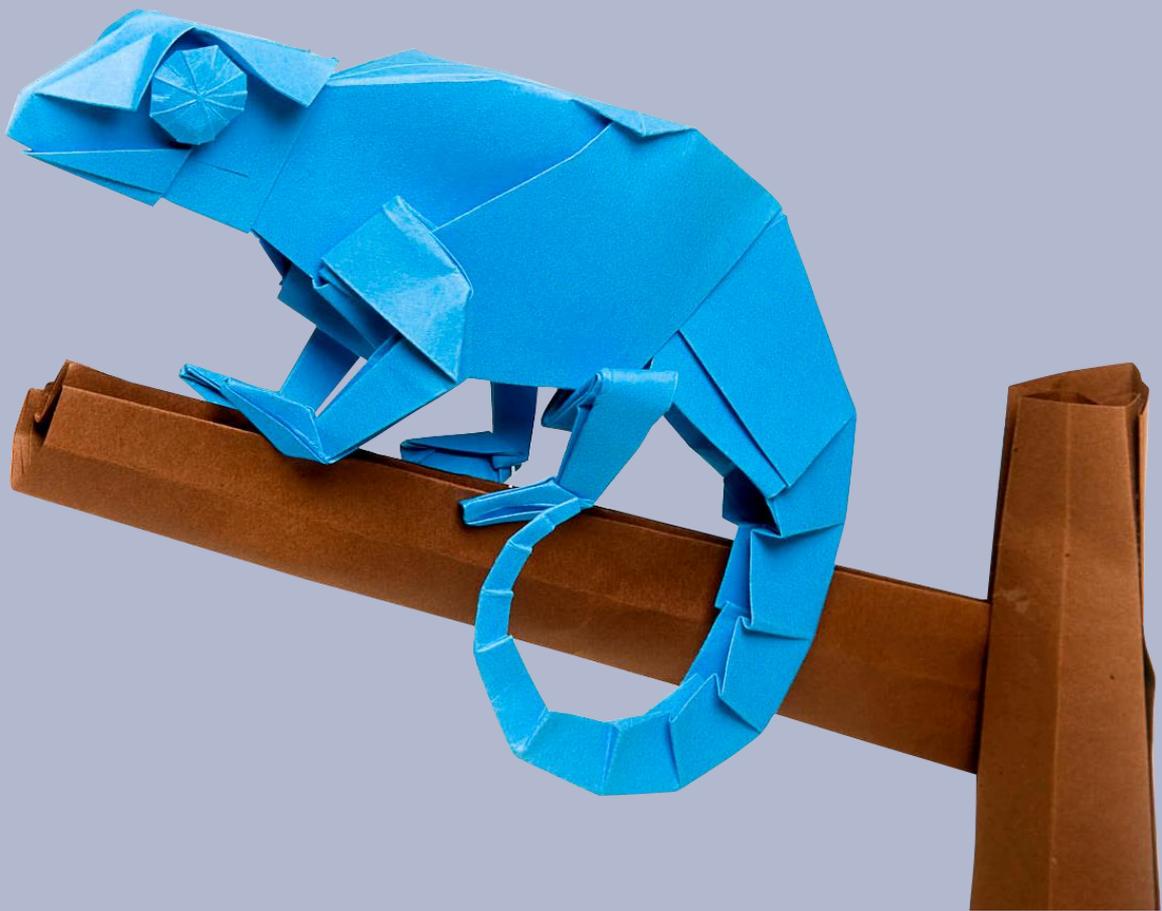


# Getting Started Guide



**GCSE (9–1) Turkish**

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



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# Getting Started Guide: GCSE Turkish 2018

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# 1. Introduction

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The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Turkish has been developed to help students of all abilities progress and develop a passion for languages, through culturally engaging content.

## Key features of our GCSE Turkish

The specification and Sample Assessment Materials have been developed in consultation with the languages community – subject associations, academics and advisors, and hundreds of teachers and students. Drawing on feedback at every stage, the Edexcel specification has been developed to be an engaging and inspirational course of study that will enable your students to manipulate and use Turkish effectively, independently and creatively, so that they have a solid basis from which to progress to A level or employment.

The 2018 specification has been built on the following key principles:

### Engaging and popular topics

Our specification includes both familiar and new topics that you have told us you like and that motivate your students.

### Manageable content

Our content has been structured across five themes. This flexible programme of study allows time for a focused revision period at the end of the course.

### Content and assessments that provide an engaging real-world focus

The authentic situations and stimuli enable students to see language in context and learn about the culture of Turkey and Turkish-speaking communities. Our assessments allow for spontaneity and test grammar, as well as providing plenty of opportunities for students to apply their knowledge independently, creatively, and in authentic situations.

### Straightforward assessments that are accessible to all students

Special care has been taken to ensure that all our papers are clear and concise and, where appropriate, questions feature scaffolding to help all students progress through the assessments confidently. Reading and listening papers are structured so that questions set in the target language are in a separate section from those questions requiring responses in English. Both papers are also structured so that they are progressive in their level of demand with the most demanding question being the final question in the paper. Translation tasks are progressive in their level of difficulty and are of appropriate demand at each tier.

### Carefully selected texts

We have worked closely with teachers and expert practitioners to ensure we include interesting and relevant texts at the right level for learners at each tier, and that will encourage the use of a wide range of texts in the classroom.

### Clear and precise assessment criteria

Our mark schemes have been trialled with sample student answers to ensure they reward students appropriately and that it is clear what is expected of students at each band.

## **Continuous progression**

Our content builds on the understanding developed at Key Stages 2 and 3 while also ensuring that learners new to the subject are appropriately supported, and provides a firm foundation for students to make a smooth transition to A level.

## **Support for the new specification**

This Getting Started Guide provides an overview of the new GCSE specification, to help you get to grips with the changes to content and assessment, and to help you understand what these mean for you and your students.

We are also providing teaching and learning materials, including guides containing practical approaches to using literary texts and incorporating culture in the MFL classroom.

These support documents are available on the GCSE 2018 Turkish pages on the Edexcel website: <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/turkish-2018.html>

## 2. What's changed?

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### 2.1 What are the changes to the GCSE qualification?

GCSE Turkish specifications are changing for first assessment in 2020:

- The new 9–1 grading system will replace A\*–G.
- There will be no controlled assessment component: all assessment will be through external examinations.
- All papers will be set and marked by the awarding organisation. This includes both speaking and writing examinations.
- The speaking test will be conducted by a teacher in the centre with materials supplied in advance and retained in secure conditions.
- Assessment weightings will be 25% per skill.
- Papers will be tiered but there will be no mixed tier entry. Students will be entered for a single tier across all papers, either Foundation or Higher.

#### Changes to content and assessment requirements for GCSE Turkish

The content requirements<sup>1</sup> for GCSE Turkish have been revised. All awarding organisations' specifications for GCSE Turkish must meet these criteria. Full details of the subject criteria can be found at [www.gov.uk/government/publications/gcse-modern-foreign-languages](http://www.gov.uk/government/publications/gcse-modern-foreign-languages).

- The reading paper will contain authentic stimuli, including some extracts from relevant abridged or adapted literary texts.
- There will be short translations from and into Turkish.
- Some questions will be set in Turkish in the reading and listening papers.
- The compulsory topics will be linked to: Identity and culture; Local, national, international and global areas of interest; Current and future study and employment (see Changes to specification content on page 6).

#### Changes to Assessment Objectives

The GCSE Turkish Assessment Objectives have been revised for the new specification. Each of the four assessment objectives now carries a weighting of 25%. The Assessment Objectives are given in the table below.

<b>AO1</b> 25%	<b>Listening</b> – understand and respond to different types of spoken language
<b>AO2</b> 25%	<b>Speaking</b> – communicate and interact effectively in speech
<b>AO3</b> 25%	<b>Reading</b> – understand and respond to different types of written language
<b>AO4</b> 25%	<b>Writing</b> – communicate in writing

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<sup>1</sup> *Modern foreign languages GCSE subject content* (DfE, 2014) [www.gov.uk/government/publications](http://www.gov.uk/government/publications)  
Reference: DFE-00348-2014

## **Relationship of Assessment Objectives to components**

The assessment of each of the Assessment Objectives is contained exclusively in the four examination papers.

The four components of the qualification are:

- Paper 1: Listening and understanding in Turkish
- Paper 2: Speaking in Turkish
- Paper 3: Reading and understanding in Turkish
- Paper 4: Writing in Turkish

These four papers are compulsory, must be sat in one terminal session, and make up the GCSE qualification.

## **Use of English and Turkish in the examinations<sup>2</sup>**

In listening (AO1), 20–30% of the marks must be awarded for responses to questions set in Turkish.

In speaking (AO2), students will be required to express themselves solely in Turkish.

In reading (AO3), 30–40% of the marks must be awarded for responses to questions set in Turkish.

In writing (AO4), students will be required to express themselves solely in Turkish. Questions may be set in English where translation into Turkish is required or where the context of the questions is detailed or complex.

The four papers in the reformed qualification are equally weighted, in the same way that the four units in the legacy OCR qualification were equally weighted. Note there will be no short courses available in reformed GCSEs in languages.

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<sup>2</sup> *Modern foreign languages GCSE subject content* (DfE, 2014) [www.gov.uk/government/publications](http://www.gov.uk/government/publications)  
Reference: DFE-00348-2014

## 2.2 Edexcel GCSE Turkish

### Specification overview

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Turkish consists of four externally-examined papers based on the following skills: listening, speaking, reading and writing.

Students must complete their speaking assessment in April/May and all other assessments in May/June in any single year.

Each paper is available at Foundation or Higher tier. **Students must be entered for a single tier across all papers.**

**The use of dictionaries is not permitted. For Paper 2 this includes during the preparation time.**

Paper	Title	Length of assessment	Summary of assessment
Paper 1 25% 50 marks	Listening and understanding in Turkish	F = 35 minutes including 5 minutes' reading time	Multiple-response and short-answer open-response questions.
		H = 45 minutes including 5 minutes' reading time	The majority of questions will be set in English, with two questions set in Turkish.
Paper 2 25% 70 marks	Speaking in Turkish	F = 7–9 minutes (plus 12 minutes' preparation time)	Students will be assessed through three tasks: <ul style="list-style-type: none"> <li>• a role play</li> <li>• questions based on a picture stimulus</li> <li>• a conversation.</li> </ul>
		H = 10–12 minutes (plus 12 minutes' preparation time)	
Paper 3 25% 50 marks	Reading and understanding in Turkish	F = 50 minutes	Multiple-response and short-answer open-response questions, and one translation into English question.  There will be three questions set in Turkish.
		H = 1 hour 5 minutes	
Paper 4 25% 60 marks	Writing in Turkish	F = 1 hour 15 minutes	Three open-response questions and one translation into Turkish.
		H = 1 hour 25 minutes	Two open-response questions and one translation into Turkish.

Full details of the assessment can be found in the Turkish GCSE 9–1 specification: <https://qualifications.pearson.com/content/dam/pdf/GCSE/Turkish/2018/Specification-and-sample-assessments/specification-gcse-turkish-2018.pdf>

## Changes to specification content

The assessment of GCSE Turkish will be set in the context of the following compulsory themes:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment.

Following consultation with teachers and language and assessment experts, these compulsory themes have been divided into five broad theme areas, giving the opportunity for teaching one theme per term. These five themes are further broken down into topics and sub-topics, all of which should be studied in the context of both the students' home country and that of countries or communities where Turkish is spoken. They are designed to offer a motivating, enriching and up-to-date context for the study of the Turkish language. Teachers should be aware of the need to develop their students' awareness and understanding of the cultural life of Turkish-speaking communities in their selection of teaching materials during the course of study, and in preparation for the final assessment.

For listening and reading assessments, the majority of contexts are based on the culture and countries where Turkish is spoken. Students may also refer to the culture of Turkish-speaking countries and communities in the speaking and writing papers.

### Our content principles

- A mix of familiar and new topics to support a wide range of interests.
- Topics encourage the teaching and learning of Turkish-speaking culture.
- Topics show how language can be used in practice.
- Topics facilitate progression from Key Stage 3 and to A level.
- Topics meet the requirements of the subject criteria.

The themes and topics are listed below:

#### ***Theme 1: Identity and culture***

*Topics:*

- **Who am I?:** relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with family and friends; role models
- **Daily life:** customs and everyday life; food and drink; shopping; social media and technology (uses of, advantages and disadvantages)
- **Cultural life:** celebrations and festivals; reading; music; sport; film and television

#### ***Theme 2: Local area, holiday and travel***

*Topics:*

- **Holidays:** preferences; experiences; destinations
- **Travel and tourist transactions:** travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping
- **Town, region and country:** weather; places to see; things to do

### **Theme 3: School**

*Topics:*

- **What school is like:** school types; school day; subjects; rules and pressures; celebrating success
- **School activities:** school trips; events and exchanges

### **Theme 4: Future aspirations, study and work**

*Topics:*

- **Using languages beyond the classroom:** forming relationships; travel; employment
- **Ambitions:** further study; volunteering; training
- **Work:** jobs; careers and professions

### **Theme 5: International and global dimension**

*Topics:*

- **Bringing the world together:** sports events; music events; campaigns and good causes
- **Environmental issues:** being 'green'; access to natural resources

The final assessments at the end of the course will draw on the full range of these themes and topics. Teachers are encouraged to refer to the Sample Assessment Materials to see this exemplified.

## 3. Planning

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### 3.1 Planning and delivering the course

GCSEs in Turkish are linear and 100% external assessment.

This specification has been designed so that the content is clear and manageable for centres to deliver within the guided learning hours over a two- or three-year period. Structured across five themes, our flexible programme of study allows time for a focused revision period at the end of the course.

There is a range of possible ways of planning the delivery of the specification, and centres will need to decide on a delivery model that suits their teaching methods, school timetables and students.

The time allocated to each of the elements of the specification reflects the weighting of that element. All skills have an equal weighting and are worth 25% each in the final assessment, so equal amounts of time should be spent on each skill when covering the five themes in the Edexcel specification.

The five themes are: *Identity and culture; Local area, holiday and travel; School; Future aspirations, study and work; International and global dimension*. **All themes and topics must be studied in the context of both the students' home country and that of countries and communities where Turkish is spoken.** There will be equal weighting between the themes in the assessment.

To prepare students adequately for this assessment, teachers should present and exploit a range of vocabulary relevant to each theme listed, and build on the Key Stage 3 Programme of Study, where appropriate.

### 3.2 Suggested resources

Below is a list of free support for the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Turkish (1TU0):

- Getting Started Guide for GCSE Turkish
- [Video – Incorporating culture into the MFL classroom](#)
- 'How to' guides, including:
  - [Incorporating culture into the MFL classroom](#)
  - [Using literary texts](#)

All support materials can be found via this webpage:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcse/turkish-2018.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments>

### 3.3 Delivery models

When devising your delivery model, you may wish to consider the following principles, though note that there are a number of valid ways of structuring a GCSE Turkish course:

- Three 12-week terms per academic year.
- A focused revision period at the end of the course – the summer term of the final year of study would be used for revision and final examination preparation.
- The number of hours allocated to GCSE Turkish each week will depend on the individual centre's timetable, but an average of two hours a week fits with the suggested 120 guided learning hours.

## 4. Content guidance

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Teachers should refer to the 'How to' guides available on our website for support with how to approach the content.

These guides feature pedagogical rationale, strategies and practical activity suggestions to help with:

- Incorporating culture into the classroom
- Using literary texts

Ideas on how to approach the themes, and of activities within these themes, are provided below. Note that these are suggestions only and are not prescriptive.

### Theme 1: Identity and culture

*Topics:*

- **Who am I?:** relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with family and friends; role models
- **Daily life:** customs and everyday life; food and drink; shopping; social media and technology (uses of, advantages and disadvantages)
- **Cultural life:** celebrations and festivals; reading; music; sport; film and television

### Suggestions for approaching this theme

The teacher could approach this theme through Turkish literature, music or festivals. Research can be conducted into traditional celebrations in the Turkish-speaking world.

### Activity ideas

- Using literary texts to look at the life of culturally significant people to practise talking about the past, e.g. *Türk Büyükleri – Türk Kahramanları* (Feridun Fazıl Tülbentç) or *100 Büyük Türk* (Maya Kitap), which can both be simplified for candidates if necessary.
- Using poetry to expand ideas about friendship and develop vocabulary.
- Venn diagrams of adjectives to develop positive and negative relationship adjectives.
- Agony Aunt-style letters from authentic sources dealing with family relationships – these can be used as reading practice and then students can write their own examples.
- Choosing famous Turkish people to use as role models and discuss, for example Mustafa Kemal Atatürk, Yaşar Kemal, Orhan Pamuk, Sevgi Soysal etc.
- Using photographs to discuss aspects of daily life and encourage and develop spontaneous speaking strategies.
- Practising role-play situations with the scenario of arranging to go out.
- Comparing shopping habits of UK consumers with those in Turkish-speaking communities (online vs traditional, popular shops, spending patterns, etc.).
- Debating the advantages and disadvantages of social media, in order to encourage spontaneous speaking.
- Debating the advantages and disadvantages of shopping online.

- Allocating a traditional custom or festival for students to research in groups, presenting their findings to the class.
- Discussion about preferred TV programmes or music through a diamond nine activity, in order to encourage spontaneous speaking.
- Photographs of traditional festivals can be used to practise the picture-based oral task.
- Organising a celebration of a traditional festival in groups. Students write their ideas and discuss with other groups.
- Using songs from websites such as YouTube. The lyrics of the songs can be used to create a story. They can also be used to improve candidates' reading skills such as Guess the meaning of the unknown words from the context. Candidates can be encouraged to write the lyrics of a Turkish song.

## Theme 2: Local area, holiday and travel

*Topics:*

- **Holidays:** preferences; experiences; destinations
- **Travel and tourist transactions:** travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping
- **Town, region and country:** weather; places to see; things to do

### Suggestions for approaching this theme

As well as students describing their own past holidays or planned future holidays, teachers could approach this theme as a group task where students have to research the type of holiday they would like to do. This could be confined to a Turkish-speaking country which would then allow them to report back on travel costs, accommodation available, activities on offer in the chosen resort and the type of weather to be expected.

Another approach to accommodation and eating out could be to use authentic resources from websites such as TripAdvisor to read about hotels and restaurants. These can be used as reading comprehensions to extract vocabulary and phrases and then students could write their own reviews of a restaurant or hotel. Complaint letters to a hotel also allow students to use a great deal of imagination as to what has gone wrong with their holiday accommodation.

Students could also collect literature about their own area and, from that, produce a website or brochure to encourage Turkish-speaking tourists to visit. This topic is a key area for role-play work.

The following resources may be useful for this theme:

- Newspaper travel guides e.g. Cumhuriyet, Sabah, Hürriyet
- Travel books
  - *İstanbul Gezi Rehberi* and *Boğaziçinde Yalılar, İnsanlar*, Murat Belge, İletişim Yayıncılık
  - *Adım Adım Türkiye*, Kolektif, Mep Medya
  - *Gezi Türkiye Tatil Rehberi*, Halim Bulutoğlu, Ekin yayın grubu
  - *Yaşasın Sirt Çantası*, Okan Okumuş, Kolektif Kitap
  - *Ege Gelibolu'dan Fethiye'te Tarihi ve Turistik Noktalar Rehberi*, tasarım Ofisi
  - Turkish Airlines Skylife Magazine,
  - *Buket Uzuner Gezi Kitaplığı*, Everest

- Travel websites: <https://www.yoldaolmak.com>, [www.gezinomi.com](http://www.gezinomi.com), [www.tv2.com.tr/programlar/quncel/cok-gezenti](http://www.tv2.com.tr/programlar/quncel/cok-gezenti), [kesfet.tv](http://kesfet.tv)

### Activity ideas

- Researching a Turkish-speaking holiday destination and planning travel, accommodation and activities for a visit (use Google maps to take a virtual tour).
- Reading reviews on TripAdvisor, etc. and students writing their own review.
- Writing a complaint letter to a hotel or restaurant.
- Using authentic hotel website information to work out the best accommodation for different groups of people, e.g. a family with three children, a couple looking for a romantic holiday, a single traveller, etc.
- Setting up role play scenarios around the classroom for group or pair-work activities, for example getting information at the travel agency or tourist information office.
- Spontaneous discussion about preferred types of holiday or accommodation.
- Advantages and disadvantages chart for holidaying abroad or in their own country.
- Debating the advantages or disadvantages of going on a package holiday.
- Discuss things to do in your home town during school holidays if spending holiday at home.
- Survey about holiday requirements and/or preferences, leading to discussion.
- Watching tourism videos from Turkish-speaking areas or cities to extend vocabulary and listening skills. Students could then produce their own voiceover commentary to accompany photos of a Turkish-speaking area or city, or their own area.
- Watching or reading weather forecasts online, or presenting their own.
- Photographs of holiday destinations can be used to practise the picture-based oral task.
- Using information on the websites of important tourist attractions in Turkey or Turkish-speaking areas for reading practice.
- Using own holiday photographs to describe holidays and give information about people, places and activities. In addition a souvenir from a favourite holiday could be taken into the classroom to talk about.

### Theme 3: School

*Topics:*

- **What school is like:** school types; school day; subjects; rules and pressures; celebrating success
- **School activities:** school trips; events and exchanges

### Suggestions for approaching this theme

When approaching this topic, teachers could use partner schools to enable students to compare and contrast the school experience in each country. Many Turkish-speaking schools have websites and this could provide an excellent resource for authentic material. Particular features of schools in Turkish-speaking countries could also be opportunities for discussion.

### Activity ideas

- Authentic resources in the form of blogs or letters discussing aspects of the school system in Turkish-speaking countries could be used as reading comprehension and stimuli for discussion purposes.
- Radio stations such as TRT1 have very good programmes about the education system in Turkey and there are many articles and blogs on the internet which can be simplified if necessary, for example Bu Liseler Hem Meslek Hem İş Sahibi Yapıyor ([www.gazetevatan.com](http://www.gazetevatan.com)). You could also refer to the Ministry of National Education website ([www.meb.gov.tr](http://www.meb.gov.tr)).
- Discussion about an ideal school and teachers.
- Discussion about the advantages of going to university or starting work after school.
- Discussion about the advantages of technical or vocational schools.
- Research on Turkish school websites can produce timetables to compare the school day.
- Setting up links with Turkish-speaking schools would allow students to pose questions to their peers and report back on their answers, e.g. their opinion of the longer school day, sport at school, etc.
- Students could draw up their own list of rules, either real or funny – this could be done as a discussion task to promote spontaneous speaking.
- A list of pros and cons of school uniform could be drawn up and used in discussion.
- Check Turkish school websites to compare the events and extracurricular activities that are offered.
- There are a number of blogs on school exchanges on the internet which can be accessed to provide authentic resources for reading comprehension. The most important one is [www.erasmusprogramme.com](http://www.erasmusprogramme.com) A lot of information can be found in the newspapers and on the internet about this programme.

### Theme 4: Future aspirations, study and work

#### Topics:

- **Using languages beyond the classroom:** forming relationships; travel; employment
- **Ambitions:** further study; volunteering; training
- **Work:** jobs; careers and professions

#### Suggestions for approaching this theme

Teachers may want to approach the topic through students' own aspirations but could also look at relevant websites to find resources describing others' experiences, which will provide models for students to use in their own work. There are a number of useful websites about training, which teachers may find useful to source work for reading purposes as well as suitable photographs, and to extend students' vocabulary and comprehension skills. There are also websites where students can read about the experiences of young Turkish speakers undertaking volunteering.

### Activity ideas

- Reading comprehension based on authentic material from websites such as those above.
- Brainstorming positive and negative aspects of undertaking work experience.
- Using a video about students undertaking work experience as listening comprehension.
- Writing an imaginative blog or report about volunteering.
- Using this topic as an opportunity to introduce and practise ways of saying what students would like to do and why.
- Reading task to match descriptions of jobs to the job titles.
- Jigsaw task to reorder a text about a day in a particular job.
- Using an online platform to ask Turkish-speaking students about their career/future aspirations, and reporting back.
- Undertaking a role play based on an interview for a work placement or job.
- Spontaneous discussion about what students should do after finishing school. This could be done as a diamond nine activity.
- Discussion about the advantages of internship.
- Using websites to look at authentic job adverts in order to discuss the skills that are required (e.g. [www.kariyer.net](http://www.kariyer.net), [www.anindais.com](http://www.anindais.com), [www.yenibiris.com](http://www.yenibiris.com)).

### Theme 5: International and global dimension

*Topics:*

- **Bringing the world together:** sports events; music events; campaigns and good causes
- **Environmental issues:** being 'green'; access to natural resources

### Suggestions for approaching this theme

This is a new theme at GCSE which may not have been studied at Key Stage 3. Teachers may again wish to access material on the internet to support their teaching of this theme. Posters and adverts for sports and music events could be useful resources, as could blogs and newspaper reports about such events. School websites also contain reports on school sports events.

### Activity ideas

- Role-play buying tickets for sporting or music events.
- Group activity discussing the cost of attending music events.
- Writing a report on a sporting event.
- Watching a sporting event in Turkish as a listening comprehension.
- Writing a voiceover to a video extract of a sporting event.
- Giving students a scenario in which they have a certain amount of money to donate to a worthy cause. They each research a suitable charity and engage in a group debate about which charity should benefit from the money.
- Using photographs of sporting events to engage in discussion (picture-based task).

- Reading comprehension using publications about the environment from Turkish-speaking countries.
- Writing about how environmentally friendly (or unfriendly) their home town is.
- Using links with a Turkish-speaking partner school to compare their towns with regard to the protection of the environment.
- Using literary texts to expand vocabulary and writing their own poems (such as acrostic poems) using any of the environment-related vocabulary.
- Use a Turkish music festival website for information about the event and to express opinions about it, for example Festival Büyükçekmece Belediyesi ([www.bcekmece.bel.tr](http://www.bcekmece.bel.tr)) and Bodrum Müzik Festivali ([www.mobilet.com](http://www.mobilet.com)).

## 5. Assessment guidance

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### 5.1 Implications of linear assessment

This GCSE Turkish course is designed to be followed in a linear fashion. The four components must be sat as terminal examinations at the end of the course. Examinations will take place only in a summer session at the end of the course of study (most often a two-year course) and there will be no opportunity for re-sitting individual components. A candidate would be eligible to re-sit the whole qualification (four components) at a future examination session.

### 5.2 Paper 1

<b>Paper 1: Listening and understanding in Turkish</b> <b>(Paper code: 1TU0/1F and 1H)</b>
<b>Written examination</b> <b>Foundation tier:</b> 35 minutes, including 5 minutes' reading time; 50 marks <b>Higher tier:</b> 45 minutes, including 5 minutes' reading time; 50 marks <b>25% of the total qualification</b>
<b>Content overview</b> This paper draws on vocabulary and structures across all the themes and topics (see pages 6–7).
<b>Assessment overview</b> Students are assessed on their understanding of standard spoken Turkish by one or more speakers in a range of public and social settings. Students will respond to multiple-response and short-answer open-response questions based on a recording featuring male and female Turkish speakers. Students must answer all questions in both sections. There is no requirement for students to produce written responses in Turkish. <b>Foundation tier</b> <ul style="list-style-type: none"><li>• Section A is set in English.</li><li>• Section B is set in Turkish.</li></ul> <b>Higher tier</b> <ul style="list-style-type: none"><li>• Section A is set in Turkish.</li><li>• Section B is set in English.</li></ul>

## 5.3 Paper 2

<b>Paper 2: Speaking in Turkish</b> <b>(Paper code: 1TU0/2F and 2H)</b>
<b><i>Internally conducted and externally assessed</i></b> <b><i>Foundation tier: 7–9 minutes plus 12 minutes' preparation time; 70 marks</i></b> <b><i>Higher tier: 10–12 minutes plus 12 minutes' preparation time; 70 marks</i></b> <b><i>25% of the total qualification</i></b>
<b>Content overview</b> This paper draws on vocabulary and structures across all the themes and topics (see pages 6–7).
<b>Assessment overview</b> Students are assessed on their ability to communicate and interact effectively through speaking in Turkish for different purposes and in different settings. There are three tasks which must be conducted in the following order: Task 1 – a role play based on one topic that is allocated by Pearson Task 2 – questions based on a picture stimulus based on one topic that is allocated by Pearson Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is allocated by Pearson. The assessments are conducted by teachers in one session within a prescribed assessment window and the recordings are then submitted to Pearson for external marking.

## 5.4 Paper 3

<b>Paper 3: Reading and understanding in Turkish</b> <b>(Paper code: 1TU0/3F and 3H)</b>
<b>Written examination</b> <b>Foundation tier:</b> 50 minutes; 50 marks <b>Higher tier:</b> 1 hour 5 minutes; 50 marks <b>25% of the total qualification</b>
<b>Content overview</b> This paper draws on vocabulary and structures across all the themes and topics (see pages 6–7).
<b>Assessment overview</b> Students are assessed on their understanding of written Turkish across a range of different types of texts, including advertisements, emails, letters, articles and literary texts. Students are required to respond to multiple-response and short-answer questions based on these texts. Students must answer all questions in each of the three sections: <ul style="list-style-type: none"><li>• Section A is set in English.</li><li>• Section B is set in Turkish.</li><li>• Section C includes a translation passage from Turkish into English with instructions in English.</li></ul>

## 5.5 Paper 4

<b>Paper 4: Writing in Turkish</b> <b>(Paper code: 1TU0/4F and 4H)</b>
<b>Written examination</b> <b>Foundation tier:</b> 1 hour 15 minutes; 60 marks <b>Higher tier:</b> 1 hour 25 minutes; 60 marks <b>25% of the total qualification</b>
<b>Content overview</b> This paper draws on vocabulary and structures across all the themes and topics (see pages 6–7).
<b>Assessment overview</b> Students are assessed on their ability to communicate effectively through writing in Turkish for different purposes and audiences. Students are required to produce responses of varying lengths and types to express ideas and opinions in Turkish. The instructions to students are in Turkish. Word counts are specified for each question. Students must answer all questions. <b>Foundation tier</b> – three open-response questions and one translation into Turkish. <b>Higher tier</b> – two open-response questions and one translation into Turkish.

## 5.6 Non-examination assessment

There is no longer any centre-designed component in the assessment of GCSE Turkish. The speaking test is, however, internally conducted by teachers in their centres. The assessment materials will be provided by Pearson in advance of the examination period and it is required that they remain secure throughout the examination period. Further information about access to the materials at the time of testing and conduct of this component will be provided in due course.

*References to third party material made in this publication are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)*

## 6 Subject advisor support

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Your subject advisor for languages is Alistair Drewery, and you can contact him with any questions you have about A level Greek.

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