



**GCSE**

**Turkish**

General Certificate of Secondary Education **J737**

General Certificate of Secondary Education (Short Course) **J037 J137**

# **OCR Report to Centres**

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**June 2013**

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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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# Unit A841 Listening

## General Comments

Overall, it was a successful and well differentiated paper. Most of the candidates attempted all of the questions with a high degree of success. Candidates should ensure that they listen carefully to extract all the necessary detail required in order to access the highest marks. The questions in Exercises 7 and 8 were looking particularly for the detail to be noted.

## Comments on Individual Questions

### Exercise 1: Questions 1–5

Most candidates completed Exercise 1 correctly.

Questions 4 and 5: Some candidates chose A as an answer and lost marks.

### Exercise 2: Questions 6–12

Most candidates completed Exercise 2 correctly.

### Exercise 3: Questions 13–18

Most candidates completed this exercise well too. Some found Q15 a little more difficult and chose A (*tourists*) as an answer.

### Exercise 4: Questions 19–24

This exercise was generally completed well by most of the candidates. However, a few found it hard to answer some questions. Candidates are advised to read the sentence to be completed carefully and make sure the added word or word groups complete the sentence in terms of meaning and grammar.

The common mistakes were:

**Q19:** Some gave '*photographs*' as an answer.

**Q20:** Some candidates wrote '*school*' and lost marks.

**Q21:** '*car, car engineer, garage*' were given as answers.

**Q22:** Some candidates gave '*tigers*' as an answer.

**Q23 and 24** were generally answered correctly.

### Exercise 5: Questions 25–31

Exercise 5 was completed well. Some common mistakes were as follows:

**Q28:** Some candidates gave '*thin with nuts*', '*pastry*' as answers.

**Q29:** Some candidates gave '*sweeteners*' as an answer.

### Exercise 6: Questions 32–37

The questions were answered well by most candidates.

### Exercise 7: Questions 38–43

These questions were answered correctly by a good number of candidates. However, the errors below were made by some.

**Q38:** A significant number of candidates found it difficult to identify what was required as an answer. The common mistake was '*internet and media*'.

**Q39 and 40:** This question was answered correctly by most of the candidates. Those who had no training in listening for specific information failed to answer correctly.

**Q41:** This question was generally answered well. However, those who did not read the question carefully failed to choose 'the most important' profession and gave others such as '*photographer, designer as well as script writer*' and lost a mark.

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**Exercise 8: Questions 44–49**

Most candidates attempted the questions, though not all were able to provide the necessary detail to achieve full marks.

**Q44:** Those who gave '*cars*' as an answer lost marks.

**Q45:** Some gave '*to keep the area clean*' as an answer.

**Q46:** Some gave '*people at the park*' as an answer.

## Unit A842 Speaking

### General Comments

On the whole the examination was very successful. Many candidates performed very well and most achieved full marks or close to full marks in this component. Only a very small number did not achieve high marks and this was due to the fact that they did not (or possibly were not encouraged to) develop their answers with opinions and justification of their points of view. However, the majority of the candidates were given ample opportunity to demonstrate what they knew and they presented their topics with enthusiasm.

Many centres carried out the examination efficiently and in accordance with the set guidelines. The recordings and timing were generally good. Only a few centres recorded the examinations in a format other than MP3.

### Comments on Individual Questions/sections

#### Part 1 – Presentation and Discussion

Candidates were generally very well prepared for the Part 1 presentation and discussion section and they talked about their chosen favourite topic confidently and fluently.

The most popular presentation topics were: holidays; sport and healthy lifestyle – especially football; life in the home, friends and relationships; food and drink; television, films and music; local area and school life.

As usual, the most able candidates preferred to talk about work and work experience and environmental and social issues.

#### Part 2 – General conversation

Most candidates performed very well. The most popular conversation topics were holidays, home and family, friends, local area, sport and healthy lifestyle. However, in this section the success of the candidates depended in part on the type of questions asked by the teacher-examiners. Many candidates were encouraged to expand on their answers by experienced teachers/examiners to demonstrate their skills in the language by giving opinions, points of view and justifications in their answers, as required for the higher grades.

## Unit A843 Reading

### General Comments

The majority of the candidates performed very well and managed to achieve top marks. Candidates appeared to be familiar with the topic areas and coped with the rubrics and tasks types with ease and confidence. However, some struggled with questions requiring answers in English. Students should be given enough practice in this type of question as English is the carrier language for all parts of the scheme of assessment in the specification.

### Comments on Individual Questions

#### Exercise 1: Questions 1-5

These questions were answered well by almost all of the candidates.

#### Exercise 2: Questions 6-12

Most of the candidates answered these questions very well.

#### Exercise 3: Questions 13-18

Most candidates answered these questions very well.

#### Exercise 4: Questions 19-24

These questions were generally answered correctly by most candidates.

#### Exercise 5: Questions 25-29

Most candidates answered these questions well. However in Q26 a) some candidates wrote “morning and night” instead of “day and night” and lost a mark.

#### Exercise 6: Questions 30-35

These questions were dealt with well by a considerable number of candidates. However, some answered Q33 incorrectly, as the word for “Artists” was not explicitly mentioned in the text and the answer had to be worked out from the context.

#### Exercise 7: Questions 36-41

Some candidates failed to gain full marks for this section as they struggled to find the right set of words for the answer. In Q37 the answer required a reason to explain how young people get isolated but some candidates chose to give a definition of isolation and lost the mark. In Q39, most candidates achieved full marks by using a variety of vocabulary which meant “Use the computer less”.

These were successful questions and achieved the intended differentiation.

#### Exercise 8: Questions 42-47

A few candidates answered this exercise in English instead of Turkish and lost marks, although it was clear that they understood the text.

In Q42 some candidates failed to get the mark as they failed to identify the right answer “Yeni bir ülkeye gitti” or “ilk kez Fransa/Paris’e gitti”. Candidates who missed the words “yeni” or “ilk kez” did not score.

In Q47 some candidates missed the word of “Fotoğrafları” and lost the mark.

## Unit A844 Writing

### General Comments

Overall, this paper was successful.

This year only a few candidates did not follow the instructions carefully (**candidates must answer two questions only**) and answered all five questions. This may have affected the quality of their writing. Candidates are advised to make sure that they write to the recommended word count.

Some candidates scored very high marks for Communication, as they managed to express information clearly and developed their thoughts in their answers by giving detailed reasons and clearly expressed justifications. (It is vital that centres encourage candidates to demonstrate their communication skills by using well developed reasons and clear justifications.) Candidates who used a variety of clause types, vocabulary, idiom and structures, including verb structures, confidently and accurately were awarded high marks for Quality of Language. Those who gave very short answers were not awarded full marks because they did not write enough to score well for Quality of Language. Repetition of structures and opinions was not awarded any marks. Some candidates appeared to have had no additional support in writing and as a result they did not develop beyond common spoken language, which brought errors into the examination.

The prompts provided in the question paper are no longer mandatory in nature, so any points on the subject set for the task were accepted.

**Candidates who express their opinions and points of view by giving reasons always gain marks for communication. Therefore the teachers are advised to:**

- use, as teaching materials, reading passages with a number of opinions and justifications so that students can identify them and then use them in their own work
- practise the use of some linking words such as: *so*, *because*, *since*, and *in order to*, to help students justify opinions
- prepare exercises such as: sentence completion, gap fill, multiple choice questions related to opinions and justifications
- do matching exercises using cards with opinions, point of views and cards with justifications
- give tasks to students such as finding out five opinions or points of views of a famous writer, a politician, etc about a certain topic, for instance education, work, relationships, traditions and art, which can then be shared in the classroom and discussed
- get students to interview their teachers, family members and friends to find out their ideas about different subjects, and share and discuss these or even display them
- organise games and debates based on pros and cons
- show films and read short stories, and discuss the characters in the classroom. Students can be asked to give and justify their opinions about the characters in films they watch on the Turkish TV channel, since most students have access to Turkish television and radio



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A number of candidates lost marks by not expressing their points of view and opinions; this is perhaps, due to a lack of preparation and practice for the examination. Candidates are advised to read the instructions carefully.

The most popular formats were: magazine article, letter and e-mail.

**Comments on Individual Questions**

**Question 1 – Home and local area**

A large number of candidates preferred Q1 for one of their options. It seems the topic of friends was something they could relate to. Most candidates enjoyed writing about their best friend and why they were the best; and why it is necessary to have good friends. Those who managed to express their opinions and points of view about their friends and why they enjoy spending time with them, and what activities they like doing together and why, scored high marks for communication.

**Question 2 – Health and sport**

This option was a popular second topic. It was clear many of the candidates enjoy writing about Turkish food and why they like it. Those who mentioned whether they thought it was healthy to eat a variety of foods and gave reasons were awarded high marks for communication. Most candidates praised food that was cooked by their mothers, giving reasons as well. Most candidates preferred to eat at home.

**Question 3 – Leisure and entertainment**

Some candidates enjoyed writing about special occasions. The candidates who developed beyond just explaining what they do on special occasions and expressed what they like about them and why, scored high marks in communication. Some candidates wrote about their weekend activities as well as special days.

**Question 4 – Travel and the wider world**

This question was attempted by many candidates as well. Some candidates wrote about their holidays with their families in Turkey. Some wrote about the countries that they would like to see and gave reasons.

**Question 5 – Education and work**

This question was also very popular. Most of the candidates wrote about their work experience and explained why it was useful and what job they would like to do in the future and why. Some wrote about the jobs of their relatives and what they think about these jobs.

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