

**GCE**

**Turkish**

Unit **F890**: Listening, Reading, Writing 2

Advanced GCE

**Mark Scheme for June 2015**

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

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

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

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

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

**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.*

## 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 Target language get no marks.

Question	Answer	Marks	Guidance
a	Because people were interested in cars <b>run without drivers.</b> (It was about cars without drivers there was a driverless car possibly in the future.)	1	<b>Accept:</b> People have always dreamt about cars run without drivers.
b	<ul style="list-style-type: none"> <li>• The car could do whatever the owner commands</li> <li>• The car could/can communicate with drivers</li> <li>• The car would use its initiative to act</li> </ul>	2	<b>Any two of three</b>
c	There will be cars running without drivers.	1	
d	The cars will be data / information centres. The car will have GB	1	<b>Accept:</b> 10 GB / Internet / wireless hotspot
e	Insurance companies	1	
	<b>Total</b>	6	

## Task 2

Question	Answer	Marks	Guidance
a	<ul style="list-style-type: none"> <li>Ebru kelimesi (Farsça'da) <b>su yüzü</b> ve [1]</li> <li>Türkçe'de bir tür <b>su kâğıdı</b> anlamına gelmektedir. .[1]</li> <li>Ebru sanatı da <b>su kullanılarak</b> yapılır.[1]</li> </ul>	2	Any two of three
b	Ebru sanatı İran'dan Anadolu'ya ( bir ticaret yolu olan) İpek yolu ile gelmiştir. (Ebru sanatı Türkmenistan'dan ticaret (İpek) yoluyla gelmiştir/yayılmıştır.)	1	
c	<ul style="list-style-type: none"> <li>Kullanılan malzemeler</li> <li>Teknik açıdan</li> </ul>	2	
d	<ul style="list-style-type: none"> <li>Osmanlı imparatorluğu döneminde</li> <li>Bir Alman gezgin tarafından</li> </ul>	2	
e	<ul style="list-style-type: none"> <li>Su yüzeyinin yoğunluğu çok önemlidir.</li> <li>Bu bitkisel (denizkadayıfı, kitre) maddelerle sağlanır.</li> </ul>	2	
f	Topraktan elde edilir / Suda erimez	1	Any one of two
g	Atkuyruğu kılından fırçalar / iğneler	1	Any one of two

Question	Answer	Marks	Guidance
h	Ebru sanatçısının <b>huzurlu</b> olması önemlidir.	1	
i	Su ve boyaların ayarının/dengesinin/yoğunluğunun doğru yapılması önemlidir.	2	
j	Sanatı bir ebru sanatçısından / üstadından/ bilen bir kişiden öğrenmek en doğrusudur.	2	
k	(I) Kitap ciltlerinde (ii) hat yazılarının çerçevelerinde (iii) resmi belgeleri zemininde (iv) hat yazılarının zemininde	3	Any three of four
l	Pozitif bilimlerle ilgiliydiler / fen bilimleri / fizik, kimya, matematik	1	
m	<ul style="list-style-type: none"><li>• Bir eserin aynısı bir kez daha yapılmaz [1]</li><li>• Yapılan yanlışlığın düzeltilmesi zordur / geridönüşü yoktur [1]</li></ul>	2	
	<b>Total</b>	22	

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.



**Section B: Reading and Writing**

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

**Task 3**

Question	Answer	Marks	Guidance
a	6	1	<b>Multi-choice</b> Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
b	8	1	
c	4	1	
d	7	1	
e	1	1	
	<b>Total</b>	<b>5</b>	

## Task 4

Question	Answer	Marks	Guidance
a	süreç	1	1 mark for each correct answer The marks are awarded individually. No annotations are necessary.  Accept: Seçeneklere istenen sözcüğü içeren cümleler yazılmışsa yanıt doğru olarak kabul edilecek.
b	yatırım	1	
c	temin / temin etmek	1	
d	kıtlık	1	
e	duyarlı	1	
f	kaygı	1	
g	bilinç	1	
h	yaban	1	
i	kıstas	1	
j	flora	1	
	<b>Total</b>	10	

Question	Answer	Marks	Guidance
a	<ul style="list-style-type: none"><li>• İnsanlara</li><li>• verdiği zararların / etkilerin / tahribatların geri dönüşümü</li></ul>	2	<b>Gap-fill/completion sentences</b> No annotation is necessary. Enter 1, 0 or NR as appropriate. Ignore mis-spellings.  Accept: Suyun azalması ile ilgili her yanıt doğru olarak kabul edilecek.
b	<ul style="list-style-type: none"><li>• Çevresel (doğa)</li><li>• Sosyo ekonomik (ekonomiye)</li></ul>	2	
c	<ul style="list-style-type: none"><li>• Diğer enerji kaynaklarına (güneş ve rüzgara göre)</li><li>• güvenlidir/önde tutuluyor/daha popülerdir</li></ul>	2	
d	<ul style="list-style-type: none"><li>• Sıcaklarda artış</li><li>• yağışlarda azalma/kuraklık/su kıtlığı</li></ul>	2	
e	<ul style="list-style-type: none"><li>• Planlama / proje/ modellemeler/ inşaat/ işletme</li><li>• Kıtılık/ su oranlarının azalmasını</li><li>• ..... ve doğayı da</li></ul>	2	
	<b>Total</b>	10	

## Task 6

## 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 (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
6			
a	<ul style="list-style-type: none"> <li>Dünya ülkelerinin sorunu <b><u>doğal felaketler</u></b> ( <b><u>buzulların erimesi/ yanardağların patlaması/ sel olayları</u></b> ) dir.</li> <li>Bu felaketler <b><u>küresel ısınma</u></b> nedeniyle oluyor.</li> </ul>	1 1	
b	<ul style="list-style-type: none"> <li>Çevrenin korunmasına (doğanın tahrip edilmemesi),</li> <li>Bu bilincin yerleşmesine</li> <li>Yenilenebilir enerji, elde etmeye çalışıyorlar.</li> </ul>	1 1	<b>Any two</b>
c	<ul style="list-style-type: none"> <li><b>Bilimsel altyapı</b> oluşturulmalı</li> <li><b>Uygunluk</b> ve</li> <li><b>Yeterlilik</b> durumlarına bakılmalıdır.</li> </ul>	1 1	<b>Any two</b>
d	<ul style="list-style-type: none"> <li>Bölgede yaşayan insanların doğal ( yaban, bitki, hayvan) hayatına zarar verilmemeli</li> <li>Halkın geçim kaynağı olumsuz etkilenmemeli,</li> <li>Su azalmasından sonuçları göz önüne alınmalıdır.</li> </ul>	1 1	Accept: Mağduriyetler gözününe alınmalıdır (değerlendirilmelidir). (1 puan) <b>Any two</b>
e	<ul style="list-style-type: none"> <li>Tarıma elverişli bölgeler azalacaktır.</li> <li>Doğal hayata zarar verilecektir.</li> <li>Bu bölgelerdeki tarım üretiminin verimi düşecektir.</li> </ul>	1 1	Accept: Bu bölgede tarımcılık olumsuz etkilenecektir. <b>Any two</b>
	<b>Total</b>	10	

## Task 7: Transfer of Meaning

Question	Answer	Marks	Guidance	
		[10]	Content	Levels of response
1	Life, flows just like the water of a river, through time and It is impossible to get it back.	2	<p>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.</p> <p>Exceptional responses and marks to award:</p> <p>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.</p> <p>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.</p>	<b>GRID H.2</b>
				<b>TRANSFER OF MEANING</b>
2	You need to use every minute you live especially every minute you have during your youth.	2		<b>2</b> Accurate transfer of meaning. Faultless or virtually faultless grammar, punctuation and spelling in English.
3	because youth is only a period of time to get ready for the later stages of life	2		<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.
4	.A tree that was well looked after when it was small is ready to give its best fruits.	2		<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.
5	A man who was irresponsible when he was young is deficient in many ways.	2		

## Task 8

Question	Answer	Marks	Guidance
			<b>Sentence Completion/Multi-choice</b> Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
a	<ul style="list-style-type: none"> <li>• Gençlik</li> <li>• Ömrün ilkbaharı olarak</li> </ul>	2	
b	Yeşermekte olan ağaçlar (çiçek açmış ağaçlar / bahar mevsimi / bahardaki ağaçlar / rengarenk çiçekler gibi	2	
c	<ul style="list-style-type: none"> <li>• <b>insanlara / bize / gençliğe</b></li> <li>• güzellikler</li> </ul>	2	
	<b>Total</b>	6	

## Task 9

Question	Answer	Marks	Guidance
			<b>Sentence Completion/Multi-choice</b> Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate. Yalnızca üzülme yanıtı için 1 puan verilecek. Yalnızca pişmanlık yanıtı için 2 puan verilecek.
a	Üzülme / hayal kırıklığı/ beklediklerinin gerçekleşmemesi	2	
b	Üzüntü ve pişmanlık belirtmek için yapılan hareket	2	
c	Hayatta çok deneyim elde etmek / zor yıllar yaşamak/ başından türlü olaylar geçmek	2	
	<b>Total</b>	6	

**Task 10****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**.
  - d. Marks are awarded on a point by point basis, according to the mark scheme.
  - e. Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL
  - f. 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	Guidance
a	İnsanlar beklenen uzunlukta yaşarlarsa, yaşamları mevsimler gibi, ( çocukluk, gençlik (bahar), yetişkinlik (sonbahar) ve ihtiyarlık (kış) gibi mevsimlere benzeyen) evrelerden geçer.	2	Accept: Karşılaştırmalı yanıt 2 puan Karşılaştırma yapılmadan verilen yanıt 1 puan
b	<ul style="list-style-type: none"> <li>• Yazar, insanların ihtiyarlıkta da değerli olduğunu anlatıyor.[1]</li> <li>• İhtiyar insanı üzerinde şeftaliler olan olgun bir ağaca benzetiyor. [1]</li> </ul>	2	Accept: Pozitif bir değerlendirme yapıyor. İnsanlar ihtiyarlıklarında da onlara vergi olan güzelliklere sahip olabilirler. / insanlar yalnız gençliklerinde güzel değildiler.
c	<ul style="list-style-type: none"> <li>• Neden daha fazla okumadıkları / çalışmadıkları için</li> <li>• İmkânları değerlendirmedikleri için</li> <li>• Gençliklerinin kıymetini bilmedikleri için</li> <li>• Zevk peşinde boşa zaman harcadıkları için</li> <li>• Gençliklerinde kaybettikleri fırsatlar / yaptıkları hatalar için pişmanlık duyarlar</li> </ul>	2	<b>Any two details</b>
d	<ul style="list-style-type: none"> <li>• Gençler gençliklerinin / zamanın kıymetini bilmezler</li> <li>• Gençler öğütlerin değerini bilmezler.</li> <li>• Gençler yaşlıların öğütlerini/ üzüntülerini / pişmanlıklarını anlamakta güçlük çekerler.</li> <li>• Yaşlılar öğüt verirler.</li> <li>• Yaşlılar pişmanlık duyarlar</li> </ul>	3	Accept: Gençler acemidirler. <b>Any three details</b>
e	Gençken insanlar kendilerini dinamik ve güçlü hissederler.	1	Dinamik ve güçlü anlamını veren her sözcük doğru yanıt olarak kabul edilecek. Hayat dolu, mutlu, canlı gibi...
	<b>Total</b>	10	

Assessing **Quality of Language** 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
<b>9-10</b>	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
<b>7-8</b>	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.
<b>5-6</b>	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.
<b>3-4</b>	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>0-2</b>	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.

**Task 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
Task 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>

## Task 12-16 – Language (QoL) – Grids C.2 and F.2: [20 marks]

Question	Answer	Marks	Guidance
Task 10-17	Assess for Quality of Language using Grids C.2 and F.2 Appendix 1	<b>[20]</b>	<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</p> <p>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 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 and 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 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 <b>simple sentence patterns</b> . Very <b>limited vocabulary</b> . Very <b>limited range of structures</b> .

**Listening tape script****TURKISH GCE A2****F890 2015****Task 1****CAR TECHNOLOGY**

Sanırım sürücüsüz otomobiller hayali neredeyse otomobillerin tarihçesi kadar eskidir dersek abartmış olmayız. Örneğin 1980'li yıllarda Türkiye de dâhil olmak üzere tüm dünyayı kasıp kavuran Kara Şimşek adlı televizyon dizisinin insanları ekran başına toplamaktaki başarısında bu gerçeğin de payı vardı herhalde. Bu dizinin konusu sahip olduğu gelişmiş yapay zekâ sistemi sayesinde hem sürücüsüyle iletişim kurup onun emirlerini uygulayabilen, hem de başına buyruk hareket edebilen bir arabanın, sahibiyile birlikte başından geçenlerdi. Dünyanın en büyük teknoloji organizasyonlarından birine göre 2040 yılına kadar tüm dünyada yaklaşık otomobillerin yüzde yetmiş beşi sürücüsüz dolayısıyla otonom hareket yeteneğine sahip olacak. Ayrıca gelişmiş teknolojilerin otomobillerle bütünleştirilmesiyle hemen hemen her otomobil saatte onlarca GigaByte veri üreten birer mobil veri merkezine dönüşecek. Tüm bu gelişmeler, bu verileri kullanmak isteyen başta sigortacılık sektörü olmak üzere birçok sektörü iştahlandırarak.

126 words

**Alıştırma 2****EBRU SANATI**

Ebru kelimesi Farsçada ‘ abru ‘su yüzü demektir. Türk Dil Kurumu sözlüğünde ise ebru kelimesi ‘ Bezemecilerin türlü renk ve desende yaptıkları bir tür su kâğıdı’ olarak tanımlanır.

Geleneksel Türk sanatlarından biri olan ebru, kısaca; yoğunluğu yani akışkanlığı bazı maddelerle artırılmış su yüzeyine, toprak boyaların, at kılından yapılan fırçalar kullanılarak serpilmesi ile elde edilen renkli desenin, kâğıda aktarılması işidir diye tarif edilebilir.

Türkler ebru sanatına 15. Yüzyılda Türkistan’da başlamış ve bu sanat önemli ticaret yolu olan ipek yolu ile İran üzerinden Anadolu’ya kadar gelmiştir.

Ebru, Osmanlı döneminde olgunluğa ermiş ve gerek kullanılan malzemeler, gerekse teknik açıdan asıl kimliğini kazanmıştır. Osmanlı İmparatorluğunun başkenti olan İstanbul’a gelen bir Alman gezgin, dükkânlarda görüp hayran kaldığı çok sayıda ebru eserini “Türk mermer kâğıdı” olarak adlandırarak Avrupa’ya götürmüştür.

Ebru sevgisi olmadan, ebru teknesinin başına oturulmaz, ebru yapımı sabır ve istek ister. Galvaniz, veya çelikten imal edilmiş kabın içine su doldurulur ve su kitre, denizkadayı gibi bitkisel maddelerle yoğunlaştırılır.

Daha sonra suya fırçalarla istenilen deseni sağlamaya yönelik boya serpiştirilir. Ebru yapımında genellikle topraktan elde edilen ve suda erimeyen boya maddeleri kullanılır.

Atkuyruğu kılından fırçalar ve değişik kalınlıkta iğneler ile farklı desenler meydana getirilir ve su kabının üzerine bir kâğıt serilerek, oluşturulan desenin kâğıda çıkması sağlanır.

Bir ebru sanatçısı için tüm bu malzemelere sahip olmak yeterli değildir. Sanatın gerçekleştirileceği ortamın ısısı, temizliği, sessizliği ve her şeyden önemlisi ebru teknesine boya atışı yapacak ustanın huzurlu olması önemlidir.

Ebru sanatında kullanılan suyun ve boyaların ayarının yapılması bu sanatın en zor aşamasıdır. Doğru su yoğunluk ayarını yapmayı öğrenmeden ve boyaların dengesini hazırlamayı bilmeden ebru yapmak mümkün değildir. Bu sebeple ebru ancak bir üstadın yanında onun tecrübelerinden istifade edilerek öğrenilebilir.

Günümüze ulaşan en eski ebru eserlerini kütüphanelerdeki kitap ciltlerinde, hat yazılarının çerçevelerinde, resmi belgelerin ve hat yazılarının zemininde görebiliyoruz. Tarihi belirlenebilen en eski ebru eseri, her sayfasında ebru bulunan Şair Arifi’ye ait bir şiir kitabıdır. Geçmişteki ünlü ebru ustaları, fizik, kimya, matematik gibi pozitif bilimlerden nasibini almış kişilerdi. Ebrucu bilir ki, ortaya çıkacak olan eserin aynısını bir kez daha yapması olanaksızdır ve su yüzünde yaptığı bir hatanın geri dönüşü yoktur bu yüzden çok dikkatli olmalıdır.



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