

TURKEY IN THE 20TH CENTURY

Overall grade boundaries

Standard level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 18	19 - 39	40 - 51	52 - 61	62 - 72	73 - 82	83 - 100

Standard level internal assessment

Component grade boundaries

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

The range and suitability of the work submitted

The candidate work improved this year. The samples sent to the examiner reflected choices from a wide variety of topics, demonstrating the diverse interests of the students. This year, popular themes for essays included: the Turkish-Greece Population Exchange; anti-minority policies in Turkey and the Wealth Tax, the 1929 Economic Crisis, Democrat Party rule, the Industrial Revolution, and the Marshall Plan. There were also unique topics such as the Deportation of the Meskhetian Turks, the Kashmir conflict, child labour in Turkey, etc. It is pleasing to see a wide array of topics.

There was still a small number of candidates whose quality of writing, selection of the topic and/or presentation was not at the required and expected level.

The marks awarded by the teachers were quite high this year again, and in general the IAs should be marked more strictly. For example, there were essays where the candidates did not provide footnotes at all, or did not provide a bibliography, yet these candidates were still awarded 10 marks for criterion E. Teachers need to write more comments on their marking on the essays so that the examiner knows why the teacher awarded these marks. These comments should include the reasons why they deducted marks and/or why they awarded marks.

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 understood or investigated, 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. When the coursework fell short of the expected outcome, it was almost always because the question under discussion was not well articulated.

In general, the candidates performed well on this criterion. Candidates who received high marks displayed an extremely good knowledge and understanding of the topic discussed. There were a few candidates who 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, and some essays only discussed the main subject of the thesis in the final paragraph.

Criterion B: Application and Evaluation of Data and Evidence

Candidates who showed evidence of starting with a plan and with a specific thesis/argument 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 or candidates with a timeframe that was too wide, tried to cover every possible aspect of the topic and brought in irrelevant material, or included an unnecessary detailed amount of background information. However, in general, this year, candidates performed well on this criterion.

Criterion C: Quality of Analysis and Interpretation

Candidates usually struggled to be critical or analytical of the sources, and struggled to evaluate their references and discuss the subject properly. This is a continuing weakness.

A minority of the candidates found difficulty in formulating their thesis statement, which should give an outline for the reader of the points they will be arguing. Many candidates included their thesis sentence in a paragraph within the essay, instead of at the beginning.

Some essays this year demonstrated a better quality of analysis and interpretation.

Criterion D: Appropriateness of Methodology and Language to Social Research

This year, a majority of 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 was generally appropriate for a social sciences enquiry, and the overall effect was satisfactory. However, there were couple of essays where the language used was not adequate for a social sciences investigation.

Criterion E: Project format

Candidates performed well this year on criterion E and merited the higher marks achieved. The majority of the coursework was, on the whole, well presented, and in these essays the candidates had documented their research well. However, some candidates relied only on information gathered from Internet sources or based their entire essay on research from just one or two books.

Citations were often well formatted, and references were cited in a consistent and complete manner. Only a few essays exceeded the word limit this year, and only a few essays did not include the word count.

Recommendations for the teaching of future candidates

- Teachers' leadership plays a crucial role in the internal assessment, from approving the selection of the topic, through teaching candidates how to plan the coursework, and how to make sure that the citations and reference list are provided in a correct manner. Teachers should refer to the *Guidance and Authenticity* paragraph in the Internal Assessment subject guide section (page 20).
- Compared to last year, the quality of essays this year showed better involvement in guidance and monitoring from the teachers. Numerous candidates included an argument or thesis statement at the beginning of their essay, and tried to prove that statement, rather than simply summarizing what they read in the books. This year, essays contained almost no grammatical and spelling errors – this is a welcome improvement.
- The majority of candidates chose topics that were appropriate for their level, and the essays were good indicators of their standard of knowledge and critical aptitude. The candidates who focused on a specific theme when writing, e.g. on the Turkish-Greek Population Exchange; the anti-minority policies of Turkey and the Wealth Tax, the 1929 Economic Crisis, and Democrat Party rule produced particularly good work. For some candidates, the focus of the chosen study was so broad that the topics were inevitably treated in a weak manner. For example, one essay that tried to cover a wide time range was entitled "On the development of Women's rights in Turkey." and began with a discussion on determinism, continuing with reference to states in Central Asia, Islam, the Seljuk rule, Ottoman rule, Turkey's Liberation War, 1923-50, Ataturk and women, and then to the situation of women from 1950 up to the present date, followed by a conclusion and suggestions. It also had a table of information on killings of women in 2014. There is absolutely no way for such an essay to be coherent within the given time frame, and within the required word limit; there was no focus in the essay.

Further comments

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 have a time frame that is not suitable for this kind of a short essay. Some teachers, when grading the coursework, gave 10 marks for criterion A, even when the student did not show an “extensive knowledge of the facts and the resources” as stated in the description of that criterion.

The teachers might find it useful to pay attention to the following questions when marking the essays:

- Is there a thesis statement (summarizing the main point or claim of the essay) or a clear research question that does not have too wide a scope, at the beginning of the essay?
- Did the candidate understand the subject or does it feel as if the candidate only took some ideas from the books and forced them to substantiate the argument?
- Is there an introduction and conclusion; do they relate to each other?
- Is there an analysis of the subject?
- Is the presentation compact?
- Does the essay flow when reading or are the ideas difficult to follow?
- Does the candidate provide unnecessarily lengthy background to the subject?

In addition, when evaluating the assignments, teachers need to be open-minded: it is necessary to go beyond personal ideological or political tendencies, and try to be objective. All points of view should be considered equally and impartially.

Standard level paper one

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 7	8 - 15	16 - 21	22 - 26	27 - 32	33 - 37	38 - 45

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

The candidates found difficulty in:

- Carefully reading and understanding the requirements of the questions
- Referring to the sources, and answering the question in relation to the sources
- Writing focused answers, and writing in a succinct way
- Dealing with the issue of women's rights, the symbolic role of women in political life, and the status of women in one-party rule governments
- Comparing issues
- Answering questions that ask for similarities and differences
- Answering questions that require them to use the sources and their own knowledge
- Analysing issues
- Using language that is appropriate to social sciences
- Answering the (d) sections of the questions in Paper One.

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

The candidates appeared well prepared in:

- Answering questions related to WWI and population changes
- Answering questions related to Nazism, Fascism, and militarism.

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

Theme 1

Question 1

- (a) Most answered well by using the source material. Weak replies focused only on the Ottoman Empire, Wilson principles or WWI, and/or were generalized or superficial.
- (b) Mostly well answered, using the source material. Weak replies focused only on the economic effects of WWI or the outcome of WWI.
- (c) Most candidates received 3 points instead of the full mark (4), only because they did not provide at least one example as the question required. Otherwise, well replied.
- (d) Mostly well answered, using the source material and their own knowledge. Weak replies missed the social conditions of the Ottoman Empire at the beginning of 1900 or focused on the time period up to the 1900s.

Question 2

- (a) Not a well understood question. The question should have been easy for the candidates since it dealt with Ataturk. Many did not understand that the question asked about Ataturk's vision on education, instead, they listed Ataturk's reforms or only talked about the establishment of village institutes without focusing on the information in the source material.
- (b) Some answered this well, using the source material. The question referred to the changes in women's rights in the Turkish Republic and their consequences. Weak or wrong replies only listed the related reforms.
- (c) Some answered this well, using the source materials. Weak replies did not discuss the symbolic role of the women.
- (d) Not a well understood question. Weak replies focused only on Turkey or provided only the candidates' own knowledge instead of combining it with the information provided in the source materials.

Question 3

- (a) Mostly well answered, using the source material. Weak replies did not focus on the rise of fascism in Europe following WWI.
- (b) Mostly well answered using the source material. Weak replies did not combine both of the source materials.
- (c) Mostly well answered using the source material.

- (d) Not a well understood question. Weak answers were generalized or superficial; listed only Turkish foreign policy; or did not properly answer by providing the similarities and differences between the countries' foreign policies.

Recommendations and guidance for the teaching of future candidates

- Advise students to read the questions very carefully, and to make sure to understand what is required by each question.
- If the question requires referring to source(s), remind students to **read the source carefully and base their answer on the source(s)** and stay focused.
- Use different kinds of sources in the classroom and teach students how to benefit from the different kinds of material.
- Advise students not to write long sentences or replies, and to avoid including unnecessary details.
- Prepare the candidates to answer on a variety of topics (such as women's rights) and to answer different types of question formulations (such as comparison/contrast questions) that may not have appeared in previous years.

Further comments

Some candidates filled three answer booklets, which required a longer time for the examiner to read and to find out the sections that related to the question. Therefore, it took more time to award marks. It should be stressed that lengthy answers do not necessarily gain high marks – information given should be relevant and succinct.

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 - 27	28 - 32	33 - 40

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

The candidates found difficulty in:

- Carefully reading and understanding the requirements of the questions
- Writing focused, balanced answers, and writing in a succinct way instead of being repetitious
- Comparing and contrasting issues
- Analysing issues
- Answering questions that asked for similarities and differences
- Answering questions that related to the European Union.

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

The candidates appeared well prepared to answer questions related to:

- WWII and, specifically, its societal effects in Turkey
- Turkish Foreign Policy under Ataturk and specifically under the Inonu regime
- The Democrat Party and its rule
- The consequences of WWII
- The Cold War and Turkey.

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

Theme 4

This was again the most popular theme for candidates, as in previous years.

Question 1

The majority of candidates understood the question and provided well-balanced answers that discussed similarities and differences in the foreign policies of both leaders. Weak answers dealt only with one leader's foreign policy, provided only one similarity and one difference, or compared their foreign policy with their domestic policy which was not in the question.

Question 2

The majority of candidates understood the question and gave a good answer. Weak replies did not focus on cause and effect relationship, or focused only on effects without relating them to their causes.

Theme 5

This was the second most popular theme this year and previously.

Question 3

Only some candidates understood the question and provided a good answer. Weak or wrong replies talked about countries outside the Middle East (such as Afghanistan); focused only on Turkey's domestic and foreign policies, or on US foreign policies in the region; or focused only on one reason instead of analysing three factors: political, social and economic, as the question required.

Question 4

Only some candidates understood the question and provided a good answer. Weak or wrong answers focused only on economic reasons; listed only one or two reasons and analysed them in great detail; focused only on the Democrat Party rule or on the benefits that the alliance with the US would bring.

Theme 6

This was the least popular theme this year and previously.

Question 5

Few candidates understood the question or provided a good answer. Weak or wrong answers focused only on globalization and shopping malls, on the economic and cultural effects of globalization, instead of analysing the effects of economic changes on the political equation in the aftermath of the Cold War (i.e., after the dissolution of the Soviet Union).

It seems likely that candidates did not read the initial question listed under the theme but focused instead on the general theme which was "The Effects of Globalization and Dialog with Europe."

Question 6

Very few candidates understood the question or provided a good answer. Weak or wrong answers focused only on the economic factors, or on the process which established the EU.

Recommendations and guidance for the teaching of future candidates

- Advise students to read the questions very carefully, and to make sure to understand what is required by each question.
- Advise students not to write long or irrelevant sentences, long or irrelevant answers, lengthy narratives and unnecessary details. Advise them to be selective in what they include and to stay focused.
- Teach students to be more analytical, creative and critical, and teach them how to evaluate issues correctly and how to be open-minded.
- Teach students to see both sides of the issues or subjects discussed.

Further comments

Teachers could try giving a better perspective to the students by focusing on a variety of resources and helping them develop new writing skills and ways of expressing themselves.
