



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback

Summer 2022

Pearson Edexcel GCSE

In Turkish (1TU0)

Paper 2H: Speaking in Turkish

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Introduction

The new examination format was well received as the majority of examination Centres became more familiar with the examination and style of questioning required from them. Teachers and students were generally well prepared with a clear idea of what was expected of them. Unfortunately, there were instances of cursory mistakes, some of which significantly disadvantaged students. Some students were mistakenly given a Foundation card when they were entered for the Higher papers causing them to receive no marks for the Role Play or the Communication and Content portion on the Photocard tasks. Another issue was that a number of students who proved capable of sitting the Higher level were entered for the Foundation Level and vice versa.

TASK 1: THE ROLE PLAY

The Role Play task is marked for Communication only. In order to achieve full marks students need only provide short, relevant answers. Some students may have believed that expanding and developing their answers would score them extra marks and, in some cases, this was encouraged by the teacher. This is unnecessary and meant time and effort were expended where there was no possibility for earning extra marks. Although most examiners stuck to the prompts on their cards, there were some who expanded on the student's answers and continued the Roleplay. This sometimes disadvantaged the students. It is vital that examiners stick to the scenario and questions on the cards provided.

A number of students found difficulty in producing a question suggested by the 5th prompt. For example, ' ? Davetli – sayı'. Some students successfully formed a question (Kutlamaya kaç kişi katılacaksınız?) whereas others asked a completely different question or struggled to form a question at all. Occasionally students ignored the question mark in front of the bullet point and made a statement rather than asking a question, thereby forfeiting the marks.

Finally, it is worth remembering the Marking Principles agreed across all modern languages:

- Unless it affects communication, the students' use of the incorrect register is ignored. However, if the teacher strays from the script and changes the register of the question this gives the student an unfair advantage and the student's response is deemed to be invalid.
- If a teacher changes a question or inserts a supplementary question, there can be no credit for a response made by the student.
- Where a student has offered an incorrect response to a question, the teacher may not repeat the question. If s/he does so and the student then gives a correct response, this is ignored.

- Teachers may repeat each question twice but may not re-phrase any of the questions.
- Any prompt added by the teacher, for instance “bana sormak istediğin birşey var mı?”, will invalidate the student’s response.

TASK 2: THE PICTURE-BASED TASK

The majority of students seemed to have spent their 12-minute allotted preparation time well for the Photocard task and this was reflected in the marks they received. The Photocard task provided marks for Communication and Content as well as Knowledge and Accuracy. In this task students are expected to describe what they see in the Photocard, then develop their answers and also express and justify personal opinions based on the Photocard. All students are required to use past and future tenses in this task. For Higher Level students there is an additional unexpected question based on the topic of the Photocard which the student is expected to provide an opinion. As with the Role Plays, teachers must keep to the script without changing or paraphrasing any of the questions and without adding any supplementary, unscripted questions. If they do, then again, they will deprive their students of marks and any irrelevant/unnecessary questions, and their responses are ignored.

For the first question – Describe the picture – the students were well rehearsed using expressions such as ‘resimde ... var’, ‘sağda/sağ tarafta’, ‘solda/sol tarafta’, ‘geri/arka planda’ and ‘... görüyorum’ which helped them to develop their responses. The most successful students in this task methodically described the details on the Photocard including the people, their physical appearance, clothes, colours and paying attention to the background setting. Some students were able to give a detailed answer to the first bullet point but were then provide much shorter and less developed replies to the later points. Weaker students should be encouraged to describe the picture in more detail.

Finally, it is worth remembering the Marking Principles agreed across all the modern languages:

- Students must reference the visual image in response to the first bullet point question.
- Where a teacher changes a question or inserts a supplementary, unscripted question, there can be no credit for a response made by the student.
- Teachers may repeat each question twice but may not rephrase any of the questions.
- If the teacher misses a question or the question is not answered, the examiner will drop one band in the assessment grid for Communication and Content only.

TASK 3: THE CONVERSATIONS

This final section of the oral exam consists of two conversations. The first is on a topic chosen by the student and the second topic is chosen by the examiner. Each topic should last an equal amount of time totalling 3.5-4.5 minutes for Foundation level and 5-6 minutes for Higher. These time limits are in place to avoid any imbalance between the two conversations. Most examiners successfully stuck to these limits and provided an encouraging environment for the students by speaking clearly and in an inviting tone. Unfortunately, there were some instances where the first topic of conversation ran too long, meaning there wasn't enough time left for the second topic. This disadvantages the students as when the time is up examiners must end the exam, there limiting the marks the student is able to get for the second conversation

Students were encouraged to describe and explain their chosen topic for up to one minute before the examiner interacts. However, if the introduction is going on for longer, the examiner must interject with their first question. As expected, the first topic of conversation was more successful. The second conversation proved difficult among the weaker students as they struggled to find the right vocabulary, grammatical structures or verb tenses. It was obvious that some centres made use of heavily rehearsed sentences and phrases when preparing students for the first topic of conversation which meant those students seemed to have little understanding of the language. On the contrary, the second conversation allowed students to prove their natural fluency and ability in Turkish as it was unprepared and therefore unrehearsed.

Again, it is worth remembering the Marking Principles that have been agreed across all modern languages:

- Foundation Conversations should last for between 3 ½ and 4 ½ minutes while Higher Conversations should last between 5 and 6 minutes.
- Timings begin with the student's first utterance.
- Conversations that are too short are likely to be self-penalising.
- Conversations that are too long: once the 4 ½ (F) or 6 (H) minutes have passed, examiners stop listening and assessing at the end of the student's response to the current question.
- An equal amount of time must be allocated to each Conversation.
- Where the first Conversation is a monologue and has no interaction, students will be limited to a maximum score of 6 marks for Interaction and Spontaneity. The marks for Communication and Content and Linguistic Knowledge and Accuracy, however, are unaffected.

The most popular choices of Topics for the first Conversation were Home and Family, Holidays, School life and educational visits. A significant number of students prepared conversations on the Environment which allowed them to demonstrate their competence in specialised vocabulary.

Administration

Most Centres followed the instructions religiously, ensuring that the Register and CS2s were included with the samples. However, some Centres had to be contacted either to submit the missing CS2 form or to re-submit the form with the relevant signatures. Some Centres sent the old style CS2 form or submitted the CS2 form as a PDF. This caused some difficulty when entering marks and notes as the form needed to be transferred to a document format. It is essential that Centres use the correct up to date CS2 forms and also submit them in the correct format. Most recordings were generally clear and free from background noise – shouting in the corridor, bells ringing or Tannoy announcements – however there were a number of Centres who submitted recordings that were very difficult to hear.

Some examiners announced details such as Role Play and Photocard numbers as well as the themes of each conversation before starting the tasks. This is very useful and is encouraged that all teachers and examiners follow this form.