



Examiners' Report

Principal Examiner Feedback

October 2020

Pearson Edexcel GCE

In Turkish (9TU0/03)

Paper 3 Listening, reading and writing in Turkish

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

October 2020

Publications Code 9TU0_03_ER*

All the material in this publication is copyright

© Pearson Education Ltd 2020

Examiners' Report on Paper 9TU0 03 – Autumn 2020

General comments

This report relates to paper **9TU03**, which tests candidates' ability, listen and respond to spoken Turkish to read and respond to written Turkish and to demonstrate their ability to respond critically to written and spoken material 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 with regard to the overarching approach to marking, as well as the range of correct, acceptable and rejected responses as they relate to Section A and Section B, as well as indicative content for Section C. Teachers should note, however, that the mark scheme 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.

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 A01 is assessed in Sections A and B; A02 and A03 are assessed in Sections B and C.

There was varied evidence of how well candidates were prepared for this assessment, but there was some/little evidence of rubric infringement; this is where candidates either failed to follow the instructions, for example answering in the wrong language, or ticked more than the required number of boxes in the objective tasks.

Comments on each question

Section A

This section tests candidates' ability to respond in writing to spoken language. Comprehension is tested via both objective and free response items. The question types follow a similar design to those in paper 1, section B and similar guidance applies. This section carries 30 marks. The listening passages are of varying length and complexity to test candidates across all grades.

Question 1

This question related to the theme of Türkiye ve Kıbrıs'ta Sanat ve Kültür, the subtheme: Geleneksel Sanat Kültürü and the content was focused on the aspect of Geleneksel Türk Tiyatrosu.

This is a multiple-choice task with four parts and four options for each part. Teachers can usefully note that incorrect options may include an element of distraction in the form of a word or idea from the text. Candidates, therefore, need to be careful to listen fully and carefully, rather than rely on spotting isolated words.

Most successfully answered was: Q (i)

Least successfully answered was: Q (iii)

Question 2

This question related to the theme of Türkiye ve Kıbrıs'ta Sanat ve Kültür, the subtheme: Modern Kültür ve Medya and the content was focused on the aspect of Çağdaş Resim Sanatı

This is again a multiple-choice task with four parts and four options for each part and the same guidance give above in relation to Question 1 would apply.

Most successfully answered was: Q (i)

Least successfully answered was: Q (iv)

Question 3

This is a two-part question related to the theme of Türk toplumunda değişim, the subtheme: İş dünyası and the content was focused on the aspect of Genç nesil ve istihdam.

For 3 (a) candidates are required to respond in Turkish, but there is no requirement to answer in full sentences and there are no marks for the quality of candidates written in Turkish, so as long as what candidates had written was comprehensible, and answered the questions correctly, marks were awarded, even where there were errors in the language used.

Most successfully answered was: Q(v)

Least successfully answered was: Q(iv)

For question 3(b) candidates are required to listen to the second part of the recording and to summarize what they hear, giving just one detail for each of the points. Where candidates gave more than one detail examiners consider only the first viable response. Some candidates lifted and transcribed extended parts of the recording in an indiscriminate manner and, because their responses became ambiguous, lost marks.

Most successfully answered was: Q (i)

Least successfully answered was: Q(ii)

Question 4

This question related to the theme of Türkiye’de siyasal konular the subtheme: Türkiye’de Atatürk devrimleri and the content was focused on the aspect of Atatürk öncülüğünde daha eşit bir topluma yönelik çıkarılan yasalar.

This is a free response task, where candidates are required to answer in Turkish. There was some evidence that some candidates did not always read the questions carefully or produced answers which, although correctly locating the information in the text, were not precise answers to the question that was asked or relied on indiscriminate or untargeted lifting from the text.

Teachers are reminded that, in free-response questions, examiners apply a strict order of elements and mark only the first viable answer that a candidate produces. For example, where the required answer is ‘dog’ a candidate who writes ‘dog and cat’ will receive a mark, but a candidate who writes ‘cat and dog’ will not, because only the candidate’s first viable answer to the question is considered for a mark.

Most successfully answered was: Q (f)

Least successfully answered was: Q (b)

Section B

Question 5(a) and 5(b)

This question related to the theme of Türk toplumunda değişim the subtheme: Aile ve ilişkiler and the content was focused on the aspect of Aile yaşamı ve bireylerinin rollerindeki değişimler.

This section requires candidates to identify and write down 4 of the 6 opinions expressed by the speaker for 5(a) and the writer for 5(b). The speaker and writer take broadly contrary stances on the topic concerned. Candidates who were most successful in these tasks had correctly identified the markers of opinion and point of view (‘I think’ / ‘it seems to me’ etcetera) and had distinguished well between fact and opinion. There are no marks of the quality of the candidates’ written Turkish, but some responses were ambiguous owing to the use of language, and so marks could not be awarded. The best answers were clear and concisely expressed. Teachers should remind candidates in future sessions that only one answer should be written on each writing line, and that only four answers are required in total.

In 5(a)

This question was successfully answered by most of the students: They managed to identify the speaker's opinions and wrote them. Some candidates chose simple opinions as answers, more able candidates concentrated on more complex opinions.

In 5(b)

Most of the students successfully answered this question. Those who read the text more carefully managed to write about the opinions of the writer clearly.

Section C

This section tests candidates' ability to critically evaluate the points made by the speaker and writer from 5(a) and 5(b). They need to decide with whom they agree and express relevant and substantiated judgements and reach convincing conclusions about the issues raised. They are also assessed here on their ability to write in Turkish.

Teachers' attention is drawn to the sample responses in the sample assessment material on the Pearson website and also the example response in the mark scheme. Examiners use this example as a guide to the kind of response a student might produce, but will always credit any worthy response which approaches the issues from a different angle.

The highest scoring candidates had successfully expressed judgements on the spoken and written sources that were well expressed and clearly argued, in each case adding their personal, academic response. They had also drawn conclusions that were consistent with their own viewpoints. For example; one candidate chose to focus on the power of men and women and it should be used. High scoring candidates also showed a wide variety of structures and vocabulary appropriate to the issues they were discussing; they wrote accurately and showed that they had proofread their own work.

Teachers are reminded that the mark scheme contains indicative content, but this is not intended to be definitive answer to the statement. Examiners use a levels based mark scheme and reward all relevant response produced by the candidate, accepting that each candidate may approach the task in a different way.

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, in the objective tasks, it can be a useful exercise to focus candidates not only on finding the correct answers, but also looking at why the incorrect options are wrong. This encourages a careful reading of the questions and develops metacognition in terms of how the questions work.
3. In section A free response questions teach students about the 'order of elements' rule and apply it during teaching, so that students learn to produce clear and concise answers.
4. In section B teach students to be guided by the number of marks and the space allowed for writing. This can help them give enough detail and avoid indiscriminate lifts.
5. In section C, ensure that candidates understand the task and give them practice in linking the spoken and written passages.
6. In section C, ensure students are equipped with a good range of topic specific, academic vocabulary to be able to ensure that the written response is correct in terms of register and not overly colloquial in tone.
7. In section C, give students practice in proof-reading their own work and that of others, looking to correct common errors and develop the habit of writing accurately.