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Examiners' Report Principal Examiner Feedback

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

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Introduction

The Turkish speaking assessment evaluates students' ability to communicate and interact effectively in spoken Turkish across a variety of purposes and settings. The assessment consists of three compulsory tasks, which must be conducted in the order outlined below.

Task 1 – Role Play (Maximum: 10 Marks). This task comprises five prompts. Prompt 3 is an unexpected question, indicated by an exclamation mark (!) on the student's role play card. The student is required to respond spontaneously. Prompt 5 requires the student to ask a question relevant to the context of the role play.

There are ten Foundation Tier role plays available. Teachers are not permitted to rephrase any questions during the role play. The task assesses the student's ability to convey information, interact appropriately, and respond to unpredictable question.

Task 2 – Picture-Based Task (Maximum: 24 Marks). This task is based on a picture stimulus card, with five predetermined prompts. Prompt 1 requires the student to describe the photograph. Prompt 3 requires a response using a past time frame. Prompt 4 requires a response using a future time frame.

There are ten Foundation Tier picture-based cards. As with the role play, teachers must not rephrase any of the prompts. The task assesses the student's ability to describe, narrate, and express opinions across different time frames.

Task 3 – General Conversation (Maximum: 36 Marks). This task involves a conversation on two topic areas. The student selects and nominates one topic, which must be communicated to the teacher no later than two weeks prior to the examination. The second topic is selected by the teacher, following assessment guidelines. The conversation task is designed to assess spontaneous interaction, fluency, and the ability to develop and extend responses.

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.

TASK 1: THE ROLE PLAY

The Role-Play task is assessed solely under the "Communication" criterion. To achieve full marks, students are expected to provide short, clear, and relevant responses. The questions asked during the task are explicitly stated on the Role-Play cards. These questions must not be altered under any circumstances, as this ensures consistency and fairness across all centres. Students who placed importance on preparation generally performed well in the Role-Play task and responded effectively. However, some students encountered difficulties particularly in the section requiring them to formulate a question. For example, in the prompt "? *Dersler – düşüncen*" Some students successfully produced a correct question: *Dersler hakkında düşüncen nedir?* Others either: Failed to ask a question, asked an unrelated question, or responded with a statement instead (e.g., "*Dersler güzel.*"). Such responses resulted in loss of marks for the students.

Additionally, some students overlooked the question mark at the beginning of the prompt and did not recognise that a question was required. It is therefore essential that centres provide targeted feedback to help students improve in this area. It has been observed that some teachers, with the intention of supporting the student, asked different questions from those printed on the Role-Play cards. Such practices: Lead students to respond to non-assessed prompts, create an unfair exam environment, and place the student at a disadvantage. For this reason, teachers must strictly adhere to the exact questions printed on the card. Asking additional or alternative questions is not permitted.

Conclusion and Recommendations:

- Centres should provide students with clear guidance on how to formulate questions where required,
- Teachers must strictly follow the questions on the Role-Play card,
- Task instructions should be implemented consistently across all examiners.

These measures are critical to ensuring fair assessment and improving student success in the Role-Play task.

Role-Play Cards

<u>FR1</u>	Theme4: Future aspirations, study and work	No particular issues.
<u>FR2</u>	Theme2: Local area, holiday and travel	No particular issues.
<u>FR3</u>	Theme 3: School	No particular issues.

<u>FR4</u>	Theme4: Future aspirations, study and work	No particular issues.
<u>FR5</u>	Theme1: Identity and culture	No particular issues.
<u>FR6</u>	Theme 3: School	No particular issues.
<u>FR7</u>	Theme1: Identity and Culture	No particular issues.
<u>FR8</u>	Theme2: Local area, holiday and travel	No particular issues.
<u>FR9</u>	Theme2: Local Area, Holidays and Travel	No particular issues.
<u>FR10</u>	Theme 1: Identity and Culture	No particular issues.

The role plays were successfully administered in most centres. Most teachers followed the scripted prompts accurately, reading them carefully and without making any modifications, which significantly contributed to the consistency and fairness of the assessments.

TASK 2: THE PICTURE-BASED TASK

The Photocard task is assessed based on both Communication and Content, as well as Knowledge and Accuracy. Students are expected to:

- Describe the photo shown on the card,
- Develop their answers,
- Express and justify their personal opinions based on the content of the photo.

Stronger candidates gave extended responses and included a variety of details in their descriptions. These tasks require students to go beyond surface-level answers to reach higher mark bands. Students are expected to take initiative and not rely on the teacher prompting them with questions like "Başka?" (Anything else?) or "Neden?" (Why?).

In the first question, students were asked to describe the photo on the card. Many students effectively used structures such as: "Resimde ... var" (There is ... in the picture), "Sağda/sağ tarafta..." (On the right side...), "Solda/sol tarafta..." (On the left side...), "Geri/arka planda..." (In the background...) "... görüyorum" (I see...).

More successful students were able to describe the image in greater detail, including references to the people, physical appearances, clothing, colours, and the background setting.

Some students gave a strong and detailed response to the first bullet point in the photocard task but provided much shorter and less developed answers for the remaining prompts. Weaker candidates should be encouraged to expand their responses when describing the image in order to access higher mark bands. Overall, the results indicated that most students were able to respond fluently and in detail, demonstrating a good level of preparedness. However, a specific issue was identified with Photocard FP4 – Question 5. Although this question was initially categorised as being of equal difficulty to Question 5 on other Foundation tier photocards, a review of candidate recordings revealed that many students found it more challenging than expected. A likely cause of this difficulty was a misunderstanding of the word “çevrimiçi” (online). Several candidates appeared to confuse it with “çevre” (environment), resulting in misinterpreted responses. Instead of talking about online reading, students often gave answers related to books about the environment.

This issue underlines the importance of ensuring that students are familiar with key topic-specific vocabulary and that similar-sounding terms are explicitly taught and practised in context. Doing so will help minimise confusion and ensure students can respond accurately to exam prompts.

Conclusions and Recommendations:

- In the Photocard task, they should be encouraged to give extended and justified responses, not just simple descriptions.
- Teachers must strictly follow the scripted questions and avoid inserting their own.
- Vocabulary instruction should be reinforced, particularly for themes where student performance was weaker.
- Centres should support students in taking initiative and developing their responses independently, without relying on prompts.

FP1	Theme5: International and global dimension	No particular issues.
FP2	Theme5: International and global dimension	No particular issues.
FP3	Theme4: Future aspirations, study and work	No particular issues.

FP4	Theme1: Identity and culture	Challenging than expected(Q5)
FP5	Theme2: Local area, holiday and travel	No particular issues.
FP6	Theme4: Future aspirations, study and work	No particular issues.
FP7	Theme3: School	No particular issues.
FP8	Theme2: Local Area, Holidays and Travel	No particular issues.
FP9	Theme3: School activities	No particular issues.
FP10	Theme2: Local Area, Holidays and Travel	No particular issues.

TASK 3: THE CONVERSATIONS

This final section consists of two conversations: the first on a topic chosen by the student, and the second on a topic selected by the examiner. Each conversation is expected to last an equal amount of time, with a total duration of approximately 2.5 to 3.5 minutes. These time limits are strictly enforced to ensure balance between the two parts. Students began their conversations with a prepared presentation. However, many attempted to include too much information during this presentation. It may be more effective for students to hold back some details to allow fuller responses to the examiner's questions. It is important for students to understand that to achieve higher marks in Interaction and Spontaneity, they must respond naturally, rather than simply reciting memorised answers.

There were instances where the first conversation extended beyond the expected time, leaving insufficient time for the second topic. This placed students at a disadvantage since examiners are required to end the exam promptly when the time limit is reached, limiting students' opportunities to demonstrate their abilities in the second conversation. Students were encouraged to describe and explain their chosen topic for up to one minute before the examiner began interaction. If the introduction exceeded this duration, examiners were advised to interject with their first question. As anticipated, the first conversation was generally more successful. The second conversation proved challenging, particularly for weaker students, who struggled with vocabulary, grammatical structures, and appropriate verb tenses.

Administration

1. CS2 Form Submission

Most centres successfully uploaded the CS2 forms onto the LWA platform. However, a significant number of these forms were submitted in PDF format. This format presents challenges for examiners when adding marks directly to the documents. To streamline the marking process and ensure efficiency, it is strongly recommended that all centres submit CS2 forms in editable Word format.

2. Audio Recording Quality

The quality of candidate recordings varied considerably across centres. In several cases, the microphone placement appeared to be too distant from the candidates, making it difficult to hear them clearly. Additionally, background noise was a recurring issue in some centres.

Examinations must be conducted in quiet environments, free from disruptions such as noise from adjacent classrooms or break times. Clear audio recordings are essential, as poor sound quality impedes examiners' ability to accurately assess candidates and can distract candidates during their oral exams.

Recommendations

- Centres should ensure that CS2 forms are uploaded in Word format to facilitate efficient marking.
- Examinations should be arranged in quiet settings with appropriate microphone placement to guarantee clear audio quality.
- Centres are advised to schedule exams at times that minimize background noise interference, thus providing a fair and conducive environment for all candidates.

Timings

Role-play and picture-based tasks do not have specified time limits, and many centres conducted these tasks effectively, allowing candidates to provide full and detailed responses, which supported fair awarding of marks.

Candidates who provide an incorrect response to a role-play or picture-based task prompt must not be asked the same question again. No additional marks will be awarded for repeated questioning once the initial response is incorrect.

However, the length of conversations often exceeded the prescribed 4-minute limit for the Foundation level. Since any answers given after the 4-minute mark are discounted, candidates were sometimes unable to achieve the highest marks when relevant questions—such as those eliciting opinions or different time frames—were not asked within the allocated time. Additionally, an equal division of time between the two parts of the conversation was not consistently observed. Frequently, the first part dominated the conversation,

often due to excessively long presentations. This imbalance negatively impacts the awarding of marks for Interaction and Spontaneity. When presentations are overly lengthy and limit the opportunity for genuine questioning, candidates cannot be rewarded appropriately for these criteria.

Recommendations for Students' Preparation and Performance

- Ensure students are familiar with the vocabulary used in the role-play prompts (e.g., reason, opinion, example, type of).
- Review the specific requirements of each prompt in the role plays carefully.
- Keep role-play responses concise; one-sentence answers are sufficient.
- Practice asking questions during role plays to build confidence.
- Pay close attention to the teacher's question in the third prompt of the role play, which is marked with an exclamation mark (!).
- Provide a full description in the picture-based task, aiming for at least three well-developed sentences; five to seven sentences are preferable. Include descriptions of people, activities, weather, and personal opinions.
- Remember that the third prompt of the picture-based task requires a response in the past tense, and the fourth prompt requires a response in the future tense.
- Limit presentations in the conversation section to a maximum of one minute, avoiding rushing.
- Encourage students to take initiative in conversations by offering opinions and adding extra information without waiting to be explicitly prompted by the teacher.
- Teach students to request a repetition of the teacher's question in Turkish if needed.

