



Pearson  
Edexcel

Examiners' Report  
Principal Examiner Feedback

Summer 2023

Pearson Edexcel GCSE  
In Turkish (1TU0)

Paper 1F: Listening and understanding in Turkish

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## **Written examination**

**Foundation tier: 35 minutes, including 5 minutes' reading time; 50 marks**

### **Content overview**

This paper draws on vocabulary and structures across all the themes and topics.

- Four of the questions will be common to both tiers.
- For both tiers, there is no requirement for students to produce written responses in Turkish.
- The use of dictionaries is not permitted.

### **Assessment overview**

Students are assessed on their understanding of standard spoken Turkish by one or more speakers in a range of public and social settings.

Students will respond to multiple-response and short-answer open-response questions based on a recording featuring male and female Turkish speakers.

Students must answer all questions in both sections.

There is no requirement for students to produce written responses in Turkish.

Students are assessed on their understanding of standard spoken Turkish in a variety of scenarios.

### **General Comments**

This report relates to paper 1TU0 01, which tests candidates' ability, listen and respond to spoken Turkish.

The evidence from marking in this session indicates that the paper was effective in differentiating between candidates of different abilities and that all the questions worked as anticipated.

The published mark scheme provides extensive guidance with regard to the overarching approach to marking, as well as the range of correct, acceptable, and rejected responses.

Teachers should note, however, that the mark scheme 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. It is helpful for teachers to distinguish clearly between the assessment objectives stated in the specification.

Students are assessed on their understanding of standard spoken Turkish in a variety of scenarios.

Students will need to:

- identify the overall message, key points, details, and opinions deduce meaning from a variety of spoken texts
- recognise the relationship between past, present, and future events
- recognise and respond to key information, important themes, and ideas in spoken text, including authentic sources, adapted and abridged, as appropriate
- be able to answer questions, extract information, evaluate and draw conclusions.

There was varied evidence of how well candidates were prepared for this assessment, but there was little evidence of rubric infringement; this is where candidates either failed to follow the instructions, for example answering in the wrong language, or ticked more than the required number of boxes in the objective tasks

### **Comments on each question:**

There are two sections in this paper:

Section A: questions set in English. The instructions to students are in English.

Section B: questions set in Turkish. The instructions to students are in Turkish.

### **SECTION A**

Section A is set in English. The instructions to students are in English.

#### **Question 1**

The theme of this question was "Local area, holidays and travel". The subtheme was "Town, region and country" and the content was focused on the aspect of "weather" The students were required to choose three correct answers for this question.

Most successfully answered was: (C)

Least successfully answered was: (D)

#### **Question 2**

The theme of this question was "Identity and culture" and the subtheme was "Cultural Life", and the content was focused on the aspect of "Film and television". This was a multiple-choice question. The students were required to choose one correct answer out of four.

Most successfully answered was: (i)

Least successfully answered was: (iii)

**Question 3**

The theme of this question was "Identity and Culture", and the subtheme "Who am I", and the content was focused on the aspect of "Socialising with friends and family". The students were requested to identify how people spend time with friends and family and choose three correct boxes. Those who ticked more than three boxes lost marks.

Most successfully answered was: (B)

Least successfully answered was: (D)

**Question 4**

The theme of this question was "Future admirations, study and work", and the subtheme was "Ambitions", and the content was focused on the aspect of "Further study". The students were requested to identify the rules of a Lycée entrance exam and choose three correct boxes. Those who ticked more than three boxes lost marks.

Most successfully answered was: (G)

Least successfully answered was: (E)

**Question 5**

The theme of this question was "Identity and culture", and the subtheme was "Daily life", and the content was focused on the aspect of "Social media and technology".

Most successfully answered was: (b)

Least successfully answered was: (c)

**Question 6**

The theme of this question was "International and global dimensions", and the subtheme was "Bringing the World together", and the content was focused on the aspect of "Campaigns and good causes".

Most successfully answered was: (a)

Least successfully answered was: (b)

The common error was "businessman".

**Question 7**

The theme of this question was "Local Area holidays and travel", and the subtheme was "Travel and tourist transactions", and the content was focused on the aspect of "Directions". The students were requested to identify how the directions were given to someone's house and choose three correct boxes. Those who ticked more than three boxes lost marks.

Most successfully answered was: (G)

Least successfully answered was: (E)

**Question 8**

The theme of this question was "Identity and Culture" and the subtheme

was "who am I", and the content was focused on the "When I was younger".

Most successfully answered was: (a)

Least successfully answered was: (b)

### **Question 9**

The theme of this question was "School", and the subtheme was "School activities", and the content was focused on the aspect of "School trips". This was a multiple-choice question. The students were required to choose one correct answer out of four.

Most successfully answered was: (i)

Least successfully answered was: (ii)

### **Question 10**

The theme of this question was "Future aspirations, study, and work" and the subtheme was "Work", and the content was focused on the aspect of "Jobs".

Most successfully answered was: (a)

Least successfully answered was: (d)

### **Question 11**

The theme of this question was "International and global dimensions", and the subtheme was "Environmental issues" and the content was focused on the aspect of "Being green".

Most successfully answered was: (D)

Least successfully answered was: (C)

The students were required to identify what information is given about keeping the environment clean. They listen for specific information, and they were supposed to choose three correct answers. Those who chose more than three boxes or did not clearly indicate the correct answers when they decided to change their choices lost marks.

**Question 12**

The theme of this question was "Future aspirations, study and work", and the subtheme was "Using language beyond the classroom", and the content was focused on the aspect of "Employment".

Most successfully answered was: (a)

Least successfully answered was: (c)

**SECTION B**

Section B is set in Turkish. The instructions to students are in Turkish.

**Question 13**

The theme of this question was "Local Area, Holidays and Travel", and the subtheme was "Holidays", and the content was focused on the aspect of "Experiences".

Most successfully answered was: (e)

Least successfully answered was: (b)

**Question 14:** The theme of this question was "School", and the subtheme was "What school is like", and the content was focused on the aspect of "school types".

Most successfully answered was: (c)

Least successfully answered was: (e)