



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback

Summer 2023

Pearson Edexcel GCE
In Turkish (9TU0)
Paper 2: Translation & Literature

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Introduction

This paper tests candidates' ability to translate from English into Turkish and to respond analytically in Turkish to questions on literature and film.

The published mark scheme provides extensive guidance regarding the overarching approach to marking, as well as the range of correct, acceptable and rejected responses as they relate to Section A, plus indicative content for Sections B and C. Teachers should note that the mark scheme for Section A is not designed in such a way that every possible answer is included. Examiners look at each answer on merit to allocate marks. The approach to marking is positive, so examiners always seek to reward what candidates produce. When marking Sections B and C, examiners use a levels based mark scheme and apply a 'best-fit' approach, first placing the candidate's response in the correct box in the mark scheme and then deciding which mark in that box is applicable to that candidate.

It is helpful for teachers to distinguish clearly between the assessment objectives stated in the specification:

A02 – reading and responding in Turkish.

A03 – grammar and vocabulary of Turkish.

A04 knowledge and understanding of the countries and communities where Turkish is spoken.

In this paper, A03 is assessed in Section A, and A03 and A04 are assessed in B and C.

Question 1

This question tests candidates' ability to translate into Turkish. Teachers should note that in the mark scheme there may, on occasion, appear to be a misalignment between the English column and the Turkish column: this is a reflection of the idiomatic nature of translation and the way word order and clause structure varies between English and Turkish. Reading the correct answer column vertically from the top will provide a complete translation, in good Turkish, of the passage.

This year the translation relates to the theme: Political issues in Turkey

Subtheme:

Subtheme 4.1: Ataturk's revolutions in Turkey

Aspect:

Aspect 2: The impact of Ataturk's changes on language

One mark is awarded for each correctly translated segment up to a maximum of 20 marks and, as previously mentioned, not every acceptable or rejected answer is included in the mark scheme. Examiners will award a mark to a segment where the message is conveyed clearly, correctly and unambiguously in such a way that a native speaker of English with no knowledge of Turkish would understand exactly the same message as would a native Turkish speaker with no knowledge of English.

Each segment is targeted at a particular grade and so it is normal and expected that candidates with different levels of Turkish should find some parts more challenging than others. In this way the passage is differentiated to assess across the full range of grades.

Most candidates were successful in translating:

bağımsızlığın işaretlerinden biri olduğuna, halkın dil konusunda bilinçlenmesi, özgün Türkçe kelimelerin kullanımını

The parts of the passage that were most challenging were:

kurum, okur yazarlık, özgün, özendirmek, teşvik etmek, bilinçlendirmek

It was noted that some candidates need to pay closer attention to the naturalness of the Turkish phrasing that they use, to avoid ambiguity of message. A close reading of the reject column in the mark scheme will provide teachers with some useful areas to work on in terms of linguistic structures.

These are examples of a very good translation. The candidate has excellent command of both languages; they have understood the original text and transferred it correctly into the target language.

Question 2 - Question 4

Q02 – Q04 assess candidates' ability to respond critically and analytically to literature. Teachers are reminded that all candidates **must** respond to at least one work of literature question and then choose either a question on film or a second work of literature one. These questions also assess the candidates' ability to produce extended writing in Turkish. The specification and mark scheme provide detailed guidance on the available choices of works to study and the approaches to marking.

The indicative content for A04 in the mark scheme is designed to be a guide to what a candidate could write about in response to the works they have studied. Examiners, however, assess each candidate response on its own merit, so it is perfectly acceptable for a candidate to approach their answer in a different way and still access the full range of marks available in the mark scheme.

To score highly, candidates need to write showing both knowledge of the work and understanding of the writer's purpose and/or the effect on the reader. Candidates should avoid retelling the story and should also avoid unnecessary, generalized preambles with biographical details of the writer, since these are not deemed relevant to answering the question that is asked.

High-scoring candidates tended to make valid points, offer valid evidence and add analytical academic comments about the author's purpose and aims. It was evident in some cases that the guidance on the Pearson website had been followed carefully by teachers when preparing their candidates.

The most popular works was: 'Veda'.
Candidates were very successful about explaining Kemal's political views (Q4a),

Question 4a

This is an excellent answer. The frequent use of terminology appropriate for literary works and variation of grammatical structures are very good. Examples were given to justify points of view, to underline logical arguments and draw conclusions that are linked together.

In generally, it is highly recommended that candidates to write Consistent variation in use of grammatical structures, consistent variation in use of complex language, producing consistently articulate writing. Also candidates should avoid writing long, descriptive examples. and the examples selected from the work should be less descriptive and the analysis is not sufficient, which is reflected in the final mark.

Question 5 - Question 7

Q05-Q07 assess candidates' ability to respond critically and analytically to film. The specification and mark scheme provide detailed guidance on the available choices of works to study and the approaches to marking.

The indicative content for A04 in the mark scheme is designed to be a guide to what a candidate could write about in response to the works they have studied. Examiners, however, assess each candidate response on its own merit, so it is perfectly acceptable for a candidate to approach their answer in a different way and still access the full range of marks available in the mark scheme.

To score highly, candidates need to write showing both knowledge of the work and understanding of the director's purpose and/or the effect on the audience. Candidates should avoid retelling the story and should also avoid unnecessary, generalized preambles with biographical details of the director, since these are not deemed relevant to answering the question that is asked.

High-scoring candidates tended to make valid points, offer valid evidence and add analytical academic comments about the director's purpose and aims. It was evident in some cases that the guidance on the Pearson website had been followed carefully by teachers when preparing their candidates.

The most popular film was: 'Dedemin İnsanları'.

Candidates were very successful about analysing what values Mr. Mehmet tried to instill in his grandson. Mister Mehmet. (Q7b).

Question 7b

An excellent example of critical analytical thinking. The candidate demonstrates their point of view, justifies and draws conclusion with examples that are not too descriptive. The frequent use of a variety of grammatical structures, terminology appropriate to film and accuracy of target language is very good.

Paper Summary

Overall, this second exam administered after the pandemic was a full-scale exam with a large number of participants. Although there are some differences in the results of the candidates, it can be said that there are positive developments, especially in the fields of translation and essay writing and creativity. Questions about books and movies were different, interesting and at the right level which enabled the candidates to express their thoughts, write creative and impressive essays. In addition, good essays are an indication that the questions are liked by the candidates and that they are relevant to the exam. For a few, although some words in the translation and questions were challenging, the fact that almost all questions have been answered by candidates. That is a positive sign of the quality of the exam.

This year the majority of candidates performed very well on this paper. Areas that need improvement are:

Examples from the works were too descriptive and responses lacked focus.

Arguments were made but with inconsistencies; conclusions were drawn but did not fully link to arguments made.

There was not enough evidence of a variety of grammatical structures (e.g. limited use of adjectives, verbs, adverbs, subordinated clauses).

Candidates are advised to:

- Focus on the question.
- Avoid summarising the literary works or films.
- Justify each point of view with appropriate short examples from the work.
- Ensure that conclusions are linked together.
- Revise subordinated clauses in Turkish.
- Read reviews of the selected literary works or films in Turkish.

