



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback

Summer 2024

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

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Introduction

Students 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. Students 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 student receives which role play and which picture-based card. Students 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 student 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 teachers 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, students need only provide short, relevant answers. The teachers cannot change the role play or photocard questions, which ensures clarity and fairness between centres. The students who gave importance to their preparations gave very successful answers to the questions. Some students had difficulty in producing question sentences in the last part. For example, ‘? *Hafta sonu – sinema*’. Some students successfully formed a question (*Hafta sonu sinemaya gidelim mi?*) whereas others asked a completely different question or struggled to form a question at all. Occasionally, students ignored 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 student by asking questions different from the questions on the Role play card. Teachers are required to stick only to the questions written on the card. Apart from that, asking their own questions disadvantages the student.

<u>FR1</u>	<u>Who am I?</u>	<u>No particular issues.</u>
<u>FR2</u>	<u>Cultural Life</u>	<u>No particular issues.</u>
<u>FR3</u>	<u>Travel and tourist transaction</u>	<u>No particular issues.</u>
<u>FR4</u>	<u>Town, Region and country</u>	<u>No particular issues.</u>
<u>FR5</u>	<u>School Activities</u>	<u>No particular issues.</u>
<u>FR6</u>	<u>What school is like</u>	<u>No particular issues.</u>
<u>FR7</u>	<u>Using languages beyond the classroom</u>	<u>No particular issues.</u>
<u>FR8</u>	<u>Work</u>	<u>No particular issues.</u>
<u>FR9</u>	<u>Daily Life</u>	<u>No particular issues.</u>
<u>FR10</u>	<u>Travel and tourist transactions</u>	<u>No particular issues.</u>

There were no issues on candidates not being able to access the role plays, although some prompts on different roleplays proved more of a challenge than others. This year, the role plays were carried out successfully in many centres, with most teachers reading their scripts carefully, without changing anything.

TASK 2: THE PICTURE-BASED TASK

The most successful students were able to give a good description of the picture in this task. However, few students 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, students are expected to describe what they see in the Photocard, then develop their answers and also express and justify personal opinions based on the Photocard. The picture-based tasks require the most successful students to provide fuller answers in order to access the higher mark bands. Students should take the lead here and not wait for teachers to ask 'Başka?' or 'Neden?'

In the first question the students were asked to describe the picture on the card. The students 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 students 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 students 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 students should be encouraged to describe the picture in more detail. It was evident from the results that most of the students were able to answer questions fluently and in detail. In Theme 5 (FP9 and FP10), we see that some students had insufficient vocabulary knowledge, however, the results showed that the same students performed successfully in other themes.

FP1	Who am I?	AO2	No particular issues.
FP2	Daily life	AO2	No particular issues.
FP3	Holidays	AO2	No particular issues.
FP4	Travel and tourist transactions	AO2	No particular issues.
FP5	What school is like	AO2	No particular issues.
FP6	School activities	AO2	No particular issues.
FP7	Using languages beyond the classroom	AO2	No particular issues.
FP8	Ambitions	AO2	No particular issues.
FP9	Bringing the world together	AO2	No particular issues.
FP10	Environmental issues	AO2	In question 5, it is seen that some students have difficulty understanding the question 'What do you think about the importance of natural resources?'

TASK 3: THE CONVERSATIONS

This final section of the oral exam consists of two conversations. The first is on a topic chosen by the student 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 students 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. Students 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 students as when the time is up, examiners must end the exam, there limiting the marks the student is able to get for the second conversation. Students 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 students as they struggled to find the right vocabulary, grammatical structures or verb tenses.

Administration

- Most centres uploaded **CS2 form** onto the LWA platform, the forms were often in pdf format which makes adding marks to them very difficult. All centres should upload the CS2 documents in **word**.
- **Recordings** were of variable quality and at times, it was difficult to hear the candidate, as the microphone seemed too far away from them. Background noise was also a problem with some centres. 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.

Timings

The role plays and picture-based tasks do not have stipulated time limits and many centres carried them out efficiently allowing candidates to give full answers and henceforth, they received fair marks for their efforts. Candidates who have given a wrong answer to a role-play or picture-based task prompt must not be asked the question again. They will not score any points for repeated questions after initially getting it wrong. The length of the conversation was quite often too long, as a considerable number went beyond the prescribed 4 min at Foundation. As any answer

started after 4 min is discounted, candidates were not always able to access the highest marks if relevant questions were not asked within 4 min (e.g. questions eliciting opinions and different time frames). An equal amount of time to both parts of the conversation was not always evident and often the first part took up most of the conversation (sometimes because the presentation was far too long). This has consequences for the awarding of marks for **Interaction and Spontaneity**. If the presentation is too long and not many genuine questions can be asked, candidates will not be rewarded for it.

Do's and Don'ts for Candidates

Based on their performance this year candidates should:

- Make sure that they are familiar with the vocabulary on prompts for the **role plays** (e.g. Sebep, görüş, örnek, ne tür).
- Look at what prompts in **role plays** require them to do.
- Keep **role plays** short. One sentence answer is enough.
- Practise asking questions in **role plays**.
- Listen carefully to the question the teacher asks in the third prompt of the **role play** marked with '!
- Give a full description of the picture of the **picture-based task**. At least three good sentences, five to seven are better. (Describe people, activities, weather, give opinions)
- Remember: The third prompt of the **picture-based task** requires an answer in a past time frame, the fourth prompt requires an answer in a future time frame.
- Keep their presentation in the **conversation** to maximum one minute. Try not to rush it.
- Try and take the initiative in the **conversation** by giving opinions and adding extra information without being explicitly asked by the teacher.
- Ask for a repeat of the teacher's question in **Turkish**.