



Examiners' Report

Principal Examiner Feedback

Summer 2025

Pearson Edexcel GCSE

In Turkish (1TU0)

Paper 3H: Reading and Understanding in
Turkish

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Introduction

All students were able to access the exam paper successfully, and the majority of 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 (F Q5)

Theme 3: School

Subtheme 3.1: What School is Like – 3.1.5: Celebrating Success

Crossover Question

Question Type: Open Response

Language: English

Word Limit: 90–95 words

This is the cross-over text from the F-level exam paper. In other words, the reading, comprehension, and writing skills of candidates who took the H-level exam were stronger than those of candidates who took the F-level exam.

The sentence structures in the text are suitable for H Level candidates. As a result, the responses to the questions related to this text were generally very good. For Question 1 (a/b/c), the majority of candidates provided the expected answers. The most common responses were: Q1a.dancing Q1b.success Q1c.worked hard.

Question 2 (F Q6)

Theme 5: International and Global Dimension

Subtheme 5.2: Environmental Issues – 5.2.1: Being 'Green'

Word Limit: 95–105 Words

Q2a. The most candidates were able to provide the correct response. The most common incorrect answer was "Children spent their childhood in the forest." This item helped distinguish students with a high level of language comprehension. Q2b, most candidates responded correctly. The expected answer was: *They made a living from forest products.*

Q 2c was also answered correctly by the majority of students. Common answers included: *The government has started cutting down trees* and *They will lose the forest.*

Question 3

Theme 1: Identity and Culture

Subtheme 1.3: Cultural Life – 1.3.3: Music

Question Type: Open Response

Language: English

Word Limit: 100–110 Words

The text for Question 3 was among the candidates' favorites. Most of their responses were accurate and well understood from the text.

Q3a. Most candidates answered this question correctly. A common response was "*sung in different regions.*"

Q3b. Many candidates incorrectly answered, "*19th century.*" This means they misunderstood the question or the text

Q3c. Most candidates provided the correct answer. A frequent response was "*to get married to Sadi.*"

Q3d. Responses were generally appropriate, with "*singing loudly*" being a common answer. This recall-based question seemed particularly suited for weaker candidates, and the difficulty level was similar to other items.

Q3e. A common response to this question was "*they danced.*"

The content of Question 3 was engaging for candidates, which contributed to better overall comprehension and more accurate responses. The level of difficulty of the text was equivalent to the H tier candidates

Question 4. (Literary Text)

Theme 1: Identity and Culture

Subtheme 1.2: Daily Life – 1.2.1: Customs and Everyday Life

Question Type: Multiple Choice – 5 boxes, each with one correct answer out of four options

Language: English

Word Limit: 130–140 Words

The literary text was taken from one of the well-known authors, Tomris Uyar. It was fluent and easy to follow, featuring several passages of dialogue that enhanced readability. Similarly, the text used for this question maintained a comparable level of fluency. The language and structure of the text were accessible to candidates.

Question 5

Theme 4: Future Aspirations, Study and Work

Subtheme 4.1: Using Languages Beyond the Classroom – 4.1.3: Employment

Question Type: Multiple Choice – Fill in the Blanks

Language: English

Word Limit: 160–170 Words

In general, the fill-in-the-blank questions were easy for candidates to answer, as they required identifying names based on specific information provided in the reading passages. Consequently, most candidates had little difficulty with these items in both the current and previous year's exams.

For Question 5(a–d), the majority of candidates correctly placed the names *İlhan*, *Kazım*, *Selma*, and *Nurcan* in the appropriate boxes. However, for Question 5(e), many students incorrectly wrote "*to speak a second language*" as the answer to 5(f), which was not accepted. The correct response should have been "*to know the less spoken language.*"

Question 6

Theme 2: Local Area, Holidays and Travel

Subtheme 2.3: Town, Region, and Country – 2.3.1: Weather

Word Limit: 160–170

Question Type: Multiple Choice – 1 box, choose 3 out of 7 options

Language: English (90–95 words)

For this question, the majority of candidates responded successfully and demonstrated a sound understanding of the task. However, for Questions 6(ii) and 6(iii), a common incorrect response was "*Until June,*" indicating that many candidates may have misunderstood the intended meaning of the word "*mevsim*" (season). This specific vocabulary gap suggests the need for more targeted vocabulary reinforcement during instruction and preparation.

This may have been due to two primary factors: a lack of full comprehension of the reading passage or inadequate time management, which prevented some students from completing the section in sufficient depth to obtain full marks. These observations highlight the importance of both vocabulary development and timed practice in supporting reading comprehension under exam conditions. To address these challenges, teachers may consider integrating more contextual vocabulary exercises and exam-style timed reading tasks into classroom practice. In doing so, students can become more confident in interpreting key terms and managing their time effectively during assessments.

Section B

7. Theme 2: Local Area, Holidays and Travel

Subtheme 2.2: Travel and Tourist Transactions – 2.2.5: Shopping

Word Count: 90–95 words (Crossover 8 F Tier)

Format: Multiple Choice (5 boxes, one out of four options – in Turkish)

Multiple-choice questions have generally been easier for candidates to answer. Many candidates responded satisfactorily to these items. However, a small number of students with limited Turkish proficiency had difficulty understanding inference-based questions and made errors

8. Subtheme 1.1: Who Am I? – 1.1.1: Relationships

(Crossover – Question 9, F Tier)

Question Type: Multiple Choice – Fill in the Blanks

Language: Turkish

Word Limit: 105–110 Words

Relationships are part of candidates' everyday lives, which makes the content of the text highly relatable. As a result, students were generally familiar with the vocabulary and context used throughout the passage.

9. Theme 3: School

Subtheme 3.2: School Activities – 3.2.1: School Trips

Question Type: Open-Response – In Turkish

Word Limit: 180–190 Words

In this task, students were expected to answer in Turkish using their own words. While many candidates attempted the question, some chose to respond in English, and others left parts of their answers blank. The most frequently misunderstood part was Question 9(d). Although several students listed a variety of examples, they failed to use the expected keyword "*uygulamalı*" (practical), which resulted in the loss of marks.

Furthermore, some candidates appeared to have difficulty understanding the source text in full, which limited the quality and completeness of their responses.

Section C

Translation

10. Theme 1: Identity and Culture

Subtheme 1.1: Who Am I? – 1.1.7: Role Models

Task Type: Translation into English

Word Limit: 50–55 Words

This translation task was not particularly challenging for most candidates. Many were able to convey the full meaning of the text successfully and produced accurate, well-structured English sentences. However, some candidates either left the question unanswered or provided isolated words and incomplete or grammatically incorrect sentences. These responses lacked clarity and coherence.

Section A Summary: English and Bilingual Tasks

1. Celebrating Success (Theme 3.1.5)

- The F-tier crossover text was accessible, though better suited to H-tier students. Most candidates gave expected answers like *dancing*, *success*, and *worked hard*.

2. Environmental Issues (Theme 5.2.1)

- Q2a–c were mostly answered correctly. One notable misconception—“children spent their childhood in the forest”—helped identify candidates with weaker comprehension.

3. Cultural Life – Music (Theme 1.3.3)

- The topic was popular. Most responses were accurate; a common misinterpretation was answering *19th century* instead of the correct period.

4. Literary Text – Customs and Everyday Life (Theme 1.2.1)

- Tomris Uyar’s fluent, dialogue-rich piece was well-received. Its accessible structure supported comprehension across levels.

5. Employment & Language Use (Theme 4.1.3)

- Fill-in-the-blank tasks were generally easy. Some confusion arose around phrasing like “to speak a second language” versus “to know the less spoken language.”

6. Weather (Theme 2.3.1)

- Most students succeeded, but vocabulary issues (e.g., *mevsim*) and time management affected some candidates. Suggested improvement: more practice with context-based vocabulary and timed exercises.

Section B Summary: Turkish Tasks

7. Shopping (Theme 2.2.5)

- Multiple-choice questions were accessible overall. Inference-based items challenged students with limited Turkish proficiency.

8. Relationships (Theme 1.1.1)

- Familiar content led to generally strong performance due to vocabulary familiarity and relatable themes.

9. School Trips (Theme 3.2.1)

- Open-response task in Turkish revealed challenges in using the keyword *uygulamalı*. Some students misunderstood the text or failed to express complete ideas.

Section C Summary: Translation Tasks

10.Role Models – Translation Task (Theme 1.1.7)

- Translation into English was successful for most. Struggles with grammar and incomplete sentences were noted in weaker responses.

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.

