos olarak bilinir. Mitolojiye göre, bir kralın Tenes adlı bir oğlu varmış. Tenes'in annesi ölünce kral tekrar evlenmiş. Ama üvey anne Tenes'e iftira etmiş. Babası ona inanıp Tenes'i bir sandığa koymuş ve denize atmış. Sandık yüzüp boğazı geçmiş ve ada kıyılarına ulaşmış. Adaya yerleşen Tenes adaya 'Tenes'in adası' anlamına gelen Tenedos adını vermiş.
- M** - Ada halkı geçimini nasıl kazanır?
- F** Bağcılık ve şarapçılık bu adanın yaşam biçimidir ve neredeyse adanın tarihi kadar eskidir. Bağcılık kültürü adada çok eskiden başladığından adada farklı üzüm çeşitleri yaygınlaşmıştır. Eski paraların üzerinde bile üzüm resimleri vardır. Ünlü gezgin Evliya Çelebi "Buradaki gibi güzel çavuş üzümü dünyanın hiçbir yerinde yetişmez" der. Adada bağcılığın bu kadar gelişmiş olmasının iki nedeni vardır. Birincisi; Kumlu, killi ve taşlı tabakalardan oluşan toprağının ikincisi de; gündüz ve gece arasındaki ısı farklılığının ve kuzeyden gelen rüzgarlı iklim şartlarının şarap üzümü bağcılığına çok elverişli olmasıdır.

**Task 3: Dans Kulübü**

**F** Bugünkü konuğumuz Pera Dans Klubü yöneticisi Uğur Tümer.

Hoşgeldiniz. Kulübünüz ne zamandan beri çalışmalarını sürdürüyor?

**M** Çalışmalarımıza 2002 yılında çok az sayıda üye ile başladık ama 2005 yılında yasal olarak kulübümüzü kurduk. Amacımız bölgede yaşayanların boş zamanlarını değerlendirmelerine yardımcı olmaktı

**F** Ne tür etkinlikleriniz var?

**M** Kulübümüzde Halk oyunları ve Latin danslarını öğretiyoruz. İstanbul'un büyük otellerinde kiraladığımız salonlarda dans geceleri düzenleyip, üyelerin iyi vakit geçirmelerini ve birbirlerini daha iyi tanımalarını sağlıyoruz. Ayrıca yurt içinde başka şehirlere geziler düzenliyoruz.

**F** Çok güzel bir etkinlik.

**M** Evet. Gittiğimiz şehirlerin tarihsel özelliklerini tanıdığımız gibi, birçok arkadaş ediniyoruz. Yurt içi ve yurt dışı dans festivallerine katılıyoruz. Halk oyunları ekibimiz geçen yıl yurt dışında yapılan bir yarışmada birinci oldu. Bu bizim milletlerarası ilk büyük başarımızdı.

**F** Üye olabilmek için kaç yaşında olmak gerek?

**M** Üye olabilmek için 16 yaşın üstünde olmak gerek. İlk öğretim okullarında da dans çalışmaları yapıyoruz. Öğrenciler, resmi bayramlarda, okullarda yapılan törenlerde öğrendiklerini sergiliyorlar. Dans fiziksel sağlık için çok yararlı bir etkinlik. Bize elektronik posta ile ulaşarak daha fazla bilgi alabilirsiniz.

**OCR (Oxford Cambridge and RSA Examinations)**  
**1 Hills Road**  
**Cambridge**  
**CB1 2EU**

**OCR Customer Contact Centre**

**14 – 19 Qualifications (General)**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

**[www.ocr.org.uk](http://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