

# Getting Started Guide



## A Level Turkish

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

# Getting Started Guide: A Level Turkish

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# 1 Introduction

Our A level qualifications are designed to be appealing and engaging to students, while preparing them for future study and work. We have developed inspiring and culturally relevant courses based on feedback from teachers, students, subject associations, academics and advisors.

The qualification has a clear structure, which will enable students to develop advanced-level, transferable language alongside a deeper cultural appreciation of Turkey and Cyprus and Turkish-speaking culture. There is an emphasis on promoting understanding of grammar to allow spontaneous, creative use of language to suit different purposes. The themes are engaging and relevant, combining familiar and new content. Popular texts and films have been chosen, both classical and contemporary.

Pearson is strongly committed to maintaining the availability of a wide range of language A levels. Although some awarding organisations are ceasing to offer those language A levels only taken by a limited number of students, we believe these qualifications make an important contribution to fostering diversity and community cohesion.

We are redeveloping A levels in:

- Arabic
- Greek
- Japanese
- Urdu

And we are developing the following A levels for the first time:

- Gujarati
- Persian
- Portuguese
- Turkish

Note that we have taken the decision not to develop AS qualifications in any of these languages.

This Getting Started Guide provides an overview of the new A level Turkish specification, to help you get to grips with the changes to content and assessment.

## 2 What's changed?

### 2.1 AS has not been redeveloped

Our discussions with school and colleges have indicated that, under the new system, in which AS results no longer count towards A level grades, take-up of AS level will be very limited. For this reason we have taken the decision only to offer the full linear A level in the languages being developed for first teaching in 2018.

### 2.2 Changes to A level qualifications

From September 2018, A level Turkish will be a fully linear qualification. This means that all examinations must be sat at the end of the course. More information about the implications of the move to linear assessment is given on page 8.

Separate subject criteria have been developed for these languages with smaller cohorts. While the level of rigour and demand will be the same, there will be no requirement for students to demonstrate spoken language skills.

#### Aims and objectives

There is a new set of aims and objectives for this A level. As a result, students are now required to:

- study two works from a prescribed list
- summarise information from spoken and written sources in writing
- develop independent research skills
- undertake a task integrating the skills of listening, reading and writing
- translate from and into the target language.

#### Themes

The specification content is broken down into four themes relating to the target language culture. Two themes relate to 'society, past and present', and two themes relate to 'political and/or intellectual and/or artistic culture, past and present'.

#### Prescribed works

In the specification, we have specified a list of prescribed works in the target language, including literary texts and films. Students must study either one literary text and one film, or two literary texts. Knowledge and understanding of works will be assessed in Paper 2 (Translation into target language and written response to works).

#### 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 in Turkish), question 5(c).

#### Independent research skills

Students will be required to develop as independent researchers through the study of language. Students are required to select one research subject from the four given in the specification and undertake independent research on all three aspects. Students will have to demonstrate knowledge and understanding of the research subject in Paper 1 (Translation into English, reading comprehension and writing (research question) in Turkish).

## Assessment Objectives

The A level languages Assessment Objectives have been revised.

There are two main changes to the Assessment Objectives:

- A new AO4 has been introduced. This requires knowledge and understanding of, and critical and analytical response to, cultural and social issues relating to countries where the target language is spoken.
- AO3 has a greater proportion of the marks than in the previous specification, and has a subtly changed emphasis – there is greater emphasis now on active application of grammar in generating new, independent language.

<b>AO1</b> 20%	Understand and respond in writing to spoken language drawn from a variety of sources
<b>AO2</b> 30%	Understand and respond in writing to written language drawn from a variety of sources
<b>AO3</b> 30%	Manipulate the language accurately, in written forms, using a range of lexis and structures
<b>AO4</b> 20%	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

## 2.3 Specification overview

### Assessment structure

Paper 1	Translation into English, reading comprehension and writing (research question) in Turkish	2 hours 30 minutes	40%
Paper 2	Translation into Turkish and written responses to works	2 hours 40 minutes	30%
Paper 3	Listening, reading and writing in Turkish	2 hours 15 minutes	30%

### Specification content

Specification content is now based around social, political and cultural themes, relating to the Turkish language, culture and communities. This will enable students to gain a deeper understanding of the culture related to their language of study, and ensure smooth progression to further study.

Themes 1, 3 and 4 focus on aspects of the society of **Turkey** only. Theme 2 focuses on aspects of the artistic and political culture of **Turkey and Cyprus**.

Students will study four themes:

- Theme 1: Society past and present (Changes in Turkish society)
- Theme 2: Artistic culture past and present (Art and culture in Turkey and Cyprus)
- Theme 3: Society past and present (Perspectives on Turkey)
- Theme 4: Political culture past and present (Political issues in Turkey)

There are a number of sub-themes, which can be found on page 6. The questions in the question papers are set within the context of these themes.

Students are also required to undertake independent research based on one of the four research subjects listed in the specification. Students must research all three aspects within the research subject. Research subjects and aspects are as follows:

- Education opportunities in Turkey
- Change in traditional celebrations
- Tourism in Turkey
- Immigrants in Turkey since 2015

## Comparison of reformed and legacy specifications

Reformed specification		Legacy specification
Theme 1	Changes in Turkish society <ul style="list-style-type: none"> <li>• Family and relationships</li> <li>• The world of work</li> <li>• Research subject: Education opportunities in Turkey</li> </ul>	Some related content was covered in the legacy specification under the A2 Society sub-topic 'Unemployment: causes and consequences (local, national or global)'.
Theme 2	Art and culture in Turkey and Cyprus <ul style="list-style-type: none"> <li>• Modern culture and media</li> <li>• Traditional art culture</li> <li>• Research subject: Change in traditional celebrations</li> </ul>	Some related content was covered in the legacy specification under the A2 Culture sub-topics 'Literature and the arts: trends, changes, influences and impacts on individuals and society' and 'Heritage and history: influence and impacts of heritage (including colonial heritage) and historical events on contemporary society'.
Theme 3	Perspectives on Turkey <ul style="list-style-type: none"> <li>• Human geography</li> <li>• Environment</li> <li>• Research subject: Tourism in Turkey</li> </ul>	Some related content was covered in the legacy specification under the A2 Environment sub-topics: <ul style="list-style-type: none"> <li>• The individual and the environment: recycling; changing individual impact; local conservation</li> <li>• Energy management: alternative energy sources, changing use of fossil fuels; nuclear energy; changing energy demands</li> <li>• Pollution: causes; consequences; solutions</li> <li>• Conservation of the natural world: changing habitats; impact of man and pollution; local, national or global initiatives.</li> </ul>

Theme 4	<p>Political issues in Turkey</p> <ul style="list-style-type: none"> <li>• Atatürk’s revolutions in Turkey</li> <li>• Political scene</li> <li>• Research subject: Immigrants in Turkey since 2015</li> </ul>	<p>Some related content was covered in the legacy specification under the A2 Culture sub-topic ‘Heritage and history: influence and impacts of heritage and historical events on contemporary society’ and the Society sub topic ‘Integration and exclusion: age; gender; race; religion; equality of opportunity’.</p>
Literary works	<p>Prescribed list of works:</p> <ul style="list-style-type: none"> <li>• <i>Üç Anadolu Efsanesi</i>, Yaşar Kemal, 1967 (short stories)</li> <li>• <i>Veda</i>, Ayşe Kulin, 2008 (novel)</li> <li>• <i>Sessiz Ev</i>, Orhan Pamuk, 1983 (novel)</li> </ul> <p>Students are expected to produce responses that relate to features such as:</p> <ul style="list-style-type: none"> <li>• form and technique</li> <li>• key themes, concepts and issues</li> <li>• characterisation</li> <li>• plot structure</li> <li>• social and cultural setting</li> </ul>	<p>Study of literary works not compulsory. Students could choose to study one of the prescribed texts for Unit 2 Section C.</p>
Films	<p>Prescribed list of films:</p> <ul style="list-style-type: none"> <li>• <i>İftarlık Gazoz</i>, director Yüksel Aksu (2016)</li> <li>• <i>Çınar Ağacı</i>, director Handan İpekçi (2011)</li> <li>• <i>Dedemin İnsanları</i>, director Çağan Irmak (2011)</li> </ul> <p>Students are expected to produce responses that relate to features such as:</p> <ul style="list-style-type: none"> <li>• form and technique</li> <li>• key themes, concepts and issues</li> <li>• characterisation</li> <li>• plot structure</li> <li>• social and cultural setting</li> </ul>	<p>Study of film not required.</p>

Independent research	<p>Must be based on one of the four research subjects listed in the specification:</p> <ul style="list-style-type: none"> <li>• Education opportunities in Turkey</li> <li>• Change in traditional celebrations</li> <li>• Tourism in Turkey</li> <li>• Immigrants in Turkey since 2015</li> </ul> <p>Students must research all three aspects of their chosen research subject</p>	Must link to Turkish culture and/or society: chosen from a list of prescribed topics and texts in the specification.
N/A	No equivalent in new specification	A2 Society sub-topic 'Law and order' and A2 Science and technology: impact and issues sub-topics do not appear in the reformed qualification.

## 3 Planning

### 3.1 Planning a linear A level course

The key difference with a linear A level is that all exams are taken at the end of the (usually) two-year course. As a result, it is not possible to retake individual exams – rather, if you wish to retake, you must retake the entire qualification.

In terms of language learning, this is a logical and positive development because students must retain and build on everything they learn in order to master a language effectively.

Course planning needs to cover:

- four themes
- either two literary texts, or a literary text and a film
- sufficient practice in listening, reading, writing and translation
- a broad range of grammar, and opportunities to use this to generate language independently
- independent research of selected research subject
- development of critical and analytical thinking.

Here is just one way in which you might structure a two-year course:

		Grammar	Skills	Research
Year 1	Theme 1	Revision/ development	Transferable listening, reading, writing, translation, thinking	Develop skills/research all aspects of chosen research subject
	Theme 2			
	Literary work/Film			
Year 2	Theme 3			
	Theme 4			
	Literary work/Film			
	Revision			

## 3.2 Suggested resources

Our free **online support** for A level Turkish, which can be accessed on our website, includes guides on:

- [teaching literature](#)
- [teaching film](#)
- [how to analyse a text or film](#)
- [how to develop research skills.](#)

Other useful resources include:

### Grammar

*Türkçe Dilbilgisi*, Mehmet Hengirmen, 2003, Engin Yayınevi

*Türkçe Dilbilgisi*, M.Kaya Bilgegil, 2014, Salkım Söğüt Yayınları

*Türkçe Dilbilgisi Öğretme Kitabı*, Feyza Hepçilingirler, 2018, kırmızı Kedi

These books can be ordered at [www.hepsiburada.com](http://www.hepsiburada.com)

In addition the website [www.tdk.gov.tr](http://www.tdk.gov.tr) can be very useful for candidates and teachers.

### Literature

*Üç Anadolu Efsanesi*, Yaşar Kemal, 1967, Yapı Kredi Yayınları

*Veda*, Ayşe Kulin, 2008, Everest

*Sessiz Ev*, Orhan Pamuk, 1983, Yapı Kredi Yayınları

The books can be ordered at [www.dr.com.tr](http://www.dr.com.tr) / [www.akakce.com](http://www.akakce.com) / [www.idefix.com](http://www.idefix.com)

### Films

All films can be watched on [www.youtube.com](http://www.youtube.com), [www.sinematurk.com](http://www.sinematurk.com) or [www.beyazperde.com](http://www.beyazperde.com).

Information about the directors can be found in many search engines.

### Newspapers, television and radio

TRT1 radio station has a variety programmes related to the Turkish A level themes.

Many Turkish television channels have talk shows and programmes about Turkish cultures, traditions and history:

- TRT TÜRK television Channel: Müzelerdeki Hazine, Devr-i Alem, Tarih Penceresi
- NTV television channel: Gel zaman Git Zaman

## 4 Content guidance

The themes and sub-themes identified below are vehicles for the development of linguistic and cognitive skills, as well as cross-cultural awareness. Assessment is predominantly related to the ability to use the target language. Papers 1, 2 and 3 will be based on content from the four themes. Students will need to demonstrate knowledge and understanding of, and critical and analytical response to, the target language community and culture.

### 4.1 Themes and sub-themes

**Theme 1**, 'Changes in Turkish society', examines specific social issues and trends, and allows students to consider how they are changing. For example, the sub-theme 'family and relationships' gives students the opportunity to learn about the evolution of the traditional family structure. The optional research subject focuses on educational opportunities in Turkey.

**Theme 2**, 'Art and culture in Turkey and Cyprus' allows students to expand their cultural knowledge by learning about artistic culture in Turkey and Cyprus. This encompasses not only traditional artistic culture such as theatre, music, and arts and crafts, but also popular media, including cinema, music, art and television. The optional research subject focuses on festivals in Turkey or Cyprus, their importance and how they are evolving.

In **Theme 3**, 'Perspectives on Turkey', the sub-themes 'human geography' and 'environment' cover important aspects of Turkish society, past and present, which includes key issues such as quality of life, the rural–urban divide and how to protect natural resources. The optional research subject 'tourism in Turkey' gives students a chance to study the impact of this important sector.

**Theme 4**, 'Political issues in Turkey', focuses on political culture in the context of issues and events in Turkey, past and present. Atatürk is probably the most significant political figure of modern times and students will study the changes he brought about, and how his legacy is now being challenged. The sub-theme 'political scene' will enable students to learn about aspects of contemporary politics in Turkey. The optional research subject 'immigrants in Turkey since 2015' will give students a chance to study the arrival of refugees in Turkey from 2015 and their integration into society.

### 4.2 Prescribed works

Literary works	<i>Üç Anadolu Efsanesi</i> , Yaşar Kemal, 1967 (short stories) <i>Veda</i> , Ayşe Kulin, 2008 (novel) <i>Sessiz Ev</i> , Orhan Pamuk, 1983 (novel)
Films	<i>İftarlık Gazoz</i> , director Yüksel Aksu (2016) <i>Çınar Ağacı</i> , director Handan İpekçi (2011) <i>Dedemin İnsanları</i> , director Çağan Irmak (2011)

For each of the prescribed literary works and films, students need to consider:

- Author/Director
- Relevant background
- Plot
- Main character(s)
- Themes
- Important quotations/dialogue and scenes
- Reference materials and extended reading

For further guidance, download our [guide to analysing text or film](#).

## 5 Assessment guidance

### 5.1 Breakdown of Assessment Objectives

The breakdown of Assessment Objectives by paper will be as follows:

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%
<b>Total</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>100%</b>

### 5.2 Assessment overview

The Pearson Edexcel A level in Turkish comprises three externally-examined papers that assess listening, reading and writing skills.

<b>Paper 1: Translation into English, reading comprehension and writing (research question) in Turkish</b> <b>2 hours 30 minutes (80 marks)</b>
<b>Section A: Translation into English (20 marks)</b> We recommend students spend 20 minutes on Section A. Students must translate one unseen passage from Turkish into English. Section A draws on vocabulary and structures from <b>any one</b> of the sub-themes within the four themes.
<b>Section B: Reading (20 marks)</b> 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 <b>all</b> sub-themes within the four themes.
<b>Section C: Writing (research question) (40 marks)</b> We recommend students spend 1 hour 25 minutes on Section C. Students must read an unseen text in Turkish and 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.

**Paper 2: Translation into Turkish and written response to works**  
**2 hours 40 minutes, 110 marks**

**Section A: Translation into Turkish (20 marks)**

We recommend students spend 30 minutes on Section A.

Students must translate one unseen passage from English into Turkish. 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)**

We recommend students spend 1 hour 5 minutes on **each** response in Sections B and C.

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.

**Paper 3: Listening, reading and writing in Turkish**  
**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.

## 5.3 Understanding how to apply the mark grids

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

#### Section A: Translation into English

The translation into English is marked using a points-based mark scheme (Sample Assessment Materials, pages 23–24). The translation is divided into 20 'chunks', and there is one mark available for the correct translation of each chunk.

The mark scheme gives acceptable answers for each chunk but these are indicative only and variants will be accepted by the examiner if they convey the same intended meaning.

Misspellings are tolerated as long as they don't 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 (leading to ambiguity).

## Section B: Reading comprehension

The questions in this section are marked using a points-based mark scheme (Sample Assessment Materials, pages 27–28).

There is extensive guidance on the marking principles that will be applied to the questions in this section on pages 25–26 of the Sample Assessment Materials. The key things to remember are:

- Students don't have to respond in full sentences to open-response questions.
- Students can use words from the reading extract in their answer, but must not copy whole sections where the question requires them to manipulate the language in order to give an accurate response.
- There are no marks for quality of language in this section, so spelling and grammar mistakes will be tolerated as long as they do not introduce ambiguity.
- For a one-mark answer, the candidate's first response is taken as the answer, even if this response is incorrect and the correct information follows later. Where two marks are available, apply the same rule, i.e. the first two responses are taken as the answer even if they are incorrect and the correct information follows later.
- Students must answer in Turkish – correct answers in the wrong language will not be awarded marks.

## Section C: Writing (research question)

This question is marked using three levels-based mark grids:

- Knowledge and understanding of society and culture (AO4)
- Understand and respond to written language in writing (AO2)
- Accuracy and range of language (AO3)

In their response, students should 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 also refer to information in the text that supports their ideas, arguments and conclusions (thereby showing understanding of the text).

There are more marks available for AO4 (20 marks) than AO2 (10 marks), so 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).

Students can demonstrate their knowledge and understanding of society and culture by providing relevant ideas, information, references and examples related to aspects such as:

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

Note this list is not exhaustive.

Answers will be marked according to the guidance on pages 31–34 of the Sample Assessment Materials.

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

### Section A: Translation into Turkish

The translation into the Turkish is marked using a points-based mark scheme (Sample Assessment Materials, pages 55–56). The translation is divided into 20 'chunks', and there is one mark available for the correct translation of each chunk.

The mark scheme gives acceptable answers for each chunk but these are indicative only and variants will be accepted by the examiner if they convey the same intended meaning.

The mark scheme for Paper 2 states:

- Spelling: Non-grammatical misspellings are tolerated, for example 'guzel' rather than 'güzel', unless they cause ambiguity (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.

### Sections B and C: Written response to works

Each individual essay is marked using three levels-based mark grids:

- Critical and analytical response (AO4)
- Range of grammatical structures and vocabulary (AO3)
- Accuracy of language (AO3)

Answers will be marked according to the guidance on pages 57–61 of the Sample Assessment Materials.

The indicative content given in the mark scheme is not exhaustive, and students will be rewarded for any valid response and any relevant examples from the work.

## Paper 3: Listening, reading and writing in Turkish

### Section A: Listening comprehension

The questions in this section are marked using a points-based mark scheme (Sample Assessment Materials, pages 99–101).

### Section B: Listening, reading and writing

Questions 5(a) and 5(b) are marked using a points-based mark scheme (Sample Assessment Materials, page 102).

Question 5(c) is marked using three levels-based mark grids:

- Understand and respond to spoken language (AO1)
- Understand and respond to written language (AO2)
- Accuracy and range of language (AO3)

Answers will be marked according to the guidance on pages 103–107 of the Sample Assessment Materials.

## 6 Subject advisor support

Your subject advisor for languages is Alistair Drewery, and you can contact him with any questions you have about A level Turkish.

**Alistair Drewery**

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We recommend that you sign up to receive Alistair's email updates. To do so, please complete this [online form](#).