

Mark Scheme (Results)

Summer 2014

Pearson Edexcel International GCSE  
in Turkish (4TU0) Paper 1

## Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please visit our website at [www.edexcel.com](http://www.edexcel.com).

Our website subject pages hold useful resources, support material and live feeds from our subject advisors giving you access to a portal of information. If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

[www.edexcel.com/contactus](http://www.edexcel.com/contactus)

Pearson: helping people progress, everywhere  
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](http://www.pearson.com/uk)

Summer 2014

Publications Code UG040173\*

All the material in this publication is copyright

© Pearson Education Ltd 2014

## 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 standards 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 and 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.

Question Number	Answer	Mark
1		(15)

Question Number	Answer	Mark
1 (a)	Kızkardeşim geldikten kısa süre sonra oyun başladı.	(2)

Question Number	Answer	Mark
1 (b)	Bu meseleyi mağazanın müdürüyle konuşmak istiyorum.	(2)

Question Number	Answer	Mark
1 (c)	Celine, dişçisi onu randevu için aradığında İstanbul'daydı	(2)

Question Number	Answer	Mark
1 (d)	Eğer Alara teyzesiyle görüşmek istiyorsa o zaman onun yazlığına gitmeli.	(2)

Question Number	Answer	Mark
1 (e)	Aysun ödevini bitirebilmek istiyorsa daha çok çalışmak zorundadır.	(2)

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 – Translation into Turkish

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 points are transmitted successfully. Very little or 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 at 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. 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 Number	Answer	Mark
2	<p>İstanbul Modern Sanat Müzesi, Türkiye'nin ilk özel müzesi olarak modern ve çağdaş sanat eserleri sergileri düzenlemek üzere İstanbul Boğaziçi kıyısında 8000 metrekare alan üzerine 2004'te kurulmuştur.</p> <p>Bu Müze küresel bir anlayışla, modern sanat eserlerini koleksiyonunda toplar, korur, belgeler ve sergileyerek sanatseverlerin erişimine sunar. Türkiye'nin sanatsal yaratıcılığını geniş kitlelere ulaştırmak ve kültürel kimliğini uluslararası sanat dünyasıyla paylaşmak amacıyla birçok etkinliğe ev sahipliği yapan bir müzedir, İstanbul Modern.</p> <p>Kalıcı ve geçici süreli sergi salonları, fotoğraf galerisi, eğitim ve sosyal programlarının yanı sıra, Müze, sinema, restoran, büyük bir kütüphane ve özel tasarımların satışa sunulduğu mağazası ile çok yönlü bir hizmet sunar.</p> <p>Müze, izleyicilerine sanatı görme, zevk alma ve çağdaş sanattaki devinimleri sürekli izleme olanağı sağlamayı vaat ederek kapılarını açtı. Müze, ilk defa ziyaret edenlerin yanı sıra çağdaş sanat hayranları, ilkokul öğrencileri ve öğretim üyeleri için de ilgisini çeken çok yönlü ve etkileyici bir iletişim platformu sunar.</p> <p>Sosyal yükümlülüklerinin farkında olan Türk firmaları, İstanbul Modern tarafından sunulan farklı sergi ve programlara destek vermişler ve bu desteklerini sürdürmektedirler. Bu tarihe kadar düzenlenen sergilere Türkiye'nin ileri gelen kuruluşları sponsorluk etmişlerdir.</p> <p>Müze, kendini sadece sanat eserlerini sergilemek ile sınırlamamaktadır; eğitim görevini yerine getirmeyi de hedeflemektedir. Müze'nin uluslararası alanda tanınmasıyla beraber İstanbul da popüler bir turizm mekanı haline gelmiştir.</p>	(25)

	Müzenin Müdürü şöyle söylüyor: her geçen gün halkın gözünde sanatla toplumun buluşmasını simgeleyen bir müze olarak gücünü gün geçtikçe artırıyor.	
--	--	--

### Question 3– Translation into English

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 points are transmitted successfully. Very little or 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 at 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. 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 Number	Answer	Mark
3	<p>Do you want to leave the country and work abroad?</p> <p>Here are some important suggestions you might like to consider.</p> <p>For some people, working abroad is a logical step in their career. For others, it's a necessity in a tough job market or a desire for a better standard of living. And there are those who do it to experience a different way of life</p> <p>Moving to another country can be hard work and stressful, but you can prepare yourself for it. Your preparations will make a big difference in how well you settle abroad. First of all, you need to know where you will be staying in your destination country. You may be living in a small room so you should only take your most essential possessions. Another aspect you need to consider is that you may share a house with house mates you have never met before.</p> <p>The most important skill you need to have is learning the language and making yourself familiar with the culture and customs of the local community. It will be beneficial to attend the events and festivals to meet people. You need to remember to be respectful of religious traditions.</p> <p>Some other aspects you need to research include currency rates, transport and the cost of living. There are a number of websites which can be useful for this purpose.</p> <p>You also need to obtain the appropriate visa and work permit to obey the law of the land. Your employer might be able to support you in this process.</p>	(25)

<p>Moving abroad can be seen as a big step but it can create a range of opportunities. It can also help you to develop new skills and can be an exciting experience.</p> <p>Mehmet who spent three years in the UK said “Working abroad was a positive and enjoyable experience. I gained invaluable skills, as well as learning about a different culture.”</p>	
--	--

Question 4 – Writing (35 marks)

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

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 sequences 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 reference. 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 reference 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 reference. 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 reference. 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 reference. 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

Pearson Education Limited. Registered company number 872828  
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE