



Examiners' Report
Principal Examiner Feedback

October 2020

Pearson Edexcel GCE

In Turkish (9TU0/02)

Paper 2 Translation into Turkish and written
response to works

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Examiners' Report on Paper 9TU02 – Autumn 2020

General comments

This report relates to paper **9TU02**, which tests candidates' ability to translate from English into Turkish and to demonstrate their ability to respond analytically to literature or film in Turkish.

The evidence from marking in this session indicates that the paper was effective in differentiating between candidates of different abilities and that all the questions worked as anticipated.

The published mark scheme provides extensive guidance regarding the overarching approach to marking, as well as the range of correct, acceptable and rejected responses as they relate to Section A, as well as indicative content for Sections B and C.

Teachers should note, however, that the mark scheme for Section A is not designed in such a way that every possible answer is included. Examiners look at each answer on merit to allocate marks. The approach to marking is positive, so examiners always seek to reward what candidates produce. In marking Sections B and C, examiners use a levels based mark scheme and apply a 'best-fit' approach, first placing the candidate's response in the correct box in the mark scheme and then deciding which mark in that box is applicable to that candidate.

It is helpful for teachers to distinguish clearly between the assessment objectives stated in the specification. These are: A01- listening and responding in Turkish; A02 – reading and responding in Turkish; A03 – grammar and vocabulary of Turkish; A04 Knowledge and understanding of the countries and communities where Turkish is spoken.

In this paper A03 is assessed in Section A, and A03 and A04 are assessed in Sections B and C.

There was varied evidence of how well candidates were prepared for this assessment, but there was little evidence of rubric infringement.

Comments on each question

Section A

This section tests candidates' ability to translate into Turkish. Teachers should note that, in common with the translation in Paper 1, in the mark scheme there may, on occasion, appear to be misalignment between the English column and the Turkish column: this is a reflection of the idiomatic nature of translation and the way word order and clause structure varies between English and Turkish. Reading the correct answer column vertically from the top will provide a complete translation in good Turkish of the passage.

This year the translation related to the theme of The impact of Technology on cultural behavior the subtheme: social networking.

One mark is awarded for each correctly translated segment up to a maximum of 20 marks and, as previously mentioned, not every acceptable or rejected answer is included in the mark scheme. Examiners will award a mark to a segment where the message is conveyed clearly, correctly and unambiguously in such a way that a native speaker of English with no knowledge of Turkish would understand exactly the same message as would a native Turkish speaker with no knowledge of English.

As part of the design of the passage for the assessment of translation into Turkish, each segment is targeted at a particular grade and so it normal and expected that candidates with different levels of Turkish should find some parts more challenging than others. In this way the passage is differentiated to assess across the full range of grades.

Most candidates were successful in translating:

- İnanılması güç görünse de Türkiye'deki tüm internet kullanıcılarının yüzde 96'sı..

The parts of the passage that challenged all but the highest scoring candidates were:

- Türklerin büyük internet hayranı oldukları gerçeğinin bir diğer kanıtı da,...Bu belirgin bir biçimde....

There was evidence that some candidates needed to pay closer attention to the naturalness of the Turkish phrasing that they used, in order to avoid ambiguity of message. A close reading of the reject column in the mark scheme will provide teachers with some useful areas to work on in terms of linguistic structures.

Comments on sections B and C

These sections assess candidates' ability to respond critically and analytically to literature and film. Teachers are reminded that all candidates **must** answer on at least one work of literature and then may choose to answer on either a film or a second work of literature. These sections also assess the candidates' ability to produce extended writing in Turkish. The specification and mark scheme provide detailed guidance on the available choices of works to study and the approaches to marking.

The indicative content for A04 in the mark scheme is designed to be a guide to what a candidate could write about in response to the works they have studied. Examiners, however, assess each candidate response on its own merit, so it is perfectly acceptable for a candidate to approach their answer in a different way and still access the full range of marks available in the mark scheme.

To score highly, candidates need to write showing both knowledge of the work and understanding of the writer's or director's purpose and/or the effect on the reader or audience. Candidates should avoid retelling the story and should also avoid unnecessary, generalized preambles with biographical details of the writer or director, since these are not deemed relevant to answering the question that is asked.

High-scoring candidates tended to make valid points, offer valid evidence and add analytical academic comments about the author's or director's purpose and aims. It was evident in some cases that the guidance on the Pearson website had been followed carefully by teachers in preparing their candidates.

<https://qualifications.pearson.com/content/dam/pdf/A%20Level/Arabic/2018/teaching-and-learning-materials/GCE-Generic-2018-Approaches-to-teaching-literature.pdf>

Section B

The most popular works were: Üç Anadolu Efsanesi (2b) and Veda.(4a)

Responses which analyzed cultural, social and economic situation of the society and used the events only to underline points of view have been awarded with high scores

Useful comment to Üç Anadolu Efsanesi: When using evidence for points of view any long description or a long summary of events should be avoided. It is highly important that when

analyzing the role of the ağa's and bey's that the students demonstrate their ability of critical and analytical approach. A good example for using evidence from book could be following: 'okuyucu beyin zalimliğine, daha düne kadar dostu/arkadaşı olarak gördüğü Seyis Yusuf'un gözlerine mil çekmesiyle tanık olur.

Useful comment do Veda (Question 4a): In order to evaluate Mehpare's role in the story it was helpful to look into the social and economic role of the woman at the beginning of the 20th century and their contribution to the independence movement

Section C

The most popular films were Çınar Ağacı.(4a) and Dedemin İnsanları (7a)

Useful comment to Çınar ağacı: Students who answered question 5a could demonstrate their ability of critical thinking by analyzing today's social values and on the example of Advıye Hanım and her grandson.

Useful comment to Dedemin İnsanları: Students who answered question 7a could demonstrate their ability of critical thinking by examining Mehmet Bey's aversion towards any type of discrimination.

Guidance for teachers for future sessions

1. Ensure that all candidates are familiar with the format of the paper and what they need to do in each section and question.
2. In section A, make students aware that a correct translation will not necessarily be a literal word-by-word translation. There will be difference in word order, clause structure or other linguistic features between the two languages. The resulting Turkish passage should be natural, correct and unambiguous.
3. In section A, work with students using the mark scheme, to exemplify different approaches to translation. It can be useful in teaching students to translate into Turkish to ask them to produce a 'mark scheme', rather than a translated passage; this can help to develop the ability to think laterally. It may also be helpful in steering them away from online translators, if they are encouraged to think carefully about alternatives and how to avoid errors.
4. For sections B and C how students the information about literature and film on the Pearson website.
5. Look carefully at the indicative content, even for the works and films your students do not study; this can provide useful insights into the approach to writing a response.
6. Look carefully at the language of the A04 mark schemes and teach students to use this kind of vocabulary in Turkish when they write. Including the words for 'analyse', 'conclusion' and so on can help them to write in an appropriate academic register.