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Examiners' Report
Principal Examiner Feedback

Summer 2023

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

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Introduction

The GCSE (9-1) Turkish Writing Paper (1TU0 4H) 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 25 minutes.

Candidates were not allowed to use dictionaries.

Question 1 presented two options; candidates were asked to complete a 80-90 words short piece which should include the four points in the rubric. Candidates were asked to convey information by using the informal register.

The theme of question 1(a) was "**School**". The subtheme was "**What school is like**". Topic was "**celebrating success**".

The theme of question 1(b) was "**International and global dimension**". The subtheme was "**Bringing the world together**". Topic was "sports events".

Question 2 also had two options; the task requires a 130-150 words essay which should contain four prompts given in the instructions. Candidates were asked to convey information by using the formal register.

The theme of question 3(a) was "**School**". The subtheme was "**School activities**". Topic was "**school trips**".

The theme of question 3(b) was "**Identity and culture**". The subtheme was "**Who am I?**". Topic was "**what makes a good friend**".

Question 3 requires candidates to a passage from Turkish to English.

The theme of question 3 was "**Future aspirations, study and work**". The subtheme was "**Ambitions**". Topic was "**further study**".

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

Overall performance

Entries Higher tier paper were reached all times high this series. Most of candidates were exceptionally well for handling some challenges contextual vocabulary and extended sentences and scored high marks.

Question 1

This question marked by using assessment criteria given in communication and content and linguistic knowledge and accuracy. The question was optional and 1(a) **less popular** than 1(b). In option 1(a) majority of answers were done well where most students scored marks in the top two bands. Those who scored well showed a good understanding of the bullet points and gave opinions which they could justify. Most candidates were liked to share their own experiences about school extensively with good describing words. In option 1(b) most candidates seemed to enjoy describing sports and their involvements with activities and events as this is a popular topic. There were a good number of candidates who gave some good examples about traditional sports like wrestling and "cirit" showing their knowledge about the cultural background of TL speaking countries. In both there were some evidences that candidates had been taught well to answer this style of question and most answered the points in equal length.

Question 2

This question also marked by using assessment criteria given in communication and content and linguistic knowledge and accuracy and had two options. The option 2(b) was **more popular** than 2(a). There was a good number of candidates who answered 2(a) well. Their responses with some details were relevant to all bullet points. There were well-developed points of view and ideas. There also were some admirable attempts to the spirit of the task by using descriptive and expository language, which was most pleasing. Candidates seemingly liked and well understood the option 2(b), both in terms of how to tackle the bullet points and the theme of friendship and cooperation with friends for a good reason. There was quite a lot illustrations of creative writing within such a formal content. Some of the candidates gave very good examples of persuasive writing style to convince the Headteacher to support their good friends. A good number of candidates had learnt how to write introductory phrases and complex opinions that were used to good effect on the reader along with some idiomatic expressions that some very able candidates produced.

Question 3

This question was also attempted by all candidates and most of them score high marks here. . Although last sentence of the passage was challenging for some candidates the most of the candidates evidently were liking the topic. There were some excellent attempts at this question showing good knowledge of vocabulary as well as higher level sentence constructions and some were quite accurate. There were courageous attempts but a few of them were struggled to recall "vocational" as "mesleki" and confused it with "vocal" and "vacation".

Summary

Question 1: Candidates should take their time to plan their content and keep the language quality high as they require to use formal register.

Questions 2: Candidates must plan and include all four points in their piece. They should also observe the time and the word limits given as they require to write longer essays.

Question 3: Candidates must read the sentences carefully before translating and focus on contextual meanings of the words.

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

Checking their writing 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.

