

Examiners' Report/
Principal Examiner Feedback

Summer 2014

Pearson Edexcel International IGCSE
in Turkish (4TU0) Paper 1

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2014

Publications Code UG040171*

All the material in this publication is copyright

© Pearson Education Ltd 2014

4TU0/01 IGCSE Turkish – Examiner’s report – June 2014

The following points were noted by examiners:

General Comments

Most of the candidates were able linguists and prepared very well for the examination. All students attempted questions 1 and 4. Most of the candidates attempted translation questions with various degree of success. Candidates who scored top marks clearly have read widely and went beyond the usual text book material. The translation questions will require wide range of lexis and structures. Examination centres should encourage all students to read wide range of material in relation their ability.

Question 1

This straight forward translation section was answered by many candidates and most scored top band marks. The most common mistakes were the mistranslations of concepts 'kısa sürede' and 'bitirmek istiyorsa'. In order to be able to achieve full mark, candidates must use the correct tense and grammar in all sections.

Question 2

Istanbul Modern Museum was a challenging text and most of the candidates attempted to translate it. There were some outstanding translations. These managed to convey the message extremely well due to correct use of key terms such as 'Boğaziçi' for Bosphorus and 'çağdaş' for contemporary.

Question 3

This section was an opportunity for the candidates to prove their translation skills. The question was attempted by almost all candidates. Almost all candidates translated the message and scored considerably better than the previous question. Some of candidates could perform better if they use correct grammar, structure and time sequences.

Question 4

All candidates responded to this section. Most popular question was section (a) followed by section (c) and sections. Sections (b) and (d) were almost equally attempted. It was pleasing to see that many candidates scored high in this section. Candidates used a range of ideas and methods in this section to prove their ability to use Turkish language accurately and well. Minority of candidates failed to meet the criteria and consequently scored low marks due to lack of detail and quality of language in their piece.

Conclusion

Best responses had common features such as well organised introduction, several development points and concise conclusion. These responses were very original, imaginative and beyond predictable. Candidates can do this by demonstrating higher thinking skills such as analysing and evaluation. It is vital that all candidates are encouraged to read wide range of material.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

