

# **Mark Scheme for June 2010**

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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.

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## Section A: Listening and Writing

## Task 1:

## 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 [6]	Guidance
(a)	(i)	Making programmes /works about education. [1]	[1]	
(a)	(ii)	Because he helped to build three primary schools in the South East of Turkey and one school in İstanbul. /provided teachers in the poor areas in terms of education/visited areas without schools and teachers[1]	[1]	
(b)		<b>Any two of three</b> A good journalist should be curious/interested/want to know things [1], honest/brave/bold/speaks the truth/truthful/ fair/just/frank/straight speaking [1] a good communicator [1] <b>investigative/can see things that others cannot.</b>	[2]	
(c)		They should question the events / <b>by questioning/ asking/ research/search about what was the problem and how it happened / what happened/ go into details [1]</b> and establish the link between causes and effects the results (out comes) are as important as the reasons [1]	[2]	

## Task 2

## 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.

Question	Answer	Marks [22]	Guidance
	<b>[22 marks for comprehension; 10 marks for accuracy, Grid C2]</b>		
	<b>Any two of three:</b>		
(a)	Programı Sabancı vakfı, Birleşmiş Milletler, İçişleri Bakanlığı destekliyor.	[2]	
(b)	(i) Kadınların ve kız çocuklarının insan haklarını korumak ve geliştirmek.	[1]	
(b)	(ii) Bunun için kadın dostu kentler yaratmak.	[1]	
(c)	Toplantının amacı deneyimleri paylaşmaktı.	[1]	
(d)	(i) 10/üçte bir belediye üyesinin kadın olma zorunluluğu var.	[1]	
(d)	(ii) Bu uygulama Türkiye’de ilk kez olacak.	[1]	
(e)	(i) Kadınların da yerel seçimlere (mahalle muhtarlığı, il genel meclisine ) aday olmasıdır.	[1]	
(e)	(ii) Katılımcıların tümü politikayla/siyasetle/Belediye meclisi/muhtarlık ile ilgilidirler.	[1]	
(f)	Harran üniversitesinde çalışan iki doktor hazırlamıştır.	[1]	
(f)	Araştırma yapıyor olmalarıdır.	[1]	
(g)	Şanlıurfa’da göçebe (mevsimlik) işçi olarak çalışan kadınlara/işçi kadınlara [1] (gezici) sağlık hizmeti verilecektir. [1]	[2]	
(h)	Bu proje başka şehirlerde de ilgi görmüş/ model oluşturmuş/ örnek olmuş [1] Sağlık Bakanlığı bu konuda bir genelge yayınlamıştır. [1]	[2]	

(i)		Kadınlara uygulanan şiddetin[1] erkeklerin farkına varmalarını sağlayacak bir projedir. [1]	[2]	
(j)		Anket 16 iş yerinde çalışacak işçilere uygulanacaktır.	[1]	
(k)		Anket sonuçları alındıktan sonra kazanılan bilgilere göre (erkeklere) eğitim çalışmaları yapılacaktır.	[1]	
(l)	(i)	Anketi yanıtlayacaklardan(i) dürüst olmaları.	[1]	
(l)	(ii)	Kimsenin etkisinde kalmamaları istenecektir.	[1]	
(m)		Gazetelerden takip edebilirsiniz.	[1]	

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. 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

In Section B there are 10 marks for Quality of Language

## Task 3

Question	Answer	Marks [8]	Guidance
(a)	10	[1]	<b>Multi Choice</b> This task is scanned by the page. Marks are awarded individually. Tick correct answers.
(b)	6	[1]	
(c)	9	[1]	
(d)	1	[1]	
(e)	11	[1]	
(f)	3	[1]	
(g)	13	[1]	
(h)	4	[1]	

## Task 4

Question	Answer	Marks [7]	Guidance
(a)	Montaj	[1]	1 mark for each correct answer. The marks are awarded individually. No annotations are necessary.
(b)	Çağdaş/yeni	[1]	
(c)	Konum/bölge/bölgesine ait	[1]	
(d)	Uygun	[1]	
(e)	Seslerini duyurmak	[1]	
(f)	Kesimden/kesimde/kesim	[1]	
(g)	canlandı	[1]	

## Task 5

Question	Answer	Marks [10]	Guidance
(a)	Genç yazarlara/Çocuk/klasik oyunlara [1] kendilerini tanıtabilecekler/ Seslerini duyurabilirler/gösterime girebilecekler [1]	[2]	<b>Gap-fill</b> No annotation is necessary. Enter 2, 1, 0 or NR as appropriate. Ignore mis-spellings.
(b)	yararlanabilir /öğrenebilirler[1] (akşam) kurslarına/tiyatroya [1]	[2]	
(c)	geliri/durumu [1] alabilirler/yapılabilir/görebilirler/hedefleniyor/verilecek [1]	[2]	
(d)	hareketli/canlı [1] seçilmesidir [1]	[2]	
(e)	ulaşım/gitmek [1] alanı/yeri [1]	[2]	



## Task 6

Question	Answer	Marks [10]	Guidance
(a)	Modern dans gösterileri [1] ve farklı tarzda müzik konserleri [1] yapılacaktır/ Dansla ve müzikle ilgili insanları bir araya getirecektir.	[2]	<b>Sentence completion</b> Marks entered individually. No need for annotation. Enter 2, 1, 0 or NR as appropriate. <b>Any two of three.</b>
(b)	(Değişik sanat dallarının) sanatçıları/sanatçılar	[1]	
(b)	<b>Any one of two:</b> söyleşi /açık oturum/toplantılar [1] ve paneller yaparak [1] paylaşacaklardır	[1]	
(c)	(i) Tiyatro oyun yönetmeni ve oyunculuk	[1]	
(c)	(ii) deneyimleri vardır.	[1]	
(d)	(i) Genç/Türkiye'nin oyun yazarlarını/British Council	[1]	
(d)	(ii) Oyun yaz projesini yöneterek/projeyi yönetiyor	[1]	
(e)	(i) Tiyatroyu hiç tanımayan/hiç gitmemiş halka [1], (Farklı pencerelerden	[1]	
(e)	(ii) bakan/yeniliklere açık) sanatseverlere [1], (sanatla ilgili) genç kuşağa [1]	[1]	

## Task 7: Transfer of Meaning

Award two marks per translated section according to the grid below. This grid assesses Transfer of Meaning into English. Note that this grid integrates *Quality of Written Communication Strand (i)* descriptors.

GRID H.2 TRANSFER OF MEANING 10 marks AO2	
2	Accurate transfer of meaning. Faultless or virtually faultless grammar, punctuation and spelling in English.
1	Inconsistent transfer of meaning. Mostly accurate but there are errors and/or missed details. There are instances of error in grammar, punctuation and spelling in English.
0	Very limited transfer of meaning. A substantial number of elements misunderstood or missing. Significant error in grammar, punctuation and spelling in English.

## Notes to Grid H.2

Exceptional responses and marks to award:

- Candidates may answer in **faultless English but may not transfer meaning accurately. Award either 0 or 1 mark**, depending on level of inaccuracy in meaning.
- The **transfer of meaning is accurate but contains significant spelling and/or grammar errors. Award 0 or 1 mark**, depending on level of inaccuracy of English.

	Insert Target Language in this column	English	Reject
1		Our great grandfather, Zeynel Abidin Bey was a soldier in the Ottoman army.	Use a tick (✓) to indicate where you have awarded the marks.
2		But he earned his living by selling/ trading weapons.	
3		The Çanakkale war/ <b>Gallipoli/ Dardanelles campaign</b> affected/ <b>impact/scared</b> him terribly.	
4		After the war he gave up his job in İzmir and he devoted/immersed himself to music.	
5		In the late 1920's he invented the cümbüş by fixing/attaching a wooden handle/ <b>stick</b> to a metal base.	

**Task 8****Task specific guidance**

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate).
- 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 (✗) 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 [10]	Guidance
(a)	Eski/4. nesil [1] ve aile şirketidir.[1]	[2]	Use a tick (✓) to indicate where you have awarded the marks.  Any correct sentences related to the paragraph are accepted.
(b)	Silah tüccarlığı/silah satıcısı/	[1]	
(c)	Çanakkale savaşının onu olumsuz etkilemiş olmasıdır/Çanakkale Savaşı.	[1]	
(d)	Cümbüş metal bir gövde ve tahta/odun//ağaç bir saptan yapılmıştır.	[1]	
(e)	(i) Cümbüşün sesinin gür olması [1] <b>sahnelerde mikrofonun</b>	[1]	
(e)	(ii) <b>olmaması</b> ve aletin taşınma kolaylığı/ <b>kolay zedelenmemesi/dayanıklı olması</b> [1] nedeniyle çok popüler olmuştur.	[1]	
(f)	Neşeli bir alet olduğu için	[1]	
(g)	Dede (Zeynel Abidin Cümbüş ) / <b>Naci Cümbüş'ün babası/ Fethi ve Alihan'ın dedeleri</b> , cümbüş üretimine başlamışlardır.	[1]	
(h)	Dünya piyasasında yer almayı amaçlıyorlar/ <b>Globalleşme/Küreselleşmek/Dünyaya açılma/İhracat</b>	[1]	

## Task 9

Question	Answer	Marks [6]	Guidance
(a)	müzik aletlerinde standart sağlamayı	[1]	<b>Sentence completion</b> Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
(b)	değişik sapların kullanımı ile	[1]	
(c)	(etnik) müziğe ilginin artması/müziğe merak başlamakta	[1]	
(d)	davulların Atina Olimpiyatlarının açılışında [1] ve futbol maçlarında kullanılması ile olmuştur. [1] <b>Çok çok büyük/mehter takımını donatıyorlar</b>	[2]	

## Task 10

Question	Answer	Marks [7]	Guidance
	<b>Donatmak:</b> İhtiyacı karşılamak/gereksinimleri sağlamak/techiz etmek	[1]	
	<b>Dünyaya açılmak:</b> Dünya üretimine girmek/dünyaca tanınmak/ <b>küreselleşmek/globalleşmek</b>	[1]	
	<b>Ummak:</b> Sanmak, tahmin etmek/ <b>Bir beklenti içinde olmak/ümit etmek</b>	[1]	
	<b>Mümkün:</b> Olabilir/ muhtemel/ olası/ yapılabilir	[1]	
	<b>Kaynaşma:</b> Uyuşmak/ <b>anlaşmak/yakınlaşmak/ yakın olmak/birbirine ısınmak/tanışıp birbirini sevme/sıcak davranarak arkadaş edinmek</b>	[1]	
	<b>Rekabet:</b> Aynı amacı güden kişiler arasında çekişme/ yarışma/ yarış./ <b>üstünlük sağlama (kazanma) mücadelesi/ kişiler arasındaki başarı hırsı</b>	[1]	
	<b>Müzik dili:</b> Müzik aracılığıyla anlaşmak/sanatçıların müzik yoluyla anlaşması	[1]	

- Assessing **Quality of Written Communication** across Section B
  - a You will get a separate screen which will be the whole page for exercise 4, 5, 6, 7, 9, 10 and 11 (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.
  - b Apply Grid C.2 and enter the mark.
  - c *PE to provide specific guidance on which exercises in Section B will provide best evidence for Quality of Language.*

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 12–16

## Task specific guidance

## Mark one essay using the grids N, O, C.2 and F.2.

If a candidate has written more than one essay mark both essays in the normal way but enter the mark for the essay which has earned most marks over all.

GRID	RELEVANCE AND POINTS OF VIEW
N	10 marks AO2

0–2	The response to the task is likely to be very short and/or irrelevant and/or very superficial.
3–4	Includes <b>some relevant information</b> but does <b>not always address the requirements</b> of the task. May have some difficulty in expressing points of view and/or narrating events and/or communicating factual information. <i>3–4 – No specific example from TL = cap 4</i>
5–6	The <b>information</b> given is <b>mainly relevant</b> to the task. Points of view and opinions are generally supported by some factual evidence. May demonstrate some originality and/or imagination. <i>5–6 – Demonstration of originality and/or imagination – applies mainly to imaginative</i>
7–8	Relevant <b>information</b> that <b>responds to the requirements</b> of the task and is used to support points of view and opinions. Produces an imaginative and/or original response to the task. <i>7–8 – Imaginative and/or original response to task – applies mainly to imaginative</i>
9–10	<b>Consistently relevant information</b> that supports points of view and opinions. Shows <b>genuine insight</b> in responding to the task.

GRID	STRUCTURE AND ANALYSIS
O	15 marks AO2

0–2	<b>Random organisation</b> of the response. <b>Limited attempt to develop an argument</b> , analyse and evaluate, and draw conclusions.
3–5	Shows <b>some ability to structure</b> and organise the response. <b>Limited ability to develop an argument</b> , analyse and evaluate, and draw conclusions.
6–9	Structured and organised response. Points of view are <b>mostly linked in a logical sequence</b> . Shows some ability to develop an argument, analyse and evaluate and draw conclusions. <i>6–9 – Straight narration = more 6/7 Evidence of some argument = more 8/9</i>
10–12	Coherently structured and organised response. Points of view are <b>linked in a logical sequence</b> . <b>Able to develop an argument</b> , analyse and evaluate, and draw conclusions.
13–15	The response displays genuine control and clarity. A very well-developed argument. Confident ability to develop an argument, analyses and evaluate, and draw conclusions.

**Task 11–18 – Language (QWC) – Grids C.2 and F.2: [20 marks]**

- a Read the whole response again and assess for Range (Grid F2) first – ie 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.

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. <b>Errors ((e.g.) endings, verbs, gender of common nouns) Frequent first (= other) language interference</b>	0–2	Only <b>simple sentence patterns</b> . Very <b>limited vocabulary</b> . Very <b>limited range of structures</b> .
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. <b>Errors ((e.g.) endings, verb forms, gender of common nouns, adjectival agreements). Candidate's first (=other languages). Meaning may be unclear; more wrong than right</b>	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. <b>Generally accurate use of simple</b> sentence structures. <b>Some correct use of complex</b> sentence structures. The performance is likely to be <b>patchy</b> and <b>inconsistent</b> . <b>Wrong/right=50/50</b>	5–6	<b>Attempts to extend the range of vocabulary</b> , though still rather repetitive. <b>Attempts to use more complex language</b> with <b>some success</b> in producing a range of syntax and sentence structures appropriate to the task. <b>(A range of) syntax and sentence structures appropriate to the (register of the ) task</b>
7–8	Language <b>generally accurate</b> . Shows a sound grasp of AS and/or A2 structures, as appropriate. <b>Generally correct use of complex</b> structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas. <b>More right than wrong.</b>	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). <b>Effective=good</b> <b>Reads easily</b>
9–10	Characterised by a <b>high and consistent level of accuracy</b> in use of complex structures, although there <b>may be some errors</b> .	9–10	Effective and confident use of a <b>wide range of vocabulary and idiom</b> with a <b>variety of complex sentence structures</b> . <b>Idiom=idioms</b>



## Transcripts of Listening Texts

### Eng: Task 1: Listening

#### M GAZETECİLİK

F **Sunucu:** Sayın Ay yıllarca çeşitli gazetelerde haber muhabiri olarak çalıştınız, çeşitli ödüller aldınız. Deneyimlerinizi kitaplarınızda bizimle paylaştınız. Televizyonda A Takımı adlı programınız çok başarılı oldu ve büyük ilgi topladı. Bütün bu yaptığınız işler içinde sizi en çok mutlu eden ne oldu?

M **Savaş Ay:** Yaptığım her işten zevk aldım ama en çok eğitim dalında yaptığımız programlar ve çalışmalar beni mutlu kıldı. Çünkü ekibimle birlikte yokluk bölgelerinde okulu ve öğretmeni olmayan yerleri gezdik. Bununla ilgili haber kampanyaları başlattık ve halkın desteği ile Türkiye'nin güney doğusunda uç ve İstanbul'un fakir bir semtinde, bir ilköğretim okulu yapılmasını sağladık.

F **Sunucu:** Sizce bir gazetecide bulunması gereken özellikler nelerdir?

M **Savaş Ay:** Öncelikle merak, çok merak olmalı. Herkes bakarken gazetecinin görmesi, herkes işitirken gazetecinin duyması gerekir. Herkesin derdiyle dertlenmesi gerekir. Doğruluktan, dürüstlükten, adaletten şaşmamalı, cesur ve doğru sözlü olmalı. İletişimine çok önem vermeli. Bir gazeteci araştırmacı olmalıdır, olayları sorgulamalıdır. Sonuçlar kadar nedenler de önemlidir. Bu yüzden olayları araştırıp, sebep sonuç ilişkisi kuralmalıdır.

\* \* \* \* \*

#### M Alıştırma 2: Dinleme

### KADIN DOSTU KENTLER

F Sabancı Vakfı, Birleşmiş Milletler ve İşçileri Bakanlığı ile birlikte 6 pilot ilde Hibe adlı programlar yürütmeye başladı. Programların amacı, 'Kadınların ve kız çocuklarının insan haklarını korumak ve geliştirmek' ve bu yolla 'Kadın Dostu Kentler' oluşturmaktır. Bu programlar kapsamında Trabzon'da 'deneyimleri paylaşma' amacıyla bir toplantı yapıldı. Trabzon Belediye Başkanı gelecek belediye seçimlerinde 30 üyeden oluşan Belediye Meclisinin 10 üyesinin kadın olması zorunluluğunu getiriyor. Bu, Türkiye'de ilk kez yapılacağı için çok büyük önem taşıyor. Diğer bir proje, 'Yerel yönetimlerde kadın' projesi ki bu projeye göre, Kars ilinde, siyasete ilgi duyan 30 kadar Karslı kadın, önümüzdeki yerel seçimlerde mahalle muhtarlığı, Belediye Meclisi ve İl Genel Meclisi üyelikleri için aday olmaya hazırlanıyor. Diğer bir ilginç gelişme de Urfa'da Harran Üniversitesinde araştırma yapmak amacıyla bulunan iki doktorun fikirleriyle oluştu. Bu proje Şanlıurfa'da mevsimlik çalışan kadın işçilere gezici sağlık hizmeti vermek ile ilgilidir. Proje şimdiden başka şehirler için bir model oluşturmuş ve Sağlık Bakanlığı yurt çapında yaygınlaşması için genelge yayınlamıştır. İzmir'de uygulanan başka bir proje ise kadına yönelik şiddete, erkekler arasında farkındalık yaratma ile ilgilidir. Bu nedenle, 16 işyerinde çalışan işçilere anket uygulanacaktır. Anketi yanıtlayacak kişilerden dürüst olmaları ve kimsenin etkisinde kalmamaları istenecektir. Daha sonra alınan sonuçlara göre erkeklere eğitim çalışması yapılacaktır. İnternette sitemiz hazır olmadığı için konu ile ilgili gelişmeleri gazetelerden öğrenebilirsiniz.

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