OCR
Oxford Cambridge and RSA

GCE

Turkish

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

Advanced GCE

Mark Scheme for June 2016

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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.

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

Annotation	Meaning
✔	Tick
✔₊	Development of point
✗	incorrect
IR	Irrelevant (material which doesn't answer the question)
λ	Caret sign to show omission
O	Opinion
J	Just/Justification
L	Good language
PE	Poorly expressed
P	Past tense correctly used
F	Future tense correctly used
Pre	Present tense correctly used
AL	Accurate language
IL	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

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	It was built **to defend** the city. It was built **for defending.**	1	Accept: Protection
b	Because it overlooks the city / Good location.	1	Accept: Position
c	There is **a night club** [1] and **a restaurant** where you can watch folk dancers. [1] There is **a terrace** where you can have a magnificent **view**. [1]	2	Any two out of three
d	Because a scientist **flew** from the Tower [1] (to the Asian side) by using the **wings he has made**.[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	Guidance
a	(i) Giyilebilir teknoloji	2	
b	(ii) giydiğimiz ve kullandığımız aksesuarlarda akıllı olması/ teknolojik olması nedeniyle	2	
	(i) Ayakkabı astarları ısıtılıyor / ayağı sıcak tutuyor. (ii) akıllı telefondaki internet ve astarlardaki termostat arasında bağlantı var.		
c	Astarlar adımları sayabiliyor.	1	
d	Artık teknolojik aletlerin tam gerektiği zaman pil bitme sorunu yok./ gezerken de/bir yere bağlı kalmadan/vakit kaybetmeden aletleri şarj edebiliriz.	2	
e	Sırt çantasındaki dizüstü bilgisayarlara ayrılan bölüm (çarpma ve düşürmelere karşı) çelik ve süngerle sağlamlaştırılmıştır.	2	

Question	Answer	Marks	Guidance
f	Fotoğraf ve video çekimleri yapılabilir / bunlar izlenebilir, [1] internet yoluyla görüntüler gönderilebilir.[1]	2	
g	Özel görüntülerin çekilme sakıncası var. [1] Birinin banka bilgileri kaydedilebilir/insanların haberleri yokken fotoğrafları çekilebilir. [1]	2	Özeldır, örnek.....
h	[1]internet [1] kamera.	1	One of two
i	Evde yokken eve kimin geldiğini bilmek açısından	1	Kapı zili çalındığında telefona alarm geliyor/ gerekirse kapıdaki ile konuşulabilir.
j	Ekranın arkasındaki düğme / buton ile	1	
k	(i) Görüntü nettir. (ii) Kendimizi olayların içinde hissederiz /olaylarla bağ kurabiliriz.	2	
l	(i) Ekrana yakın oturmak gerekir. (ii) Televizyonlar büyük olduğundan geniş ev gerekir./ heryere sığmıyor	2	
m	(i) Hayvanların nerede olduğu öğrenilebilir. (ii) Hayvanlarla görüntülü bağlantı sağlanabilir.	2	

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 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	4	1	**Multi-choice**
b	1	1	Marks entered individually. No need for annotation. Enter 1,
c	9	1	0 or NR as appropriate.
d	6	1	
e	8	1	

Task 4:

Question	Answer	Marks	Guidance
a	Ücret	1	1 mark for each correct answer
b	Faktör	1	The marks are awarded individually. No annotations are necessary.
c	Uzmanlık/uzman	1	
d	Konum	1	Accept all the words as they written in the text
e	Zihniyet	1	
f	ilke	1	
g	Ön yargı	1	
h	Katılım	1	
i	Bağlantı/bağlı /bağlılık	1	
j	Sivil toplum/dernek/sendika	1	

Task 5

Question	Answer	Marks	Guidance
a	öğretmenlik / tekstil(tekstille alakalı, dokuma /tıp ile ilgili mesleklerdir.	2	**Any two** **Gap-fill/completion sentences**
b	(i) Yarı zamanlı ve / (ii) geçici süreli	2	No annotation is necessary. Enter 1, 0 or NR as appropriate. Ignore mis-spellings.
c	Kayıt dışı.	2	
d	(i)eşit şartlar/erkeklere tanınan haklar (ii) ön yargı/ geleneksel zihniyet/zihniyet.	2	
e	(i)yaşam tarzları/görev paylaşımı/kadın /(ii) toplumda	2	Accept: Toplum ve aile bireyleri arasındaki eşitlik ilkesi kadını görev paylaşımlarında /yaşam tarzını daha etkin kılar.

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.

Ex 6			
a	Eğitim,/ çalışma / ve siyasal kararlara (katılımdan) geçmektedir.	2	Any two
b	(i) Meslek kazandırma kursları açabilir. (ii) Kadınlar için (Belirli sayıda) kadro açar.	2	
c	İş ihtiyacı açığına göre eğitim görmelidirler. İş bulabilmek için	2	
d	Değişen iş talebine göre (1). Bilgilerini güncelleyip,[1]yeni doğan iş imkânlarından yararlanma sağlar.[1]	2	Any two Accept: Kendilerini geliştirmek.
e	Kadın dernekleri ile işbirliği yaparak/ fırsat eşitliği ile ilgili uygulamaları geliştirerek/ ayrımcılığa karşı önlemler alarak	2	Any two

Task 7: Transfer of Meaning

Question	Answer	Marks	Guidance	
		[10]	**Content**	**Levels of response**
1	You would laugh at me if I asked you whether you liked people who sulked or not.	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 *Quality of Written Communication Strand (i)* descriptors.	**GRID H.2** **TRANSFER OF MEANING**
2	I started my speech like that just to make you laugh.	2	Exceptional responses and marks to award:	**2** Accurate transfer of meaning. Faultless or virtually faultless grammar, punctuation and spelling in English.
3	I would not like you to listen to this speech about smiling face and laughing with sulking face	2	1. 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.	**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.
4	Just as you start talking if you see the person opposite you frowning and sulking you would lose your eagerness to speak.	2	2. 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.	
5	You would stop distasteful talking and end the chat as soon as possible.	2		**0** Very limited transfer of meaning. A substantial number of elements misunderstood or missing. Significant error in grammar, punctuation and spelling in English.

Task 8

Question	Answer	Marks	Guidance
a	(i)günlük (ii) kültüreldir.	2	**Sentence Completion/Multi-choice**
b	(i)düşüncelerini / konuşuyormuş/ okuyucularla samimiymiş gibi	2	Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
c	(i)planlanarak yazılmasıdır	2	Reject: değil
d	Nükteler ve halk fıkraları	2	
e	(i)anlatılanlara/konuya/yazılanlara /(ii) uğraşılmaz, çaba gösterilmez	2	
f	(i)çekmek / (ii)düşünmesini	2	

Question 9	Answer	Marks	Guidance
a	Bir fikir kanıtlamak için yazılmazlar [1] Sohbet şeklinde yazılırlar. [1]	2	
b	Okuyucu ve yazı arasında samimi bir bağlantı vardır. [1] Yazılar kolay anlaşılır. [1]	2	Any two
c	Konuştuğunuz kişi sizi güler yüzle dinler,[1] tatlı sözlerle sohbete katılırsa [1]	2	
d	Bebeğin her kusuru yapabileceğini düşünürüz [1] Onun her türlü hatayı yapabileceğini kabul ederiz.[1]	2	
e	Herkese karşı hoşgörülü [1] ve affedicidirler/kusura bakmazlar [1].	2	

Task 9

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.

- 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
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 10-14
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 12-16	No Indicative Content – personal response	**[25]**	**Grid N guidance** 3–4 – No specific example from TL = cap 4 5–6 – Demonstration of originality and/or imagination – applies mainly to imaginative 7–8 – Imaginative and/or original response to task – applies mainly to imaginative **Grid O guidance** 6–9 – Straight narration = more 6/7 Evidence of some argument = more 8/9

GRID N	RELEVANCE AND POINTS OF VIEW 10 marks AO2
9–10	**Consistently relevant information** that supports points of view and opinions. Shows **genuine insight** in responding to the task.
7–8	Relevant **information** that **responds to the requirements** of the task and is used to support points of view and opinions. Produces an imaginative and/or original response to the task.
5–6	The **information** given is **mainly relevant** to the task. Points of view and opinions are generally supported by some factual evidence. May demonstrate some originality and/or imagination.
3–4	Includes **some relevant information** but does **not always address the requirements** of the task. May have some difficulty in expressing points of view and/or narrating events and/or communicating factual information.
0–2	The response to the task is likely to be very short and/or irrelevant and/or very superficial.

GRID O	STRUCTURE AND ANALYSIS 15 marks AO2
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.
10–12	Coherently structured and organised response. Points of view are **linked in a logical sequence**. **Able to develop an argument**, analyse and evaluate, and draw conclusions.
6–9	Structured and organised response. Points of view are **mostly linked in a logical sequence**. Shows some ability to develop an argument, analyse and evaluate and draw conclusions.
3–5	Shows **some ability to structure** and organise the response. **Limited ability to develop an argument**, analyse and evaluate, and draw conclusions.
0–2	**Random organisation** of the response. **Limited attempt to develop an argument**, analyse and evaluate, and draw conclusions.

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

Question	Answer	Marks	Guidance

Task 12-16	Assess for Quality of Language using Grids C.2 and F.2
	Appendix 1
		[20]	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.
			
			Grid C.2 guidance
			0–2 – Errors ([*e.g.*] endings, verb forms, gender of common nouns).
			      Frequent first [= *other*] language interference.
			3–4 – Errors ([e.g.] endings, verb forms, gender of common nouns, adjectival agreements).
			      Candidate's first [= *other*] language.
			      Meaning may be unclear; more wrong than right.
			5–6 – Wrong/right = 50/50
			
			7–8 – More right than wrong.
			
			Grid F.2 guidance
			
			5–6 – [A range of] syntax and sentence structures appropriate to the [register of the] task.
			7–8 – Effective = *good*.
			      Reads easily.
			9–10 – idiom ≠ *idioms*.

APPENDIX 1

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.

GRID F.2	QUALITY OF LANGUAGE (RANGE) 10 marks AO3
9–10	Effective and confident use of a **wide range of vocabulary and idiom** with a **variety of complex sentence structures**.
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	**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	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	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

Galata Kulesi

Başlangıçta İsa kulesi olarak adlandırılan Galata kulesi, Bizanslılarla anlaşmazlık halinde olan Cenevizliler tarafından savunma amacıyla 1348 tarihinde yapılmıştır. Kule, şehrin üst kısmını çevreleyen küçük kulelerle donatılmış surların bir parçası olarak inşa edilmiştir. Daha sonra İstanbul'u fetheden Fatih Sultan Mehmet'in emriyle bu surlar yıkılmış ve geriye Fatih'in şiirlerine konu olacak kadar görkemli bir yapı olan kule kalmıştır.   Tersaneye yakın olması sebebiyle büyük teknelerin küreklerini çeken forsa denilen tutsakların ve diğer tutukların hapishanesi olarak da kullanılmıştır. Yangınlar ve fırtınalar nedeniyle sık sık yenilenen kule, daha sonra şehre hâkim olan konumu yüzünden yangın kulesi olarak da kullanıldı.
Son olarak 1960'lı yıllarda onarım görerek, turistik hizmete açılmıştır. Bugün asansör ile çıkılan kulenin en üst iki katında gece kulübü ve halk oyunları gösterileri de yapılan bir lokanta vardır. Ziyaretçiler, kulenin tepesini çevreleyen terastan, Haliç'in, İstanbul'un, Boğaziçi girişinin ve Asya yakasının muhteşem manzarası seyrederler.

Galata kulesi, 17. Yüzyılın ünlü bilgini Hezarfen Ahmet Çelebi'nin kendi imalatı olan kanatlarıyla Asya kıtasındaki Üsküdar semtine uçtuğu yer olarak da dünyaca ünlüdür.

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Galata kulesi, 17. Yüzyılın ünlü bilgini Hezarfen Ahmet Çelebi'nin kendi imalatı kanatlarla Asya kıtasındaki Üsküdar semtine uçtuğu yer olarak da dünyaca ünlüdür.

Task 2

Teknolojik Gelişmeler

Giydiğimiz, taşıdığımız bazı eşyaların da teknolojik bakımdan akıllı olması, dilimize "giyilebilir teknoloji" terimini kazandırdı. Geçenlerde gezdiğim bir teknoloji fuarındaki gördüğüm ayakkabı astarları çok ilginçti. Bir ayakkabı firması tarafından üretilen bu astarların içindeki termostat, akıllı telefonun interneti sayesinde istenilen ısıya getirilerek ayağı sıcak tutuyor. Ayrıca adımları da sayabiliyor.

Artık en gerekli olduğu zamanda pili biten telefonlarımız, diz üstü bilgisayarlarımız ya da tabletlerimiz olmayacak. Akıllı sırt çantaları, içine gömülü olan pil sayesinde, bir yere bağlı kalmadan hem gezip hem de elektronik cihazlarımızı vakit kaybetmeden şarj etme özelliğine sahip. Çantanın diz üstü bilgisayarlar için ayrılmış bölümünün astarı, çarpma ve düşme gibi durumlar için çelik ve sünger ile sağlamlaştırılmış.

Akıllı gözlüklerin de marifetleri çok. İçlerine yerleştirilmiş bir kamerayla, fotoğraf ve videolar çekilebiliyor ve çekilender yine gözlüğün bir bölümündeki ekranda izlenebiliyor. Dahası bu görüntüler internet aracılığıyla gönderilebiliyor. Ama bu gözlüklerin kullanımı şimdiden halka açık bazı mekânlarda yasaklanmış çünkü gözlüğe ait kamerayla özel görüntülerin çekilme olasılığı var. Örneğin bir kişinin banka bilgilerini kamerayla kaydedebilirsiniz.

İçinde kablosuz internet özelliği bulunan ve bir kamerayla donatılan kapı zili ile siz evde olmasanız bile cep telefonu üzerinden kapıyı kimin çaldığını bilip, bu kişiyle konuşabileceksiniz. Evin kablosuz internet ağına bağlı olarak çalışan zil, bir ziyaretçi kapıyı çaldığında akıllı telefonunuza alarm gönderiyor.

 Dev boyuttaki televizyonların incecik ekranları, bir düğmeye dokunduğunuzda arkasındaki küçük bir düzenekle düz panel durumundan kavisli panel durumuna geçiyor. Kavisli televizyonlarda görüntü çok daha net ve kendinizi eğer film izliyorsanız olayların içinde gibi hissediyorsunuz. Yalnız bu televizyonların özelliklerinden yararlanmak için ekrana yakın oturmak gerekiyor ki bunun sakıncaları hala tartışılmakta. Ayrıca, kavisli ekranlı televizyonların ekranlarının büyük olması gerekiyor ve bu da evleri geniş olmayan aileler için uygun olmayabilir.

Evcil hayvanları olanlar da teknolojik gelişmelerden yararlanıyorlar. Kablosuz internet bağlantısı ve geniş açılı kameraya sahip olan tasma şeklindeki cihaz, sadece hayvanınızın nerede olduğunu söylemiyor, aynı zamanda telefonunuza videolu görüntüsünü de gönderip onunla sesli olarak bağlantı kurmanızı sağlıyor.