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Edexcel

Examiners' Report  
Principal Examiner Feedback

November 2020

Pearson Edexcel GCSE  
In Turkish (1TU0) Paper 1H: Listening and  
Understanding

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## **Overview**

Overall, this was a successful and well differentiated paper. A majority of candidates attempted all of the questions with a high degree of success. Students should ensure that they listen carefully to extract all the necessary detail required in order to access the highest marks. The questions in Exercises 9 and 10 in particular focused on the detail to be noted.

The paper was worth 50 marks and was divided into two sections, A and B.

The first 2 questions, section A, were set in the target language. The remaining eight questions, Section B, were set in English.

Students had 40 minutes in which to complete their answers, this included five minutes of general reading time at the start of the test.

Students are assessed on their understanding of standard spoken Turkish in a variety of scenarios.

Students will need to:

- identify the overall message, key points, details, and opinions
- deduce meaning from a variety of spoken texts
- recognise the relationship between past, present and future events
- recognise and respond to key information, important themes, and ideas in spoken text, including authentic sources, adapted and abridged, as appropriate
- be able to answer questions, extract information, evaluate and draw conclusions.

This paper draws on vocabulary and structures across all the themes and topics therefore to be able to score high marks students should improve their knowledge of vocabulary and structures. Students should be given the opportunity to become accustomed to hearing the Turkish language spoken in a range of styles and registers. Recordings should include authentic sources and are based on the themes.

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. Students need to be presented with recorded scenarios involving one or more speakers in public and social settings

## **Section A**

### **Exercise 1: Questions (a) – (e)**

Students were asked to identify key points and details of the speaker's information about the Maiden Tower in İstanbul. Students had to complete five sentences in the target language. They had to select five answers from a given list of 12. The most common mistakes were (b) 'nehir' and 'fotoğraf çekebilirsiniz'.

### **Exercise 2: Questions (a) – (e)**

Students were asked to identify the opinions of a person about his family members when he was a child. Students had to complete five sentences with the correct name from a given list of four.

Nearly all students answered this question correctly. A very few students instead of using the adjective given in the rubric they used adjectives such as 'yardımcı, başarılı and konuşkan' and were not awarded any marks. A few students gave (a) çalışkan and (b) kibar as an answer and lost marks.

Students are advised to read the rubric very carefully.

### **Exercise 3: Questions (1) – (vi)**

Students were asked to identify key points of the information of a young person about his new job. There were four multiple choice questions. The most frequent correct answer was 'enjoyable'.

This exercise was answered correctly by a majority of students. Only a few students gave 'frightened and upset' as an answer and lost marks.

### **Exercise 4: Questions A – G**

A majority of candidates managed to choose the correct answers. Students were asked to identify the information given about the speaker's best friend. They were asked to select three correct statements from a given list of seven. Successful students were able to recognise what information the speaker gave about her best friend and eliminate incorrect statements. Less successful students confused correct statements with a random range of incorrect statements. Those who marked more than three options lost a mark.

Students are advised to mark number of boxes only required in the rubric.

### **Exercise 5: Questions I – iii**

A majority of candidates answered these questions correctly. A very few candidates gave (i) 'at home' as an answer and lost marks. Students were asked to identify key points and details of someone talking about the traffic problems of İstanbul and what she thinks as a solution. There were three multiple choice questions. The most frequent correct answers were 'part time and hand made goods.'

### **Exercise 6: Questions (a) – (d)**

These questions were answered by a majority of the candidates. Students were asked to identify the key points and some details about a celebration in Turkey. Students had to answer four open ended questions in English worth five marks. The most frequent correct answers were parts (c) –(d). Some students answered the questions in Turkish and were not awarded any marks.

### **Exercise 7: Questions (a) – (e)**

These questions were answered by a majority of candidates. Students were asked to identify key points and details of an international festival. Students had to answer five open-ended questions in English, worth five marks. The most frequent correct answers were (b), (c) and (e).

### **Exercise 8: Questions part (a)I - iii part (b)**

A majority of candidates answered these questions correctly. Students were asked to identify key points, details and opinions on reality TV, including some factual information, given by four separate speakers. There were six multiple choice questions and the question was broken into two parts, part (a) and part (b) each with three questions. The most common mistakes were part (b) (ii) scenery and (iii) sleeping

### **Exercise 9: Questions part (a) (i) – (v) and part (i) (iii)**

This exercise was done by a majority of candidates correctly. The most common mistake was question (v). The students who did not read the question carefully missed the word (most) and did not answer this question correctly. Students were asked to identify key points and details from a factual text on festivals in Turkey. Students had to answer open-ended questions in English. The question was divided into two parts, part (a), with four questions worth four marks and part (b), with four questions worth six

marks. The most frequent correct answers were 9 (a)(i), 9(a) (ii), 9(a) (iii) 9(b).

The students are required to read the questions carefully and understand what is required.

### **Exercise 10: Questions (i) and (ii)**

These questions were answered by a majority of candidates correctly.

Students were asked to identify key points and opinions on a bicycle tour organised by the Green Crescent. There were two parts to the question, 10 (i) and 10 (ii), each with a different speaker and each worth two marks. Students had to tick two statements from a given list of five.

These questions were answered by a majority of candidates correctly.

### **Summary and advice to centres**

#### **Section A**

- Advise students to use the reading time to try and work out in question 1 which part of speech is required to complete the questions
- In Question 2 they should take time to work out the meaning of the individual statements.

#### **Section B**

Questions 3, 4, 5 ,8 and 10 (and also 2). These questions require students to pick out key points and some details, both information and opinions by choosing from a given range.

- Advise students to listen to the whole and not just to hone in on individual items of vocabulary.
- They should listen for the use of negation, time indicators and tenses,
- qualifiers, the use of the comparative, positive and negative
- opinions.
- Questions 6, 7 and 9 require students to respond to questions in English.

#### **Tips**

- Candidates to use the reading time available to think carefully about the questions asked.
- Advise students to read the questions carefully and to check the number of marks available.
- Whilst the required answers are not long, students should ensure they give precise or complete answers to the questions, for example
- On the other hand, too much information given can sometimes negate the given response.
- Throughout the paper knowledge of the vocabulary listed in the specification (Foundation and Higher) is essential.

