

## **GCE**

### **Turkish**

Advanced GCE A2 **H597**

Advanced Subsidiary GCE AS **H197**

## **OCR Report to Centres June 2017**

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This report on the examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

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## F889 Turkish Listening, Reading and Writing 1

### General Comments:

Overall, this was a very successful paper. The majority of candidates performed well. Most candidates understood the stimulus materials and responded to them correctly. The candidates listened and responded to spoken sources and read and responded to a variety of texts correctly. Most of the candidates were also successful in transferring meaning from English to Turkish. Most candidates understood the reading texts and answered the comprehension questions correctly. Those who answered the questions in Turkish in full sentences using their own words, as required by the task, scored high marks for the quality of language. Some gave very detailed answers and produced a very convincing response to the task, showing a real understanding of the issues raised. Most candidates were very successful in giving relevant information, including nearly all points from the original text, and showed very clear understanding of the text. The candidates who responded with well developed points of view which showed insight scored high marks. They were also successful in using a wide range of vocabulary and idiom with a variety of complex sentence structures. However, some candidates' grasp of the Turkish language was not adequate enough to do this. Overall, many of the candidates grasped the AS Level structures and tried to develop their ideas using complex sentences. There were some grammatical and structural errors in the language used in the answers. There were also many spelling mistakes. Candidates are advised to use written forms of the words rather than spoken forms.

### Comments on Individual Questions:

#### Alıştırma 1: Dinleme

Most candidates answered this question very well.

- (a) Some candidates gave deniz as an answer, which was not credited.
- (b) This question was answered correctly by most of the candidates. Only a few candidates gave gelişmişti as an answer.
- (c) Most of the candidates answered this question correctly. Teknolojidir was a common mistake
- (d) Most of the candidates answered this question correctly.
- (e) Most of the candidates answered this question correctly.
- (f) Most candidates answered this question very well. Arama ve kurtarma çalışmaları was a common mistake.
- (g) This question was answered by most of the candidates.
- (h)(i) (j) Most candidates answered these questions very well.
- (k) Some candidates gave dikkatsizlik as an answer and lost marks.
- (l) Some candidates gave ücretli and lost marks
- (m) Most candidates answered this question very well. Ziyaretleri was a common mistake.

#### Alıştırma 2: Dinleme

This question was answered correctly by many candidates.

- (f) Some candidates gave biliniyor as an answer and lost marks.
- (g) A common mistake was okul.
- (l) This was answered correctly by many candidates.

### Task 3: Listening

- (a) This question was answered correctly by most of the candidates.
- (b) Most candidates answered this question very well.
- (c) The candidates who did not read the questions carefully were not able to write the answers in the correct sections and lost marks.
- (d) Most candidates answered this question very well.
- (e) Most candidates answered this question very well.
- (f) This question was answered well by most of the candidates.
- (g) The candidates who did not read the question carefully failed to answer the question correctly because rather than writing 'the most' important feature of the mountain they wrote about all features.
- (h) Most candidates answered this question very well.
- (i) Most candidates answered this question very well. Those who did not answer the second part of the question did not mention the awards and lost marks.

### Task 4: Writing

Candidates are advised to read the instructions carefully. Some candidates wrote a reply in Turkish to the points given, rather than writing a letter translating the points given to get more information about the holidays. This meant they could not be awarded any marks.

Only those who included most or all of the information required got high marks for Communication. High marks for Quality of Language were awarded to those who used a consistent, competent variety of sentence structures, tenses, suffixes and vocabulary. Some found it hard to translate 'kayak', 'ski', 'gençler', 'young people', 'gereçler' 'equipment'.

## Section B: Reading and Writing

### Alıştırma 5: Okuma

This question was answered very well by most of the candidates. However, some candidates who did not read the rubrics carefully lost marks because they put numbers in all of the boxes. A few candidates just put ticks in the boxes rather than writing the numbers and were not awarded any marks. Some candidates, instead of leaving the third box blank, put numbers and lost marks.

### Alıştırma 6: Okuma

Candidates performed very well in this exercise. Common mistakes were:

- (a) iş
- (b) Most candidates answered this question very well.
- (c) budama
- (d) hepsi
- (e) Most candidates answered this question very well.
- (f) derneklere yardım
- (h) ziyaretçilere
- (i) dil derslerine
- (j) Most candidates answered this question very well.

### Alıştırma 7: Okuma

Candidates are advised to read the questions carefully and understand what is required for an answer. They are also advised to read the relevant part of the text again to check their answer. This exercise was answered very well by most of the candidates. Those who had a good grasp of the target language responded to the questions using accurate language and were awarded high marks for Quality of Language.

- (a) (b) (c ) This was generally very well answered.  
(d) Those who did not give answers as ‘türküler , deyimler and atasözleri ’ and gave the examples of them were not awarded any marks.  
(e),(f),(g) were answered correctly by most of the candidates.  
(h) Those who gave the same type of food were not awarded any marks.  
(i) (j) (k) These questions were answered correctly by most of the candidates.

#### Alıştırma 8: Okuma ve Yazma

(a) Most candidates showed a very clear understanding of the text, included nearly all the points from the original text, gave relevant information and therefore were awarded high marks. Some candidates wrote as if they were the person who wrote the text and simply repeated the sentences in the text and so were not awarded any marks. Some candidates wrote about what they think about Burak and his situation rather than summarising the text and lost marks.

(b) For the highest marks, candidates need to respond with well-developed points of view which show insight. It is also important to use a variety of words, idioms and sentence structures to gain high marks. It is important that every sentence is effective. Sentences which are simply a repetition of a previous one but with different word order do not gain extra marks. Instead, candidates should give a variety of examples, expanding their ideas and elaborating on opinions.

A large number of candidates wrote very good essays about what makes children happy nowadays, the negative effect of technology on the relationships between children and parents, basing the essay on their own experience or that of others, and gave their own opinions, points of views and justifications. They gave very good examples and explained the advantages of using the technology wisely. Those who repeated the same ideas continually were not able to score high marks because it is required that they give reasons.

Candidates are advised to read more widely to increase their vocabulary and also to develop skills in understanding unseen texts, which in turn would help to improve their writing skills, punctuation and spelling. When constructing long and complex sentences, care should be taken to ensure that subject and verb agree.

## F890 Turkish Listening, Reading and Writing 2

### General Comments:

Overall, this was a successful paper. The majority of candidates performed well. Most candidates understood the listening texts and answered the questions correctly. Most of the candidates understood and responded to the written texts successfully. They understood the main points and details, including points of view. They also demonstrated an ability to infer meaning. Those who answered the comprehension questions in Turkish in full sentences using their own words, as required by the task, scored high marks for the quality of language. Most of the candidates were successful in translating the paragraph from Turkish to English. Most candidates understood the topic questions and responded by presenting viewpoints, developing arguments, analysing and evaluating. Some gave very detailed answers and produced a very convincing response to the task by giving examples from Turkish speaking countries, and so scored high marks.

The candidates who responded with well developed points of view which showed insight were awarded high marks. They were also successful in using a wide range of vocabulary and idiom with a variety of complex sentence structures. However, some candidates' grasp of Turkish language was not adequate enough to do this.

Overall, many of the candidates grasped the A level structures and tried to develop their ideas using complex sentences. There were some grammatical, structural problems and spelling mistakes in the language used in the answers.

Comments on Individual Questions Section A: Listening and Writing Task 1: Listening

- (a) This question was answered correctly by nearly all of the candidates.
- (b) Most of the candidates answered this question correctly.
- (c) This question was answered correctly by most of the candidates.
- (d) This question was answered correctly by most of the candidates.

### Alıştırma 2: Dinleme

The majority of candidates performed very well in this exercise. Those who answered the questions in Turkish in full sentences using their own words as required by the task scored high marks for the quality of language.

Some common features of candidates' responses were:

- (a) and (b) These questions were answered correctly by most candidates.
- (c) Those who failed to explain 'ünvan' lost marks.
- (d) Some candidates did not refer to the text to find examples to show how tiring is to produce 'felt / keçe' 'but they wrote their own ideas and were not awarded marks.
- (e) Most candidates answered this question very well.
- (f) the candidates who wrote about the contribution of the machines to felt making rather than which parts of felt making they contributed to did not gain any marks.
- (g) Most candidates answered this question very well.
- (h) Most candidates answered this question very well.
- (i) Most candidates answered this question very well.
- (j) Some candidates found it hard to spell the word 'sikke'. (k) (l) These questions are generally answered well.

## Section B: Reading and Writing

### Alıştırma 3:

This question was answered correctly by most of the candidates. Some mistakes were made in (a) and (b).

### Alıştırma 4:

Candidates are advised to read the rubric very carefully. Some copied full sentences from the text and wrote them under the words but it was not possible to identify the words required from the passage, therefore they were not awarded any marks. Some translated the words into English, which was not the requirement, and were not awarded any marks. Candidates are advised to read more to improve their knowledge of vocabulary. Most questions were answered correctly. Q (c) (d) and (j) were found hard to answer.

### Alıştırma 5:

Candidates are supposed to fill in the blanks with words or group of words related to the passage, and the sentences are required to be grammatically correct. Some managed to give correct answers by changing the details in the questions.

(a) (b)(c) were answered correctly by most of the candidates.

(d)(e) These questions were answered by many candidates correctly.

### Alıştırma 6:

Most of the candidates were successful in translating the passage from Turkish into English correctly. Some candidates found it difficult to translate 'deneme', 'özen göstermek', 'şiiirsel' and 'üslup'.

### Alıştırma 7:

This question was answered by most of the candidates correctly.

(a), (b) and (c) (d) were answered by most of the candidates successfully.

(e) some candidates gave dergiler and gazeteler as an answer rather than dergiler ve gazetelerde yayınlanmış yazılardan and were not awarded full marks.

(f) Most candidates answered this question very well.

### Task 8:

This question was answered correctly by most candidates.

(a) Some candidates gave very good explanations for this question and were awarded full marks.

(b) These questions were answered by most of the candidates correctly.

(c) Some candidates explained the difference between 'to look' and 'to see' very well using their own words and were awarded full marks.

(d) and (e) were answered correctly by more able candidates.

### Task 9:

Q(a) (b): These questions were answered correctly by most of the candidates.

(c) Some candidates failed to answer the second part of the question and were not awarded full marks.

(d) and (e) Most candidates answered these questions correctly.



### **Section C - Writing**

There were some very good essays. Some candidates gave information relevant to the task and the information was clearly related to a Turkish speaking country. Their essays were very well structured, comprising an introduction, several main paragraphs and a conclusion. Those who scored high marks, were effective and confident in their use of a wide range of vocabulary and idiom with a variety of complex sentence structures. Their language was generally accurate. There was a lot of evidence of evaluation and drawing conclusions.

Question 1: This was a popular question. The candidates who scored high marks explained why education is so important for a country's future giving examples.

Question 2: This was also a very popular question. Most of the candidates pointed out that the women should have the equal rights as men at work. They need better working conditions and the government should encourage the girls to have education at rural parts of Turkey.

Question 3: There were some very informative and very well explained essays about energy types and their impact on the world. However, some candidates were not able to score high marks because their essays were not always constructed in a logical way, arguments were rather simplistic and there was a lack of points of view and ideas.

Question 4: This was also a popular question. There were very good explanations about why dolphins should be in their natural environment rather than leisure parks.

Question 5: Those who did not read the question carefully wrote about the general disadvantages of the improvement of technology and lost marks.

Question 6: This topic was not as popular as the others.

Question 7: This question was not chosen by many candidates. Those who chose this question, generally did not develop their ideas and only answered the questions briefly and so were not awarded high marks.

Question 8: This was not chosen by many candidates. Those who wrote essays about the importance of historical places without mentioning a project lost marks.

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