

**GCE**

**Turkish**

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

Advanced Subsidiary GCE

**Mark Scheme for June 2017**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

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

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

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

© OCR 2017

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

Annotation	Meaning
	Tick
	Development of point
	incorrect
	Irrelevant (material which doesn't answer the question)
	Caret sign to show omission
	Opinion
	Just/Justification
	Good language
	Poorly expressed
	Past tense correctly used
	Future tense correctly used
na	Highlight
	Accurate language
	Inaccurate language

**Abbreviations Meaning**

- / Alternative and acceptable answers for the same marking point
- ( ) Words which are not essential to gain the mark
- Underlined words must be included to gain the mark

**Subject-specific Marking Instructions**

- You should print out a copy of the paper and work through it yourself (using the transcript for the Listening activities which you can find at the end of the Mark Scheme, if the audio version is not available on the portal.) You will need a copy of the written texts to refer to during the marking process in order to spot excessive lifting in tasks 6 and 7. The texts will not appear automatically on your marking screen.
- The award of marks is not necessarily dependent on the specific wording in the detailed sheets which follow. Other wordings will score the marks, provided they are semantically equivalent. If the language used by the candidate conveys meaning and also answers the question, then the mark(s) should normally be credited for comprehension (c.f. “sympathetic native speaker/sympathetic examiner”). Use your professional judgement to apply the marking principles given in this mark scheme but if you are still in doubt about the validity of any answer, then consult your Team Leader by phone, the messaging system within SCORIS or e-mail.
- Language marks: These are assessed separately – Grids C.2 and F.2 – See guidance in the detailed sheets below.
- Where candidates give alternative answers, only the first one written, or the one on the line should be marked.

## Section A: Listening and Writing

## Task 1:

Question	Answer	Marks [13]	Guidance
<b>a</b>	B – kara	1	<b>Multi-choice</b>  <b>either</b> Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.  <b>or</b> This task is scanned in by the page. Marks are awarded individually. No annotations are necessary.
<b>b</b>	B – gelişmemişti	1	
<b>c</b>	A – para	1	
<b>d</b>	C – sürücüler memnundur	1	
<b>e</b>	A – hava şartları	1	
<b>f</b>	B – yollardaki donma	1	
<b>g</b>	C – yol mücadele	1	
<b>h</b>	C – can kurtarmak	1	
<b>i</b>	C – lastikler	1	
<b>j</b>	B – hava şartları	1	
<b>k</b>	A – sorumsuzluk		
<b>l</b>	B – gönüllü	1	
<b>m</b>	C – alış veriş	1	
		1	

## Task 2

Question	Answer	Marks [12]	Guidance
a	önce	1	<b>Gap-fill either</b> The elements are scanned in individually. No annotation is necessary. Enter 1,0 or NR as appropriate. Ignore mis-spellings.  <b>Or</b> The elements are scanned by the page. No annotation is necessary.
b	kıyısında	1	
c	kapalıymış	1	
d	çağlara	1	
e	yerliydi	1	
f	söyleniyor	1	
g	yer	1	
h	örneklerini	1	
i	ziyaret edilmesi	1	
j	malzemeleri	1	
k	müzikten	1	
l	uygarlığı	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	They were used to walk on snow.	1	<b>Reject:</b> Turks used skies for walking on land/ sand - Travel/ Transport <b>Accept:</b> walking/ travel by foot
b	For military reasons/to train soldiers as skiers.	1	<b>Accept:</b> Military/ Army/ Solders
c	(i) He persuaded the Governor to set up a ski resort on Uludağ. / Possible to ski (1) (ii) He took photo s of Uludağ and showed them to the city governor. (1)	2	<b>Reject:</b> Answers in the wrong order
d	The governor set up the ski centre (1) Opened it to the public / for people to ski (1)	2	<b>Reject:</b> <u>more</u> ski centre/s
e	Ask money from the government (1) To set up ski centres in their cities (1)	2	<b>Accept only:</b> Ski resorts / ski areas
f	Transport/ reasonable prices/ the condition of the ski Centres are important when choosing a place to ski.	2	<b>Any two</b> – easy access/ road/ cheap
g	It has <b>LONG</b> ski slopes	1	<b>Accept:</b> Track/ lane / road/ platform/ ramp / runway/ surface area/ pathways/ area/ pist / piste <b>ONLY LONG</b> – no other
h	Students and retired people	2	<b>Accept:</b> pensioner / elderly /seniors
i	To gain awards / win medals / prizes / contest <b>international</b> games or competitions	2	<b>Accept:</b> <u>Abroad</u>

**Task 4 10 marks for Communication (Grid H1), 10 marks for Quality of Language (QoL)****Task Specific Guidance**

- The candidate response will be scanned in twice. The marks for Communication are awarded the first time. The second image is for you to assess the QoL.
- **Communication:** This is a transfer of meaning exercise, not a word-for-word translation, so there may be several ways of putting the points across. Key elements of the points are underlined in the mark scheme. For communication / content, assess as a “sympathetic native speaker / sympathetic examiner” and give credit accordingly.
- **Annotations:**
  - In the body of text, use a tick (✓) to show that a point has been fully and successfully conveyed.
  - If an element of the point has been omitted, use the caret sign (^).
  - If a point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use no annotation.
  - Use a cross (X) when a word in the response invalidates an otherwise acceptable answer.
  - The annotations will give a global impression to help you apply Grid H.1 accurately and consistently.
- Grid H.1: The ticks will show the number of points successfully conveyed. These will normally correspond with the marks you award.



## Task 4: Communication points

Question	Answer	Marks	Guidance	
			Accept	Do not accept
		[10]		
1	Kayak yapmayı öğrenmek için Palandöken'e gitmek istiyorum. [1] Orada yeni başlayanlar için kayak kursları var mı? [1]	2		
2	Kayakçılara kayak için gerekli giysi ve aletleri / gereçleri sağlıyor musunuz?	2		
3	Lütfen gençler için olan kurslar hakkında bana bilgi gönderiniz.	2	Accept: Çocuklar	
4	Mümkünse [1] bir odayı arkadaşım ile paylaşmak isterim. [1]	2	Only 1 mark without <b>Mümkünse</b>	
5	Bir gecelik oda fiyatının [1] ne kadar olduğu konusunda da beni bilgilendiriniz lütfen. [1]	2	Lütfen bir gecelik oda fiyatı [1] Ne kadar olduğunu da bildiriniz/ bildirme/ söyleme [1]	

<b>GRID H.1</b>	<b>COMMUNICATION</b> <b>10 marks AO2</b>
<b>9-10</b>	<b>Most or all</b> of the information successfully conveyed.
<b>7-8</b>	<b>Three quarters</b> of the points conveyed.
<b>5-6</b>	<b>Half</b> of the information successfully conveyed.
<b>3-4</b>	Only <b>a quarter</b> of the points conveyed.
<b>0-2</b>	<b>Very little</b> 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 <b>high and consistent level of accuracy</b> in use of complex structures, although there may be some errors.
7-8	<b>Language generally accurate.</b> Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although <b>there may be some inconsistency and errors in more complex areas.</b>
5-6	Shows evidence of <b>fair understanding of grammatical usage.</b> <b>Generally accurate use of simple sentence</b> structures. Some correct use of complex sentence structures. The performance is likely to be <b>patchy and inconsistent.</b>
3-4	Evidence of <b>gaps in basic grammar.</b> <b>Frequent errors</b> of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but <b>evidence of correct use of simple sentence structures.</b> Vocabulary and structures may be quite strongly influenced by the candidate's first language.
0-2	<b>Little evidence of grammatical awareness.</b> <b>Persistent,</b> serious and <b>elementary errors</b> (endings, verb forms, gender of common nouns). Frequent first language interference.

## Task 5

Question	Answer	Marks [10]	Guidance
A	7		<b>Matching beginnings and ends of sentences</b>
B	Blank		Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
C	10		
D	1		<b>Or</b>
E	2		<b>1 mark for each correct answer</b>
F	8		
G	6		This task is scanned in by the page. The marks are awarded individually.
H	3		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	9		
J	4		
K	5		

## Task 6

Question	Answer	Marks [10]	Guidance
<b>A</b>	A – ulaşım		<b>Gap-fill</b>  The elements are scanned by the page. No annotation is necessary.
<b>B</b>	B – sebze		
<b>C</b>	B – araştırma		
<b>D</b>	A – büyük kısmı		
<b>E</b>	A – az		
<b>F</b>	B – adrese teslim		
<b>G</b>	C – işçi		
<b>H</b>	C – öğrencilere		
<b>I</b>	B – kültürel etkinlik		
<b>J</b>	B – ödeme		

**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	Reject
		[20]		
(a)	<b>Hayvancılık</b> yapıyorlardı.	1		Göçebe
(b)	(i) Yoğurdu ilk yapan belli değil / Bir çok millet yoğurdun kendi buluşu olduğunu iddia ederler. (ii) (Yazılı / Kesin ) kanıt / belge yok.	2	<b>Yazılı</b> bilgi Kesin bilgi	Bilgi
(c)	Onuncu yüzyılda	1	900lü yıllar	
(d)	Atasözleri/ deyimler / türküler	2	Any two	<b>Examples</b>
(e)	(i) Daha besleyici (minerale sahip) [1] (ii)Daha yoğun. (kıvamı daha katı/koyu) [1]	2	Zengin/ Besin değeri fazla / daha iyi - Kıvam	
(f)	(i) Ferahlatıcı (1) / Yazların sıcak olması (ii) Tansiyonu dengeliyor (1)	2	Serinletici / Rahatlatıyor İyi geliyor	
(g)	Yoğurttan yapıldıkları için bahsedilmiştir (1) (Çünkü) geleneksel Türk kahvaltısında yer alır. (1)	2	Sofrası	
(h)	(i) Hamurlarda/Çorbalarda [1] (ii) Soslarda /salatalarda [1]	2	Farklı tür yemeklerden birer örnek	

(i)	Doyurucu/ Zinde tutuyor/ sindirimi kolay/kilo aldirmiyor	2	Any two Bağırsakları rahatlatır
(j)	Fransa kralı Birinci Fransuva'nın <b>bağırsak</b> hastalığı (1) yoğurt ile tedavi olmuş.(1)	2	
(k)	(i)Düzenli kullanım bağışıklığı artırıyor (1) (ii) <b>Radyoaktif</b> rahatsızlıklara karşı iyi (1)	2	

- mAssessing **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 <b>high and consistent level of accuracy</b> in use of complex structures, although there may be some errors.
7-8	<b>Language generally accurate.</b> Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although <b>there may be some inconsistency and errors in more complex areas.</b>
5-6	Shows evidence of <b>fair understanding of grammatical usage.</b> <b>Generally accurate use of simple sentence</b> structures. Some correct use of complex sentence structures. The performance is likely to be <b>patchy and inconsistent.</b>
3-4	Evidence of <b>gaps in basic grammar.</b> <b>Frequent errors</b> of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but <b>evidence of correct use of simple sentence structures.</b> Vocabulary and structures may be quite strongly influenced by the candidate's first language.
0-2	<b>Little evidence of grammatical awareness.</b> <b>Persistent,</b> serious and <b>elementary errors</b> (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	Anne liseye giden oğlunun üniversite giriş sınavında başarılı olmasını/üniversiteye girmesini istiyor	<b>14/15+</b> (10 marks) <b>11/13</b> (9 marks) <b>8/10</b> (8 marks) <b>7</b> (7 marks) <b>6</b> (6 marks) <b>5</b> (5 marks) <b>4</b> (4 marks) <b>3</b> (3 marks) <b>2</b> (2 marks) <b>1</b> (1 mark)		<b>Grid I</b> <b>COMPREHENSION OF TEXT</b> <b>9-10</b> <b>Consistently relevant</b> information. Includes <b>nearly all the points</b> from the original passage. Shows a <b>very clear understanding</b> of the text <b>7-8</b> <b>Relevant information</b> showing understanding of <b>up to two thirds</b> of the points from the original passage. There <b>may be one or two instances of lifting</b> from the original passage <b>5-6</b> <b>Some relevant</b> information showing understanding of <b>up to half</b> of the points. There <b>may be instances of lifting</b> from the original passage. <b>3-4</b> <b>Little relevant information.</b> Includes <b>up to a third</b> of the points, showing understanding of some of the points. <b>Over-reliance on phrases lifted from the original passage.</b> <b>0-2.</b> <b>No relevant information</b> or supplies <b>one or two relevant points</b> from the original passage
2	Bunun için oğlunu dershaneye gönderiyor.			
3	Anne ve babası dersane ücretini ödemek için çok çalışmak zorundalar.			
4	Türkiye’de genç nüfus çok fazla.			
5	Çok sayıda genç üniversiteye gitmek için sınava hazırlanıyor			
6	Türkiye’de üniversiteye girmek zor.			
7	Oğlunun (başarısı için) sınava çok çalışması /iyi hazırlanması gerektiğini söylüyor			
8	Anne babaya göre üniversiteden sonra iş bulmak da zor			
9	Bu nedenle oğlunun ihtiyaç duyulan ve iyi para kazandıran bir mesleği olmasını istiyorlar			
10	Avukatlık ve doktorluk gibi meslek seçmesini istiyorlar			
11	Burak okul dışı derslerden bıkmış / ders çalışmayı sevmiyor/ders kitaplarının kapaklarını bile açmak istemiyor.			
12	Herkes uyurken film ve komedi programları izliyor.			
13	Ertesi gün derslerde çok yorgun olsa bile yine aynı şeyleri yapıyor.			
14	O oyunculuk okumak istiyor			
15	Annesi ve babası oyunculuktan para kazanamayacağını düşünüyor			
16	Burak, onların bu tavrından dolayı üzülüyor			
17	Aslında onlara layık bir çocuk olmak istiyor.			

## Task 8(b) Response Grid J [20 marks]

Question	Answer	Marks	Guidance	
		[20]	Content	Levels of Response
	No Indicative Content – personal response		<p><b>Grid J:</b> 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"> <li>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.</li> </ul>	<p><b>GRID J RESPONSE TO TEXT</b></p> <p><b>16-20</b> Responds with well-developed points of view which show insight, originality and imagination.</p> <p><b>12-15</b> Expresses points of view which are consistently developed and respond to the requirements of the task. Shows some originality and/or imagination</p> <p><b>8-11</b> 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><b>4-7</b> Manages the beginning of a response to the requirements of the task. May have difficulty in expressing and/or developing points.</p> <p><b>0-3</b> 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	<b>[20]</b>	<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 <b>Task 8a</b> 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 <b>high and consistent level of accuracy</b> in use of complex structures, although there may be some errors.	9-10	<b>Effective and confident use of a wide range</b> of vocabulary and idiom with a <b>variety of complex sentence structures</b> .
7-8	<b>Language generally accurate.</b> Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although <b>there may be some inconsistency and errors in more complex areas</b> .	7-8	<b>Effective use of a range of vocabulary and structures</b> appropriate to the task, with <b>little repetition</b> . A <b>positive attempt to introduce variety</b> and to use a <b>range of complex sentence structures</b> (though not always able to maintain correct usage).
5-6	Shows evidence of <b>fair understanding of grammatical usage</b> . <b>Generally accurate use of simple sentence structures</b> . Some correct use of complex sentence structures. The performance is likely to be <b>patchy and inconsistent</b> .	5-6	<b>Attempts to extend the range</b> of vocabulary, though still rather repetitive. <b>Attempts to use more complex language with some success</b> in producing a range of syntax and sentence structures appropriate to the task.
3-4	Evidence of <b>gaps in basic grammar</b> . <b>Frequent errors</b> of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but <b>evidence of correct use of simple sentence structures</b> . (Vocabulary and structures may be quite strongly influenced by the candidate's first language).	3-4	Use of a <b>restricted range of vocabulary and structures</b> . <b>Frequent repetition</b> of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.
0-2	<b>Little evidence of grammatical awareness</b> . <b>Persistent, serious and elementary errors</b> (endings, verb forms, gender of common nouns). Frequent first language interference.	0-2	<b>Only simple sentence patterns</b> . <b>Very limited</b> 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

## ULAŞIM

Türkiye’de deniz seviyesindeki ova ve alçak yaylalarda kara taşımacılığı çok gelişmiş olmasına rağmen ülkenin dağlık bölgelerinde durum bunun tam tersiydi.

Ulaşımı kolaylaştırmak için son yıllarda emek, sabır ve en önemlisi ekonomik zenginlik gerektiren yeni yol çalışmaları yapılmış ve geçit vermez dağlarda açılan tüneller sayesinde sürücülerin yüzü gülmüştür.

Ulaşımındaki iyileşmeye rağmen fırtınalı, yağışlı ve eksilerin altındaki hava sıcaklığı, özellikle Asya’yı Avrupa’ya bağlayan İstanbul ve Çanakkale Boğazları’nda ihracat ve ithalatı yavaşlatır. Ayrıca kar, buzlanma, çığ veya Karadeniz Bölgesi’nde olduğu gibi, aşırı yağışlar ulaşımı engeller.

Ara

Özel yetiştirilmiş yol ve acil mücadele ekipleri kurtarma çalışmalarıyla günlerce ana yollarla bağlantısı kesilen köy yolları dâhil her yerde trafik akışını normale döndürür. Böylece hemen hemen kesilen eğitim ve özellikle hayati önem taşıyan sağlık gibi hizmetlerin de devamı sağlanır.

Ülkemizde kasım ve nisan ayları arasında, sürücülerin kış lastiği, eğer kar yağışı varsa kar lastiği takmaları gerekmektedir.

Trafik kuralları ülkelerin iklimine göre değişebilir. Örneğin kışların uzun olduğu ülkelerde sürekli sis lambaları kullanılmalıdır.

Uygun lastik kullanmayan sürücüler yüzünden meydana gelen kaymalar sadece bu sürücülerin değil, başkalarının da yaşamlarını kaybetmelerine neden olabilir.

Kışların sert olduğu şehirlerdeki dükkân sahipleri de kendi iş yerlerinin önündeki buzlanmayı önlemek amacıyla kumlama gibi tedbirler alarak belediye işçilerine yardımcı olurlar. Böylece hava şartlarından dolayı kazançlarından olmazlar.

Alıştırma 2

## AMASYA

Işıl- ‘Şehirlerimiz’ adlı bu programda sizlere, geçen hafta pazartesi ve salı günleri yaptığımız ‘Amasya’ gezimizi anlatacağız.

Gezimizin ilk günü Amasya Kalesi’ne çıktık. Oradan Yeşilirmak’ın iki kenarında kurulmuş otantik evler ve camiler muhteşem görünüyordu.

Mert- Daha sonra gittiğimiz müze haftanın ilk günü ziyarete açık olmadığı için hayal kırıklığıyla oradan ayrılırken, müze müdürünün kararı ile kapıların açıldı ve biz farklı dönemlere ait fosiller ve eşyaları görebildik.

Işıl- Müze görevlisinin önerdiği Amasya yemeklerinin yapıldığı lokantada sadece halktan insanlar vardı.

Mert- Söylentiye göre ‘Ferhat ile Şirin’ adlı meşhur halk hikâyesi bu şehirde geçmiştir. Tarihi kaynaklar, Osmanlı şehzadelerinin eğitildikleri şehirlerden birinin burası olduğunu belirtiyor. Şehzadelerin nadide eşyaları ve sultanların özel ve göz alıcı kıyafetlerinin sergilendiği bir konağı gezdik.

Işıl - Amasya’da görülmeye değer bir diğer tarihi mekan ise bir Selçuklu prensesinin yaptırdığı tıp merkeziydi. Binanın girişinde olan büyük avlunun etrafındaki dersliklerde, Osmanlı zamanında tedavide kullanılan aletler ve çeşitli tedavi yöntemlerini gösteren minyatürler vardı. Ayrıca psikolojik tedavilerde kullanılan Osmanlı musikisine ait şarkıların notaları ve çalgılar sergileniyordu.

Mert- Otelimize dönerken, milattan önceki yıllarda tepedeki kayalara oyulmuş Kral Mezarları’nın görünümü, bizi tarihin derinliklerindeki medeniyetlere götürdü.



## Task 3

**Skiing In Turkey**

Bir zamanlar Türkiye’de karda yürüme aracı olarak kullanılan kayak, 1914 yılından sonra, askeri alanda kayakçı er yetiştirmek amacıyla önem kazanmıştır.

1930’lu yıllarda Türkiye atletizm antrenörü, **Abraham Bey**, yürüyüş için çıktığı Bursa- Uludağ'da fotoğraflar çekti. Bunları bu dağda kayak sporunun yapılabileceği konusunda Valiyi ikna etmek için kullandı. Bunun üzerine Vali Bey Uludağ'da Türkiye'nin ilk kayak tesislerini yaptırarak bunları halkın kullanımına açtı. Daha sonra Türkiye'nin yüksek ve kışları karlı bölgelerindeki valiler şehirlerinin yakınlarında kayak merkezleri kurmak için hükümetten parasal destek istediler.

Kayak merkezlerinin seçiminde ulaşımın kolaylığı, tesislerin kalitesi ve fiyatlarının uygunluğu yerli ve yabancı kayak düşkünlerinin dikkat ettiği ayrıntılardır. Bu özellikleri taşıyan Erzurum-Palandöken kayak merkezinde, dik parkurlar ve oldukça fazla kar vardır. En önemlisi, uzun pistlere sahip olduğundan, 2011’de üniversitelerarası Kış Oyunları’na ev sahipliği yapmıştır.

Artık kayak merkezlerine yakın şehirlerdeki öğrencilere ve emeklilere ücretsiz kayak dersleri verilmekte ayrıca, tesislere gelen ziyaretçiler usta kayakçılardan uygun ücretler karşılığında ders alabilmektedirler.

Sonuç olarak kayak her gün gelişen ve daha çok sevilen bir spor haline geldi. Kayak sporcularımızın uluslararası etkinliklere katılmaları ve ödüller almaları da bu sporda gelişme gösterdiğimizizin ayrı bir kanıtıdır.

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

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

**[www.ocr.org.uk](http://www.ocr.org.uk)**

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

**Oxford Cambridge and RSA Examinations**  
**is a Company Limited by Guarantee**  
**Registered in England**  
**Registered Office; 1 Hills Road, Cambridge, CB1 2EU**  
**Registered Company Number: 3484466**  
**OCR is an exempt Charity**

**OCR (Oxford Cambridge and RSA Examinations)**  
**Head office**  
**Telephone: 01223 552552**  
**Facsimile: 01223 552553**

© OCR 2017

