



Examiners' Report Principal Examiner Feedback

Summer 2025

Pearson Edexcel GCE
In Turkish (9TU0)
Paper 1: Translation into English, reading and
writing

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Publications 9TU0_01_2506_ER

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Introduction

This is an overview of candidate performance across a range of questions in the Turkish 9TU0/01 examination paper from this series. The paper covered translation, multiple-choice, open-ended, and essay-based tasks. Most candidates performed well, responding to questions aligned with the specification themes, including Perspectives on Türkiye, Political Issues, Art and Culture, Changes in Turkish Society, and contemporary topics such as Education, Tourism, *and* Refugees. A good number of candidates provided clear evidence of thorough exam preparation. However, some candidates faced challenges, likely due to limited preparation opportunities. The feedback below highlights the strengths, and areas of difficulty demonstrated across all questions.

SECTION A: Translation into English

Q01 The candidates focused on translating an unseen passage from Turkish into English, based on the theme *Perspectives on Türkiye* with the subtheme *The Environment*, specifically addressing the aspect of protecting natural resources.

A good number of candidates answered this question well, transferring the meaning of the passage correctly but some were challenged to find certain words' contextual meanings such as "agricultural production" for "tarımsal üretim", "heating" for "ısınma", "formation" for "oluşum" and "planting forestation" for "ağaçlandırılma".

SECTION B: Reading

Q02 The candidates answered multiple-choice questions on the theme *Perspectives on Türkiye*, with the subtheme *Human Geography*, focusing on the aspect of the rural–urban divide.

Quite a good number of candidates were successful in answering all questions showing their engagement with the reading text.

Q03 The candidates answered multiple-choice questions on the theme *Political Issues in Türkiye*, with the subtheme *Atatürk's Revolutions*, focusing on the impact of Atatürk's changes on language.

Questions differentiated from recall to inference at a higher level. Most

candidates successfully answered questions 3B, and 3F but a few of them evidently found it challenging to choose 3I as a correct answer.

Q04 The candidates answered open-ended questions on the theme *Art and Culture in Türkiye and Cyprus*, with the subtheme *Modern Culture and Media*, focusing on the aspect of *Modern Art*.

Most of the candidates answered all questions correctly with some struggling to process the answer for 4(d) “çocukları”. Most candidates equally answered other questions with good success.

Q05 The candidates answered open-ended questions based on a literary abstract on the theme *Changes in Turkish Society*, with the subtheme *The World of Work*, focusing on the aspect of *The Young Generation and Employment*.

Nearly all of the candidates answered all questions correctly. This question targets grades A to E. Most candidates were successful in answering 5(a), 5(b) and 5(c) though some of them contextually struggled to find the answer for 5(e) as it was indirect speech.

SECTION C: Writing (Research Question)

Q06 The candidates wrote an essay within the framework of an interpretive statement, based on the theme Educational Opportunities in Türkiye, by reading a previously unseen text and using information obtained from their own research.

Their responses included a critical analysis of the unseen text in Turkish and an evaluation of a statement, demonstrating knowledge and understanding of the research subject based on each candidate’s chosen topic.

This question was the most popular among candidates, with 35% selecting it. In response, candidates produced a range of thoughtful and well-structured essays, providing clear evidence of thorough preparation.

For example, in one response, a candidate acknowledged economic difficulties as a challenge to implementing public education policies that ensure equal opportunities. However, they adopted a well-referenced

analytical approach to argue that equal access to education is a constitutional birth right for all citizens. They further asserted that private schools should not receive public subsidies on the grounds of financial hardship.

A few candidates also highlighted obstacles to implementing public policies, citing rapid population growth and limited funding as significant barriers.

Q07 The candidates wrote an essay within the framework of an interpretive statement, based on the theme *The Changes in Traditional Celebrations in Türkiye or Northern Cyprus*, by reading a previously unseen text and using information obtained from their own research.

Responses to the unseen text in Turkish and the critical analysis of a statement demonstrated knowledge and understanding of the research subject, based on each candidate's chosen topic. This question was similarly popular to Question 9, with 20% of candidates selecting it. In response, candidates produced a range of thoughtful and well-structured essays, with clear evidence that many had prepared thoroughly.

For example, one candidate explored the evolving nature of cultural life, particularly how traditional celebrations are being reshaped by economic hardship and technological developments. Some candidates also insightfully highlighted that, alongside traditional celebrations, new forms of festivities—such as local cultural events—have emerged as part of modern society.

Q08 The candidates wrote an essay within the framework of an interpretive statement, based on the theme *Tourism in Türkiye*, by reading a previously unseen text and using information obtained from their own research.

Their responses included a critical analysis of the unseen text in Turkish and an evaluation of a statement, demonstrating knowledge and understanding of the research subject based on each candidate's chosen topic.

This question was the second most popular among candidates, with 26% selecting it. In response, candidates produced a range of thoughtful and well-structured essays, with clear evidence that many had prepared

thoroughly.

For example, one candidate discussed Türkiye's historical significance for various religions, as well as the country's natural beauty. They argued that these attributes have increasingly become diverse sources of economic revenue. Another candidate suggested that offering such rich and varied investment opportunities has enabled the local population to establish more stable sources of income. Some candidates even predicted a gradual increase in tourist numbers over the coming decades.

Q09 The candidates wrote an essay within the framework of an interpretive statement, based on the theme *Refugees in Türkiye Since 2015*, by reading a previously unseen text and using information obtained from their own research.

Their responses included a critical analysis of the unseen text in Turkish and an evaluation of a statement, demonstrating knowledge and understanding of the research subject based on each candidate's chosen topic.

This question was similarly popular to Question 7, with 19% of candidates selecting it. In response, candidates produced a range of thoughtful and well-structured essays, with clear evidence that many had prepared thoroughly.

For example, some candidates highlighted the evolving humanitarian perspective on immigration, shaped by recent economic hardships experienced by citizens. These circumstances were linked to a rise in prejudice within certain segments of society. Several candidates also provided compelling examples illustrating how shifts in public perception have negatively affected refugee children—particularly in terms of missing out on educational opportunities, learning the language, and integrating into society.

Summary:

Q01 – Translation: Perspectives on Türkiye – The Environment Candidates translated an unseen Turkish passage into English, focusing on protecting natural resources. Many conveyed the meaning accurately, though some struggled with context-specific terms such as *tarımsal üretim* (“agricultural production”) and *ağaçlandırılma* (“planting forestation”).

Q02 – Multiple Choice: Perspectives on Türkiye – Human Geography Candidates answered questions on the rural–urban divide. A good number performed well, showing strong engagement with the reading text.

Q03 – Multiple Choice: Political Issues in Türkiye – Atatürk's Revolutions This section explored the impact of Atatürk’s reforms on language. Most candidates successfully answered questions 3B and 3F, though some found 3I challenging due to its higher-level inference requirement.

Q04 – Open-Ended: Art and Culture in Türkiye and Cyprus – Modern Culture and Media Candidates responded to questions on modern art. Most answered correctly, although some struggled with question 4(d), particularly interpreting the word *çocukları* (“children”).

Q05 – Open-Ended: Changes in Turkish Society – The World of Work Based on a literary abstract, this section focused on youth and employment. Nearly all candidates performed well, especially on questions 5(a), 5(b), and 5(c). Some found 5(e) difficult due to its use of indirect speech.

Q06 – Essay: Educational Opportunities in Türkiye This was the most popular essay question (35% of candidates). Candidates critically analyzed an unseen Turkish text and a related statement. Responses showed thorough preparation. Topics included economic challenges to equal education and the role of private schools in public funding.

Q07 – Essay: Changes in Traditional Celebrations in Türkiye or Northern Cyprus Selected by 20% of candidates, this essay explored how traditional celebrations are evolving due to economic and technological shifts. Candidates also noted the emergence of new cultural events in modern society.

Q08 – Essay: Tourism in Türkiye Chosen by 26% of candidates, this essay addressed Türkiye’s religious heritage and natural beauty as drivers of tourism. Candidates discussed economic benefits and predicted future growth in tourist numbers.

Q09 – Essay: Refugees in Türkiye Since 2015 Selected by 19% of candidates, this essay examined immigration through a humanitarian lens. Candidates linked economic hardship to rising prejudice and highlighted the impact on refugee children’s education and integration.