

Examiners' Report/ Principal Examiner Feedback

June 2011

International GCSE Turkish (4TU0)
Paper 1

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Examiner Report for Turkish 4TUO

General comments

Overall large proportion of the candidates were able linguists and performed well in this year's paper. In general the questions were accessible to all candidates. Most candidates scored high in questions 1 and 4; however in questions 2 and 3 candidate performance was across the full mark range.

Question 1:

This section was straight forward translation and many candidates performed very well. Some candidates lost marks due to use of English language terms rather than Turkish terms such as 'south' and 'Christmas'. Minority of candidates penalised due to their use of incorrect tenses and/or grammar.

Question 2:

Although the question was demanding, still almost all candidates attempted to answer it. In the text, there were several vital key terminology, important dates, and significant key figures which had to be included in the translation. Some candidates' response was very well; by proving their translation skills, they scored high in this section. However many candidates was less successful in this section; they failed to translate the whole of the text, and/or translation was not coherent. Use of correct key terminology was vital in this section; such as 'railroad - demiryolları', wagonways - Vagon yolları', 'steam engine - Buhar makinesi', 'regular schedules - düzenli seferler'.

Question 3:

This section was an opportunity for the candidates to prove their translation skills. The question was attempted by almost all candidates. Some candidates scored high in this section by throughout constantly using correct tense concepts, time sequences and key terms. Considerable amount of candidates could perform better if they used correct grammar and structure, time sequences and key terms. Use of correct terminology was also the key to success in this section; such as 'Güneş Sistemi - the Solar System', 'çok küçük - miniscule', 'uydu - the satellite', 'Dünya - the Earth'.

Question 4:

In this section marks rewarded for the quality of language, content and communication. The question (c) was the most popular in this section, followed by questions (a) then (b). Question (d) was the least popular option in this section. It was pleasing to see that many candidates scored high in this section. Candidates used range of ideas and methods in this section to prove their ability to use Turkish language accurately and well. Minority of candidates failed to meet the criteria and consequently scored low marks due to lack of detail and quality of language in their piece.

Conclusion:

On the whole paper contained range of questions for candidates to demonstrate their skills. Candidate performance can be improved by putting the emphasis on using the correct key terms, range of structures and tense concepts and grammar. It is important to highlight the importance of detailed, well thought content in question 4 as well as quality of language.

Centres are reminded to review the IGCSE Turkish webpage for further guidance:
<http://www.edexcel.com/quals/igcse/igcse09/lang/turkish/Pages/default.aspx>

Grade Boundaries

The modern foreign languages specifications share a common design, but the assessments in different languages are not identical. Grade boundaries at unit level reflect these differences in assessments, ensuring that candidate outcomes across these specifications are comparable at specification level.

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