

A Level Turkish



Sample Assessment Materials

Pearson Edexcel Level 3 Advanced GCE in Turkish
(listening, reading and writing) (9TU0)

First teaching from September 2018

First certification from 2020

Issue 2

Edexcel, BTEC and LCCI qualifications

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Summary of Pearson Edexcel Level 3 Advanced GCE in Turkish (listening, reading and writing) Sample assessment materials (SAMs) Issue 2 changes

Summary of changes made between previous issue and this current issue	Page number
The word 'Passage' has been corrected to 'Metin' throughout Paper 3.	76 - 91
In the transcript for Paper 3, the title of Question 3(b) has been corrected to 'Hidroelektrik santralleri'.	77
In Paper 3, the title of Question 5(a) has been added.	79, 91

This document is Issue 2. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

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Introduction

The Pearson Edexcel Level 3 Advanced GCE in Turkish (listening, reading and writing) is designed for use in schools and colleges. It is part of a suite of GCE qualifications offered by Pearson.

These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take.

General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification/indicative content will not be exhaustive. However different examples of responses will be provided at standardisation.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.

Please check the examination details below before entering your candidate information

Candidate surname

Other names

**Pearson Edexcel
Level 3 GCE**

Centre Number

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Candidate Number

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**Sample assessment materials for first teaching
September 2018**

Morning/Aft (Time: 2 hours 30 minutes)

Paper Reference **9TU01/01**

Turkish

Advanced

**Paper 1: Translation into English, reading comprehension
and writing (research question) in Turkish**

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Section A and in Section B.
You must answer **one** question from Section C. Write approximately 300 to 350 words for questions in Section C.
- We recommend you spend 20 minutes on Section A: Translation into English, 45 minutes on Section B: Reading and 1 hour 25 minutes on Section C: Writing (research question).
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 80.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Dictionaries are **not** allowed in this examination.
- Documentation relating to the research is **not** allowed in this examination.

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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(Total for Question 1 = 20 marks)

TOTAL FOR SECTION A = 20 MARKS

SECTION B: READING

We recommend you spend around 45 minutes on this section.

Open-response questions do not have to be written in full sentences and you may respond using single words or phrases.

You may use words from the texts but you must not copy whole sections.

- 2 Aşağıdaki göçler hakkındaki blog yazısını okuyun.

Göç

Türkiye’de 1950’de başlayan köyden kente göç daha sonraki yıllarda da ciddi sorunları beraberinde getirmiştir. Göçün sebeplerinden bazıları, köylerdeki eğitim ve sağlık hizmetlerinin yetersizliği, ulaşım sorunları ama en önemlisi iş seçeneklerinin azlığıdır.

Ayrıca çiftçiler, karşılaştıkları çeşitli sorunlar yüzünden işini ve toprağını bırakıp şehirlere göç etmeyi tercih ederler. Bunun için, köydeki iş ve yaşam koşullarının iyileştirilmesi zorunludur. Çiftçilerin gelir düzeyini artırmak için onları, tarım ve pazarlama konularında en son gelişmeler hakkında bilgilendirmek, ama en önemlisi ürettikleri ürün için hak ettikleri değeri ödemek gerekir.

Eğer bir ülkede iç göç fazla ise o ülkede bölgesel üretim azalır ki bu da yaşam standartlarının düşmesine neden olur. Göç alan yerlerin kaynakları daha çok kullanılmaya başlanır. Göç alan kentlerdeki nüfusun artması da birçok problemi beraberinde getirir.

Onun için sosyal ve ekonomik hizmetlerin belli başlı yerlere yapılması yerine, ülke geneline eşit dağıtılması gerekir.

Aşağıdaki tümceleri doğru olarak tamamlayan sözcük ve sözcük gruplarını seçin. Yanıtlara ait kutulara işareti koyun.

- (i) Şehirlere göçün en önemli nedeni...

(1)

- A köylerin coğrafi konumudur.
- B eğlence etkinliğinin azlığıdır.
- C gelir düzeyinin eşitsizliğidir.
- D köylerde iş sahasının azlığıdır.

- (ii) Türkiye’de tarım... yüzünden sorunlarla karşı karşıyadır.

(1)

- A toprak dağılımındaki dengesizlik
- B iş gücünün eksikliği
- C ürünlerin ucuza satın alınması
- D toprak fiyatlarının artışı

(iii) Bir ülkede iç göçün çokluğu... neden olur.

(1)

- A enerji kaynaklarının tükenmesine
- B kırsal kesimde mahsulün azalmasına
- C işçi gelirlerinin artmasına
- D köylere ulaşım sorunlarına

(iv) Şehirlere göçün önlenmesi için...

(1)

- A şehirlere köylere dönüş desteklenmelidir.
- B her bölgeye eşit yatırım sağlanmalıdır.
- C iletişime önem verilmelidir.
- D nüfus planlaması yapılmalıdır.

(Total for Question 2 = 4 marks)

3 Aşağıda bir dergide yayınlanan İstanbul'da uçurtmalarla ilgili yazıyı okuyun.

İstanbul'un Uçurtma Mevsimi

Uçurtma 1295 yılında ünlü seyyah Marco Polo tarafından Batı'ya getirilmiş, 1500'lü yılların sonunda da İstanbul'a ulaşmıştır. İstanbul'da uçurtma ile ilgili ilk belge Şehzade Mehmet'in sünnet merasimini anlatan bir kitaptaki bir minyatürdür. Minyatürde sarayın önünde efsanevi Anka kuşu şeklinde bir uçurtma uçurulduğu görülmektedir.

Büyükbabalar ve büyükanneler vakti zamanında ağaçların ince dallarını, gazete kâğıtlarını ve unu su ile karıştırarak hazırladıkları tutkalları kullanarak uçurtma yaparlardı.

Yüzyıllardır süregeldiğini gördüğümüz bu geleneğin yaşatılmasında, geçmişin renkli anılarını yâd ederek hem kendisi hem de çocuğu için uçurtma yapanlar kadar geçimini sağlamak, ek gelir elde etmek ve sadece sevdiği işle meşgul olmak isteyen emektar uçurtma ustalarının da bir payı var.

1980 yılında geçimini sağlamak için uçurtma yapmaya başlayan Mehmet Naci Aköz, hayatını büyük bir aşkla uçurtmaya adanmış, uçurtma uçurma zevkinin yaygınlaşması için Türkiye'de çeşitli etkinlikler düzenlemiş ve uluslararası festivallerin düzenlenmesine yardımcı olmuştur.

Hangi tümceler doğrudur? Doğru olan **dört** tümceye ait kutuya işareti koyun.

- A İstanbul'a ilk uçurtmayı Marco Polo getirmiştir.
- B Türkiye'de uçurtma ile ilgili ilk belge bir ansiklopedideki resimdir.
- C Kitaptaki minyatür bir Osmanlı sultanının düğün töreni hakkındaydı.
- D Kitaptaki uçurtma kuş şeklindeydi.
- E Eskiden uçurtma yapmak için çok basit malzemeler kullanılırdı.
- F Türkiye'de uçurtma uçurmak artık azaldı.
- G Uçurtma yapma geleneği bir meslek oldu.
- H Mehmet Naci Aköz uçurtma yapmaya bir hobi olarak başladı.
- I Mehmet Naci Aköz uçurtma uçurmanın sevilmesinde büyük rol oynamıştır.

(Total for Question 3 = 4 marks)

- 4 Aşağıdaki başarılı bir iş kadını hakkındaki gazete makalesini okuyun. Soruları **Türkçe** yanıtlayın.

Ev Hanımlığından Küresel Liderliğe

Üç çocuk annesi 33 yaşındaki Selcan Güleryüz, çocuklarına bakabilmek için iş hayatından ayrılmış bir ev hanımıydı. Şimdi ise LR adlı bir Alman Sağlık ve Güzellik firmasının 375 kişilik ekibinin başındaki ilk küresel lider. Önceleri para kazanıldığına inanmadığı 'doğrudan pazarlama' işinde kariyer yapan Güleryüz'ün hikâyesi İzmir'de başlıyor. İzmir Selçuk'ta polis bir baba ve ev hanımı annenin kızı olarak dünyaya geliyor ve ilkokulu babasının değişik illere tayini dolayısıyla 11 değişik okulda okuyor. O zamanları şöyle anlatıyor: "Belki de bugün başarılı olmamın nedenlerinden biri o günlerdir. Çünkü hep farklı ortamlara uyum sağlayıp, ilişki kurmak durumunda kaldım. Hep sosyal oldum. Bu da yetişkinliğimde karakterimin bir parçası oldu."

Güleryüz önce Facebook üzerinden açtığı Fırsat Ürünleri sayfasından evde kullanmadığı eşyaları ev bütçesine katkıda bulunmak için satmaya başlamış. Eşinin ona yeni bir bilgisayar alması üzerine başka alışveriş siteleri de kurmuş. Güleryüz başarı nedenlerini şöyle açıklıyor: "Ürünleri denedim. Firmanın eğitim seminerlerine katıldım ama en önemlisi çok başarılı olacağıma inandım."

- (a) Güleryüz'ün işten ayrılma nedeni neydi? (1)
-
- (b) Güleryüz, doğrudan pazarlama işinde önceleri neyin sorun olacağını düşündü? (1)
-
- (c) Hangi çocukluk deneyimleri Güleryüz'ün işinde başarılı olmasına yararlı oldu? İki ayrıntı yazın. (2)
-
- (d) Eşinin, Güleryüz'ün evden çalışmasına tutumunu belirten davranışı nedir? (1)
-
- (e) Güleryüz'e göre başarısının en önemli nedeni nedir? (1)
-

(Total for Question 4 = 6 marks)

- 5 Aşağıdaki bir aile dramını konu alan, Reşat Nuri Güntekin'in Yaprak Dökümü adlı romanından alınan parçayı okuyun. Soruları **Türkçe** yanıtlayın.

Yaprak Dökümü

Ali Rıza Bey'in kalabalık ailesinde huzursuzluk başlamıştı. Evin oğlu Şevket'in büyük bir sıkıntı içinde olduğu görülüyordu. Bazı sabahlar annesi Hayriye Hanım'a masraf parası bırakmadan çıkıyor, ara sıra kapıya gelen alacaklılara kendisini yok dedirtiyordu. Ev halkı tekrar birbirine düşmüştü. Kimi gün gelinleri Ferhunde sinirlenip haykırıyor, kimi gün ailenin iki büyük kızı intihara kalkıyor, kimi gün küçük kız sürekli ağlıyordu.

Kocasını Ali Rıza Bey'den başka herkese fevkalade yumuşak ve tatlı davranan Hayriye Hanım ise bu kavgalar arasında sürekli ondan ona koşarak ara bulmaya çalışıyordu.

Sefalet son sınırına gelmeye başlamıştı. Bazen evde ateş yanmadığı, tencere kaynamadığı günler oluyordu. Dolabında daima gizli reçelleri, kutu sardalyaları olan Ferhunde'nin dışında herkes eline geçirdiği zeytin, peynir, pastırmayla bir köşede karnını doyuruyor, pek soğuk havalarda kılıfsız yorganlara sarınıyordu.

Böyle olmakla beraber davet günleri geldiği zaman, yine her şey değişiyordu. Bütün ev halkı barışıyor; yüzler gülüyor, elbirliğiyle bir çalışmadır başlıyordu. Kimi yemek masasını taşıyarak kabul salonunu hazırlıyor; kimi ütü yapıyordu.

Ali Rıza Bey'in anlamadığı şeylerden biri de en acı sefalet içinde kıvranan ve birbirlerini yiyen bu insanların eğlence saati gelince birdenbire her şeyi unutmaları, hiçbir şey olmamış gibi birdenbire gülüp eğlenmeye başlamalarıydı.

Karısına bir şey söylemek istedikçe cevap hazırды.

— Ne yapalım keyfimizden değil ya... Kızlara koca bulmak lazım.

- (a) Şevket'in sorunu neydi? (1)
- (b) Hayriye Hanım'ın ailede arabulucu olduğunu nasıl anlıyoruz? (1)
- (c) Ferhunde'nin karakter özelliklerinden birini belirtin. (1)
- (d) Evin gençlerinde evde davet verileceği zaman ne gibi değişiklikler oluyor? İki ayrıntı yazın. (2)

(e) Davetler Hayriye Hanım için neden önemli?

(1)

(Total for Question 5 = 6 marks)

TOTAL FOR SECTION B = 20 MARKS

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SECTION C: WRITING (RESEARCH QUESTION)

Respond to ONE question from this section.

We recommend that you spend around 1 hour 25 minutes on this section.

Write approximately 300 to 350 words.

EITHER

6 Türkiye’de Eğitim Fırsatları

Aşağıdaki Türkiye’de eğitim ile ilgili bir makaleden alınmış yazıyı okuyun.

Türkiye’de birçok aile çocuklarını devlet okuluna mı yoksa özel okula mı göndereceklerine karar veremiyor.

Özel okullar pahalı ama sınıflardaki öğrenci sayısı az olduğundan öğrenciler bireysel olarak destek alabiliyorlar. Ayrıca ileride iş bulma imkânlarını artırmak için önemli olan yabancı dil öğretiminde de başarılılar. Bu yüzden özel okullar kırsal alanlarda bile popüler oluyorlar. Son zamanlarda bazı ilçelerde de özel okulların sayısı fazlaştı. Çünkü ulaşımın gelişmesi nedeniyle bu okullara gidebilecek öğrencilerin sayısında artış oldu.

Buna rağmen ben çocuğumu devlet okuluna göndermek istiyorum, çünkü kızım zaten okumayı ve araştırıp öğrenmeyi seviyor. Özel ilgiye ihtiyacı yok. Eğer sınıfların kalabalık olması yüzünden öğretmenden yeteri kadar ilgi göremezse evde çalışarak öğrenebilir.

Devlet okullarında da öğrenciler kendi kendilerine öğrenme becerilerini geliştirmek için cesaretlendiriliyorlar. Ayrıca şimdi devir değişti, çocuklar teknoloji sayesinde birçok bilgiye kolayca ulaşıyor. Bizim zamanımızda sadece kitaplar ve ansiklopediler vardı, şimdi televizyon ve internet çocuklara dünyanın kapısını açıyor. Bu engelli öğrenciler için de çok önemli bir gelişmedir.

Bence devlet okulu disiplinli ise ve çocuğum işini seven, bilgili bir öğretmenin sınıfında olursa iyi bir eğitim alır. Özel okulların bir önemli yanı yabancı dil öğretmeleri, ama ben kızımı yaz tatillerinde bir dil okuluna göndererek yabancı bir dil öğrenmesine yardımcı olabilirim. Şimdi yabancı dilde filmler, kitaplar ve oyunlar bulmak çok kolay.

Aşağıdaki yorumu, okuduğunuz yazı ve yaptığınız araştırmayı göz önünde bulundurarak eleştirel biçimde analiz edin.

‘Türkiye’de eğitim sistemi bütün gençlere fırsat eşitliği sağlıyor.’

(40)

OR

7 Geleneksel kutlamaların Türkiye’de veya Kıbrıs’ta değişmesi

Türkiye veya Kıbrıs ile ilgili araştırma yaptınız.

Aşağıdaki bayramlar ile ilgili bir makaleden alınmış yazıyı okuyun.

Artık herkes eski bayramların yaşanmadığından bahsediyor. Bayram için yiyecek, çocuklar için giyecek, akrabalar için hediye alışverişleri ve aile büyüklerini ziyaret etmek gibi gelenekler geride kaldı. Çocuklar artık büyüklerinden aldıkları bayram harçlıklarıyla çeşitli semtlerde kurulan bayram yerlerine koşmuyorlar. Ama ‘nerede o eski bayramlar’ diye ah çekenlerin sayısı da giderek azalıyor.

Sosyolojik açıdan bu uzaklaşmanın herhalde onlarca nedeni vardır. Kabahatli aramaya da hiç gerek yok, bu noktaya adım adım ve hep birlikte geldik. Çalışan insanların çoğu bayramları coşkuyla kutlamak için değil, tatil fırsatı olarak bekliyor. Kent yaşamının yoğunluğundan bunalan özellikle genç kuşaklar, kentten uzak yerlere kaçarak dinlenme ihtiyacı duyuyorlar. Yıllık izinlerinin dışında edindikleri bu bayram günlerini tatil yaparak geçirmeyi tercih ediyorlar. Seyahat acentelerinin bayram dönemi için uygun fiyatlarla düzenledikleri paket tatiller de ailelerin tercihlerini yönlendiriyor.

Oysa tüm bayramlar hepimizin ve varoluş nedenleri de bölünmek değil, daha çok bütünleşmek. Bu yüzden, tüm bayram mesajları hoşgörü, dostluk, birlik, barış, mutluluk dilekleriyle başlıyor ve bunlarla bitiyor. Sakın unutmayalım, bayramlar dargınlıkları unutup barışı pekiştirmek içindir.

Aşağıdaki yorumu, okuduğunuz yazı ve yaptığınız araştırmayı göz önünde bulundurarak eleştirel biçimde analiz edin. Türkiye **veya** Kıbrıs ile ilgili olarak yazabilirsiniz.

‘Modern yaşam geleneksel kutlamaları olumsuz etkiliyor.’

(40)

OR

8 Türkiye’de Turizm

Aşağıdaki turizm ile ilgili bir makaleden alınmış yazıyı okuyun.

Turizm Türkiye’de ihracattan sonra en büyük döviz kaynağıdır. Ancak, seksenlerin ortalarından başlayarak, son çeyrek yüzyılda önemli gelişme gösteren bu sektör, maalesef yapılan hatalar sonucu, hâlâ ülkemiz ve halkımız için gelmesi gerektiği yere gelmemiştir.

Turizmde insan faktörü önemlidir. Turizmin sürekliliği için, personel eğitiminin çoğaltılması ve dünya standartlarına getirilmesi şarttır. Bunun tek çaresi de “her şeyin başı eğitim” düşüncesi ile, mevcut turizm okullarının süratle geliştirilmesi ve yeni okulların açılmasıdır. Bu okullar danışma görevlisi, idareci, şef vb. gibi pozisyonlarda çalışmak isteyen gençlerin eğitiminde önemli bir rol oynamaktadır.

Turizm yatırımı yapılırken o bölgede yaşayan insanları da göz önüne almak gerekir. Sahillere yapılan oteller kendi misafirleri dışında hiç kimsenin plajları kullanmasına izin vermiyor. Bence bu yasalara aykırı bir durum. Tüm sahiller halka açık olmalı, insanların sahillere ulaşımı engellenmemeli. Otellerin alt yapıları insan sağlığını olumsuz etkilemeyecek şekilde planlanmalı. Birçok yerde otel atıkları denize karışarak suyu kirletiyor ve bu bölgede denize giren insanların hastalanmalarına neden olabiliyor. Bu yüzden müşterilerini kaybetmek istemeyen otel sahipleri sürekli olarak deniz suyu analizi yaptırıyorlar.

Aşağıdaki yorumu, okuduğunuz yazı ve yaptığınız araştırmayı göz önünde bulundurarak eleştirel biçimde analiz edin.

‘Türkiye’de turizm teşvik edilmeli ama bu, bölge halkına zarar vermeyecek şekilde yapılmalı.’

(40)

OR

9 2015'ten beri Türkiye'deki Mülteciler

Aşağıdaki bayram dolayısıyla Türkiye'den Suriye'ye dönen Suriyeli göçmenler hakkında yazılmış gazete haberinden alınan parçayı okuyun.

Kurban Bayramı'nı ülkelerinde geçirmek isteyen Suriyelilerin, Kilis Sınır Kapısı'ndaki yoğunluğu hafta sonunda da sürüyor. İç savaştan kaçarak Türkiye'ye sığınan ve bayram için ülkelerine geçiş yapan Suriyelilerin sayısı 12 günde 37 bine ulaştı.

Kilis Valiliği ülkeden geçici olarak ayrılmak isteyen Suriyeliler için bir kayıt sistemi oluşturdu. Mülteciler kayıtlarını yaptırdıktan sonra sabahın erken saatlerinden itibaren sınırı geçmek için sınır kapısında uzun kuyruklar oluşturuyorlar.

Jandarma ve polis ekipleri sıcak havadan olumsuz etkilenen çocuk, kadın ve yaşlılarla özel olarak ilgileniyor. Onlara sürekli içme suyu dağıtıyorlar ve onları çevredeki ağaçlık, gölgelik yerlere götürüyorlar.

Suriyeli Fesal Mullaali, yaptığı açıklamada, yaşadığı Haseke bölgesinde iç çatışmaların artması sonucu, yakınlarını orada bırakarak 3 yıl önce Türkiye'ye geldiğini belirtti. Uzun zaman sonra annesi, babası ve diğer yakınlarını görebilecek olmanın sevincini yaşadığını anlatan Mullaali, kendilerine sağlanan bu imkândan dolayı Türk yetkililerine teşekkür etti.

Öte yandan, Türkiye'nin çeşitli bölgelerinden gönderilen insanî yardım malzemelerini taşıyan tırların sınır kapısından geçiş yapması da yoğunluğu artırdı. Kapıdaki araç kuyruğu şimdi yaklaşık 5 kilometreyi aştı.

Aşağıdaki yorumu, okuduğunuz yazı ve yaptığınız araştırmayı göz önünde bulundurarak eleştirel biçimde analiz edin.

'Türk hükümeti ve kuruluşları, mültecilerin yaşamlarını kolaylaştırmak için çeşitli çalışmalar yapıyor.'

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TOTAL FOR SECTION C = 40 MARKS
TOTAL FOR PAPER = 80 MARKS

BLANK PAGE**Source information****Title: Translation**

Source adapted from: <http://www.meb.gov.tr/belirligunler/10kasim/inkilaplari/toplumsal/soyadi.htm>

Title: Göç

akademikperspektif.com/2014/08/11/koyden-kente-gocun-sebepleri-ve-sonuclari/

Title: İstanbul'un Uçurtma Mevsimi

Source adapted from: <http://www.skylife.com/tr/2017-05/istanbul-un-ucurtma-mevsimi>

Title: Ev Hanımlığından Küresel Liderliğe

Source adapted from: <http://www.hurriyet.com.tr/ev-hanimligindan-global-liderlige-40457014>

Title: Yaprak Dökümü

Source adapted from: Yaprak Dökümü by Reşat Nuri Güntekin, 1930

Title: Türkiye'de Eğitim

Source adapted from: <http://blogcuanne.com/2010/12/07/devlet-okulu-mu-ozel-okul-mu/>

Title: Geleneksel kutlamaların Türkiye'de veya Kuzey Kıbrıs'ta değişmesi

Source adapted from: <http://www.egitimajansi.com/haber/nerde-o-eski-bayramlar-haberi-60622h.html>

Title: Türkiye'de Turizm

Source adapted from: www.yilmazulusoy.com/tr/makaleler/bacasiz-sanayi-turizm

Title: Türkiye'deki mülteciler

Source adapted from: <https://www.haberler.com/oncupinar-sinir-kapisi-nda-yogunluk-9973483-haberi/>

Paper 1: Translation into English, Reading Comprehension and Writing (research question)

Section A - Marking principles (translation)

Misspelling is tolerated as long as it does not lead to ambiguity, for example 'drought' misspelled as 'drowght' would be acceptable but misspelled as 'draught' would be unacceptable as this is a real word with a different meaning.

Learners are likely to write variants on the acceptable answers listed and these should be considered as acceptable if they convey the same intended meaning.

Translation is successful if an English speaker would understand the translation without having understood the text in its original language.

Section A - Mark scheme (translation)

Section number	Turkish text	Acceptable answers	Mark
1	Osmanlı Devleti zamanında	During the Ottoman period	(1)
2	kişilerin soyadları yoktu.	people had no surnames.	(1)
3	Doğum kayıtlarında	In the birth records	(1)
4	kişinin adının yanına	next to the name of the person	(1)
5	baba adı, doğum yeri	was the name of the father, the place of birth	(1)
6	veya bağlı bulunduğu köy yazılırdı.	or the village he was from.	(1)
7	Bu durum çeşitli karışıklıklara sebep oluyordu.	This situation has caused some confusion.	(1)
8	...büyük zorluklar çıkıyordu. ...Askere alma,	There were great difficulties in joining the army,	(1)
9	okul ve miras işlerinde	schools and inheritance.	(1)
10	...birtakım haksızlıklar olabiliyordu.	There was some injustice,	(1)
11	Kişilerin kimliği tam olarak belirlenemediğinden	because people's identity could not be determined exactly.	(1)
12	Bu sorunun giderilmesi gerekiyordu.	This problem needed to be addressed.	(1)
13	Türk toplumunu bir araya getirmeye çalışan Mustafa Kemal Paşa	Mustafa Kemal Pasha, who aimed to bring Turkish society together,	(1)
14	bu konu ile de ilgilendi.	was also interested in the issue.	(1)
15	21 Haziran 1934'te Soyadı Kanunu çıkarıldı.	On June 21 1934 The Surname law was passed.	(1)

Section number	Turkish text	Acceptable answers	Mark
16	Buna göre her Türk, kendi adından başka,	According to this, each Turk apart from his first name	(1)
17	ailesinin de kullanacağı bir soyadı alacaktı.	would have a surname that his family could use.	(1)
18	Alınacak bu soyadları Türkçe olacaktı.	These surnames should be Turkish.	(1)
19	Ahlâka aykırı ve gülünç adlar soyadı olarak alınamayacaktı.	Rude and ridiculous names could not be taken as surnames.	(1)
20	24 Kasım 1934 tarihinde TBMM tarafından, Gazi Mustafa Kemal Paşaya "Atatürk" soyadı verildi.	On 24 November 1934. Parliament gave Gazi Mustafa Kemal Pasha the surname of Atatürk.	(1)

Section B - Marking principles (reading comprehension)

- For open-response questions, the candidate does not have to write in full sentences. If appropriate, they may respond using single words or phrases.

Example of short phrases with two or more words:

- *Bölgenin jeolojik yapısı*
- *Boya kalemleri.*
- When responding to open-response questions, candidates may use words from the reading extract but they must not copy whole sections where the question requires them to manipulate the language in order to render the response accurate to the question.

Example:

Transcript:

Ben sağlıklı kalmak için genellikle meyve ve sebze yerim.

Question:

Parçaya göre sağlıklı diyet neleri kapsar?

Rewardable answer:

Genellikle meyve ve sebze yemeyi.

Non-rewardable answer

Ben sağlıklı kalmak için genellikle meyve ve sebze yerim.

Candidates who copy the whole sentence, as exemplified above as the *Non-rewardable answer*, **would not be awarded marks** without manipulating the verb in the sentence. This is because it does not render an accurate answer to the question. However, as the exemplified *Rewardable answer* shows, candidates may still use words from the reading extract.

- There are no marks for quality of language in Section B so errors and omissions in spelling and grammar will be tolerated as long as the message is not ambiguous or does not interfere with communication.
- Consider only as many elements as there are marks, for example for a 1-mark answer, the candidate's first response is taken for assessment, even if this response is incorrect but the correct information follows as a further element. Where 2 marks are available, award the individual marks discretely but apply the order of elements rule.

Guidance to examiners on understanding and applying the mark scheme

- Alternative ways of giving the same answer are indicated with a slash (/) in between the alternative responses, for example *değişik okullara gitti/yeni ortamlara uyum sağladı*.
- Where appropriate, responses have been separated with 'AND' for compulsory answers, for example:

- *heyecanlı olurlar (1)*

AND

- *birbirlerine yardım ederler (1)*

Use OR to show the various answers where there are more possibilities than available marks, for example:

Any **one** of:

- *Destekliyor. (1)*

OR

- *insanların sağlığına zarar verecekse desteklemiyor. (1)*

- Any parts of an answer that are not essential are bracketed, for example:
 - *(Babasının işi dolayısıyla) değişik okullara gitti*.
- Candidates are likely to write variants on the acceptable answers listed and these should be considered as acceptable if they convey the correct answer.
- All possible answers have the correct amount of marks appropriate for the information required indicated in brackets.
- Suggested incorrect answers are indicated in the '**Reject**' column.

Section B - Mark scheme (reading comprehension)

Question number	Answer	Mark
2(i)	D	(1)

Question number	Answer	Mark
2(ii)	C	(1)

Question number	Answer	Mark
2(iii)	B	(1)

Question number	Answer	Mark
2(iv)	B	(1)

Question number	Answer	Mark
3	Award 1 mark for each of the below. Only four answers are required. One mark will be deducted for each additional answer. D, E, G, I	(4)

Question number	Answer	Reject	Mark
4(a)	Çocuklarına bakmak için.		(1)

Question number	Answer	Reject	Mark
4(b)	Çünkü para kazanacağına inanmıyordu.		(1)

Question number	Answer	Reject	Mark
4(c)	(Babasının işi dolayısıyla) değişik okullara gitti/yeni ortamlara uyum sağladı (1) AND Yeni insanlarla tanıştı/arkadaş oldu (1)	Sosyal oldum	(2)

Question number	Answer	Reject	Mark
4(d)	Eşi onu destekledi – ona bir bilgisayar aldı.		(1)

Question number	Answer	Reject	Mark
4(e)	Başarılı olacağına inanmak.	Çocukluğuyla ilgili yanıtlar	(1)

Question number	Answer	Reject	Mark
5(a)	Borç içindeydi/Parasal sorunları vardı/parasal durumu çok kötüydü.	Annesine para bırakmadı.	(1)

Question number	Answer	Reject	Mark
5(b)	Çünkü (ev halkı arasında) barış sağlamaya çalışıyor.		(1)

Question number	Answer	Reject	Mark
5(c)	Bencildir/öfkelidir/gizli işler yapar.		(1)

Question number	Answer	Reject	Mark
5(d)	Mutlu/heyecanlı olurlar (1) AND İyi geçinirler/birbirlerine yardım ederler (1)		(2)

Question number	Answer	Reject	Mark
5(e)	Kızlarının koca bulmasını ister.		(1)

Section C – Marking principles (written research question)

There are three levels-based mark grids to be applied to this task. These are:

- knowledge and understanding of society and culture (AO4)
- understand and respond to written language in writing (AO2)
- accuracy and range of language (AO3).

The recommended word count for this task is 300 to 350 words but the whole response must be marked regardless of length.

General guidance on using levels-based mark schemes

Step 1: Decide on a marking band

- First of all, you must consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level, you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme, you should use a 'best fit' approach for defining the level. You will then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 13–16 with a small amount of band 17–20 material, it would be placed in band 13–16 but be awarded a mark near the top of the band because of the band 17–20 content.

Step 2: Decide on a mark

- Once you have decided on a band you will need to decide on a mark within the band.
- You must decide on the mark to award based on the quality of the answer; you must award a mark towards the top or bottom of that band, depending on how the student has evidenced each of the descriptor bullet points.
- You must modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Mark grids

Knowledge and understanding of society and culture (AO4 – 20 marks)

- This mark grid assesses the content of the student’s answer in relation to the knowledge and understanding of culture and society they have demonstrated, based on their research. It also assesses their ability to critically analyse by sustaining a line of argument and drawing conclusions about aspects of culture and society, based on the question related to the research subject. Students must base their response on **one** country only. Students who choose Themes 1, 3 or 4 must base their response on Turkey only. However if students choose Theme 2, they may base their response on **either** Turkey **or** Cyprus.
- If students refer to more than one country for Themes 1, 3 or 4, you must mark content based on Turkey only.
- If students refer to more than one country for Theme 2, you must mark positively by awarding marks for content based on the country that will gain the highest mark.
- If students do refer to more than one country in their response, they are likely to disadvantage themselves as they will waste time writing content that will not gain them any marks.

Understand and respond to written language (AO2 – 10 marks)

This grid assesses students’ understanding of the unseen text on their ability to use relevant information from it to contribute to the ideas, arguments and conclusions presented on society and culture.

The two mark grids for AO4 and AO2 are presented side by side. This is because of the inter-connection of the information that the student is producing based on knowledge and understanding of society and culture and the information that they are using from the unseen text to contribute to this. The marks to be awarded for AO2 are dependent on the student’s response in relation to AO4. You are advised to mark the answer for AO4 first before applying the mark grid for AO2.

Indicative content

- When deciding how to reward the answer for content, you should consult both of these mark grids as well as the indicative content associated with each question (see below). Indicative content contains points that students are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as students provide alternative responses that fulfil the requirements of the question. The indicative content shows that students are expected to place more emphasis on knowledge and understanding of society and culture (AO4) than on the text (understand and respond in writing to written language – AO2). This emphasis is reflected in the greater number of marks available for AO4 (20 marks) than for AO2 (10 marks).
- Students can demonstrate their knowledge and understanding of society and culture (research) by providing relevant ideas/information/references /examples related to aspects such as:
 - lifestyle/customs/events both current and historical
 - important figures both current and historical
 - public opinion, feelings, reactions and behaviour.

This list is not exhaustive. These aspects are illustrated in the indicative content below.

Knowledge and understanding of society and culture (AO4)		Understand and respond to written language (AO2)	
Marks	Description	Marks	Description
0	No rewardable material.	0	No rewardable material
1-4	<ul style="list-style-type: none"> Limited, straightforward, predictable ideas expressed on culture and society; limited information/examples/ references from the one country researched to support ideas; limited focus on the research subject. Limited evidence of critical analysis of culture and society; points of view have little justification; limited/brief conclusions on the one country researched that are frequently contradictory; frequently relies on description rather than analysis. 	1-2	<ul style="list-style-type: none"> Limited use of relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture from the one country researched; information used is frequently contradictory/irrelevant.
5-8	<ul style="list-style-type: none"> Occasionally relevant, straightforward ideas expressed about culture and society, mostly generalised, occasionally supported by information/examples/ references from the one country researched; some loss of focus on the research subject. Occasional evidence of critical analysis of culture and society; points of view are given with occasional justification, arguments may be made but not developed, occasionally leading to straightforward conclusions on the one country researched that may include contradictions; some reliance on description rather than analysis. 	3-4	<ul style="list-style-type: none"> Occasionally uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture from the one country researched; sometimes information used is contradictory/irrelevant.

Knowledge and understanding of society and culture (AO4)		Understand and respond to written language (AO2)	
Marks	Description	Marks	Description
9–12	<ul style="list-style-type: none"> • Relevant, straightforward ideas expressed about culture and society, sometimes supported by information/examples/references from the one country researched; occasional loss of focus on the research subject. • Some critical analysis of culture and society is evident, with straightforward arguments and points of view which are sometimes developed and justified, sometimes drawing straightforward conclusions on the one country researched; occasionally relies on description rather than analysis. 	5–6	<ul style="list-style-type: none"> • Sometimes uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture from the one country researched; occasionally information used is contradictory/irrelevant.
13–16	<ul style="list-style-type: none"> • Relevant, occasionally perceptive ideas expressed about culture and society, frequently supported by pertinent information/examples/reference from the one country researched; focus predominantly maintained on the research subject. • Critical analysis of culture and society demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions on the one country researched. 	7–8	<ul style="list-style-type: none"> • Mostly uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture from the one country researched.

Knowledge and understanding of society and culture (AO4)		Understand and respond to written language (AO2)	
Marks	Description	Marks	Description
17–20	<ul style="list-style-type: none"> • Relevant, perceptive ideas expressed about culture and society, consistently supported by pertinent information/examples/ references from the one country researched; focused on the research subject throughout. • Critical analysis of culture and society demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions, on the one country researched. 	9–10	<ul style="list-style-type: none"> • Consistently uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture from the one country researched.

Additional guidance

Perceptive: demonstrates an in-depth understanding by making connections between ideas and information; goes beyond the standard, predictable response; shows insight/originality.

Ideas include thoughts, feelings, impressions, opinions.

Straightforward ideas, arguments, conclusions are deemed to be those that give the standard, predictable response.

Accuracy and range of language mark grid (A03)

This mark grid assesses students' ability to use a range of grammatical structures and vocabulary accurately to produce articulate communication with a range of expression.

Marks	Description
0	No rewardable language
1-2	<ul style="list-style-type: none">Limited variation of straightforward grammatical structures and vocabulary, with much repetition; repetitive expression, writing is often restricted and stilted.Limited sequences of accurate language, resulting in lapses in coherence; errors occur that often prevent meaning being conveyed.
3-4	<ul style="list-style-type: none">Occasional variation in the use of mostly straightforward grammatical structures and vocabulary, infrequent use of complex language; expression is frequently repetitive, writing is sometimes stilted.Some accurate sequences of language, resulting in some coherent writing; errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed
5-6	<ul style="list-style-type: none">Some variation in the use of grammatical structures and vocabulary, some recurrent examples of complex language; variation of expression but this is not sustained; sections of articulate writing with occasionally stilted phrasing.Frequent sequences of accurate language, resulting in generally coherent writing; errors occur that occasionally hinder clarity of communication.
7-8	<ul style="list-style-type: none">Frequent variation in use of grammatical structures and vocabulary, including different types of complex language; regular variation of expression, writing is articulate throughout the majority of the response.Accurate language throughout most of the response, resulting in mostly coherent writing; errors occur that rarely hinder clarity of communication.
9-10	<ul style="list-style-type: none">Consistent variation in use of grammatical structures and vocabulary, consistent variation in use of complex language; conveys ideas in a variety of ways, consistently articulate writing.Accurate language throughout, resulting in consistently coherent writing; any errors do not hinder clarity of the communication

Additional guidance

Complex language is considered to include the following:

- conceptually challenging tenses such as the past perfect (*çalışmıştı*), future perfect (*çalışmış olacak*), conditionals (*gelse, gelirse, gelseydi*)
- passive voice (*satılmak* and *giyinmek*)
- subjunctive mood (*çalışalım/çalışsak/çalışmalıyız*)
- use of relative pronouns (*benim kitabım/bizim defterimiz*)
- using extended sentences to express abstract ideas/convey justified arguments that require a range of lexis and structures, for example conjunctions and pronouns
- using synonyms and a variety of expressions to say things in different ways (*başlamak/affetmek, başvuru/müracaat etmek* etc.).

Variation in use of grammatical structures/varied use of vocabulary: the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. You should judge in which mark band to place students and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become (see definition of *articulate* below). Examples of a variety of grammatical structures and vocabulary are: a selection of different verbs, tenses, adjectives, vocabulary and complex language (see definition above) for a variety of purposes such as to present and justify points of view, develop arguments, draw conclusions based on understanding and evaluate issues.

Articulate: articulate communication is fluent, effective and coherent as students control/manipulate the language to express themselves with ease for a number of different purposes. The more articulate the writing, the easier and more quickly the reader can progress through the writing without having to re-read to understand the message. If students are restricted to what they can express, they may not be able to use languages for all purposes, for example to justify arguments. The writing will become more difficult to read quickly and with ease as the reader has to stop and re-read to understand the message.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example adjectival order (*büyük iki kediler, fakir dört insanlar, etc.*)
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective (*Eminim bu saatlerde eve gelmiş olmalı/Öğrencilerin başarısına ilgilenmek gerekir etc.*)
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Section C - Indicative content

In their response, students are expected to demonstrate knowledge and understanding of society and culture through their ideas, arguments and conclusions, supported by information, references and examples from their research. Students must refer to information in the text that contributes to their ideas, arguments and conclusions thereby showing understanding of the text.

The indicative content shows that students are expected to place more emphasis on knowledge and understanding of society and culture (AO4) than about the text (understand and respond in writing to written language – AO2). This emphasis is reflected in the greater number of marks available for AO4 (20 marks) than for AO2 (10 marks). Students can demonstrate their knowledge and understanding of society and culture by providing relevant ideas/information/references/examples related to aspects such as:

- lifestyle/customs/events both current and historical
- important figures both current and historical
- public opinion, feelings, reactions and behaviour.

This list is not exhaustive. Such aspects are illustrated in the indicative content below.

It is possible for an answer to be constructed without mentioning some or all of the points given below, as long as students provide alternative responses that fulfil the requirements of the question.

Question number	Indicative content
6	<p>Students may include:</p> <ul style="list-style-type: none">• information from knowledge of culture and society (research) about the education system in state schools (AO4); students may refer to the information given in the text about the large size of the classes (AO2)• reference from knowledge of culture and society (research) to the advantages of private education, for example the use of visiting speakers in private schools (AO4); students may make reference to information in the text about language teaching in private schools (AO2)• information from knowledge of culture and society (research) on the improved sporting opportunities for students with disabilities in Turkish schools (AO4)• reference from knowledge of culture and society (research) on the difficulty of getting to school in mountainous areas of Turkey (AO4)• arguments and conclusions consistent with students' ideas/information/references/examples included within the response (AO4).

Question number	Indicative content
7	<p>Students may include:</p> <ul style="list-style-type: none"> • information from knowledge of culture and society (research) on how Eid was celebrated traditionally, for example families previously lived in closer proximity and all gathered together to celebrate (AO4); students may contrast this point with information given in the text about how people visit the elderly less during Eid (AO2) • reference from knowledge of culture and society (research) to the reasons why traditional festivals are not being celebrated as they used to be, for example in modern Turkish society, people have more money than before and celebrate more extravagantly (AO4); students may make reference to information given in the text that people use Eid as an opportunity to go away on holiday (AO2) • information from knowledge of culture and society (research) on traditional festivals that they have researched, for example the Feast of the Sacrifice (AO4) • reference from knowledge of culture and society (research) on the importance of festivals in Turkey in promoting cultural traditions, local cuisine and agriculture (AO4) • arguments and conclusions consistent with students' ideas/information/references/examples included within the response (AO4).

Question number	Indicative content
8	<p>Students may include:</p> <ul style="list-style-type: none"> • information from knowledge of culture and society (research) on a location in Turkey that has been affected negatively by tourism, for example Marmaris has lost many green areas because of the over-development of hotels (AO4); students may compare it to the information given in the text on how local people are sometimes prevented from accessing the coast (AO2) • reference from knowledge of culture and society (research) to the positive aspects of tourism, for example the jobs that are supported by tourism such as the organic villages in the Aegean region (AO4); students may make reference to the fact mentioned in the text that tourism is the second biggest income source for Turkey (AO2) • information from knowledge of culture and society (research) on the sorts of investment that help expand tourism in Turkey (AO4) • reference from knowledge of culture and society (research) on how local people benefit from a bigger tourist industry (AO4) • arguments and conclusions consistent with students' ideas/information/references/examples included within the response (AO4).

Question number	Indicative content
9	<p>Students may include:</p> <ul style="list-style-type: none"> • reference from knowledge of culture and society (research) on the current refugee situation in Turkey (AO4); students may compare it to the information given in the text about the Syrian refugees (AO2) • information from knowledge of culture and society (research) on how refugees live alongside local people in Turkey (AO4); students may compare this to information in the text about local people giving water and shade to refugees in the queues (AO2) • information from knowledge of culture and society (research) on other organisations that are working in this area, for example Caritas Turkey (AO4) • reference from knowledge of culture and society (research) on ways in which the Turkish government is helping refugees, for example the government action to educate the children of refugees to help integrate them into society (AO4) • arguments and conclusions consistent with students' ideas/information/references/examples included within the response (AO4).

Please check the examination details below before entering your candidate information

Candidate surname

Other names

**Pearson Edexcel
Level 3 GCE**

Centre Number

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Candidate Number

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**Sample assessment materials for first teaching
September 2018**

Morning/Aft (Time: 2 hours 40 minutes)

Paper Reference **9TU0/02**

Turkish

Advanced

**Paper 2: Translation into Turkish and written response
to works**

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer Question 1 in Section A. You must answer **two** questions from Sections B and C – this means **either** two questions from Section B **or** one question from Section B **and** one question from Section C. Write approximately 300 to 350 words for questions in Section B and Section C.
- We recommend you spend 30 minutes on Section A: Translation.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 110.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Dictionaries are **not** allowed in this examination.
- Documentation relating to the research is **not** allowed in this examination.

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

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(Total for Question 1 = 20 marks)

TOTAL FOR SECTION A = 20 MARKS

Respond to TWO questions. Choose EITHER TWO questions from Section B OR ONE question from Section B AND ONE question from Section C.

SECTION B: WRITTEN RESPONSE TO WORKS (LITERARY TEXTS)

Write approximately 300 to 350 words for each question.

2 Üç Anadolu Efsanesi (Yaşar Kemal)

(a) Yaşar Kemal'in üç efsanede zalimlik konusunu nasıl işlediğini inceleyin. (45)

OR

(b) Yaşar Kemal'in üç efsanesinde evlilik geleneklerinde, sevgiye yönelik tutumun nasıl işlendiğini analiz edin. (45)

(Total for Question 2 = 45 marks)

3 Sessiz Ev (Orhan Pamuk)

(a) Sessiz Ev'de aile ilişkilerinin nasıl tasvir edildiğini değerlendirin. (45)

OR

(b) Metin'in yetişme tarzının kasabadaki arkadaşlarıyla ilişkisini nasıl etkilediğini inceleyin. (45)

(Total for Question 3 = 45 marks)

4 Veda (Ayşe Kulin)

(a) Romanda vatanseverlik temasını değerlendirin. (45)

OR

(b) Kitaptaki Türk kadınlarının savaş sırasında mücadeleye yönelik tutumlarını inceleyin. (45)

(Total for Question 4 = 45 marks)

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SECTION C: WRITTEN RESPONSE TO WORKS (FILMS)

Write approximately 300 to 350 words for each question.

5 Çınar Ağacı (Handan İpekçi)

(a) Filmdeki çınar ağacının önemini değerlendirin.

(45)

OR

(b) Advıye Hanım'ın yaşlılar evinde yaşamaya başladıktan sonra çocukları ile olan ilişkisinin nasıl değiştiğini inceleyin.

(45)

(Total for Question 5 = 45 marks)

6 İftarlık Gazoz (Yüksel Aksu)

(a) Adem'in çocukluk deneyimlerinin onun politikaya olan ilgisini nasıl etkilediğini inceleyin.

(45)

OR

(b) Yüksel Aksu'nun filmde animasyonu nasıl kullandığını değerlendirin.

(45)

(Total for Question 6 = 45 marks)

7 Dedemin İnsanları (Çağan Irmak)

(a) 'Dedemin İnsanları' filminde dışlanma temasının nasıl ele alındığını inceleyin.

(45)

OR

(b) 'Dedemin İnsanları' filmindeki kasabada yaşayan insanların ne derece bir uyum içinde olduklarını inceleyin.

(45)

(Total for Question 6 = 45 marks)

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TOTAL FOR SECTIONS B AND C = 90 MARKS

TOTAL FOR PAPER = 110 MARKS

Source information

Title: Translation

Adapted from http://news.bbc.co.uk/onthisday/hi/dates/stories/march/10/newsid_4216000/4216931.stm

Paper 2: Translation into Turkish and Written Response to Works

Section A - Marking principles and mark scheme

This task is a points-based mark scheme in which 1 mark is given for each correct individual section of language. A correct translation is provided in a grid which also outlines the alternative translations that will be accepted or the translations to be rejected. Marking principles for error tolerance with examples are given directly above the grid. The English word order presented in the mark scheme has been adapted in order to illustrate a correct translation into Turkish.

Spelling: non-grammatical misspellings are tolerated, for example *guzel* rather than *güzel*, as long as they are not ambiguous (for example *cay* rather than *çay*) or in the wrong language.

There should be an agreement between the verb endings and the time phrases.

Verb endings must be correct and will not be classed as spelling errors.

There should be an agreement between the subject and the verb ending.

Adverb endings must be correct and will not be classed as spelling errors.

Accept any appropriate alternatives that do not already appear in the acceptable answers column.

Section	Text	Correct Answer	Acceptable Answers	Reject	Mark
1	Tansu Ciller's political life began in 1991	Tansu Çiller'in siyasal yaşamı 1991 yılında	1991'de		(1)
2	when she was elected as deputy.	milletvekili seçilmesiyle başladı.	Seçildiği zaman		(1)
3	Later responsible for the economy	Daha sonra ekonomiden sorumlu	ekonomiyle ilgili		(1)
4	she became the Minister.	bakan oldu.			(1)
5	In 1993, Turkey's first female party leader	1993 yılında Türkiye'nin ilk kadın parti lideri	1993'te parti (genel) başkanı		(1)
6	and Prime Minister she became.	ve Başbakanı oldu.	Hükümet başkanı		(1)
7	During this period caused by the banks	Bu dönemde bankaların sebep olduğu		bankaların sorunları	(1)

Section	Text	Correct Answer	Acceptable Answers	Reject	Mark
8	economic problems	ekonomik sorunlarla			(1)
9	she had to deal with.	uğraşmak zorunda kaldı.			(1)
10	Çiller explained her political views as follows:	Çiller politik görüşlerini şöyle açıklamıştı:	açıkladı	açıklamış	(1)
11	'My academic studies in economics	Ekonomi ile ilgili akademik çalışmalarım			(1)
12	helped me politically.	politikada bana yardımcı oldu.			(1)
13	We are the party of the people	Biz halkın partisiyiz	toplumun/ insanların		(1)
14	and we understand the problems very well.	ve sorunları çok iyi anlıyoruz.		biliyoruz	(1)
15	To provide democracy for everybody	Herkese demokrasi sağlamak için			(1)
16	we fight.	mücadele ediyoruz.	savaşıyoruz		(1)
17	Turkish women in politics	Türk kadınları siyasete	Türkiye'de kadınlar politikaya		(1)
18	should participate more.	daha fazla katılmalıdır.			(1)
19	Our goal in Turkey	Amacımız Türkiye'de			(1)
20	every part of society is to reach.	toplumun her kesimine ulaşmaktır.		ülkenin	(1)

Sections B and C - Marking principles and mark schemes

There are three levels-based mark grids to be applied to each individual essay that makes up the written response to works. The mark grids are:

- critical and analytical response (AO4)
- range of grammatical structures and vocabulary (AO3)
- accuracy of language (AO3).

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- First of all, you must consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level, you must look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme, you should use a 'best fit' approach for defining the level. You will then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 9–12 with a small amount of band 13–16 material, it would be placed in band 9–12 but be awarded a mark near the top of the band because of the band 13–16 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band, depending on how students have evidenced each of the descriptor bullet points.
- You must modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Critical and analytical response (A04)

- This mark grid assesses students' ability to respond critically and analytically to the aspect of the literary work or film outlined in the question. To provide a critical and analytical response, students should select relevant material, present and justify points of view, develop arguments, draw conclusions based on understanding and evaluate issues, themes and cultural and social contexts.
- This grid should be applied twice, once for each essay individually.
- When deciding how to reward an answer, you should consult this mark grid as well as the indicative content associated with each question (see below). Indicative content contains points that students are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points as long as students provide alternative responses that fulfil the requirements of the question.
- The recommended word count for each essay is 300–350 words but you must mark the whole essay regardless of length.

Marks	Description
0	No rewardable material.
1–4	<ul style="list-style-type: none"> • Points of view relating to issues/themes/cultural or social contexts are presented with simplistic justification limited interpretation with frequent misunderstanding or confusion; any evidence from the work is descriptive. • Limited ability to form arguments or draw conclusions. • Response relates to the work but limited focus on the question.
5–8	<ul style="list-style-type: none"> • Points of view relating to issues/themes/cultural or social contexts are presented, with attempts made at interpretation, but they occasionally show misunderstanding or confusion; evidence selected from the work for justification is occasionally appropriate but often descriptive. • Arguments are made but with inconsistencies; conclusions are drawn but do not fully link to arguments. • Response relates to the work but often loses focus on the question.
9–12	<ul style="list-style-type: none"> • Critical analysis of issues/themes/cultural or social contexts is evident in relation to particular aspects of the question, with some appropriate interpretations and points of view, sometimes justified by appropriately selected evidence from the work. • Logical arguments are followed through on particular aspects of the question, occasionally detailed and with linked conclusions; some points are made without exploration. • Response is relevant to particular aspects of the question, occasional loss of focus.
13–16	<ul style="list-style-type: none"> • Critical analysis of issues/themes/cultural or social contexts is frequently demonstrated, with some convincing interpretations and points of view, predominantly justified with appropriately selected evidence from the work. • Generally detailed, logical arguments are made, with some persuasive conclusions that mostly link together. • Predominantly relevant response to the question.
17–20	<ul style="list-style-type: none"> • Critical analysis of issues/themes/cultural or social contexts is demonstrated through convincing interpretations and points of view, consistently justified with appropriately selected evidence from the work. • Detailed, logical arguments and conclusions are made that consistently link together. • Relevant response to the question throughout.

Range of grammatical structures and vocabulary (A03)

- This mark grid assesses students' ability to use a range of grammatical structures and vocabulary in order to produce articulate written communication with a range of expression.
- This grid should be applied twice, once for each essay individually.

Marks	Description
0	No rewardable language.
1-3	<ul style="list-style-type: none">• Limited variation of straightforward grammatical structures with much repetition, producing writing that is often restricted and stilted.• Limited variation of straightforward vocabulary resulting in repetitive expression.• Limited use of terminology appropriate to literary and cinematic analysis.
4-6	<ul style="list-style-type: none">• Occasional variation in use of mostly straightforward grammatical structures, infrequent use of complex language, producing writing that is sometimes stilted.• Vocabulary is mostly high frequency with occasional variation, expression is frequently repetitive.• Occasional use of terminology appropriate for literary and cinematic analysis.
7-9	<ul style="list-style-type: none">• Some variation in the use of grammatical structures, including some recurrent examples of complex language; sections of articulate writing with occasionally stilted phrasing.• Some variation in use of vocabulary, resulting in variation of expression but this is not sustained.• Some use of terminology appropriate for literary and cinematic analysis.
10-12	<ul style="list-style-type: none">• Frequent variation in use of grammatical structures, including different types of complex language, producing writing that is articulate throughout the majority of the response.• Frequently varied use of vocabulary, resulting in regular variation of expression.• Frequent use of terminology appropriate for literary and cinematic analysis.
13-15	<ul style="list-style-type: none">• Consistent variation in use of grammatical structures, consistent variation in use of complex language, producing consistently articulate writing.• Consistent variation in use of vocabulary, allowing ideas to be conveyed in a variety of different ways.• Consistent use of terminology appropriate for literary and cinematic analysis.

Additional guidance

Variation of vocabulary and grammatical structures: the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. Examiners should judge in which mark band to place students and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become (see definition of *articulate* below).

Examples of a variety of grammatical structures and vocabulary are: a selection of different verbs, tenses, adjectives, vocabulary (including to express literary and cinematic analysis (see further detail below), complex language (see definition below) for a variety of purposes, including to present and justify points of view, develop arguments, draw conclusions based on understanding.

Articulate: articulate communication is fluent, effective and coherent as students control/manipulate the language to say what they want to say rather than what they can say, for a number of different purposes. If students are restricted to what they can say, they may not be able to express themselves for all purposes, for example to develop arguments.

Terminology for literary and cinematic analysis: vocabulary for critical analysis according to the work being studied, for example 'plot', 'character'; figures of speech such as 'metaphor', 'similes'; to describe theme and style such as, 'camera technique', 'hand-held camera', 'use of black and white', 'first person narrative'.

Complex language is considered to include the following:

- conceptually challenging tenses such as the past perfect (*çalışmıştı*), future perfect (*çalışmış olacak*), conditionals (*gelse, gelirse, gelseydi*)
- passive voice (*satılmak* and *giyinmek*)
- subjunctive mood (*çalışalım/çalışsak/çalışmalıyız*)
- use of relative pronouns (*benim kitabım/bizim defterimiz*)
- using extended sentences to express abstract ideas/convey justified arguments that require a range of lexis and structures, for example conjunctions and pronouns
- using synonyms and a variety of expressions to say things in different ways (*bağışlamak/affetmek, başvuru/müracaat etmek* etc.).

Straightforward language is considered to be:

- simple sentences with limited linking of sentences and clauses
- high-frequency grammatical structures and vocabulary.

Accuracy of language (AO3)

- This mark grid assesses students' ability to apply grammar and syntax accurately.
- This grid should be applied twice, once for each essay individually.

Marks	Description
0	No rewardable language.
1–2	<ul style="list-style-type: none">• Limited sequences of accurate language, resulting in lapses in coherence.• Errors occur that often prevent meaning being conveyed.
3–4	<ul style="list-style-type: none">• Some accurate sequences of language, resulting in some coherent writing.• Errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.
5–6	<ul style="list-style-type: none">• Frequent sequences of accurate language, resulting in generally coherent writing.• Errors occur that occasionally hinder clarity of communication.
7–8	<ul style="list-style-type: none">• Accurate language throughout most of the response, resulting in mostly coherent writing.• Errors occur that rarely hinder clarity of communication.
9–10	<ul style="list-style-type: none">• Accurate language throughout, resulting in consistently coherent writing.• Any errors do not hinder clarity of communication.

Additional guidance

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example adjectival order (*büyük iki kediler, fakir dört insanlar* etc.)
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective (*Eminim bu saatlerde eve gelmiş olmalı/Öğrencilerin başarısına ilgilenmek gerekir* etc)
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Sections B and C - Indicative content

Indicative content is not exhaustive. Students should be rewarded for any valid response and may draw on a range of relevant examples from the work.

Question number	Indicative content
2(a)	<p>Üç Anadolu Efsanesi (Yaşar Kemal)</p> <p>Students may refer to the following in their answers.</p> <p>Cruelty is a key theme running through the stories and each story includes an act of cruelty. Cruelty is portrayed as being driven by power, selfishness, ego and social status. However, the stories tell us that cruelty leads to nothing but unhappiness.</p> <ul style="list-style-type: none">• The character of Bolu Beyi, who is initially portrayed in <i>Koroğlu</i> as a kind and generous character, becomes cruel when he feels he has been humiliated: he blinds his beloved groom when he believes that he deliberately dishonoured him by choosing an inferior horse for the Sultan. However, this act does not make Bolu Beyi feel vindicated as he ends the story being miserable.• In <i>Karacaoğlan</i>, Ağa becomes cruel when his desire for higher social status is threatened: in an attempt to get his daughter to marry into a prestigious family, he goes to the lengths of trying to murder the man his daughter loves. These actions result only in unhappiness for Ağa as it causes him to lose his daughter. It also loses him his wife's love because she cannot forgive him for his actions.• In <i>Alageyik</i>, Ağa's overwhelming need to show his power results in cruel actions, which lead to fatal consequences. Trying to take Zeynep for himself and away from the man that she loves is an act of cruelty in itself. His cruel plan to murder Halil succeeds but again, there is no happy ending resulting from these actions. Ağa's actions ultimately result in his own death, the death of his men and that of the innocent Zeynep herself.

Question number	Indicative content
2(b)	<p>Üç Anadolu Efsanesi (Yaşar Kemal)</p> <p>Students may refer to the following in their answers.</p> <ul style="list-style-type: none"> • For the rich and powerful, weddings are used to show off status and wealth, they have little to do with love. For example, in <i>Köroğlu</i> the wedding of Bolu Beyi's sister is extravagant, showing the bride in a lavish dress surrounded by hundreds of supporters, with the Aşıklar (wandering minstrels) being given comfortable beds, food and gold coins. • Weddings are used to maintain reputation and power, for example again in <i>Köroğlu</i>, Bolu Beyi shares the food and entertainment with the local and neighbouring villagers in order to keep them well disposed towards him as a form of control. • Power is the driving force behind the Aga's desire to marry Zeynep. As the most powerful man in the village he cannot be denied anything. He pursues his desire to have the one woman he wants, which results in tragic consequences. • For poor people who have no status, love features more prominently in marriage. For example, in <i>Karacaoğlan</i>, the young couple Elif and Karaca risk their lives to get married against the wishes of the powerful Ağa. • The legend of <i>Karacaoğlan</i> depicts the general attitude of joy and hope that the villagers have towards love and marriage as they generously enable the penniless young couple to marry after they have run away; the whole village joyfully takes part in the celebration.

Question number	Indicative content
3(a)	<p data-bbox="371 271 756 300">Sessiz Ev (Orhan Pamuk)</p> <p data-bbox="371 311 1086 340">Students may refer to the following in their answers.</p> <ul data-bbox="371 383 1347 1205" style="list-style-type: none"> <li data-bbox="371 383 1347 517">• Family relationships are portrayed in a negative light, without clear communication or love. Family members are focused on their own lives but they have no time for each other and have nothing in common. <li data-bbox="371 524 1347 725">• Family relationships are portrayed as cold and there is a lack of understanding between family members. For example, when the grandchildren first arrive at the house to see their grandmother, it is not long before they have run out of things to say to each other and they simply go to their rooms. They find it difficult to relate to each other and little affection is ever shown between them. <li data-bbox="371 732 1347 898">• Although several of the characters are depicted as highly intelligent, there is little emotional intelligence within the family, for example Metin does not understand how important the house is to his grandmother and that every part of it is full of her memories. He simply wants the house to be demolished and rebuilt. <li data-bbox="371 904 1347 1039">• The relationship between Fatma and her husband is without love or empathy. The husband is dissatisfied with his wife and looks down on her intellectual ability. For example, he is constantly telling her how ignorant she is and he is unfaithful to her. <li data-bbox="371 1046 1347 1205">• There is no communication between members of the family and they are unaware of what is happening in each other's lives. For example, they are unaware of Nilgün's dangerous connection with Hasan and can therefore play no part in trying to prevent her tragic end.

Question number	Indicative content
3(b)	<p data-bbox="371 286 754 320">Sessiz Ev (Orhan Pamuk)</p> <p data-bbox="371 344 1086 378">Students may refer to the following in their answers.</p> <p data-bbox="371 389 1235 490">Metin feels lonely within his family and has a modest family background. Both of these aspects play an important role in his relationships with his new friends.</p> <ul data-bbox="371 501 1347 1240" style="list-style-type: none"> <li data-bbox="371 501 1347 741">• Metin’s modest family background makes him feel different from his friends as they are rich and have a higher social status than him. Although he is fascinated by their lifestyle, he does not feel at ease with them because he cannot compete in terms of wealth and material goods. For example, he feels inferior to Fikret who has an expensive car and boat and he is embarrassed by using his brother’s old car which breaks down when Ceylan is in it. <li data-bbox="371 752 1347 1025">• Metin has different values from his friends and he does not fit in with them. Although he is attracted to them because they are so different from him, he often feels uneasy about their behaviour. However, because he is afraid of being excluded, he does not challenge them. When they take drugs, behave in a spoiled way or act cruelly to entertain themselves, he stays silent, for example when they are racing in their expensive cars and being inconsiderate to other drivers. <li data-bbox="371 1037 1347 1240">• Metin feels lonely and isolated because of the early death of his parents and because he does not have a close relationship with his siblings. He tries to become close to this group of friends in order to replace the lack of closeness within his own family. However, he knows that he will never be a truly accepted member of the group because of his more lowly background.

Question number	Indicative content
4(a)	<p data-bbox="373 271 647 304">Veda (Ayşe Kulin)</p> <p data-bbox="373 311 1086 344">Students may refer to the following in their answers.</p> <p data-bbox="373 400 1342 501">Patriotism is an important theme within the novel, which motivates all of the major characters. It is portrayed as a wholly positive value, which is seen as necessary in order to achieve freedom for the country.</p> <ul data-bbox="373 524 1342 1193" style="list-style-type: none"> <li data-bbox="373 524 1342 725">• Patriotism is portrayed as a value worth sacrifice, suffering and even death. All of the major characters suffer for their patriotism, for example Ahmet Reşat Bey works constantly in his government job, sleeping only three to four hours a night; Kemal suffers terrible hardship fighting on the Eastern front and eventually dies for his country. <li data-bbox="373 734 1342 972">• Patriotic characters such as Ahmet Reşat Bey and Kemal are portrayed in a wholly positive light. Even though both characters put their love of country before their families, this is not portrayed in a negative light in the novel, for example when Ahmet Reşat Bey's dedication to his work means that he neglects his family and when Kemal leaves his wife, whom he has only been married to for three days, to go and fight. <li data-bbox="373 981 1342 1193">• Patriotism is portrayed as something that unites people and which gives people a sense of meaning and pride. The novel shows people from all walks of life, from bakers and fishermen to intellectuals, women and men uniting together to achieve freedom for their country. The novel conveys the idea that without such patriotism, the war would not have been won.

Question number	Indicative content
4(b)	<p data-bbox="371 271 647 304">Veda (Ayşe Kulin)</p> <p data-bbox="371 315 1086 349">Students may refer to the following in their answers.</p> <p data-bbox="371 398 1270 465">Women’s attitude to the war effort differs according to age and influences such as love and the desire to grasp new opportunities.</p> <ul data-bbox="371 477 1329 1178" style="list-style-type: none"> <li data-bbox="371 477 1329 678">• The older generation of women, for example the aunt and Behice, are shown to have a traditional view of women’s roles. This affects their view towards their role in the war effort. They do not want to get involved with the war at all. They think it is the men’s job to save the country and that women are not strong enough to fight and live in difficult conditions. <li data-bbox="371 689 1329 925">• The younger generation of women, such as Azra and Mehpare, have a more forward way of thinking. They believe that they have much to offer the war effort and use their skills as fully as possible as well as throw themselves into learning new skills. For example, they learn how to look after wounded soldiers and Azra uses her French to work as a translator and learns how to set up a telegram system. <li data-bbox="371 936 1329 1037">• The war is seen as offering new opportunities and freedom for women. For example, Azra and other women happily accept work that is a long way from their hometown. <li data-bbox="371 1048 1329 1178">• Getting involved in the war effort is not always for purely patriotic reasons. For example, Mehpare gets involved with the freedom movement because of love. She wants to impress Kemal as well as serve her country.

Question number	Indicative content
5(a)	<p data-bbox="373 302 799 338">Çınar Ağacı (Handan İpekçi)</p> <p data-bbox="373 344 1086 380">Students may refer to the following in their answers.</p> <ul data-bbox="373 432 1362 1122" style="list-style-type: none"><li data-bbox="373 432 1362 499">• The plane tree gives a framework to the action of the film and symbolises the unity of the family of Advıye Hanım.<li data-bbox="373 506 1362 674">• The plane tree gives a framework for the action of the film. It is the first image that we see as the film begins and the viewer knows that important activity will take place at the tree. It is where some of the most poignant and emotional scenes are played out during the film and it is the final image that we see when the film ends.<li data-bbox="373 680 1362 848">• The plane tree offers an interesting and beautiful location where the whole family can meet together and where important aspects of the family drama can happen with all of the major characters together in one place. Indeed, it is the only place in the film where all the major characters gather at the same time.<li data-bbox="373 855 1362 1122">• The plane tree is a symbol of continuity and unity. The tree is as old and solid as the rituals in which the family partakes, for example the family picnics, the gramophone music and the memories of Advıye. Regardless of the ups and downs of the family relationships, the family remains united and continues to return to the tree even once the oldest member of the family has departed. The introduction of the new baby at the last picnic suggests that even if the members of the family change, the rituals and the unity will continue.

Question number	Indicative content
5(b)	<p data-bbox="371 271 799 302">Çınar Ağacı (Handan İpekçi)</p> <p data-bbox="371 315 1086 347">Students may refer to the following in their answers.</p> <p data-bbox="371 400 1350 499">The relationship changes from one of mutual irritation and disrespect at the beginning of the film to one of respect and love when Advıye moves into the nursing home.</p> <ul data-bbox="371 512 1361 1198" style="list-style-type: none"> <li data-bbox="371 512 1361 712">• When living with her children, Advıye takes on the role of a disobedient child rather than a parent. She plays childish tricks on her family and constantly needs to be told what to do and not do. She is not trusted to be on her own as she is shown to be irresponsible, for example when she falls asleep and sets fire to the dinner. <li data-bbox="371 725 1361 947">• When living with her children, Advıye is portrayed as a difficult woman who angers and irritates them and is a burden. She disobeys the rules of the house, sometimes with potentially serious consequences, for example when she falls asleep when looking after Baris in the park. This behaviour puts a strain on relationships and causes the children to agree that she should move into a nursing home. <li data-bbox="371 960 1361 1198">• When Advıye moves into the nursing home and is removed from the dependent relationship with her children, she becomes more responsible and accepts her children’s decision with dignity and understanding. Once she is removed from their direct care she resumes the role of parent and begins to give her children loving advice, which they all appreciate and act on. The relationship between Advıye and her children changes to one of mutual respect.

Question number	Indicative content
6(a)	<p data-bbox="371 271 810 302"><i>İftarlık Gazoz (Yüksel Aksu)</i></p> <p data-bbox="371 342 1313 443">The ideas formed during his childhood, through the influence of the character of Hasan and his own surroundings, leads Adem to develop socialist ideas, which result in him becoming an activist as an adult.</p> <ul data-bbox="371 459 1321 1144" style="list-style-type: none"><li data-bbox="371 459 1321 660">• Adem is profoundly influenced by Hasan who introduces him to socialism and makes him aware of inequalities in society. Adem is greatly influenced by the knowledge that Hasan passes onto him and his thinking becomes moulded by what Hasan teaches him. This has a profound impact on his thinking in relation to equality and leads him to becoming an activist and dying for his beliefs.<li data-bbox="371 667 1321 869">• Hasan causes him to become aware of the inequalities of life during his childhood. He begins to see the divisions between rich and poor, and notices the hard work of the harvesters in the tobacco fields (including his own family), as opposed to the more comfortable life of the rich, such as that of his little girl friend who has enough money to buy soda every day.<li data-bbox="371 875 1321 1144">• Adem is impressed by Hasan’s personal characteristics, such as fairness, kindness, and how knowledgeable he is, especially as he is so kind to Adem himself and spends a lot of time with him. Adem’s admiration for Hasan as a person encourages him to pay attention to his political ideals, particularly when he contrasts it with the behaviour of Hasan’s enemies who try to kill him. Adem’s guilt in inadvertently leading Hasan’s enemies to him has a profound impact on why he decides to carry on Hasan’s work.

Question number	Indicative content
6(b)	<p data-bbox="371 271 799 300"><i>İftarlık Gazoz (Yüksel Aksu)</i></p> <p data-bbox="371 304 1086 333">Students may refer to the following in their answers.</p> <ul data-bbox="371 389 1342 1104" style="list-style-type: none"><li data-bbox="371 389 1342 488">• Animation is used only twice in the film, but at key moments in Adem’s childhood. It is used to teach Adem important lessons and to entertain the viewer.<li data-bbox="371 501 1342 667">• Animation serves to break the tension that builds up in the film, and change the mood of the audience, for example when Adem is clearly struggling to maintain his fast and he is portrayed as being exhausted, hungry and thirsty it turns a serious scene into a more light-hearted scene.<li data-bbox="371 680 1342 846">• The use of animation makes the viewer see things from a child’s point of view; the cartoon characters are funny, colourful and endearing and are able to influence Adem more strongly than the actual people around him. For example, they persuade him to give up his fast.<li data-bbox="371 860 1342 981">• Animation adds to the entertainment value of the film because it is so unexpected for the viewer and is so different from the real world portrayed during the rest of the film; it adds a new dimension for the viewer.<li data-bbox="371 994 1342 1104">• Introducing well-known fictional characters into the film in animation intrigues the audience; they are interested to know how these characters will contribute to the story.

Question number	Indicative content
7(a)	<p data-bbox="371 264 885 297"><i>Dedemin İnsanları</i> (Çağan Irmak)</p> <p data-bbox="371 309 1085 342">Students may refer to the following in their answers.</p> <ul data-bbox="371 392 1324 1137" style="list-style-type: none"><li data-bbox="371 392 1324 492">• A number of characters in the film <i>Dedemin İnsanları</i> are portrayed as outsiders for different reasons and it is a major theme within the film.<li data-bbox="371 504 1324 672">• Even though Mehmet is a popular person in the town, he is viewed as a <i>gâvur</i> (infidel) by some people because of his Cretan heritage, for example Ozan overhears him being criticised by some of the local men in the shop. He longs to visit his homeland and constantly reminisces about it.<li data-bbox="371 683 1324 918">• Although Ozan loves his grandfather deeply, he also feels like an outsider because of his association with his grandfather's heritage. He is irritated whenever his grandfather talks about where he comes from and does not want the other children to know that his family is from Crete. He even joins in with vandalising the homes of other immigrants and tries to prove he is a true Turk at every opportunity.<li data-bbox="371 929 1324 1137">• Other minor characters such as Peruzan and Bayram are portrayed as outsiders in the film because of mental health issues. They serve to shed light on town life and how the community behaves towards the less fortunate. In contrast to Mehmet, they demonstrate that people can become outsiders in the community for a number of different reasons.

Question number	Indicative content
7(b)	<p data-bbox="373 271 884 304"><i>Dedemin İnsanları (Çağan Irmak)</i></p> <p data-bbox="373 315 1086 349">Students may refer to the following in their answers.</p> <ul data-bbox="373 398 1350 1283" style="list-style-type: none"> <li data-bbox="373 398 1350 499">• Although there are many examples of the town being a happy and compassionate community, there are times when the community lets itself down. <li data-bbox="373 510 1350 712">• Much of the time the town is portrayed as a friendly and hospitable place to live. During the working day, people are frequently seen greeting each other and wishing each other well and there is a great deal of trust in the community. For example, to show how much he trusts his neighbours, Mehmet does not lock his shop during the day. <li data-bbox="373 723 1350 891">• The community shows compassion towards its members who are less fortunate and shows acceptance for those who are living on the edges of society. For example, the neighbours rush to help Peruzan when she collapses and are angry with Ozan for the part he played in her collapse. <li data-bbox="373 902 1350 1070">• The people of the community are portrayed as being sociable and supportive of each other during good and bad times. We frequently see them gathered together at social events but equally see them supporting each other during challenging times, for example when the whole community gets together for the funeral of Mehmet. <li data-bbox="373 1081 1350 1283">• Despite the harmony that exists within the community, there are also clear tensions in the town in relation to the lack of tolerance of immigrants, for example when the men encourage the children to go on the rampage. Also, the community does not stand up for its beliefs and Ozan's father feels betrayed when no one supports him against the new mayor of the town.

Pearson Edexcel Level 3 GCE

Sample assessment materials for first teaching
September 2018

Morning/Aft (Time: 2 hours 15 minutes) Paper Reference **9TU0/03**

Turkish

Advanced

Paper 3: Listening, reading and writing in Turkish

Transcript (Questions 1 to 5a)

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SECTION A: LISTENING

Metin 1 – Naylon torbalar

F1: Bilimsel arařtırmalara gre naylon torbalar doęada 500 yıl yok olmuyor. evre ve Őehircilik Bakanlıęı geen mart ayında naylon torba kullanımının tamamen yasaklanmasını istedi ve bir taslak hazırlandı, ama itirazlar fazla olunca yasa taslaęı kabul edilmedi. Daha sonra, torbaları kullanmak isteyenlerin satın alması gndeme geldi.

Pořetlerin cretli olması, kullanılmasında caydırıcı olacak. Trkiye’de her gn milyonlarca pořet kullanılıyor. Bunun evreye olduęu kadar lke ekonomisine de zararı byk, nk naylon torbaların ham maddesi petrol trevi ve bu da yılda 550 milyon dolarlık plastik ithalatı demektir. Eęer bu yasa meclisten geerse torbaların fiyatı byklęine gre 25–50 kuruř kadar olacaktır. Ama, kullanımını azaltarak doęayı korumaktır. Avrupa lkelerinde de byle bir uygulama var. Őimdi, alışveriř yapanlara 60’lı 70’li yıllarda olduęu gibi uzun mrl file torbalar kullanmaları neriliyor.

Metin 2 – Tematik liseler

F1: Bugn misafirimiz Bursa İnegl Tematik Lise Mdr Őenol Yoęurtu. Bize eęitime bu yıl bařlayacak liseniz hakkında bilgi verir misiniz?

M1: Memnuniyetle. Bugn sadece 17 ilimizde 16 tematik rnek lise bulunmaktadır. Tematik lise eęitimi tek branř zerinde, yani belirli bir alana yoęunlařmıř lisedir. Hedefi mesleki eęitim farkındalıęı yaratmak ve blgenin ihtiyaı olan eęitilmiř insan gc yetiřtirmektir. Okullardaki eęitim, buldukları blgelerdeki iř sektrne baęlıdır. rneęin Antalya’da uak motor endstrisi geliřmiř olduęu iin oradaki tematik okulun eęitimi uak motoru zerine olacaktır. Bizim ilemizin en byk sektr mobilyacılık olduęundan bizim okulumuz mobilya yapımı zerine eęitim verecektir.

F1: Sektrle bir alıřmanız olacak mı?

M1: Tabii. Yerel iřletmeleri eęitimin iine ekiyoruz. Biz, donanımlı ęrenci yetiřtireceęiz ve onlar da mezun olanlardan belirli sayıda ęrenciye iř imknı garantisi verecekler. Okul İnegl’deki birok okulun bulunduęu eęitim kllyesinde olacak. Uzak yerlerden gelenler kllyedeki yurttta kalabilecekler, ktphaneden yararlanabilecekler. Bu yıl mlakatla 90 ęrenci alacaęız.

Metin 3a – Hidroelektrik santralleri

F1: Trabzon'da Atasu barajına dökülen Galyan deresi üzerine yapılacak, kısaca HES denilen, 6 Hidroelektrik Santrali hakkında tartışmalar devam ediyor. Türk bilim insanları, yaptıkları toplantıda bölgenin, yapılması düşünülen HES'ler için uygun olup olmadığını tartışıyorlar. Jeoloji mühendisleri bölgenin kaya yapısını inceleyecek. Hükümet karar vermeden önce, mühendislerin hazırladıkları raporu ve HES'lerin çevreye etkisini göz önünde bulunduracak.

Bölge halkı kullandıkları ırmağın üzerine yapılması önerilen HES'ler hakkında çok tedirgin. Haberin ortaya çıkışıyla köylüler, doğal yaşam ortamlarının nasıl etkileneceğini sorgulamaya başladılar. Onların en büyük üzüntüsü evlerini terk edip başka yerlere göç etmek zorunda kalacak olmalarıdır. Ayrıca bu kadar büyük bir arazinin zarar görecektir bitki örtüsünü ve hayvanlarını da göz önünde bulundurmak gerekir. Hem mesire yeri ve hem de turizm alanı olan bu bölgenin korunmasını istiyorlar.

Metin 3b – Hidroelektrik santralleri

F1: Bu konuda proje mühendisinin fikirlerini alalım:

M1: Ben HES'leri savunan biriyim ama tabii ki içtiğimiz suları kirletecek bir projeye karşıyım. Daha önce hükümet, baraj suyunu korumak için bu bölgede alabalık yetiştirme tesisi kurulmasına bile izin vermemiştir. Bu konuda çok dikkatli olan hükümet, çevreye yapılacak evleri bile denetlemiştir. Bence, HES inşaatları sırasında çevre zarar görür ama daha sonra bu ortadan kalkar ve yarar başlar. Sudan yararlanarak elde edilen enerjinin çevreye zararı yoktur. Barajdaki su miktarı 30 milyon küpü geçiyor. Bu nedenle inşaat kirliliğinden suyun ne derece etkileneceğini de saptamak gerekir.

F1: Şimdi de Belediye Reisi'ni dinleyelim:

M2: Bence baraja giden bu dereye bir tane bile HES yapılmamalı. Suyun baraja giderken çimentodan yapılacak tünellerden bile geçmesi kirlenmesine neden olacaktır. Geniş çaplı çevre analizleri yapılarak bölgedeki yerleşim alanlarının nasıl etkileneceği belirlenmeli. Eğer şehir suyu kaynaklarımızı temiz tutarsak şişe suyu satın almak zorunda kalmayız. Böylece aile ekonomisini destekleriz.

Metin 4 – Portre sergisi

F1: Merhaba ben Melis Golan, başkentte, Aksinin İddiası adlı serginin düzenleyicisiyim. Sergide birbiriyle eşleşen 13 sanatçının oluşturduğu 26 eser yer alıyor. Sanatçılar çift olarak çalıştılar. Çiftlerden biri aynaya bakarak kendi portresini yaparken diğeri de onun portresini yaptı. Sergide resmin yanı sıra heykel ve video gösterileri de vardı. Sanatçı arkadaşlar portrelerini değişik biçimlerde sundular. Örneğin Aslı arkadaşımız portresini hamurdan oluşturduğu taş görüntüsündeki parçaları kullanarak yaptı ve o kendi görünümünden ziyade ruh halini başkalarıyla paylaşmak istedi. Ümmühan arkadaşımız ise bir saç telini iplik olarak kullanarak, bir bez parçasına anonim yazısını yazarak kendini ifade etti. Burada bir tezat göstermek istedi; anonim belirsizliğin, saç teli ise belirliliğin sembolleri. Şimdi sözü Uzay Çöpü arkadaşımıza verelim.

M1: Merhaba, sergiye Kuzey Kıbrıs'tan katılıyorum. Asıl adım İlker, fakat bir arkadaş sohbetinde ismini değiştirmek istesen ne koyarsın dediklerinde Uzay dedim ve sonra ismim öyle kaldı. Bu ismi çalıştığım mizah dergisindeki çizimlerimde de kullanıyorum. Çizgi romanlara çok meraklıydım. Babam o zamanlar bana Almanya'dan çizgi filmlerin boyama kitaplarını getiriyordu. Onlar en büyük eğlencemdi. Ben küçük yaşta çizmeye başladım. Ayrıca dayım da bir heykeltıraştı. Sanırım bunlar üniversitede resim dalını seçmeme yardımcı oldu. Sergide diğer sanatçının resmini yapan gruptaydım. Resim yaparken kuru boya kalemleri kullanmayı severim. Sergi için yeni tanıştığım ve çok iyi bir insan olan Aykut Öz'ün portresini yaptım. Acaba o kötü bir karakter olsa görüntüsü nasıl olurdu dedim ve kafamda onu canlandırdığım gibi çizdim. Sonuçta komik bir çizgi film karakterine benzedi.

SECTION B: LISTENING, READING AND WRITING

Metin 5a – Televizyon dizilerinin olumlu ve olumsuz yönleri

F1: Merhaba! Ben Oya Başar. Oyuncuyum. Şimdi televizyon dizilerinde oynuyorum. Türkiye’de televizyon dizileri çok popüler ve her yaş grubu tarafından izleniyor. İnsanlar kendi hayatlarını ve hayallerini filmlerde izledikleri için dizileri seviyorlar. Ayrıca kolay bir eğlence yolu, çünkü oyun izlemek için tiyatroya ya da film izlemek için sinemaya gitmek zorunda değiller. Hiçbir maliyeti yok. Bazı kişiler filmlerdeki kötü karakterlerin gençlere kötü örnek olduğunu söylüyorlar, ama biz bu karakterleri gerçek yaşamda da görüyoruz.

Bence eğer filmlerdeki kötü karakterler ödüllendirilmezse, gençler de onlar gibi olmaya özendirilmemiş olur. Dizilere karşı ön yargılı olmamak gerek. Dizilerin olumlu yönleri fazla ise olumsuz yönleri görmezden gelmeliyiz. Özel kanallar gelirlerini sadece reklamlardan kazandıklarından beğenilmek için bazen dizinin hikayesini değiştirerek halkın seveceği şekle sokuyorlar. Yalnız yaşayan insanlar dizideki karakterlerle arkadaş gibi olup yalnızlıklarını unutuyorlar.

Please check the examination details below before entering your candidate information

Candidate surname

Other names

**Pearson Edexcel
Level 3 GCE**

Centre Number

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Candidate Number

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**Sample assessment materials for first teaching
September 2018**

Morning/Aft (Time: 2 hours 15 minutes)

Paper Reference **9TU0/03**

Turkish

Advanced

Paper 3: Listening, reading and writing in Turkish

You must have:

listening equipment
CD/MP3

Total Marks

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Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided – *there may be more space than you need.*
- Candidates are recommended to start with Section A: Listening comprehension and work through each question as presented in the question paper.
- We recommend you spend 45 minutes on Section A: Listening comprehension and 1 hour 30 minutes on Section B: Listening, Reading and Writing.
- You must **not** use a dictionary.

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets – *use this as a guide as to how much time to spend on each question.*

Advice

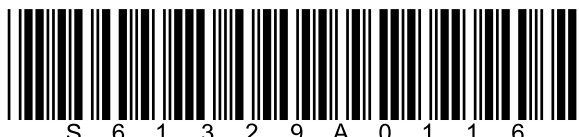
- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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SECTION A: LISTENING

Answer ALL questions.

Write your answers in the spaces provided.

We recommend you spend no more than 45 minutes on this section.

Multiple-choice questions must be answered with a cross in a box . If you change your mind about an answer, put a line through the box and then mark your new answer with a cross .

Open-response questions do not require full sentences and you may respond using single words or phrases. You may use words from the listening passages but you must not transcribe whole sections.

You are going to listen to five passages in Section A. The duration of each passage is approximately:

Passage 1 = xx minutes xx seconds

Passage 2 = xx minutes xx seconds

Passage 3a = xx minutes xx seconds

Passage 3b = xx minutes xx seconds

Passage 4 = xx minutes xx seconds

You will be in charge of the recording, you may listen to each passage as often as you wish and write your answers whenever you wish to do so.

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Metin 1 – Naylon torbalar

1 Televizyondaki, naylon torbalarla ilgili haberi dinleyin. Tümceleri doğru olarak tamamlayan kelime ve kelime gruplarına ait kutuyu işaretleyin.

(i) Çevre Bakanlığının alışveriş torbaları ile ilgili ilk yasa önerisi...

(1)

- A ertelendi.
- B onaylandı.
- C itirazlara uğradı.
- D hâlâ değerlendiriliyor.

(ii) Yeni öneriye göre, az naylon torba kullanımı... olumlu etkileyecek.

(1)

- A insan sağlığını
- B ekonomiyi
- C ihracat endüstrisini
- D çöp toplama giderlerini

(iii) Fiyatlar, ... göre belirlenecek.

(1)

- A torbaların kalınlığına
- B torbaların boyutlarına
- C satıcıların isteğine
- D dükkanların büyüklüğüne

(iv) Alışverişte kullanılan torbaların... olması öneriliyor.

(1)

- A kağıttan
- B daha pratik
- C daha modern
- D tekrar kullanılabilir

(Total for Question 1 = 4 marks)

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Metin 2 – Tematik liseler

2 Radyodaki, eğitim ile ilgili röportajı dinleyin. Tümceleri doğru olarak tamamlayan kelime ve kelime gruplarına ait kutuyu işaretleyin.

(i) Tematik liselerde

(1)

- A** konular seçmelidir.
- B** ders konuları fazladır.
- C** ders süreleri uzundur.
- D** belirli bir konuya yoğunlaşılır.

(ii) Tematik lise eğitimi bölgenin... bağlıdır.

(1)

- A** ana iş alanına
- B** mali kaynaklarına
- C** öğrencilerinin ilgisine
- D** öğretmenlerinin uzmanlığına

(iii) Bölgedeki iş sektörü okul mezunlarını... destekleyecek.

(1)

- A** maddi olarak
- B** stajyer alarak
- C** iş temin ederek
- D** malzeme vererek

(iv) Okulda... öğrenim görecek.

(1)

- A** her il ve ilçeden olanlar
- B** külliyeye yakın oturanlar
- C** sadece İnegöl'de yaşayanlar
- D** sadece başka ilçelerden gelenler

(v) Öğrenciler okula... göre alınacaklar.

(1)

- A** el becerilerine
- B** sınav sonuçlarına
- C** başvuru formlarına
- D** karşılıklı görüşme sonuçlarına

(Total for Question 2 = 5 marks)

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Metin 3(a) – Hidroelektrik santralleri

3 (a) Radyoda, Hidroelektrik Santralleri ile ilgili tartışma programını dinliyorsunuz. Soruları **Türkçe** yanıtlayın.

(i) Türk bilim insanları bölgede ne araştırıyorlar?

(1)

(ii) Hükümet bu projenin gerçekleşmesine nasıl karar verecek? İki ayrıntı yazın.

(2)

(iii) Yerel halk en fazla ne için endişeleniyor?

(1)

(iv) HES'lerin yapımı doğayı nasıl etkileyecek?

(1)

(v) Bu projenin yerel ekonomiye olabilecek bir etkisini belirtin.

(1)

Listen to the second part of the interview. Summarise what you hear. You do not have to write full sentences. Identify three points for Question 3(b)(i) and three points for Question 3(b)(ii).

Metin 3(b) – Hidroelektrik santralleri

(b) Hidroelektrik santrallerle ilgili tartışmanın ikinci bölümünü dinleyin. Türkçe yanıtlayın.

(i) Mühendisin aşağıdaki konularda söylediklerini özetleyin.

- Hidroelektrik santralleri inşaatının çevre kirliliğine etkileri (1)

- Hükümetin geçmişteki önceliği (1)

- Nasıl bir analiz yapılması gerektiği (1)

(ii) Belediye Başkanı'nın aşağıdaki konularda söylediklerini özetleyin

- Proje ile ilgili genel görüşleri. (1)

- Hidroelektrik santrallerinin çevre üzerindeki etkileri. (1)

- Baraj suyunun temiz tutulmasının bölge halkına ne kazanç sağlayacağı. (1)

(Total for Question 3 = 12 marks)

Metin 4 – Portre Sergisi

4 Sanat sergisi ile ilgili röportajı dinleyin. Soruları **Türkçe** yanıtlayın.

(a) İki sanatçı nasıl birlikte çalıştılar? İki ayrıntı yazın.

(2)

(b) Aslı ve Ümmühan eserlerini yaparken ne tür maddelerden yararlandılar?
İki ayrıntı yazın.

(2)

(c) Uzay hayatını nasıl kazanıyor?

(1)

(d) Uzay'ın resim sanatını seçmesinde ailesinin rolü nedir? İki ayrıntı yazın.

(2)

(e) Uzay'ın resim yaparken kullanmayı en çok sevdiği malzeme nedir?

(1)

(f) Uzay'ın sergi için yaptığı portre nasıldı?

(1)

(Total for Question 4 = 9 marks)

TOTAL FOR SECTION A = 30 MARKS

SECTION B: LISTENING, READING AND WRITING

Answer ALL questions.

Write your answers in the spaces provided.

For this task you must summarise information in response to a spoken source (5a) and a text (5b). You must also answer a question on the two sources (5c).

For question **5(a)** you are going to listen to one passage. The duration of the passage is approximately:

Passage 5(a) = xx minutes xx seconds

You will be in charge of the recording and you may listen to the passage as often as you wish. For this question you do not have to write in full sentences, you may respond using short phrases. You may use words from the listening passage but you must not transcribe whole sections.

For question **5(b)** you are going to read one text. For this question you do not have to write in full sentences, you may respond using short phrases. You may use words from the text but you must not transcribe whole sections.

For question **5(c)** you must answer a question on both the spoken passage and the text. For this question **you must write in full sentences**. Write approximately 200–250 words.

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Metin 5(a) – Televizyon dizilerinin olumlu ve olumsuz yönleri

- 5 (a) Bir televizyon programından alınmış bölümü dinleyin. Oyuncu Oya Başar, televizyon dizileri hakkında konuşuyor.

Oya Başar'ın televizyon dizileri hakkındaki görüşlerini özetleyin. **Dört** görüş belirtin.

(i) (1)

(ii) (1)

(iii) (1)

(iv) (1)

- (b) Aşağıdaki Psikolog Berger Gonca'nın, Oya Başar'ın 5(a) 'daki yorumlarına yanıt olarak yazdığı blog yazısını okuyun.

Ben Oya Hanım'ın görüşlerine tamamen katılmıyorum.

Lise öğrencileri ile yapılan bazı araştırmalardan edinilen bulgulara göre, öğrencilerin dizilerden etkilenecek dizilerdeki yaşamları, yaşam biçimleri haline getirdikleri; dizilerde geçen cümleleri, günlük konuşma dillerinde sıkça kullandıkları ortaya çıkmıştır. Bence gençler televizyon dizilerindeki karakterleri kendilerine örnek olarak alıyorlar. Bu modelleme davranışı dizi kahramanlarının fiziki ve kişilik özellikleri üzerinde yoğunlaşıyor. Tabii dizi senaryoları model yaratmaktan çok dizilerin beğenilip izlenmesi için yazıldıklarından izleyicileri olumlu olarak etkileyeceğini düşünmüyorum. Bence dizilerin günlük hayata iki önemli etkisi var. Bunlardan biri günlük hayatta ortak konuşma konusu olması, diğeri de alışverişi teşvik ederek tüketimi artırmasıdır. Belirli günler televizyonun esiri olmak istemediğimden dolayı dizileri izlemem. Arkadaşlarımla buluşup sohbet etmeyi, konserlere gitmeyi, sergileri gezmeyi dizi seyretmeye tercih ederim. Bazen iş çıkışlarında üye olduğum spor salonuna giderim.

Berger Gonca'nın televizyon dizileri hakkındaki görüşlerini özetleyin.

Dört görüş belirtin.

(i) (1)

(ii) (1)

(iii) (1)

(iv) (1)

(c) Oya Başar ve Berger Gonca'nın görüşlerini değerlendirin. Hangi görüşlere katıldığınızı nedenleriyle belirtin. Yaklaşık 200–250 kelimelik bir yazı yazın.

(22)

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(Total for Question 5 = 30 marks)

TOTAL FOR SECTION B = 30 MARKS

TOTAL FOR PAPER = 60 MARKS

BLANK PAGE**Source information****Title: Naylon torbalar**

Source adapted from: Kanal D haberler, broadcast on 19 May 2017

Title: Tematik liseler

Source adapted from: TRT1 Radyo, *Hayatın Sesi programı*, broadcast on 17 May 2017

Title: Hidroelektrik santralleri

Source adapted from: KRT kanalı, *Gündem programı*, broadcast on 08 February 2011

Title: Portre Sergisi

Source adapted from: TRT1 Radyo Programı, *Hayatın Sesi programı*, broadcast on 19 May 2017

Title: Passage 5(a)

Source adapted from: Haber Türk TV, *Hayatımız Dizi*, broadcast on 22 October 2011

Title: Text 5(b)

Source adapted from: <http://psikolojiagi.com>

Paper 3: Listening, reading and writing

Marking principles for Section A and Section B, Questions 5(a) and 5(b)

- For open-response questions, the candidate does not have to write in full sentences. If appropriate, they may respond using single words or phrases where appropriate.

Examples of short phrases with two or more words:

- *Bölgenin jeolojik yapısı*
- *Boya kalemleri.*
- When responding to open-response questions, candidates may use words from the listening passage or reading extract but where the question requires them to manipulate the language in order to render the response accurate to the question, they must not transcribe or copy whole sections.

Example

Transcript:	<i>Ben sağlıklı kalmak için genellikle meyve ve sebze yerim.</i>
Question:	<i>Parçaya göre sağlıklı diyet neleri kapsar?</i>
Rewardable answer:	<i>Genellikle meyve ve sebze yemeyi.</i>
Non-rewardable answer	<i>Ben sağlıklı kalmak için genellikle meyve ve sebze yerim.</i>

Candidates who copy the whole sentence, exemplified above as the *Non-rewardable answer*, **would not be awarded marks** without manipulating the verb in the sentence, 'yemek'. This is because it does not render an accurate answer to the question. However, as the exemplified *Rewardable answer* shows, candidates may still use words from the listening passage or reading extract.

- There are no marks for quality of language in Section A or Questions 5(a) and 5(b) in Section B. Therefore, errors and omissions in spelling and grammar will be tolerated as long as the message is not ambiguous or does not interfere with communication.
- Consider only as many elements as there are marks, for example for a 1-mark answer, the candidate's first response is taken for assessment, even if this response is incorrect but the correct information follows as a further element. Where 2 marks are available, award the individual marks discretely but apply the order of elements rule.

Guidance to examiners on understanding and applying the mark scheme

- Alternative ways of giving the same answer are indicated with a slash (/) in between the alternative responses, for example: *Bitki ve hayvanlar olumsuz etkilenecekler/bitkiler ve hayvanlar ölebilir.*
- Where appropriate, responses have been separated with 'AND' for compulsory answers and 'OR' for possible answers, for example:
 - *Bir sanatçı aynaya bakarak kendi resmini (1)*
AND
 - *diğer sanatçı da aynı anda onun resmini yapacak (1).*

Use OR to show the various answers where there are more possibilities than available marks:

Any **one** of:

- *Karikatüristtir (1)*
OR
 - *Mizah dergisinde çalışır (1).*
- Any parts of an answer that are not essential are bracketed, for example: *(Aykut Öz) kötü bir insana benzedi.*
 - Candidates are likely to write variants on the acceptable answers listed and these should be considered as acceptable if they convey the correct answer.
 - All possible answers have the correct amount of marks appropriate for the information required indicated in brackets.
 - Suggested incorrect answers are indicated in the '**Reject**' column.

Section A - Mark scheme (listening comprehension)

Question number	Answer	Mark
1(i)	C	(1)

Question number	Answer	Mark
1(ii)	B	(1)

Question number	Answer	Mark
1(iii)	B	(1)

Question number	Answer	Mark
1(iv)	D	(1)

Question number	Answer	Mark
2(i)	D	(1)

Question number	Answer	Mark
2(ii)	A	(1)

Question number	Answer	Mark
2(iii)	C	(1)

Question number	Answer	Mark
2(iv)	A	(1)

Question number	Answer	Mark
2(v)	D	(1)

Question number	Answer	Reject	Mark
3(a)(i)	Bölgenin HES için uygun olup olmadığını/HES'in bölgede yapılıp yapılamayacağını		(1)

Question number	Answer	Reject	Mark
3(a)(ii)	Bilim insanlarının raporuna (göre) (1) AND (HES'lerin) çevreye etkisine göre (1)		(2)

Question number	Answer	Reject	Mark
3(a)(iii)	Evlerini terk etmek zorunda kalabilirler/göç edebilirler	İnsanlar olumsuz etkilenebilir	(1)

Question number	Answer	Reject	Mark
3(a)(iv)	Bitki ve hayvanlar olumsuz etkilenecekler/hayvanlar ölebilir.		(1)

Question number	Answer	Reject	Mark
3(a)(v)	Turizm üzerinde olumsuz etkiler yaratabilir.	Halk fakirleşecek /zenginleşecek	(1)

Question number	Answer	Reject	Mark
3(b)(i)	1. Çevreye zarar verebilir. (1) 2. Baraj suyunu temiz tutmak (1) 3. Suyun kalitesi üzerindeki etki (1)	1. Çok yararlı olacak. 2. Balık çiftliğine izin vermedi. 3. İnşaatın teftiş edilmesi	(3)

Question number	Answer	Reject	Mark
3(b)(ii)	1. Projeye karşıdır. (1) 2. Su kirliliği – tünelden çimento (1) 3. Eğer baraj suyu temiz olursa, şişe suyu almaya gerek kalmaz. (1)	1. İnsanlar şişe suyu almak zorunda kalacak. 2. Aile ekonomisi etkilenecek.	(3)

Question number	Answer	Reject	Mark
4(a)	Bir sanatçı (aynaya bakarak) kendi resmini (1) AND diğer sanatçı da (aynı anda) onun resmini yapacak (1).	Sanatçılar portreler çizecekler.	(2)

Question number	Answer	Reject	Mark
4(b)	Taş şeklindeki hamur (1) AND (Bir tel) insan saçı/kumaş parçası (1)	Taşlar/hamurlu taş	(2)

Question number	Answer	Reject	Mark
4(c)	Karikatüristtir/çizerdir (1) OR Mizah dergisinde çalışır. (1)	Sanatçıdır.	(1)

Question number	Answer	Reject	Mark
4(d)	Babası ona Almanya'dan boyama kitapları getirirdi (1). AND Dayısı bir sanatçıydı/heykeltıraştı (1).	Babası Almanya'ya gitti./çocukken boya yapmaya başladı/Karikatürleri severdi.	(2)

Question number	Answer	Reject	Mark
4(e)	(Kuru) boya kalemleri		(1)

Question number	Answer	Reject	Mark
4(f)	(Aykut Öz) komik bir çizgi film karakterine benzedi.		(1)

Section B - Mark scheme (listening, reading and writing)

Question number	Answer	Reject	Mark
5(a) (i), (ii), (iii), (iv)	Any four of the following: Her views are: İnsanları mutlu ediyor (1) Değişik yaş gruplarındaki insanlar tarafından izleniyor(1) İzlemek için çaba sarf etmeye gerek yok (1) Ucuz bir eğlence yolu (1) Kötü karakterler kötü örnek olmuyor (1). İnsanların yalnızlığını azaltıyor (1). (Any other appropriate phrasing of the above points is acceptable.)	Specific factual details that do not express what she thinks about TV soap operas, for example: Ön yargılı olmamalıyız. Oya Başar bir oyuncudur.	(4)

Question number	Answer	Reject	Mark
5(b) (i), (ii), (iii), (iv)	Any four of the following: His views are: Gençler dizilerde gördüklerinden çok fazla etkileniyorlar (1) Gençler dizilerde duydukları dili konuşuyorlar (1) Gençlere kötü örnek oluyor (1). İnsanlar günlük yaşantılarında diziler hakkında konuşuyorlar (1). İnsanları para harcamaya yönlendiriyor (1). Dizileri sürekli izlersen bu televizyon alışkanlığı yaratabilir (1). (Any other appropriate phrasing of the above points is acceptable.)	Specific factual details that do not express what he thinks about TV soap operas, for example: Öğrenciler televizyondan etkilenir. Berger dizileri izlemez.	(4)

Marking principle for Section B, Question 5(c)

There are three levels-based mark grids applied to Question 5(c). The mark grids are:

- understand and respond to spoken language (AO1)
- understand and respond to written language, (AO2)
- accuracy and range of language (AO3).

General guidance on using levels-based mark schemes

Step 1: Decide on a marking band

- First of all, you must consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level, you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme, you should use a 'best fit' approach for defining the level. You will then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 3–4 with a small amount of band 5–6 material, it would be placed in band 3–4 but be awarded a mark at the top of the band because of the band 5–6 content.

Step 2: Decide on a mark

- Once you have decided on a band you will need to decide on a mark within the band.
- You must decide on the mark to award based on the quality of the answer; you must award a mark towards the top or bottom of that band, depending on how the student has evidenced each of the descriptor bullet points.
- You must modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Mark grids

Understand and respond to spoken language (AO1 – 6 marks)

This mark grid assesses the student's understanding of spoken language and how well they use information from it to evaluate and draw conclusions.

Understand and respond to written language (AO2 – 6 marks)

This mark grid assesses the student's understanding of written language and how well they use information from it to evaluate and draw conclusions.

The two mark grids for AO1 and AO2 are presented side by side. This is because of the interconnection of the task in that students need to compare information that they hear to the information that they read. They need to do this in order to weigh up the views in both sources to be able to write their evaluation and come to cohesive conclusions.

Indicative content

When deciding how to reward the answer, you should consult these mark grids as well as the indicative content associated with the question (see below). Indicative content contains points that students are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points as long as students provide alternative responses that fulfil the requirements of the question.

Understand and respond to spoken language (AO1)		Understand and respond to written language (AO2)	
Marks	Description	Marks	Description
0	No rewardable material		
1-2	<ul style="list-style-type: none"> Occasionally relevant judgement expressed on the viewpoints in the spoken source, often strays into description of content without evaluation. Limited conclusions drawn on spoken source, sometimes inconsistent with evaluation of viewpoints. 	1-2	<ul style="list-style-type: none"> Occasionally relevant judgement expressed on the viewpoints in the written source, often strays into description of content without evaluation. Limited conclusions drawn on written source, sometimes inconsistent with evaluation of viewpoints.
3-4	<ul style="list-style-type: none"> Expresses some relevant judgements on the viewpoints in the spoken source, some of which are substantiated, occasionally strays into description of content without evaluation. Draws straightforward conclusions on spoken source, occasionally inconsistency with evaluation of viewpoints. 	3-4	<ul style="list-style-type: none"> Expresses some relevant judgements on the viewpoints in the written source, some of which are substantiated; occasionally strays into description of content without evaluation. Draws straightforward conclusions on written source, occasionally inconsistency with evaluation of viewpoints.
5-6	<ul style="list-style-type: none"> Expresses relevant and substantiated judgements on the viewpoints in the spoken source, showing clear evaluation. Draws convincing conclusions on spoken source, consistent with evaluation of viewpoints. 	5-6	<ul style="list-style-type: none"> Expresses relevant and substantiated judgements on the viewpoints in the written source, showing clear evaluation. Draws convincing conclusions on written source, consistent with evaluation of viewpoints.

Accuracy and range of language mark grid (A03)

This mark grid assesses students' ability to use a range of grammatical structures and vocabulary accurately to produce articulate communication with a range of expression.

Marks	Description
0	No rewardable language
1-2	<ul style="list-style-type: none">Limited variation of straightforward grammatical structures and vocabulary, with much repetition; repetitive expression, writing is often restricted and stilted.Limited sequences of accurate language; errors occur that often prevent meaning being conveyed.
3-4	<ul style="list-style-type: none">Occasional variation in the use of mostly straightforward grammatical structures and vocabulary, infrequent use of complex language; expression is frequently repetitive, writing is sometimes stilted.Some accurate sequences of language; errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed
5-6	<ul style="list-style-type: none">Some variation in the use of grammatical structures and vocabulary, some recurrent examples of complex language; variation of expression but this is not sustained; sections of articulate writing with occasionally stilted phrasing.Frequent sequences of accurate language; errors occur that occasionally hinder clarity of communication.
7-8	<ul style="list-style-type: none">Frequent variation in use of grammatical structures and vocabulary, including different types of complex language; regular variation of expression, writing is articulate throughout the majority of the response.Accurate language throughout most of the response; errors occur that rarely hinder clarity of communication.
9-10	<ul style="list-style-type: none">Consistent variation in use of grammatical structures and vocabulary, consistent variation in use of complex language; conveys ideas in a variety of ways, consistently articulate writing.Accurate language throughout; any errors do not hinder clarity of the communication

Additional guidance

Complex language is considered to include the following:

- conceptually challenging tenses such as the past perfect (*çalışmıştı*), future perfect (*çalışmış olacak*), conditionals (*gelse, gelirse, gelseydi*)
- passive voice (*satılmak* and *giyinmek*)
- subjunctive mood (*çalışalım/çalışsak/çalışmalıyız*)
- use of relative pronouns (*benim kitabım/bizim defterimiz*)
- using extended sentences to express abstract ideas/convey justified arguments that require a range of lexis and structures, for example conjunctions and pronouns
- using synonyms and a variety of expressions to say things in different ways (*başlamak/affetmek, başvuru/müracaat etmek, etc.*).

Variation in use of grammatical structures/varied use of vocabulary: the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. Examiners should judge in which mark band to place students and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become (see definition of *articulate* below).

Examples of a variety of grammatical structures and vocabulary are: a selection of different verbs, tenses, adjectives, vocabulary and complex language (see definition above) for a variety of purposes such as to present and justify points of view, develop arguments, draw conclusions based on understanding and evaluating issues.

Articulate: articulate communication is fluent, effective and coherent as students control/manipulate the language to express themselves with ease for a number of different purposes. The more articulate the writing, the easier the reader can progress through the writing without having to re-read to understand the message. If students are restricted to what they can express, they may not be able to use languages for all purposes, for example to justify arguments/interest the reader. The writing will become more difficult to read with ease as the reader has to stop and re-read to understand the message.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example adjectival order (*büyük iki kediler, fakir dört insanlar*, etc.)
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective (*Eminim bu saatlerde eve gelmiş olmalı/Öğrencilerin başarısına ilgilenmek gerekir*, etc.)
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Section B, Question 5(c) - Indicative content

Students must evaluate the points of view in both 5(a) and 5(b)

Question number	Indicative content
5(c)	<ul style="list-style-type: none">Any answer that describes Ms. Başar’s point of view in positive or negative terms, consistent with the information presented in the source material, e.g. agreement with the view that it’s good to watch TV soap operas.Any answer that describes Mr. Berker’s point of view in positive or negative terms, consistent with the information presented in the source material, e.g. disagreement with the view that it may be addictive.Conclusions consistent with candidate’s line of argument, e.g. It’s good to watch soap operas because you can have a topic to talk to your friends about the next day OR Watching TV series is waste of time because every week you need to watch them and it makes you addicted to TV.

Additional guidance – example student answer to 5(c)

The example below demonstrates what a student might include in their answer to 5(c) and how it may be structured. The *Comment* column demonstrates how the answer meets the requirements of the assessment criteria in the two mark grids *Understand and respond to spoken language* and *Understand and respond to written language*.

Student answer	Comment
Başar Hanım televizyon dizilerini izlemeyi seven akıllı bir kişi. Onun, insanların televizyon dizilerinde kendi yaşantılarına benzer yaşantılar görmekten mutluluk duydukları fikrine ben de katılıyorum. Ucuz bir eğlence olması, dizilerin para harcanmadan izlendiği konusunda da haklı. Bence de diziler yalnız yaşayan insanların yalnızlığını gideriyor.	Expresses judgements on the viewpoints in the spoken source.
Berger Bey’in televizyon dizileri hakkında neden bu kadar olumsuz düşündüğünü anlamıyorum. Gençlere fena örnek oldukları için onlardan çok kötü bir şekilde bahsediyor. Eğer senaryolar düzgün yazılırsa dizi karakterleri gençlere iyi örnek olabilirler. İyi örnek olmak için dizilerde kullanılan dile de dikkat etmeleri gerekir. Ayrıca ben de yapacak daha iyi bir şeyim olursa dizileri izlemem.	Expresses judgements on the viewpoints in the written source.
Sonuç olarak ben Başar Hanım ile aynı fikirdeyim. Televizyon dizileri eğlenceli ve onları fazla çaba sarf etmeden izleyebiliriz. Eğer iyi ve uygun bir hikâye izlerseniz olumsuz olarak etkilenmezsiniz. Ne izleyip izlemeyeceğimize kendimiz karar verebiliriz. Arkadaşlarımızla konuşacak bir konumuz olması ve ne satın alacağımız hakkında fikrimiz olması çok iyi.	Draws conclusions consistent with own viewpoints made about the spoken and written sources.

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