

GCE

Turkish

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

Advanced Subsidiary GCE

Mark Scheme for June 2015

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, 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 2015

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

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
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
a	A – TREN	1	Multi-choice either Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate. or This task is scanned in by the page. Marks are awarded individually. No annotations are necessary.
b	B – UCUZDU	1	
c	B – ZAMAN	1	
d	C – BAZI BOLGELERINE	1	
e	A – TICARET	1	
f	A – ULASIMDA CABUKLUK	1	
g	C – TURKIYE’NIN GENELINDE	1	
h	A – YENI UCAK	1	
i	A – SERVISI	1	
j	C – HAVA ULASIMINI	1	
k	B – YOLCULARIN COKLUGU	1	
l	B – PILOTTU	1	
m	C – YOGUN HAVA TRAFIGI	1	

Task 2

Question	Answer	Marks [12]	Guidance
a	sokaktan	1	Gap-fill either The elements are scanned in individually. No annotation is necessary. Enter 1,0 or NR as appropriate. Ignore mis-spellings. Or The elements are scanned by the page. No annotation is necessary.
b	iş	1	
c	edebi	1	
d	çekimleri	1	
e	darbe	1	
f	sosyal	1	
g	çağdaş	1	
h	ilgilendirir	1	
i	devlet	1	
j	festivaller	1	
k	olanağı	1	
l	sanatları	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	Because people work (hard) and they do not have time to cook .	2	Busy work life / busy life - less time/ no time
b	Instant food is not healthy (1) They think the traditional food of Anatolia will be disappearing (1)	2	Unhealthy diet - Turkish food / cooking will be forgotten / will not be popular etc.
c	Food recipes in newspaper and magazine / Cooking programmes in TV Cooking programmes/ information in internet / Cooking courses	2	Any two
d	Famous chefs teach / voluntarily Famous chefs teach/ to cook Turkish (traditional/popular, favourite) best food	2	Any two
e	To introduce / present/get them to try/taste the traditional/cultural/ Turkish food to young people.	1	Reject: different types of food
f	She enjoys cooking for her loved ones/people she likes (1), for eids/special days/occasions (1).	2	Accept: She enjoys cooking (just 1 mark)
g	For adults/people (senior people/elderly) (1) in the neighbourhood / local people / town/city/country (1) and people who come from abroad. (1)	2	

Question	Answer	Marks [15]	Guidance
h	They cook the foods they have learnt at the course (1) They serve traditional Turkish food (1) and get their customers to taste different dishes/flavors (1).	2	Any two

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	İstanbul'da yemek kursuna (1) katılmak istiyorum.(1)	2	'yurt dışı' ve 'gelecek kurs' gibi ayrıntılar yazılmazsa ikisinden bir puan kırılıre, tek ayrıntıda puan kırılmaz	
2	Gelecek yemek / pişirme / yapma kursu ne zaman başlayacak/başlıyor (1) ve ne kadar sürecek / sürüyor? (1)	2		
3	Yurt dışından gelecek öğrenciler için pansiyon/otel/ yurt var mı (1) ve kursa/ kurs yerine yakın mı? (1)	2		
4	Kurs ve kalacak yer için ne kadar ödemem gerekecek?	2		
5	En kısa zamanda gerekli bilgileri bana gönderirseniz 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	4		Matching sentences with paragraph numbers
B	6		Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
C	8		
D	Blank		Or
E	5		1 mark for each correct answer
F	1		
G	3		This task is scanned in by the page. The marks are awarded individually.
H	7		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
I	10		
J	9		
K	2		

Task 6

Question	Answer	Marks [10]	Guidance
A	B - doğanın kucağında		Gap-fill The elements are scanned by the page. No annotation is necessary.
B	A - bilim insanları		
C	B - kurtarma ekipleri		
D	A - doğa sporlarında		
E	A - yardım sever		
F	B - tatmin eder		
G	C - lider		
H	C - sakın		
I	B - uygulama yaparak		
J	C - sosyalleşme		

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	
			Accept	Do not accept
		[20]		
(a)	Eski (Roma) sokaklarında/eskiden sokaklarda başkalarına/yüksek sesle gazete okuyanlara benzetiyor	1	Roma'da okuma bilenlere benzetmiş	
(b)	Haberlerin nasıl yapıldığını/gazetede yer alana kadarki yapılma sürecini merak ettiği için.	2	Reject: haberlerin içeriği	
(c)	Teknik gelişmelerle; dedikodu haberleri veren, (1) renkli fotoğraflı (boyalı basın), (1) ve armağanlar dağıtan gazeteler (1) olmuş.	3		
(d)	Boyalı basın gazetelerinin satışı artmış (1) Bazı gazeteler ekonomik kriz (sarsıntı) yaşamışlar (iflas etmişler/edecek duruma gelmişler) (1)	2		
(e)	Eskiden gazeteciler iş ortamında (meslekten) yetişiyorlarmış/ usta çırak ilişkisi içerisinde yetişiyorlardı.	1		
(f)	Yazın (dört haftalık) (1) staj yaparak (usta gazetecilerden) öğrenirler.(1)	2		
(g)	Tarafsız olmalılar.	1		
(h)	Gazeteciler; (bir dedektif gibi) araştırmacı olmalılar,(1) can güvenliği olmayan (tehlikeli) yerlerde çalışırlar(1), kötü hava şartlarında çalışırlar (1) göçebe yaşamak zorunda kalabilirler (1).	3	Any 3 of 4	
(i)	Tanınmış/önemli/güçlü kişiler ya da Şirketler (1) hakkında olumsuz haber yazarlarsa işsiz kalabilirler. (1)	2		
(j)	Sansür yüzünden yazamamak/haber yapamamak.Gerçekleri yazmanın yasaklanması.	1		

Question	Answer	Marks	Guidance	
			Accept	Do not accept
		[20]		
(k)	Başarılı gazeteciler; köşe yazarlığı,(1) yayın müdürlüğü, (1) yapımcılık (eleştirmenlik) ve (1) medyanın farklı alanlarında (kurum) (1) yapabilirler.	2	Any 2 of 4	

- 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 (^).
- 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.

Question	Indicative content	Marks	Content	Guidance
		[10]		Levels of Response
1	Anne ve baba çocuklarının internet kullanımına izin vermişler,		12/14-10 marks	Grid I COMPREHENSION OF TEXT 9-10 Consistently relevant information. Includes nearly all the points from the original passage. Shows a very clear understanding of the text 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 5-6 Some relevant information showing understanding of up to half of the points. There may be instances of lifting from the original passage. 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. 0-2 No relevant information or supplies one or two relevant points from the original passage.
2	ancak çok fazla internet kullandığı ve derslerine gereken ilgiyi göstermediği için endişeliler.		10/11-9 marks	
3	Saatlerce parmakları klavyede, gözleri ekrana kilitlemiş ve eğik bir vaziyette bilgisayar karşısında oturduğu için internet kullanımı onun fiziksel ve ruhsal sağlığı için de zararlıdır.		8/9-8 marks	
4	Ayrıca sürekli internet kullanması okuldaki başarısını düşürdüğü gibi		7-7 marks	
5	sosyal yaşantısını da olumsuz etkiler.		6-6 marks	
6	Kendisine dersleri ile daha fazla ilgilenmesi ve		5-5 marks	
7	ailesi ile daha fazla zaman geçirmesi gerektiği söylenmesine çok kızar.		4-4 marks	
8	Çocuklarını bu bağımlılıktan kurtarmak için danışmandan yardım isterler.		3-3 marks	
9	Danışman öncelikle anne ve babanın çocuklarını karşılarına alıp onun durumunu konuşmalarını önerir.		2-2 marks	
10	Ona interneti yasaklamamalarını; onlardan çocuğun ödevlerini bitirinceye kadar ve		1-1marks	
11	yemek saatlerinde internet kullanmama gibi kurallar koymalarını ister.			
12	Tüm aile bireylerinin katıldığı sinema, tiyatro, müze, çevre gezintileri ve spor gibi etkinlikleri artırmalarının iyi olacağını belirtir.			
13	Ayrıca çocuğun öğretmenleri ile iletişimlerini kesmemelerini			
14	ve okulun düzenlediği etkinliklerde görev almasını, ya da bu etkinliklere katılmasını teşvik etmelerini söyler.			

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.

Task 1

Hava Ulaşımı

Türkiye’de demiryolları cumhuriyetin kuruluşundan beri yolcu taşımacılığında etkin olmuştur.

Tren bilet ücretleri her zaman uygundu, fakat 1950’li yıllardan sonra yolcular otobüsle seyahati tercih etmeye başladılar.

Bunun bir nedeni demir yolu ulaşımının yavaşlığı, diğer nedeni de ülkenin coğrafi özellikleri yüzünden her yerde demiryolu istasyonlarının bulunmamasıydı.

Hava yolları taşımacılığı ise 1990’lı yıllara kadar daha çok ithalat ve ihracat alanında etkindi.

Kargo ve yolcu ulaştırmada hızlı taşımacılığın gittikçe daha çok önem kazandığı değişen dünyamızda havayolu ulaşımına olan ihtiyaç da arttı.

Bu nedenle büyük şehirlerden sonra küçük şehirlere de havalimanı yapılması düşünüldü ve bu alanda yapılan çalışmalarla 1990’dan günümüze kadar havalimanı sayısında patlama oldu.

.... Pause

Önceleri havayolu taşımacılığı Türk Hava Yolları’nın tekelindeyken daha sonra özel hava yolu şirketlerinin katılımıyla rekabet ortamı oluştu.

Böylece farklı hava yollarının sunduğu hizmetlerle son derece olumlu gelişmeler sağlandı.

1995 yılından sonra turizmde başlayan canlanma Türkiye’deki hava trafiğini de etkilemeye başladı.

Ayrıca son yıllarda yurt içi ve dışı uçuşlara olan talep bazı şehirlere birden fazla havalimanının yapılmasına neden oldu.

Örneğin; İstanbul’un Avrupa yakasında Atatürk, Asya yakasında ise adını Türkiye’nin ilk kadın pilotundan almış olan Sabiha Gökçen olmak üzere iki havalimanı vardır.

Yoğun bir uçuş hareketine sahip olduğu için İstanbul’a yeni bir uluslararası havalimanı daha yapılması planlanmaktadır.

(200 sözcük)

Task 2

Sinema

Amerika'daki Holywood Hindistan'daki Bolivut gibi Türkiye'de de Yeşilçam vardı bir zamanlar.

İstanbul Beyoğlu'ndaki Yeşilçam Sokak'ta yetenekli sinema sanatçıları keşfeden ve binlerce insana ekmek kapısı olan film şirketleri bulunuyordu.

Yeşilçam filmleri edebiyat ürünlerinden esinlenerek yazılmış tiyatro oyunlarını andıran, kolay çekilen olayları içeren ve fazla masraflı olmayan çalışmalardı.

Buna rağmen 'Susuz Yaz' ve 'Yol' adlı filmler yurtdışında ödüller almışlardı.

1980'li yıllardan sonra televizyon, kaset ve DVD çalarların evlere girmesiyle sinemada film izleyenlerin sayısının düşmesi Yeşilçam şirketlerini ekonomik krize sokmuştu. Bu yüzden bir çok sinema birer birer kapanmıştı.

1990'lı yıllardan sonra Nuri Bilge Ceylan, Fatih Akın gibi yapımcılar filmlerinde, erkek egemenliği, gelenekler ve politika gibi konuları ele alarak Türk Sineması'na yeni bir nefes getirdiler.

Bu film konuları tüm dünya halkları için geçerli olduğundan, filmler yurt dışında ilgiyle karşılandı.

Tüm bunlara rağmen sinemacılarımız, ülkedeki sinema salonlarının azlığından, tanıtım ve pazarlamanın yetersizliğinden şikayetçiler. Bu sorunların çözümü için hükümetin yardımına gerek duyuyorlar.

Filmlerimizin ve yönetmenlerimizin ulusal ve uluslararası film festivallerinde yer alması Türk filmciliğinin küreselleşmesi açısından çok önemlidir.

Sinema salonlarının azlığı yüzünden film izlemekten yoksun kalan Anadolu halkına '**Gezici Sinemalar**' çözüm oluyor.

Böylece halk tüm sanatları içine alan ve yedinci sanat olarak adlandırılan sinema sanatı ile daha da yakınlaşıyor.

193 sözcük

Task 3

Yemek Pişirme

Türkiye’de, özellikle büyük şehirlerde, yoğun iş yaşamları olan ve evde yemek yapmaya zaman bulamayan insanların hazır gıda tüketimi her geçen gün artıyor. Dolaylı olarak da bu gıdaları üreten fabrikalar hızla çoğalıyor.

Hazır gıdaların sağlıksız beslenmeye neden olduğunu düşünenler, yüzyıllar boyunca farklı kültürlerin beşiği olan Anadolu’nun geleneksel yemeklerinin yok olmasından endişeleniyorlar.

Yemek kültürümüzü her zaman yaşatmak adına gazete ve dergilerde yemek tarifleri bulunmakta; televizyon kanalları ve internet sayfalarında yemek programları yayınlanmaktadır.

Ayrıca ünlü aşçılar çok beğenilen yemeklerimizi bazı gençlik kulüplerinde gönüllü olarak öğretirken, belediyeler bahar şenliklerinde geleneksel Türk yemekleri yapma yarışmaları düzenleyerek bu yemek çeşitlerini gençlere tanıtıyorlar .

Özel günler ve bayramlarda sevdiklerime yemek yapmaktan çok hoşlanırım. Bu yüzden İSMEK olarak adlandırılan İstanbul Belediyesi’nin semtimizde düzenlediği aşçılık kurslarına katıldım.

Sadece semtimizde değil yurtdışında yaşayan yetişkinlerin de katılabildiği bu kurslarda Osmanlı sarayı yemekleri ve ninelerimizin yaptığı unutulmaya yüz tutmuş Anadolu köy yemekleri de öğretiliyor.

Bu kursları alan girişimci ruha sahip kişiler geleneksel Türk yemeklerini listelerine alan lokantalar açarak, müşterilerine farklı lezzetler tattırıyorlar.

160 sözcük

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

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

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

© OCR 2015

