

IGCSE

Turkish

Sample Assessment
Materials (SAMs)

Edexcel IGCSE in Turkish (4TU0)

First examination 2011



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Authorised by Roger Beard
Prepared by Parul Patel

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Contents

Introduction	3
Sample question paper	5
Paper 1	7
Sample mark scheme	19
General marking guidance	21
Paper 1	23

Introduction

This sample assessment material has been prepared to support the specification.

The aim of the material is to provide students and centres with a general impression and flavour of the actual question paper and mark scheme in advance of the first operational examination.

Sample question paper

Paper 1

7

1. Translate the following sentences into **Turkish**:

(a) He never writes letters but I am sure he will send you an email.

.....
.....
(3)

(b) London has many beautiful gardens but some of them are not in the centre of the city.

.....
.....
(3)

(c) We went to Paris by train because trains are cheaper than planes and ferries.

.....
.....
(3)

(d) As soon as he comes, let's go to the cinema.

.....
.....
(3)

(e) She has been reading the same book for the last two months.

.....
.....
(3)

(Total 15 marks)

Q1

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2. Translate the following passage into **Turkish**:

In early times, measurements were made by comparing things with parts of the human body. Early units of measurement included the distance from the elbow to the fingers, the width of the hand and the width of the fingers.

Some of these human measurements are still used. For example, the inch is based on the length of half the thumb. A foot is originally the length of a man’s foot. A mile was one thousand walking steps.

These units were only approximate, because their standard – human body – was not constant¹. Governments tried to standardise them by using rods² of fixed lengths. But these rods varied from country to country.

During French Revolution, scientists looked for a standard of measurement which did not change. They chose the distance from the Equator to the North Pole, which is one quarter of the circumference³ of the earth. One ten-millionth of this was called one metre and became the basic unit of the metric system. Other metric units are based on it, for example, one centimetre is one hundredth of a metre.

A standard metre was marked on a platinum bar. The accuracy of measuring instruments was checked by comparing them with this bar.

.....

.....

.....

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.....

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.....

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.....

.....

¹ sabit
² çubuk
³ çevre

3. Translate the following passage into **English**:

VİTAMİNLER VE SAĞLIĞIMIZ

Yiyeceklerde vitamin denilen maddelerden yalnızca küçük miktarlarda bulunur ancak bunlar sağlığımız için çok önemlidir. Toplam yaklaşık elli tane vitamin belirlenmiştir ve bunların birçoğundaki eksiklik insan sağlığında ciddi rahatsızlıklara yol açabilir. Örneğin, sadece et, şeker, ve yağ yiyen bir insanın iskorbüt¹ denilen bir hastalığa yakalanması büyük olasılıktır. Çünkü bu, meyva ve sebzelerde bulunan **C** vitamini eksikliğinden meydana gelen bir hastalıktır. **A** vitamini gözler için çok yararlıdır ancak genel sağlık için de çok önemlidir ve genellikle balık, karaciğer ve bazı sebzelerde bulunur. Yumurta, peynir gibi gıdalarda bulunan **B** vitamini eksikliği deri hastalıklarına yol açabilir, sinir sistemini ve kalp sağlığını olumsuz etkiler. **C** vitamini çoğunlukla taze sebze ve meyvelerde bulunur, çok pişirilen sebzeler vitaminlerini kaybederler. Vücudumuz diğer birçok vitaminin aksine **C** vitaminini depolayamaz bu nedenle muhakkak hergün taze meyve ve sebze yememiz yeterli **C** vitamini almamız için gereklidir. **C** vitamini bizi soğuk algınlıklarından korur ve vücudumuzdaki yaraların iyileşmesine yardımcı olur.

D vitamini kemik ve dişlerin büyümesi için çok önemlidir. **D** vitamini vücudun kendisi için üretebildiği tek vitamindir fakat bunu yeterli güneş ışığı varsa yapabilir. Güneş ışığı ve dolayısıyla **D** vitamini eksikliği kemik hastalıklarına neden olabilir. Günümüzde vitaminler üretiliyor ve eczanelerde satılıyor ancak almamız gereken vitamin toplamı dengeli bir diyetle yeterli oranda vardır.

¹ scurvy

4. Write an essay of about **200–250** words in **Turkish** on **one** of the following subjects:

Either

(a) Among all the movies you have seen which is the one you have liked the most? Why?

Şimdiye kadar izlediğiniz filmler içinde en çok beğendiğiniz hangisi? Neden?

(b) What can be done to reduce the air pollution in big cities?

Büyük şehirlerde hava kirliliğini azaltmak için neler yapılabilir?

(c) ‘While I was studying at home, suddenly the furniture began to shake. It was an earthquake.’ Complete this into a story.

‘Evde ders çalışırken bir anda eşyalar sallanmaya başladı, deprem oluyordu.’ Bunun devamını yazın.

Or

(d) Write a letter of about **200–250** words in **Turkish** to a close friend describing a book you read recently.

Yakın bir arkadaşınıza yenile okuduğunuz bir kitabı anlatan bir mektup yazın.

Instructions to candidates:

Indicate which question you are answering by marking the box (☒).

If you change your mind, put a line through the box (☒)

and then indicate your new question with a cross (☒).

Chosen question number: **Question 4(a)**

Question 4(b)

Question 4(c)

Question 4(d)

Please turn over for answer space

A large rectangular area containing 20 horizontal dotted lines, intended for writing.

Leave
blank

Q4

(Total 35 marks)

TOTAL FOR PAPER: 100 MARKS

END

Sample mark scheme

General marking guidance	21
Paper 1	23

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Assessment criteria

Assessment criteria reflects the standard expected for IGCSEs. It will therefore not be necessary for candidates to perform 'perfectly' in order to attract the highest marks available in each assessment criteria grid. References to 'standard' should be interpreted in this context.

Major errors

These may include, for example, the **consistent** mismatching of subject and verb forms, use of inappropriate tenses and/or incorrect vocabulary.

Minor errors

These may include, for example, the **occasional** omission of accents, incorrect gender, article, slight spelling errors.

Awarding marks

Marks are awarded positively using the following assessment criteria grids. The mark awarded reflects the extent to which the task as a whole has been successfully communicated and completed. To determine if a candidate should gain the upper or lower number of marks in the box, it is important to refer to the boxes above and below. If the candidate's performance borders more on the performance of the box below than the box above, then the lower mark is allocated. On certain occasions, a candidate's performance may require a 'best fit' mark.

Paper 1

Question 1 – Practical application of grammar (15 marks)

Five sentences each worth 2 marks, plus a global mark for **quality of language**. Marks are awarded for **communication** and for **quality of language**, using the following assessment criteria grids.

Communication	Mark
No relevant communication.	0
At least half the sentence is correctly communicated in the target language.	1
Fully communicated in the target language, although with some ambiguity in the expression.	2

The **quality of language** assessment criteria grid below is applied **globally** to all five sentences.

Quality of language	Mark
No language worthy of credit.	0
Frequent basic errors with only isolated examples of accurate language.	1
High incidence of error which impedes communication at times; inconsistent.	2
Accuracy variable with some basic errors.	3
Level of accuracy generally secure but incidence of error increase in more complex language.	4
High level of accuracy with only minor errors.	5

Question 2 and Question 3 – Translation (25 marks per question)

Marks are awarded for **transmission** and **quality of language**, using the following assessment criteria grids.

Transmission	Mark
No language worthy of credit.	0
Only the very basic points are transmitted successfully with some very straightforward sections totally misunderstood. The style is often incomprehensible. Communication is frequently impaired.	1-3
Only the more straightforward and concrete point are transmitted successfully. Very little of no awareness of nuance and/or idiom. Several sections totally misunderstood. The style is incoherent with communication impaired at times.	4-6
The main points, usually narrative and concrete, are conveyed successfully for the most part, although problems are encountered with more complex language. Inference, nuance and idiom transmitted successfully on occasions. Some passages misunderstood and attempts at rephrasing only partially successful. The style is not always coherent.	7-9
A generally very competent rendering of the original text with grasp of most detail, nuance and idiom. Some passages, usually more complex, misinterpreted. Some successful attempts an rephrasing. The style is generally pleasing.	10-12
Excellent transmission skills with clear grasp of detail. Excellent transfer of inference, nuance and idiom. Pleasant to read.	13-15

Quality of language	Mark
No language worthy of credit.	0
A very high incidence of basic error in all aspects of grammar, syntax and morphology. Basic lexis and structures appropriate to the task are unknown. No awareness of tense concept/time sequence. Large sections totally misunderstood. Communication impaired. Very little worthy of credit.	1-2
Some inaccuracies in basic grammar, although narrative sections, usually short and straightforward, are in general correct. Lexis and structures appropriate to the task restricted with some often quite basic items unknown. At times some fairly basic problems with tense concept/time sequence. Use of given adjectives and/or adverbial phrases occasionally evident, though these are likely to be only partially successful. Often quite difficult to follow.	3-4
Largely accurate when using simple, short phrases: incidence of error increases in more complex language. Lexis and structures appropriate to the task tend to be adequate, with several items unknown. Problems at times with tense concept/time sequence. Some use of given adjectives and/or adverbial phrases with some degree of success. About half of what is written should be free of major errors. Not always easy to read.	5-6
A high level of accuracy overall, however with occasional basic errors, usually in more complex language. Uses a wide range of lexis and structures appropriate to the task with occasional lapses. Grasp of tense concept/time sequence generally secure, although occasional lapses are evident. Pleasant to read for the most part.	7-8
A very high level of accuracy with only minor errors. Confident use of a wide range of lexis and structures appropriate to the task. Excellent grasp of tense concept/time sequence. Very pleasant to read overall, although not necessarily faultless.	9-10

Question 4 – Writing (35 marks)

Marks are awarded for **communication and content** and **quality of language**, using the following assessment grids.

Communication and content	Mark
No language worthy of credit	0
Task generally misunderstood with little relevant information conveyed. Much ambiguity, confusion and omission. Level of response minimal with only a few relevant phrases. Communication largely impaired. Time sequences rarely correct. Largely incomprehensible with the exception of isolated items. Very difficult to read.	1-4
Main points of the task understood but some points totally misunderstood. Some major omissions with a degree of irrelevance and/or repetition. Level of response fairly limited with little opinion and justification appropriate to the task. Functions predominantly in simple, concrete sentences for the most part. Some evidence of correct time sequences but mostly inconsistent and insecure. Just about comprehensible overall with, however, a marked degree of ambiguity. Not easy to read.	5-8
Majority of task completed, however, with some significant omissions. There may be some irrelevance. Goes beyond a minimal response with some expansion of ideas and straightforward opinion relevant to the task. Time sequences show a degree of ambiguity at times. Comprehensible overall with some attempt to link the piece into a coherent whole. Ambiguous in places especially in more ambitious language. Tends to be somewhat predictable.	9-12
Responds to nearly all of the task although there may be some omissions. Some relevant expansion at times. Provides evidence of description, narration and opinion as appropriate to the task. Time sequence generally sound with occasional lapses. A generally well structured piece of writing. A sound attempt overall to link the piece into a coherent whole with, however, some lapses. May be a little pedestrian and predictable or somewhat over-ambitious at times.	13-16
Responds fully and appropriately to the stimulus with excellent and relevant expansion. Gives detailed descriptions, expresses and justifies opinions as appropriate to the task. The time sequence is clear and unambiguous. A coherent piece of writing which is pleasant to read.	17-20

Quality of language	Mark
No language worthy of credit.	0
A high level of inaccuracy with very frequent and basic errors in grammar, syntax and morphology. There may be the occasional correct phrase. No awareness of tense concept/time referents. Vocabulary very basic with little or no evidence of correct use of basic structures. Communication is severely impaired overall. Extremely difficult to read.	1-3
Accuracy is inconsistent with frequent basic errors in grammar, syntax and morphology. Simple, short sentences are sometimes correct, but very little beyond. Range of vocabulary and structure very limited. Use of tense concept/time referents limited and often inappropriate. Limited success in attempts at enhancement of fact with adjectives and/or adverbial phrases. Not easy to read.	4-6
Fairly accurate in simple language, however tends to be inconsistent in application of grammar, syntax and morphology when attempting more complex language. Range of vocabulary, idiom and structure standard and somewhat predictable. Some inconsistency in use of tense concept/time referents. Some attempts at subordination and sentence linking which are only partially successful. Attempts enhancement of fact with adjectives and/or adverbial phrases with moderate success. About half of what is written should be free of major errors. Despite inaccuracies, the basic message is conveyed.	7-9
Generally accurate and secure in grammar, syntax and morphology with some lapses. Accuracy less secure when more complex language is attempted. Uses a good range of vocabulary, idiom and structure, which are for the most part appropriate to the task. Attempts at more ambitious structures not always successful. Generally a secure grasp of tense concept/time referents. Manipulates language to suit the task at hand, however with some errors. A wide range of vocabulary, idiom and structure may compensate for a lower level of accuracy. Generally easy to read despite the errors.	10-12
Predominantly accurate: free of all but minor errors in grammar, syntax and morphology. Uses a wide range of vocabulary, idiom and structure appropriate to the task with very little or no repetition. Excellent use of tense concept/time referents. Excellent examples of subordination and appropriate use of more complex structures. Clear ability to manipulate language with a high degree of accuracy to suit the purpose. Very pleasant to read, though not necessarily faultless.	13-15

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