

A level Turkish

Getting Ready to Teach On-Line Event
18IOAL03





Getting Ready to Teach Pearson Edexcel's new A level in Turkish 9TU0



Objectives

- Overview of main changes for GCE - first exam Summer 2020
- Explore question papers and mark schemes & discuss
- Look at Teaching and Learning strategies for integrating newer course elements
- Find out more about support available
- Have the opportunity to share ideas.



Agenda

- A level reforms and new requirements
- Overview of new specification content
- Themes
- Paper 1 A Level: content and assessment
- Paper 2 A level: content and assessment
- Paper 3 A level: content and assessment
- Support and resources
- Possible teaching and delivery strategies



Learning about the new Reforms





Languages for All

- Content that engages, inspires and motivates your students
- Manageable content and clear, structured assessments
- Assessments that enable all students to reach their potential
- Choice of popular and accessible works, covering contemporary and classical titles from a range of directors and authors
- Straightforward and clear mark schemes
- Specification that builds transferable skills for progression to language or other degrees.



A level reforms

- The new A level is assessed at the same standard as it is currently
- A levels are now fully linear
- A levels are stand-alone qualifications
- Turkish has A Level only – no AS.



Key changes from 2017

- Renewed focus on **Culture**. AO4 assesses knowledge and understanding of the TL culture
- Compulsory study of **either** two literary works **or** a literary work and a film.
- Independent research project assessed in the written exam
- Requirement to summarise information from spoken and written sources in writing
- New task integrating the skills of listening, reading and writing
- Translations
- Prescribed themes:
 - Social issues and trends
 - Political and/or artistic culture



Changes following teacher research

- Mark schemes precise and clear for learners, teachers and examiners
- Tasks that encourage more grammatical understanding
- Comparability across languages
- Word counts in the writing papers should be recommended only.



Timeline

	2018	2019	2020
Current Specification	Summer series as normal	Final AS and A2 exams	Resit opportunity for AS and A2
New 2018 Specification	First teaching		First A level exams



Our Approach

- A specification that supports progression from GCSE and though to university, e.g. through the themes
- Three skills assessed separately
- Themes that support a wide range of interests
- Cultural content which engages, inspires and motivates your students. Set within the Turkish-speaking world
- Choice of popular and accessible works covering contemporary and classical titles from a diverse range of directors and authors
- Choice of questions on literature & film in the writing paper.



Overview of the Specification





Assessment Objectives

Students must:		% in GCE A Level
A01	Understand and respond in writing to spoken language drawn from a variety of sources	20
A02	Understand and respond in writing to written language drawn from a variety of sources	30
A03	Manipulate the language accurately, in written forms, using a range of lexis and structure	30
A04	Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of the countries where the language is spoken	20
Total		100%



AOs in each Paper

Paper	A01%	A02%	A03%	A04%	Total %
Paper 1: Translation into English, reading comprehension and writing (research question) in Turkish	-	25	5	10	40
Paper 2: Translation into Turkish and written response to works	-	-	20	10	30
Paper 3: Listening, reading and writing in Turkish	20	5	5	-	30
Total for GCE A Level	20	30	30	20	100



Theme 1

Konu 1 – Türk toplumunda değişim

- **Aile ve İlişkiler**

Aile yaşamı ve bireylerinin rollerindeki değişimler; evlilik ve boşanmaya karşı tutumun değişmesi; aile bireylerinin sayısındaki değişim.

- **İş dünyası**

Genç nesil ve istihdam; gençler için mesleki eğitim; kadınların iş yaşamındaki yeri.

Araştırma Konusu

- **Türkiye’de eğitim fırsatları**

Eğitim sisteminde özel ve devlet okulları arasındaki farklar; zihinsel ve bedensel engellilerin eğitimi; kentsel ve kırsal bölgelerde eğitim imkanları.



Theme 2

Konu 2 – Türkiye ve Kıbrıs'ta Sanat ve Kültür

- **Modern kültür and medya**

Televizyon; çağdaş yaşam; teknolojinin kültürel etkinlikler üzerindeki etkisi.

- **Geleneksel sanat kültürü**

Geleneksel tiyatro; geleneksel müzik; geleneksel el sanatları.

Araştırma Konusu

- **Geleneksel kutlamaların Türkiye veya Kıbrıs'ta değişmesi**

Günümüzdeki geleneksel kutlamalar; modern yaşamın geleneksel kutlamalar üzerindeki etkisi; geleneksel kutlamaların ülke yaşamındaki önemi.



Theme 3

Konu 3 – Türkiye üzerinde görüşler

- **Beşeri coğrafya**

Yaşam standartları ve hayat kalitesinde değişim; kırsal ve kentsel kesim ayrımı; kırsal kesimden kente göç.

- **Çevre**

Çevre sorunlarına karşı değişen tutumlar; doğal kaynakların korunması; endüstrileşme ve kentleşmenin çevre üzerinde olumlu ve olumsuz etkileri.

Araştırma Konusu

- **Türkiye’de Turizm**

Turizmin ekonomi üzerindeki etkisi; turizmin yerel halk için yararları ve zararları; Türkiye’de turizmi teşvik amacıyla yapılan yatırımlar.



Theme 4

Konu 4: Türkiye’de siyasal konular

- **Türkiye’de Atatürk devrimleri**

Türkiye Cumhuriyetinin kuruluşu; Atatürk’ün Türk dili üzerindeki değişimlere etkisi; Atatürk öncülüğünde daha eşit bir topluma yönelik çıkarılan yasalar.

- **Siyasal alan**

Başlıca siyasi partiler ve gündemleri; ekonomiyi geliştirmek için hükümetin girişimleri; siyasette kadınlar.

Araştırma Konusu

- **2015’ten beri Türkiye’deki mülteciler**

Mültecilerin Türkiye’ye geliş nedenleri; Türkler ve mülteciler arasındaki ilişkiler; hükümetin ve diğer kuruluşların yardımları.



Thoughts on the Themes

Any comments or questions on the themes?





The Papers



Paper 1: Skills

Students should be able to:

- translate from Turkish into English
- understand main points and detail from written material
- infer meaning from complex written material
- assimilate and use information from written sources
- develop research skills, demonstrating the ability to initiate and conduct individual
- research using a range of authentic sources in Turkish
- use information from research findings and an unseen text to put forward an argument, draw conclusions and demonstrate knowledge and understanding of the research subject.



Paper 1: Assessment

Assessment: 2 hours 30 minutes. 80 marks

Section A: Translation into English (20 marks)

- We recommend students spend 20 minutes on Section A.
- Students must translate one unseen passage from Turkish to English.
- Section A draws on vocabulary and structures from any one of the sub-themes within the four themes.

Section B: Reading comprehension (20 marks)

- We recommend students spend 45 minutes on Section B.
- Students must respond to a series of comprehension questions based on a variety of text types and genres. Section B draws on vocabulary and structures across **all** sub-themes within the four themes.

Section C: Writing: research question (40 marks)

- We recommend students spend 1 hour 25 minutes on Section C.
- Students must read an unseen text then answer a question, incorporating information and ideas from both the unseen text and their research findings. Section C draws on a student's independent research of their chosen research subject.



Research question



Let's look at the research subjects in the [specification](#)

Which ones would be most suitable for your students?

Where could they find resources to research them?

Any questions about the new task?





Paper 2: Skills

Students should be able to:

- manipulate language accurately through translating an unseen passage from English into Turkish
- develop a detailed understanding and appreciation of the works studied, by writing critical and analytical responses in the language of study to the works, taken from the list provided
- produce responses that relate to features such as the form and the technique of presentation; key themes concepts and issues; characterisation; structure of the plot; and the social and cultural setting
- present viewpoints, develop arguments, persuade, analyse and evaluate.



Paper 2: Assessment

Assessment: 2 hours and 40 minutes, 110 marks

Section A: Translation into target language (20 marks)

- We recommend students spend 30 minutes on Section A.
- Students must translate one unseen passage from English into the target language.
- Section A draws on vocabulary and structures from any one of the sub-themes within the four themes.

Section B: Written response to works (literary texts) (45 marks)

- We recommend students spend 1 hour 5 minutes on each response in Sections B and C.
- Students must write an extended response on either one or two of the literary texts listed in the specification.
- Students choose one question from a choice of two for each of their chosen literary texts. If a student answers questions on two literary texts, then they do not complete Section C.

Section C: Written response to works (films) (45 marks)

- Students must write an extended response on one of the films listed in the specification (if they only answered one question in Section B).
- Students choose one question from a choice of two for their chosen film.



The Works

Literary texts

- Üç Anadolu Efsanesi, Yaşar Kemal, 1967 (short stories)
- Veda, Ayşe Kulin, 2008 (novel)
- Sessiz Ev, Orhan Pamuk, 1983 (novel)

Films

- İftarlık Gazoz, Yüksel Aksu (2016)
- Çınar Ağacı, Handan İpekçi (2011)
- Dedemin İnsanları, Çağan Irmak (2011)



Teaching Literature and Film

- **Introduction to film/literary study**
- **Introduction to the work**
author/director/historical background/other works/ major references
- **Overview** of the book or film
- **Detailed and focused analysis** of:
 - Key concepts and themes
 - Characters
 - Structure
 - Social and cultural setting
 - Presentation techniques
 - Main/pivotal scenes/passages
- **Exam questions** - *this could be carried out alongside the analysis*



Suggestions

Some considerations when planning:

- **Pre-study work** (summer holiday?)
- **Support needed** – list of technical terms/phrases to use.../learning materials?
- **Analysis** expectations of work required from the start e.g. no retelling the story
- Essay **writing skills** - 'little and often approach'
- How would you minimise **the language** barrier?
- Get the students to **interpret** the works themselves
- **Note keeping and topping up** - booklet to record all the notes and activities together that will allow for 'topping-up' throughout the course. (Overview - useful language – quotes – characters – setting - insert extracts - shots from the film... analysis - exam questions)



Preparing for the assessment

- Research what is specific to the work you have chosen/the author/director
- Have a list of the main ‘quotes’
- Identify and analyse the main scenes/extracts
- Build up a bank of exam questions.



Support for teaching the works

- How to analyse a text or a film - glossary
- Approaches to teaching film
- Approaches to teaching literature
- Presentations on literary works and films
- Please see the support available [here](#)



Reflection

How are you feeling now about teaching film and literature?

Which works will you choose to teach?

What do you need to do to prepare yourself and your students?



Paper 3: Skills

Students should be able to:

- listen, and respond in writing, to spoken passages, including an extended passage from a range of different contexts and sources, understand main points, gist and detail from spoken and written material
- infer meaning from complex spoken material
- assimilate and use information from spoken and written sources
- summarise information from spoken and written sources, reporting key points and subject matter in writing
- identify main ideas, and summarise different points of view, drawn from spoken and written sources
- evaluate points of view and draw conclusions in writing
- apply listening, reading and writing skills in combination.



Paper 3: Assessment

Assessment: 2 hours 15 minutes, 60 marks

Section A: Listening comprehension (30 marks)

- We recommend students spend 45 minutes on Section A.
- Students must respond to comprehension questions based on a variety of contexts and sources. Section A draw on vocabulary and structures across all sub-themes within the four themes.

Section B: Listening, reading and writing (30 marks)

- We recommend students spend 1 hour 30 minutes on Section B.
- Students must summarise a listening source and a text, both of which are based on the same sub-theme. Students must then evaluate the points of view in both sources, stating which views they agree with and why. Section B draws on vocabulary and structures from any one of the sub-themes within the four themes.



Summarising information

This is a new requirement, testing students' ability to summarise information.

Students should be able to:

- identify the main ideas
- summarise a line of argument and/or different points of view
- evaluate and draw conclusions.
- Ability to summarise will be assessed in Paper 3 (Listening, reading and writing), question 5(c).



Supporting you

Develop

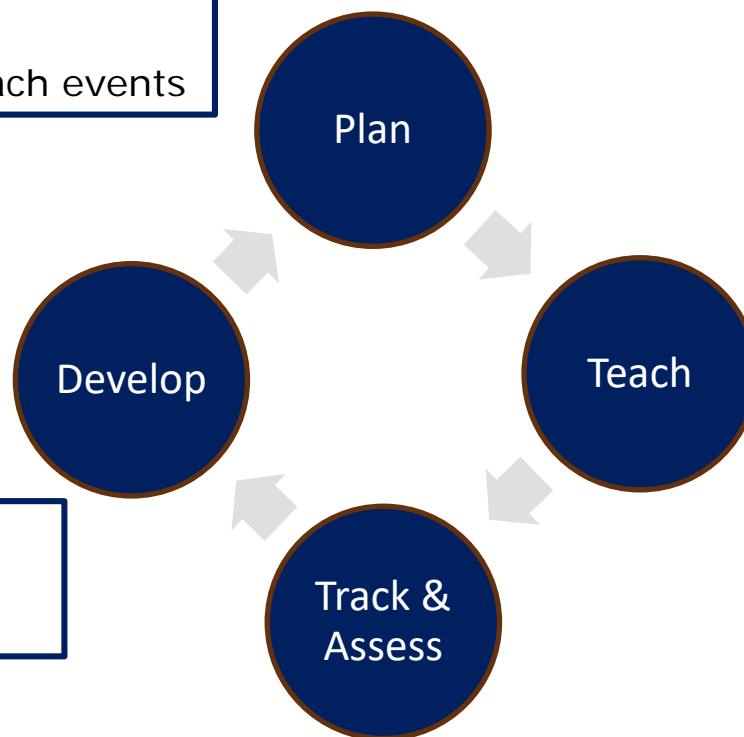
Free support:

- Getting Ready to Teach events

Track & Assess

Free support:

- ResultsPlus



Plan

Free support:

- Getting Started Guide
- Guides on approaches to teaching film & literature
- How to develop research skills



ResultsPlus

- ResultsPlus provides the most detailed analysis available of your students' exam performance. This free online service helps you identify topics and skills where students could benefit from further learning, helping them gain a deeper understanding of languages.



Contact details



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Thank you!

