Examiners' Report
Principal Examiner Feedback

Summer 2023

Pearson Edexcel GCSE
In Turkish(1TU0)
Paper 2F : Speaking in Turkish

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Introduction

Candidates are assessed on their ability to communicate and interact effectively through speaking in Turkish for different purposes and in different settings. There are three tasks which must be conducted in the following order:

Task 1- A roleplay with five prompts and a maximum of 10 marks,

Task 2- A picture-based task with five prompts and a maximum of 24 marks

Task 3- A conversation of two topic areas and a maximum of 36 marks. Candidates are allowed to nominate their first topic of the conversation and must inform their teacher of this two weeks prior to the examination.

The overall mark is 70. There are ten foundation role plays and ten foundation picture-based cards. There is also a Sequencing grid which centres should follow when deciding which candidate receives which role play and which picture-based card. Candidates have 12 minutes combined preparation time for the role play and picture-based card.

In the Foundation role play the third prompt is an unknown question marked with "!" on the card. The last prompt requires the candidate to ask a question.

The first task for each picture-based card is a description of the photo, the third task requires a response with a past time frame and the fourth task requires a future time frame. For Foundation role plays and picture-based tasks teacher are not allowed to rephrase questions.

TASK 1: THE ROLE PLAY

The Role Play task is marked for Communication only. In order to achieve full marks candidates need only provide short, relevant answers. The teachers cannot change the role play or photocard questions ensures clarity and fairness between centres. The candidates who gave importance to their preparations gave very successful answers to the questions. Some Candidates had difficulty in producing question sentences in the last part. For example, '? *İş – başlangıç*". Some Candidates successfully formed a question (*işe ne zaman başlayabilirim?*) whereas others asked a completely different question or struggled to form a question at all. Occasionally candidates did not acknowledge the question mark in front of the bullet point and made a statement rather than asking a question, thereby forfeiting the marks. Centres need to focus on this.

In addition, some teachers wanted to support the candidate by asking questions different from the questions on the Role-play card. Teachers are required to ask the questions written on the card.

TASK 2: THE PICTURE-BASED TASK

The most successful Candidates were able to give a good description of the picture in this task. However, few candidates only provided a sentence or two when describing the picture and did not give fully developed answers for the other prompts either. The Photocard task provided marks for Communication and Content as well as Knowledge and Accuracy. In this task candidates are expected to describe what they see in the Photocard, then Fdevelop their answers and also express and justify personal opinions based on the Photocard. The picture-based tasks require the most successful candidates to provide fuller answers in order to access the higher mark bands. Candidates should take the lead here and not wait for teachers to ask 'Başka?' or 'Neden?'.

In the first question the candidates were asked to describe the picture on the card. The candidates were able to use expressions such as 'resimde … var', 'sağda/sağ tarafta', 'solda/sol tarafta', 'geri/arka planda' and '… görüyorum' which enabled them to develop good responses. The more successful candidates were able to describe the picture on the Photocard in much more detail including the people, their physical appearance, clothes, colours and paying attention to the background setting. Some candidates were able to give a detailed answer to the first bullet point but then provided much shorter and less developed replies to the later points. Weaker candidates should be encouraged to describe the picture in more detail. it was evident from the results that most of the candidates were able to answer questions fluently and in detail. In Theme 5, we see that some candidates had insufficient vocabulary knowledge, however, the results showed that the same candidates performed successfully in other themes.

TASK 3: THE CONVERSATIONS

This final section of the oral exam consists of two conversations. The first is on a topic chosen by the candidate and the second topic is chosen by the examiner. Each topic should last an equal amount of time totalling 3.5-4.5 minutes. These time limits are in place to avoid any imbalance between the two conversations. The candidates started their conversation with a prepared presentation. They tried to put too much information into the presentation when it might have been better to keep some of this material back in order to answer questions by teachers more fully. Candidates should also be aware that they are required to answer naturally rather than reel off prepared answers in order to access the higher marks for Interaction and Spontaneity. Also, there were some instances where the first topic of conversation ran too long, meaning there wasn't enough time left for the second topic. This disadvantages the candidates as when the time is up examiners must end the exam, there limiting the marks the candidate is able to get for the second conversation candidates were encouraged to describe and explain their chosen topic for up to one minute before the examiner interacts. However, if the introduction is going on for longer, the

examiner must interject with their first question. As expected, the first topic of conversation was more successful. The second conversation proved difficult among the weaker candidates as they struggled to find the right vocabulary, grammatical structures, or verb tenses.

Administration

Most of the recordings were clear and comprehensible. However, there were a number of Centres who submitted recordings that were very difficult to hear. Examinations should take place in a quiet location without background noise from other classes or during break times. It can be difficult for examiners to hear the recording and it is also very distracting for candidates if they have to deal with a lot of noise during their examination. Some examiners announced details such as Role Play and Photocard numbers as well as the themes of each conversation before starting the tasks. This is very useful and is encouraged that all teachers and examiners follow this form.