

TURKEY IN THE 20TH CENTURY

Overall grade boundaries

Standard level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 19	20 - 40	41 - 52	53 - 62	63 - 73	74 - 83	84 - 100

Standard level internal assessment

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 11	12 - 23	24 - 29	30 - 33	34 - 38	39 - 42	43 - 50

The range and suitability of the work submitted

The candidates' work improved this year. The samples reflected choices from a wide variety of topics, which shows the diverse interests of the students. Popular choices were: Turkey's Democratic Party, WWII, Village Institutes in the Turkish Republic, and the 1929 economic crisis. A limited number of works related to the Ottoman Empire.

This year, for the first time, some candidates focused on the 1960 or 1980 Turkish military coups; one work was on "Kurdistan as a colony," one work was on the European Union, etc. It is pleasant to have a wide array of topics.

There were still a 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 developed, the rest of the coursework failed to show an adequate understanding of the relevant facts, or a critical assessment of their relationship to the question under discussion – in cases where the coursework fell short of the expected outcome, the question under discussion was not well articulated.

In general, the candidates performed adequately, on this criterion. Those candidates who received full marks displayed an extremely good knowledge and understanding of the topic discussed. There were a few candidates who did not focus on the subject they stated at the start of their essay.

Some candidates dealt far more with the background of the subject matter than with 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 appropriate amount of research material included. 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, candidates performed better on this criterion. Some included detailed, relevant background to the topic.

Criterion C: Quality of Analysis and Interpretation

Candidates usually struggled to be critical of the sources, to evaluate their references and to analyze the subject. This is an ongoing phenomenon. A minority of the candidates found difficulty in formulating their thesis statement, which informs the reader which points they will be arguing. Some candidates included their thesis sentence in a paragraph within the essay, instead of at the beginning of their work. More essays were of better quality this year.

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 a social science enquiry, and the overall effect was satisfactory.

Criterion E: Project format

The candidates performed well this year on criterion E. The majority of the coursework had a good overall presentation and was neat; the same majority documented their research well. However, a few candidates still rely only on information gathered from Internet sources or base their entire essay on just one or two books: this is not good enough. Often citations were well formatted. References were cited in a consistent and complete manner. The majority of essays stayed within the word limit. However, there were few essays that went over the word limit, such as 2584 words or 2362 words. In such cases, the examiner is instructed not to read past the 2000 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 did not always demonstrate successful involvement in guidance and monitoring from the teachers. Numerous candidates included an argument or thesis statement at the beginning of their essay, and immediately tried to prove that statement, without referring to what they had discovered in their research.

Most candidates chose their topics appropriately, and their essays were good indicators of their standard of knowledge and critical aptitudes. Especially successful were those candidates who focused on a specific theme, for instance, when writing on Turkey's Democratic Party, the Village Institutes in the Turkish Republic, or on World War II, many did a very good job. For a few candidates, the focus of their study was too broad, so that the topics were treated in a weak manner. For example, the title of one essay was "The last 30 years of Feminism in Turkey." This is a long time frame, unless the candidate focuses on one specific idea within this timeframe. Since this was not the case, the candidate jumped suddenly from the 1930s to the 1980s and lost focus: reading the work, it is not even that clear when the feminist movement started.

Unlike in previous years, this year numerous essays contained many grammatical and spelling errors, which surprised this examiner. Some general features of the submitted work need to be improved, for instance:

- Vague, grammatically incorrect sentences, many misspelled words, repetitions, long quotations (about more than half a page).
- The word count is not mentioned, or it is higher than 2000 (such as 2584, 2362); attachments are not readable; there is no bibliography or footnotes – a bibliography **must** be included, or the candidate work may be suspected of plagiarism; there is an insufficient amount of sources, or only web-based sources, or the entire work is based on just one book as a source.
- Some works listed only one-sided literature in its bibliography – candidates should be careful about bias, and should attempt to read a variety of opinions
- Some work was too long, and included irrelevant, unnecessary details as background
- The title of some works did not match the content, for example, the title of one work mentioned cultural politics under the Khrushchev regime, whereas the work itself was, more or less, a comparison of Lenin and Stalin era economic politics.
- Some candidates did not mention the main subject of their thesis until their final paragraph.

Further comments

The candidates should obtain their teachers' approval for a topic before embarking on full-scale research. Teachers need to be careful to approve a topic that the student can manage: candidates should avoid topics that have only a very narrow range of source materials, or that have a time frame that is not suitable for this kind of a short essay. For example, when an examiner reads a work entitled "Shanty Housing in Turkish Cinema," and sees that the candidate received a total mark of only 9, the examiner is curious to know how or why the teacher allowed this student to write on a topic that will end up with such a bad mark, unless the student never consulted the teacher.

Standard level paper one

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 8	9 - 16	17 - 22	23 - 27	28 - 33	34 - 38	39 - 45

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

- Candidates struggled to use or refer to the source images in their responses. As a result, the responses to the questions often ended up being longer than necessary, or just simply wrong.
- Candidates did not focus on really understanding what the question exactly asks. As a result, their replies often ended up being too full of unnecessary details, and too long. This means that the examiner has to spend more time to pick out the correct sections in the answer.
- Some candidates did not fully grasp the meaning of some questions, therefore, ended up writing about an earlier or a later time frame. One example for this is Question 1(a). This question asks the factors in the emergence of Industrial Revolution. Some candidates provided details about the period prior to the Industrial revolution.
- Candidates struggled in answering questions related to the Ottoman Empire and its geographical location in Europe.
- Candidates did not refer to the Balkan states and the Middle East when examples related to these places could have been useful.
- Most candidates did not receive full marks for their answer to Question 1(c). The source refers to the Ottoman Empire and its states in the Balkans, which many candidates did not mention in their answers.

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

- Most candidates were well prepared to answer questions on the Industrial Revolution, the 1929 economic crisis, and on Atatürk's reforms. Questions related to the same subjects appeared in previous years.
- In general, Paper 1 questions were responded to successfully by most candidates, compared to Paper 2 questions.
- Section (d) of each question asks candidates to review all the source material used in the previous (a), (b), and (c) sections together with their own knowledge of the subject matter, when answering the question. This question often led candidates to simply repeat what they had already written in previous sections of the same question, so this was an easy question for them to answer. However, the highest marks were not awarded if candidates did not go beyond that and also demonstrate their own (relevant) knowledge.

Theme 1 (a) and (d): responses were above average, most candidates received full marks. **(b) and (c)** answers were often irrelevant to the question.

Theme 2 (a) for some reason, many struggled to analyse the source image. **2 (b) (c) and (d)** responses were above average.

Theme 3: the theme on 1929 was mostly well responded to, and above average. For some reason, some candidates talked about statist policies in answer to **3(a)**.

Recommendations and guidance for the teaching of future candidates

- Teachers should advise candidates not to write everything they know about a subject, but to only include relevant material.
- Teachers should advise candidates to refer to the source images in their answers.
- Teachers should advise candidates to pay attention to the wording of each question.

Further comments

Reading and marking Paper 1 took much longer than reading and marking Paper 2: there were a couple of candidates who used 3 examination booklets, and many used 2. There is no need for too much length.

However, in general, the better results achieved by candidates demonstrates the successful guidance of their teachers.

Standard level paper two

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 7	8 - 14	15 - 19	20 - 23	24 - 28	29 - 32	33 - 40

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

- Theme 6 on globalization and the European Union was the least answered theme. It is surprising to this examiner only because discussions on the subject of the European Union and Turkey's accession to it are on the media frequently. It is also an important subject for Turkey, and so candidates should perhaps have a better knowledge of it.
- Candidates appeared to have difficulty in focusing only on the question in their answers, and in avoiding vague generalizations.

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

- The most popular questions attempted by candidates were on Themes 4 and 5. In general, the responses were satisfactory. The candidates seemed to be best prepared on the subjects of WWII and on Turkey's politics after 1945.
- Some candidates excelled, and wrote about eight pages of reply to question 1 of the theme 4 alone.

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

Theme 4

Question 1

Most candidates excelled in their answer to this question. Some chose to write about the reasons leading to World War II and therefore did not receive marks for this. Some chose to write those reasons and then gave the answer to the question, which made those answers lengthy. When the answer is lengthy with unnecessary details, the examiner has difficulty in finding and awarding marks to the relevant parts.

Both theme 4 and theme 5 questions started with an assumption, and the candidate was expected to discuss that assumption, demonstrating a challenge of, and support for, the statement.

A few candidates mentioned their agreement or disagreement with the assumption and then instead of discussing the reasons for this, they totally forgot about it; and simply continued to write about general facts that related to the question.

Question 2

Well understood and answered.

Theme 5

Question 3

Some candidates focused only on either the cold war or on alliances between the countries, whereas the question asks about the Turkish foreign policy of that time. Candidates were required to give only examples of alliances but should have focused their reply on Turkish foreign policy. Many did not mention the Middle East or Cyprus in their reply.

Question 4

Many struggled to fully understand and answer the question, so not many candidates received full marks.

Theme 6

Question 5 and 6

Only a few candidates chose to answer questions on this theme on globalization and the European Union.

Recommendations and guidance for the teaching of future candidates

- Candidates need to be encouraged to focus their replies to what the question is exactly asking.
- An Euro-centric approach in Turkish Social Sciences is good, but this should be supplemented by teaching also about the Middle Eastern countries, and about Turkey's immediate geographic neighbours as well as Cyprus.

Further comments

- Candidates need to be encouraged to focus only on the question in their answers, and to avoid generalizations and being “wordy” (writing over-long answers).