

# Mark Scheme (Results)

June 2011

International GCSE

Turkish (4TU0\_01)

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June 2011

Publications Code UG028871

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- 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 may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

## **Assessment criteria**

Assessment criteria reflects the standards expected for International GCSEs. It will therefore not be necessary for candidates to perform 'perfectly' in order to attract the highest marks available in each assessment criteria grid. References to 'standard' should be interpreted in this context.

### **Major errors**

These may include, for example, the consistent mismatching of subject and verb forms, use of inappropriate tenses and/or incorrect vocabulary.

### **Minor errors**

These may include, for example, the occasional omission of accents, incorrect gender, article, slight spelling errors.

### **Awarding marks**

Marks are awarded positively using the following assessment criteria grids. The mark awarded reflects the extent to which the task as a whole has been successfully communicated and completed. To determine if a candidate should gain the upper or lower number of marks in the box, it is important to refer to the boxes and above and below. If the candidate's performance borders more on the performance of the box below than the box above, then the lower mark is allocated. On certain occasions, a candidate's performance may require a 'best fit' mark.

| Question Number | Answer   | Mark                                    |
|-----------------|--|---|
| <b>1</b>        | <b>Sentences Testing grammatical knowledge</b><br>This part of the paper is marked out of fifteen.<br><br>3 marks per sentence<br><b>X 5 = 15 marks</b><br><br>Deduct ½ mark for each minor error. | <b>3</b><br><br><br><br><br><b>(15)</b> |

| Question Number | Answer  | Mark       |
|-----------------|---|------------|
| <b>1(a)</b>     | Bu gün işten erken çıkmam gerekli, çünkü doktor randevum var. | <b>(3)</b> |

| Question Number | Answer  | Mark       |
|-----------------|---|------------|
| <b>1(b)</b>     | İlk evimiz Londra'nın güneyindeydi, en yakın tren istasyonu Croydon'du. | <b>(3)</b> |

| Question Number | Answer  | Mark       |
|-----------------|---|------------|
| <b>1(c)</b>     | Kız kardeşim evlendikten sonra, Ankara'ya taşındık. | <b>(3)</b> |

| Question Number | Answer  | Mark       |
|-----------------|---|------------|
| <b>1(d)</b>     | Noel piyesi hakkında öğretmenimizle konuşalım mı? | <b>(3)</b> |

| Question Number | Answer   | Mark       |
|-----------------|--|------------|
| <b>1(e)</b>     | Yarın öğleden sonra benimle kütüphanede buluş, beraber sınava çalışabiliriz. | <b>(3)</b> |

## Question 2 – Translation Into Turkish

Marks are awarded for transmission and quality of language, using the following assessment criteria grids.

| Transmission   | Mark  |
|--|-------|
| No language worthy of credit.  | 0     |
| Only the very basic points are transmitted successfully with some very straightforward sections totally misunderstood. The style is often incomprehensible. Communication is frequently impaired.  | 1-3   |
| Only the more straightforward and concrete points are transmitted successfully. Very little or no awareness of nuance and/or idiom. Several sections totally misunderstood. The style is incoherent with communication impaired at times.  | 4-6   |
| The main points, usually narrative and concrete, are conveyed successfully for the most part, although problems are encountered with more complex language. Inference, nuance and idiom transmitted successfully on occasions. Some passages misunderstood and attempts at rephrasing only partially successful. The style is not always coherent. | 7-9   |
| A generally very competent rendering of the original text with grasp of most detail, nuance and idiom. Some passages, usually more complex, misinterpreted. Some successful attempts at rephrasing. The style is generally pleasing.   | 10-12 |
| Excellent transmission skills with clear grasp of detail. Excellent transfer of inference, nuance and idiom. Pleasant to read.   | 13-15 |

| Quality of language   | Mark |
|---|------|
| No language worth of credit.  | 0    |
| A very high incidence of basic error in all aspects of grammar, syntax and morphology. Basic lexis and structures appropriate to the task are unknown. No awareness of tense concept/time sequence. Large sections totally misunderstood. Communication impaired. Very little worthy of credit.   | 1-2  |
| Some inaccuracies in basic grammar, although narrative sections, usually short and straightforward, are in general correct. Lexis and structures appropriate to the task restricted with some often quite basic items unknown. At times some fairly basic problems with tense concept/time sequence. Use of given adjectives and/or adverbial phrases occasionally evident, though these are likely to be only partially successful. Often quite difficult to follow. | 3-4  |
| Largely accurate when using simple, short phrases: incidence of error increases in more complex language. Lexis and structures appropriate to the task tend to be adequate, with several items unknown. Some use of given adjectives and/or adverbial phrases with some degree of success. About half of what is written should be free of major errors. Not always easy to read.   | 5-6  |
| A high level of accuracy overall, however with occasional basic errors, usually in more complex language. Uses a wide range of lexis and structures appropriate to the task with occasional lapses. Grasp of tense concept/time sequence generally secure, although occasional lapses are evident. Pleasant to read for the most part.  | 7-8  |
| A very high level of accuracy with only minor errors. Confident use of a wide range of lexis and structures appropriate to the task. Excellent grasp of tense concept/time sequence. Very pleasant to read overall, although not necessarily faultless.   | 9-10 |

| Question Number | Answer  | Mark |
|-----------------|---|------|
| 2               | <p>Demiryolları, 'Wagonways' (Vagon yolları) adıyla Almanya'da en erken 1550 yılında kullanılmaya başlamıştır. Bu ilkel demiryolları üzerinden at arabalarını veya at ile çekilen vagonların geçebileceği tahta raylardan oluşmaktaydı. Wagonways (Vagon yolları) modern demiryolunun başlangıcıydı. 1776 yılına gelindiğinde, demir, raylarda ve araba tekerleklerinde tahtanın yerini aldı. Vagon yolları Tramvay'a dönüşerek Avrupanın her yerine yayıldı. Atlar hala tüm çekme işlerinde kullanılıyordu. Buhar makinesinin icadı modern demiryolları ve trenler için çok önemli bir buluştur. 1803 yılında, buharla çalışan araçlar at arabalarının yerini aldı. Richard Trevithick tarafında üretilen bu araç: ilk buhar makineli tramvay lokomotifiydi.</p> <p>1825 yılının Eylül ayında, Stockton ve Darlington Demiryolları Şirketi, buharlı lokomotifin mucidi olarak görülen İngiliz George Stephenson'un tasarladığı lokomotifleri kullanarak demiryollarında düzenli seferlerle yolcu ve eşya taşımaya başlayan ilk şirket oldu. Richard Trevithick'in icadı ilk tramvay olarak düşünülmektedir, bununla beraber, bu icat bir yol lokomotifiydi, araç yolu için tasarlanmıştı, demiryolları için değil. Pulman Yataklı Vagon ise, 1857 yılında George Pullman tarafından tasarlanmıştır. Pullman'ın demiryolu yolcu vagonu veya yatalı tren gece seyahati yapacak yolcular için tasarlanmıştı. Yataklı trenler Amerika demiryollarında 1830larda beri kullanılmaktaydı, fakat, ilk yataklılar pek rahat değilken, Pullman Yataklı Trenleri çok konforluydu.</p> | (25) |

### Question 3 – Translation into English

Marks are awarded for transmission and quality of language, using the following assessment criteria grids.

| Transmission   | Mark  |
|--|-------|
| No language worthy of credit.  | 0     |
| Only the very basic points are transmitted successfully with some very straightforward sections totally misunderstood. The style is often incomprehensible. Communication is frequently impaired.  | 1-3   |
| Only the more straightforward and concrete points are transmitted successfully. Very little or no awareness of nuance and/or idiom. Several sections totally misunderstood. The style is incoherent with communication impaired at times.  | 4-6   |
| The main points, usually narrative and concrete, are conveyed successfully for the most part, although problems are encountered with more complex language. Inference, nuance and idiom transmitted successfully on occasions. Some passages misunderstood and attempts at rephrasing only partially successful. The style is not always coherent. | 7-9   |
| A generally very competent rendering of the original text with grasp of most detail, nuance and idiom. Some passages, usually more complex, misinterpreted. Some successful attempts at rephrasing. The style is generally pleasing.   | 10-12 |
| Excellent transmission skills with clear grasp of detail. Excellent transfer of inference, nuance and idiom. Pleasant to read.   | 13-15 |

| Quality of language   | Mark |
|---|------|
| No language worthy of credit.   | 0    |
| A very high incidence of basic error in all aspects of grammar, syntax and morphology. Basic lexis and structures appropriate to the task are unknown. No awareness of tense concept/time sequence. Large sections totally misunderstood. Communication impaired. Very little worthy of credit.   | 1-2  |
| Some inaccuracies in basic grammar, although narrative sections, usually short and straightforward, are in general correct. Lexis and structures appropriate to the task restricted with some often quite basic items unknown. At times some fairly basic problems with tense concept/time sequence. Use of given adjectives and/or adverbial phrases occasionally evident, though these are likely to be only partially successful. Often quite difficult to follow. | 3-4  |
| Largely accurate when using simple, short phrases: incidence of error increases in more complex language. Lexis and structures appropriate to the task tend to be adequate, with several items unknown. Some use of given adjectives and/or adverbial phrases with some degree of success. About half of what is written should be free of major errors. Not always easy to read.   | 5-6  |
| A high level of accuracy overall, however with occasional basic errors, usually in more complex language. Uses a wide range of lexis and structures appropriate to the task with occasional lapses. Grasp of tense concept/time sequence generally secure, although occasional lapses are evident. Pleasant to read for the most part.  | 7-8  |
| A very high level of accuracy with only minor errors. Confident use of a wide range of lexis and structures appropriate to the task. Excellent grasp of tense concept/time sequence. Very pleasant to read overall, although not necessarily faultless.   | 9-10 |



| Question Number | Answer   | Mark |
|-----------------|--|------|
| 3               | <p>Stars and planets come into existence as a result of compression of piles of dust and gas called 'nebula'. Nebulas unlike the stars do not possess the source of light. That is why it is very difficult to see them. They can only be seen when the gas inside shines or when they reflect the light from the stars. There are miniscule stars as well as the giant ones. On the other hand, the Sun which we think as a giant star is in fact a medium sized star, and there are stars much bigger in size than the Sun. Although the stars are not alive, they are born, they live and die just like the living things. Stars form out of nebulas and begin their life. When a giant star comes to the end of its existence and it disperses to outer space after a violent explosion. From the pieces of this particular star, smaller stars and planets form into existence. Our world too, came into existence after an explosion of a giant star long time ago. Our Solar System consists; the Sun, nine planets and their satellites. In the space between those planets, there are numerous comets and meteors. Those nine planets are a part of our Solar System, and all of the planets rotate around themselves as well as revolving around the Sun in an orderly line.</p> <p>All the planets in the Solar System have different characteristics. Some of them have very high temperatures and some are completely covered with glaciers. Some planets consist of gas only. There is a well balanced relationship between the planets and their satellites. The planets pull their satellites towards them. Satellites, on the other hand, balance this gravity. If this equilibrium has not existed, satellites could either stick on the planets or break away. For example, if the Moon had been revolving slightly slower than it is now, it would collide with the Earth. If it had been revolving faster than it would drift apart from the Earth.</p> | (25) |

#### Question 4 – Writing (35 marks)

Marks are awarded for **communication and content** and **quality of language**, using the following assessment grid.

| Communication and content  | Mark  |
|--|-------|
| No language worthy of credit.  | 0     |
| Task generally misunderstood with little relevant information conveyed. Much ambiguity, confusion and omission. Level of response minimal with only a few relevant phrases. Communication largely impaired. Time sequences rarely correct. Largely incomprehensible with the exception of isolated items. Very difficult to read.  | 1-4   |
| Main points of the task understood but some points totally misunderstood. Some major omissions with a degree of irrelevance and/or repetition. Level of response fairly limited with little opinion and justification appropriate to the task. Functions predominantly in simple, concrete sentences for the most part. Some evidence of correct time sequences but mostly inconsistent and insecure. Just about comprehensible overall with, however, a marked degree of ambiguity. Not easy to read. | 5-8   |
| Majority of task completed, however, with some significant omissions. There may be some irrelevance. Goes beyond a minimal response with some expansion of ideas and straightforward opinion relevant to the task. Time sequences show a degree of ambiguity at times. Comprehensible overall with some attempt to link the piece into a coherent whole. Ambiguous in places especially in more ambitious language. Tends to be somewhat predictable.  | 9-12  |
| Responds to nearly all of the task although there may be some omissions. Some relevant expansion at times. Provides evidence of description, narration and opinion as appropriate to the task. Time sequences generally sound with occasional lapses. A generally well structured piece of writing. A sound attempt overall to link the piece into a coherent whole with, however, some lapses. May be a little pedestrian and predictable or somewhat over-ambitious at times.                        | 13-16 |
| Responds fully and appropriately to the stimulus with excellent and relevant expansion. Gives detailed descriptions, expresses and justifies opinions as appropriate to the task. The time sequence is clear and unambiguous. A coherent piece of writing which is pleasant to read.   | 17-20 |
| Quality of language  | Mark  |
| No language worthy of credit.  | 0     |
| A high level of inaccuracy with very frequent and basic errors in grammar, syntax and morphology. There may be the occasional correct phrase. No awareness of tense concept/time reference. Vocabulary very basic with little or no evidence of correct use of basic structures. Communication is severely impaired overall. Extremely difficult to read.  | 1-3   |
| Accuracy is inconsistent with frequent basic errors in grammar, syntax and morphology. Simple, short sentences are sometimes correct, but very little beyond. Range of vocabulary and structure very limited. Use of tense concept/time reference limited and often inappropriate. Limited success in attempts at enhancement of fact with adjectives and/or adverbial phrases. Not easy to read.  | 4-6   |

|   |              |
|---|--------------|
| <p>Fairly accurate in simple language, however tends to be inconsistent in application of grammar, syntax and morphology when attempting more complex language. Range of vocabulary, idiom and structure standard and somewhat predictable. Some inconsistency in use of tense concept/time reference. Some attempts at subordination and sentence linking which are only partially successful. Attempts enhancement of fact with adjectives and/or adverbial phrases with moderate success. About half of what is written should be free of major errors. Despite inaccuracies, the basic message is conveyed.</p> | <p>7-9</p>   |
| <p>Generally accurate and secure in grammar, syntax and morphology with some lapses. Accuracy less secure when more complex language is attempted. Uses a good range of vocabulary, idiom and structure, which are for the most part appropriate to the task. Attempts at more ambitious structures not always successful. Generally a secure grasp of tense concept/time reference. Manipulates language to suit the task at hand, however with some errors. A wide range of vocabulary, idiom and structure may compensate for a lower level of accuracy. Generally easy to read despite the errors.</p>          | <p>10-12</p> |
| <p>Predominantly accurate: free of all but minor errors in grammar, syntax and morphology. Uses a wide range of vocabulary, idiom and structure appropriate to the task with very little or no repetition. Excellent use of tense concept/time reference. Excellent examples of subordination and appropriate use of more complex structures. Clear ability to manipulate language with a high degree of accuracy to suit the purpose. Very pleasant to read, though not necessarily faultless.</p>   | <p>13-15</p> |

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