

# **Mark Scheme for June 2012**

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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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## 1. Annotations

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

**2. 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 email.
- Language marks: These are assessed separately – Grids C1,C2 and F2 – 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: Listening****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	Guidance
1	(a)	Technological changes. / Technology develops/ How life is easier than before	1	
	(b)	<b>Any two of the four</b> Drawing money / using ATMs for banking / paying bills on the Internet / paying bills through banks /	2	
	(c)	The equipment to find the products.	1	
	(d)	Because of magnetic cards.	1	
	(e)	We use them to find directions.	1	
<b>Total</b>			<b>6</b>	

**Task 2: Listening****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	Guidance
2	(a)	Yunuslar, akıllı ve duygusaldırlar.	1	
	(b)	Çıkardıkları sesler vasıtasıyla yönlerini bulurlar/seslerin bir yere çarpıp yansımaları avlarını bulmalarına yardım eder.	2	İletişim kurarlar
	(c)	Gruplar halinde yaşarlar / grup değiştirebilirler.	1	Sürürler halinde (Birlikte) hareket ederler.
	(d)	(i) Hasta yunusları bırakmaz onlara yardımcı olurlar	1	
		(ii) Dişi ve yavruları grubun ortasına alarak korurlar.	1	
	(e)	Havuzlar, yunusların yaşadığı ortama benzer durumdadır. / Doğal ortamlarına / yaşadığı bölgeler / geniş	1	<b>Reject: Havuzlarda tedavi yapılabilir.</b>
	(f)	Çocuklar yunuslarla / kulaçlarına tutunarak (1) yüzüyorlar.(1)	2	
	(g)	Tedavinin yararı bilimsel olarak( henüz) kabul edilmemiştir.	1	
	(h)	(i) Bazı aileler tedavinin yararlı olduğunu,	1	
		(ii) bazıları da (yararsız) ve kazanç amaçlı yapıldığını iddia ediyor.	1	
	(i)	Yunuslara müzik eşliğinde (1) gösteri veya bazı hareketler yaptırılıyor. (1)	2	<b>Key words: Müzik / gösteri / hareket</b>

Question		Answer	Marks	Guidance
	(j)	Aç bırakılıp (1) hareketi öğrenince (ölü) balık verilerek (1) besleniyorlar.	2	<b>Reject: Yemek</b>
	(k)	(i) Yunusların doğal ortamlarında yaşamaları gerektiğini ve	1	İnsanları eğlendirmek için kullanılmaktalar/klorlu sularda olmaları iyi değil.
		(ii) Aç bırakılarak terbiye edilmelerinin yanlış olduğunu savunuyorlar.	1	
	(l)	(i) Yunusların insanlarla ilişkiden hoşlandığını	1	
		(ii) Havuzlarda iyi bakıldıklarını iddia ediyorlar.	1	
	(m)	(i) Balıkçılar tarafından yakalanıyorlar	1	
		(ii) Büyük balıklara yem oluyorlar.	1	
		<b>Total</b>	<b>22</b>	

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



**Section B: Reading and Writing**

In Section B there are 10 marks for Quality of Language.

**Task 3**

Question			Answer	Marks	Guidance
3	(a)		3	1	
	(b)		8	1	
	(c)		10	1	
	(d)		12	1	
	(e)		9	1	
	(f)		6	1	
	(g)		2	1	
	(h)		4	1	
			<b>Total</b>	<b>8</b>	

## Task 4

Question		Answer	Marks	Guidance
4	(a)	ihtişamının	1	<b>1 mark for each correct answer</b> The marks are awarded individually. No annotations are necessary.
	(b)	simgesi	1	
	(c)	imaret	1	
	(d)	külliyesi	1	
	(e)	akustiğini	1	
	(f)	mihraptan	1	
	(g)	seviyede	1	
		<b>Total</b>	<b>7</b>	

## Task 5

Question		Answer	Marks	Guidance
5	(a)	ortasında	1	<b>İnşaatını 7 senede bitirdi. (2) Çok zaman harcadı (2)</b>  <b>Gap-fill</b> No annotation is necessary. Enter 1, 0 or NR as appropriate. Ignore mis-spellings.  <b>Key word: Oda</b>
		nargile içiyordu	1	
	(b)	imamın sesinin (eşit olarak)/Mihraptan gelen ses/Camideki ses	1	
		caminin her yerine	1	
	(c)	kandillerdi/Mum	1	
	(d)	cemaati rahatsız / İnsanları / Toplum (Topluluk)	1	
		camiyi kirleteceğini	1	
	(e)	is odasında/Oda/(Özel bir) oda	1	
	(f)	İsten	1	
		mürekkep / duvar yazıları / cami süslemeleri / güzel yazılar / kalem işleri	1	
<b>Total</b>			<b>10</b>	

## Task 6

Question		Answer	Marks	Guidance
6	(a)	Sayısal olarak Allah kelimesi ve katlarının çıktığı bir ölçüm kullandı.	2	<b>Sentence Completion</b> Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
	(b)	(i) Cami yapımında çalışan işçilerin ücretleri ödenmiş.	1	
		(ii) ve tatil günleri belirlenmiştir./ Köle gibi çalıştırılmamışlar.	1	
	(c)	(i) Kütüphane külliye ile açılmıştır.	1	
		(ii) İçinde önemli el yazması İslam eserleri bulunur.	1	
	(d)	Cami yapımı temellerin oturması için durduruldu ama bu para sıkıntısı yüzünden durduruldu diye yorumlandı.	2	
	(e)	Kanuni İnan Şahından yardım almaktan dolayı öfkelenildi. Gönderilen tüm değerli taşlar minarenin harcına katıldı.	2	
		<b>Total</b>	<b>10</b>	

**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).
- 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**.
  - Marks are awarded on a point by point basis, according to the mark scheme.
  - Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL
  - 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.
- Alistirma 7: Transfer of meaning

## Task 7 Transfer of Meaning

Question		Answer	Marks	Guidance	
				Content	Levels of response
7		Gün içinde yaptığımız etkinliklerden dolayı, yorulur, bedensel ve zihinsel olarak dinlenmeye gerek duyarız <b>We get tired due to the activities we carry out during the day and we need to rest physically and mentally.</b>	2	Award two marks per translated section according to the grid below. This grid assesses Transfer of Meaning into English. Note that this grid integrates <i>Quality of Written Communication Strand (i)</i> descriptors.  Exceptional responses and marks to award:  1. Candidates may answer in <b>faultless English but may not transfer meaning accurately. Award either 0 or 1 mark,</b> depending on level of inaccuracy in meaning.  2. The <b>transfer of meaning is accurate but contains significant spelling and/or grammar errors. Award 0 or 1 mark,</b> depending on level of inaccuracy of English.	<b>GRID H.2 TRANSFER OF MEANING</b>  <b>2</b> Accurate transfer of meaning. Faultless or virtually faultless grammar, punctuation and spelling in English.  <b>1</b> 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.  <b>0</b> Very limited transfer of meaning. A substantial number of elements misunderstood or missing. Significant error in grammar, punctuation and spelling in English.
		Bunu uyuyarak yaparız. <b>Sleep is our way of resting.</b>	2		
		Her insanın uyku gereksinimi 6 ile 10 saat arası olmak üzere değişiktir. <b>The need for sleep (varies) differs from 6-10 hours.</b>	2		
		Uyku gereksinimi süresinin genlerle ilgili olduğu da düşünülüyor. <b>It is thought that the length of sleep needed is (dependent upon the genes) affected by the genes.</b>	2		
		Fazla uyuyan anne ve babanın çocuklarının da aynı eğilimde olduğu iddia ediliyor. <b>It is claimed that the children whose parents oversleep (are also inclined to do the same) have the same tendency.</b>	2		
<b>Total</b>			<b>10</b>		

## Task 8

Question		Answer	Marks	Guidance
8		Erken uyananlara / gece geç yatanlara denir./ Az uyurlar	2	
		Uyku için en önemli olandır.	2	
		basınç olmamalı [1] dolaşımının sağlanması (dolaşımı) [1]	2	
		<b>Total</b>	<b>6</b>	

## Task 9

Question		Answer	Marks	Guidance
9	(a)	kanın sindirim için kanın mideye gönderilmesidir	2	<b>Sentence Completion</b> Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
	(b)	yemeklerden sonra uzanmanın faydalı	2	
	(c)	gerekli bilgileri tutmak / dosyalar / planlar gereksiz olanları atmak	2	
	(d)	Çünkü bu esnada vücudumuzdaki kaslar gevşer / dinleniriz.	1	<b>Multi-choice</b> Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
	(e)	Dikkatsizlik / depresyon (1) Günlük yaşamı tehdit eden (hayati) sorunlara yol açar (1)	2	
	(f)	Uykusuzluk ya da fazla uyumaktır.	1	
	(g)	Günlük yaşantımızda yapmak istediklerimizi yapamayız / ya da yapma gücümüz azalır. Becerilerimiz kısıtlanır) / Olumsuz etkilenir	2	
	(h)	Solunum yollarındaki bozukluk nedeniyle uykunun kesintiye uğramasıdır. (Yeterli oksijen olmadığı için / Uyku kalitesini azaladır.	2	
	(i)	Bazı ülkelerde araba kullanmaları sınırlandırılmıştır.	1	
	(j)	Uyku gereksinimi daha sonra fazla uyuma yoluyla giderilir.	1	
		<b>Total</b>	<b>16</b>	<b>Reject: Uyku gereksinimi daha fazla uyuyarak ya da az uyuyarak dengelenir</b>



Assessing **Quality of Language** across Section B

- 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.
- Apply Grid C.2 and enter the mark.
- *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
9-10	Characterised by a <b>high and consistent level of accuracy</b> in use of complex structures, although there may be some errors.
7-8	<b>Language generally accurate.</b> 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 <b>fair understanding of grammatical usage</b> . <b>Generally accurate use of simple sentence</b> structures. Some correct use of complex sentence structures. The performance is likely to be <b>patchy and inconsistent</b> .
3-4	Evidence of <b>gaps in basic grammar</b> . Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but <b>evidence of correct use of simple sentence structures</b> . Vocabulary and structures may be quite strongly influenced by the candidate's first language.
0-2	<b>Little evidence of grammatical awareness</b> . <b>Persistent</b> , serious and <b>elementary errors</b> (endings, verb forms, gender of common nouns). Frequent first language interference.

**Section C: Writing****Tasks 10-17****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**.
  - Marks are awarded on a point by point basis, according to the mark scheme.
  - Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL
  - 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.

## Tasks 10-17

## 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.

Question	Indicative Content	Marks	Guidance
Tasks 10-17	No Indicative Content – personal response	25	<p><b>Grid N guidance</b></p> <p>3-4 – No specific example from TL = cap 4</p> <p>5-6 – Demonstration of originality and/or imagination – applies mainly to imaginative</p> <p>7-8 – Imaginative and/or original response to task – applies mainly to imaginative</p> <p><b>Grid O guidance</b></p> <p>6-9 – Straight narration = more 6/7</p> <p>Evidence of some argument = more 8/9</p>

## Tasks 10-17 – Language (QoL) – Grids C.2 and F.2: [20 marks]

Question	Answer	Marks	Guidance
Tasks 10-17	Assess for Quality of Language using Grids C.2 and F.2 Appendix 1	20	<p>Read the whole response again and assess for Range (Grid F.2) first – i.e. vocabulary and structures. Then assess for Accuracy (Grid C.2). Key words have been highlighted in the grids below. Ignore final sentence of 3-4 band in Grid C.2, because vocabulary and structures have already been assessed under Grid F.2. 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>Grid C.2 guidance</b></p> <p>0-2 Errors ([e.g.] endings, verb forms, gender of common nouns). Frequent first [= <i>other</i>] language interference.</p> <p>3-4 Errors ([e.g.] endings, verb forms, gender of common nouns, adjectival agreements). Candidate's first [= <i>other</i>] language. Meaning may be unclear; more wrong than right.</p> <p>5-6 Wrong/right = 50/50 7-8 More right than wrong.</p> <p><b>Grid F.2 guidance</b></p> <p>5-6 [A range of] syntax and sentence structures appropriate to the [register of the] task.</p> <p>7-8 Effective = <i>good</i>. Reads easily.</p> <p>9-10 idiom ≠ <i>idioms</i>.</p>

## APPENDIX 1

GRID N	RELEVANCE AND POINTS OF VIEW 10 marks AO2	GRID O	STRUCTURE AND ANALYSIS 15 marks AO2
9-10	<b>Consistently relevant information</b> that supports points of view and opinions. Shows <b>genuine insight</b> in responding to the task.	13-15	The response displays genuine control and clarity. A very well-developed argument. Confident ability to develop an argument, analyse and evaluate, and draw conclusions.
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.	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.
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.	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.
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.	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.
0-2	The response to the task is likely to be very short and/or irrelevant and/or very superficial.	0-2	<b>Random organisation</b> of the response. <b>Limited attempt to develop an argument</b> , analyse and evaluate, and draw conclusions.

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 <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> .
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.	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 <b>fair understanding of grammatical usage</b> . <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> .	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.
3-4	Evidence of <b>gaps in basic grammar</b> . <b>Frequent errors</b> of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but <b>evidence of correct use of simple sentence structures</b> . 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	<b>Little evidence of grammatical awareness</b> . Persistent, serious and <b>elementary errors</b> (endings, verb forms, gender of common nouns). Frequent first language interference.	0-2	Only <b>simple sentence patterns</b> . Very <b>limited vocabulary</b> . Very <b>limited range of structures</b> .

## APPENDIX 2

## Transcripts of Listening Texts

## Task 1

## Technology and Time

Teknoloji, güncel yaşamımızı birçok yönden hızla değiştiriyor. Genç neslin bunun farkında olduğunu pek sanmıyorum çünkü eski ve yeni yaşamı karşılaştırma fırsatları olmadı. Örneğin; onlar bankalarda para çekmek için uzun kuyruklarda beklemediler. Şimdi bankamatiklerde bankada yapmak istedikleri işlemlerin çoğunu yapabiliyorlar. Eskiden su, elektrik, hava gazı faturalarını ödemek de çok zaman alıyordu; her ay banka ve postanelerde sırada beklenirdi. Şimdi bankaların sağladığı otomatik ödeme yoluyla faturalar düzenli bir şekilde banka hesaplarımızdan ödeniyor. Hatta ödemeleri İnternet aracılığıyla evimizden çıkmadan bile yapabiliyoruz. Peki süpermarketlerde istediğimiz ürünü zaman kaybetmeden bulmak için üretilmiş aletlere ne demeli? Alışveriş arabalarına monte edilmiş bu cihazlar, istediğimiz ürünün hangi koridorda hangi rafta olduğunu bize bildiriyor. Böylece orada çalışan personelin yardımına ve tüm dükkânı dolaşmamıza gerek kalmıyor. Çocukluğumuzda tüm taşıt araçlarına binmek için bilet alma derdimiz vardı ama şimdi biletler yerine makinelerde para yükleyerek kullandığımız manyetik kartlarımız var. Bir zamanlar sadece iletişim için kullandığımız cep telefonlarını artık yönümüzü bulmak için bile kullanıyoruz.

## Task 2

## YUNUSLAR

**Sunucu:** Bugünkü konuğumuz bir yunus parkı yöneticisi. Hoş geldiniz Ahmet Bey. Bize yunusların özelliklerinden bahseder misiniz lütfen?

**Konuk:** İnsanlar tarafından çok sevilen yunuslar akıllı ve duygusaldırlar. Çıkardıkları seslerle hem iletişim kurarlar, hem de avlarını bu seslerin bir engele çarpıp geri dönmesiyle belirlerler. Denizlerde ve nehirlerde gruplar halinde yaşarlar. Buldukları grupları bazen değiştirmelerine karşın, grup üyeleri arasında kuvvetli bir dayanışma vardır. Örneğin hasta yunuslar çevresindeki üyeler tarafından yardım görür ve hiç bırakılmazlar. Birlikte yüzerlerken dişi ve yavru yunuslar grubun ortasında tutularak koruma altına alınırlar.

**Sunucu:** Biraz da yunuslarla yapılan tedaviyi açıklar mısınız?

**Konuk:** Tabii. Yurdumuzda ve diğer ülkelerde havuzlarda yunuslarla yapılan tedavi gittikçe artmaktadır. Yunuslar, mümkün olduğunca doğal yaşam ortamlarına benzetilen geniş havuzlarda yaşıyorlar. Havuza tedavi amaçlı gelen çocuklar görevli elemanlar yardımıyla yunusların kulaçlarına tutunarak havuzda yüzüyorlar. Bu etkinliğin öğrenme engelli çocukları tedavi ettiği düşünülüyor ama henüz yararlı olup olmadığı hakkında bilimsel olarak bir sonuç yok. Bazı aileler çocuklarının bundan yararlandıklarını ve çok zevk aldıklarını bazı aileler ise yunusların sadece para kazanmak için kullanıldıklarını ve bu uygulamanın çocuklarına hiçbir yararı olmadığını söylüyorlar. Ayrıca yunuslar gösteriler için de kullanılıyor. Aç bırakılan yunuslara genellikle müzik eşliğinde bazı hareketler öğretiliyor ve hareketi öğrenenler ölü balık verilerek ödüllendiriliyorlar.

**Sunucu:** Hayvan severler bu konuda ne düşünüyorlar?

**Konuk:** Tabii haklı olarak bu tutuma karşılar. Yunuslar açık denizlerde kendi ortamlarında doğal yolla beslenme yerine klorlu sularda insanları eğlendirmek için kullanılıyorlar. Açlıkla terbiye edilip gösteri yapmak zorunda bırakılıyorlar. Öte yandan, yunusların insanlarla olmaktan zevk aldıklarını, havuzlarda iyi bakım gördükleri için yaşam ortamlarını aramadıklarını iddia edenler gibi hayvan severlere zıt fikirde olanlar da var.

**Sunucu :** Kendi yaşam ortamlarında ne gibi tehlikelerle karşılaşılıyorlar?

**Konuk:** Küçük balıkları yedikleri için balıkçılar tarafından yakalanıyorlar. Hâlbuki eski zamanlarda yunuslar kutsal kabul edilmiş ve onları öldürenler şiddetle cezalandırılmıştı. Ayrıca da büyük balıklara yem olma tehlikesi yaşıyorlar.

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