

May 2017 subject reports

Turkey in the Twentieth Century

Overall grade boundaries

Standard level

Grade:	1	2	3	4	5	6	7
Mark range:	0-18	19-38	39-51	52-61	62-72	73-81	82-100

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 quality of candidates' essays was similar to last year. The essays reflected a wide variety of choice of topics, demonstrating the diverse interests of the students. This year, commonly encountered themes for essays included: the Marshall Plan and the Truman Doctrine, the Wealth Tax, World War I (and the subsequent rise of Hitler); World War II (and its influence on Turkey's economic structure, Turkish literature, Turkish cinema, etc.), the Cold War and Turkey's Foreign Policy; Turkey and NATO; Village Institutes; the 1929 Economic Crisis; Democrat Party rule; and the Turkish-Greek Population Exchange.

The following topics were among ones that were only chosen by one candidate: the Atatürk Era and Institutionalization; the Greek population in Trabzon; Turkey and Terrorism; political authority, its relationship with the media, and the 1980 Coup; and feminist movements. It is always pleasant to have a wide array of topics. There were only a small number of IAs where the quality of writing, selection of topic and/or presentation was not at the required and expected level. One essay dealt with the Harlem Renaissance, which, although interesting, didn't seem to be clearly related to one of the six topics of the Turkey in the 20th Century course. Similarly, one IA was written about the Spanish Civil War, but did not relate this to Turkey: the Spanish Civil War is included in the syllabus, but as part of the study of global changes between the war and their effects on Turkey.

Candidate performance against each criterion

Criterion A: Knowledge and Understanding

The research question should be selected and based on a genuine enquiry, rather than being simply based on a candidate's knowledge and understanding of the topic. Where the research question was not properly framed and interpreted (either as a research question or a thesis statement), the rest of the coursework failed to demonstrate an adequate understanding of the relevant facts, or to provide a critical assessment of these facts in relation 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, candidates performed adequately, but not well, on this criterion. Those candidates who received high marks this year displayed an extremely good knowledge of the topic discussed, and were able to give a critical assessment of its relationship to the question under discussion.

Criterion B: Application and Evaluation of Data and Evidence

The investigations were better planned this year. Candidates who showed evidence of having started with a plan, and with a specific thesis/research question, performed better on this criterion. Their research question/thesis statement was stated in the first paragraph of the essay, and the arguments were presented in a logical sequence, with the right quality and amount of supporting material needed.

This year, candidates who performed better on criterion A performed equally well on this criterion.

Criterion C: Quality of Analysis and Interpretation

Many candidates struggle to be critical or analytical of the sources, and struggle to evaluate their references, or to discuss their chosen subject properly. This is a continuing phenomenon. Some were unable to formulate their research question/thesis statement: essays that included one of these were also able to demonstrate a good quality of analysis and interpretation.

Criterion D: Appropriateness of Methodology and Language to Social Research

Most candidates demonstrated a good grasp of relevant concepts, terms and techniques and applied a wide range of skills to the work in this criterion. The language used was mostly appropriate for a social science enquiry, and the overall effect was satisfactory. The candidates fared best in this criterion. However, there were still a small number of essays where the language used was not adequate for social science research.

Criterion E: Project format

Compared to last year, candidates performed extremely well in criterion E and merited higher marks than in 2016. Investigations that showed evidence of starting with a plan and with a specific thesis/research question gained more marks on this criterion. Their arguments were presented in a logical sequence, with a good amount of supporting material.

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 blogs, or who included an unnecessary number of quotations from their references.

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' guidance plays a crucial role in the internal assessment, from advising on the selection of the topic, and on how to plan the coursework, to making sure that candidates understand the correct way to provide citations and reference lists. The **Guidance and Authenticity** section on page 20-21 of the subject guide gives details of how much guidance teachers can give to candidates, and on how students should avoid academic misconduct.

Teachers need to advise students on a choice of essay topic—one that is not too broad, but also one for which the student will be able to find enough material to support the analysis and evaluation.

Teachers need to stress the importance of including a research question or a thesis statement at the beginning of the essay, so that the student attempts to answer that question or to prove that statement, and so writes a critical essay rather than simply writing a summary of the book, or books, read. Topics selected for essays should be appropriate for the students' standard of knowledge and critical aptitude.

Finally, candidates should not focus on ideological topics, or write ideologically focused essays, and should not refer only to one-sided literature in their 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 20th Century* internal assessment.

In some cases, teachers wrongly gave full marks for essays that had no bibliography or references, and no footnotes. Essays that have many grammatical errors, or that are untidy in other ways, should lose marks in the Project Format criterion (criterion E).

Correct referencing 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. a list of the 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.

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

General comments

Candidates' overall performance in paper 1 was somewhat higher this year than in 2016. The questions were not necessarily easier, and the format was the same as last year; however, for almost each theme, part (a) and part (b) questions were very well handled by the candidates this year. On the other hand, most candidates' replies showed that the visual sources in part (c) of two themes were not well understood.

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 *with reference to the sources*, i.e. establishing a relationship between the questions and their source material. This was especially true for visual sources.
- writing in a succinct way—lengthy answers are not required for questions that are worth only a small amount of marks
- analysing issues
- answering the final questions in each theme that asked them to use the sources and their own knowledge. The (d) section of each question in Paper One asked candidates to review all the source material in the previous section once more and to use their own knowledge of the subject matter to answer the question. Instead, candidates tended simply to repeat answers that they had already given in previous sections of the same question.

This year, some candidates found difficulty in dealing with the policies that were put into effect between 1923 and 1945, and global changes between 1918 and 1939.

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.

Candidates appeared well prepared to answer questions that related to the nationalistic movements in the Balkans, to the dissolution of the Ottoman Empire and to the establishment of the Turkish Republic in general.

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

THEME 1

Theme 1 was the best understood and answered part of the Paper One. Although most candidates did answer the other parts of the question well, part (c), which included visual source material, was neither well understood nor analysed by some candidates. The part was easy, but some may not have read the caption under the photograph. Part (d) asked about the success of Ottoman policies between 1850 and 1920 – however, some candidates only listed the policies without answering the question.

THEME 2

The question concerning the policies during the establishment of the Turkish republic was well answered, but the source material in part (c) seemed difficult for most candidates to understand. Parts (a) and (b) were mostly well answered. Part (d) of this theme, asking about the reforms between 1923 and 1945, was misunderstood by some candidates who only wrote about Ataturk's reforms.

THEME 3

As was the case for Theme 1, the visual source material in part (c) – a cartoon - although it seemed to include the answer, was not well understood by some, so that part of the question was not well answered. Parts (a) and (b) were generally well answered. The answers on part (d), which asked about the political and economic developments in Europe and international efforts at co-operation between the World Wars, tended to omit mention of the economic developments.

Recommendations and guidance for the teaching of future candidates

- Advise students to read the questions very carefully, so as to understand what exactly is required by each one. If the question requires reference to a 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 the classroom and teach students how to use such different kinds of material, i.e. by extracting the correct information from a source that is needed to answer the question on it.
- Advise students not to write long sentences or replies, and to avoid including 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; to evaluate issues correctly, and to be open-minded.

Standard level paper two

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0-6	7-12	13-18	19-22	23-26	27-30	31-40

General comments

This year, candidates' overall performance in paper 2 was weaker than last year. Nearly all the candidates answered questions on Theme 4. Answers showed that students generally had a good knowledge of the content of that part of the syllabus; however, they had difficulty in challenging the arguments given in the questions.

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, challenging the arguments given in the questions and evaluating different perspectives, so many answers tended to be too descriptive.

Candidates had difficulty in showing appropriate content knowledge when answering questions relating to the following areas: liberalism in Turkey during 1950's; Turkish financial policies after the 1980s; emigration and the European Union; and Turkish military intervention in Cyprus. On the other hand, they showed satisfactory knowledge of Turkish foreign policy during WWII and of the Treaty of Versailles and the Great Depression; but, their responses neither showed a good degree of awareness of the demands and implications of the questions, nor contained a clear and coherent critical analysis.

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

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

Candidates appeared generally well prepared to answer Theme 4 questions and usually had good knowledge of this area of the syllabus. Some of them demonstrated the expected skills of analysis and evaluation in their responses. They were best at answering the question in Theme 4 on Turkish foreign policy during WWII.

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

Tema 4 II. Dünya Savaşı ve baskı altında Türkiye

1. "Türkiye'nin II. Dünya Savaşı öncesinde ve Savaş süresince izlediği dış politikayı 'tarafsızlık' olarak tanımlamak doğru değildir. Türkiye'nin konumunu en iyi tanımlayan ifade 'savaş dışı' olmasıdır." İfadesini tartışınız.

Most candidates showed a good content knowledge in their answer to this question; however, only some of them successfully discussed whether Turkish foreign policy was impartial or just consisted of remaining "out of the war". Many candidates gave descriptive answers.

2. "1919 yılında imzalanan Versay Anlaşması'nın yenilen devletler üzerinde oluşturduğu ekonomik baskıların 1929 Büyük Buhranı ile ağırlaşması II. Dünya Savaşı'na zemin hazırlamıştır." İfadesini açıklayınız.

Many candidates explained the Nazi policies in their answers—instead, they should have analysed the Treaty of Versailles and the Great Depression more thoroughly, and explained how they enabled the Nazi Party to take power and go to war.

Tema 5 Yeniden yapılanma, demokrasi, Türkiye ve bölgedeki gelişmeler (1945–1985)

3. "Bize göre, hususi mülkiyet ve şahsi hürriyete dayanan bir iktisat rejiminde, iktisadın sahibi aslîsi ferttir veya şirket halinde hususi teşebbüstür. Bizim tezimizde, devlet iktisadın içinde değil, üstünde vazife alır" (Prof Muhlis Efe, Mayıs 1950). Bu ifadeye göre Türkiye'de çok partili sisteme geçiş ile devletçilik ilkesindeki değişimler ve demokratikleşme arasındaki ilişkiyi değerlendiriniz.

A question that mostly was not well answered. Luckily there were not many candidates answering questions on this theme. The ones who answered this question described DP rule in Turkey; however, they should have evaluated the relationship between *statism* and democracy, together with the transition to multiparty regime.

4. Türkiye'nin 1974 yılında Kıbrıs'a askeri müdahalede bulunmasının ulusal ve uluslararası sonuçlarını tartışınız.

This question seemed to be a challenging one for candidates, and many of them struggled to produce a full answer. Most candidates described events during the Turkish intervention, whereas they were expected to discuss both the national and international dimensions of this intervention.

5. Küreselleşme ile beraber yoğunlaşan göç olgusunun Avrupa ve Türkiye ilişkilerine etkilerini değerlendiriniz.

Only a few candidates chose to answer questions in this theme on globalization and the European Union. They did not fully understand the question, and only discussed Turkish emigrants living in Germany, when they should have also included other regions like the Mediterranean and Middle East in their responses.

6. 1980'lerden itibaren Türkiye'nin iktisadi politikalarında görülen değişimi küreselleşen ticari ve finansal pazarlar çerçevesinde değerlendiriniz.

Only a few candidates chose to answer questions in this theme on globalization and the European Union. The responses for this question were descriptive and did not include a deep analysis of the dimensions of the question.

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 the topic 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 their arguments.
- Teachers should warn 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; they can do this by focusing on a variety of resources, and by helping students to develop new writing skills.
- Teachers should warn the candidates to focus on the points of view given in the questions when answering.