Pearson Edexcel

Examiners' Report
Principal Examiner Feedback

Summer 2023

Pearson Edexcel GCSE
In Turkish(1TU0)
Paper 4F : Writing in Turkish

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Introduction

The GCSE (9-1) Turkish Writing Paper (1TU0/4F) was set in June 2023. On this paper, candidates were assessed on their ability to communicate effectively through writing in Turkish.In this paper, candidates are required to answer four questions where their Turkish language writing skills are tested. The overall mark for the paper is 60.
The examination was set for 1 hour 20 minutes.
Candidates were not allowed to use dictionaries.

Questions 1 is based on an image where candidates are required to write 20-30 words to describe the picture. Candidates convey information, narrate, express opinions, interest, and convince in this section. Candidates had to use the informal register.
This question was common to the higher tier.

The theme of question 1 was "***Local Area, Holidays and Travel***". The subtheme was "**Town, region and country"**. Topic was "places to see".

Question 2 presented two options; candidates were asked to complete a 40-50 words short piece which should include the four points in the rubric. Candidates were asked to convey information by using the formal register.

The theme of question 2(a) was "***Identity and culture***". The subtheme was "**Who am I?"**. Topic was "**when I was younger**".

The theme of question 2(b) was "***Local Area, Holidays and Travel* I**". The subtheme was "**Travel and tourist transactions"**. Topic was "***travel***".

Question 3 also had two options; the task requires an 80-90 words short essay which should contain four prompts given in the instructions. Candidates were asked to convey information by using the informal register.

The theme of question 3(a) was "***School***". The subtheme was "**What school is like"**. Topic was "**celebrating success**".

The theme of question 3(b) was "*International and global dimension*". The subtheme was "**Bringing the world together"**. Topic was "sports events".

Question 4 requires candidates to translate five sentences from English to Turkish.

The theme of question 4 was "*Future aspirations, study and work*". The subtheme was "**Work"**. Topic was "**careers and professions**".

Candidates were not penalised due to the word limit violations or for going beyond the mandatory bullet points

Overall performance

Comparing with Higher tier paper the entry was low in the Foundation tier. Most of candidates were handling well some challenges like vocabulary and extended sentences and scored exceptionally high marks.

Question 1

Although some candidates lost marks in this question because of vocabulary challenge most candidates were scored top mark with enough content.

Question 2

In this question the option (a) was more popular than option (b) and most candidates used their linguistic potentials particularly using of formal registration and scored high or full mark in both. This is a good indication of being prepared for the assessment.

Question 3

In this question the option (a) was less popular than option (b) but there were some good examples showing enjoyment of candidates in both topics. Despite longer writing expectation and some vocabulary challenges, a good number of candidates have scored top mark and range was very good. Some evidence shows that candidates without structured learning support may struggle with these types of questions.

Question 4

This question was also attempted by all candidates and most of them score high marks here. . Although last sentence which were requiring extended usage was challenge for some candidates most of the candidates evidently were enjoying the task.

Summary

Question 1: Candidates should take their time to plan their content and keep the language quality high.

Questions 2 and 3: Candidates must plan and include all four points in their piece. They should also observe the time and the word limits given.

Question 4: Candidates must read the sentences carefully before translating.

For each question, allowing 2 -3 minutes for planning is very important.

Proofreading is paramount! Candidates should be encouraged to leave time at the end of the exam to check the quality of their language; especially verbs, and, if complex structures are used, their accuracy.

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