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Examiners' Report  
Principal Examiner Feedback

Summer 2024

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 2024. 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 foundation tier.

The theme of question 1 was "**Identity and culture**". The subtheme was "Who am I?". Topic was "Socialising with friends and family".

**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 "**Local Area, Holidays and Travel**". The subtheme was "**Town, region and country**". Topic was "things to do".

The theme of question 2(b) was "**Identity and culture**". The subtheme was "**Cultural life**". Topic was "celebrations and festivals".

**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 "**International and global dimension**". The subtheme was "**Bringing the world together**". Topic was "sports events".

The theme of question 3(b) was "**Local Area, Holidays and Travel**". The subtheme was "**Travel and tourist transactions**". Topic was "asking for help and dealing with problems".

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

The theme of question 4 was "**School**". The subtheme was "**What school is like**". Topic was "subjects".

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. The most of candidates were handling well some challenges like vocabulary and extended sentences and scored exceptionally high marks.

### Question 1

This question marked by using assessment criteria given in communication and content and linguistic knowledge and accuracy. The question contains a photograph which requires candidates to describe and to produce 20–30 words in the context of sharing a message on social media. Although some candidates lost marks in this question because of vocabulary challenge most candidates were scored top mark with enough content.

### Question 2

**Q2(a)** - This question marked by using assessment criteria given in communication and content and linguistic knowledge and accuracy. The question contains four bullet points which requires candidates to write in a formal language register to produce 40–50 words in the context of an email to persuade their subject teacher for opening a photograph exhibition in school. The question was optional with and **more popular** than 2(b). The most of candidates were marvellously coming over the challenges of using a formal language in their writing and answers were done well.

**Q2(b)** - This question marked by using assessment criteria given in communication and content and linguistic knowledge and accuracy. The question contains four bullet points which requires candidates to write in a formal language register to produce 40–50 words in the context of an essay/article to give information and encourage readers of a blog by their point of views. The question was optional with and **less popular** than 2(a). Most candidates seemed to enjoy writing about family celebrations and talking about their traditional festivities

### Question 3

**Q3(a)** - This question marked by using assessment criteria given in communication and content and linguistic knowledge and accuracy. The question contains four bullet points which requires candidates to write in an informal language register to produce 80–90 words in the context of replying an email. The question was optional with and **less popular** than 3(b). ). Most candidates seemed to enjoy relating sports and their participations with activities and events as this is a common topic. There were some well-developed points of view and ideas about "sport and health".

**Q3(b)** - This question marked by using assessment criteria given in communication and content and linguistic knowledge and accuracy. The question contains four bullet points which requires candidates to write in an informal language register to produce 80–90 words in the context of replying an email. The question was optional with and **more popular** than 3(a). There was a good number of candidates who answered this question well and with some details were related to all bullet points. There were a number of candidates who gave some good examples about travel types and ticket options.

#### **Question 4**

Translation of unseen **sentences** from English into Turkish. There were some praiseworthy attempts at this question showing some knowledge of vocabulary on this particular topic.

## **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.