

## TURKEY IN THE 20TH CENTURY

### Overall grade boundaries

#### Standard level

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 19	20 - 40	41 - 52	53 - 62	63 - 71	72 - 82	83 - 100

### Standard level internal assessment

#### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 10	11 - 23	24 - 29	30 - 33	34 - 38	39 - 42	43 - 50

### Recommendations for IB procedures, instructions and forms

Compared to previous years, this year, the teachers' marking was more in line with the Criteria. The teachers were more careful when awarding their marks for the Criterion E. Even so, still there were teachers who awarded 10 mark for the students who did not show the required extensive knowledge of the facts and the resources as stated in the description of that criterion. Other than this, the teachers were more careful to follow the IB procedures, instructions and forms.

### The range and suitability of the work submitted

The students' work improved significantly this year, which shows quality involvement and better leadership by the teachers. The samples reflected the choice of wide variety of topics, which shows the diverse interests of the students. More students chose to write on the Turkey's Democratic Party, the Marshall Plan, Globalization issues, economic policies, rural housings and developments, and Turkish migration issues. The students also wrote about the recent movies and concentrated their work on the movies' historic substance.

There were still minority of candidates whose quality of writing and presentation was not at the required and expected level.

## Candidate performance against each criterion

### **Criterion A: Knowledge and Understanding**

The research question should present a genuine enquiry rather than just calling for the candidate's knowledge and understanding of the topic. When the research question was not properly interpreted, the rest of the coursework failed to show an adequate understanding of the relevant facts and a critical assessment of their relationship to the question under discussion. Or, in other words, when the coursework fell short of the expected outcome, the question under discussion was not well articulated.

In general, the candidates performed better on this criterion. There were candidates who received full marks displayed an extremely good knowledge and understanding of the topic discussed. There were few candidates who stated did not focus on subject they stated at start of their essay. Some candidates dealt much more with the background of the subject matter than the subject itself.

### **Criterion B: Application and Evaluation of Data and Evidence**

Candidates who showed evidence of starting with a plan to their coursework performed better on this criterion. Their arguments were presented in a logical sequence, with the volume of material needed. Candidates who did not have an idea as to where they needed to do research, tried to cover every possible aspect of the topic and brought in irrelevant material. This year, more candidates performed better on this criterion than previous years.

### **Criterion C: Quality of Analysis and Interpretation**

Candidates usually struggled to be critical of the sources, evaluate their references and analyse the subject.

Minority of the candidates were challenged in formulating their thesis statement to tell the reader and what point they will be arguing. Therefore, it was difficult for the examiner to determine and understand the point of the essay. More candidates did include their thesis sentence in a paragraph in the essay. More essays were of better quality this year compared to previous years.

### **Criterion D: Appropriateness of Methodology and Language to Social Research**

Compared to last year, most candidates demonstrated a better grasp of concepts, terms and techniques and applied a wide range of skills to the work on this criterion. The language used generally was appropriate for social science enquiry, and the overall effect was satisfactory.

### **Criterion E: Project format**

The candidates performed well this year on criterion E that merited higher marks. The majority of the coursework had a good overall presentation and was neat; the same

majority documented their research well. Still a few candidates relied only on information gathered from Internet sources or based their entire essay on just one or two books. Often citations were well formatted. References were cited in a consistent and complete manner. Majority of essays stayed within the word limit.

## Recommendations for the teaching of future candidates

- The teachers' leadership plays a crucial role in the internal assessment, from selecting the topic, through planning the coursework, to making sure that the citations and reference list are provided in a correct manner. This year, the quality of essays showed much better involvement in guidance and monitoring from the teachers, which in turn, helped essays greatly. Majority of candidates included an argument or thesis statement at the beginning of their essay, and tried to prove that statement, rather than summarizing what they read in the books.
- Many candidates chose their topics appropriately for their level, and their essays were good indicators of their standard of knowledge and critical aptitudes. For few candidates, the focus of the study was so broad, the topics were treated in a weak manner. Essays contained almost no grammatical and spelling errors, which show the guidance and monitoring from the teachers helped to avoid such situations.

### Further comments

The candidates should keep obtaining teachers' approval for a topic before embarking on full-scale research. Teachers need to be careful when approving a topic that the student can manage; candidates should avoid topics that have only a very narrow range of source materials or have a time frame that is not suitable for a short essay.

## Standard level paper one

### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 8	9 - 16	17 - 22	23 - 27	28 - 31	32 - 36	37 - 45

### The areas of the programme and examination that appeared difficult for the candidates

The areas of the programme which appeared difficult for the candidates: Turkish foreign policy during Ataturk's time, Balkan and Sadabad Pacts, Ottoman Empire, Ottoman heritage. The 1920s in Turkey.

The areas of the examination which appeared difficult for the candidates: Mostly, the candidates had trouble in fully responding the section (d) of each question. Candidates were asked to use the sources and respond the questions accordingly, where some failed to do so. They also had problems in writing focused responses. Compared to last year, Paper 1 responses were unexpectedly and unnecessarily long.

### The areas of the programme and examination in which candidates appeared well prepared

The areas of the programme in which candidates appeared well prepared: Industrial Revolution, Education and social policies in Turkish Republic during Ataturk's time. The areas of the examination in which candidates appeared well prepared: Most candidates did quite well in responding Paper 1 questions and received higher marks.

### The strengths and weaknesses of the candidates in the treatment of individual questions

Other than section (d) of all Themes, the candidates showed strength in responding all questions. Their weakness was in the fact they did not write some of the responses point by point. Instead, they chose to write long narratives which took quite some time for the examiner to read.

### Recommendations and guidance for the teaching of future candidates

Please mention all candidates that they are required to use the sources provided in questions and focus their responses accordingly. If/when necessary, practice this in classroom environment so that the candidates should learn the ways how to use the sources and how to mention them properly in responding the questions.

**Further comments**

Candidates should provide short and focused responses, specifically when it comes to Paper 1. Please better prepare candidates about the Ottoman Empire and early times in Turkish Republic.

## Standard level paper two

### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 7	8 - 14	15 - 19	20 - 23	24 - 27	28 - 32	33 - 40

### The areas of the programme and examination that appeared difficult for the candidates

The areas of the programme which was difficult for the candidates: The globalization, the European Institutions, Dialog with Europe, European Union, The Turkish National Pact, The Atlantic Charter, Turkish foreign policy, Turkish economic policy.

The areas of the examination which was difficult for the candidates: Some candidates did not understand the way that the questions are framed. They had difficulty to provide analysis and focus on a given subject.

Candidates tend to write too much details in their responses, may be thinking that one of those will be correct. They tend to generalize, write numerous definitions. They write long, descriptive and repetitious replies. Once they do not know the response to the question, they find the way to write about an earlier timeframe. Few candidates even wrote about any subject that they know as a response to a certain question they did not know the answer to.

For some schools, including some social science schools, candidates were prepared much less for Paper 2 questions, compared to previous year, thus received much lower marks. This fact was disappointing for this examiner.

### The areas of the programme and examination in which candidates appeared well prepared

The areas of the programme in which candidates appeared well prepared: The cold war. Turkish domestic policy. 1929 Depression, Turkey during the WWII, Relations between the US and Turkey. Truman Doctrine, Marshall Aid, Turkey's political parties after Atatürk's time, such as the Democratic Party. The areas of the examination in which candidates appeared well prepared: Contemporary subjects seemed more attractive to candidates. The candidates chose Theme 4 and Theme 5 and much less Theme 6.

### The strengths and weaknesses of the candidates in the treatment of individual questions

**Theme 4****Question 1**

Some candidates did not understand the question, wrote the results of the WW I. Instead of writing about the reasons for Atlantic Declaration (or Atlantic Charter), many candidates wrote about its goals. Possibly, the way the question was posed was not clear for them. Some chose to write on NATO, thus, talked about Turkish politics following the WW2.

**Question 2**

Few candidates did not understand the question, wrote about why Turkey did not fully participate in the war. Some focused on economic or diplomatic policies, while they could have written more on social politics. Many provided long narratives.

**Theme 5****Question 3**

Many candidates gave only Middle East centered responses, or, provided details about global effects instead of the regional. Few turned their focus on the cold war era competition, while they could have written on the effects of the cold war in Turkey and the countries in the region.

**Question 4**

Few candidates failed to talk about the economy, or, wrote solely domestic policy centred responses. Some gave the same, almost identical response as they gave for Q 3.

**Theme 6****Question 5**

The subject of globalization was difficult for candidates this year. Many candidates did not understand the question, wrote only about the cold war. Some gave the response they were expected to provide for Q 3. Only few candidates showed knowledge on Turkish foreign policy. Few candidates wrote about the previous time frame.

**Question 6**

The subject of globalization and the institutions in Europe proved to be a difficult subject for many. Many candidates did not understand the question, wrote about the results of the globalization in Turkey, failed to mention about the European aspect. Candidates showed minimal knowledge about the European institutions and the European Union.

## Recommendations and guidance for the teaching of future candidates

- Teaching them to read the questions couple of times before embarking on writing the reply. Enforcing them to focus on the demands of the question in their responses.
- Teaching them how to raise arguments and write analytic responses.
- Teaching them to be selective in their responses, instead of giving unnecessary details, writing descriptive responses or long narratives.
- Teaching them how to be reflective in their responses.

### Further comments

Please try to focus on the recommendations mentioned above, in classroom environment. Pay more attention to the region surrounding Turkey, relations with Turkey's neighbours, European Union, and the European Institutions, and Turkish foreign policy issues.