

GCE

Turkish

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

Advanced Subsidiary GCE

Mark Scheme for June 2016

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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

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

Section A: Listening and Writing

Task 1:

Question	Answer	Marks [13]	Guidance
a	A	1	<p>Multi-choice</p> <p>either</p> <p>Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.</p> <p>or</p> <p>This task is scanned in by the page. Marks are awarded individually. No annotations are necessary.</p>
b	C	1	
c	B	1	
d	B	1	
e	C	1	
f	B	1	
g	B	1	
h	A	1	
i	B	1	
j	C	1	
k	B	1	
l	A	1	
m	A	1	

Task 2

Question	Answer	Marks [12]	Guidance
a	medeniyetlerin	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	kalıntıları	1	
c	gördüğü	1	
d	yer sarsıntıları	1	
e	sağlam	1	
f	engebeli	1	
g	çiftçilik	1	
h	suyu	1	
i	tren	1	
j	üzerinden	1	
k	gözleri	1	
l	Türkiye'de	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	He liked going fishing when he was a child. He took over his father's profession. (His dad was a fisherman b) He used to go to fishing when he was a child.)	2	
b	The fishermen started to use new fishing techniques. They use less physical power. New techniques made the fishermen happy / smile Some fish extinct because of sea pollution / dirty sea		Any 3 or 5 Accept: Less types of fish / No fish anymore There are environmental causes
c	Fishing during forbidden period of time. [1] Using an equipment called trawling net/web (1)	2	Accept: fishing secretly during forbidden season
d	Legal control should be done (increase controls) / Fishing during the forbidden season should be checked (controlled) [1] Fishing with trawling net should be banned.(1)	2	Accept: trolling web/ net / trol Reject: Just net
e	Bad weather conditions cause (illnesses). (1) They get wounded because of fishing machinery. (1)	2	

Question	Answer	Marks [15]	Guidance
f	Sailing/ (1) diving (1).	2	Reject: surf
g	Captain(ship)	1	
h	He wants his son to decide (about his future) (1)	1	

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 (λ).
 - 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	Ben ve arkadaşlarım Sinop'ta yelken(cilik) kursu yapmak istiyoruz. Bu kurs için) yaş sınırı (limiti) var mı?	2		
2	Bu kurs için en iyi zaman (sezon) ne zamandır ve kurs ne kadar sürer?	2		
3	Yabancı misafirler (ziyaretçiler) için (Yurt dışından gelenler için) iyi bir otel var mıdır ve yelken kulübüne yakın mıdır?	2		
4	Gençlik kulübünden bazı arkadaşlarım da kursla ilgileniyorlar, gruplar için indirim var mı?	2		
5	İstediğim/gereken bilgileri en kısa zamanda gönderirseniz çok 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	1		Matching beginnings and ends of sentences
B	8		Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
C	-		
D	7		Or
E	9		1 mark for each correct answer
F	6		
G	3		This task is scanned in by the page. The marks are awarded individually.
H	5		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	2		
J	10		
K	4		

Task 6

Question	Answer	Marks [10]	Guidance
A B C D E F G H I J	A C A B A A C B B C		Gap-fill The elements are scanned by the page. No annotation is necessary.

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)	<ul style="list-style-type: none"> bilgi ve deneyimlerini paylaşmak birey ve kurumların gelişmesine (1) potansiyellerini artırır.(1) hedeflerine ulaşmalarına yardımcı olurlar. 	2	Any two	
(b)	İnsanlar kendilerini tanırlar (1), değerlerini farkederek.(1)	2		
(c)	İnsanların psikolojik açıdan dengeli olmaları ve huzurlu yaşamaları	2		
(d)	İnsan kendisine sorduğu sorulara yanıt buldukça kendisini tanıır.	1		
(e)	İnsanların zorluklara karşı güçlü(dirayetli,dirençli) olması (sorunları çözebilme) (1), geleceğe umutla/iyimser/olumlu bakabilmesidir.(1)	2	Accept; Sevinçle Umudu çağrıştıran her sıfat kabul edilecek	
(f)	Yaşam koçluğu kursu yaşam boyu sürer.	1		
(g)	Bu mesleği yapmak isteyenler (1) ve bu konuda eğitim alanlar. (1)	2		
(h)	Yaşam koçu olan kulüp başkanları takımlarının etkinliğini / verimliliğini/başarılarını artırır.	2	Any 1 of 3	

Question	Answer	Marks	Guidance	
			Accept	Do not accept
(i)	Kurs arkadaşlarına koçluk / kurs dışında uygulama yaparak (1) pratik yapmak / deneyim kazanmak (1)	2	Accept; tadısız durumlara karşılaştı	
(j)	Aslı anne olduđu zaman ne yapacağını bilemedi (şışırdı). Çocuđuna yetemeyeceđini düşünđü. Aslı iyi bir anne olmak istiyordu.	2	Any 2 of 3	
(k)	Öđrencilerin geleceklerini yeteneklerine/potensiyellerine göre planlamalarıdır	2		

Assessing **Quality of Language**

- a. 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.
- b. Apply Grid C.2 and enter the mark.
- c. 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 (*λ*).
- 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	Guidance	
			Content	Levels of Response
		[10]		
1	Zeynep çocukluğunda annesi, babası; ninesi, dedesi ve kardeşiyle aynı evde yaşardı. -		12/13-10 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	zamanlar ona ve kardeşine istedikleri zaman giysi ya da oyuncak alınamazdı. -		10/11-9 marks	
3	Bu nedenle bayramlar da ve özel günlerde alınan giysiler onları sevindirirdi. -		8/9-8 marks	
4	O ve ağabeyi kendi oyuncaklarını kendileri yapmaktan zevk alırlardı.-		7-7 marks	
5	Zeynep bez bebeğine elbiseler dikerken, ağabeyi tahta arabalarını boyardı. -		6-6 marks	
6	Emek harcadıkları için çok değerliydi.-		5-5 marks	
7	Sıcak havalarda, evlerinin önünde, arkadaşlarıyla hava kararana kadar oyunlar oynarlardı,		4-4 marks	
8	Aileden biri onları çağırmadıkça eve girmezlerdi.-		3-3 marks	
9	Zeynep'in ninesi ve annesi yapılan harcamalarında dikkatliydi, -		2-2 marks	
10	Kötü günler için bir tarafa para koyarlardı.-		1-1marks	
11	Eskiye eşyalar kesinlikle atılmaz, başka bir şekilde kullanılırdı. -			
12	Örneğin büyüyen çocukların giysileri küçükler için saklanırdı. -			
13	Eskiye giysiler değişik şekillerde kesilerek kirk yama denilen el is ev ihtiyaçları yapılırdı.			
14	Bu el işlerinde kullanılan ve her birinin ayrı hikâyesi olan bez parçaları Zeynep'i eski günlere götürür ve ona tatlı hayaller kurdururdu. -			
15	O ve ağabeyi yokluğun ve varlığın ne demek olduğunu bilirlerdi,			
16	Ufacık şeylerden mutlu olurlardı -			
17	Ona göre günümüzde çocukların mutlu olmaları daha zor.-			

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 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.

Alıştırma 1

Üçüncü Boğaz Köprüsü

Her ay binlerce yeni aracın trafiğe katıldığı İstanbul'da, günün belirli saatlerinde aşırı bir trafik yoğunluğu yaşanmaktadır.

Şehrin otoyolları trafik akışında bir derece yeterli olsa da; Asya ve Avrupa kıtalarını birbirine bağlayan iki boğaz köprüsü için aynı durum söylenemez.

Bu nedenle 2000'li yılların başında Boğaz'a üçüncü bir köprü ve bu köprüyü diğer yollara bağlayacak bir otoyolun yapılması dile getirilmeye başlandı.

Türk-İtalyan inşaat ortaklığı ile 2013'te yapımına başlanan Üçüncü Boğaz Köprüsü'nde, diğer iki köprüden farklı olarak, daha fazla şeritli karayolu ve ayrıca tren yolu olacak.

Projeye göre köprü üzerindeki raylı sistem Marmaray ve İstanbul Metrosu ile bağlantılı olacağı gibi, Edirne'den İzmit'e kadar da yolcu taşıyacak.

İthalat ve ihracatı kolaylaştıracak olan bu köprü ülke ekonomisine de büyük yarar sağlayacaktır.
.....Pause.....

Yeni otoyol, Üçüncü Köprü'nün Asya ve Avrupa tarafındaki giriş ve çıkışında yer alacak ve konumu halka şeklinde olacaktır.

Bu otoyol yalnızca Birinci ve İkinci Boğaz Köprüsü'nün trafik yükünü azaltmak için değil, tüm İstanbul'un genel ulaşım sorununu gidermek için de projeye eklenmiştir.

Böylece trafikte bekleyen araçların daha seri hareket etmesiyle yakıttan önemli ölçüde tasarruf edilecektir.

Otoyol yapımında tünel ve köprüyollar inşa edilirken kesilecek olan ağaçların beş katı ağaç dikilmesi planlanmaktadır.

Alıştırma 2

Van

Asur kraliçesi Semiramis'in kurduğu Van şehri, MÖ. 7000 yıllarına kadar uzanan tarihiyle çeşitli uygarlıklara ev sahipliği yapmıştır. Şehrin her köşesinde, farklı uygarlıklardan kalma tarihi eserler vardır. Şehri ziyaret edenlere, şehrin her tarafından görünen ve 3000' yıldır ayakta duran Van kalesi, 'Hoş geldiniz' der.

Deprem bölgesinde yer alan eski Van'da birçok görkemli ve tarihi yapılar yıkılmıştır. Şehirde, Osmanlı zamanından kalma han, hamam, türbe, çeşme ve medreseden sağlam kalan tek yapı hamamdır.

Büyük bölümü yüksek ve dağlık alanlardan oluşan Van, yüzölçümü açısından ülkemizin en büyük illerinden biridir, ama Van'ın sert iklimi burada tarımın gelişmesine olanak tanımaz.

Türkiye'nin en büyük gölü olan Van Gölü volkanik patlamalar sonucu oluşmuştur ve suyunun sodalı olması onu diğer göllerden farklı kılar.

Üzerinde Akdamar adası da bulunan bu göle hava ve karayoluyla gidebileceğiniz gibi İstanbul'dan kalkan Van Gölü Ekspresi'yle raylar üzerinden de gidebilirsiniz.

Türkiye'den komşu ülke İran'a gitmek isteyenler Van Gölü'nün Tatvan kıyısında onları bekleyen feribotla gölün doğu kıyısına yolculuk yaparlar.

Van bir gözü turkuaz mavisi, diğer gözü ise kehribar sarısı olan ve yüzmeyi seven bembeyaz kedileriyle de ünlüdür.

Çeşitli doğal lezzetleri ile Van kahvaltısı sunan lokantaları, yalnızca Van'da değil, Türkiye'nin her yerinde görmek mümkün.

Task 3

The Fishing Industry in Turkey

Balıkçılık Mesleği**A- Merhaba Murat Reis balıkçılık mesleğini nasıl seçtiniz?**

Murat Reis - Babam balıkçıydı ve ben çocukken onunla balığa gitmeyi çok severdim, büyüyünce de bu baba mesleğini devam ettirdim.

A- Türkiye'deki balıkçılık hakkında ne düşünüyorsunuz?

Murat Reis - Son yıllarda gelişen teknoloji yüzümüzü güldürdü. Yeni makineler sayesinde farklı avlanma tekniklerini kullanmaya başladık ve artık avlanırken eskisi gibi fiziksel güç kullanmak zorunda değiliz. Ama diğer taraftan teknolojinin sebep olduğu deniz kirliliği balık türlerinde azalmaya neden oldu.

A- Sanırım balık türlerinin azalmasında başka nedenler de var.

Murat Reis- Tabii olmaz mı? Küçük balıkların büyümeden avlanma durumları var. Bunlardan biri balık avlama mevsimi dışında balıkçıların gizlice avlamaları, diğer nedeni de sadece büyük balıkları değil denizin dibindeki tüm canlıları toplayan trol denilen ağ kullanmaları. Hükümet avlanma kontrollerini arttırmalı ve trolle avlanmayı yasaklamalı, yoksa denizlerimizin bereketi yok olacak.

A- Balıkçılığın zorlukları nelerdir?

B- Türkiye'de balık avlama sezonu yağışlı, soğuk ve dondurucu havaların olduğu eylül ve nisan ayları arasındadır. Olumsuz hava şartları meslek hastalıklarına, balık avlarken kullanılan makineler ise yaralanmalara neden oluyor.

A- Oğlunuzun balıkçı olmasını ister misiniz?

Murat Reis – Oğlum denizi çok seven bir çocuk. Karadeniz şehri olan Sinop'taki Yelken Kulübünde çocuk ve yetişkinler için düzenlenen yelken ve dalgıçlık kurslarına katılıyor. İleride kaptanlık eğitimi almak istediğini söylüyor. Bu konuda kararı ona bırakıyorum.

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