

GCSE (9-1) Turkish



Sample Assessment Materials

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Turkish (1TU0)

First teaching from September 2018

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Issue 3

About Pearson

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Summary of Pearson Edexcel Level 1/2 GCSE in Turkish Sample assessment materials

Issue 3 changes

Summary of changes made between previous issue and this current issue	Page number
Paper 4 Writing, Foundation and Higher tiers	
The Sample Assessment Materials for Paper 4 have been amended to reflect the following amendments:	155 - 163
<ul style="list-style-type: none">the addition of the optional Question 2(b) on the Foundation tier paperan addition of 5 minutes to the length of the Foundation tier paperquestion titles appearing in English instead of the target language for both Foundation and Higher tier papers	and 327 - 338

Earlier issues show previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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Introduction

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Turkish is designed for use in schools and colleges. It is part of a suite of GCSE qualifications offered by Pearson.

These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take.

General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification/indicative content will not be exhaustive. However, different examples of responses will be provided at standardisation.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 1: Listening and understanding in Turkish Transcript

Foundation Tier

Sample assessment material for first teaching
September 2018

Paper Reference

1TU0/1F

Do not return the transcript with the question paper.

Turn over ►

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SECTION A
At the tourist office

Question 1

Example

M1: Müzeye nasıl gidebilirim?

Question 1

F1: Çevrede bir alışveriş merkezi var mı?

M1: Kalacak ucuz bir yer arıyorum.

F1: Burada en yakın otobüs durağı nerede?

Jobs

Question 2

Example

M1: Ağabeyim spor merkezinde müdür.

Question 2 Part (i)

M1: Eve geldiğinde hep kendini yorgun hissediyor.

Question 2 Part (ii)

M1: Sabah 11.00 ile akşam 19:00 arası çalışıyor.

Question 2 Part (iii)

M1: Uzun çalışma saatlerinden şikayetçi.

Our school

Question 3

Example

F1: Ee Onur?

M1: Matematik dersine daha çok çalışmalıyım.

Question 3

M1: Sınıfta çok iyi arkadaşlarım var. Sınavlara beraber çalışıyoruz.

F1: Ya sen Ayla?

F2: Okulda cep telefonu kullanmak yasak. Ne yazık!

F1: Senin okul yaşamın nasıl Can?

M2: Okul evime uzak ama başka okula gitmek istemem.

Plans for the future

Question 4

Example

M2: Elif seyahat etmeyi seviyor; dünyadaki tüm ülkeleri görmek istiyor.

Question 4

M2: Kerem okulu bitirdikten sonra üniversiteye gitmek istiyor. Onun hayali fizik okumak ve astronot olmak.

F2: Elif hemşire olmak ve Afrika'da insanlara yardım etmek istiyor.

F2: Ali bilgisayar kullanmayı ve çizim yapmayı seviyor. İnternette kendi işini kuracak.

A shopping trip

Question 5

Question 5 Part (a)

F1: Kapalıçarşı'ya gidiyoruz, orası geleneksel bir alışveriş merkezi.

Question 5 Part (b)

F1: Metroyla gitmeyi tercih ederim, çünkü trafik yüzünden otobüste oturmak çok sıkıcı.

Question 5 Part (c)

F1: Çarşı kalabalık. Birbirimizi kaybedersek bir daha bulamayız. Yanımdan sakın ayrılma.

Question 5 Part (d)

F1: Lokantada masa ayırttım. Alışverişten sonra dinlenebiliriz.

A festival

Question 6

F2: 5 Mayıs'ta Türkiye'de Hıdırellez kutlanır. İlkbahar ve yaz mevsimini kutlamak için her yıl insanlar su kenarlarında toplanırlar. Yeni giysilerini giyerek, davul ve zurna çalan müzisyenlerle birlikte şarkılar söylerler ve dans ederler. Akşamleyin dileklerini yazdıkları kağıtları gül ağaçlarına bağlarlar.

Sea turtles

Question 7

Example

M1: Gençlik kulübümüz Belek'teki deniz kaplumbağalarının yavrularını korumak için bir projeye katılıyor.

Question 7

M1: Akdeniz'deki deniz kaplumbağaları her yıl yumurtalarını bırakmak için Belek plajına gelirler. Kulübümden bir grup öğrenci ile yumurtalardan çıkan minik kaplumbağaların denizi bulmalarına yardımcı olmak için gönüllü olarak çalışacağım. Geceyin ışık yakarak onlara yol göstereceğiz. Onları yemek isteyen kuşlardan koruyacağız.

Youth and free time

Question 8

F1: Son araştırmalara göre gençlerin çoğu boş zamanlarını arkadaşlarıyla geçirmekten hoşlanıyorlar. Gençlerin hemen hemen yarısı her gün internette vakit geçiriyor. 25 yaş altı gençlerin yarısından fazlası basketbol ve futbol gibi sporlar yapıyor. Üniversiteye başlayan gençler en çok kitap okumaktan hoşlanıyor. Gençler tarafından en az sevilen etkinlik televizyon izlemek.

Istanbul Toy Museum

Question 9

Example

M1: İstanbul Oyuncak Müzesi, 10 yıldan beri ziyaretçilerin ilgisini çekiyor.

Question 9

M1: Göztepe'deki müzede dünyanın her yerinden oyuncaklar var. Müzenin koleksiyonunda iki binden fazla oyuncak var. Kafeteryasında dinlenebilir ve atıştırılabilir yiyecekler yiyebilirsiniz. Öğrenci gruplarına ve ailelere indirim yapılıyor. Bazı günler çocuklara oyuncak yapmaları öğretiliyor. İnternet sayfasından açılış saatleri ve giriş ücretleri hakkında bilgi alabilirsiniz. Oyuncakları korumak için flaşlı fotoğraf çekilmesine izin verilmiyor.

Finding a job

Question 10

M1: Sınavlardan iyi notlar almak için bildiğim dilleri geliştirmek istiyorum. Bu nedenle bir otelde işe başvurduğum.

F1: Nasıl bir otel?

M1: Beş yıldızlı lüks bir otel. Çocuk kulübünde çalışacak özel kişiler arıyorlar. Herkes bu işi yapamaz ama bildiğin gibi çocuk yuvasında çalışmak için eğitim alıyorum ve bu işe yarayacak.

F1: Ücret nasıl?

M1: İyi değil ama boş zamanlarında birçok spor etkinliklerine katılabilirsin. İşin en iyi tarafı bedava kalacak yer olması.

F1: Harika?

M1: Evet. Çocuklar yaramazlık yaptığında onların sorunlarını çözebilmek için çok iyi İngilizce bilmek gerekir.

My new school

Question 11

Example

M2: Eski okulum küçüktü.

Question 11

M2: Öğretmenler çok naziktiler. Hala İzmir'de yaşıyorum ama şimdi yeni okula gidiyorum. Oraya otobüs ile gidiyorum. Sportifim, yeni arkadaşlarımla basketbol ve futbol oynuyorum, ancak eski okulumda spor yapmadım. Formumda değildim, kantinde yağlı yiyecekler yemeyi seviyordum. Okuldan eve gelince ya bilgisayarımda oyun oynayarak ya da televizyon izleyerek zamanımı geçiriyordum. Hafta sonu dışarı çıkmıyordum. Parka gitmiyordum. Oyun oynayacak hiç arkadaşım yoktu. Şimdi daha çok dersim var ve daha çok çalışıyorum. Ayrıca okulumda eskrim ve karate gibi değişik kulüplere katıldım. Daha çok etkinlik yapıyor ve hareket ediyorum. Keşke daha önce de böyle yapsaydım.

The Children of the World

Question 12

F2: 1979 yılından beri kutlanan Uluslararası 23 Nisan Çocuk Bayramı bu yıl da yurdun her yerinde kutlanacak. Dünyanın çeşitli ülkelerinden gelen çocuklar Ankara'da birçok gösteriler yapacaklar ve halk dansları yarışmasına katılacaklar. Gösterileri ve konuklarla yapılan konuşmaları televizyon kanallarından izleyebilirsiniz. Geçen yıl kendi yaşlarında çocukları olan aileler tarafından misafir edilen çocuklar çok mutlu olmuşlardı.

SECTION B
Çevre sorunları

Soru 13

Örnek

F1: Son yıllarda Türkiye’de sanayi geliyor.

Soru 13

F1: Ancak bu çevre sorunlarını da çoğalttı. Doğal kaynakların daha fazla kullanılması doğanın dengesini bozdu. Fabrika sayılarının fazlaşması hava kirliliğinin artmasına neden oldu. Türkiye başka ülkelerden daha çok petrol satın almak zorunda kaldığından özellikle Karadeniz’de tanker trafiği artıyor. Ayrıca petrol taşımacılığı denizin kirlenmesine ve balıkların yok olmasına neden oluyor. Balıkçılıkla geçinenler sıkıntıya giriyor. Hükümet çeşitli illerde halk sağlığını ve doğayı korumak ile ilgili eğitim çalışmaları yapacak.

Babamın Bodrum’daki arkadaşları

Soru 14

Örnek

M2: Kemal bizi her zaman neşelendirirdi. Onunla zaman geçirmeye bayılırdım.

Soru 14

M2: Cem gezmeyi çok severdi. Ailesinin durumu iyiydi o nedenle para harcamaktan hiç çekinmezdi. Arkadaşlara hediye kitaplar alır, her şeyini paylaşırdı. Denizcan’ı da gerçekten çok severdim. Bütün arkadaşlarının yardımına koşardı. Kaya herkesle şakalaşırı. Onu daha görünce gülmeye başladık. Kendinden öyle emindi ki bütün kızları etkilerdi. Ertan genellikle çok cömertti. Arkadaşlarına yemek ısmarlar, kafede yanındaki arkadaşına para ödetmezdi. Borç almak isteyenleri geri çevirmezdi. Ayşe çok güzel ve akıllı bir kızdı. Yalnız grubun içinde daima en sessiz oydu. Konuşmaya utanırdı. Sadece benimle beraberken kendini rahat hissedirdi.

Write your name here

Surname

Other names

Pearson Edexcel
Level 1/Level 2 GCSE (9–1)

Centre Number

--	--	--	--	--

Candidate Number

--	--	--	--	--

Turkish

Paper 1: Listening and understanding in Turkish

Foundation Tier

Sample assessment material for first teaching
September 2018

Time: 30 minutes and 5 minutes' reading

Paper Reference

1TU0/1F

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A and B.
- Questions in Section A are set in English.
- Questions in Section B are set in Turkish.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- You have 5 minutes to read through the paper before the first extract starts.
- You may make notes during these 5 minutes.
- You will hear the extract twice. You may write at any time during the tests. There will be a pause between each question.
- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

SECTION A

At the tourist office

1 Where do these people want to go?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

(3)

Example	museum	<input checked="" type="checkbox"/>
A	swimming pool	<input type="checkbox"/>
B	station	<input type="checkbox"/>
C	shopping centre	<input type="checkbox"/>
D	park	<input type="checkbox"/>
E	hotel	<input type="checkbox"/>
F	theatre	<input type="checkbox"/>
G	bus stop	<input type="checkbox"/>

(Total for Question 1 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Jobs

2 Your Turkish friend, Orhan, is talking about his brother's job.

What does he say?

Listen to the recording and complete these statements by putting a cross ☒ in the correct box for each question.

(3)

Example: Orhan's brother works...

<input type="checkbox"/>	A in an office.
<input checked="" type="checkbox"/>	B in a sports centre.
<input type="checkbox"/>	C in a hotel.
<input type="checkbox"/>	D in a restaurant.

(i) He finds the work...

<input type="checkbox"/>	A fun.
<input type="checkbox"/>	B tiring.
<input type="checkbox"/>	C boring.
<input type="checkbox"/>	D interesting.

(ii) He finishes at...

<input type="checkbox"/>	A 06:00.
<input type="checkbox"/>	B 15:00.
<input type="checkbox"/>	C 16:00.
<input type="checkbox"/>	D 19:00.

(iii) He does not like the...

<input type="checkbox"/>	A hours.
<input type="checkbox"/>	B salary.
<input type="checkbox"/>	C clients.
<input type="checkbox"/>	D uniform.

(Total for Question 2 = 3 marks)

Our school

3 You are listening to young Turkish people on the radio discussing school.

What do they say?

Listen to the recording and put a cross ☒ next to each one of the **three** correct statements.

(3)

	Statement	Onur	Ayla	Can
Example	I need to improve my maths.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A	I don't talk during lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	I have good friends at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	I always do my homework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	I always arrive on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	I would like to use my mobile at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	I eat in the school canteen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	I do not want to change my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 3 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Plans for the future

4 You hear a podcast about the future plans of young Turkish Cypriot people.

Listen to the recording and put a cross ☒ next to each one of the **three** correct statements.

(3)

	Statement	Elif	Kerem	Ali
Example	visit other countries	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A	study more	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	work in fashion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	learn a trade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	help others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	earn a lot of money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	play music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	set up an online business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 4 = 3 marks)

A shopping trip

5 You are going shopping with your friend Nurgun in Istanbul. What does she tell you?
Listen to the recording and answer the following questions **in English**.

(a) What is special about the Grand Bazaar? (1)

(b) Why is it best to travel by metro? (1)

(c) Why do people have to stay together at the Grand Bazaar? (1)

(d) Why does Nurgun recommend going to a restaurant? (1)

(Total for Question 5 = 4 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

A festival

6 Leyla is talking about one of her favourite festivals.

What does she say?

Complete the sentences. Use the correct word or phrase from the box.

	first	
forest	dance	cook
wishes	water	memories
	last	

(a) This festival takes place in the *first* week of May when people

gather near the

(1)

(b) People and write down their

.....

(2)

(Total for Question 6 = 3 marks)

Sea turtles

7 In school assembly, Mehmet is talking about his voluntary work.

What does he do to help the sea turtles?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

(3)

Example	becomes a volunteer	<input checked="" type="checkbox"/>
A	carries turtles to the sea	<input type="checkbox"/>
B	works with other people	<input type="checkbox"/>
C	feeds the sea turtles	<input type="checkbox"/>
D	counts the sea turtles	<input type="checkbox"/>
E	helps the turtles to find the sea	<input type="checkbox"/>
F	cleans up the rubbish on the beach	<input type="checkbox"/>
G	makes sure the turtles are not killed	<input type="checkbox"/>

(Total for Question 7 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Youth and free time

8 You hear this report on how young people in Ankara like to spend their free time.

Listen to the report and answer the following questions **in English**.

(a) What proportion of young people use the internet every day?

(1)

(b) What do we learn about young people under 25?

(1)

(c) What is the least popular activity?

(1)

(Total for Question 8 = 3 marks)

Istanbul Toy Museum

9 You are using the audio guide in the museum.

Listen to the recording and complete the sentences by putting a cross ☒ in the correct box for each question.

(4)

Example: The Museum has been open for over...

<input checked="" type="checkbox"/>	A 10 years.
<input type="checkbox"/>	B 1 year.
<input type="checkbox"/>	C 8 years.
<input type="checkbox"/>	D 6 months.

(i) Toys in the Museum come from...

<input type="checkbox"/>	A all over Turkey.
<input type="checkbox"/>	B local workshops.
<input type="checkbox"/>	C countries near Turkey.
<input type="checkbox"/>	D many different countries.

(ii) Families and groups...

<input type="checkbox"/>	A can get a special deal.
<input type="checkbox"/>	B need to book in advance.
<input type="checkbox"/>	C need to use a different entrance.
<input type="checkbox"/>	D can have free parking.

(iii) Sometimes children can also...

<input type="checkbox"/>	A play with the toys.
<input type="checkbox"/>	B make toys.
<input type="checkbox"/>	C borrow toys.
<input type="checkbox"/>	D buy toys.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(iv) Cameras with a flash are not allowed because they...

<input type="checkbox"/>	A hurt people's eyes.
<input type="checkbox"/>	B set off the alarms.
<input type="checkbox"/>	C damage the toys.
<input type="checkbox"/>	D annoy other visitors.

(Total for Question 9 = 4 marks)

Finding a job

10 You overhear two friends, Burak and Damla, discussing a job possibility for Burak.

Listen to the conversation and answer the following questions **in English**.

(a) Why has Burak applied for this job? (1)

(b) How will training at the nursery help Burak? (1)

(c) What attracts Burak to this job the most? (1)

(d) Why does Burak need good English? (1)

(Total for Question 10 = 4 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

My new school

11 Your friend from Izmir tells you about his new school on Skype.

What does he mention?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

(3)

Example	size of his old school	<input checked="" type="checkbox"/>
A	his homework	<input type="checkbox"/>
B	teachers	<input type="checkbox"/>
C	school uniform	<input type="checkbox"/>
D	his eating habits	<input type="checkbox"/>
E	his parents	<input type="checkbox"/>
F	his music lessons	<input type="checkbox"/>
G	after-school activities	<input type="checkbox"/>

(Total for Question 11 = 3 marks)

The Children of the World

12 You hear this report about the International April 23 Children's Festival in Turkey.

Listen to the report and answer the following questions **in English**.

(a) When did people start to celebrate this festival? (1)

(b) Where will the festival be celebrated? (1)

(c) What type of dancing will the children do? (1)

(d) What was significant about the families who welcomed the children? (1)

(Total for Question 12 = 4 marks)

TOTAL FOR SECTION A = 40 MARKS

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

SECTION B

Çevre sorunları

13 Radyoda çevre konusuyla ilgili konuşmayı dinliyorsunuz.

Kutudaki kelime veya kelime gruplarını seçerek aşağıdaki cümleleri tamamlayınız.
Kutuda kullanmayacağınız sözcükler de var.

tüketim sanayi vergiler duygusal petrol
çevrecilik yiyecek parasal
kaynakları kirliliğe eğitim gelirler

Örnek: Türkiye’de *sanayi* gelişiyor.

(a) Doğal iyi kullanmak gerekir. (1)

(b) Ülkede ihtiyacı arttı. (1)

(c) Deniz taşımacılığı neden oluyor. (1)

(d) Balıkçılar sıkıntıya giriyor. (1)

(e) Hükümet ile ilgili çalışma yapacak. (1)

(Total for Question 13 = 5 marks)

Babamın Bodrum'daki arkadaşları

14 Babam Bodrum'daki çocukluk arkadaşlarını anlatıyor.

Arkadaşları nasıldı?

Sözcüklerden uygun olanları seçin: **cömert, neşeli, utangaç, yardımsever.**

Bir kelime birden fazla kullanılabilir.

Örnek: Kemal *neşeli*

(a) Cem (1)

(b) Denizcan (1)

(c) Kaya (1)

(d) Ertan genellikle (1)

(e) Ayşe her zaman (1)

(Total for Question 14 = 5 marks)

TOTAL FOR SECTION B = 10 MARKS

TOTAL FOR PAPER = 50 MARKS

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

GCSE Turkish Foundation tier

Paper 1 Mark scheme

There are no marks for quality of language or spelling in this paper, therefore errors in the Turkish script will be tolerated as long as the message is not ambiguous and it does not prevent communication. Such errors include where a candidate has mis-copied a Turkish word or name.

SECTION A

Question number	Answer	Mark
1	C, E, G	(3)

Question number	Answer	Mark
2(i)	B	(1)

Question number	Answer	Mark
2(ii)	D	(1)

Question number	Answer	Mark
2(iii)	A	(1)

Question number	Answer	Mark
3(Onur)	B	(1)

Question number	Answer	Mark
3 (Ayla)	E	(1)

Question number	Answer	Mark
3 (Can)	G	(1)

Question number	Answer	Mark
4 (Elif)	D	(1)

Question number	Answer	Mark
4 (Kerem)	A	(1)

Question number	Answer	Mark
4 (Ali)	G	(1)

Question number	Answer	Mark
5(a)	traditional	(1)

Question number	Answer	Mark
5(b)	lots of traffic	(1)

Question number	Answer	Mark
5(c)	may get lost	(1)

Question number	Answer	Mark
5(d)	(to) rest	(1)

Question number	Answer	Mark
6(a)	water(side)	(1)

Question number	Answer	Mark
6(b)	dance (1) wishes (1)	(2)

Question number	Answer	Mark
7	B, E, G	(3)

Question number	Answer	Reject	Mark
8(a)	nearly half	half	(1)

Question number	Answer	Mark
8(b)	play/do sport	(1)

Question number	Answer	Mark
8(c)	watch TV	(1)

Question number	Answer	Mark
9(i)	D	(1)

Question number	Answer	Mark
9(ii)	A	(1)

Question number	Answer	Mark
9(iii)	B	(1)

Question number	Answer	Mark
9(iv)	C	(1)

Question number	Answer	Mark
10(a)	Any one of the following: improve languages (1) get a better mark (1)	(1)

Question number	Answer	Mark
10(b)	To get a job at children's club	(1)

Question number	Answer	Mark
10(c)	free accommodation (1)	(1)

Question number	Answer	Reject	Mark
10(d)	to sort out the problems of the children/to sort out the problems when the children misbehave (1).	to sort out problems	(1)

Question number	Answer	Mark
11	B, D, G	(3)

Question number	Answer	Mark
12(a)	since 1979	(1)

Question number	Answer	Mark
12(b)	every part/everywhere in Turkey	(1)

Question number	Answer	Mark
12(c)	folk	(1)

Question number	Answer	Mark
12(d)	they have children/their children are at the same age as the guests	(1)

SECTION B

Question number	Answer	Mark
13(a)	kaynakları	(1)

Question number	Answer	Mark
13(b)	petrol	(1)

Question number	Answer	Mark
13(c)	kirliliğe	(1)

Question number	Answer	Mark
13(d)	parasal	(1)

Question number	Answer	Mark
13(e)	eğitim	(1)

Question number	Answer	Mark
14(a)	cömert	(1)

Question number	Answer	Mark
14(b)	yardımsever	(1)

Question number	Answer	Mark
14(c)	neşeli	(1)

Question number	Answer	Mark
14(d)	cömert	(1)

Question number	Answer	Mark
14(e)	utangaç	(1)

Pearson Edexcel Level 1/Level 2 GCSE (9-1)

Turkish

Paper 2: Speaking in Turkish

General instructions to the teacher

Foundation tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference(s)

1TU0/2F

You do not need any other materials.

General instructions to the teacher conducting the assessment

- The examination is made up of **three** tasks.
- The tasks **must** be conducted in the following order: role play, picture-based task, conversation.
- The total examination will last between 7 to 9 minutes.
- Candidates must be allowed 12 minutes' preparation time under supervised conditions to prepare for the role play and the picture-based task.
- The preparation time must be immediately before the examination time.
- The preparation time must be used **only** to study the stimuli provided. It is **not** to be used to prepare for the conversation (Task 3).
- Candidates can make notes of up to a maximum of one side of A4 paper to cover **both** Task 1 and Task 2. Candidates must **not** read out whole, prepared sentences in answer to questions.
- Candidates may refer to their notes during Task 1 and Task 2 **only**.
- Candidates must **not** write on the stimuli.
- Candidates must **not** have access to a dictionary or any other resource, including a mobile phone, during the preparation and examination time.
- Candidates must return their notes and the stimuli after completing Task 2 but **before** starting Task 3.

General instructions to the teacher conducting the assessment (*continued*)

- Any notes made during the preparation time must be kept by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.
- It is the teacher's responsibility to cover all parts of each task to ensure that the candidate is able to access the maximum amount of marks available.
- Teachers must use the *Sequencing grid* provided by Pearson for the allocation of the role play stimulus card, picture-based stimulus card and the second theme for the conversation. This grid has been designed to help ensure each candidate covers a broad range of themes from the specification.
- The subject matter of the stimulus cards should not cause distress to the candidate. The teacher needs to decide in advance of the examination if any distress might be caused. If any of the cards are likely to cause distress to the candidate, then the teacher must offer the card from the next row of the sequencing grid.

The speaking assessment will begin with the role play. The role play theme will be allocated by Pearson using the sequencing grid.

Task 1: Role play

- The role play is recommended to last between one to one-and-a-half minutes.
- The purpose of the role play is to assess communication through understanding and responding, including the ability to ask questions and use the correct register.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

At the end of the role play, the speaking assessment will next move to the picture-based task. The picture-based task theme will be allocated by Pearson using the sequencing grid.

Task 2: Picture-based task

- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The purpose of the picture-based task is to assess communication through exchanging opinions, providing descriptions, and narrating events.
- The set questions and comments must be asked as they are presented.
- There must be no rephrasing. The questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

At the end of the picture-based task, the speaking assessment will move to the conversation.

The conversation is in **two** parts, each covering a separate theme.

For Part 1, the candidate will select one topic from one theme in advance.

For Part 2, a separate theme will be allocated by Pearson using the sequencing grid.

Task 3: Conversation

- The whole conversation (Parts 1 and 2) is recommended to last between three-and-a-half to four-and-a-half minutes.
- The purpose of the conversation task is to assess the ability to develop conversations and discussions, including giving opinions. Candidates must initiate the conversation.
- An equal amount of time must be allocated to each of the two themes.

Conversation Part 1

- This part of the conversation opens with the first topic chosen by the candidate. The topic is drawn from any one of the five themes listed in the specification. The candidate may choose to focus on any aspect(s) of the chosen topic, as each has a number of different features.
- This topic must be selected by the candidate no later than two weeks before the date of assessment.
- To enable them to make a confident start, allow the candidate to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute.
- The conversation must continue on the chosen topic and may extend to other topics within the same theme if necessary to ensure that candidates use the recommended time for this task most effectively.

Conversation Part 2

- For each candidate, there is a choice of two themes on the sequencing grid.
- Part 2 **must** cover a different theme to Part 1 and the teacher must use the sequencing grid to determine the theme.
- This part of the conversation task may focus on one or more topics from the selected theme if necessary to ensure that candidates use the recommended time for this task most effectively.
- Throughout the conversation, in order to facilitate a genuine and spontaneous interaction, the nature of questions should enable candidates to:
 - answer questions freely, in turn allowing them to produce extended sequences of speech
 - develop conversations and discussions
 - give and justify own thoughts and opinions
 - refer to past, present and future events.

GCSE Turkish Foundation Tier

Please use the sequencing grid below in arranging and conducting speaking assessments.

For example:

Candidate 1 Foundation tier

- Role play FR3
- Picture card FP8
- Conversation 1: (Student-selected) Theme 1
- Conversation 2: Theme 3 OR Theme 5

If **Candidate 1** has selected Theme 2 for Task 3 – Conversation 1, refer to the next position in the grid – i.e. Candidate 2

Where consecutive candidates select the same theme for Task 3 – Conversation 1 (e.g. Theme 3) move onto the subsequent Theme 3 sequence for each candidate.

For example:

1st candidate:	Candidate 1 grid
2nd candidate:	Candidate 3 grid
3rd candidate:	Candidate 4 grid
4th candidate:	Candidate 5 grid
5th candidate:	Candidate 7 grid

The candidate selection of theme and topic for Conversation 1 is known in advance of the speaking assessment. Please arrange and conduct assessments as per the prescribed sequence, based upon the Conversation 1 theme.

If conducting more than 10 tests in a day, return to the beginning of the sequence after the 10th candidate.

If conducting tests on more than one day, start each new day at the beginning of the sequence.

Themes:

- Theme 1 – Identity and culture
- Theme 2 – Local area, holiday and travel
- Theme 3 – School
- Theme 4 – Future aspirations, work and study
- Theme 5 – International and global dimension

Sample sequencing grid

Candidate Order	Task 1		Task 2		Task 3	
	Pearson Allocated	Pearson Allocated	Pearson Allocated	Candidate Selection*	Teacher Selection	
	Role Play	Picture Based	Conversation 1	Conversation 2		
Candidate 1	→	→	→	→	→	
		FP8 (Theme 4)	Theme 1	Theme 3 OR Theme 5		
		FP10 (Theme 5)	Theme 3	Theme 1 OR Theme 4		
		FP1 (Theme 1)	Theme 4	Theme 3 OR Theme 5		
		FP5 (Theme 3)	Theme 5	Theme 1 OR Theme 4		
Candidate 2	→	→	→	→	→	
		FP3 (Theme 2)	Theme 1	Theme 4 OR Theme 5		
		FP2 (Theme 1)	Theme 2	Theme 4 OR Theme 5		
		FP9 (Theme 5)	Theme 4	Theme 1 OR Theme 2		
		FP8 (Theme 4)	Theme 5	Theme 1 OR Theme 2		
Candidate 3						
		FP6 (Theme 3)	Theme 2	Theme 4 OR Theme 5		
		FP9 (Theme 5)	Theme 3	Theme 2 OR Theme 4		
		FP4 (Theme 2)	Theme 4	Theme 3 OR Theme 5		
		FP7 (Theme 4)	Theme 5	Theme 2 OR Theme 3		
Candidate 4						
		FP8 (Theme 4)	Theme 1	Theme 3 OR Theme 5		
		FP2 (Theme 1)	Theme 3	Theme 4 OR Theme 5		
		FP9 (Theme 5)	Theme 4	Theme 1 OR Theme 3		
		FP6 (Theme 3)	Theme 5	Theme 1 OR Theme 4		
Candidate 5						
		FP10 (Theme 5)	Theme 1	Theme 2 OR Theme 3		
		FP1 (Theme 1)	Theme 2	Theme 3 OR Theme 5		
		FP3 (Theme 2)	Theme 3	Theme 1 OR Theme 5		
		FP5 (Theme 3)	Theme 5	Theme 1 OR Theme 2		

Candidate 6	FR7 (Theme 3)	FP10 (Theme 5)	Theme 1	Theme 2 OR Theme 4
		FP7 (Theme 4)	Theme 2	Theme 1 OR Theme 5
		FP4 (Theme 2)	Theme 4	Theme 1 OR Theme 5
		FP2 (Theme 1)	Theme 5	Theme 2 OR Theme 4
		FP6 (Theme 3)	Theme 2	Theme 4 OR Theme 5
Candidate 7	FR2 (Theme 1)	FP8 (Theme 4)	Theme 3	Theme 2 OR Theme 5
		FP9 (Theme 5)	Theme 4	Theme 2 OR Theme 3
		FP3 (Theme 2)	Theme 5	Theme 3 OR Theme 4
		FP7 (Theme 4)	Theme 1	Theme 3 OR Theme 5
		FP10 (Theme 5)	Theme 3	Theme 1 OR Theme 4
Candidate 8	FR5 (Theme 2)	FP1 (Theme 1)	Theme 4	Theme 3 OR Theme 5
		FP5 (Theme 3)	Theme 5	Theme 1 OR Theme 4
		FP10 (Theme 5)	Theme 1	Theme 2 OR Theme 3
		FP1 (Theme 1)	Theme 2	Theme 3 OR Theme 5
		FP4 (Theme 2)	Theme 3	Theme 1 OR Theme 5
Candidate 9	FR9 (Theme 4)	FP5 (Theme 3)	Theme 5	Theme 1 OR Theme 2
		FP3 (Theme 2)	Theme 1	Theme 3 OR Theme 5
		FP9 (Theme 5)	Theme 2	Theme 1 OR Theme 3
		FP2 (Theme 1)	Theme 3	Theme 2 OR Theme 5
		FP6 (Theme 3)	Theme 5	Theme 1 OR Theme 2
Candidate 10	FR10 (Theme 4)	FP3 (Theme 2)	Theme 1	Theme 3 OR Theme 5
		FP9 (Theme 5)	Theme 2	Theme 1 OR Theme 3
		FP2 (Theme 1)	Theme 3	Theme 2 OR Theme 5
		FP6 (Theme 3)	Theme 5	Theme 1 OR Theme 2
* Arrows show the order that tasks must take place but sequencing is driven by the topic that the student has selected, ie column 'Candidate Selection.'				

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

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STIMULUS FR1

Topic: Daily life

Instructions to candidates

You are in a clothes shop in Bursa. The teacher will play the role of a sales assistant and will speak first.

You must address the Turkish sales assistant as *siz*.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

Task

Bursa'da bir giysi mağazasındasınız. Satış elemanı ile konuşuyorsunuz.

1. İstenilen giysi
2. İstenilen giysinin tarifi
3. **!**
4. Özel bir gün için – açıklama
5. **?** Deneme – nerede

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS FR1

Topic: Daily life

Instructions to teacher

- Address the candidate as *siz*.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Bursa'da bir giysi mağazasındasınız. Satış elemanı ile konuşuyorsunuz.

1	<i>Ne istemiştiniz?</i> Allow the candidate to say which article(s) of clothing s/he is looking for.
2	<i>Tarif eder misiniz?</i> Allow the candidate to describe the item of clothing s/he wants.
3	<i>!</i> <i>Kaç para harcamayı düşünüyorsunuz?</i> Allow the candidate to say how much s/he would like to spend. <i>Peki.</i>
4	<i>Hangi özel gün için giymeyi düşünüyorsunuz?</i> Allow the candidate to say what occasion the item of clothing is for. <i>Tamam.</i>
5	<i>?</i> Allow the candidate to ask about trying the item of clothing on. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR2

Topic: Who am I?

Instructions to candidates

You are staying with a Turkish family. You are talking about your best friend to a young member of the family. The teacher will play the role of the Turkish family member and will speak first.

You must address the Turkish family member as *sen*.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

Task

Bir Türk ailede kalıyorsun. Ailenin genç bir üyesiyle en iyi arkadaşın hakkında konuşuyorsun.

1. En iyi arkadaşının tarifi
2. Arkadaşının doğum günü
3. **!**
4. Birlikte yaptığınız etkinlikler
5. **?** En sevdiğin arkadaşının adı

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS FR2

Topic: Who am I?

Instructions to teacher

- Address the candidate as *sen*.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Bir Türk ailede kalıyorsun. Ailenin genç bir üyesiyle en iyi arkadaşın hakkında konuşuyorsun.

1	<i>Bana en iyi arkadaşını tarif eder misin?</i> Allow the candidate to describe his/her best friend.
2	<i>Doğum günü ne zaman?</i> Allow the candidate to say when his/her friend's birthday is.
3	<i>!</i> <i>Arkadaşını ne kadar zamandır tanıyorsun?</i> Allow the candidate to say how long they have known one another.
4	<i>Birlikte ne tür etkinlikler yaparsınız?</i> Allow the candidate to say what kind of activities they do together. <i>İyi.</i>
5	<i>?</i> Allow the candidate to ask the name of your best friend. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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Pearson

STIMULUS FR3

Topic: Travel and tourist transactions

Instructions to candidates

You are going to eat at a restaurant in Izmir with a Turkish friend. The teacher will play the part of the waiter/waitress and will speak first.

You must address the waiter/waitress as *siz*.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

Bir Türk arkadaşınızla İzmir'de bir lokantadasınız. Garsonla konuşuyorsunuz.

1. Masa – kişi sayısı
2. Masa – yeri
3. !
4. Türk mutfağı – düşünceniz
5. ? İnternet kullanma

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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Pearson

STIMULUS FR3

Topic: Travel and tourist transactions

Instructions to teacher

- Address the candidate as *siz*.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Bir Türk arkadaşınızla İzmir’de bir lokantadasınız. Garsonla konuşuyorsunuz.

1	Merhaba. Nasıl yardımcı olabilirim? Allow the candidate to ask for a table for... (number of) people.
2	Nerede oturmak istersiniz? Allow the candidate to say where s/he wants to sit. <i>Give an appropriate brief response.</i>
3	! Siparişinizi alabilir miyim? Allow the candidate to say what kind of food s/he wants.
4	Türk mutfağı hakkında ne düşünüyorsunuz? Allow the candidate to give his/her opinion of Turkish food. Peki.
5	? Allow the candidate to ask you a question related to use of the internet. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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Pearson

STIMULUS FR4

Topic: Travel and tourist transactions

Instructions to candidates

You are at a train station with your family in Ankara and want to buy tickets. The teacher will play the part of the booking clerk and will speak first.

You must address the booking clerk as *siz*.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

Task

Ankara'da bir tren istasyonundasınız ve bilet almak istiyorsunuz.

1. Bilet – gidilecek yer
2. Gidilecek yer – sebep
3. Seyahat – zaman
4. **!**
5. **?** Yolculuk – süresi

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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Pearson

STIMULUS FR4

Topic: Travel and tourist transactions

Instructions to teacher

- Address the candidate as *siz*.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Ankara'da bir tren istasyonundasınız ve bilet almak istiyorsunuz.

1	Merhaba. Yardımcı olabilir miyim? Allow the candidate to state that s/he wishes to buy tickets for... (a certain destination).
2	Niçin orayı ziyaret etmek istiyorsunuz? Allow the candidate to explain why s/he wants to visit that destination. <i>Give an appropriate brief response.</i>
3	Ne zaman seyahat etmek istiyorsunuz? Allow the candidate to say when s/he would like to travel. <i>Give an appropriate brief response.</i>
4	! Nasıl ödemek istiyorsunuz? Allow the candidate to tell you his/her payment method. Peki.
5	? Allow the candidate to ask you how long the journey lasts. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR5

Topic: Town, region and country

Instructions to candidates

You are planning a bus trip around the sights of Istanbul with your exchange partner. The teacher will play the role of the exchange partner and will speak first.

You must address the exchange partner as *sen*.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

Task

Türk arkadaşınla bir otobüs turuna katılmak istiyorsun.

1. Otobüs turu – zamanı
2. Müzeler – ne düşündüğün
3. **!**
4. Hatıralık eşya – ne çeşit
5. **?** Otobüs turu – fiyatı

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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Pearson

STIMULUS FR5

Topic: Town, region and country

Instructions to teacher

- Address the candidate as *sen*.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Türk arkadaşınla bir otobüs turuna katılmak istiyorsun.

1	Bugünkü otobüs turuyla ilgili neler söylemek istersin? Allow the candidate to say what time s/he wishes to go on the tour.
2	Müzeler hakkında ne düşünüyorsun? Allow the candidate to give his/her opinion of museums. Peki.
3	! Öğle yemeği zamanında ne yapmak istersin? Allow the candidate to say what s/he wants to do at lunchtime.
4	Ne gibi hatıralık eşyalar almak istersin? Allow the candidate to say what type of souvenirs s/he would like to buy.
5	? Allow the candidate to ask about the cost of the trip. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR6

Topic: What school is like

Instructions to candidates

You are talking to a Turkish student about your school. The teacher will play the role of the student and will speak first.

You must address the student as *sen*.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

Okulunuzda bulunan bir Türk deęişim programı öğrencisiyle konuşuyorsunuz.

1. Sınıf – kaç kişilik
2. Türkçe – düşüncen
3. !
4. Kantin – görüşün
5. ? Türkiye’de okullar – bitiş zamanı

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS FR6

Topic: What school is like

Instructions to teacher

- Address the candidate as *sen*.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Okulunuzda bulunan bir Türk deęişim programı öğrencisiyle konuşuyorsunuz.

1	<i>Benim sınıfımda çok öğrenci var, senin sınıfın nasıl?</i> Allow the candidate to say how large his/her class is.
2	<i>Türkçe hakkında ne düşünüyorsun?</i> Allow the candidate to give his/her opinion of Turkish.
3	<i>!</i> <i>Beden Eğitimi dersini hangi sıklıkla yapıyorsunuz?</i> Allow the candidate to say how often s/he has PE class.
4	<i>Kantin hakkında ne düşünüyorsun?</i> Allow the candidate to say what s/he thinks about the canteen. <i>Çok iyi.</i>
5	<i>?</i> Allow the candidate to ask you when school ends. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR7

Topic: School activities

Instructions to candidates

Your Turkish exchange partner is staying with you and you are talking about a school trip that you will go on together. The teacher will play the role of your exchange partner and will speak first.

You must address the exchange partner as *sen*.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

Task

Öğrenci değişim programındaki Türk arkadaşın sizde kalıyor ve gideceğiniz bir okul gezisi hakkında konuşuyorsunuz.

1. Gezi – gidilecek yer
2. Geziye katılan öğretmenler – düşüncelerin
3. **!**
4. Yolculuk – etkinlik
5. **?** Okul gezileri – düşüncelerin

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS FR7

Topic: School activities

Instructions to teacher

- Address the candidate as *sen*.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Öğrenci değişim programındaki Türk arkadaşın sizde kalıyor ve gideceğiniz bir okul gezisi hakkında konuşuyorsunuz.

1	Katılacağımız okul gezisi hakkında neler söylersin? Allow the candidate to say where you will be going.
2	Geziye katılan öğretmenler hakkında ne düşünüyorsun? Allow the candidate to give his/her opinion of the teachers on the trip.
3	! Saat kaçta hareket ediyoruz? Allow the candidate to tell you the departure time.
4	Yolculuk boyunca ne yaparsın? Allow the candidate to say what s/he would like to do during the journey.
5	? Allow the candidate to ask what you think of school trips. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR8

Topic: Ambitions

Instructions to candidates

You want to register for a Turkish language course at a language institute in central London. The teacher will play the role of the course administrator and will speak first.

You must address the course administrator as *siz*.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

Task

Londra'nın merkezindeki bir dil enstitüsünde Türkçe dil kursuna kaydolmak istiyorsunuz. Kurs yöneticisiyle konuşuyorsunuz.

1. Dil enstitüsü – neden
2. Kurs – süresi
3. **!**
4. Türkçe – ileride kullanma
5. **?** Öğretmen – nereli

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS FR8

Topic: Ambitions

Instructions to teacher

- Address the candidate as *siz*.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Londra'nın merkezindeki bir dil enstitüsünde Türkçe dil kursuna kaydolmak istiyorsunuz. Kurs yöneticisiyle konuşuyorsunuz.

1	Merhaba. Nasıl yardımcı olabilirim? Allow the candidate to say why s/he has come to the language institute.
2	Kursa ne kadar süre devam etmeyi düşünüyorsunuz? Allow the candidate to say how long s/he would like to study.
3	! Bu kursu nereden öğrendiniz? Allow the candidate to say how s/he found out about the course.
4	Türkçenizi ne için kullanmak istiyorsunuz? Allow the candidate to tell you what s/he would like to do with his/her Turkish. Çok iyi.
5	? Allow the candidate to ask where the teacher is from. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR9

Topic: Using languages beyond the classroom

Instructions to candidates

You are staying with the family of your Turkish friend in Nottingham. The teacher will play the part of one of your friend's parents and will speak first.

You must address the parent as *siz*.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

Nottingham'da bir Türk arkadaşınızın ailesiyle kalıyorsunuz. Arkadaşınızın ebeveyninden biriyle konuşuyorsunuz.

1. Gördüğünüz dersler
2. Dersler dışında yaptığınız etkinlikler – zevk almak
3. !
4. Okulu bitirdikten sonra – planlarınız
5. ? Mesleğiniz

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS FR9

Topic: Using languages beyond the classroom

Instructions to teacher

- Address the candidate as *siz*.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Nottingham'da bir Türk arkadaşınızın ailesiyle kalıyorsunuz. Arkadaşınızın ebeveyninden biriyle konuşuyorsunuz.

1	<i>Okulda hangi dersleri görüyorsunuz?</i> Allow the candidate to say what subjects s/he is studying.
2	<i>Dersler dışında hangi etkinlikleri seviyorsunuz?</i> Allow the candidate to say what extra-curricular activity s/he likes. <i>Anlıyorum.</i>
3	<i>!</i> <i>Hangi dersi sevmiyorsunuz ve neden?</i> Allow the candidate to say which subject s/he dislikes and why. <i>Give an appropriate brief response.</i>
4	<i>Okulu bitirdikten sonra ne yapmayı planlıyorsunuz?</i> Allow the candidate to say what s/he would like to do after school. <i>Anlıyorum.</i>
5	<i>?</i> Allow the candidate to ask you what job you do. <i>Mimar.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR10

Topic: Work

Instructions to candidates

A hotel in Southend attracts lots of Turkish tourists during the summer. You are asking for a holiday job in the hotel. The teacher will play the role of the hotel manager and will speak first.

You must address the manager as *siz*.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

Task

Bir oteldesiniz ve yaz tatili için bir iş bakıyorsunuz. Otel müdürüyle konuşuyorsunuz.

1. Ne tür bir iş
2. Yaz döneminde çalışma – nedeni
3. **!**
4. İş – süresi
5. **?** Otel – üniforma

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS FR10

Topic: Work

Instructions to teacher

- Address the candidate as *siz*.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Bir oteldesiniz ve yaz tatili için bir iş bakıyorsunuz. Otel müdürüyle konuşuyorsunuz.

1	Merhaba. Yardımcı olabilir miyim? Allow the candidate to say what kind of job s/he is looking for.
2	Neden yazın çalışmak istiyorsunuz? Allow the candidate to say why s/he wants to work in the summer.
3	! Boş zamanlarınızda neler yaparsınız? Allow the candidate to state what s/he does in his/her free time. Tamam.
4	Burada ne kadar süre çalışmak istiyorsunuz? Allow the candidate to say how long s/he wants to work there. Peki.
5	? Allow the candidate to ask about the uniform. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FP1

Topic: Daily life



(Source: © Agencja Fotograficzna Caro/Alamy Stock Photo)

Fotoğrafa bakın ve aşağıdaki konularda konuşmaya hazır olun:

- fotoğrafın tarifi
- cep telefonun ile ilgili düşüncelerin
- son zamanlarda okulda bilgisayarı nasıl kullandığınızı
- bu hafta sosyal medyayı nasıl kullanacağınızı
- internet ile ilgili görüşlerinizi.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS FP1

Topic: Daily life



(Source: © Agencja Fotograficzna Caro/Alamy Stock Photo)

1. Bana bu fotoğrafı tarif et.

[Başka?]

2. Ben cep telefonumu seviyorum. Ya sen?

[Neden?/Başka?]

3. Son zamanlarda okulda bilgisayarı nasıl kullandığını anlat.

[Başka?]

4. Bu hafta sosyal medyayı nasıl kullanacaksın?

[Neden?/Başka?]

5. İnternet hakkında ne düşünüyorsun?

[Neden?/Başka?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FP2

Topic: Who am I?



(Source: © Ali Kabas/Alamy Stock Photo)

Fotoğrafa bakın ve aşağıdaki konularda konuşmaya hazır olun:

- fotoğrafın tarifi
- arkadaşlarla gezme ile ilgili görüşlerin
- çocukluğunda yaptıkların
- gelecek hafta yapacakların
- ideal arkadaşın.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS FP2

Topic: Who am I?



(Source: © Ali Kabas/Alamy Stock Photo)

1. Bana bu fotoğrafı tarif et.

[Başka?]

2. Arkadaşlarla gezmenin önemli olduğunu düşünüyorum. Sen ne düşünüyorsun?

[Neden?/Başka?]

3. Çocukken ne tür şeyler yapardın? Bana anlat.

[Başka?]

4. Gelecek hafta arkadaşlarınla ne yapıyorsun?

[Neden?/Başka?]

5. İdeal arkadaş nasıl olmalıdır?

[Neden?/Başka?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FP3

Topic: Town, region and country



(Source: © Ian Dagnall/Alamy Stock Photo)

Fotoğrafa bakın ve aşağıdaki konularda konuşmaya hazır olun:

- fotoğrafın tarifi
- yaşadığınız yerde gençler için olan etkinliklerle ilgili görüşlerin
- şehir merkezine en son gittiğiniz zaman
- ileride ziyaret etmek istediğiniz şehir
- şehir ya da kırlık alanlar arasında tercihin.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS FP3

Topic: Town, region and country



(Source: © Ian Dagnall/Alamy Stock Photo)

1. Bana bu fotoğrafı tarif et.

[Başka?]

2. Benim bölgemde gençlerin yapacağı çok şey olduğunu düşünüyorum. Ya senin bölgede?

[Neden?/Başka?]

3. Şehir merkezine en son gittiğin zaman ne yaptın?

[Başka?]

4. İleride hangi şehri ziyaret etmek isterdin?

[Neden?/Başka?]

5. Şehri mi kırlık alanları mı tercih edersin?

[Neden?/Başka?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
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STIMULUS FP4

Topic: Holidays



(Source: © Peter Horree/Alamy Stock Photo)

Fotoğrafa bakın ve aşağıdaki konularda konuşmaya hazır olun:

- fotoğrafın tarifi
- deniz kenarındaki tatiller ile ilgili görüşlerin
- son tatillerin
- gelecek tatillerin
- uzun okul tatilleri ile ilgili görüşlerin.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS FP4

Topic: Holidays



(Source: © Peter Horree/Alamy Stock Photo)

1. Bana bu fotoğrafı tarif et.

[Başka?]

2. Deniz kenarındaki tatillerin çok iyi olduğunu düşünüyorum. Sen ne düşünüyorsun?

[Neden?/Başka?]

3. Son tatillerinde neler yaptın? Bana anlat.

[Başka?]

4. Gelecek yaz tatillerinde ne yapacaksın?

[Neden?/Başka?]

5. Uzun okul yaz tatilleri hakkında ne düşünüyorsun?

[Neden?/Başka?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
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- Respond to each question as fully as possible.
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STIMULUS FP5

Topic: School activities



(Source: © Agencja Fotograficzna Caro/Alamy Stock Photo)

Fotoğrafa bakın ve aşağıdaki konularda konuşmaya hazır olun:

- fotoğrafın tarifi
- müzik dersleri ile ilgili görüşlerin
- izlediğiniz bir müzik etkinliği
- gelecek yıl katılacağın okul etkinlikleri
- sevdiğin okul kulüpleri.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
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STIMULUS FP5

Topic: School activities



(Source: © Agencja Fotograficzna Caro/Alamy Stock Photo)

1. Bana bu fotoğrafı tarif et.
[Başka?]
2. Müzik derslerinden zevk alıyorum. Ya sen?
[Neden?/Başka?]
3. İzlediğin bir müzik etkinliğini bana anlat.
[Başka?]
4. Gelecek yıl hangi okul etkinliklerine katılacaksın?
[Neden?/Başka?]
5. Okulda hangi kulüpleri seviyorsun?
[Neden?/Başka?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
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- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FP6

Topic: What school is like



(Source: © Claudia Wiens/Alamy Stock Photo)

Fotoğrafa bakın ve aşağıdaki konularda konuşmaya hazır olun:

- fotoğrafın tarifi
- okul kantini ile ilgili görüşlerin
- dün öğle tatilinde yaptığınız etkinlikler
- sınav sonrası kutlamalar ile ilgili planların
- en sevdiğiniz dersin.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
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- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
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STIMULUS FP6

Topic: What school is like



(Source: © Claudia Wiens/Alamy Stock Photo)

1. Bana bu fotoğrafı tarif et.

[Başka?]

2. Okuldaki kantinin çok iyi olduğunu düşünüyorum. Senin görüşün nedir?

[Neden?/Başka?]

3. Dün öğle tatilinde ne yaptın?

[Başka?]

4. Sınavların bitişini nasıl kutlayacaksın?

[Neden?/Başka?]

5. En sevdiğin ders hangisidir?

[Neden?/Başka?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
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STIMULUS FP7

Topic: Work



(Source: © Hemis/Alamy Stock Photo)

Fotoğrafa bakın ve aşağıdaki konularda konuşmaya hazır olun:

- fotoğrafın tarifi
- ofiste çalışmak ile ilgili düşüncelerin
- okulda, evde ya da bir işyerinde yaptığın iş
- okul bittikten sonra çalışma planların
- okurken çalışmanın iyi olup olmadığı.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
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STIMULUS FP7

Topic: Work



(Source: © Hemis/Alamy Stock Photo)

1. Bana bu fotoğrafı tarif et.
[Başka?]
2. Ofiste çalışmanın ilginç olduğunu düşünüyorum. Sen ne düşünüyorsun?
[Neden?/Başka?]
3. Bana okulda, evde ya da bir işyerinde yaptığın işi anlat?
[Başka?]
4. Okul bittikten sonra nasıl bir iş düşünüyorsun?
[Neden?/Başka?]
5. Sence bir öğrencinin okurken çalışması iyi midir?
[Neden?/Başka?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2F

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Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
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STIMULUS FP8

Topic: Ambitions



(Source: © Claudia Wiens/Alamy Stock Photo)

Fotoğrafa bakın ve aşağıdaki konularda konuşmaya hazır olun:

- fotoğrafın tarifi
- 16 yaşından sonra da okumaya devam etme ile ilgili görüşlerin
- bu yıl en çok zevk aldığınız ders
- Eylül için planların
- üniversiteye gitme ile ilgili görüşlerin.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
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- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS FP8

Topic: Ambitions



(Source: © Claudia Wiens/Alamy Stock Photo)

1. Bana bu fotoğrafı tarif et.

[Başka?]

2. 16 yaşından sonra da okumaya devam etmenin iyi olduğunu düşünüyorum. Senin görüşün nedir?

[Neden?/Başka?]

3. Bu yıl en çok hangi dersten zevk aldın?

[Başka?]

4. Eylülde ne yapacaksın?

[Neden?/Başka?]

5. Üniversiteye gitmenin önemli olduğunu düşünüyor musun?

[Neden?/Başka?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
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STIMULUS FP9

Topic: Environmental issues



(Source: © Andrew Michael/Alamy Stock Photo)

Fotoğrafa bakın ve aşağıdaki konularda konuşmaya hazır olun:

- fotoğrafın tarifi
- geri dönüşüm ile ilgili görüşün
- geçen ay hangi geri dönüşümü yaptın
- gelecekte çevreyi korumak için yapacakların
- şehir dışında zaman geçirmekten hoşlanıp hoşlanmadığın.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
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STIMULUS FP9

Topic: Environmental issues



(Source: © Andrew Michael/Alamy Stock Photo)

1. Bana bu fotoğrafi tarif et.

[Başka?]

2. Geri dönüşümün önemli olduğunu düşünüyorum? Sen ne düşünüyorsun?

[Neden?/Başka?]

3. Geçen ay geri dönüşümle ilgili ne yaptın? Bana anlat.

[Başka?]

4. Gelecekte çevreyi korumak için neler yapacaksın?

[Neden?/Başka?]

5. Şehir dışında zaman geçirmekten hoşlanıyor musun?

[Neden?/Başka?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
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- You may ask for questions to be repeated.
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STIMULUS FP10

Topic: Bringing the world together



(Source: © dpa picture alliance/Alamy Stock Photo)

Fotoğrafa bakın ve aşağıdaki konularda konuşmaya hazır olun:

- fotoğrafın tarifi
- spor karşılaşmaları ile ilgili görüşün
- izlediğin bir spor karşılaşması
- önümüzdeki dönem okulda katılacağın yarışmalar
- televizyonda spor programları izlemeyi sevip sevmediğin.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
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- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

Turn over ►

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STIMULUS FP10

Topic: Bringing the world together



(Source: © dpa picture alliance/Alamy Stock Photo)

1. Bana bu fotoğrafı tarif et.
[Başka?]
2. Spor karşılaşmalarını seviyorum? Ya sen?
[Neden?/Başka?]
3. İzlediğin bir spor karşılaşmasını bana anlat.
[Başka?]
4. Önümüzdeki dönem okuldaki hangi yarışmalara katılacaksın?
[Neden?/Başka?]
5. Televizyonda spor programları izlemeyi seviyor musun?
[Neden?/Başka?]

GCSE Turkish Foundation tier

Paper 2 mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- First of all, you should consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level, you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the level. You should then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Assessment criteria for the Foundation tier – Part 1

Role play – Foundation tier (10 marks)

For this task, student work is marked by Pearson using the following assessment criteria. The mark grid is applied once to **each individual response to the prompts**. There is a maximum of 2 marks for each of the five prompts on the role play cards.

Mark	Descriptor
0	No rewardable communication; highly ambiguous OR pronunciation prevents communication
1	Partially clear/ambiguous OR partially appropriate within the context of the role play; pronunciation may affect clarity of communication
2	Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication

Additional guidance on the mark scheme

Appropriate: relevant response related to the prompt, uses appropriate register for the scenario.

Informal register: includes language that students would use with friends and people of a similar age; informal greetings, endearments and forms of address. Informal register also requires the use of informal structures when using, for example, verbs and possessive adjectives.

Formal register: includes language that students would use with adults, for example teachers, employers, customers, officials, in a formal context. It includes avoidance of slang, over-familiar language, exaggeration and endearments. It also includes the use of formal greetings and forms of address where appropriate. Formal register requires formal structures when using, for example, verbs, personal pronouns and possessive adjectives.

Partially clear/pronunciation may affect clarity of communication: makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.

Guidance on application of role play mark grid

To exemplify application of the marking criteria, Foundation role play 4 (FR4) has been selected to demonstrate a possible range of performances. This guidance should be viewed in conjunction with the student and teacher cards and the assessment criteria.

Foundation card 4 (FR4)

Ankara'da bir tren istasyonundasınız ve bilet almak istiyorsunuz.

Prompt 1: Bilet - gidilecek yer

Question 1: *Merhaba. Yardımcı olabilir miyim?*

Mark	Descriptor	
0	Bir yol. No rewardable communication because response does not communicate the required message.	Yol lütfen. Highly ambiguous. The response does not mention anything about a ticket or where the candidate wants to go.
	İstanbul'a bir bilet versen. Communication is only partially appropriate within the context of the role play due to the use of informal register by the candidate.	Bir bilet istiyorum. Communication is ambiguous because the candidate has not stated a desired destination.
2	İstanbul için bir bilet almak istiyordum. Clearly communicated.	İstanbul'a bir bilet lütfen. Clearly communicated.

Prompt 2: Gidilecek yer - sebep

Question 2: *Niçin orayı ziyaret etmek istiyorsunuz?*

Mark	Descriptor	
0	Yatmaya. No rewardable communication because response does not communicate the required message.	Gazi. Inaccurate pronunciation of "Gezi" as "Gazi" and no indication of the reason for the visit make the response have no clear meaning in the context of the role play.
	Müzelere. Ambiguous; the candidate has not given a clear reason why they want to visit museums.	Gezmeğe. Partially clear as although the candidate has indicated they want to visit somewhere, they have not indicated the specific place.
2	Çünkü müzeleri gezeceğiz. Clearly communicated response to the prompt.	Müzeleri görmek istiyoruz. Clearly communicated response, in spite of the lack of a subject or "because" at the start of the utterance.

Prompt 3: Seyahat - zaman**Question 3: Ne zaman seyahat etmek istiyorsunuz?**

Mark	Descriptor	
0	Saat. No rewardable communication; this is not a response to the question asked.	On. No rewardable communication; the candidate has simply stated a number.
	Sabah. Partially clear. Although the candidate has stated "morning", they have given no indication of the specific time.	Saat on. Partially clear. The candidate has given no indication of whether they would like to travel in the morning or in the evening.
2	Sabah saat on'da. Clearly communicated.	Yarın sabah saat on'da gitmek istiyorum. Clearly communicated.

Prompt 4: !**Question 4: Nasıl ödemek istiyorsunuz?**

Mark	Descriptor	
0	Para. No rewardable communication. The response provides no indication of the method of payment.	Ödeme. Highly ambiguous. It is not evident that the candidate has understood the prompt; they appear to have just repeated some of the language in the question.
	Kart vermek. Partially clear, despite the lack of the suffix "la" and the inappropriate use of an infinitive verb. However, the meaning is understandable within the context of the role play.	Naket odyacak. Only partially clear due to inaccurate pronunciation.
2	Nakit ödemek istiyorum. Clearly communicated. The response is unambiguous.	Nakit ödeyeceğim. The response is clearly communicated.

Prompt 5: ? Yolculuk - süresi

Mark	Descriptor	
0	Zaman. No rewardable communication. The candidate has not asked a question.	Vakit gider? Highly ambiguous. It is not clear what the candidate is asking about.
	Ne kadar sürer? Partially clear; the candidate needs to also state "yol" or "yolculuk" at the beginning of the sentence.	Yol ne kadar? Communication is ambiguous. For clarity, the response needs to also include "sürer", or "sürecek".
2	Yolculuk ne kadar sürecek? Clearly communicated. The candidate has asked a clear question.	Yolculuğun süreceği zaman ne kadar? Clearly communicated, despite the unnecessary inclusion of "zaman".

Assessment criteria for the Foundation tier – Part 2

Picture-based task – Foundation tier (24 marks)

There are two mark grids to be applied to this task:

- communication and content
- linguistic knowledge and accuracy.

Picture-based task: communication and content – Foundation tier

Mark	Descriptor
0	No rewardable material.
1–4	<ul style="list-style-type: none">• Limited response to set questions, likely to consist of single-word answers.• Minimal success in adapting language to describe, narrate, inform using individual words/phrases; sometimes unable to respond.• A straightforward opinion may be expressed but without justification.• Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication.
5–8	<ul style="list-style-type: none">• Responds briefly to set questions, there is much hesitation and continuous prompting needed.• Some limited success in adapting language, to describe, narrate and inform in response to the set questions; may occasionally be unable to respond.• Straightforward, brief opinions are given but without justification.• Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication.
9–12	<ul style="list-style-type: none">• Responds to set questions with some development, some hesitation and some prompting necessary.• Some effective adaptation of language to describe, narrate and inform in response to the set questions.• Expresses opinions with occasional, brief justification.• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication.
13–16	<ul style="list-style-type: none">• Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary.• Frequently effective adaptation of language to describe, narrate and inform in response to the set questions.• Expresses opinions and gives justification with some development.• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication.

Additional guidance

Adaptation of/adapting language to describe, narrate and inform: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.

Straightforward opinions and justification are those that form part of a minimum/standard/predictable response.

Picture-based task: linguistic knowledge and accuracy – Foundation tier

Mark	Descriptor
0	No rewardable material.
1–2	<ul style="list-style-type: none">Limited accuracy when responding to set questions; minimal success when referring to past, present and future events.Individual words and phrases are coherent when responding to set questions; high frequency of errors prevent meaning being conveyed throughout most of the conversation.
3–4	<ul style="list-style-type: none">Occasionally accurate grammatical structures when responding to set questions; occasional success when referring to present events, limited success when referring to future or past events, much ambiguity.Some coherent phrases and sentences within responses to set questions; regular errors prevent coherent overall speech and frequently prevent meaning being conveyed.
5–6	<ul style="list-style-type: none">Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity.Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.
7–8	<ul style="list-style-type: none">Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity.Responses are generally coherent although errors occur that occasionally hinder clarity of communication.

Additional guidance

Errors: the mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example using the locative, dative, ablative cases
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of time expressions and the verb endings
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Assessment criteria for the Foundation tier – Part 3

Conversation – Foundation tier (36 marks)

There are three mark grids to be applied to this task:

- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

Conversation: communication and content – Foundation tier

Mark	Descriptor
0	No rewardable material.
1–3	<ul style="list-style-type: none">• Communicates limited information relevant to the topics and questions.• Uses language to express limited, straightforward ideas and thoughts; occasional straightforward opinion expressed without justification.• Uses limited, familiar vocabulary and expression with much repetition; communication is disjointed and frequently breaks down because of restricted range of vocabulary.• Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication.
4–6	<ul style="list-style-type: none">• Communicates brief information relevant to the topics and questions.• Uses language to produce straightforward ideas and thoughts; expresses straightforward opinions with limited justification.• Uses repetitive, familiar vocabulary and expression; communication is often constrained and occasionally breaks down because of restricted range of vocabulary.• Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication.
7–9	<ul style="list-style-type: none">• Communicates information relevant to the topics and questions, with occasionally extended sequences of speech.• Uses language to produce straightforward ideas, thoughts and opinions with occasional justification.• Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary.• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication.
10–12	<ul style="list-style-type: none">• Communicates information relevant to the topics and questions, with some extended sequences of speech.• Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified.• Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes.• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication.

Additional guidance

Uses language creatively – examples of creative language use are:

- using language to create an effect
- manipulating language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Straightforward ideas, thoughts and opinions are those that give the minimum/standard/predictable response.

Conversation: interaction and spontaneity – Foundation tier

Mark	Descriptor
0	No rewardable material.
1–3	<ul style="list-style-type: none">• Basic exchange where only some questions are responded to; answers rely on rehearsed language that is frequently irrelevant to the question.• Short, undeveloped responses, many incomplete.• Isolated examples of ability to sustain communication, pace is slow and hesitant throughout.
4–6	<ul style="list-style-type: none">• Responds with limited spontaneity; answers rely on rehearsed language that is occasionally irrelevant to the question.• Short responses, any development depends on teacher prompting.• Limited ability to sustain communication, pace is mostly slow and hesitant.
7–9	<ul style="list-style-type: none">• Occasionally able to respond spontaneously with some examples of natural interaction although often stilted.• Occasionally able to initiate and develop responses independently but regular prompting needed.• Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation.
10–12	<ul style="list-style-type: none">• Responds spontaneously to some questions, interacting naturally for parts of the conversation.• Sometimes able to initiate and develop the conversation independently, some prompting needed.• Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation.

Additional guidance

Rephrasing/repair strategies: strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

Responds/responding spontaneously: gives a relevant, impromptu response based on what they have heard.

Rehearsed language: language learned by heart, which may not give a relevant, impromptu response based on what has been heard (not spontaneous).

Conversation: linguistic knowledge and accuracy – Foundation tier

Mark	Descriptor
0	No rewardable material.
1–3	<ul style="list-style-type: none">• Uses straightforward, individual words/phrases; limited evidence of language manipulation.• Limited accuracy, minimal success when referring to past, present and future events.• Individual words and phrases are coherent; high frequency of errors prevent meaning being conveyed throughout much of the conversation.
4–6	<ul style="list-style-type: none">• Uses straightforward, repetitive, grammatical structures.• Occasionally accurate grammatical structures, occasional success when referring to present events, limited success when referring to future or past events, much ambiguity.• Some coherent phrases and sentences; regular errors prevent coherent overall speech and frequently prevent meaning being conveyed.
7–9	<ul style="list-style-type: none">• Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures.• Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity.• Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed.
10–12	<ul style="list-style-type: none">• Manipulates grammatical structures with occasional variation, complex structures used but repetitive.• Generally accurate grammatical structures, generally successful references to past, present and future events.• Generally coherent speech although errors occur that sometimes hinder clarity of communication.

Additional guidance

Complex grammatical structures are considered to be:

- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: the mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example using the locative, dative, ablative cases
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of time expressions and the verb endings
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed:**

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Write your name here

Surname

Other names

Pearson Edexcel
Level 1/Level 2 GCSE (9–1)

Centre Number

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Candidate Number

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Turkish

Paper 3: Reading and understanding in Turkish

Foundation Tier

Sample assessment material for first
teaching September 2018

Time: 50 minutes

Paper Reference

1TU0/3F

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions from sections A, B and C.
- Questions in Section A and C are set in English.
- Questions in Section B are set in Turkish.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets:
– *use this as a guide as to how much time to spend on each question*
– *you should spend approximately 10 minutes on the translation question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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SECTION A

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

Saturday

1 Read your friends' emails about what they like to do on a Saturday.

Alev	Ailemle birlikte önce sinemada bir film izleriz, sonra da sadece sebze yemekleri yapan bir lokantaya gideriz.
Emre	Hava güzelse parkta arkadaşlarımla futbol oynarım. Bazen başka okulların öğrencileriyle de maçlar yaparız.
Canan	Her hafta sonu bir arkadaşın evine gideriz. Onlarla birlikte zaman geçirmeyi çok severim.
Demir	Her hafta sonu babamla hem evimiz için hem de dedem ve ninem için alışveriş yaparız. Onlara yardımcı olmak beni çok mutlu eder.

What do they say? Enter **Alev**, **Emre**, **Canan** or **Demir**.

You can use each person more than once.

Example: *Alev* likes to go to the cinema.

- (a) likes to play football. (1)
- (b) likes to go out with family. (1)
- (c) likes to help others. (1)
- (d) likes to be with friends. (1)
- (e) does not eat meat. (1)
- (f) likes to go shopping. (1)

(Total for Question 1 = 6 marks)

A new hotel

2 Read this advert about a new hotel.

Otelimiz İstanbul'un merkezinde sessiz ve ağaçlıklı bir caddededir.

Havaalanına araba ile sadece 40 dakikada, Topkapı Sarayı'na yürüyerek 15 dakikada gidebilirsiniz.

Bütün odaların deniz manzarası vardır.

Lokantamız sabah 8.00'den akşam 21.00'e kadar açıktır.

Complete the gap in each sentence using a word from the box below. There are more words than gaps.

park gym train station palace
sea square city centre swimming pool
restaurant airport cinema street

Example: The new hotel is in a quiet *street*

(a) The hotel is in the (1)

(b) It is forty minutes drive from the (1)

(c) The rooms have a view of the (1)

(d) The hotel is a short walk from the (1)

(e) The hotel has a (1)

(Total for Question 2 = 5 marks)

Local area

3 (a) Read this blog by Ahmet about his new neighbourhood.

Yeni taşındığımız mahalle çok güzel ve temiz. Tren istasyonu ve otobüs durağı evimize çok yakın, ama ben okula bisikletle gidiyorum.

Merkezde bir sinema ve bir alışveriş merkezi var fakat benim en sevdiğim yer kütüphane. Zamanımın çoğunu orada kitap okuyarak geçiriyorum. Belki bu yüzden okulda en başarılı dersim Türkçe.

Hafta sonları arkadaşlarla parkta buluşup voleybol oynuyoruz.

Answer the following questions **in English**. You do not need to write in full sentences.

(i) How does Ahmet go to school?

(1)

(ii) What does Ahmet like most about his neighbourhood?

(1)

(iii) What is the most popular sport in Ahmet's neighbourhood?

(1)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

3 (b) The blog continues.

Mahalledeki arkadaşlarımı çok sevdiğim için burada çok mutluyum.

Hava soğuk olduğunda gençlik kulübüne gider orada birlikte bilmeceler çözer, birbirimize fıkralar anlatırız. Aramızda hiç anlaşmazlık, kıskançlık yoktur.

(i) Why does Ahmet like being in this neighbourhood?

(1)

(ii) What do Ahmet and his friends do when it is cold?

(1)

(Total for Question 3 = 5 marks)

Bir Köy Çocuğu by Fatma Güner

4 Read the extract below.

Kerim lives with his family in a small village.

Kerim gün doğmadan uyandı. Yıkandı, giyindi. Annesi ondan önce kalkmıştı. Sofrayı kurmuş, çorbayı pişirmişti. Sıcak çorbanın kokusu evin her yerine yayılmıştı. Zaten ev de küçüktü. İki küçük odası vardı. Birinde Kerim, diğerinde anne babası yatıyordu. Eve konuk geldiğinde Kerim onlarla aynı odada yatmak zorunda kalıyordu. Kerim misafiri severdi ama onlarla bir odada uyumak hoşuna gitmiyordu. Ama ne yapsın, başka çare yoktu. Kerim sofraya oturduğunda annesi ve babası yemeğe başlamışlardı.

Babası:

“Haydi Kerim sofraya, hep geç kalıyorsun. Biraz acele et. Koyunları güneş doğmadan dağlara götürmen gerek.”

“Peki baba! Merak etme, şimdi yola çıkarım!”

Put a cross ☒ in the correct box.

Example: This extract is about Kerim and his...

<input type="checkbox"/>	A friends.
<input checked="" type="checkbox"/>	B daily life.
<input type="checkbox"/>	C neighbours.
<input type="checkbox"/>	D teachers.

(i) Kerim got up...

(1)

<input type="checkbox"/>	A before his mother.
<input type="checkbox"/>	B before the sunrise.
<input type="checkbox"/>	C after the sunrise.
<input type="checkbox"/>	D during the sunrise.

(ii) The family was going to have...

(1)

<input type="checkbox"/>	A tea.
<input type="checkbox"/>	B yoghurt.
<input type="checkbox"/>	C soup.
<input type="checkbox"/>	D cake.

(iii) The house they live in is...

(1)

<input type="checkbox"/>	A too small for them.
<input type="checkbox"/>	B too big for them.
<input type="checkbox"/>	C rented.
<input type="checkbox"/>	D brand new.

(iv) When they have a guest visiting, Kerim has to share his room with...

(1)

<input type="checkbox"/>	A his brother.
<input type="checkbox"/>	B the guest.
<input type="checkbox"/>	C his parents.
<input type="checkbox"/>	D his friends.

(v) Kerim is going to take the sheep to the...

(1)

<input type="checkbox"/>	A hills.
<input type="checkbox"/>	B river.
<input type="checkbox"/>	C mountains.
<input type="checkbox"/>	D cottage.

(Total for Question 4 = 5 marks)

International music festival

5 Read the webpage below.

Her yıl Türkiye'ye gençlik festivali için çeşitli ülkelerden öğrenci müzik grupları gelir. Festival, İstanbul'un dışındaki küçük bir kasabada yapılır. Ziyaretçiler havaalanından kasabaya kadar festival görevlilerinin kiraladığı otobüslerle giderler. İsterlerse otellerde isterlerse ailelerin yanında kalabilirler.

Her festivalin sonunda bir parti düzenlenir. Partide bazen müzisyenler diğer ülkelerin şarkılarını öğrenmeye çalışır, çabalarlar. Arkadaşlıklar oluşur ve herkes birbirine kendi ülkelerinden getirdikleri hediyeleri verir. Biletleri önceden satın almak gerekir. Bilet ücretlerinden elde edilen gelir festival masrafları için kullanılır.

Answer the following questions **in English**. You do not need to write in full sentences.

(a) Where in Istanbul is the festival? (1)

(b) How do the musicians get to the festival location? (1)

(c) What do the participants give each other at the party? (1)

(Total for Question 5 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

A House With A Fairy by Ömer Seyfettin

- 6 Read the extract from the text. Sermet is looking for a house to live in with his family. The Watchman is helping him look.

Sermet Bey döndü, arkasındaki bekçiye,

– İşte bir boş ev daha, dedi.

Küçük bir ormanın önünde beyaz, şık, bir bina parlıyordu. Bahçesinin demir kapısında büyük bir “Kiralıktır” levhası asılıydı. Bekçi başını salladı:

– Geç efendim, geç!... Orası size gelmez.

– Niçin canım?

– Sadece gösterdiğim evi tutunuz. Küçük ama size şans getirir. Orada kim oturursa erkek çocuğu dünyaya gelir.

– O ev bizim için küçük. On iki kişi nasıl sığarız beş odaya! Buraya bakalım, buraya... Tam bize göre...

Bekçi tekrar,

– Burada oturamazsınız efendim... dedi.

Sermet Bey, evi çok beğenmişti. Her tarafında geniş balkonları vardı. Yirmi senedir, çocuğu olduğundan beri hep böyle bir yuvası olsun isterdi. Kızgınca,

– Niye oturamayız, diye sordu.

– Efendim, bu ev çok problemlidir. Yağmur yağınca eve su girer.

Answer the following questions **in English**. You do not need to write in full sentences.

- (a) How did Sermet know that the house was for rent? (1)

- (b) Why does the Watchman want Sermet to rent the previous house he had shown him? (1)

- (c) What do we know about Sermet's family from the text? (1)

- (d) What is wrong with the house Sermet liked? (1)

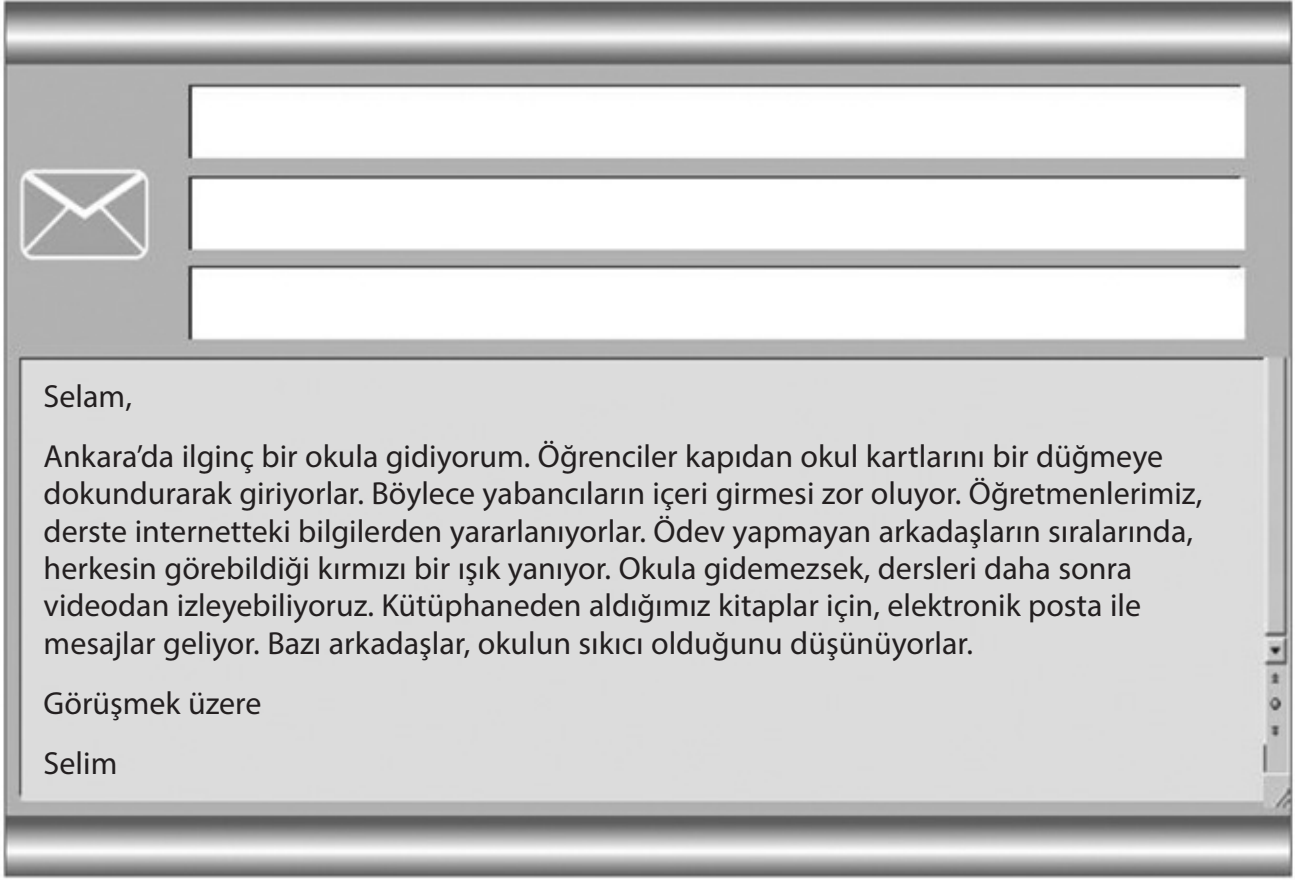
(Total for Question 6 = 4 marks)

TOTAL FOR SECTION A = 28 MARKS

SECTION B

Okul

7 Arkadaşınızdan aldığınız bu elektronik postayı okuyun.



Selam,

Ankara'da ilginç bir okula gidiyorum. Öğrenciler kapıdan okul kartlarını bir düğmeye dokundurarak giriyorlar. Böylece yabancıların içeri girmesi zor oluyor. Öğretmenlerimiz, derste internetteki bilgilerden yararlanıyorlar. Ödev yapmayan arkadaşların sıralarında, herkesin görebildiği kırmızı bir ışık yanıyor. Okula gidemezsek, dersleri daha sonra videodan izleyebiliyoruz. Kütüphaneden aldığımız kitaplar için, elektronik posta ile mesajlar geliyor. Bazı arkadaşlar, okulun sıkıcı olduğunu düşünüyorlar.

Görüşmek üzere

Selim

Aşağıdaki boşlukları parçaya göre gereken Türkçe kelimelerle tamamlayın.

çantası	sınavları	haritalar	komik
ödevini	Internet	sıkıcı	kartı
projesini	dersleri	ilginç	

Örnek: Selim'in okulu çok *ilginç*

(a) Okula olmayanlar giremez. (1)

(b) Öğretmenler dersi öğretirken kullanıyorlar. (1)

- (c) Eğer bir öğrenci yapmazsa, sınıfta herkes bunu bilir. (1)
- (d) Öğrenciler okula gelemeseler de kaçırmazlar. (1)
- (e) Bazı öğrenciler okulu buluyor. (1)

(Total for Question 7 = 5 marks)

Çeviri Seminerleri

8 Gençlik dergisindeki bu yazıyı okuyun.

Her yıl değişik ülkelerde Türk Dili ve Edebiyatı okuyan 10 üniversite öğrencisi Türkiye'ye gelerek bir yıldan üç yıla kadar ülkede eğitim görebilecek. Geçen yıl başlatılmış bu programa katılanların tüm giderleri hükümet tarafından ödenecek. Öğrenciler çeşitli seminerlere katılarak çeviri tekniklerini öğrenecek ve birçok kitabı Türkçeden kendi dillerine çevirecekler.

Bir Japon öğrenci, "Yaşar Kemal'in roman kitaplarını çok severim ve onun en sevdiğim kitaplarından birini kendi dilime çevirmek isterim." dedi. Bir Fransız öğrenci Türk hikayelerini çok sevdiğini ama Türk şiirinden bazı örnekleri çevirmeyi denemek istediğini söyledi.

Doğru kutuya işareti koyun.

Örnek: Bu program içindir.

<input checked="" type="checkbox"/>	A lise öğrencileri
<input checked="" type="checkbox"/>	B öğretmenler
<input checked="" type="checkbox"/>	C yazarlar
<input checked="" type="checkbox"/>	D üniversite öğrencileri

(i) Gençler geliyorlar.

(1)

<input checked="" type="checkbox"/>	A Çin'den
<input checked="" type="checkbox"/>	B Afrika'dan
<input checked="" type="checkbox"/>	C Avrupa'dan
<input checked="" type="checkbox"/>	D yurt dışından

(ii) Gençlerin bilmeleri gerekir.

(1)

<input type="checkbox"/>	A çeviri yapmayı
<input type="checkbox"/>	B Türkçe
<input type="checkbox"/>	C en az üç yabancı dili
<input type="checkbox"/>	D Türk kültürünü

(iii) Gençler Türkiye’de kalabilirler.

(1)

<input type="checkbox"/>	A istedikleri kadar
<input type="checkbox"/>	B en az üç yıl
<input type="checkbox"/>	C en az bir yıl
<input type="checkbox"/>	D yedi yıla kadar

(iv) Bu program başladı.

(1)

<input type="checkbox"/>	A son günlerde
<input type="checkbox"/>	B üç yıl önce
<input type="checkbox"/>	C geçen yıl
<input type="checkbox"/>	D uzun zaman önce

(v) Japon öğrenci bir çevirmek istiyor.

(1)

<input type="checkbox"/>	A roman
<input type="checkbox"/>	B hikaye
<input type="checkbox"/>	C şiir
<input type="checkbox"/>	D ders kitabı

(Total for Question 8 = 5 marks)

Tatiller

9 Türkiye'deki tatil bölgeleri hakkındaki yazıyı okuyun.

Bozcaada	Ege Denizi'ndeki bu güzel ada, sessiz sakin tatil yapmak isteyenler için ideal. Tertemiz turkuaz rengi berrak suda saatlerce yüzebilir, yeşil tepelerde sabah yürüyüşlerine çıkabilirsiniz.
İstanbul	Asya ve Avrupa kıtaları arasında, bir zamanlar Roma, Bizans ve Osmanlı imparatorluklarına ev sahipliği yapmış bu şehir tarihi eserlerle, müzelerle doludur. Kapalıçarşı'da, alışveriş merkezlerinde satın almak istediğiniz herşeyi bulabilirsiniz.
Fethiye	Yeşillikler içinde muhteşem dağların denizle buluştuğu bu güzel ilçe çocuklu aileler için çok uygundur. Burada uygun fiyatlara her tür yiyeceği bulabileceğiniz lokantalar, ucuz, rahat ve modern oteller vardır.
Girne	Girne, Kıbrıs'ın kuzeyinde, havaalanına çok yakın bir sahil şehridir. Gece hayatını seven gençler için çeşitli kulüpleri ve diskotekleri vardır.

Gidilmesi gereken doğru yer neresi? Bozcaada, İstanbul, Fethiye veya Girne'den birini seçin. Bazı yer isimleri birden fazla kullanılabilir.

Örnek: Güzel lokantalara gitmek istiyorsanız *Fethiye'ye* gitmelisiniz.

- (a) Eğer tarihle ilgileniyorsanız gitmelisiniz. (1)
- (b) Eğer spor yapmak istiyorsanız gitmelisiniz. (1)
- (c) Eğer tatilde gece hayatı seviyorsanız gitmelisiniz. (1)
- (d) Eğer kalacak yere çok para vermek istemiyorsanız gitmelisiniz. (1)
- (e) Eğer uçaktan tatil yerine bir an evvel varmak istiyorsanız gitmelisiniz. (1)

(Total for Question 9 = 5 marks)

TOTAL FOR SECTION B = 15 MARKS

SECTION C

Translation

10 Translate this passage into English.

Okulumuzun küçük bir bahçesi var. Bahçede birçok ağaç ve çiçek var. Öğrenciler her gün bahçeye bakarlar. Çevremizi seviyoruz ve yaptığımız işten hoşlanıyoruz. Dün hava güneşliydi ve hep beraber patates ve domates ektik. Evimizin bahçesinde de sebze yetiştirmek istiyorum.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 10 = 7 marks)

**TOTAL FOR SECTION C = 7 MARKS
TOTAL FOR PAPER = 50 MARKS**

GCSE Turkish Foundation tier

Paper 3 Mark scheme

SECTION A

Question number	Answer	Mark
1(a)	Emre	(1)

Question number	Answer	Mark
1(b)	Alev	(1)

Question number	Answer	Mark
1(c)	Demir	(1)

Question number	Answer	Mark
1(d)	Canan	(1)

Question number	Answer	Mark
1(e)	Alev	(1)

Question number	Answer	Mark
1(f)	Demir	(1)

Question number	Answer	Mark
2(a)	city centre	(1)

Question number	Answer	Mark
2(b)	airport	(1)

Question number	Answer	Mark
2(c)	sea	(1)

Question number	Answer	Mark
2(d)	palace	(1)

Question number	Answer	Mark
2(e)	restaurant	(1)

Question number	Answer	Mark
3(a)(i)	bicycle	(1)

Question number	Answer	Mark
3(a)(ii)	The library	(1)

Question number	Answer	Mark
3(a)(iii)	volleyball	(1)

Question number	Answer	Mark
3(b)(i)	He loves his friends there	(1)

Question number	Answer	Mark
3(b)(ii)	They go to the youth club/they do crossword puzzles/they tell jokes (any one)	(1)

Question number	Answer	Mark
4(i)	B	(1)

Question number	Answer	Mark
4(ii)	C	(1)

Question number	Answer	Mark
4(iii)	A	(1)

Question number	Answer	Mark
4(iv)	B	(1)

Question number	Answer	Mark
4(v)	C	(1)

Question number	Answer	Mark
5(a)	In a village/outside İstanbul	(1)

Question number	Answer	Mark
5(b)	By bus	(1)

Question number	Answer	Mark
5(c)	presents	(1)

Question number	Answer	Mark
6(a)	Because there was a (for rent) sign	(1)

Question number	Answer	Mark
6(b)	Any one answer from: It is a lucky house/it will bring people luck/whoever lives there would have a baby boy.	(1)

Question number	Answer	Mark
6(c)	His family is big.	(1)

Question number	Answer	Mark
6(d)	Water gets into the house when it rains.	(1)

SECTION B

Question number	Answer	Mark
7(a)	kartı	(1)

Question number	Answer	Mark
7(b)	internet	(1)

Question number	Answer	Mark
7(c)	ödevini	(1)

Question number	Answer	Mark
7(d)	dersleri	(1)

Question number	Answer	Mark
7(e)	sıkıcı	(1)

Question number	Answer	Mark
8(i)	D	(1)

Question number	Answer	Mark
8(ii)	B	(1)

Question number	Answer	Mark
8(iii)	C	(1)

Question number	Answer	Mark
8(iv)	C	(1)

Question number	Answer	Mark
8(v)	A	(1)

Question number	Answer	Mark
9(a)	İstanbul	(1)

Question number	Answer	Mark
9(b)	Bozcaada	(1)

Question number	Answer	Mark
9(c)	Girne	(1)

Question number	Answer	Mark
9(d)	Fethiye	(1)

Question number	Answer	Mark
9(e)	Girne	(1)

SECTION C

Question number	Indicative content	Mark
10	Our school has a small garden. There are lots of flowers and trees. The students look after the garden every day. We love the environment and we like what we do. Yesterday it was sunny and we planted potatoes and tomatoes. I want to grow vegetables in our garden at home too.	(7)

Mark	Descriptor
0	No rewardable communication.
1-2	Only isolated sentences or phrases are communicated. There are frequent errors and omissions in the translation that prevent meaning being conveyed.
3-4	The meaning of the passage is partially communicated. Some errors in the translation prevent meaning being conveyed, e.g. frequent use of incorrect words, omitted phrases , incorrect tenses.
5-6	The meaning of the passage is mostly communicated. Occasional errors affect the flow or clarity of the translation, e.g. incorrect words, omitted words, inexact syntax.
7	The meaning of the passage is fully communicated. Any errors do not detract from the overall flow or clarity of the translation.

Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Time: 1 hour 20 minutes

Paper
reference

1TU0/4F

Turkish

PAPER 4: Writing in Turkish

Foundation Tier

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer Questions 1, 2, 3 and 4. In Questions 2 and 3, answer **either** option (a) **or** option (b).
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- Write your answers in full sentences.
- You must **not** use a dictionary.

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question*
– *you should spend approximately 10 minutes on the translation question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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Pearson

Sports world

1



(Source: © Agencja Fotograficzna Caro/Alamy Stock Photo)

Almanya ve Türkiye arasında yapılan bu futbol maçını izliyorsunuz. Bu fotoğrafı Facebook'ta arkadaşlarınızla paylaşıyorsunuz.

Fotoğrafta gördüklerinizi ve spor hakkında neler düşündüğünüzü yazın.

Yaklaşık 20–30 kelimelik **Türkçe** bir yazı yazın.

.....

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(Total for Question 1 = 12 marks)

Choose either Question 2(a) or Question 2(b).

If you answer Question 2(a) put a cross in the box .

Summer work

2 (a) Londra'da birçok Türk misafirin kaldığı bir otelde yazın çalışmak istiyorsunuz. Otel müdürüne resmi dille aşağıdaki bilgileri kapsayan bir mektup yazın:

- kişisel nitelikleriniz
- konuşabildiğiniz yabancı diller
- başlamak istediğiniz tarih
- orada neden çalışmak istersiniz.

Yaklaşık 40–50 kelimelik **Türkçe** bir yazı yazın.

(16)

Sayın Bay/Bayan,

Saygılarımla,

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

If you answer Question 2(b) put a cross in the box .

Further study

2 (b) Ortaokul sonrası eğitim fırsatları hakkında bir yazı yazmak istiyorsunuz. Okul dergisine resmî dille aşağıdaki bilgileri kapsayan bir makale yazın:

- eğitimi sürdürmenin önemi
- istediğiniz okul hakkında bilgi
- dersler hakkında bilgi
- gelecek eğitim planlarınız.

Yaklaşık 40–50 kelimelik **Türkçe** bir yazı yazın.

(16)

Saygılarımla,

(Total for Question 2 = 16 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Choose either Question 3(a) or Question 3(b).

If you answer Question 3(a) put a cross in the box .

New Year's Day

- 3 (a) Arkadaşınız Hakan, yılbaşımda neler yaptığınızı öğrenmek için size bir elektronik posta gönderdi.

Hakan'a resmi olmayan dille bir elektronik posta gönderin.

Aşağıdaki noktaları **kapsamalısınız**:

- en son yılbaşı gecesini nasıl kutladığınızı
- ailenizin genellikle yeni yılın ilk gününü nasıl geçirdiğini
- insanların yeni yılı neden kutlaması ya da kutlamaması gerektiğini
- gelecek on iki ayda yapmayı planladıklarınızı.

Yaklaşık 80–90 kelimelik **Türkçe** bir yazı yazın.

(20)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 3 = 20 marks)

School

4 Aşağıdaki tümceleri **Türkçeye** çevirin.

(a) I like my school.

(2)

(b) The library is very big.

(2)

(c) Lessons usually start at 8:00.

(2)

(d) My favourite subject is Turkish, and I can write stories.

(3)

(e) Last year I played tennis, but now I prefer football, because it is more fun.

(3)

(Total for Question 4 = 12 marks)

TOTAL FOR PAPER = 60 MARKS

GCSE Turkish Foundation tier

Paper 4 Mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- You should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a band, you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the band and then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Assessment criteria for the Foundation tier

Question 1 – Foundation tier (12 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

The student is expected to produce 20–30 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 1: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none">• Some relevant, basic information without development• Uses language to inform, give short descriptions and express opinions with limited success• Uses limited selection of common, familiar vocabulary and expression with frequent repetition
3–4	<ul style="list-style-type: none">• Mostly relevant information, minimal extra detail• Uses language to give short descriptions, simple information and opinions with variable success• Uses small selection of common, familiar vocabulary and expression with some repetition
5–6	<ul style="list-style-type: none">• Relevant information with occasional extra detail• Uses language to give short descriptions, simple information and opinions with some success• Uses small selection of common, familiar vocabulary and expression with little repetition

Question 1: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none">• Produces simple, short sentences in isolation• Limited accurate application of a small selection of straightforward grammatical structures, limited success in referring to present events; frequently errors prevent meaning being conveyed
3–4	<ul style="list-style-type: none">• Produces simple, short sentences with little linking• Inconsistently accurate application of a small selection of straightforward grammatical structures, inconsistently successful reference to present events; often errors occur that hinder clarity of communication and occasionally prevent meaning
5–6	<ul style="list-style-type: none">• Produces simple sentences with some linking• Accurate application of a small selection of straightforward grammatical structures, refers successfully to present events as appropriate to the task; occasionally errors occur that hinder clarity of communication

Additional guidance

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: the mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example using the locative, dative, ablative cases
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of time expressions and the verb endings
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 2 – Foundation tier (16 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question requires students to write in a formal style/register (see *Additional guidance*).

The student is expected to produce 40–50 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 2: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none">• Limited information given, likely to consist of single words and phrases• Limited ability to use language to present simple facts, inform and note down key points; expression is frequently constrained and communication often breaks down• Repetitive use of a limited selection of common words and phrases; heavy reliance on language of the stimulus material to express thoughts• Knowledge of register and style is rarely evident because of restricted use of vocabulary and expression
3–4	<ul style="list-style-type: none">• Some brief information given, basic points made without development• Occasional success in using language to present simple facts, information and to note down key points but expression is sometimes constrained and communication occasionally breaks down• Limited use of common, familiar vocabulary and expression with frequent repetition; some reliance on language of the stimulus material to express thoughts• Occasional appropriate use of register and style
5–6	<ul style="list-style-type: none">• Some relevant information given appropriate to the task, basic points made with little development• Uses language with some success, to present simple facts, information and to note down key points, expression is occasionally constrained• Uses a small range of, common, familiar vocabulary and expression, mostly independently selected, with some repetition; mostly goes beyond the language of the stimulus material• Mostly appropriate use of register and style, mostly sustained
7–8	<ul style="list-style-type: none">• Relevant information given appropriate to the task, basic points made with some development• Uses language mostly with success, to present simple facts, information and to note down key points using simple ideas• Uses independently selected, common, familiar vocabulary and expression with little repetition; goes beyond the language of the stimulus material• Appropriate use of register and style sustained

Additional guidance

Independently selected vocabulary and expression: students may use key words from the stimulus material but, to demonstrate their knowledge of vocabulary and ability to express themselves independently, they must be able to use vocabulary and expression that is not in the stimulus material.

Register and style definition: formal register and style includes, for example, avoidance of slang, over-familiar language, exaggeration, 'text speak', inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs, personal pronouns and possessive adjectives.

Question 2: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none">• Repetitive use of minimal selection of straightforward grammatical structures• Produces individual words/set phrases• Limited accuracy in grammatical structures used, limited success in referring to present and future events; regular errors prevent meaning being conveyed
3–4	<ul style="list-style-type: none">• Use of a restricted range of straightforward grammatical structures, frequent repetition• Produces simple, short sentences, which are not linked• Occasional accuracy in grammatical structures used, occasional success in referring to present and future events; sometimes errors prevent meaning being conveyed
5–6	<ul style="list-style-type: none">• Uses straightforward grammatical structures, some repetition• Produces simple, short sentences with minimal linking• Some accurate use of straightforward grammatical structures, some success in referring to present and future events to meet the requirements of the task; occasionally errors prevent meaning being conveyed
7–8	<ul style="list-style-type: none">• Uses straightforward grammatical structures, occasional repetition• Produces predominantly simple sentences occasionally linked together• Mostly accurate use of straightforward grammatical structures, mostly successful references to present and future events to meet the requirements of the task; occasionally errors hinder clarity of communication

Additional guidance

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: the mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example using the locative, dative, ablative cases
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of time expressions and the verb endings
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 3 – Foundation tier (20 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see *Additional guidance*).

The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 3: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none">• Communicates brief information relevant to the task with little development• Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification• Expresses straightforward thoughts and ideas; uses common, familiar language with repetition• Variable use of appropriate register and style
4–6	<ul style="list-style-type: none">• Communicates information relevant to the task, with development of the occasional key point and idea• Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions that are occasionally successful• Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language• Appropriate use of register and style is evident but with inconsistencies
7–9	<ul style="list-style-type: none">• Communicates information relevant to the task, with development of some key points and ideas• Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions• Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language• Appropriate use of register and style is evident but with occasional inconsistency

Mark	Descriptor
10–12	<ul style="list-style-type: none"> Communicates information relevant to the task with expansion of key points and ideas Effective adaptation of language to narrate, inform, interest and give convincing personal opinions Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language Appropriate use of register and style throughout with minimal inconsistency

Additional guidance

Creative language use – examples of creative language use are:

- using language to create an effect
- using language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Register and style definition: informal register and style – examples of informal style include colloquial, conversational language that students would use with friends. It also requires use of the informal structure when using, for example, verbs, personal pronouns and possessive adjectives.

Adaptation of language to narrate, inform, interest and give convincing opinions: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.

Question 3: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none">• Uses straightforward grammatical structures, some repetition• Produces brief, simple sentences, limited linking of sentences• Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed
3–4	<ul style="list-style-type: none">• Uses mostly straightforward grammatical structures, occasional repetition• Produces occasionally extended sentences linked with familiar, straightforward conjunctions• Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed
5–6	<ul style="list-style-type: none">• Different examples of straightforward grammatical structures are evident• Produces some extended sentences that are linked with familiar, straightforward conjunctions• Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication
7–8	<ul style="list-style-type: none">• Some variation of grammatical structures, occasional complex structure• Produces frequently extended sentences, well linked together• Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication

Additional guidance

Complex grammatical structures are considered to be:

- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example using the locative, dative, ablative cases
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of time expressions and the verb endings
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 4 – Foundation tier (12 marks)

Translation mark grids and example responses

Mark grid for sentences (a), (b) and (c), which are worth 2 marks each. The mark grid will be applied to each individual sentence.

Mark	Descriptor
0	No rewardable material
1	Meaning partially communicated with errors that hinder clarity or prevent meaning being conveyed
2	Meaning fully communicated with occasional errors that do not hinder clarity

Question number	Example response
4(a)	Okulumu severim/seviyorum.
4(b)	Kütüphane çok büyük/büyüktür.
4(c)	Dersler genellikle saat 8:00'de/sekizde başlar/başlıyor.

Mark grid for sentences (d) and (e), which are worth 3 marks each. The mark grid will be applied to each individual sentence.

Mark	Descriptor
0	No rewardable material
1	<ul style="list-style-type: none">Some words are communicated but the overall meaning of the sentence is not communicated
2	<ul style="list-style-type: none">The meaning of the sentence is partially communicatedLinguistic structures and vocabulary are mostly accurate with some errors that hinder clarity or prevent meaning being conveyed
3	<ul style="list-style-type: none">The meaning of the sentence is fully communicatedLinguistic structures and vocabulary are accurate with only occasional errors that do not hinder clarity

Question number	Example response
4(d)	En sevdiğim ders Türkçe ve hikayeler yazabilirim/yazabiliyorum.
4(e)	Geçen yıl tenis oynadım/oynuyordum ama şimdi futbolu/futbol oynamayı tercih ediyorum çünkü daha eğlenceli.

Additional guidance

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example using the locative, dative, ablative cases
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of time expressions and the verb endings
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 1: Listening and understanding in Turkish Transcript

Higher Tier

Sample assessment material for first teaching
September 2018

Paper Reference

1TU0/1H

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SECTION A
Çevre sorunları

Soru 1

Örnek

F1: Son yıllarda Türkiye’de sanayi geliyor.

Soru 1

F1: Ancak bu çevre sorunlarını da çoğalttı. Doğal kaynakların daha fazla kullanılması doğanın dengesini bozdu. Fabrika sayılarının fazlalaşması hava kirliliğinin artmasına neden oldu. Türkiye başka ülkelerden daha çok petrol satın almak zorunda kaldığından özellikle Karadeniz’de tanker trafiği artıyor. Ayrıca petrol taşımacılığı denizin kirlenmesine ve balıkların yok olmasına neden oluyor. Balıkçılıkla geçinenler sıkıntıya giriyor. Hükümet çeşitli illerde halk sağlığını ve doğayı korumak ile ilgili eğitim çalışmaları yapacak.

Babamın Bodrum’daki arkadaşları

Soru 2

Örnek

M2: Kemal bizi her zaman neşelendirirdi. Onunla zaman geçirmeye bayılırdım.

Soru 2

M2: Cem gezmeyi çok severdi. Ailesinin durumu iyiydi o nedenle para harcamaktan hiç çekinmezdi. Arkadaşlara hediye kitaplar alır, her şeyini paylaşırdı. Denizcan’ı da gerçekten çok severdim. Bütün arkadaşlarının yardımına koşardı. Kaya herkesle şakalaşır. Onu daha görünce gülmeye başladık. Kendinden öyle emindi ki bütün kızları etkilerdi. Ertan genellikle çok cömertti. Arkadaşlarına yemek ısmarlar, kafede yanındaki arkadaşına para ödetmezdi. Borç almak isteyenleri geri çevirmezdi. Ayşe çok güzel ve akıllı bir kızdı. Yalnız grubun içinde daima en sessiz oydu. Konuşmaya utanırdı. Sadece benimle beraberken kendini rahat hissedirdi.

SECTION B
Istanbul Toy Museum

Question 3

Example

M1: İstanbul Oyuncak Müzesi, 10 yıldan beri ziyaretçilerin ilgisini çekiyor.

Question 3

M1 Göztepe'deki müzede dünyanın her yerinden oyuncaklar var. Müzenin koleksiyonunda iki binden fazla oyuncak var. Kafeteryasında dinlenebilir ve atıştırmalık yiyecekler yiyebilirsiniz. Öğrenci gruplarına ve ailelere indirim yapılıyor. Bazı günler çocuklara oyuncak yapmaları öğretiliyor. İnternet sayfasından açılış saatleri ve giriş ücretleri hakkında bilgi alabilirsiniz. Oyuncakları korumak için flaşlı fotoğraf çekilmesine izin verilmiyor.

My new school

Question 4

Example

M2: Eski okulum küçüktü.

Question 4

M2: Öğretmenler çok naziktiler. Hala İzmir'de yaşıyorum ama şimdi yeni okula gidiyorum. Oraya otobüs ile gidiyorum. Sportifim, yeni arkadaşlarımla basketbol ve futbol oynuyorum, ancak eski okulumda spor yapmadım. Formumda değildim, kantinde yağlı yiyecekler yemeyi seviyordum. Okuldan eve gelince ya bilgisayarımda oyun oynayarak ya da televizyon izleyerek zamanımı geçiriyordum. Hafta sonu dışarı çıkmıyordum. Parka gitmiyordum. Oyun oynayacak hiç arkadaşım yoktu. Şimdi daha çok dersim var ve daha çok çalışıyorum. Ayrıca okulumda eskrim ve karate gibi değişik kulüplere katıldım. Daha çok etkinlik yapıyor ve hareket ediyorum. Keşke daha önce de böyle yapsaydım.

Istanbul is waking up

Question 5

Example

M1: İstanbul, çok büyük ve kalabalık bir kent.

Question 5

M1: Bu kentte hayat erken başlıyor. İnsanlar otobüslere, vapurlara biniyorlar. Simit, çörek alıyorlar, Boğaz'da tura çıkıyorlar, sahillerde yürüyorlar. Lütfen bize telefon edin. Sizi dinleyelim. Acaba siz nerede ne yapıyorsunuz? İşte bir dinleyicimiz arıyor. Yıldız hanım?

F1: Merhaba! Ben ve eşim evdeyiz. İşi bırakma yaşımız geldi. Sabahları en büyük zevkimiz sizin programınızı dinlemek.

M1: Teşekkürler. Şu anda neler yapıyorsunuz? Bugün için bir planınız var mı?

F1: Şu anda eşimle yeni demlediğim çayı içiyoruz. Bugün son derece sevinçliyiz. Akşamleyin eşimin yeğeni evleniyor. Öğlenden sonra ona güzel bir kolye almak için çarşıya çıkacağız.

M1: Genç yeğeninize mutluluklar dilerim.

Apprenticeships

Question 6

F2: Türkiye'de okuldan ayrılıp 14 yaşında çırak olabilirsiniz. Bazı kişiler böyle bir karar vermek için 14 yaşın küçük olduğunu, henüz olgun bir yaş olmadığını söylüyorlar. Eğitime devam ederlerse, gençlerin daha iyi işler bulabileceklerini düşünüyorlar. Ama çırak olma yolunu seçen yüzlerce genç var. Çoğu da kararlarından memnunlar.

Onlardan biri olan Mehmet'e deneyimini soralım.

M1: Çıraklığı seçtim ve şef olmak istedim. Kararımdan inanılmaz derecede memnunum çünkü okulda başarılı değildim. Okul saatleri özellikle tarih ve coğrafya dersleri çok uzundu ve geçmek bilmiyordum. Sıkıntıdan patlıyordum. Üniversiteye gitmek istemedim. Şimdi sadece iki gün yemek pişirmeyi ve matematiği öğrenmek gibi en sevdiğim şeyleri yapmak için okula gidiyorum. Diğer günlerde bir lokantada aşçı yardımcısı olarak çalışıp, para kazanıyorum. Kendimi bir yetişkin gibi hissediyorum. Besinler hakkında yeni şeyler öğrenmek müthiş.

An interview with a scientist

Question 7

F1: Bilim adamı olmaya ne zaman karar verdiniz?

M2: Çocukken hayalim Türk milli takımının kalecisi olmaktı. Ama boyum bunun için çok kısaydı. Eğitimle spor arasında kaldığımda eğitime odaklanmaya karar verdim. Fen Bilgisi benim en sevdiğim dersti. 15 yaşındayken bilim adamı olmak istediğimden emindim. Hala her türlü sporu seviyorum ama gerçek aşkım futbol.

F1: Üniversiteye gitmek sizin için çok önemli oldu değil mi?

M2: Tabii ki oldu. Yalnız şunu belirtmeliyim ki başarılı olmak istiyorsanız her şeyden önce en çok ne yapmayı sevdiğinize karar vermelisiniz. Araştırma yapabilmem için önce üniversiteye gitmem gerekti. Ben de Tıp Doktoru oldum. DNA onarımı konusunda doktora başlamam, yapmakta olduğum araştırmaları geliştirmeme yardımcı oldu. Laboratuvarda çalışırken kendimi kaybediyorum, zamanı unutuyorum. Birçok buluşlar yaptım ve 33 kitabım yayınlandı. Çok şanslıydım çünkü annem ve babam da beni çok desteklediler.

Internet safety

Question 8

Example

M1: Önce Eren'i dinleyelim.

M2: Facebook'ta zaman geçiriyorum. Sosyal medya benim hayatım. Paylaştığım fotoğraflar çok beğeni alıyor.

Question 8 Part (a)

M2: Annem ve babam istediklerinde sayfalarımda gezinebilirler. Benim gizlim saklım yok. Ancak bana güvendikleri için beni kontrol etmiyorlar ve bilgisayarım odamda duruyor. Geçenlerde bir kız arkadaşım, siber zorbalık kurbanı olmuştu, bu bir rezalet. Kabul edilebilecek bir şey değil.

M1: Sen ne dersin Derya?

F1: Benim annem ve babam Facebook kullanıyor. Kişilerin sanal alemde paylaştıkları fotoğrafların tanımadıkları kişiler tarafından görülebileceğini bilmeleri ve bu konuda sorumluluk almaları gerekir. Sanırım kullandığımız teknolojiyi esaslı olarak bilmiyoruz. Öğretmenler bize kendimizi sanal dünyada nasıl korumamız gerektiğini anlatıyorlar.

Question 8 Part (b)

M1: Ya sen Diyar?

M3: Ben anne babamı Facebook'ta arkadaş olarak kabul ettim. İnterneti ödevlerimi yaptıktan sonra belirli bir zaman süresinde herkesin yanında kullanıyorum. Hatta fotoğraf göndermeden önce daima izin istiyorum.

M1: Ve son olarak Aysun?

F2: Okulda bize daha fazla bilgi verilmeli ve siber zorbalık gibi sorunlarla nasıl başa çıkacağımızı ele almalıyız. Ailem sosyal ağımı göremez, bu benim özel hayatım. Kendi bilgisayarım var, ancak akıllı telefonumu tercih ediyorum. Hiç fotoğraf paylaşmadım. Düşünmüyorum da.

Run between two continents

Question 9

Question 9 Part (a)

F1: İstanbul Maratonu Avrupa'nın en eski uluslararası uzun koşu yarışmasıdır. Daha önce Avrasya Maratonu olarak bilinen yarışmaya birçok ülkeden binlerce atlet katılıyor. Kıtalararası bu yarışmaya katılan kadın ve erkek sporcular Asya'da başladıkları yarışı Avrupa'da tamamlayarak ilginç bir deneyim yaşıyorlar. Etkinliğe katılmak için 18 yaş ve üstünde olmak ve sağlık kontrolünden geçmek gerekir. Halk koşusunun yanı sıra dünyanın her köşesinden gelen maratoncular zamana karşı yarışıyorlar. Son yıllarda engelliler kategorisinde de yarışma yapılmaya başlandı. Herkes Londra Maratonu'nun en büyük ve en eski olduğunu zannediyor, ama aslında öyle değil. İstanbul'daki yarışma hem katılımcılar açısından daha büyük hem de iki yıl daha önce başlamış.

Question 9 Part (b)

M1: "Bu maratona uzun zamandan beri hazırlandım ama düşündüğüm kadar zorlu değildi. Bununla birlikte çok zevk aldım çünkü tarihi Sultanahmet meydanındaki bitiş muhteşemdi. İkinci saat daha zorluydu çünkü yorulmuştuk. Ayrıca yokuşlar ve çukurlar işi daha da zorlaştırdı, arazi korunaksız ve rüzgarlıydı. Yarış boyunca koşuculara her türlü destek veriliyordu. Sporcular için bol miktarda su, portakal, greyfurt ve limon bulunan istasyonlar vardı. Herkese şiddetle bu yarışmaya katılmalarını öneririm."

AKUT

Question 10

Example

M1: "Lise öğrencisi 16 yaşındaki Ozan Çelik bizimle bugün. O bir gönüllü, bizimle arama kurtarma kuruluşu AKUT'taki çalışmalar ve gönüllülüğün kendisi için anlamı hakkındaki düşüncelerini paylaşacak."

Question 10 Part (i)

M2: "Gönüllülüğün ne olduğunu, gönüllü eğitimi için okulda Genç AKUT tarafından düzenlenen "AKUT Ruhı" adlı projeden öğrendim. AKUT gönüllülere deprem, sel ve yangın gibi doğal afetlerde hayat kurtarmak amacıyla eğitim veren bir kuruluştur. Acıklı bir hikayesi var. İki tecrübesiz genç dağda ölmüş ve AKUT daha etkin arama kurtarma operasyonları yapmak için küçük öncü bir grup olarak kurulmuştur. Kuruluşun amacı doğal felakete karşı halkı bilinçlendirmektir. Doğal felakete karşı farkındalığa ilişkin eğitim kursları düzenler. 20 yıldan fazla bir süredir AKUT sadece Türkiye'de değil dünyanın diğer bölgelerinde de hayatlar kurtarmaktadır. Şimdiye kadar zorlu kriz koşullarında iki binden fazla insanın yaşamını kurtarmıştır."

Question 10 Part (ii)

M2: "Benim için gönüllülük dünyayı değiştirmek için ilk adımdır. Ne yaptığımızı biliyorsak hayat kurtarmak mümkündür. Bütün arkadaşlarım ne okuyacaklarını ve nerede iş bulacaklarını düşünüyorlar, o kadar! Hayallerini gerçekleştirecek farklı yollar aramıyorlar. Maalesef, gönüllü çalışmanın da bunlardan biri olduğunu fark etmiyorlar."

Write your name here

Surname

Other names

Pearson Edexcel
Level 1/Level 2 GCSE (9–1)

Centre Number

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Candidate Number

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Turkish

Paper 1: Listening and understanding in Turkish

Higher Tier

Sample assessment material for first teaching
September 2018

Time: 40 minutes and 5 minutes' reading

Paper Reference

1TU0/1H

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A and B.
- Questions in Section A are set in Turkish.
- Questions in Section B are set in English.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- You have 5 minutes to read through the paper before the first extract starts.
- You may make notes during these 5 minutes.
- You will hear the extract twice. You may write at any time during the tests. There will be a pause between each question.
- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

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Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross . If you change your mind about an answer, put a line through the box and then mark your new answer with a cross .

SECTION A

Çevre sorunları

1 Radyoda çevre konusuyla ilgili konuşmayı dinliyorsunuz.

Kutudaki kelime veya kelime gruplarını seçerek aşağıdaki cümleleri tamamlayınız.
Kutuda kullanmayacağınız sözcükler de var.

tüketim	sanayi	vergiler	duygusal	petrol
	çevrecilik	yiyecek	parasal	
kaynakları	kirliliğe	eğitim	gelirler	

Örnek: Türkiye’de *sanayi* geliyor.

- (a) Doğal iyi kullanmak gerekir. (1)
- (b) Ülkede ihtiyacı arttı. (1)
- (c) Deniz taşımacılığı neden oluyor. (1)
- (d) Balıkçılar sıkıntıya giriyor. (1)
- (e) Hükümet ile ilgili çalışma yapacak. (1)

(Total for Question 1 = 5 marks)

Babamın Bodrum'daki arkadaşları

2 Babam Bodrum'daki çocukluk arkadaşlarını anlatıyor.

Arkadaşları nasıldı?

Sözcüklerden uygun olanları seçin: **cömert, neşeli, utangaç, yardımsever.**

Bir kelime birden fazla kullanılabilir.

Örnek: Kemal *neşeli*

(a) Cem

(1)

(b) Denizcan

(1)

(c) Kaya

(1)

(d) Ertan genellikle

(1)

(e) Ayşe her zaman

(1)

(Total for Question 2 = 5 marks)

TOTAL FOR SECTION A = 10 MARKS

SECTION B

Istanbul Toy Museum

9 You are using the audio guide in the museum.

Listen to the recording and complete the sentences by putting a cross ☒ in the correct box for each question.

(4)

Example: The Museum has been open for over...

<input checked="" type="checkbox"/>	A 10 years.
<input type="checkbox"/>	B 1 year.
<input type="checkbox"/>	C 8 years.
<input type="checkbox"/>	D 6 months.

(i) Toys in the Museum come from...

<input type="checkbox"/>	A all over Turkey.
<input type="checkbox"/>	B local workshops.
<input type="checkbox"/>	C countries near Turkey.
<input type="checkbox"/>	D many different countries.

(ii) Families and groups...

<input type="checkbox"/>	A can get a special deal.
<input type="checkbox"/>	B need to book in advance.
<input type="checkbox"/>	C need to use a different entrance.
<input type="checkbox"/>	D can have free parking.

(iii) Sometimes children can also...

<input type="checkbox"/>	A play with the toys.
<input type="checkbox"/>	B make toys.
<input type="checkbox"/>	C borrow toys.
<input type="checkbox"/>	D buy toys.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(iv) Cameras with a flash are not allowed because they...

<input type="checkbox"/>	A hurt people's eyes.
<input type="checkbox"/>	B set off the alarms.
<input type="checkbox"/>	C damage the toys.
<input type="checkbox"/>	D annoy other visitors.

(Total for Question 3 = 4 marks)

My new school

4 Your friend from Izmir tells you about his new school on Skype.

What does he mention?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

(3)

Example	size of his old school	<input checked="" type="checkbox"/>
A	his homework	<input type="checkbox"/>
B	teachers	<input type="checkbox"/>
C	school uniform	<input type="checkbox"/>
D	his eating habits	<input type="checkbox"/>
E	his parents	<input type="checkbox"/>
F	his music lessons	<input type="checkbox"/>
G	after-school activities	<input type="checkbox"/>

(Total for Question 4 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Istanbul is waking up

5 Ms Yildiz joins a live radio broadcasting in Istanbul.

What is discussed?

Listen to the recording and put a cross ☒ in the correct box for each question.

(3)

Example: Istanbul is a...

<input type="checkbox"/>	A beautiful city.
<input checked="" type="checkbox"/>	B crowded city.
<input type="checkbox"/>	C great city.
<input type="checkbox"/>	D wonderful city.

(i) He is asking his listeners to call...

<input type="checkbox"/>	A the talk show.
<input type="checkbox"/>	B him at home.
<input type="checkbox"/>	C him at work.
<input type="checkbox"/>	D the radio's owner.

(ii) Ms Yildiz...

<input type="checkbox"/>	A gets up early.
<input type="checkbox"/>	B works late.
<input type="checkbox"/>	C does not work.
<input type="checkbox"/>	D is looking for a job.

(iii) They will give their niece ...

<input type="checkbox"/>	A a birthday present.
<input type="checkbox"/>	B a wedding present.
<input type="checkbox"/>	C a graduation present.
<input type="checkbox"/>	D an engagement present.

(Total for Question 5 = 3 marks)

Apprenticeships

6 You hear this news report and interview with a young apprentice on Turkish radio. Listen to the recording and answer the following questions **in English**.

(a) Why is the age of 14 important for young Turkish people? (1)

(b) State **one** concern that some people have about the decision to become an apprentice. (1)

(c) Why did Mehmet think an apprenticeship was right for him? Give **one** reason. (1)

(d) Which things in school does Mehmet like? Give **two** details. (2)

(Total for Question 6 = 5 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

An interview with a scientist

7 You are listening to a TV interview with Professor Aziz Sancar, a Nobel Prize-winning scientist.

Listen to the interview and answer the following questions **in English**.

(a) What prevented him from following his dream? (1)

(b) What did Aziz Sancar have to do less to concentrate on his education? (1)

(c) Where did he start his research? (1)

(d) What was helpful for his research? (1)

(e) What was the reason Aziz Sancar felt very lucky? (1)

(Total for Question 7 = 5 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Internet safety

8 You hear this discussion among some young people on a Turkish Cypriot radio phone-in.

Listen to the recording and put a cross ☒ in the correct box for each question.

(6)

Example: Eren spends...

<input type="checkbox"/>	A little money on phones.
<input type="checkbox"/>	B his money shopping online.
<input checked="" type="checkbox"/>	C a lot of time on social networks.
<input type="checkbox"/>	D less time with his friends.

Part (a)

(i) Eren's parents...

<input type="checkbox"/>	A cannot trust him.
<input type="checkbox"/>	B don't use Facebook.
<input type="checkbox"/>	C can view his social network page.
<input type="checkbox"/>	D post photos of him online.

(ii) Derya's parents...

<input type="checkbox"/>	A cannot see her Facebook page.
<input type="checkbox"/>	B use social network sites.
<input type="checkbox"/>	C don't know what she does.
<input type="checkbox"/>	D are not well informed.

(iii) Derya learns about internet safety...

<input type="checkbox"/>	A from reading about it.
<input type="checkbox"/>	B from her parents.
<input type="checkbox"/>	C at school.
<input type="checkbox"/>	D from her siblings.

Part (b)

(i) Diyar's parents...

<input type="checkbox"/>	A are his friends on Facebook.
<input type="checkbox"/>	B know a lot about the internet.
<input type="checkbox"/>	C cannot see his computer.
<input type="checkbox"/>	D don't accept his use of social networks.

(ii) Aysun feels...

<input type="checkbox"/>	A people discuss bullying too much.
<input type="checkbox"/>	B the internet brings more problems than advantages.
<input type="checkbox"/>	C parents should see what their children do online.
<input type="checkbox"/>	D she isn't well informed about internet safety.

(iii) Aysun...

<input type="checkbox"/>	A doesn't post photos on the internet.
<input type="checkbox"/>	B doesn't use a computer.
<input type="checkbox"/>	C posts only family photos.
<input type="checkbox"/>	D has to share her computer.

(Total for Question 8 = 6 marks)

Run between two continents

9 You hear this report on TV about the Istanbul Marathon.

Listen to the report and answer the following questions **in English**.

Part (a)

(i) Where is the final part of the race held? (1)

(ii) What are the criteria to be allowed to compete in the marathon? Give **two** details. (2)

(iii) What is the new category in the marathon? (1)

(iv) What mistake do people make about the London Marathon? (1)

Part (b)

A participant talks about the event.

(i) What does he think about the Istanbul Marathon? Give **two** details. (2)

(ii) When is the most difficult time for runners? (1)

(iii) What are some of the challenges of the running course? Give **one** detail. (1)

(iv) What stops runners getting dehydrated? Give **one** detail. (1)

(Total for Question 9 = 10 marks)

AKUT

10 You hear a radio interview with Ozan about volunteering.

Put a cross in the **two** correct boxes for each question.

(i) What does Ozan say about AKUT, Search and Rescue Association?

(2)

Example	It has volunteer training projects for young people.	<input checked="" type="checkbox"/>
A	It saves lives in natural disasters.	<input type="checkbox"/>
B	It participates in research in Europe.	<input type="checkbox"/>
C	It helps people in Turkey only.	<input type="checkbox"/>
D	It trains more than two thousand people.	<input type="checkbox"/>
E	It saved more than two thousand lives in crisis.	<input type="checkbox"/>

(ii) What does he say about his friends?

(2)

A	Some of them found a paid job.	<input type="checkbox"/>
B	They are focused on their own futures.	<input type="checkbox"/>
C	Volunteering makes them feel fulfilled.	<input type="checkbox"/>
D	In general, they are not concerned with world issues.	<input type="checkbox"/>
E	They are thinking about volunteering in the future.	<input type="checkbox"/>

(Total for Question 10 = 4 marks)

TOTAL FOR SECTION B = 40 MARKS

TOTAL FOR PAPER = 50 MARKS

GCSE Turkish Higher tier

Paper 1 Mark scheme

There are no marks for quality of language or spelling in this paper, therefore errors in the Turkish script will be tolerated as long as the message is not ambiguous and it does not prevent communication. Such errors include where a candidate has mis-copied a Turkish word or name.

SECTION A

Question number	Answer	Mark
1(a)	kaynakları	(1)

Question number	Answer	Mark
1(b)	petrol	(1)

Question number	Answer	Mark
1(c)	kirliliğe	(1)

Question number	Answer	Mark
1(d)	parasal	(1)

Question number	Answer	Mark
1(e)	eğitim	(1)

Question number	Answer	Mark
2(a)	cömert	(1)

Question number	Answer	Mark
2(b)	yardımsever	(1)

Question number	Answer	Mark
2(c)	neşeli	(1)

Question number	Answer	Mark
2(d)	cömert	(1)

Question number	Answer	Mark
2(e)	utangaç	(1)

SECTION B

Question number	Answer	Mark
3(i)	D	(1)

Question number	Answer	Mark
3(ii)	A	(1)

Question number	Answer	Mark
3(iii)	B	(1)

Question number	Answer	Mark
3(iv)	C	(1)

Question number	Answer	Mark
4	B, D, G	(3)

Question number	Answer	Mark
5(i)	A	(1)

Question number	Answer	Mark
5(ii)	C	(1)

Question number	Answer	Mark
5(iii)	B	(1)

Question number	Answer	Mark
6(a)	Any one of the following: They can leave school/education (1) They can become an apprentice (1)	(1)

Question number	Answer	Mark
6(b)	Any one of the following: too young to decide (1) Age 14 is not mature (1)	(1)

Question number	Answer	Mark
6(c)	Any one of the following: He was not successful at school (1) He was bored at school (1)	(1)

Question number	Answer	Mark
6(d)	cooking (1) maths (1)	(2)

Question number	Answer	Reject	Mark
7(a)	his height/he was too short	young	(1)

Question number	Answer	Mark
7(b)	sport	(1)

Question number	Answer	Mark
7(c)	in university	(1)

Question number	Answer	Reject	Mark
7(d)	starting a doctorate (on DNA repairs)	DNA repairs	(1)

Question number	Answer	Mark
7(e)	(his) parents/parents' support	(1)

Question number	Answer	Mark
8(a)(i)	C	(1)

Question number	Answer	Mark
8(a)(ii)	B	(1)

Question number	Answer	Mark
8(a)(iii)	C	(1)

Question number	Answer	Mark
8(b)(i)	A	(1)

Question number	Answer	Mark
8(b)(ii)	D	(1)

Question number	Answer	Mark
8(b)(iii)	A	(1)
Question number	Answer	Mark
9(a)(i)	in Europe	(1)

Question number	Answer	Mark
9(a)(ii)	to be 18 years old and over (1) to have a health report (1)	(2)

Question number	Answer	Mark
9(a)(iii)	disabled (1)	(1)

Question number	Answer	Mark
9(a)(iv)	Any one of the following: They think it is the biggest (1) They think it is the oldest (1)	(1)

Question number	Answer	Mark
9(b)(i)	easy/not challenging (1) enjoyable (1)	(2)

Question number	Answer	Mark
9(b)(ii)	second hour	(1)

Question number	Answer	Mark
9(b)(iii)	Any one of the following: slopes (1) exposed to wind/windy (1) inclines (1) holes (1)	(1)

Question number	Answer	Mark
9(b)(iv)	Any one of the following: water (1) fruits (1)	(1)

Question number	Answer	Mark
10(i)	A, E	(2)

Question number	Answer	Mark
10(ii)	B, D	(2)

Pearson Edexcel Level 1/Level 2 GCSE (9-1)

Turkish

Paper 2: Speaking in Turkish General instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference(s)

1TU0/2H

You do not need any other materials.

General instructions to the teacher conducting the assessment

- The examination is made up of **three** tasks.
- The tasks **must** be conducted in the following order: role play, picture-based task, conversation.
- The total examination will last between 10 to 12 minutes.
- Candidates must be allowed 12 minutes' preparation time under supervised conditions to prepare for the role play and the picture-based task.
- The preparation time must be immediately before the examination time.
- The preparation time must be used **only** to study the stimuli provided. It is **not** to be used to prepare for the conversation (Task 3).
- Candidates can make notes of up to a maximum of one side of A4 paper to cover **both** Task 1 and Task 2. Candidates must **not** read out whole, prepared sentences in answer to questions.
- Candidates may refer to their notes during Task 1 and Task 2 **only**.
- Candidates must **not** write on the stimuli.
- Candidates must **not** have access to a dictionary or any other resource, including a mobile phone, during the preparation and examination time.
- Candidates must return their notes and the stimuli after completing Task 2 but **before** starting Task 3.

General instructions to the teacher conducting the assessment (*continued*)

- Any notes made during the preparation time must be kept by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.
- It is the teacher's responsibility to cover all parts of each task to ensure that the candidate is able to access the maximum amount of marks available.
- Teachers must use the *Sequencing grid* provided by Pearson for the allocation of the role play stimulus card, picture-based stimulus card and the second theme for the conversation. This grid has been designed to help ensure each candidate covers a broad range of themes from the specification.
- The subject matter of the stimulus cards should not cause distress to the candidate. The teacher needs to decide in advance of the examination if any distress might be caused. If any of the cards are likely to cause distress to the candidate, then the teacher must offer the card from the next row of the sequencing grid.

The speaking assessment will begin with the role play. The role play theme will be allocated by Pearson using the sequencing grid.

Task 1: Role play

- The role play is recommended to last between two to two-and-a-half minutes.
- The purpose of the role play is to assess communication through understanding and responding, including the ability to ask questions and use the correct register.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

At the end of the role play, the speaking assessment will move to the picture-based task. The picture-based task theme will be allocated by Pearson using the sequencing grid.

Task 2: Picture-based task

- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The purpose of the picture-based task is to assess communication through exchanging opinions, providing descriptions, and narrating events.
- The set questions and comments must be asked as they are presented.
- There must be no rephrasing. The questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

At the end of the picture-based task, the speaking assessment will move to the conversation.

The conversation is in **two** parts, each covering a separate theme.

For Part 1, the candidate will select one topic from one theme in advance.

For Part 2, a separate theme will be allocated by Pearson using the sequencing grid.

Task 3: Conversation

- The whole conversation (Parts 1 and 2) is recommended to last between five to six minutes.
- The purpose of the conversation task is to assess the ability to develop conversations and discussions, including giving opinions. Candidates must initiate the conversation.
- An equal amount of time must be allocated to each of the two themes.

Conversation Part 1

- This part of the conversation opens with the first topic chosen by the candidate. The topic is drawn from any one of the five themes listed in the specification. The candidate may choose to focus on any aspect(s) of the chosen topic, as each has a number of different features.
- This topic must be selected by the candidate no later than two weeks before the date of assessment.
- To enable them to make a confident start, allow the candidate to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute.
- The conversation must continue on the chosen topic and may extend to other topics within the same theme if necessary to ensure that candidates use the recommended time for this task most effectively.

Conversation Part 2

- For each candidate, there is a choice of two themes on the sequencing grid.
- Part 2 **must** cover a different theme to Part 1 and the teacher must use the sequencing grid to determine the theme.
- This part of the conversation task may focus on one or more topics from the selected theme if necessary to ensure that candidates use the recommended time for this task most effectively.
- Throughout the conversation, in order to facilitate a genuine and spontaneous interaction, the nature of questions should enable candidates to:
 - answer questions freely, in turn allowing them to produce extended sequences of speech
 - develop conversations and discussions
 - give and justify own thoughts and opinions
 - refer to past, present and future events.

GCSE Turkish Higher Tier

Please use the sequencing grid below in arranging and conducting speaking assessments.

For example:

Candidate 1 Higher tier

- Role play HR3
- Picture card HP7
- Conversation 1: (Student-selected) Theme 1
- Conversation 2: Theme 3 OR Theme 5

If Candidate 1 has selected Theme 2 for Task 3 – Conversation 1, refer to the next position in the grid – i.e. Candidate 2

Where consecutive candidates select the same theme for Task 3 – Conversation 1 (e.g. Theme 3) move onto the subsequent Theme 3 sequence for each candidate.

For example:

1st candidate:	Candidate 1 grid
2nd candidate:	Candidate 3 grid
3rd candidate:	Candidate 4 grid
4th candidate:	Candidate 5 grid
5th candidate:	Candidate 7 grid

The candidate selection of theme and topic for Conversation 1 is known in advance of the speaking assessment. Please arrange and conduct assessments as per the prescribed sequence, based upon the Conversation 1 theme.

If conducting more than 10 tests in a day, return to the beginning of the sequence after the 10th candidate.

If conducting tests on more than one day, start each new day at the beginning of the sequence.

Themes:

- Theme 1 – Identity and culture
- Theme 2 – Local area, holiday and travel
- Theme 3 – School
- Theme 4 – Future aspirations, work and study
- Theme 5 – International and global dimension

Sample sequencing grid

Candidate Order	Task 1		Task 2		Task 3	
	Pearson Allocated	Pearson Allocated	Pearson Allocated	Candidate Selection*	Teacher Selection	
	Role Play	Picture Based	Conversation 1	Conversation 2		
Candidate 1	HR3 (Theme 2)	HP7 (Theme 4)	Theme 1	Theme 3 OR Theme 5		
		HP9 (Theme 5)	Theme 3	Theme 1 OR Theme 4		
		HP1 (Theme 1)	Theme 4	Theme 3 OR Theme 5		
		HP6 (Theme 3)	Theme 5	Theme 1 OR Theme 4		
		HP4 (Theme 2)	Theme 1	Theme 4 OR Theme 5		
Candidate 2	HR7 (Theme 3)	HP1 (Theme 1)	Theme 2	Theme 4 OR Theme 5		
		HP10 (Theme 5)	Theme 4	Theme 1 OR Theme 2		
		HP7 (Theme 4)	Theme 5	Theme 1 OR Theme 2		
		HP5 (Theme 3)	Theme 2	Theme 4 OR Theme 5		
		HP10 (Theme 5)	Theme 3	Theme 2 OR Theme 4		
Candidate 3	HR1 (Theme 1)	HP3 (Theme 2)	Theme 4	Theme 3 OR Theme 5		
		HP8 (Theme 4)	Theme 5	Theme 2 OR Theme 3		
		HP7 (Theme 4)	Theme 1	Theme 3 OR Theme 5		
		HP1 (Theme 1)	Theme 3	Theme 4 OR Theme 5		
		HP10 (Theme 5)	Theme 4	Theme 1 OR Theme 3		
Candidate 4	HR4 (Theme 2)	HP5 (Theme 3)	Theme 5	Theme 1 OR Theme 4		
		HP9 (Theme 5)	Theme 1	Theme 2 OR Theme 3		
		HP2 (Theme 1)	Theme 2	Theme 3 OR Theme 5		
		HP4 (Theme 2)	Theme 3	Theme 1 OR Theme 5		
		HP6 (Theme 3)	Theme 5	Theme 1 OR Theme 2		
Candidate 5	HR9 (Theme 4)	HP9 (Theme 5)	Theme 1	Theme 2 OR Theme 3		
		HP2 (Theme 1)	Theme 2	Theme 3 OR Theme 5		
		HP4 (Theme 2)	Theme 3	Theme 1 OR Theme 5		
		HP6 (Theme 3)	Theme 5	Theme 1 OR Theme 2		

Candidate 6	HR6 (Theme 3)	HP9 (Theme 5)	Theme 1	Theme 2 OR Theme 4
		HP8 (Theme 4)	Theme 2	Theme 1 OR Theme 5
		HP3 (Theme 2)	Theme 4	Theme 1 OR Theme 5
		HP1 (Theme 1)	Theme 5	Theme 2 OR Theme 4
		HP5 (Theme 3)	Theme 2	Theme 4 OR Theme 5
Candidate 7	HR8 (Theme 1)	HP7 (Theme 4)	Theme 3	Theme 2 OR Theme 5
		HP10 (Theme 5)	Theme 4	Theme 2 OR Theme 3
		HP4 (Theme 2)	Theme 5	Theme 3 OR Theme 4
		HP8 (Theme 4)	Theme 1	Theme 3 OR Theme 5
		HP9 (Theme 5)	Theme 3	Theme 1 OR Theme 4
Candidate 8	HR5 (Theme 2)	HP2 (Theme 1)	Theme 4	Theme 3 OR Theme 5
		HP6 (Theme 3)	Theme 5	Theme 1 OR Theme 4
		HP9 (Theme 5)	Theme 2	Theme 1 OR Theme 3
		HP2 (Theme 1)	Theme 3	Theme 2 OR Theme 5
		HP3 (Theme 2)	Theme 1	Theme 3 OR Theme 5
Candidate 9	HR2 (Theme 4)	HP5 (Theme 3)	Theme 5	Theme 1 OR Theme 2
		HP6 (Theme 3)	Theme 2	Theme 4 OR Theme 5
		HP10 (Theme 5)	Theme 3	Theme 2 OR Theme 4
		HP1 (Theme 2)	Theme 4	Theme 3 OR Theme 5
		HP6 (Theme 3)	Theme 5	Theme 2 OR Theme 4
Candidate 10	HR10 (Theme 1)	HP9 (Theme 5)	Theme 2	Theme 4 OR Theme 5
		HP2 (Theme 1)	Theme 3	Theme 2 OR Theme 4
		HP3 (Theme 2)	Theme 1	Theme 3 OR Theme 5
		HP5 (Theme 3)	Theme 5	Theme 1 OR Theme 2
		HP6 (Theme 3)	Theme 2	Theme 4 OR Theme 5

*** Arrows show the order that tasks must take place but sequencing is driven by the topic that the student has selected, ie column 'Candidate Selection.'**

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

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STIMULUS HR1

Topic: Daily life

Instructions to candidates

You are going shopping with a Turkish friend in your hometown. The teacher will play the part of the friend and will speak first.

You must address the Turkish friend as *sen*.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

Task

Sizde kalan bir Türk arkadařınla řehir merkezine alışverişe gidiyorsun.

1. Alışveriş tercihlerin – nerede
2. Şehirindeki mağazalar – görüşlerin
3. **!**
4. **?** Yemek yeme – nerede
5. **?** Alışveriş sonrası planlar

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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Pearson

STIMULUS HR1

Topic: Daily life

Instructions to teacher

- Address the candidate as *sen*.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Sizde kalan bir Türk arkadaşıyla şehir merkezine alışverişe gidiyorsun.

1	Bugün alışveriş için nereye gidelim? Allow the candidate to say where s/he wants to go shopping.
2	Senin yaşadığın yerdeki mağazalar nasıl? Allow the candidate to say what the shops are like in his/her town.
3	! Bana son yaptığın alışverişini anlat. Allow the candidate to describe his/her last shopping trip. Ne ilginç!
4	? Allow the candidate to ask you where you would like to eat. <i>Give an appropriate brief response.</i>
5	? Allow the candidate to ask about plans for later. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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Pearson

STIMULUS HR2

Topic: Work

Instructions to candidates

You would like to volunteer at a local Turkish youth club. The teacher will play the role of a youth worker and will speak first.

You must address the youth worker as *siz*.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

Task

Yerel bir Türk gençlik kulübünde gönüllü olarak çalışmak istiyorsunuz. Öğretmen orada çalışan kişi rolünü oynayacak ve ilk önce konuşacak.

1. Ne çeşit bir iş
2. Gönüllü çalışmak – niçin
3. **!**
4. **?** Öteki gönüllüler – bilgiler
5. **?** Başlama – gerekli hazırlıklar

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

Turn over ►

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S 5 5 3 9 8 A



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STIMULUS HR2

Topic: Work

Instructions to teacher

- Address the candidate as *siz*.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Yerel bir Türk gençlik kulübünde gönüllü olarak çalışmak istiyorsunuz. Öğretmen orada çalışan kişi rolünü oynayacak ve ilk önce konuşacak.

1	Buradaki hangi tür etkinliklerde yardımcı olabilirsiniz? Allow the candidate to say what type(s) of work s/he would like to help with.
2	Niye gönüllü çalışmak istiyorsunuz? Allow the candidate to say why s/he is interested in voluntary work.
3	! Gençlerle ilgili birçok projemiz var. Son zamanlarda katıldığınız bir okul projesini anlatınız. Allow the candidate to tell you about a school project s/he participated in recently. Çok iyi.
4	? Allow the candidate to ask about the people s/he will be working with. <i>Give an appropriate brief response.</i>
5	? Allow the candidate to ask what s/he needs to do before starting work. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR3

Topic: Town, region and country

Instructions to candidates

You are on holiday in Istanbul with your family and go to the tourist office for some information about activities. The teacher will play the role of the employee and will speak first.

You must address the employee as *siz*.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

Task

İstanbul'da bir turizm ofisindeyiz. Görevliyle konuşuyorsunuz.

1. Etkinlikler – bilgi
2. **!**
3. Tercih edilen akşam etkinlikleri ve nedenleri
4. **?** Alışveriş için dükkanlar – öneriler
5. **?** Son metro – zamanı

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS HR3

Topic: Town, region and country

Instructions to teacher

- Address the candidate as *siz*.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

İstanbul'da bir turizm ofisindeyiz. Görevliyle konuşuyorsunuz.

1	Yardımcı olabilir miyim? Allow the candidate to ask for information on local activities.
2	! Türkiye'deki tatiliniz sırasında şimdiye kadar neler yaptınız? Allow the candidate to say what s/he has already done during his/her holidays. İlginç.
3	Akşamları ne tür şeyler yapmayı seversiniz ve niçin? Allow the candidate to explain what s/he likes doing in the evening and why. Çok iyi.
4	? Allow the candidate to ask for a recommendation of good places to go shopping. <i>Give an appropriate brief response.</i>
5	? Allow the candidate to ask you the time of the last subway. Gece yarısı.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
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- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR4

Topic: Travel and tourist transactions

Instructions to candidates

You have a problem with your smartphone while visiting Turkey and go to a mobile phone shop. The teacher will play the part of the shop assistant and will speak first.

You must address the shop assistant as *siz*.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

Akıllı telefonunuz için yardım istemek üzere bir cep telefonu dükkanındasınız. Tezgahtar ile konuşuyorsunuz.

1. Cep telefonu – sorun
2. !
3. Yerel bölge – ne kadar
4. ? Tamir – olasılık
5. ? Tamir – fiyat

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS HR4

Topic: Travel and tourist transactions

Instructions to teacher

- Address the candidate as *siz*.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Akıllı telefonunuz için yardım istemek üzere bir cep telefonu dükkanındasınız. Tezgahtar ile konuşuyorsunuz.

1	<i>Nasıl yardımcı olabilirim?</i> Allow the candidate to describe the problem with his/her smartphone.
2	! <i>Son zamanlarda cep telefonunuzla neler yapıyordunuz?</i> Allow the candidate to say what s/he has done recently with the mobile phone.
3	<i>Anlıyorum. Burada ne kadar kalıyorsunuz?</i> Allow the candidate to say how long s/he is here for. <i>Tamam, sorun değil.</i>
4	? Allow the candidate to ask if his/her smartphone can be repaired. <i>Bunun için elimizden geleni yaparız.</i>
5	? Allow the candidate to ask about the cost of repair. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
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STIMULUS HR5

Topic: Travel and tourist transactions

Instructions to candidates

You are at a hotel in Turkey with your family and would like to book a room for the night. The teacher will play the role of the receptionist and will speak first.

You must address the receptionist as *siz*.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

Task

Türkiye'de bir oteldesiniz. Geceyi orada geçirmek istiyorsunuz.

1. Oda – ne çeşit
2. Yöre – düşünceleriniz
3. **!**
4. **?** Kahvaltı – zamanı
5. **?** Lokanta – yeri

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS HR5

Topic: Travel and tourist transactions

Instructions to teacher

- Address the candidate as *siz*.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Türkiye’de bir oteldesiniz. Geceyi orada geçirmek istiyorsunuz.

1	<i>Size nasıl yardımcı olabilirim?</i> Allow the candidate to say what sort of room s/he would like.
2	<i>Tabii ki. Umarım yöremizi beğenirsiniz. Yöremiz hakkında neler düşünüyorsunuz.</i> Allow the candidate to give his/her opinion of the area.
3	<i>!</i> <i>Türkiye’de şimdiye kadar neler yaptınız?</i> Allow the candidate to say what s/he has done in Turkey so far. <i>Anlıyorum.</i>
4	<i>?</i> Allow the candidate to ask you what time breakfast is. <i>Give an appropriate brief response.</i>
5	<i>?</i> Allow the candidate to ask you where the restaurant is. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
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STIMULUS HR6

Topic: School activities

Instructions to candidates

You are talking to your Turkish friend about clubs that take place in each of your schools. The teacher will play the role of your friend and will speak first.

You must address your Turkish friend as *sen*.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

Türk arkadaşınla okullarınızdaki kulüpler hakkında konuşuyorsun.

1. Okul kulüpleri – hangileri
2. Okul kulübü – faydaları
3. !
4. ? Okul kulüpleri – ödeme
5. ? Okul kulüpleri – zamanları

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS HR6

Topic: School activities

Instructions to teacher

- Address the candidate as *sen*.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Türk arkadaşınla okullarınızdaki kulüpler hakkında konuşuyorsun.

1	<i>Hangi okul kulüplerine katılıyorsun?</i> Allow the candidate to say what school clubs s/he usually attends.
2	<i>Sence okul kulüplerinin yararları nelerdir?</i> Allow the candidate to tell you about the benefits of school clubs.
3	<i>!</i> <i>Son zamanlarda okul kulübünde neler yaptın?</i> Allow the candidate to describe what s/he has done recently in a school club. <i>Anlıyorum.</i>
4	<i>?</i> Allow the candidate to ask about payment for school clubs. <i>Give an appropriate brief response.</i>
5	<i>?</i> Allow the candidate to ask you about your school club's schedule. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
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STIMULUS HR7

Topic: School activities

Instructions to candidates

You are talking to a young Turkish person during a school trip to Samsun. The teacher will play the role of the young Turkish person and will speak first.

You must address the young Turkish person as *sen*.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

Samsun'da bir okul gezisi sırasında tanıştığınız bir gençle konuşuyorsun.

1. Türkiye'yi ziyaret – ne kadar sık
2. Bu ziyaret – görüş
3. !
4. ? Birleşik Krallığa seyahat – ne zaman
5. ? İletişim bilgileri – iste

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS HR7

Topic: School activities

Instructions to teacher

- Address the candidate as *sen*.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Samsun'da bir okul gezisi sırasında tanıştığınız bir gençle konuşuyorsun.

1	Türkiye'ye ne kadar sık geliyorsun? Allow the candidate to say how often s/he comes to Turkey.
2	Bu seyahat hakkında ne düşünüyorsun? Allow the candidate to say what s/he thinks of the trip.
3	! Son zamanlarda katıldığın bir okul gezisini anlatır mısın? Allow the candidate to describe the last school trip s/he went on. Güzel.
4	? Allow the candidate to ask you when you are going on a trip to the UK. <i>Give an appropriate brief response.</i>
5	? Allow the candidate to ask you for your contact details. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
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- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR8

Topic: Who am I?

Instructions to candidates

You are talking about friends and family with your Turkish penfriend. The teacher will play the part of the penfriend and will speak first.

You must address the penfriend as *sen*.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

Task

Türk mektup arkadaşınla aileniz ve arkadaşlarınız hakkında konuşuyorsun.

1. En sevdiğin aile üyesi – sebebi
2. En iyi arkadaşın – anlat
3. **!**
4. **?** Cumartesi günleri – genellikle kiminle
5. **?** Arkadaşlar – önemi

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS HR8

Topic: Who am I?

Instructions to teacher

- Address the candidate as *sen*.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Türk mektup arkadaşınla aileniz ve arkadaşlarınız hakkında konuşuyorsun.

1	Hangi aile üyesiyle iyi anlaşıyorsun ve neden? Allow the candidate to say which family member(s) s/he gets on with well and why. Çok güzel.
2	En iyi arkadaşın nasıl biri? Allow the candidate to describe his/her best friend.
3	! Son zamanlarda arkadaşlarınla neler yaptın? Allow the candidate to say what s/he has recently done with friends. Anlıyorum.
4	? Allow the candidate to ask who you spend Saturdays with. <i>Give an appropriate brief response.</i>
5	? Allow the candidate to ask you about the importance of friends. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
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STIMULUS HR9

Topic: Using languages beyond the classroom

Instructions to candidates

You are serving breakfast at a local hotel during the summer holidays and you speak to a Turkish tourist. Your teacher will play the role of the tourist and will speak first.

You must address the tourist as *siz*.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

Yaz tatili sırasında yerel bir otelde kahvaltı servisi yapıyorsunuz. Bir Türk turistle konuşunuz.

1. Otel – düşüncelerin
2. Hafta sonu etkinliği – öneriler
3. !
4. ? Kahvaltı tercihin
5. ? Tatil – süresi

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS HR9

Topic: Using languages beyond the classroom

Instructions to teacher

- Address the candidate as *siz*.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Yaz tatili sırasında yerel bir otelde kahvaltı servisi yapıyorsunuz. Bir Türk turistle konuşunuz.

1	<i>Bu otel hakkında ne düşünüyorsunuz?</i> Allow the candidate to say what s/he thinks about the hotel.
2	<i>Bu hafta sonu yapmak için ne tavsiye edersiniz?</i> Allow the candidate to recommend an activity for the weekend.
3	<i>!</i> <i>Geçen yaz tatilinde neler yaptınız?</i> Allow the candidate to say what s/he did during the last summer holidays. <i>İlginç!</i>
4	<i>?</i> Allow the candidate to ask you what you normally eat for breakfast. <i>Give an appropriate brief response.</i>
5	<i>?</i> Allow the candidate to ask how long you are staying. <i>Bir hafta kalıyorum.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
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- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR10

Topic: Cultural life

Instructions to candidates

You are at a tourist office in Ankara with your family buying tickets for a concert. You are talking to an employee. The teacher will play the role of the employee and will speak first.

You must address the employee as *siz*.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

Task

Ankara'da bir turizm ofisindeyiz. Bir konser bileti alıyorsunuz. Görevliyle konuşunuz.

1. İstenen biletler – detaylar
2. Bu konser – sebep
3. **!**
4. **?** Konser – ulaşım
5. **?** Konser – süre

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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Pearson

STIMULUS HR10

Topic: Cultural life

Instructions to teacher

- Address the candidate as *siz*.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Ankara'da bir turizm ofisindesiniz. Bir konser bileti alıyorsunuz. Görevliyle konuşunuz.

1	Yardımcı olabilir miyim? Allow the candidate to say what tickets s/he wants for the concert.
2	Bu konsere neden gitmek istiyorsunuz? Allow the candidate to tell you why s/he wants to go to this concert.
3	! Daha önce ailenizle gittiğiniz başka ilginç bir etkinliği bana anlatınız. Allow the candidate to tell you about another interesting event that s/he went to with family. Tamam.
4	? Allow the candidate to ask you about transport to the concert. <i>Give an appropriate brief response.</i>
5	? Allow the candidate to ask you about the length of the concert. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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Pearson

STIMULUS HP1

Topic: Daily life



(Source: © Agencja Fotograficzna Caro/Alamy Stock Photo)

Fotoğrafa bakın ve aşağıdaki konularda konuşmaya hazır olun:

- fotoğrafın tarifi
- sosyal medya ile ilgili düşüncelerin
- teknolojinin sana faydalı olduğu zamanlar
- teknolojinin gelecekte insanlara nasıl faydalı olacağı
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS HP1

Topic: Daily life



(Source: © Agencja Fotograficzna Caro/Alamy Stock Photo)

1. Bana bu fotoğrafı tarif et.

[Başka?]

2. Sosyal medyanın önemli olduğunu düşünüyorum. Sen ne düşünüyorsun?

[Neden?/Başka?]

3. Teknolojinin sana faydalı olduğu bir zamanı anlat.

[Başka?]

4. Teknolojinin gelecekte insanlara nasıl faydalı olacağı konusunda görüşlerin neler?

[Neden?/Başka?]

5. Sence teknolojinin zararları nelerdir?

[Neden?/Başka?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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Pearson

STIMULUS HP2

Topic: Who am I?



(Source: © Ali Kabas/Alamy Stock Photo)

Fotoğrafa bakın ve aşağıdaki konularda konuşmaya hazır olun:

- fotoğrafın tarifi
- iyi arkadaşlara sahip olmanın önemi
- son zamanlarda arkadaşlarınızla gittiğiniz yerler
- gelecekte ailenle neler yapacağın
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS HP2

Topic: Who am I?



(Source: © Ali Kabas/Alamy Stock Photo)

1. Bana bu fotoğrafı tarif et.

[Başka?]

2. İyi arkadaşlara sahip olmanın önemli olduğunu düşünüyorum. Sen ne düşünüyorsun?

[Neden?/Başka?]

3. Son zamanlarda arkadaşlarınla nerelere gittin? Bana anlat.

[Başka?]

4. Gelecekte ailenle neler yapacaksın?

[Neden?/Başka?]

5. Okul dışından arkadaş edinme konusunda ne düşünüyorsun?

[Neden?/Başka?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP3

Topic: Town, region and country



(Source: © Ian Dagnall/Alamy Stock Photo)

Fotoğrafa bakın ve aşağıdaki konularda konuşmaya hazır olun:

- fotoğrafın tarifi
- tarihi binaları ziyaret ile ilgili görüşlerin
- yaşadığınız bölgede son zamanlarda gittiğiniz bir yer
- ileride nereyi ziyaret etmek istersin
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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Pearson

STIMULUS HP3

Topic: Town, region and country



(Source: © Ian Dagnall/Alamy Stock Photo)

1. Bana bu fotoğrafı tarif et.

[Başka?]

2. Tarihi binaları ziyaret etmeyi seviyorum. Ya sen?

[Neden?/Başka?]

3. Yaşadığın bölgede son zamanlarda ziyaret ettiğin bir yeri anlat?

[Başka?]

4. İleride nereyi ziyaret etmek isterdin?

[Neden?/Başka?]

5. Başka ülkeleri ziyaret etmek sence ne kadar önemli?

[Neden?/Başka?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP4

Topic: Holidays



(Source: © Peter Horree/Alamy Stock Photo)

Fotoğrafa bakın ve aşağıdaki konularda konuşmaya hazır olun:

- fotoğrafın tarifi
- deniz kenarına ya da dağlık bölgeye yakın yerlerdeki tatiller ile ilgili görüşlerin
- tatildeyken yaptığın ilginç bir şey
- gelecek yıl tatile nereye gitmek istediğin
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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Pearson

STIMULUS HP4

Topic: Holidays



(Source: © Peter Horree/Alamy Stock Photo)

1. Bana bu fotoğrafı tarif et.

[Başka?]

2. Ben dağda tatil yapmayı tercih ediyorum. Sen dağ tatilini mi yoksa plaj tatilini mi tercih ediyorsun?

[Neden?/Başka?]

3. Tatildeyken ilginç bir şey yaptın mı? Bana anlat.

[Başka?]

4. Gelecek yaz tatillerinde ne yapacaksın?

[Neden?/Başka?]

5. Okulların uzun yaz tatilleri hakkında ne düşünüyorsun?

[Neden?/Başka?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP5

Topic: School activities



(Source: © Agencja Fotograficzna Caro/Alamy Stock Photo)

Fotoğrafa bakın ve aşağıdaki konularda konuşmaya hazır olun:

- fotoğrafın tarifi
- okuldaki kültürel etkinlikler ile ilgili görüşlerin
- gittiğin en güzel okul gezisi
- gelecek yıl katılacağın kültürel etkinlikler
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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Pearson

STIMULUS HP5

Topic: School activities



(Source: © Agencja Fotograficzna Caro/Alamy Stock Photo)

1. Bana bu fotoğrafı tarif et.
[Başka?]
2. Okuldaki kültürel etkinlikleri seviyorum. Sen de seviyor musun?
[Neden?/Başka?]
3. Gittiğin en güzel okul gezisini anlat.
[Başka?]
4. Gelecek yıl hangi kültürel etkinliklere katılacaksın?
[Neden?/Başka?]
5. Okul gezileri hakkında ne düşünüyorsun?
[Neden?/Başka?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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Pearson

STIMULUS HP6

Topic: What school is like



(Source: © Claudia Wiens/Alamy Stock Photo)

Fotoğrafa bakın ve aşağıdaki konularda konuşmaya hazır olun:

- fotoğrafın tarifi
- okul kantinindeki öğle yemeklerinin sağlıklı olup olmadığı
- son zamanlarda gördüğün ilginç bir ders
- gelecek yıl göreceğin dersler
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS HP6

Topic: What school is like



(Source: © Claudia Wiens/Alamy Stock Photo)

1. Bana bu fotoğrafı tarif et.

[Başka?]

2. Okul kantininde sağlıklı bir öğle yemeği yiyebileceğini düşünüyorum. Sen ne düşünüyorsun?

[Neden?/Başka?]

3. Bana son zamanlarda gördüğün ilginç bir dersi anlat.

[Başka?]

4. Gelecek yıl hangi dersleri göreceksin?

[Neden?/Başka?]

5. Okul ile ilgili en iyi şeyler nelerdir?

[Neden?/Başka?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP7

Topic: Work



(Source: © Hemis/Alamy Stock Photo)

Fotoğrafa bakın ve aşağıdaki konularda konuşmaya hazır olun:

- fotoğrafın tarifi
- paranın bir işte en önemli şey olup olmadığı
- geçmişte yaptığın ilginç bir iş
- gelecekte dil ile ilgili bir işte çalışıp çalışmayacağın
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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Pearson

STIMULUS HP7

Topic: Work



(Source: © Hemis/Alamy Stock Photo)

1. Bana bu fotoğrafı tarif et.

[Başka?]

2. Paranın bir işte en önemli şey olduğunu düşünüyorum. Sen ne düşünüyorsun?

[Neden?/Başka?]

3. Geçmişte yaptığın ilginç bir işi bana anlat.

[Başka?]

4. Gelecekte dil ile ilgili bir işte çalışmayı ister miydin?

[Neden?/Başka?]

5. Sence çalışırken iyi giyinmek önemli midir?

[Neden?/Başka?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP8

Topic: Ambitions



(Source: © Claudia Wiens/Alamy Stock Photo)

Fotoğrafa bakın ve aşağıdaki konularda konuşmaya hazır olun:

- fotoğrafın tarifi
- yarı zamanlı işlerde çalışan öğrenciler ile ilgili görüşlerin
- daha gençken yapmak istediğin iş
- gelecekte hangi alanda eğitim alacaksın
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS HP8

Topic: Ambitions



(Source: © Claudia Wiens/Alamy Stock Photo)

1. Bana bu fotoğrafı tarif et.

[Başka?]

2. Öğrencilerin yarı zamanlı işlerde çalışmasının iyi olduğunu düşünüyorum. Sen ne düşünüyorsun?

[Neden?/Başka?]

3. Daha gençken hangi işi yapmak isterdin?

[Başka?]

4. Gelecekte hangi alanda eğitim alacaksın?

[Neden?/Başka?]

5. Yurt dışında çalışma konusunda ne düşünüyorsun?

[Neden?/Başka?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
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Paper Reference

1TU0/2H

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- You may ask for questions to be repeated.
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STIMULUS HP9

Topic: Environmental issues



(Source: © Andrew Michael/Alamy Stock Photo)

Fotoğrafa bakın ve aşağıdaki konularda konuşmaya hazır olun:

- fotoğrafın tarifi
- geri dönüşümün önemi ile ilgili görüşün
- çevrenin korunması için yaptığınız olumlu şeyler
- gelecekte enerji tasarrufu için yapacaklarınız
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
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- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS HP9

Topic: Environmental issues



(Source: © Andrew Michael/Alamy Stock Photo)

1. Bana bu fotoğrafi tarif et.

[Başka?]

2. Geri dönüşümün önemli olduğunu düşünüyorum? Sen ne düşünüyorsun?

[Neden?/Başka?]

3. Çevre için ne zaman olumlu bir şeyler yaptın. Bana anlatır mısın?

[Başka?]

4. Gelecekte enerji tasarrufu için ne yapacaksın?

[Neden?/Başka?]

5. Sence herkes toplu taşıma araçlarını kullanmalı mı?

[Neden?/Başka?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
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STIMULUS HP10

Topic: Bringing the world together



(Source: © dpa picture alliance/Alamy Stock Photo)

Fotoğrafa bakın ve aşağıdaki konularda konuşmaya hazır olun:

- fotoğrafın tarifi
- sporun sağlık için iyi olup olmadığı
- izlediğin uluslararası bir spor karşılaşması
- gelecek yıl görmek istediğin bir etkinlik
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Turkish

Paper 2: Speaking in Turkish

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1TU0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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Pearson

STIMULUS HP10

Topic: Bringing the world together



(Source: © dpa picture alliance/Alamy Stock Photo)

1. Bana bu fotoğrafı tarif et.

[Başka?]

2. Sporun sağlığa yararlı olduğunu düşünüyorum? Senin düşüncen nedir?

[Neden?/Başka?]

3. İzlediğin uluslararası bir spor karşılaşmasını bana anlat.

[Başka?]

4. Gelecek yıl görmek istediğin bir etkinliği bana anlat.

[Neden?/Başka?]

5. Bir yarışmaya katılmayı mı yoksa televizyonda izlemeyi mi tercih ediyorsun?

[Neden?/Başka?]

GCSE Turkish Higher tier

Paper 2 mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- First of all, you should consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level, you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the level. You should then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Assessment criteria for the Higher tier – Part 1

Role play – Higher tier (10 marks)

For this task, student work is marked by Pearson using the following assessment criteria. The mark grid is applied once to **each individual response to the prompts**. There is a maximum of 2 marks for each of the five prompts on the role play cards.

Mark	Descriptor
0	No rewardable communication; highly ambiguous OR pronunciation prevents communication
1	Partially clear/ambiguous OR partially appropriate within the context of the role play; pronunciation may affect clarity of communication
2	Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication

Additional guidance on the mark scheme

Appropriate: relevant response related to the prompt, uses appropriate register for the scenario.

Informal register: includes language that students would use with friends and people of a similar age; informal greetings, endearments and forms of address. Informal register also requires the use of informal structures when using, for example, verbs and possessive adjectives.

Formal register: includes language that students would use with adults, for example teachers, employers, customers, officials, in a formal context. It includes avoidance of slang, over-familiar language, exaggeration and endearments. It also includes the use of formal greetings and forms of address where appropriate. Formal register requires formal structures when using, for example, verbs, personal pronouns and possessive adjectives.

Partially clear/pronunciation may affect clarity of communication: makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.

Guidance on application of role play mark grid

To exemplify application of the marking criteria, Higher role play 4 (HR4) has been selected to demonstrate a possible range of performances. This guidance should be viewed in conjunction with the student and teacher cards and the assessment criteria.

Higher card 4 (HR4)

Akıllı telefonunuz için yardım istemek üzere bir cep telefonu dükkanındasınız. Tezgahtar ile konuşuyorsunuz.

Prompt 1: Cep telefonu - sorun

Question 1: Nasıl yardımcı olabilirim?

Mark	Descriptor	
0	Cep çalışıyor. Incorrect pronunciation of "çalışmıyor" as "çalışıyor" has removed the negative suffix in the verb, preventing the candidate communicating his/her desired meaning.	Çalışmıyor. Highly ambiguous. The candidate has provided no detail about the item that is broken.
	1	Cebim bozuk. Communication is ambiguous because the candidate has not provided a clear indication of what is not working. However, the wording gives the statement some meaning within the context of the role play.
2	Cep telefonumun mikrofonu çalışmıyor. Clearly communicated, despite the unnecessary use of the possessive suffix "su".	Telefonumun mikrofonu bozuk. Unambiguous. The candidate has clearly indicated what item is broken and what is wrong with it.

Prompt 2: !

Question 2: Son zamanlarda cep telefonunuzla neler yapıyordunuz?

Mark	Descriptor	
0	Ona söylerim. No rewardable communication. The question has not been answered.	Kendisini arıyorum. Highly ambiguous. The meaning is not clear.
	1	En iyi arkadaşım ile konuşuyorum. Ambiguous. The candidate has referred to a present event rather than a past event.
2	En iyi arkadaşım ile konuşuyordum. Clearly communicated.	Bir yakın dostumu arıyordum. Clearly communicated.

Prompt 3: Yerel bölge - ne kadar**Question 3: Anlıyorum. Burada ne kadar kalıyorsunuz?**

Mark	Descriptor	
0	Tamir edersiniz.	Kırık cep.
	No rewardable communication. The question has not been answered.	No rewardable communication. The question has not been answered.
1	Hafta başı.	Üleden sora uç.
	Ambiguous because it is not clear the exact time the candidate is referring to.	Pronunciation may affect clarity of communication due to use of the mispronounced "üleden sora" instead of "öğleden sonra".
2	Üç gün daha buradayım.	Daha üç gün kalıyorum.
	Clearly communicated.	Clearly communicated.

Prompt 4: ? Tamir - olasılık

Mark	Descriptor	
0	Tamirci zamanı ne?	Cep tamir git.
	No rewardable communication. The candidate has not asked the required question.	Highly ambiguous. The candidate has not asked a question.
1	Mümkün tamir mi cebim?	Telefon tamir ne sürer?
	Communication is ambiguous because of incorrect word order. However, the meaning of the question can be inferred in the context of the role play.	Communication is ambiguous. Nonetheless, the basic idea has been conveyed.
2	Cep telefonumu yarın kaçta tamir etmeniz mümkün?	Telefonun tamiri yarın kaçta olur?
	Clearly communicated.	Clearly communicated.

Prompt 5: ? Tamir - fiyat

Mark	Descriptor	
0	Az para?	Kadar az?
	No rewardable communication. The request is highly ambiguous.	Highly ambiguous. The candidate's intention is not at all clear.
1	Tamiri kaç yaparsın?	Tamiri kaç mı yaparsınız?
	The use of the informal register makes the request partially appropriate within the context of the role play.	Communication is partially clear because of the incorrect use of the question suffix.
2	Tamir için kaç para alırsınız?	Tamir için size kaç para ödüyorum?
	Clearly communicated.	Clearly communicated.

Assessment criteria for the Higher tier – Part 2

Picture-based task – Higher tier (24 marks)

There are two mark grids to be applied to this task:

- communication and content
- linguistic knowledge and accuracy.

Picture-based task: communication and content – Higher tier

Mark	Descriptor
0	No rewardable material.
1–4	<ul style="list-style-type: none">• Responds to set questions with some development, some hesitation and some prompting necessary.• Some effective adaptation of language to describe, narrate and inform in response to the set questions.• Expresses opinions with occasional, brief justification.• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication.
5–8	<ul style="list-style-type: none">• Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary.• Frequently effective adaptation of language to describe, narrate and inform in response to the set questions.• Expresses opinions and gives justification with some development.• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication.
9–12	<ul style="list-style-type: none">• Responds to set questions with mostly developed and fluent responses, minimal hesitation and minimal prompting necessary.• Predominantly effective adaptation of language to describe, narrate and inform, in response to the set questions.• Expresses opinions effectively and gives justification which is mostly developed.• Pronunciation and intonation are intelligible and predominantly accurate.
13–16	<ul style="list-style-type: none">• Responds to the set questions with consistently fluent and developed responses.• Consistently effective adaptation of language to describe, narrate and inform, in response to the set questions.• Expresses opinions with ease and gives fully-developed justification.• Pronunciation and intonation are consistently accurate and intelligible.

Additional guidance

Adaptation of language to describe, narrate and inform: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.

Picture-based task: linguistic knowledge and accuracy – Higher tier

Mark	Descriptor
0	No rewardable material.
1–2	<ul style="list-style-type: none">• Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity.• Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.
3–4	<ul style="list-style-type: none">• Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity.• Responses are generally coherent although errors occur that occasionally hinder clarity of communication.
5–6	<ul style="list-style-type: none">• Predominantly accurate grammatical structures, mostly successful references to past, present and future events in response to the set questions.• Responses are predominantly coherent, errors occur but they rarely hinder clarity of communication.
7–8	<ul style="list-style-type: none">• Consistently accurate grammatical structures, successful references to past, present and future events in response to the set questions.• Responses are coherent, any errors do not hinder the clarity of the communication.

Additional guidance

Errors: students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example using the locative, dative, ablative cases
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of time expressions and the verb endings
- frequent errors hinder clarity as they distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed:**

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Assessment criteria for the Higher tier – Part 3

Conversation – Higher tier (36 marks)

There are three mark grids to be applied to this task:

- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

Conversation: communication and content – Higher tier

Mark	Descriptor
0	No rewardable material.
1–3	<ul style="list-style-type: none">• Communicates information relevant to the topics and questions, with occasionally extended sequences of speech.• Uses language to produce straightforward ideas, thoughts and opinions with occasional justification.• Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary.• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication.
4–6	<ul style="list-style-type: none">• Communicates information relevant to the topics and questions, with some extended sequences of speech.• Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified.• Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes.• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication.
7–9	<ul style="list-style-type: none">• Communicates detailed information relevant to the topics and questions, usually with extended sequences of speech.• Frequently uses language creatively to express and justify a variety of individual thoughts, ideas and opinions.• Uses a variety of vocabulary, including frequent use of uncommon language, to regularly vary expression for different purposes.• Pronunciation and intonation are intelligible and predominantly accurate.
10–12	<ul style="list-style-type: none">• Communicates detailed information relevant to the topics and questions, consistently extended sequences of speech.• Consistently uses language creatively to express and justify a wide variety of individual thoughts, ideas and opinions.• Consistently uses a wide variety of vocabulary, including uncommon language, to consistently vary expression for different purposes.• Pronunciation and intonation are consistently accurate and intelligible.

Additional guidance

Uses language creatively: examples of creative language use are:

- using language to create an effect
- manipulating language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Straightforward ideas, thoughts and opinions are those that give the minimum/standard/predictable response.

Conversation: interaction and spontaneity – Higher tier

Mark	Descriptor
0	No rewardable material.
1–3	<ul style="list-style-type: none">Occasionally able to respond spontaneously with some examples of natural interaction although often stilted.Occasionally able to initiate and develop responses independently but regular prompting needed.Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation.
4–6	<ul style="list-style-type: none">Responds spontaneously to some questions, interacting naturally for parts of the conversation.Sometimes able to initiate and develop the conversation independently, some prompting needed.Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation.
7–9	<ul style="list-style-type: none">Responds to most questions spontaneously, resulting in mostly natural interaction.Mostly able to initiate and develop the conversation independently.Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow, occasional hesitation.
10–12	<ul style="list-style-type: none">Responds spontaneously and with ease to questions, resulting in natural interaction.Consistently able to initiate and develop the conversation independently.Able to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow.

Additional guidance

Respond(s) spontaneously: gives a relevant, impromptu response based on what they have heard.

Rephrasing/repair strategies are strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

Conversation: linguistic knowledge and accuracy – Higher tier

Mark	Descriptor
0	No rewardable material.
1–3	<ul style="list-style-type: none">• Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures.• Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity.• Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed.
4–6	<ul style="list-style-type: none">• Manipulates grammatical structures with occasional variation, complex structures used but repetitive.• Generally accurate grammatical structures, generally successful references to past, present and future events.• Generally coherent speech although errors occur that sometimes hinder clarity of communication.
7–9	<ul style="list-style-type: none">• Manipulates a variety of grammatical structures, some variety of complex structures.• Predominantly accurate grammatical structures, mostly successful references to past, present and future events.• Predominantly coherent speech; errors occur but they rarely hinder clarity of communication.
10–12	<ul style="list-style-type: none">• Manipulates a wide variety of grammatical structures, frequent use of complex structures.• Consistently accurate grammatical structures, consistently successful references to past, present and future events.• Fully coherent speech; any errors do not hinder the clarity of the communication.

Additional guidance

Complex grammatical structures are considered to be:

- all grammar and structures included in the grammar list that are specific to Higher-tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example using the locative, dative, ablative cases
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of time expressions and the verb endings
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed:**

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Write your name here

Surname

Other names

Pearson Edexcel
Level 1/Level 2 GCSE (9–1)

Centre Number

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Candidate Number

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Turkish

Paper 3: Reading and understanding in Turkish

Higher Tier

Sample assessment material for first
teaching September 2018

Time: 1 hour 5 minutes

Paper Reference

1TU0/3H

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions from sections A, B and C.
- Questions in Section A and C are set in English.
- Questions in Section B are set in Turkish.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets:
– *use this as a guide as to how much time to spend on each question*
– *you should spend approximately 15 minutes on the translation question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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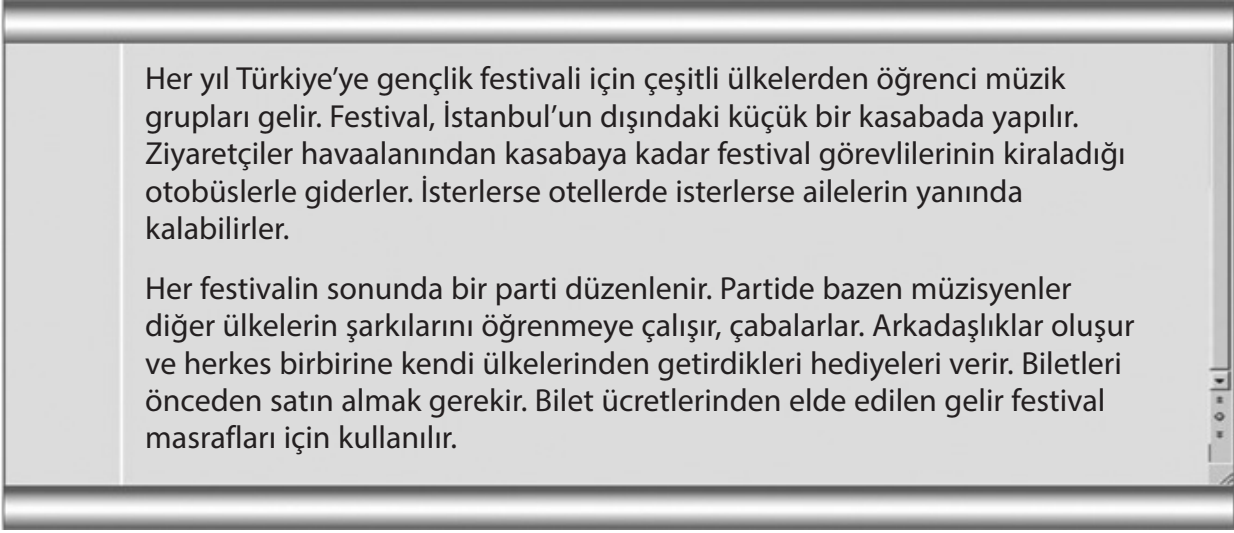
SECTION A

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

International music festival

1 Read the webpage below.



Her yıl Türkiye'ye gençlik festivali için çeşitli ülkelerden öğrenci müzik grupları gelir. Festival, İstanbul'un dışındaki küçük bir kasabada yapılır. Ziyaretçiler havaalanından kasabaya kadar festival görevlilerinin kiraladığı otobüslerle giderler. İsterlerse otellerde isterlerse ailelerin yanında kalabilirler.

Her festivalin sonunda bir parti düzenlenir. Partide bazen müzisyenler diğer ülkelerin şarkılarını öğrenmeye çalışır, çabalarlar. Arkadaşlıklar oluşur ve herkes birbirine kendi ülkelerinden getirdikleri hediyeleri verir. Biletleri önceden satın almak gerekir. Bilet ücretlerinden elde edilen gelir festival masrafları için kullanılır.

Answer the following questions **in English**. You do not need to write in full sentences.

(a) Where in Istanbul is the festival? (1)

(b) How do the musicians get to the festival location? (1)

(c) What do the participants give each other at the party? (1)

(Total for Question 1 = 3 marks)

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A House With A Fairy by Ömer Seyfettin

- 2 Read the extract from the text. Sermet is looking for a house to live in with his family. The Watchman is helping him look.

Sermet Bey döndü, arkasındaki bekçiye,

– İşte bir boş ev daha, dedi.

Küçük bir ormanın önünde beyaz, şık, bir bina parlıyordu. Bahçesinin demir kapısında büyük bir “Kiralıktır” levhası asılıydı. Bekçi başını salladı:

– Geç efendim, geç!... Orası size gelmez.

– Niçin canım?

– Sadece gösterdiğim evi tutunuz. Küçük ama size şans getirir. Orada kim oturursa erkek çocuğu dünyaya gelir.

– O ev bizim için küçük. On iki kişi nasıl sığarız beş odaya! Buraya bakalım, buraya... Tam bize göre...

Bekçi tekrar,

– Burada oturamazsınız efendim... dedi.

Sermet Bey, evi çok beğenmişti. Her tarafında geniş balkonları vardı. Yirmi senedir, çocuğu olduğundan beri hep böyle bir yuvası olsun isterdi. Kızgınca,

– Niye oturamayız, diye sordu.

– Efendim, bu ev çok problemlidir. Yağmur yağınca eve su girer.

Answer the following questions **in English**. You do not need to write in full sentences.

(a) How did Sermet know that the house was for rent?

(1)

(b) Why does the Watchman want Sermet to rent the previous house he had shown him?

(1)

(c) What do we know about Sermet’s family from the text?

(1)

(d) What is wrong with the house Sermet liked?

(1)

(Total for Question 2 = 4 marks)

Internet

3 Read this article about the Internet.

Artık internetsiz bir dünya düşünemiyorum. Onun sayesinde istediğimiz bilgiye anında ulaşıyoruz. Tüm dünyada neler olup bittiğini hemen öğrenebiliyoruz.

Bursa'da yapılan bir ankete yanıt veren iki öğrenci bakın interneti ne amaçla kullandıklarını anlatıyorlar.

Nazlı: İnternet olmasaydı okul için araştırmalarımı, ödevlerimi ve projelerimi nasıl yapardım bilemiyorum. Okulumuzun eğitim sistemine göre artık her bilgiyi öğretmenlerimizden beklemiyoruz. Öğrenmek istediklerimizi araştırıyor, öğreniyor ve sınıfta kaynaklarımızı belirterek diğer arkadaşlarla paylaşıyoruz.

Bülent: Ben interneti banka işlemlerini yapmak, konser biletleri almak ama en çok da arkadaşlarımla ücretsiz telefon konuşmaları yapmak için kullanıyorum. İnternette alışveriş yapmayı sevmiyorum çünkü resimlerle gerçek ürünler arasında inanılmaz fark oluyor.

Answer the following questions **in English**. You do not need to write in full sentences.

(a) What does the writer of this article think about the Internet? Give **two** answers. (2)

(b) What do the students share with their classmates at Nazlı's school? (1)

(c) What does Bulent use the Internet for most? (1)

(d) Why does Bulent not do shopping on the Internet? (1)

(Total for Question 3 = 5 marks)

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Baba Evi by Orhan Kemal

- 4 Read the extract from the text. Orhan is from Istanbul, but has been in Beirut with his family for two years because of his father's job.

İki yıldan beri bir türlü alışamadığım bu yabancı yerlerden sıkılmışım. Vatanımı, özellikle memleketimi, okulumu ve arkadaşlarımı çok özlemiştim...!

Bir gün Beyrut Limanı'nda bir Türk vapuru gördüm. Direğinde bayrağımız asılıydı... Kalbim sevinçle doldu, bu bayrak ve vapur bana güzel ülkemi hatırlattı. Limandan saatlerce ayrılamadım. Sonra hızla babamın ofisine koştuğumu hatırlıyorum. Babam iş yerinde yoktu. Arkadaşlarıyla konuştum. O kadar heyecanlıydım ki neler söylediğimi, beni kimin dinlediğini bilmiyorum. Akşam eve döndüğümde hala kendime gelememişim.

İki gün sonraydı. Bir akşamüstü oturma odasında kitap okurken babam geldi. Asık yüzü, sinirli haliyle köşesine, kitaplarının arasına gidip oturdu.

Sonra yüzüme bakmadan:

- Arkadaşlarıma söylediklerin doğru mu, dedi.
- Doğru, dedim.

Başka bir şey sormadı. Sessizce odasına gitti.

Aradan iki gün geçti. Sonunda bir akşamüstü babam, ben orada değilmişim gibi, anneme:

- Söyle oğlana yarın hazırlansın, memlekete hareket edecek, dedi.

Annemle bakiştik. Onun gene gözleri dolmuştu. Ne yapacağımı bilemedim. Çok sevinmişim..... Bahçeye fırladım. Orada kalsam mutluluğumu saklamama imkan yoktu.

Put a cross ☒ in the correct box.

Example: The person who is telling the story is in...

<input type="checkbox"/>	A England
<input type="checkbox"/>	B France
<input type="checkbox"/>	C Adana
<input checked="" type="checkbox"/>	D Beirut

(i) Orhan felt living abroad. (1)

<input type="checkbox"/>	A excited about
<input type="checkbox"/>	B happy about
<input type="checkbox"/>	C lucky to be
<input type="checkbox"/>	D tired of

(ii) Orhan could not leave the harbour because... (1)

<input type="checkbox"/>	A there was a Turkish ship.
<input type="checkbox"/>	B he wanted to sail the ship.
<input type="checkbox"/>	C he loved boats.
<input type="checkbox"/>	D he was waiting for someone.

(iii) Orhan ran to his father's office to... (1)

<input type="checkbox"/>	A share his excitement.
<input type="checkbox"/>	B go home with him.
<input type="checkbox"/>	C get something from him.
<input type="checkbox"/>	D see his father's colleagues.

(iv) His father decided to send Orhan back to their country because... (1)

<input type="checkbox"/>	A he was not good at school.
<input type="checkbox"/>	B he was naughty.
<input type="checkbox"/>	C he missed his home.
<input type="checkbox"/>	D he was happy.

(v) Orhan's mother felt about his going back. (1)

<input type="checkbox"/>	A angry
<input type="checkbox"/>	B happy
<input type="checkbox"/>	C surprised
<input type="checkbox"/>	D upset

(Total for Question 4 = 5 marks)

School activities

5 Read this announcement on a school website about summer programmes.

Bu yaz da okulumuz sosyal yardımlaşma kapsamında hem tatil hem eğitim amaçlı etkinlikler düzenliyor. Temmuz ayında Batı Karadeniz Bölgesi'nde kamp kurarak hem oradaki köy okullarının geliştirilmesine yardımcı olacağız hem de o bölgedeki halkın yaşam koşullarını, geçim kaynaklarını, örneğin nasıl çay yetiştirildiğini, nasıl toplanıp kutulandığını öğreneceğiz. Ama en önemli kültürleri hakkında bilgi sahibi olacağız. Eğer katılmak isterseniz, ailenizden bir izin belgesi getirmeniz gerekir.

Geçen yıl Akdeniz Bölgesi'ndeki programa katılanların anlattıkları şöyle:

Meltem: Ormanda köylülerle yaptığımız gezilerde onlardan yenebilecek zehirsiz mantarları ayırt etmeyi, çeşitli otların ne işe yaradığını öğrendim.

Osman: Biz bir köy okulunun boyanmasına yardım ettik. Bu konuda kız arkadaşlar çok başarılıydı. Boya çeşitleri ve fırçaların nasıl kullanılacağı hakkında birçok şey öğrendim.

Ayşe: Ben turistlere satış yapmak isteyen köylülerin ürünlerini tanıtmak için İngilizce yazılar hazırladım. Çok memnun oldular.

Ender: Ben de Meltem ile aynı programdaydım. Ormanda yolumu pusulayla ve ağaçlara bakarak nasıl bulacağımı öğrendim. Artık elimde hiçbir modern alet olmadan ateş yakıp bir şeyler pişirebilirim. Toros Dağları'nda topladığım odunlarla kendime bir korunak yapabilirim.

Who can do the following? Enter one of the names: Meltem, Osman, Ayşe and Ender.

Example: *Ender* can make a shelter by using wood.

- (a) can help his parents to save money on decorating. (1)
- (b) can collect plants for different purposes. (1)
- (c) can light a fire without any modern tools. (1)
- (d) can write in a foreign language. (1)

Answer the following questions **in English**.

(e) According to the author, what is the most beneficial aspect of their camping trip? (1)

(f) What document do you need to get if you want to go on the school camping trip? (1)

(Total for Question 5 = 6 marks)

Genç Mimarlar

6 Read this article in an architecture magazine.

Bu yıl Antalya Mimarlar Odası tarafından gençleri mimarlık mesleğine heveslendirmek için açılan yarışmaya çeşitli okullardan öğrenciler katıldı. Okulların tatil olduğu dönemde yapılan bu etkinlik katılımın fazla olmasını sağladı. Hangi mesleği seçeceğine karar veremeyen gençler, yapılan bu projeden çok memnunar. Geçen yıl bu etkinliğe katılan birçok öğrenci bu yıl mimarlık fakültesinde başarıyla eğitim görüyor.

Öğrenciler önce şehrin tanınmış mimarlarının yaptığı konuşmaları dinlediler. Sonra mimarlarla şehrin hem eski hem de modern bölgelerini ziyaret edip değişik mimari özellikleri olan binaları gezdiler. Çizim atölyeleri düzenlenerek katılımcılara basit çizimler yapması öğretildi. Katılımcılar en çok depreme dayanıklı binaların özelliklerini ilginç buldular.

Daha sonra yarışmaya katılacaklar bir dilekçe yazarak başvuru yaptılar. Yarışmaya katılanların lise öğrencisi olması ve Antalya sınırları içinde oturması koşulu vardı. Yarışmayı en yaratıcı, modern, sade ve konforlu bir daire ya da ev planını çizen kazanacak. Birinci gelen öğrenci bir mimarın yanında staj hakkı kazanacak. Ayrıca çizim için cetvel, masa gibi gerekli olan her türlü gereç ücretsiz olarak kendisine verilecek.

Tüm katılımcılar sabırsızlıkla yarışma sonucunu bekliyorlar. Veliler de çocuklarının tatil zamanını iyi değerlendirdikleri için bu etkinliklerin her yıl yapılmasını istiyorlar.

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(i) What does this article tell us?

Put a cross ☒ next to each one of the **three** correct boxes.

(3)

Example:	The architects are organising the activity.	<input checked="" type="checkbox"/>
A	The events will take place during the school period.	<input type="checkbox"/>
B	Making buildings protected from earthquakes is interesting.	<input type="checkbox"/>
C	The participants gained some experience in drawing plans.	<input type="checkbox"/>
D	The participants will see different types of architecture.	<input type="checkbox"/>
E	The winner will be trained by a university lecturer.	<input type="checkbox"/>
F	Last year none of the students wanted to study architecture.	<input type="checkbox"/>
G	The participants might have difficulty in buying the necessary equipment for drawing.	<input type="checkbox"/>

Answer the following questions in English.

(ii) What is the reason for organising these events?

(1)

(iii) Why are the families happy about these events?

(1)

(Total for Question 6 = 5 marks)

TOTAL FOR SECTION A = 28 MARKS

SECTION B

Çeviri Seminerleri

7 Gençlik dergisindeki bu yazıyı okuyun.

Her yıl değişik ülkelerde Türk Dili ve Edebiyatı okuyan 10 üniversite öğrencisi Türkiye'ye gelerek bir yıldan üç yıla kadar ülkede eğitim görebilecek. Geçen yıl başlatılmış bu programa katılanların tüm giderleri hükümet tarafından ödenecek. Öğrenciler çeşitli seminerlere katılarak çeviri tekniklerini öğrenecek ve birçok kitabı Türkçeden kendi dillerine çevirecekler.

Bir Japon öğrenci, "Yaşar Kemal'in roman kitaplarını çok severim ve onun en sevdiğim kitaplarından birini kendi dilime çevirmek isterim." dedi. Bir Fransız öğrenci Türk hikayelerini çok sevdiğini ama Türk şiirinden bazı örnekleri çevirmeyi denemek istediğini söyledi.

Doğru kutuya işareti koyun.

Örnek: Bu program içindir.

<input checked="" type="checkbox"/>	A lise öğrencileri
<input checked="" type="checkbox"/>	B öğretmenler
<input checked="" type="checkbox"/>	C yazarlar
<input checked="" type="checkbox"/>	D üniversite öğrencileri

(i) Gençler geliyorlar.

(1)

<input checked="" type="checkbox"/>	A Çin'den
<input checked="" type="checkbox"/>	B Afrika'dan
<input checked="" type="checkbox"/>	C Avrupa'dan
<input checked="" type="checkbox"/>	D yurt dışından

(ii) Gençlerin bilmeleri gerekir.

(1)

<input type="checkbox"/>	A çeviri yapmayı
<input type="checkbox"/>	B Türkçe
<input type="checkbox"/>	C en az üç yabancı dili
<input type="checkbox"/>	D Türk kültürünü

(iii) Gençler Türkiye’de kalabilirler.

(1)

<input type="checkbox"/>	A istedikleri kadar
<input type="checkbox"/>	B en az üç yıl
<input type="checkbox"/>	C en az bir yıl
<input type="checkbox"/>	D yedi yıla kadar

(iv) Bu program başladı.

(1)

<input type="checkbox"/>	A son günlerde
<input type="checkbox"/>	B üç yıl önce
<input type="checkbox"/>	C geçen yıl
<input type="checkbox"/>	D uzun zaman önce

(v) Japon öğrenci bir çevirmek istiyor.

(1)

<input type="checkbox"/>	A roman
<input type="checkbox"/>	B hikaye
<input type="checkbox"/>	C şiir
<input type="checkbox"/>	D ders kitabı

(Total for Question 7 = 5 marks)

Tatiller

8 Türkiye'deki tatil bölgeleri hakkındaki yazıyı okuyun.

Bozcaada	Ege Denizi'ndeki bu güzel ada, sessiz sakin tatil yapmak isteyenler için ideal. Tertemiz turkuaz rengi berrak suda saatlerce yüzebilir, yeşil tepelerde sabah yürüyüşlerine çıkabilirsiniz.
İstanbul	Asya ve Avrupa kıtaları arasında, bir zamanlar Roma, Bizans ve Osmanlı imparatorluklarına ev sahipliği yapmış bu şehir tarihi eserlerle, müzelerle doludur. Kapalıçarşı'da, alışveriş merkezlerinde satın almak istediğiniz herşeyi bulabilirsiniz.
Fethiye	Yeşillikler içinde muhteşem dağların denizle buluştuğu bu güzel ilçe çocuklu aileler için çok uygundur. Burada uygun fiyatlara her tür yiyeceği bulabileceğiniz lokantalar, ucuz, rahat ve modern oteller vardır.
Girne	Girne, Kıbrıs'ın kuzeyinde, havaalanına çok yakın bir sahil şehridir. Gece hayatını seven gençler için çeşitli kulüpleri ve diskotekleri vardır.

Gidilmesi gereken doğru yer neresi? Bozcaada, İstanbul, Fethiye veya Girne'den birini seçin. Bazı yer isimleri birden fazla kullanılabilir.

Örnek: Güzel lokantalara gitmek istiyorsanız Fethiye'ye gitmelisiniz.

- (a) Eğer tarihle ilgileniyorsanız gitmelisiniz. (1)
- (b) Eğer spor yapmak istiyorsanız gitmelisiniz. (1)
- (c) Eğer tatilde gece hayatı seviyorsanız gitmelisiniz. (1)
- (d) Eğer kalacak yere çok para vermek istemiyorsanız gitmelisiniz. (1)
- (e) Eğer uçaktan tatil yerine bir an evvel varmak istiyorsanız gitmelisiniz. (1)

(Total for Question 8 = 5 marks)

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Yeşil Dünya

9 Aşağıdaki yazıyı bir dergide okuyorsunuz.

Yeşil Dünya Derneği Muğla'da 28–30 Mayıs tarihleri arasında okullarla birlikte 'Sevgili Doğa' adlı etkinliği düzenledi.

Yarın Muğla ve ilçelerinde yaşayan 15.000 öğrenci Türkiye'nin en büyük gönüllü çevrecilik girişimini başlatacaklar.

Bu girişimin amacı, gençleri doğaya zarar vermeden nasıl yaşanacağı hakkında bilgilendirmek. Bölgedeki tüm okulların bu projeye katılımı, gençlerin doğanın korunmasına ve doğa ile ilgili çalışmalara duydukları ilgiyi ama en önemlisi doğaya olan sevgilerini gösteriyor.

Fethiye'de dernek üyeleri, ortaokul öğrencileri ile birlikte bisiklet yollarının kenarlarına fidanlar dikecekler. Eğer ağaçlar belediye tarafından düzenli sulanırsa büyüyecek ve gelecek yıl bisiklet sürücüleri aşırı yaz sıcaklarında rahat edecekler.

Milas'taki öğrenciler doğa teması ile ilgili hikaye yazma etkinliğine katılacaklar.

Marmaris'te bazı lise öğrencileri parkı temizlemeye katılırken, bazıları bu projenin tanıtımını yapan el ilanları hazırlayacaklar.

Bodrum'da öğrenciler plajlara çöp kutuları yerleştirdikten sonra, geri dönüşümün nasıl yapıldığını öğreten laboratuvar çalışmalarına katılacaklar.

Eğer bu çalışmalara kişisel olarak katılmıyorsanız, projemizi internet aracılığıyla yapacağınız maddi yardımla destekleyin!

Aşağıdaki soruları Türkçe yanıtlayın. Tam cümleler kurmanız gerekmez.

(a) 'Yeşil Dünya Derneği' girişiminin amacı nedir? (1)

(b) Gençlerin projeye desteğinin en önemli nedeni nedir? (1)

(c) Ağaçlar hangi şartlarda büyüyecek? (1)

(d) Milaslı öğrenciler bu girişime nasıl katılacaklar? (1)

(e) Bodrum'da laboratuvarda ne yapmasını öğrenebilirsiniz?

(1)

(Total for Question 9 = 5 marks)

TOTAL FOR SECTION B = 15 MARKS

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SECTION C

Translation

10 Translate this passage into English.

Ben deniz kenarındaki bir kasabada yaşıyorum. Gelecek pazar Gençlik Kulübü'nün düzenlediği bir etkinliğe katılacağım. Bisikletle ormana gideceğiz ve geçen yıl ektiğimiz ağaçlara bakacağız. Kasabamız çok güzel ve yaptığımız işler bizi yormuyor. Geçen yıl plajdaki naylon torbaları topladık ve denizlerin kirlenmesini önledik. Bu yaz kasabanın her yerine kapaklı çöp kutuları koyacağız.

(Total for Question 10 = 7 marks)

TOTAL FOR SECTION C = 7 MARKS

TOTAL FOR PAPER = 50 MARKS

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GCSE Turkish Higher tier

Paper 3 Mark scheme

SECTION A

Question number	Answer	Mark
1(a)	In a village/outside İstanbul	(1)

Question number	Answer	Mark
1(b)	By bus	(1)

Question number	Answer	Mark
1(c)	presents	(1)

Question number	Answer	Mark
2(a)	Because there was a (for rent) sign	(1)

Question number	Answer	Mark
2(b)	Any one answer from: It is a lucky house/it will bring people luck/whoever lives there would have a baby boy.	(1)

Question number	Answer	Mark
2(c)	His family is big.	(1)

Question number	Answer	Mark
2(d)	Water gets into the house when it rains.	(1)

Question number	Answer	Mark
3(a)	Any two answers from: The Internet is very important. (1) We can get information very fast /or we can learn what is happening in the world fast (1)	(2)

Question number	Answer	Mark
3(b)	Their knowledge	(1)

Question number	Answer	Mark
3(c)	For free talks with his friends.	(1)

Question number	Answer	Mark
3(d)	The pictures are different from the products.	(1)

Question number	Answer	Mark
4(i)	D	(1)

Question number	Answer	Mark
4(ii)	A	(1)

Question number	Answer	Mark
4(iii)	A	(1)

Question number	Answer	Mark
4(iv)	C	(1)

Question number	Answer	Mark
4(v)	D	(1)

Question number	Answers	Mark
5(a)	Osman	(1)

Question number	Answers	Mark
5(b)	Meltem	(1)

Question number	Answers	Mark
5(c)	Ender	(1)

Question number	Answers	Mark
5(d)	Ayşe	(1)

Question number	Answers	Mark
5(e)	Students learn about the culture of the area/villagers	(1)

Question number	Answers	Mark
5(f)	A permission document from parents	(1)

Question number	Answer	Mark
6(i)	B,C,D	(3)

Question number	Answers	Mark
6(ii)	To encourage the students to become architects	(1)

Question number	Answer	Mark
6(iii)	Their children have a valuable time	(1)

SECTION B

Question number	Answer	Mark
7(i)	D	(1)

Question number	Answer	Mark
7(ii)	B	(1)

Question number	Answer	Mark
7(iii)	C	(1)

Question number	Answer	Mark
7(iv)	C	(1)

Question number	Answer	Mark
7(v)	A	(1)

Question number	Answer	Mark
8(a)	İstanbul	(1)

Question number	Answer	Mark
8(b)	Bozcaada	(1)

Question number	Answer	Mark
8(c)	Girne	(1)

Question number	Answer	Mark
8(d)	Fethiye	(1)

Question number	Answer	Mark
8(e)	Girne	(1)

Question number	Answer	Mark
9(a)	Gençlere doğaya zarar vermeden yaşamasını öğretmek	(1)

Question number	Answer	Mark
9(b)	Doğayı sevmek	(1)

Question number	Answer	Mark
9(c)	Eğer ağaçlar belediye tarafından düzenli sulanırsa büyüyecek	(1)

Question number	Answer	Mark
9(d)	Doğa hakkında hikayeler yazarak	(1)

Question number	Answer	Mark
9(e)	Nasıl geri dönüşüm yapılacağını	(1)

SECTION C

Question Number	Indicative content	Mark
10	I live in a village by the sea. Next Sunday I am going to take part in an activity organised by the Youth Club. We will go to the forest by bicycle and look at the trees that we planted last year. Our town is very pretty and the work we are doing does not tire us. Last year we collected plastic bags on the beach and prevented pollution of the sea. This summer we are going to put bins with lids everywhere in the town.	(7)

Mark	Descriptor
0	No rewardable communication.
1-3	The meaning of the passage is partially communicated. Some errors in the translation prevent meaning being conveyed, e.g. frequent use of incorrect words, omitted phrases , incorrect tenses.
4-6	The meaning of the passage is mostly communicated. Occasional errors affect the flow or clarity of the translation, e.g. incorrect words, omitted words, inexact syntax.
7	The meaning of the passage is fully communicated. Any errors do not detract from the overall effectiveness of the translation.

Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Time: 1 hour 25 minutes

Paper
reference

1TU0/4H

Turkish

PAPER 4: Writing in Turkish

Higher Tier

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **either** Question 1(a) **or** Question 1(b) and **either** Question 2(a) **or** 2(b) and Question 3.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- Write your answers in full sentences.
- You must **not** use a dictionary.

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question*
– *you should spend approximately 15 minutes on the translation question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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If you answer Question 1(b) put a cross in the box .

Where I live

(b) Kuzey Kıbrıs'taki arkadaşınız Sibel, gelecek ay sizi ziyaret etmek için İngiltere'ye geliyor.

Sibel'e resmi olmayan dille bir mektup yazın.

Aşağıdaki noktaları **kapsamalısınız**:

- tatillerde genellikle neler yaptığınızı
- yaşadığınız çevrede son zamanlarda neler yaptığınızı
- yaşadığınız çevrenin neden ziyaret edilmeye değer olduğunu
- Sibel'in ziyareti sırasında birlikte yapacaklarınızı.

Yaklaşık 80–90 kelimelik **Türkçe** bir yazı yazın.

(20)

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Saygılarımla,

If you answer Question 2(b) put a cross in the box .

A school trip

(b) Bir Türk internet seyahat sitesi, sitelerinde yayımlamak için okul gezileri hakkında makaleler arıyor. Okuyucuların ilgisini çekecek, son zamanlarda yaptığınız bir okul gezisi hakkında resmi dille bir makale yazın.

Aşağıdaki noktaları **kapsamalısınız**:

- okulunuzun neden bu geziyi düzenlemiş olduğunu
- en ilginç etkinliklerin neler olduğunu
- genel olarak geziler hakkında düşüncelerinizi
- gelecekte nasıl bir gezi yapmak istediğinizi.

Fikir ve görüşlerinizi nedenleriyle açıklayın.

Yaklaşık 130–150 kelimelik **Türkçe** bir yazı yazın.

(28)

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(Total for Question 2 = 28 marks)

My friend

3 Aşağıdaki parçayı **Türkçeye** çevirin.

Kerem lives in Istanbul and he goes to school by bus. He is good at maths, so he got a high grade at his last exam. He thinks education is very important, therefore he wants to go to university. However, if he doesn't work hard, he won't succeed to find a job in the future.

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(Total for Question 3 = 12 marks)

TOTAL FOR PAPER = 60 MARKS

GCSE Turkish Higher tier

Paper 4 Mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- You should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a band you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the band and then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Assessment criteria for the Higher tier

Question 1 – Higher tier (20 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see *Additional guidance*).

The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 1: communication and content mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none">• Communicates brief information relevant to the task with little development• Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification• Expresses straightforward thoughts and ideas; uses common, familiar language with repetition• Variable use of appropriate register and style
4–6	<ul style="list-style-type: none">• Communicates information relevant to the task, with development of the occasional key point and idea• Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions which are occasionally successful• Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language• Appropriate use of register and style is evident but with inconsistencies

Mark	Descriptor
7–9	<ul style="list-style-type: none"> Communicates information relevant to the task, with development of some key points and ideas Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language Appropriate use of register and style is evident but with occasional inconsistency
10–12	<ul style="list-style-type: none"> Communicates information relevant to the task with expansion of key points and ideas Effective adaptation of language to narrate, inform, interest and give convincing personal opinions Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language Appropriate use of register and style throughout, with minimal inconsistency

Additional guidance

Creative language use: examples of creative language use are:

- using language to create an effect
- using language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Register and style definition: informal register and style – examples of informal style include colloquial, conversational language that students would use with friends. It also requires use of the informal structure when using, for example, verbs, personal pronouns and possessive adjectives.

Adaptation of language to narrate, inform, interest and give convincing opinions: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.

Question 1: linguistic knowledge and accuracy mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none">• Uses straightforward grammatical structures, some repetition• Produces brief, simple sentences, limited linking of sentences• Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed
3–4	<ul style="list-style-type: none">• Uses mostly straightforward grammatical structures, occasional repetition• Produces occasionally extended sentences linked with familiar, straightforward conjunctions• Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed
5–6	<ul style="list-style-type: none">• Different examples of straightforward grammatical structures are evident• Produces some extended sentences that are linked with familiar, straightforward conjunctions• Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication
7–8	<ul style="list-style-type: none">• Some variation of grammatical structures, occasional complex structure• Produces frequently extended sentences, well linked together• Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication

Additional guidance

Complex grammatical structures are considered to be:

- all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example using the locative, dative, ablative cases
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of time expressions and the verb endings
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 2 – Higher tier (28 marks)

For this question, students' work is marked by Pearson using assessment criteria contained in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in a formal register/style (see *Additional guidance*).

The student is expected to produce 130–150 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 2: communication and content mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–4	<ul style="list-style-type: none">• Communicates occasionally detailed information relevant to the task with occasionally effective development of key points and ideas• Some effective adaptation of language to narrate, inform, interest/convince• Occasional examples of creative use of language to express individual thoughts, ideas and points of view, occasional justification; variety of mainly common, familiar language, occasional examples of uncommon language• Appropriate use of register and style with the occasional inconsistency
5–8	<ul style="list-style-type: none">• Communicates some detailed information relevant to the task, frequently effective development of key points and ideas• Frequently effective adaptation of language to narrate, inform, interest/convince• Examples of creative use of language to express some individual thoughts, ideas and points of view, some justified; some variation of vocabulary and expression with some examples of uncommon language• Appropriate use of register and style with few inconsistencies
9–12	<ul style="list-style-type: none">• Communicates detailed information relevant to the task, with mostly effective development of key points and ideas• Mostly effective adaptation of language, to narrate, inform, interest/convince• Creative use of language to express a range of individual thoughts, ideas and points of view, most of which are justified; variety of vocabulary and expression, frequent examples of uncommon language• Predominantly appropriate use of register and style

Mark	Descriptor
13–16	<ul style="list-style-type: none"> • Communicates detailed information relevant to the task, with consistently effective development of key points and ideas • Consistently effective adaptation of language to narrate, inform, interest/convince • Creative use of language to express and fully justify a wide range of individual thoughts, ideas and points of view; wide variety of vocabulary and expression, many examples of uncommon language • Consistent use of appropriate register and style throughout

Additional guidance

Creative use of language – examples of creative language use are:

- using language to create an effect
- using language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Adaptation of language to narrate, inform, interest/convince: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest/convince.

Register and style definition: formal register and style includes, for example, avoidance of slang, over-familiar language, exaggeration, 'text speak', inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs, personal pronouns and possessive adjectives.

Question 2: linguistic knowledge and accuracy mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"> • Uses a variety of mainly straightforward grammatical structures, occasional examples of repetitive complex language • Occasional sequences of fluent writing, occasionally extended, well-linked sentences • Straightforward grammatical structures are largely accurate with occasional accurate use of complex language, some successful references to past, present and future events but some ambiguity; errors occur that sometimes hinder clarity of communication
4–6	<ul style="list-style-type: none"> • Some variation of grammatical structures, including some repetitive instances of complex language • Prolonged sequences of fluent writing, some extended, well-linked sentences • Generally accurate language and structures, frequently successful references to past, present and future events, occasional ambiguity; errors occur that occasionally hinder clarity of communication
7–9	<ul style="list-style-type: none"> • Uses a variety of grammatical structures, including some different examples of complex language • Predominantly fluent response; frequent extended sentences, mostly well linked • Mostly accurate language and structures, mostly successful references to past, present and future events; errors occur but they rarely hinder clarity of communication
10–12	<ul style="list-style-type: none"> • Uses a wide variety of grammatical structures, including complex language • Fluent response throughout with extended, well-linked sentences • Consistently accurate language and structures, consistently successful references to past, present and future events; any errors do not hinder the clarity of the communication

Additional guidance

Complex grammatical structures are considered to be:

- all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example using the locative, dative, ablative cases
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of time expressions and the verb endings
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 3 – Higher tier (12 marks)

Translation mark grid and example response

The translation mark grid assesses both communication and content and linguistic knowledge and accuracy. When awarding marks, the student's response across the whole paragraph should be considered.

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none">• Meaning of some individual words or phrases is conveyed; frequent omissions/incorrectly communicated words and phrases/ mother-tongue interference• Some straightforward structures are accurate but regular errors prevent meaning of individual phrases/sentences being conveyed
4–6	<ul style="list-style-type: none">• The meaning of the passage is partially communicated, some words and phrases are omitted/incorrectly communicated• Language and structures are accurate in some phrases and sentences but some errors prevent meaning being conveyed
7–9	<ul style="list-style-type: none">• The meaning of the passage is mostly communicated, occasional words are omitted/incorrectly communicated• Mostly accurate language and structures; errors occur that occasionally hinder clarity and in rare instances prevent meaning being conveyed
10–12	<ul style="list-style-type: none">• The meaning of the passage is fully communicated• Consistently accurate language and structures, any errors do not hinder clarity

Question number	Example response
3	Kerem, İstanbul'da yaşar/yaşiyor ve okula otobüsle gider/gidiyor. Matematik dersinde iyi/başarılı, onun için en son sınavından yüksek not aldı. Eğitimin çok önemli olduğunu düşünür/düşünüyor, bu nedenle üniversiteye gitmek ister/istiyor. Ancak/ama/fakat çok çalışmazsa, gelecekte iş bulmakta başarılı olmayacak/iş bulmayı başaramayacak.

Additional guidance

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example using the locative, dative, ablative cases
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of time expressions and the verb endings
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
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- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

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