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Examiners' Report  
Principal Examiner Feedback

Summer 2024

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 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 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 "**International and global dimension**". The subtheme was "**International and global dimension**". Topic was "**sports events**".

The theme of question 1(b) was "**Local Area, Holidays and Travel**". The subtheme was "**Travel and tourist transactions**". Topic was "**asking for help and dealing with problems**".

**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 2(a) was "**Future aspirations, study and work**". The subtheme was "**Ambitions**". Topic was "**volunteering**".

The theme of question 2(b) was "**International and global dimension**". The subtheme was "**Environmental issues**". Topic was "**being 'green'**".

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

The theme of question 3 was "**Identity and culture**". The subtheme was "**Daily life**". Topic was "**shopping**".

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

**Q1(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 **more popular** than 1(b). A majority of answers were done well where most students scored marks in the top two bands.

**Q1(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 **less popular** than 1(a). Most candidates seemed to enjoy describing travel types and their experiences with holidays. There were a good number of candidates who gave some good examples about how to buy tickets online.

### 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 130–150 words in the context of writing an article for the school magazine. The question was optional with and **less popular** than 2(b). There was a good number of candidates who answered this question well. Their responses with some details about volunteering were relevant to all bullet points. There were some well-developed points of view and ideas about participating good causes.

**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 130–150 words in the context of writing an email to persuade the teacher for a good cause. The question was optional with and **more popular** than 2(a). Candidates seemingly liked and well answered this question, both in terms of how to tackle the bullet points and the theme of recycling and keeping the environment clean.

### 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 liked 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 some words like "nl/mehur" for "famous", "para biriktirmek" for "saving money", "e kadar" for "until".

## Summary

**Question 1:** Candidates should take their time to plan their content and keep the language quality high as they require using informal 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 writing longer essays using formal register.

**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.