

## May 2016 subject reports

### Turkey in the 20<sup>th</sup> Century

#### Overall grade boundaries

##### Standard level

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

#### The range and suitability of the work submitted

The quality of candidates' essays was similar to last year. The essays reflected the choice of a wide variety of topics, which shows the diverse interests of the students. This year, popular themes for essays included: Village Institutes; the 1929 Economic Crisis; Democrat Party rule; the Industrial Revolution; Globalization Issues; the Cold War and Turkey; the Turkish-Greek Population Exchange; and WWII and Turkey's Foreign Policy. There were also unique topics such as a comparison of the Turkish and Russian Revolutions; a comparison of economies under One-Party vs. Coalition Party rules; health services during WWI; feminist movements; and the Crimean Tatars as represented in two novels. It is pleasant to have a wide array of topics. There was only a small number of candidates whose quality of writing, selection of the topic and/or presentation was not at the required and expected level.

#### Candidate performance against each criterion

##### Criterion A: Knowledge and Understanding

The research question should be based on a genuine enquiry, rather than just calling for the candidate's knowledge and understanding of the topic. When the research question was not

properly framed and interpreted, 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 other words, when the coursework fell short of the expected outcome, the question under discussion was not well articulated.

In general, however, candidates performed well on this criterion. Those candidates who received full marks displayed an extremely good knowledge and understanding of the topic discussed.

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

The investigations were better planned this year. Candidates who showed evidence of starting with a plan and with a specific thesis/argument in their coursework performed better on this criterion. Their arguments were presented in a logical sequence, with the volume of material needed.

This year, candidates performed well on this criterion.

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

Some candidates struggled to be critical or analytical of the sources, and struggled to evaluate their references or to discuss the subject properly. This is a continuing phenomenon. A small number of the candidates were unable to formulate their thesis statement, which should inform the reader which aspects of the subject they will be discussing.

Most investigations included their thesis sentence in a paragraph in the essay. Essays were of better quality this year.

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

Most candidates demonstrated a good 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 science enquiry, and the overall effect was satisfactory. However, there were a small number of essays where the language used did not meet the social science criterion.

#### Criterion E: Project format

Candidates performed well this year on criterion E and merited higher marks. Investigations that showed evidence of starting with a plan and with a specific thesis/argument to their coursework gained more marks on this criterion. Their arguments were presented in a logical sequence, with the volume of material needed.

Most of the coursework was well presented overall, with well-documented research. However, there were a few candidates who relied only on information gathered from Internet sources, or who based their entire essay on just one or two books.

In general citations were well formatted, and references were cited in a consistent and complete manner. Only a few essays exceeded the word limit this year or did not provide the word count.

## Recommendations for the teaching of future candidates

Teachers' leadership plays a crucial role in the internal assessment, from advising on the selection of the topic, through planning the coursework, to making sure that the citations and reference list are provided in a correct manner.

The quality of essays this year showed an appropriate level of involvement and guidance from teachers. Numerous candidates correctly included an argument or thesis statement at the beginning of their essay, and tried to prove that statement, rather than simply summarizing what they had read in books.

Most candidates chose topics that were appropriate for their level, and their essays were good indicators of their standard of knowledge and critical aptitude. However, a small number of investigations listed only one-sided literature in its bibliography.

## Further comments

Teachers should add comments to the essays that will allow the moderator to understand the reasons for their marking.

Most importantly, teachers must abide by the marking criteria specified in the guide for the Turkey in the 20<sup>th</sup> Century internal assessment.

In some cases, essays that had no bibliography or references, and no footnotes, were given full marks. Including these is a matter of academic honesty, and candidates should be warned that they risk being accused of plagiarism if they do not include with their investigation a bibliography, i.e. list of books, newspapers, Internet sites, etc. that they have researched. They must also include citations within the text of the investigation wherever they have referred directly to one of these sources.

Teachers should read carefully the **Guidance and Authenticity** section on page 20-21 of the subject guide for information on how much guidance they are allowed to give to candidates, and on how students should avoid academic misconduct.

Investigations that have many grammatical errors, or that are untidy in other ways, should lose marks in the Project Format criterion (criterion E).

## Standard level paper one

### Component grade boundaries

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

### General comments

This year, candidates' replies to the questions were much better focused on what the questions were asking. These improved writing skills demonstrate successful guidance by teachers.

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

In general, there were still some candidates who found difficulty in:

- Carefully reading, focusing on, and understanding, the requirement of the questions.
- Referring to the sources and answering the questions in relation to the sources, i.e. establishing a relationship between the questions and their source material.
- Answering the questions that asked them to use the sources and their own knowledge: the (d) sections of the questions in Paper One. Section (d) of each question asks candidates to review all the source material in the previous section once more, and to use their own knowledge on the subject matter to answer the question. Candidates tended simply to repeat in the (d) part of the questions answers that they had already given in previous sections of the same question.
- Writing in a succinct way
- Analysing issues.

In the 2016 paper 1, some candidates found difficulty in dealing with the factors that influenced Turkish foreign policy towards European countries.

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

In general, candidates seemed well prepared in their answers to questions on Paper One. The answers were relatively well focused, and displayed a wide range of skills. In particular, candidates appeared well prepared to answer questions relating to industrialization, Ataturk and Turkish Foreign Policy.

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

### THEME 1

Although some candidates did answer this question well, the source material was not well understood by many candidates nor well analysed.

The question looked easy, but almost half of the candidates ended up writing only about the Ottoman economy, and did not associate it with the main part of the question, which was about the economic heritage left to the Turkish Republic.

### THEME 2

An Atatürk question was well answered, but the source material seemed difficult for most candidates to understand. Instead of the effects, some wrote about Turkey's democratization. The question is on Turkey's democratization efforts from political, social and economic perspectives. Those who did not understand the question wrote about Turkish foreign policy or about WWII.

### THEME 3

Source material was not well understood by many, so the question was not well answered. Instead of focusing on the European countries, candidates focused on Turkish foreign policy.

## Recommendations and guidance for the teaching of future candidates

- Advise students to read the questions very carefully and to understand what is required of each one. If the question requires referring to source(s), remind students to read the source carefully and to base their answer on the source(s) and stay focused on that. If necessary, use different kinds of sources in classroom and teach students how to use different kinds of material.
- Advise students not to write long sentences or replies and to avoid unnecessary details.
- Prepare the candidates for a variety of topics and for question formulations that may not have appeared in previous years.
- Teach students to see both sides of the issues or of the subjects discussed.
- Teach students to be more analytical, creative and critical and teach them how to evaluate issues correctly and how to be open-minded.

## 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

### General comments

This year, more candidates answered questions with a conceptual approach, signalling that a greater teaching and learning emphasis was placed on good reading and analytical skills.

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

The candidates often found difficulty in carefully reading and understanding the requirements of the questions, and in writing in a succinct way, instead of being repetitious. They appeared to have difficulty with analysing issues, so many answers tended to be too descriptive.

Candidates had difficulty with answering questions relating to the Customs Union, the European Union and the role of the Black Sea region.

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

Questions on Themes 4 and 5 were generally well answered, and candidates achieved good marks.

Candidates appeared well prepared in Theme 4 questions, and demonstrated the expected skills in their responses. They were best at answering the question in Theme 4 on World War II and the Wealth Tax. Theme 5 questions were the next most successful questions answered: the question about the Democratic Party and Turkey's politics after 1945 was better answered than the question on the Israeli-Palestinian Conflict.

## 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, although some only focused on the reasons for the wealth tax. Also, the majority did not write about the effects of the wealth tax on Muslims, and focused only on the non-Muslims.

Theme 4 question 2: This was well understood and answered, although many answers did not discuss the security quest within Turkey, and focused only on the search for security beyond its borders. Some answers only focused on international politics of the time.

Theme 5: Question 3: A question that mostly was not well answered.

Theme 5 Question 4: This question seemed to be a challenging one for candidates, and many of them seemed to struggle to produce a full answer. Most candidates chose to write about the Democrat Party era.

Theme 6 Questions 5 and 6: Only a few candidates chose to answer this theme on globalization and the European Union. They struggled to write about the Black Sea region and the Customs Union.

## Recommendations and guidance for the teaching of future candidates

- Teaching should emphasize the value of comparing the past with contemporary situations and politics. Being more creative and critical in evaluating topics under discussion is always a plus. A 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.
  - Teachers should work on refining the essay-writing skills of candidates and encourage a greater breadth of reading so that different historical perspectives can be gathered and then used to support and illustrate the argument.
  - Teachers should warn the candidates to avoid generalizations and to avoid writing too much unless what they are writing is directly relevant to the question.
  - Teachers should encourage students to develop a better perspective on topics by focusing on a variety of resources and helping them develop new writing skills
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