TURKISH A1

Overall grade boundaries

Grade:	E	D	C	B	A
Mark range:	0 - 7	8 - 15	16 - 22	23 - 28	29 - 36

General comments

Coordinators need to ensure that the guide is available and accessible to all supervisors and candidates, as at times it was apparent that there was a lack of familiarity with the requirements and assessment criteria. Students were not always sure of what is expected from examiners, and increased familiarity with the guide will improve this. It was apparent when essays had been well supervised, and the quality of essays reflected solid processes in place to support candidates.

The range and suitability of the work submitted

The majority of submitted work was suitable in terms of the topic and focus of a research question. Generally, the requirements for a Turkish A1 essay were satisfied.

Some essays were reiterations of secondary sources without any critical analysis. Although in decreasing numbers, there are still some candidates who write on the social, historical or political issues, and treat literature as documentary evidence.

The supervisor comments in some cases seemed to indicate that they were satisfied that requirements had being met, but that was not always the case.

Candidate performance against each criterion

Criterion A: research question

The candidates often found it difficult to phrase their research questions and focus it on a manageable area. The syntax and lexicon of the research questions were sometimes difficult to decipher, making it almost impossible to understand the intent. Some candidates had difficulty in choosing a well defined research question: the questions were either too broad or the answers were already obvious.

Criterion B: introduction

The quality of the introductions differed widely between schools and between candidates. While some candidates seemed to know how to write an introduction, other candidates did not have a clear idea of what they were supposed to write in this section: the candidates failed to reiterate their research questions or talk about how they intended to answer their questions.

Criterion C: investigation

During the investigation, some candidates used secondary sources with mixed success. Many candidates depended heavily on internet sources, which should always be managed sensibly. It is clear that the majority of the candidates who used internet sources were not able to judge the quality of the information these resources carry. Some candidates gave a list of resources without referring to them in the body of their essays, and some gave quotations from sources without offering any analysis.

Criterion D: knowledge and understanding of the topic studied

The majority of candidates showed a good knowledge and an understanding of the work(s) they used. However, some of them treated literary texts as documentaries or proof of real life.

Criterion E: reasoned argument

Several essays contained unfounded arguments which were not supported by evidence from the texts or sources. However, a majority of the candidates were able to give a reasoned argument and follow a structured line of thought.

Criterion F: application of analytical and evaluative skills

Some essays lacked analysis of the texts and the evidence to support their research question. They contained no evidence of the candidate's ability to evaluate the primary and secondary source evidence. Such candidates repeated secondary sources and relied heavily on reiterating what they read without checking the feasibility. Many of the candidates gave the impression that they are not willing to challenge established secondary sources or take risks by demonstrating personal interpretation.

Criterion G: use of language appropriate to the visual arts:

Generally, the candidates used acceptable language, but many of them used a mixture of inappropriate registers. Several candidates had problems with punctuation.

Criterion H: conclusion

Many candidates have not mastered how to write a conclusion. Most conclusions were either extensive repetitions of what was already said, or contained nothing about the findings of the essay.

Criterion I: formal presentation

Some of the most frequent mistakes made by candidates with regards to the formal presentation were: lack of planning the essay and so the inability to maintain a clear structure,

incorrect or inconsistent use of footnotes, references and quotation, and finally the incorrect formatting of a bibliography.

Criterion J: abstract

It is apparent that very few candidates understand what an abstract is and how to write one. Many candidates confuse the abstract with the introduction.

Criterion K: holistic judgement

Candidates got higher scores here if they had an original idea/research question, or made a genuine effort at personal analysis.

Recommendations for the supervision of future candidates

Supervisors should ensure that they are familiar with the guide and the formal requirements of a Turkish A1 extended essay. Supervisors should ensure that candidates have access to the document to guide them. Candidates should be encouraged to practice writing research questions, abstracts, and making outlines throughout before embarking on extended essay.

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