



Examiners' Report Principal Examiner Feedback

Summer 2025

Pearson Edexcel GCSE

In Turkish (1TU0)

Paper 3F: Reading and Understanding in
Turkish

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2025

Publications 1TU0_3F_2506_ER

All the material in this publication is copyright

© Pearson Education Ltd 2025

Introduction

All students were able to access the exam paper successfully, and most questions were attempted. The design, structure, and language level of the paper were appropriate for the target group, and overall, the tasks were deemed accessible and relevant by most students.

However, time management emerged as a significant challenge. While most sections were completed, a considerable number of candidates left Question 9—particularly its final part—either blank or rushed, likely due to insufficient time or limited proficiency in Turkish. This highlights the need for greater emphasis on time management strategies during exam preparation and mock assessments.

Up to Question 9, instances of blank responses were minimal, indicating a good level of engagement with the content. Only a small minority of students failed to complete specific items or left them entirely unanswered.

Language proficiency varied across the cohort. A small number of students were unable to respond in English due to limited language ability, while others struggled to complete responses in Turkish as a result of weak Turkish skills. These outcomes underscore the importance of providing differentiated language support, particularly for bilingual or multilingual learners who may need additional reinforcement in either language.

Another area of concern was handwriting quality. A number of students submitted responses that were challenging to read due to poor handwriting. Although no marks were deducted for legibility issues, it is strongly recommended that schools review students' handwriting and offer appropriate access arrangements—such as the use of word processors—where needed to ensure all students can fully demonstrate their knowledge.

In terms of content, the most significant loss of marks was observed in Questions 6(iii) and 9(d). These items may benefit from a review to confirm their clarity and alignment with candidates' expected skill levels and prior preparation.

In conclusion, while the majority of students engaged well with the exam paper and demonstrated commendable effort, further targeted improvements in time management training, structured language support, and access planning could substantially enhance overall performance outcomes.

Looking ahead, maintaining a thoughtful balance between direct comprehension and subtle inference in multiple-choice questions will allow for more nuanced assessment of students' reading and processing skills. Additionally, schools are encouraged to continue supporting learners who require reinforcement in either their first or second language, to ensure equitable and meaningful access to all components of the assessment.

Section A

Question 1

Theme 1 – Identity and Culture

Subtheme 1.2: Daily Life

Topic 1.2.3: Shopping

The task was well aligned with the candidates' proficiency level in terms of content, structure, and vocabulary. Most candidates demonstrated a sound understanding of the question and responded accurately, indicating familiarity with the topic and appropriate language control."

Content, the sentence structures and vocabulary used were appropriate for candidates' level and the majority of candidates were able to answer the question correctly with ease.

Question 2

Theme 4: Future aspirations, study and work

Subtheme 4.3: Work

Topic 4.3.1: Jobs.

The content, structures, and vocabulary were appropriate for the candidates' level. Most candidates responded accurately to comprehension questions. However, some candidates selected 'somewhere' instead of 'everywhere' for Question (b), and 'tiring' instead of 'fun' for Question (e), indicating occasional misunderstandings."

Question 3 (a/b)

Theme 1: Identity and Culture

Subtheme 1.1: Who am I?

Topic 1.1.5. interests

The content was appropriately pitched for the target level, and most candidates provided accurate responses based on a clear understanding of the text. The engaging nature of the topic appeared to enhance overall comprehension. A common error in part (a) was the use of general expressions such as 'an instrument' instead of the specific term 'violin'; while such general references were accepted, answers like 'music course' were not, as the expected response required naming a musical instrument. This suggests that some candidates may not have been familiar with the word 'violin', despite its inclusion in the Pearson GCSE Turkish vocabulary list."

Question 4

Theme 2: Local Area, Holidays and Travel

Subtheme 2.1.3: Holidays

Topic 2.1.3. Destinations.

The text was fluent and easy to follow, featuring several dialogue passages that enhanced its readability and presented as a multiple-choice question, was also engaging, with an entertaining storyline and dynamic use of dialogue the text

was comparable in terms of language and structure, making them accessible to candidates.

Question 5

Theme 3: School Subtheme

3.1: What School is Like

Topic: 3.1.5.Celebrating Success

The fill-in-the-blank items in Question 5 were generally accessible for candidates, as they required limited inference and closely reflected the information presented in the text. Most candidates were able to identify the correct lexical items with ease. However, Question 5(f) proved slightly more challenging. The expected answer, *"to know the less spoken language,"* required a more nuanced understanding of the text. This suggests that while surface-level comprehension was strong, some candidates found it difficult to interpret more subtly expressed ideas.

Question 6

Theme 5: International and Global Dimension

Subtheme 5.2: Environmental Issues

Topic: 5.2.1.Being 'Green'

This literary text was well received by candidates, with most demonstrating sound comprehension and providing accurate responses. The theme of environmental awareness appeared both engaging and relevant to their interests, contributing to high overall success. However, in Question 6(a), a number of candidates were unable to extract the key idea expressed as *"forest is the same as our home."* This may indicate difficulty in recognizing figurative or metaphorical language embedded in the literary text.

Section B

Question 7

THEME 2: Local Area, Holidays and Travel

Subtheme 2.3 Town, region and country

Topic 2.3.2: places to see.

In 2025 exam the text for the Q7 was not only appropriate for the GCSE level but also demonstrated a clear alignment with the expected language demands of the tier. Additionally, the texts successfully engaged learners with relevant and accessible vocabulary, and provided opportunities to showcase a range of tenses and opinions. Overall text and questions were well-crafted, age-appropriate, and supported meaningful communication in realistic contexts. Many candidates responded well to these items, demonstrating a sound understanding of the topic and the vocabulary required. Their answers reflected growing confidence in dealing with everyday contexts.

Question 8

THEME 2: Local Area, Holidays and Travel

Subtheme 2.2: Travel and tourist transactions

Topic 2.2.5: shopping.

Many candidates responded well to these items, demonstrating a sound understanding of the topic and the vocabulary required. Their answers reflected growing confidence in dealing with everyday contexts.

Question 9

THEME 1 - Identity and culture

Subtheme 1.1: Who am I?

Topic 1.1.1 relationships

For this question the theme was about. Relationships which are part of candidates' everyday lives and makes the content of the text highly relatable. As a result, students were generally familiar with the vocabulary and context used throughout the passage. Also in 2024, the topic was *Sport*. Given that sports also play a regular role in students' daily lives. In both years candidates were able to understand most of the words and phrases, so that In both years, the sentence structure and vocabulary were appropriate for the GCSE level, ensuring accessibility and fairness across different cohorts. The theme of this question was School Trips. In this task, students were required to respond in Turkish using their own words. Some candidates appeared to struggle with fully understanding the source text, which affected the quality and completeness of their responses.

Section C

Question 10

Theme 3: School Subtheme

3.2: School Activities

Topic: Events and Exchanges (3.2.2)

Question 10 in Section C focused on Theme 3: School, Subtheme 3.2: School Activities, specifically addressing Events and Exchanges. Many candidates performed well, demonstrating the ability to accurately convey the overall meaning of the passage and producing coherent, well-structured English sentences. However, candidates with a limited command of English struggled with key vocabulary and structures. In particular, some were unable to translate phrases such as "*Deniz kenarında*" and "*Geçen hafta*", which affected their overall performance. These responses could not be awarded high marks, as the essential meaning of the passage was not adequately conveyed.

Pearson GCSE Turkish Exam 2025 (Foundation Tier) – Examiner Report Summary

Section A: Reading Comprehension and Vocabulary

- **Q1 – Shopping (Theme 1.2.3):** Candidates demonstrated a strong grasp of familiar content and vocabulary. Sentence structures were appropriately matched to their level, resulting in accurate and confident responses.
- **Q2 – Jobs (Theme 4.3.1):** While comprehension was mostly accurate, confusion over nuanced vocabulary (e.g., “everywhere” vs. “somewhere”; “fun” vs. “tiring”) indicated occasional lapses in interpretive accuracy.
- **Q3(a/b) – Interests (Theme 1.1.5):** Engagement was high due to the topic’s relevance. Most responses were accurate; however, a lack of precision was seen when general terms like “an instrument” replaced specific vocabulary such as “violin.”
- **Q4 – Destinations (Theme 2.1.3):** A well-received literary passage with dynamic dialogue. Its clear structure and familiar context supported successful candidate performance.
- **Q5 – Celebrating Success (Theme 3.1):** Most candidates selected appropriate lexical items for gap-fills. However, Q5(f) revealed a challenge in interpreting subtle ideas, such as “knowing the less spoken language.”
- **Q6 – Environmental Issues (Theme 5.2.1):** Strong engagement with the theme led to high accuracy. Still, a number of candidates struggled with figurative expressions like “forest is the same as our home.”

Section B: Real-Life Context Tasks

- **Q7 – Places to See (Theme 2.3.2):** Texts were well matched to GCSE-level expectations. Candidates exhibited growing confidence with realistic contexts and effective use of tenses and opinions.
- **Q8 – Tourist Transactions (Theme 2.2.5):** Performance was strong, with most students navigating topic-relevant vocabulary and tasks with increasing independence.
- **Q9 – Relationships (Theme 1.1.1):** Familiar daily-life topics such as friendships and school trips enabled good comprehension. However, open-ended Turkish responses revealed difficulties in understanding the source text fully, affecting overall output quality.

Section C: Translation and Extended Writing

- **Q10 – Events and Exchanges (Theme 3.2.2):** Many candidates successfully conveyed the meaning of the passage in coherent English. Yet weaker candidates struggled with key phrases like “Deniz kenarında” and “Gecen hafta,” leading to breakdowns in meaning and lower scores.

General Observations

- Tasks were appropriately aligned with the candidates' proficiency level.
- Vocabulary range and context familiarity enhanced performance.
- Challenges mostly emerged with nuanced understanding, specific terminology, and translation accuracy.

