



Pearson

Mark Scheme (Results)

Summer 2017

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

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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.

Question number	Answer	Mark
1(a)	Ailen hazır olduğunda (yola) çıkarız(çıkacağız).	(2)

Question number	Answer	Mark
1(b)	Yeğenimin bale derslerine devam etmesini isterim.	(2)

Question number	Answer	Mark
1(c)	Cep telefonunu her gün kullanmak zorunda mısın?	(2)

Question number	Answer	Mark
1(d)	[Tüm] Hazırlıklar tamamlanır tamamlanmaz [tamamlandığında] yarışma başlayacak.	(2)

Question number	Answer	Mark
1(e)	Okulumuz her yıl Ulusal Şiir Günü'nü kutlamaz.	(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>Küresel ısınma artık (şimdi) hayatımızı her zamankinden çok etkiliyor. Gezegenimiz ısınmakta (ısınıyor - ısınmakta) ve biz kesinlikle bu sorunun (problemin) parçasıyız. Bununla beraber bu endişelenmemiz (korkmamız) gereken tek çevre sorunu değildir. Dünyanın her yerinde insanlar her gün pek çok yeni ve zorlu (zorlayıcı) ekolojik problem ile yüzleşmektedirler (karşılaşmaktalar). Bunlardan bazıları küçük ve sadece birkaç ekosistemi etkilemekte, fakat bazıları ise (diğerleri) var olan (bugünkü) tabiatı (çevreyi) şiddetli bir biçimde değiştirmektedir.</p> <p>En önemli beş çevre sorunu (problemi) listesinin başında kirlilik gelir. Zehirli atıkların bir numaralı sebebi sanayi ve motorlu araçların egzoz dumanıdır ve bunların hava, su ve toprak kirliliğine etkisinin eski haline gelmesi (dönmesi) için milyonlarca yıl gerekir (gerekmektedir).</p> <p>Modern (çağdaş) ve lüks (gösterişli – konforlu) yaşam tarz(lar)ımız sera gazlarının muazzam emisyonuna (salınımına) sebep olmaktadır. Bunun başlıca (ana) sonucu kuzey kutbundaki buzul tabakasının (buzulların) erimesidir. Bu aynı zamanda deniz seviyesinin artmasına ve sellere sebep olmaktadır.</p> <p>Aşırı nüfus artışı inkar edilemez. Bu dünyanın her yerinde su, yakıt (yakacak) ve yiyecek (gıda) sıkıntısına sebep oluyor ve sürdürülemez (devam ettirilemez) duruma (ölçüye) gelmiştir. Gelişmekte olan ülkelerdeki nüfus artışı hali hazırda kısıtlı olan kaynaklarında sıkıntı (zorlama) yaratmaktadır.</p> <p>Ormansızlaştırma (Ormanların tahrip edilmesi) kısaca bir araziyi (alanı) yerleşim (konutlaşma), sanayi ve ticari amaçlar için müsait hale getirmek için ağaçların yok edilmesi anlamındadır. Ormanlarımız doğal olarak karbondioksiti absorbe eder ve taze oksijen üretir. Bununla beraber sıcaklık ve yağmurları da düzenlemeye yardım ederler.</p> <p>Bunlara rağmen küresel olarak insanlar güneş, rüzgar, jeotermal (yerısı) enerji gibi yenilenebilir enerji kaynaklarına kayma çabasındadır. Bu sorunlar hem halk hem de dünya liderlerinin acil ilgisini (alakasını) beklemektedir.</p>	(25)

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>Exactly when or by whom coffee was first discovered we do not know. The most interesting of the various Arab and Ethiopian legends is the dancing goats' story. A young shepherd mentioned the magical trees to his father, the rumour spread and coffee became a part of the Ethiopian culture. It is most likely that coffee had been brewed for hundreds of years before the time that the Arab doctor Rahzes first wrote about it in the 10th century.</p> <p>Though coffee is regarded as having been for medical or religious purposes at first, eventually it came into daily use. In the homes of the wealthy, rooms were set aside exclusively for coffee-drinking rituals; for the people who lacked such a luxury, "coffee houses" became widespread. In the late 15th Century, Muslim pilgrims turned coffee into a profitable trading product by introducing it into the Islamic world of Iran, Egypt, Turkey, and North Africa.</p> <p>Following the Ottoman Turks' occupation of Yemen in 1536, coffee became an important good for the Turkish Empire. The beans were normally exported from the Yemen port of Moha. For this reason, the coffee coming from that region acquired the port's name.</p> <p>During the first half of the 17th Century coffee was still a rather exotic drink and, like other little-seen substances such as sugar, cocoa and tea, it was used as an expensive medicine by the upper class. On Italian streets in the 1650s, lemonade sellers sold coffee, chocolate and liquors. Venice's first cafe opened in 1683. Surprisingly, the French were trailing behind the Italians and the English and did not open their first cafes until 1669. The French soon discovered the pleasures of sweetened coffee with milk.</p> <p>Coffee and cafes took London by storm. During the 1700s there were more than 2000 cafes in London. Every café had its distinct customer profile. In one of them one could meet doctors, others were for writers, tradesmen, soldiers, actors, lawyers and architects.</p> <p>The popularity of coffee continued throughout the eighteenth century in Europe and North America.</p>	(25)

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	7-9

<p>success. About half of what is written should be free of major errors. Despite inaccuracies, the basic message is conveyed.</p>	
<p>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.</p>	<p>10-12</p>
<p>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.</p>	<p>13-15</p>

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