



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback

Summer 2022

Pearson Edexcel GCSE

In Turkish (1TU0)

Paper 1H: Listening and understanding 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

Summer 2022

Publications Code 1TU0_1H_2206_ER

All the material in this publication is copyright

© Pearson Education Ltd 2022

Written examination

Higher tier: 45 minutes, including 5 minutes' reading time; 50 marks

Content overview

This paper draws on vocabulary and structures across all the themes and topics.

- Four of the questions will be common to both tiers.
- For both tiers, there is no requirement for students to produce written responses in Turkish.
- The use of dictionaries is not permitted.

Assessment overview

Students are assessed on their understanding of standard spoken Turkish by one or more speakers in a range of public and social settings.

Students will respond to multiple-response and short-answer open-response questions based on a recording featuring male and female Turkish speakers.

Students must answer all questions in both sections.

There is no requirement for students to produce written responses in Turkish.

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

General Comments

This report relates to paper **1TU0 01F**, which tests candidates' ability, listen and respond to spoken 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.

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.

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.

There was varied evidence of how well candidates were prepared for this assessment, but there was 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:

There are two sections in this paper:

Section A: questions set in English. The instructions to students are in English

Section B: questions set in Turkish. The instructions to students are in Turkish.

SECTION A

Section A contains two questions set in Turkish. The question type is multiple response. The instructions to students are in Turkish.

Question 1

The theme of this question was "School", and the subtheme was "School activities", and the content was focused on the aspect of "School trips".

Most successfully answered was: (c)
Least successfully answered was: (b)

The common error for (e) was "balıklar".

Question 2

The theme of this question was "Identity and Culture", and the subtheme was "Who am I", and the content was focused on the aspect of "What my friends and family are like".

Most successfully answered was: (d)
Least successfully answered was: (a)

SECTION B

Section B contains eight questions set in English. Question types comprise both multiple-response and short-answer open-response questions. The instructions to students are in English.

Question 3

The theme of this question was "Identity and Culture", and the subtheme was "Daily life", and the content was focused on the aspect of "Sport".

This was a multiple-choice question. The students were required to choose one correct answer out of four.

Most successfully answered was: (iii)
Least successfully answered was: (iv)

The common error was "(A) to be healthy"

Question 4

The theme of this question was "School", and the subtheme was "What school is like", and the content was focused on the aspect of "Rules and pressures".

Most successfully answered was: (B)
Least successfully answered was: (F)

The students were required to identify the information given about a school. They listen for specific information, and they were supposed to choose three correct answers. Those who chose more than three boxes or did not clearly indicate the correct answers clearly when they decided to change their choices, lost marks.

Question 5: The theme of this question was "Identity and culture", and the subtheme was "Daily Life", and the content was focused on the aspect of "Food".

Most successfully answered was: (iii)
Least successfully answered was: (i)

Question 6

The theme of this question was "School", and the subtheme was "What school is like", and the content was focused on the aspect of "School types".

Most successfully answered was: (d)

Least successfully answered was: (c)

The common error was "They chose to play basketball".

Question 7

The theme of this question was "Local area, holiday and travel", and the subtheme was "Holidays", and the content was focused on the aspect of "Experiences."

Most successfully answered was: (d)

Least successfully answered was: (e)

Question 8

The theme of this question was "Future aspirations, study and work", the subtheme was "Using languages beyond the classroom", and the content was focused on the aspect of "Travel."

Part a

Most successfully answered was: (i)

Least successfully answered was: (ii)

Part b

Most successfully answered was: (ii)

Least successfully answered was: (i)

Question 9

The theme of this question was "International and global dimension", and the subtheme was "Environmental issues", and the content was focused on the aspect of "Rules and access to natural resources".

9(a)

Most successfully answered was: (i)

Least successfully answered was: (iv)

9(b)

Most successfully answered was: (i)

Least successfully answered was: (ii)

Question 10

The theme of this question was "Future aspirations, study and work", and the subtheme was "Work", and the content was focused on the aspect of "Careers and professions."

Most successfully answered was: (i) C
Least successfully answered was: (ii) B

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom