



Examiners' Report Principal Examiner Feedback

Summer 2025

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

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Introduction

This series shows a steady number of entries for this paper. There were numerous examples of strong responses, with many candidates successfully achieving top-level marks across all questions. A smaller number of candidates experienced difficulties in maintaining consistent performance across the paper, although this was less common.

Q1-Candidates were asked to post a photo on Instagram and write a 20–30-word message to their friends about their future education plans. A significant number of candidates described the photo and shared their opinions appropriately at this level.

Q2(a)-Candidates were asked to write a 40–50-word text in a formal style, providing information about social media and communication technologies. They shared details about the advantages and disadvantages of social media, along with their own thoughts on how to use it responsibly. This question was optional alongside Question 2(b). Most candidates successfully navigated the challenge of formal writing, and responses were generally well executed.

Q2(b)-In this question, candidates were asked to write a 40–50-word formal text about school rules. After briefly describing their school and its regulations, they shared their views on which rules they found challenging and which they would like to change. This question was optional with Question 2(a). Most candidates appeared to enjoy writing for a school newsletter, offering thoughtful opinions on the topic.

Q3(a)-Candidates were asked to write about travel in the context of holidays, giving general information and describing recent experiences. They also had to explain the importance of accommodation during holidays and share future holiday plans. Responses were required to be in an informal style and contain 80–90 words. This question was optional with Q3(b). Many responses were well executed, with most students scoring in the top two bands. Candidates appeared to enjoy writing about their

personal travel experiences and provided engaging suggestions for tourist destinations.

Q3(b)-Candidates were asked to write about friendship in the context of making new friends. They were expected to give general information, describe the experience of meeting a new friend, explain the benefits of friendship, and share future plans with friends. The response was to be written in an informal style and contain 80–90 words. This question was optional with Q3(a). Most candidates responded eagerly, providing relevant examples and describing key qualities associated with forming new friendships.

Q4-The final question required candidates to translate unseen English sentences into Turkish, focused on the theme of making new friends. There were several creditable attempts, with many candidates demonstrating appropriate vocabulary and understanding for this level.

Paper Summary

Based on their performance in this paper, students are offered the following advice:

Many candidates performed well, achieving high-level marks across all questions.

Question 1:

Candidates were asked to write a social media post including a photo and a short message about their plans. Most described the photo effectively and shared relevant opinions. Responses were appropriate for the informal context.

Question 2:

Candidates selected their preferred topic from two options and were consistent in their use of formal language. Some formal writing skills were evident, with candidates conveying views and personal insights through good structured responses. Many appeared to enjoy the school newsletter format.

Question 3:

Candidates again chose between two options, and most maintained consistent use of informal language while adhering to word limits. Many excelled, producing engaging and personal accounts. Tourist suggestions were often creative and well-expressed. Responses were keen and relevant, supported by convincing examples and reflections on the topic.

Question 4:

This task involved translating English sentences into the target language. Many candidates demonstrated some good vocabulary and comprehension. Translations were appropriate for the level.

