



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback

Summer 2024

Pearson Edexcel GCSE
In Turkish (1TU0)
Paper 2H: 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 role play based on one topic that is allocated by Pearson

Task 2 – questions based on a picture stimulus based on one topic that is allocated by Pearson

Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is allocated by Pearson. The assessments are conducted by teachers in one session within a prescribed assessment window.

There are 10 Higher role plays and 10 Higher 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 are allowed to nominate their first topic of the conversation and must inform their teacher of this two weeks prior to the examination.

Candidates have 12 minutes combined preparation time for the role play and picture-based card.

In the Higher role play the third prompt is an unknown question marked with ‘!’ on the card. The last two prompts require 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. The fifth task is unknown to candidates beforehand and is also marked with ‘!’.

For Higher role plays and picture-based tasks, teachers are not allowed to rephrase questions. They are allowed to repeat the question two times in both scenarios and in the picture-based tasks to add ‘Neden?’ or ‘Başka?’. If candidates give an initial incorrect response and teachers ask the question again, any correct response from candidates will not be given credit.

The role plays and picture-based cards have no time limit but the conversations should last between 5-6 minutes for Higher. The two topics should have been given equal time. Candidates are allowed to present their first topic for one minute.

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. Some students may have believed that expanding and developing their answers would score them extra marks and, in some cases, this was encouraged by the teacher. This is unnecessary, and meant time and effort were expended where there was no possibility for earning extra marks. Although most examiners stuck to the prompts on their cards, there were some who expanded on the student's answers and continued the role play. This sometimes disadvantaged the students. It is vital that examiners stick to the scenario and questions on the cards provided.

A number of students found difficulty in producing a question suggested by the 5th prompt. For example, '*? Tarihi turlar- katılım*'. Some students successfully formed a question '*Tarihi turlara katılmak ister misiniz?*' 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.

Most candidates dealt with the role plays very well, although a couple of prompts on different role plays proved more of a challenge than others.

<u>HR1</u>	<u>Who am I?</u>	<u>No particular issues.</u>
<u>HR2</u>	<u>Cultural Life</u>	<u>No particular issues.</u>
<u>HR3</u>	<u>Travel and tourist transaction</u>	<u>No particular issues.</u>
<u>HR4</u>	<u>Town, Region and country</u>	<u>No particular issues.</u>
<u>HR5</u>	<u>What school is like</u>	<u>No particular issues.</u>
<u>HR6</u>	<u>School Activities</u>	<u>No particular issues.</u>
<u>HR7</u>	<u>Using Languages beyond the classroom</u>	<u>No particular issues.</u>
<u>HR8</u>	<u>Work</u>	<u>Most students have 'We see that they find it difficult to ask questions about 'doing- apprenticeship'.</u>
<u>HR9</u>	<u>Travel and Tourist transaction</u>	<u>It is seen that they have made a different question</u>

HR10

Ambitions

sentence for
Prompt4.

No particular issues.

TASK 2: THE PICTURE-BASED TASK

The most successful candidates were able to give a good description of the picture in this task. However, some candidates only provided a sentence or two when describing the picture and did not give fully developed answers for the other prompts either. Contrary to the role plays, where one sentence is sufficient to achieve the maximum two marks, the picture-based tasks require the most successful candidates to provide fuller answers in order to access the higher mark bands. A good guide is about five sentences for describing the picture and three sentences for each of the other prompts. Candidates should take the lead here and not wait for teachers to ask 'Neden?' or 'Başka?'.

For the first question – Describe the picture – the students were well rehearsed using expressions such as 'resimde ... var', 'sağda/sağ tarafta', 'solda/sol tarafta', 'geri/arka planda' and '... görüyorum' which helped them to develop their responses. The most successful students in this task methodically described the details on the Photocard 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. The results showed that most of the students were able to answer questions fluently and in great detail. In Theme 5, we see that some students had insufficient vocabulary knowledge, however, from the results we can see that the same students performed successfully in other themes.

HP1	Who am I?	No particular issues.
HP2	Daily life	No particular issues.
HP3	Holidays	No particular issues.
HP4	Travel and tourist transactions	No particular issues.
HP5	What school is like	No particular issues.
HP6	School activities	No particular issues.

HP7	Using languages beyond the classroom	No particular issues.
HP8	Ambitions	No particular issues.
HP9	Bringing the world together	No particular issues.
HP10	Environmental issues	In question 3, it is seen that some students have difficulty understanding the question 'Doğal kaynakları korumak için yaptığın çalışmalar nelerdir?'

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 for Foundation level and 5-6 minutes for Higher. These time limits are in place to avoid any imbalance between the two conversations. Most examiners successfully stuck to these limits and provided an encouraging environment for the students by speaking clearly and in an inviting tone. Unfortunately, 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. It was obvious that some centres made use of heavily rehearsed sentences and phrases when preparing students for the first topic of conversation, which meant those students seemed to have little understanding of the language. On the contrary, the second conversation allowed students to prove their natural fluency and ability in Turkish as it was unprepared and therefore unrehearsed.

The most popular choices of Topics for the first Conversation were Home and Family, Holidays, School life and educational visits. A significant number of students prepared conversations on the Environment, which allowed them to demonstrate their competence in specialised vocabulary.

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 6 min at higher. As any answer started after 6 min is discounted, candidates were not always able to access the highest marks if relevant questions were not asked within 6 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**.