

Turkey in the 20th century guide

School-based syllabus, First assessment 2022

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Diploma Programme

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IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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Purpose of this document

This publication is intended to guide the planning, teaching and assessment of the subject in schools. Subject teachers are the primary audience, although it is expected that teachers will use the guide to inform students and parents about the subject.

This guide can be found on the programme resource centre: DP resources > School-based syllabuses > Turkey in the 20th century.

Additional resources

Specimen papers and markschemes can also be found on the programme resource centre. Past examination papers and markschemes are available on the Turkey in the 20th century Basecamp—to apply to join this group, email DPDevelopment@ibo.org.

Acknowledgment

This school-based syllabus guide was revised by SEV American College, in conjunction with the IB.

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First assessment 2022

The Diploma Programme

The Diploma Programme is a rigorous pre-university course designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness and the attitudes necessary for them to respect and evaluate a range of points of view.

The Diploma Programme model

The course is presented as six academic areas enclosing a central core (see figure 1). It encourages the concurrent study of a broad range of academic areas. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course designed to prepare students effectively for university entrance. In each of the academic areas, students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Figure 1
Diploma model



Choosing the right combination

Students are required to choose one subject from each of the six academic areas, although they can, instead of an arts subject, choose two subjects from another area. Normally, three subjects (and not more than four) are taken at higher level (HL) and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL.

At both levels, many skills are developed, especially those of critical thinking and analysis. At the end of the course, students' abilities are measured by means of external assessment. Many subjects contain some element of coursework assessed by teachers.

The core of the Diploma Programme model

All Diploma Programme students participate in the three elements that make up the core of the model.

Theory of knowledge (TOK) is a course that is fundamentally about critical thinking and inquiry into the process of knowing, rather than about learning a specific body of knowledge. The TOK course examines the nature of knowledge and how we know what we claim to know. It does this by encouraging students to analyse knowledge claims and explore questions about the construction of knowledge. The task of TOK is to emphasize connections between areas of shared knowledge and link them to personal knowledge in such a way that an individual becomes more aware of his or her own perspectives and how they might differ from others.

Creativity, activity, service (CAS) is at the heart of the Diploma Programme. CAS enables students to live out the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provides students opportunities to explore their interests and express their passions, personalities and perspectives. CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment.

The three strands of CAS are as follows:

- Creativity—exploring and extending ideas leading to an original or interpretive product or performance.
- Activity—physical exertion contributing to a healthy lifestyle.
- Service—collaborative and reciprocal engagement with the community in response to an authentic need.

The extended essay, including the world studies extended essay, offers the opportunity for IB students to investigate a topic of special interest in the form of a 4,000-word piece of independent research. The area of research undertaken is chosen from one of the students' six Diploma Programme subjects, or in the case of the interdisciplinary world studies essay, two subjects, and acquaints them with the independent research and writing skills expected at university. This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject or subjects chosen. The extended essay is intended to promote high-level research and writing skills, intellectual discovery and creativity. An authentic learning experience, it provides students with an opportunity to engage in personal research on a topic of choice, under the guidance of a supervisor.

School-based syllabuses—regulations

The following conditions apply to the teaching of school-based syllabuses.

- School-based syllabuses are only available at SL.
- School-based syllabuses may only be offered by schools who have been authorized by the IB to do so prior to the commencement of the course.
- A student may not combine a school-based syllabus with a pilot programme or another school-based syllabus within the same Diploma.

Approaches to teaching and approaches to learning

Approaches to teaching and learning across the Diploma Programme refer to deliberate strategies, skills and attitudes that permeate the teaching and learning environment. These approaches and tools, intrinsically linked with the learner profile attributes, enhance student learning and assist student preparation for the Diploma Programme assessment and beyond. The aims of approaches to teaching and learning in the Diploma Programme are to:

- empower teachers as teachers of learners as well as teachers of content
- empower teachers to create clearer strategies for facilitating learning experiences in which students are more meaningfully engaged in structured inquiry and greater critical and creative thinking
- promote both the aims of individual subjects (making them more than course aspirations) and linking previously isolated knowledge (concurrency of learning)
- encourage students to develop an explicit variety of skills that will equip them to continue to be actively engaged in learning after they leave school, and to help them not only obtain university admission through better grades but also prepare for success during tertiary education and beyond
- enhance further the coherence and relevance of the students' Diploma Programme experience
- allow schools to identify the distinctive nature of an IB Diploma Programme education, with its blend of idealism and practicality.

The five approaches to learning (developing thinking skills, social skills, communication skills, self-management skills and research skills) along with the six approaches to teaching (teaching that is inquiry-based, conceptually focused, contextualized, collaborative, differentiated, and informed by assessment) encompass the key values and principles that underpin IB pedagogy.

For further guidance on approaches to teaching and approaches to learning in Turkey in the 20th century, please see the “Approaches to teaching and approaches to learning in Turkey in the 20th century” section.

Academic integrity

Academic integrity in the Diploma Programme is a set of values and behaviours informed by the attributes of the learner profile. In teaching, learning and assessment, academic integrity serves to promote personal integrity, engender respect for the integrity of others and their work, and ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies.

All coursework—including work submitted for assessment—is to be authentic, based on the student's individual and original ideas, with the ideas and work of others fully acknowledged. Assessment tasks that require teachers to provide guidance to students or that require students to work collaboratively must be completed in full compliance with the detailed guidelines provided by the IB for the relevant subjects.

For further information on academic integrity in the IB and the Diploma Programme, please consult the IB publications *Academic integrity, Effective citing and referencing, Diploma Programme: From principles into practice* and *General regulations: Diploma Programme*. Specific information regarding academic integrity as it pertains to external and internal assessment components of this Diploma Programme subject can be found in the “Guidance and authenticity” section of this guide.

Learning diversity and learning support requirements

Schools must ensure that equal access arrangements and reasonable adjustments are provided to candidates with learning support requirements that are in line with the IB documents *Access and inclusion policy* and *Learning diversity and inclusion in IB programmes: Removing barriers to learning*.

Nature of the subject

Turkey in the 20th century

Turkey in the 20th century is a multidisciplinary school-based syllabus based on the requirements of the Turkish national curriculum for history, geography and sociology, incorporating an international perspective. Its purpose is to provide a means of including a nationally mandated requirement for Turkish schools within the IB Diploma Programme.

Turkey is located geographically at the junction of two continents, and culturally at the confluence of at least two great civilizations. This has influenced Turkey's history and culture as much as it has enabled it to influence its neighbours. The purpose of the subject is to explore this interchange of influences, using concepts and analytical frameworks from each of the separate disciplines required in the Turkish national curriculum: history, geography and sociology. An international perspective is included to help students understand the role that Turkey plays in the region and the world, in particular its historical juxtaposition between "east" and "west".

The curriculum has been reviewed and updated to enhance the contemporary international perspective, further integrate the learning and teaching of the three disciplines, and revise and clarify the syllabus content and terminology pertinent to each of the three disciplines.

The syllabus is organized into six major topics, each with its own historical, geographical and sociological dimensions, and assessment reflects this organization of topics.

Turkey in the 20th century and the core

As with all Diploma Programme courses, Turkey in the 20th century should both support, and be supported by, the three elements of the Diploma Programme core.

Turkey in the 20th century and TOK

As with other areas of knowledge, there is a variety of ways of gaining knowledge in the human sciences. For example, experimentation and observation, inductive and deductive reasoning, data and evidence collection, and discussion can all be used to help to understand and explain patterns of human behaviour. Students in individuals and societies subjects are required to evaluate the resulting knowledge claims by exploring questions about their validity, reliability, credibility and certainty, as well as exploring individual and cultural perspectives on them. Having followed a course in an individuals and societies subject, students should be able to reflect critically on the various ways of knowing and on the methods used in the human sciences, and in so doing become inquiring, knowledgeable and caring young people, as set forth in the IB learner profile.

The study of Turkey in the 20th century makes use of the social scientific methods of gaining knowledge described in the last paragraph. Political issues emerge and unfold in a variety of ways and contexts, and tend to concern matters about which people may care deeply. Consequently, a critical study of such issues requires students to examine and reason about the observable but also to investigate what lies behind political deliberations and decisions. What are the motivations of the various actors? On which assumptions do these actors base their beliefs, policies and behaviours? How do the power dynamics of a situation influence motivations, assumptions and outcomes?

Studying political issues in this analytical, in-depth and engaged way, students also come to consider the role, nature and origin of their own political beliefs and positions, and of knowledge claims about politics in their own cultures, in the cultures of others and around the world. In this way, students are encouraged to become more aware of themselves as thinkers, to appreciate the complexity of knowledge in the human

sphere and to recognize the need to act responsibly in an increasingly interconnected but unpredictable world.

Examples of questions related to TOK that Turkey in the 20th century students might consider include the following.

- How does knowledge in the human sciences differ from knowledge in other areas?
- How does knowledge in Turkey in the 20th century differ from knowledge in some other social science disciplines, such as economics and philosophy?
- How do the often deeply held nature of political beliefs and biases affect the acquisition of knowledge in Turkey in the 20th century?
- What is the role of the historian?
- What is the difference between bias and selection?
- To what extent does studying history help us to better understand ourselves in the present?
- Can we have political beliefs or knowledge that are independent of our cultures?
- Arguably, while some aspects of geography can be measured, others cannot. To what extent does knowledge need to be quantifiable?
- How do we decide between the opinions of experts when they disagree? Who are the experts in Turkey in the 20th century?
- Does globalization increase opportunities to share knowledge or does it diminish diversity?
- Is it ever justifiable to act without having good grounds or evidence for doing so?
- To what extent does our culture determine or shape what we believe or know?
- To what extent does power play a role in determining what is considered knowledge?
- To what extent can change be imposed rather than be chosen as an act of autonomous agency?

Turkey in the 20th century and CAS

An important characteristic of the Turkey in the 20th century course is that students examine complex issues in a contextual way. Many issues manifest themselves in students' local or otherwise significant communities as powerfully as at national and international levels. The ethos of the CAS programme is to engage students in experiential learning in a similarly contextual way.

Learning about significant issues in the Turkey in the 20th century course may give students new ideas for CAS experiences and CAS projects. As a result of the knowledge and understanding students develop about an issue and its potential solutions, they might be able to investigate, plan, act, reflect on and demonstrate CAS experiences in a richer way. Similarly, CAS experiences can ignite students' passion for addressing a particular issue in Turkey in the 20th century. This cross-pollination of ideas between CAS and Turkey in the 20th century may improve students' grasp of an issue and stimulate further CAS experiences.

While CAS activities can both be informed by academic subjects and inspire further learning in them, they must be distinct from activities undertaken in the Turkey in the 20th century course as part of Diploma Programme assessment requirements.

Turkey in the 20th century and the extended essay

While students are not permitted to do an extended essay in Turkey in the 20th century or any other school-based syllabus, they may choose to develop their ideas for research topics within the contexts of extended essays in mainstream Diploma Programme subjects, for example, geography, history or social and cultural anthropology.

Turkey in the 20th century and international-mindedness

... an education for international-mindedness; an education designed to break down the barriers of race, religion and class; an education that extolled the benefits of cultural diversity; above all else, an education for peace.

(Walker 2011: 19)

International-mindedness is an umbrella term through which the IB defines the goal of international education, and which is exemplified by the emphasis in all IB programmes on promoting global engagement, multilingualism and intercultural understanding.

The Turkey in the 20th century course is designed in to reinforce explicitly the emphasis on the development of international-mindedness. Throughout the course students are encouraged to appreciate multiple perspectives. In addition, students are required to study globalization and engage with Europe and the wider world.

Throughout the course, students have the opportunity to explore historical events that have played a key role in shaping their region and the wider world today, deepening their understanding of the complex and interconnected nature of past and present events. For example, students explore historical examples of many of the global challenges facing the world today, such as conflict, rights and governance. This helps to meet one of the central aims of the subject—to develop a deeper appreciation and sensitivity towards Turkish national culture and history through an understanding and respect for different cultures in Europe and the world.

Engaging with sensitive topics

Studying the Turkey in the 20th century course allows the opportunity for students to engage with exciting, stimulating and personally relevant topics and issues. However, it should be noted that often such topics and issues can be sensitive and personally or culturally challenging. Teachers should be aware of this and provide guidance to students on how to approach and engage with such topics in a responsible manner, providing due consideration to questions and issues that may arise. Teachers should also read carefully the ethical guidelines for the internal assessment tasks for further information.

Prior learning

The Turkey in the 20th century course requires no specific prior learning. No particular background in terms of specific subjects studied is expected or required. The skills needed are developed within the context of the course itself.

Links to the Middle Years Programme

The IB Middle Years Programme (MYP) individuals and societies subject group involves inquiry into historical, contemporary, geographical, political, social, economic, religious, technological and cultural contexts that influence and impact on the lives and environments of people and communities. The MYP individuals and societies subject group therefore provides a very useful foundation for students who go on to study the Diploma Programme school-based syllabus Turkey in the 20th century.

MYP individuals and societies is a concept-driven curriculum aimed at helping the learner construct meaning through improved critical thinking and the transfer of knowledge. At the top level are key concepts, which are broad, organizing, powerful ideas that have relevance within the subject but also transcend it, having relevance in other subject groups. These key concepts facilitate both disciplinary and interdisciplinary learning as well as making connections with other subjects.

Across the MYP there are 16 key concepts. Those highlighted in bold below link particularly to Turkey in the 20th century.

The key concepts across the MYP curriculum			
Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity	Logic
Perspective	Relationships	Systems	Time, place and space

Inquiry-based learning, central to the way in which students in the MYP study individuals and societies, is also the approach taken in Turkey in the 20th century—students develop their critical-thinking skills in the exploration of a wide range of contextualized historical, geographical and sociological contexts.

MYP students in individuals and societies are required to practise and develop their investigation skills, one of the MYP's four assessment objectives. This lays an important foundation for the internal assessment component of the Turkey in the 20th century course, where students are expected to undertake independent research.

Links to the IB Career-related Programme

In the IB Career-related Programme (CP), students study at least two Diploma Programme subjects, a core consisting of four components and a career-related study, which is determined by the local context and aligned with student needs. The CP has been designed to add value to the student's career-related studies. This provides the context for the choice of Diploma Programme courses. Courses can be chosen from any group of the Diploma Programme. It is also possible to study more than one course from the same group (eg visual arts and film).

The course Turkey in the 20th century encourages the development of strong communication skills, critical thinking and ethical approaches that will assist students in preparing for the future global workplace. This in turn fosters the IB learner profile attributes that are transferable to the entire CP, providing relevance and support for the student's learning.

For CP students, Diploma Programme courses can be studied at SL or HL. Schools can explore opportunities to integrate CP students with Diploma Programme students.

Aims

Individuals and societies aims

Individuals and societies subjects help young people develop a connection to our shared planet, exploring how to live sustainably and promoting the well-being of all people in our pursuit of a more peaceful world. The aims of all the individuals and societies subjects are to equip young people to:

1. explore and critically engage with multiple perspectives and ways of thinking
2. investigate and evaluate the interactions between individuals and societies
3. think and act as informed and principled individuals in societies
4. understand and value the variety and diversity of the human experience across time and place.

Turkey in the 20th century aims

The aims of Turkey in the 20th century are to enable students to:

1. understand the political, social and cultural structures of Turkey in the 20th century.
2. recognize the impact on Turkey of political, economic and cultural developments that occurred in Europe and the rest of the world in the 20th century.
3. apply understanding of Turkish history, geography and culture in order to reflect on personal and national identity in a global context.

Assessment objectives

Assessment objective 1: Knowledge and understanding

Demonstrate knowledge and understanding of:

- source materials
- relevant and accurate knowledge of Turkey in the 20th century
- Turkey in the 20th century concepts and contexts.

Assessment objective 2: Application and analysis

- Recognize concepts in source materials.
- Formulate clear and coherent arguments.
- Use relevant knowledge as evidence to support arguments.
- Analyse and interpret a variety of source materials.

Assessment objective 3: Synthesis and evaluation

- Evaluate source materials as evidence.
- Integrate evidence and analysis to produce an argument.
- Evaluate different perspectives on issues and events.
- Synthesize information from a selection of relevant source materials.

Assessment objective 4: Selection, use and application of appropriate skills

- Demonstrate use of methods and skills, appropriate to a specific investigation, to gather, present, analyse, interpret and reflect on data.
- Formulate a suitable, focused question to guide an investigation.

Assessment objectives in practice

Assessment objective (AO)	Paper 1	Paper 2	Internal assessment
Knowledge and understanding (AO1)	√	√	√
Application and analysis (AO2)	√	√	√
Synthesis and evaluation (AO3)	√	√	√
Selection, use and application of appropriate skills (AO4)			√

Command terms are classified according to the assessment objectives of:

- AO1 Knowledge and understanding
- AO2 Application and analysis
- AO3 Synthesis and evaluation
- AO4 Selection, use and application of appropriate skills.

Although command terms are not used explicitly in the syllabus, students must be familiar with them to understand the depth of treatment required in examination questions. The allocation of marks in examination question markbands also reflects this classification of the assessment objectives.

There is a progression in the demands made from AO1 to AO3, while AO4 terms are specific to particular skills and examination questions. Definitions of these command terms are listed in the "Appendices" section. The command terms within each classification are listed in alphabetical order in the following table.

Objective	Key command term	Depth
AO1 Knowledge and understanding	• Classify • Define • Describe • Determine • Estimate • Identify • Outline • State	These terms require students to demonstrate knowledge and understanding.
AO2 Application and analysis	• Analyse • Distinguish • Explain • Suggest	These terms require students to use and analyse knowledge and understanding.
AO3 Synthesis and evaluation	• Compare • Compare and contrast • Contrast • Discuss • Evaluate	These terms require students to make a judgment based on evidence, and when relevant construct an argument.

Objective	Key command term	Depth
	- Examine - Justify - To what extent?	
AO4 Selection, use and application of appropriate skills	- Annotate - Construct - Draw - Label	These terms require students to demonstrate the selection and application of skills.

Key concepts of Turkey in the 20th century

The Diploma Programme Turkey in the 20th century course is underpinned by seven concepts: causation, change, culture, identity, perspectives, places and power. These concepts help to connect the multidisciplinary lenses of history, geography and sociology. These concepts help students to think critically about issues, identify and solve problems, make decisions and evaluate materials. The concepts are extremely useful to teachers as a tool for helping to craft creative lessons and activities that avoid passive content delivery, and the concepts provide opportunities for students to build on their prior knowledge and think deeply about issues and events.

Causation	Effective thinkers recognize that many claims made about the past seek to explain and understand more thoroughly how a certain set of circumstances originated. Deep understanding is demonstrated where students recognize that most events are caused by an interplay of diverse and multiple causes that require students to make evidence-based judgments about which causes were more important or significant, or which causes were within the scope of individuals to direct and which were not.
Change	The study of Turkey in the 20th century involves investigation of the extent to which people and events bring about change. Discussion of the concept of change can encourage sophisticated discussions such as encouraging students to think about, and look for, change where some claim none exists, or using evidence to challenge orthodox theories and assumptions about people and events that it is claimed led to significant change. Students' questions and judgments about historical change should be based on deep understanding of content and on comparison of the situation before and after the events under examination.
Culture	Culture refers to organized systems of symbols, ideas, explanations, beliefs and material production that humans create and manipulate in the course of their daily lives. Culture includes the customs by which humans organize their physical world and maintain their social structure. More recent approaches to culture recognize that cultures are not static, homogenous or bounded but dynamic and fluid. Culture refers to the shared social construction of meanings, but simultaneously culture is often also a site of contested meanings. These recent formulations of the concept recognize that culture may be the subject of disagreement and conflict within and among societies, and this disagreement may include the definition of culture itself.
Identity	Identity can refer either to the individual's private and personal view of the self or the view of an individual in the eyes of the social group. Identity also refers to group identity, which may take the form of religious identity, ethnic identity or national identity.
Perspectives	IB students should be aware of how history and other disciplines are sometimes used or abused to retell and promote a grand narrative, a narrowly focused national view that ignores other perspectives, or to elevate a single perspective to a position of predominance. Students are encouraged to challenge and critique multiple perspectives and to compare them and corroborate them with evidence. Students may also investigate and compare how people, including specific groups such as minorities or women, may have experienced events differently in the past. In this way, there are particularly strong links between exploring multiple perspectives and the development of international-mindedness.
Places	Places can be identified at a variety of scales, from local territories or locations to the national or state level. Places can be compared according to their cultural or physical diversity or according to disparities in wealth or resource endowment. The characteristics of

	a place may be real or perceived, and spatial interactions between places can be considered.
Power	Power is an essential part of social relations and can be considered as a person's or group's capacity to influence, manipulate or control others and resources. In its broadest sense, power can be understood as involving distinctions and inequalities between members of a social group. Some approaches to power focus on structural power or the capacity of power to produce subjectivities. Understanding the dynamics of power plays a prominent role in understanding Turkey in the 20th century.

Syllabus outline

Syllabus component	Teaching hours
	SL
External assessment Topic 1—Turkey at the dawn of the 20th century Topic 2—The Republic of Turkey: Change and transformation (1923–1945) Topic 3—Global changes between the two world wars and the effects on Turkey (1918–1939) Topic 4—The Second World War and Turkey (1939–1945) Topic 5—Reconstruction, democracy, developments in the region and Turkey (1945–1991) Topic 6—The globalizing world and Turkey's dialogues with the world and Europe (1991–2000)	130
Internal assessment Investigative project	20
Total teaching hours	150

The recommended teaching time is 240 hours to complete HL courses and 150 hours to complete SL courses as stated in the document *General regulations: Diploma Programme* (p6 article 8.2).

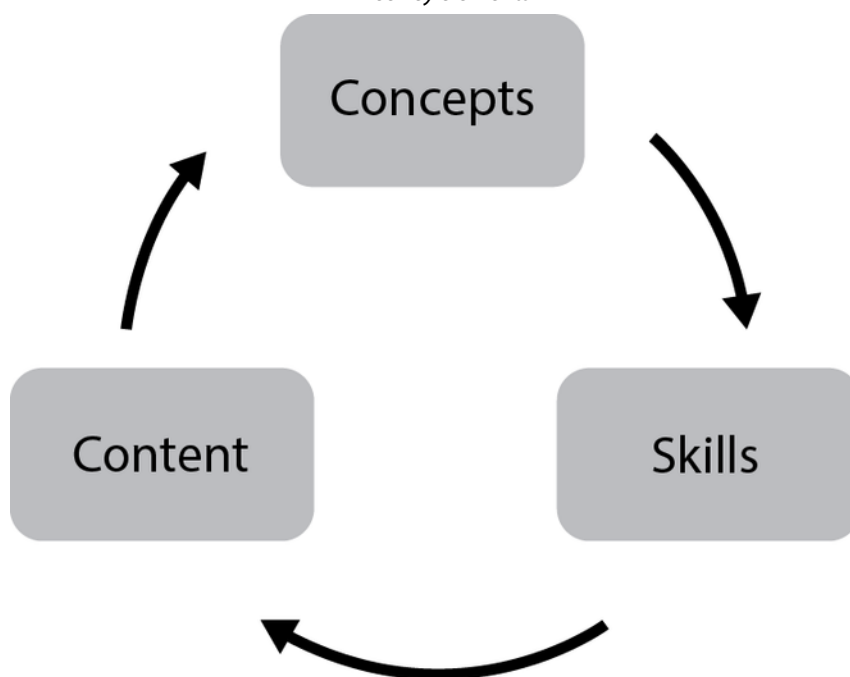
Approaches to teaching and approaches to learning in DP Turkey in the 20th century

Approaches to teaching and learning in the Diploma Programme refer to deliberate strategies, skills and attitudes that permeate the teaching and learning environment. These approaches and tools are intrinsically linked with the learner profile attributes, enhance student learning and assist student preparation for the Diploma Programme assessment and beyond.

The five approaches to learning (developing thinking skills, social skills, communication skills, self-management skills and research skills) along with the six approaches to teaching (teaching that is inquiry-based, conceptually focused, contextualized, collaborative, differentiated, and informed by assessment) encompass the key values and principles that underpin IB pedagogy. More advice and support on these approaches to teaching and learning can be found in the “Approaches to teaching and learning” section of the programme resource centre.

The Diploma Programme Turkey in the 20th century course is based on three key elements: concepts, skills and content. These three elements are seen as being inextricably linked (figure 2).

Figure 2
Three key elements



“Three-dimensional” models, such as this, “value a solid base of critical factual knowledge across the disciplines, but they raise the bar for curriculum and instruction by shifting the design focus to the conceptual level of understanding” (Erickson 2012).

Concepts	Concepts are big powerful ideas that have relevance both within and across subject areas. Concepts help to move students from knowledge to understanding as “knowledge is integrated with existing schemas and cognitive frameworks” (Anderson and Krathwohl 2001). Concepts also help to provide bridges between old knowledge and new knowledge, and facilitate transfer of knowledge across subject areas/contexts. Understanding the “big ideas”
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	behind a topic can also help students get to the heart of why they are learning a particular topic. (See, for example, Perkins 2010.)
Content	Content also plays a crucial role in the Diploma Programme Turkey in the 20th century course, as there needs to be a solid base of factual knowledge to underpin the development of conceptual understanding. Specific examples and case studies also help to ground abstract concepts, allowing students to see a concept represented in a particular context.
Skills	Throughout the Diploma Programme Turkey in the 20th century course, students should be encouraged to develop their understanding of the methodology and practice of the different disciplines addressed in the course. Teaching specific skills enriches the student's understanding of the subject and encourages the student to apply them to future study. It is essential that these skills are covered throughout the syllabus, are introduced appropriately, depending on the context, and are not treated in isolation.

Syllabus content

The following table details the content that must be studied for each topic.

One topic from topics 1 to 5 is assessed on paper 1, which is a source-based examination paper (see the “External assessment” section for more details). It is therefore important that the content for the chosen prescribed subject be explored using a range of primary sources and secondary works, so that students develop the skills required for this component. Topics 1–6 (excluding the topic examined in paper 1) are examined in paper 2.

Topic	History	Geography	Sociology
Topic 1 Turkey at the dawn of the 20th century <i>Guiding question :</i> To what extent was Turkish society, culture and economy at the dawn of the 20th century a product of historical events and industrialization?	Key concepts: causation, change, culture, perspectives, places, power		
	Developments in Europe and the Ottoman Empire from 1871 to 1914 • Edict of Gulhane 1839 • Ottoman Reform Edict of 1856 • Blocs • The Ottoman Empire from First Constitutional • Monarchy to the First World War	The Industrial Revolution • From feudal production to the Age of Discovery and the Industrial Revolution • The Industrial Revolution • The preconditions for the Industrial Revolution • The demographic and economic consequences of the Industrial Revolution • Economic developments between 1838 and 1923 ◦ Foreign trade agreements ◦ Foreign debt ◦ Foreign investments ◦ Economic heritage from the Ottoman Empire • War economy policies ◦ Precautions ◦ Practices • The demographic and economic effects of the First World War	Developing a sociological perspective The birth of sociology • Auguste Comte • Emile Durkheim • Karl Marx • Max Weber The transition process from a classless society to a class-based society • Transition from hunter gatherers to settled life • Capitalism • Criticisms of capitalism ◦ Socialism ◦ Communism ◦ Anarchism The social effects of the Industrial Revolution • The Industrial Revolution and social stratification ◦ Open stratification systems ◦ Social mobility ◦ The development of concepts such as the individual, citizenship and rights
	First World War foreign trade agreements • Causes of the war • The emergence and spread of war • The engagement of the Ottoman Empire in the war and the Fronts it fought in		
	Developments on the Eastern and Western Fronts in Europe • The Bolshevik Revolution of 1917 and the withdrawal of Russia from the war • Changes in military technology and its effects on war		

Topic	History	Geography	Sociology
	- US entry into the war - The military and economic collapse of Germany - End of the war - The consequences and features of the war Post-war treaties - Paris Peace Conference - Treaty of Versailles - Mondros Armistice and the situation of the Ottoman Empire		- Labour movements - The Paris Commune - The Chartist Movement - The Industrial Revolution and women's rights - The influence of the Industrial Revolution on art
Topic 2 The Republic of Turkey: Change and transformation (1923–1945) Guiding question: To what extent did change during the Atatürk era help shape contemporary understandings of Turkish society, culture and identity?	Key concepts: change, culture, identity, power		
	Developments in the Republic of Turkey's foundation process - War of Independence organization/ preparation period - The Treaty of Sevres - Fronts of the War of Independence and the Mudanya Armistice - The Lausanne Peace Treaty 1923–1938 Atatürk's era - Political developments - Revolutions - Political - Social - Economic - Cultural and educational	Economic policies between 1923 and 1929 - Izmir Economic Congress - Economic clauses of the Lausanne Treaty - Revolutions in the economy - Agriculture - Industry - Trade - Mining - Transportation - Banking - Forming the entrepreneur class - Efforts of nationalization in the economy - The demographic structure of Turkey between 1927 and 1945	Cultural and social change - Material and non-material culture - Cultural delay - Cultural degeneration - Assimilation - Forced cultural assimilation - Acculturation - Culture shock - The social structure transferred from the Ottomans to the Republic of Turkey - Changing social structure in the Tanzimat and in the Second Constitutional era - The social structure in the years of the First World War and the Turkish War of Independence - The societal impacts of the revolutions

Topic	History	Geography	Sociology
			◦ Innovations in education ◦ Innovations in the field of law ◦ The women and children of the Republic • Efforts of institutionalizations ◦ Turkish Language Association ◦ Turkish Historical Society ◦ Community centres ◦ University reforms ◦ The press and the radio
Topic 3 Global changes between the two world wars and the effects on Turkey (1918–1939) Guiding question: To what extent did ideological perspectives and global historical events impact people's capacity to have power in Turkey between the two world wars?	Key concepts: causation, change, identity, perspectives, places, power		
	Political developments in the world • The 1929 Great Depression • Totalitarian regimes ◦ Germany ◦ Italy ◦ USSR ◦ Spain ◦ Japanese militarism Developments in Turkey • The effects of the 1929 Great Depression on Turkey • Turkey's foreign policy in the interwar period ◦ The Mosul Question ◦ The population exchange	Economic developments • The 1929 Great Depression • The Effects of the 1929 Great Depression on Turkey • The economy of Turkey between 1929 and 1939 • The First Five-Year Industrial Plan ◦ Agriculture ◦ Trade ◦ Mining ◦ Transportation ◦ Banking • The Second Five-Year Industrial Plan • The economic causes of the Second World War ◦ USA ◦ England ◦ Germany ◦ France	Social developments • The social effects of the 1929 Great Depression 20th-century ideologies • Democracy and its weaknesses ◦ Totalitarian regimes ◦ Fascism ◦ Nazism ◦ Falangism • The social causes of the rise of totalitarian regimes • The role of women in totalitarian societies • The social impacts of totalitarian regimes in Turkey

Topic	History	Geography	Sociology
	- Turkey's entrance to the League of Nations - The Balkan Entente - The Montreux Convention - The Sa'dabad Pact - The Hatay Question	- Spain - Italy - Japan	
Topic 4 The Second World War and Turkey (1939–1945) Guiding question: To what extent did the external power struggles of the Second World War impact the economy and society of Turkey?	Key concepts: causation, change, culture, identity, places, power		
	The Second World War - Differences and similarities to the First World War - Causes (link to topic 3: totalitarian regimes) - The emergence, spread and Fronts of war - Developments in war technology - The outcomes of the war	The economic effects of the First World War on the Turkish economy - Demographic effects of war - National Protection Law - Subsistence - Assets tax - Soil crops tax - Land Redistribution Law	The effects of the Second World War on society - Reflections of war on: - literature - philosophy - art. - Social effects of the assets tax - Village institutes
	The Second World War and Turkey 1938–1945 The Inonu Period - Establishment of National Chief Administration - Turkey's policy of remaining outside the war 1939–1945 Turkey's strategies and practices within the country during the war		
Topic 5 Reconstruction, democracy, developments in the region and	Key concepts: change, culture, identity, places, power		
	The Cold War and its properties The developments between the East	Changes in Turkey and the developing world Demographic changes	Social and cultural facts during the reconstruction period

Topic	History	Geography	Sociology
Turkey (1945–1991) Guiding question: How did internal developments and global interactions during the Cold War period change Turkish society, culture and economy?	- and the West Blocs 1945–1960 • Developments in the Far East • Developments in Cyprus and the Middle East • Decolonization and the Non-aligned Movement • 1960–1990 Détente Period Political developments in Turkey between 1945 and 1991 • 1945–1960 The Multi-party System and the Democrat Party Period • Developments in the 1960–1970 period and the 1961 Constitution • Developments in the 1970 – 1991 period and the 1982 Constitution • Perestroika and Glasnost • End of the Cold War and collapse of the USSR	◦ The demographic change of the world between 1945 and 1990 ◦ The demographic structure of Turkey between 1945 and 1990 • Urbanization • Changes in the Turkish economy and economic development 1945–1960 period • Marshall Plan • Truman Doctrine • Bretton Woods • International Monetary Fund (IMF) • World Bank • General Agreement on Tariffs and Trade (GATT) 1960–1980 period • From European Economic Community (EEC) to European Union (EU) • The Green Revolution • Organization of the Petroleum Exporting Countries (OPEC) • Organization of Islamic Cooperation • Organization for Economic Co-operation and Development (OECD) • Oil crisis 1980–1990 period • Neoliberalism	• Democratization and its reflection in society • Migration from rural areas to urban areas and migrant workers to Germany • Technology and daily life • Arabesque culture • 1968 generation • Social outcomes of the 6–7 September 1955 events • Women's rights and feminism
Topic 6 The globalizing world and Turkey's dialogues with the world and Europe (1991–2000)	Key concepts: change, culture, identity, perspectives, places, power		
	EU's development process Turkey's EU membership process	Global world economy and its effects on Turkey • Human development indices in Turkey and the world	Globalization and the cultural dimensions • Cultural integration efforts and the outcomes

Topic	History	Geography	Sociology
Guiding question: How did globalization in the 1990s impact culture, identity and economy in Turkey?		• Centre–periphery effect • Geopolitics • Multinational companies • Capital • Labour–trade fluidity • The outcomes of globalization • Global inequality • North–South relations • New migration • World cities’ technological dimensions • Environment • Turkey’s new memberships of the global, regional and economic organizations • Customs Union	◦ Radicalism ◦ Secularism ◦ Orientalism • Global terror • Information technologies and information society • Media and popular culture • Issue of cultural identity

Assessment in the Diploma Programme

General

Assessment is an integral part of teaching and learning. The most important aims of assessment in the Diploma Programme are that it should support curricular goals and encourage appropriate student learning. Both external and internal assessments are used in the Diploma Programme. IB examiners mark work produced for external assessment, while work produced for internal assessment is marked by teachers and externally moderated by the IB.

There are two types of assessment identified by the IB.

- Formative assessment informs both teaching and learning. It is concerned with providing accurate and helpful feedback to students and teachers on the kind of learning taking place and the nature of students' strengths and weaknesses in order to help develop students' understanding and capabilities. Formative assessment can also help to improve teaching quality because it can provide information to monitor progress towards meeting the course aims and objectives.
- Summative assessment gives an overview of previous learning and is concerned with measuring student achievement.

The Diploma Programme primarily focuses on summative assessment designed to record student achievement at, or towards, the end of the course. However, many of the assessment instruments can also be used formatively during the course of teaching and learning, and teachers are encouraged to do this. A comprehensive assessment plan is viewed as being integral with teaching, learning and course organization. For further information, see the IB *Programme standards and practices* document.

The approach to assessment used by the IB is criterion-related, not norm-referenced. This approach to assessment judges students' work by their performance in relation to identified levels of attainment, and not in relation to the work of other students. For further information on assessment within the Diploma Programme, please refer to the publication *Diploma Programme assessment: Principles and practice*.

To support teachers in the planning, delivery and assessment of the Diploma Programme courses, a variety of resources can be found on the programme resource centre or purchased from the IB store (<http://store.ibo.org>). Additional publications, such as specimen papers and markschemes, teacher support materials, subject reports and grade descriptors, can also be found on the programme resource centre. Past examination papers as well as markschemes can be purchased from the IB store.

Methods of assessment

The IB uses several methods to assess work produced by students.

Assessment criteria

Assessment criteria are used when the assessment task is open-ended. Each criterion concentrates on a particular skill that students are expected to demonstrate. An assessment objective describes what students should be able to do, and assessment criteria describe how well they should be able to do it. Using assessment criteria allows discrimination between different answers and encourages a variety of responses. Each criterion comprises a set of hierarchically ordered level descriptors. Each level descriptor is worth one or more marks. Each criterion is applied independently using a best-fit model. The maximum marks for each criterion may differ according to the criterion's importance. The marks awarded for each criterion are added together to give the total mark for the piece of work.

Markbands

Markbands are a comprehensive statement of expected performance against which responses are judged. They represent a single holistic criterion divided into level descriptors. Each level descriptor corresponds to a range of marks to differentiate student performance. A best-fit approach is used to ascertain which particular mark to use from the possible range for each level descriptor.

Analytic markschemes

Analytic markschemes are prepared for those examination questions that expect a particular kind of response and/or a given final answer from students. Analytic markschemes give detailed instructions to examiners on how to break down the total mark for each question for different parts of the response.

Marking notes

For some assessment components marked using assessment criteria, marking notes are provided. Marking notes give guidance on how to apply assessment criteria to the particular requirements of a question.

Responsibilities of the school

The school is required to ensure that equal access arrangements and reasonable adjustments are provided to candidates with learning support requirements that are in line with the IB documents [Access and inclusion policy](#) and [Learning diversity and inclusion in IB programmes: Removing barriers to learning](#).

Acknowledging the ideas or work of another person

Coordinators and teachers are reminded that candidates must acknowledge all sources used in work submitted for assessment. The following is intended as a clarification of this requirement.

Diploma Programme candidates submit work for assessment in a variety of media that may include audio-visual material, text, graphs, images and data published in print or electronic sources. If a candidate uses the work or ideas of another person, the candidate must acknowledge the source using a standard style of referencing in a consistent manner. A candidate's failure to acknowledge a source will be investigated by the IB as a potential breach of regulations that may result in a penalty imposed by the IB final award committee.

The IB does not prescribe which style(s) of referencing or in-text citation should be used by candidates; this is left to the discretion of appropriate faculty or staff in the candidate's school. The wide range of subjects, three response languages and the diversity of referencing styles make it impractical and restrictive to insist on particular styles. In practice, certain styles may prove most commonly used, but schools are free to choose a style that is appropriate for the subject concerned and the language in which candidates' work is written. Regardless of the reference style adopted by the school for a given subject, it is expected that the minimum information given includes: name of author, date of publication, title of source, and page numbers as applicable.

Candidates are expected to use a standard style and use it consistently so that credit is given to all sources used, including sources that have been paraphrased or summarized. When writing text, a candidate must clearly distinguish between their words and those of others by the use of quotation marks (or another method, such as indentation) followed by an appropriate citation that denotes an entry in the bibliography. If an electronic source is cited, the date of access must be indicated. Candidates are not expected to show faultless expertise in referencing but are expected to demonstrate that all sources have been acknowledged. Candidates must be advised that audio-visual material, text, graphs, images and data published in print or in electronic sources that is not their own must also attribute the source. Again, an appropriate style of referencing or citation must be used.

Inclusive assessment arrangements

Inclusive assessment arrangements are available for candidates with assessment access requirements. These arrangements enable candidates with diverse needs to access the examinations and demonstrate their knowledge and understanding of the constructs being assessed.

The IB document [Access and inclusion policy](#) provides details on all the inclusive assessment arrangements available to candidates with learning support requirements. The IB document *Learning diversity and inclusion in IB programmes: Removing barriers to learning* outlines the position of the IB with regard to candidates with diverse learning needs in the IB programmes. For candidates affected by adverse circumstances, the IB documents *General regulations: Diploma Programme* and the [Diploma Programme Assessment procedures](#) provide details on access consideration.

Assessment outline

First assessment 2022

Assessment component	Weighting
External assessment (2 hours 30 minutes) Paper 1 (1 hour) Four structured questions based on one topic of the syllabus (except topic 6). The topic changes from year to year. (24 marks)	75% 30%
Paper 2 (1 hour 30 minutes) Essay questions based on five syllabus topics. Candidates answer two questions. (30 marks)	45%
Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Investigative project (25 marks)	25%

External assessment

The following method(s) are used to assess students.

- Detailed markschemes specific to each examination paper
- Markbands
- Assessment criteria

The markbands are in the “Paper 1” and “Paper 2” sections.

For paper 1, there is a paper-specific markscheme.

For paper 2, there is a paper-specific markscheme and markbands.

The markbands are related to the assessment objectives established for the Turkey in the 20th century course and the individuals and societies grade descriptors. The markschemes are specific to each examination.

External assessment details

Paper 1

Duration: 1 hour

Weighting: 30%

Assessment objectives: AO1, AO2, AO3

Paper 1 is a source-based examination paper. One topic from five of the six topics is examined every year (topic 6 is excluded). A different topic is examined each year and the same topic will not be used for consecutive years. The topic to be examined is not revealed to schools.

Four sources are provided.

Students answer four questions, with reference to the sources and their own knowledge.

First question, part A (AO1)	This question will ask students to demonstrate an understanding of one of the sources.	3 marks
First question, part B (AO1)	This question will ask students to demonstrate an understanding of one of the sources.	2 marks
Second question (AO2)	This question will ask students to analyse one of the sources. In their analysis, students should refer to the purpose and content of the specified source.	4 marks
Third question (AO3)	This question will ask students to compare and contrast what two of the sources reveal.	6 marks
Fourth question (AO3)	This will be an evaluative question that asks students to draw on the sources and their own knowledge in their evaluation.	9 marks

The maximum mark for this paper is 24. The paper is marked using a paper-specific markscheme, except for the fourth question, which is marked using the generic markbands below in addition to the markscheme.

External markbands—paper 1 (fourth question)

Marks	Level descriptor
0	The response does not reach a standard described by the descriptors below.
1–3	The response lacks focus on the question. References to the sources are made, but at this level these references are likely to consist of descriptions of the content of the sources rather than the sources being used as evidence to support the analysis. No own knowledge is demonstrated or, where it is demonstrated, it is inaccurate or irrelevant.
4–6	The response is generally focused on the question. References are made to the sources, and these references are used as evidence to support the analysis. Where own knowledge is demonstrated, this lacks relevance or accuracy. There is little or no attempt to synthesize own knowledge and source material.
7–9	The response is focused on the question. Clear references are made to the sources, and these references are used effectively as evidence to support the analysis. Accurate and relevant own knowledge is demonstrated. There is effective synthesis of own knowledge and source material.

Paper 2**Duration: 1 hour 30 minutes****Weighting: 45%**

Assessment objectives: AO1, AO2, AO3

Paper 2 is an essay paper based on five of the six prescribed topics of the syllabus, including topic 6 but excluding the topic examined in paper 1. Students answer two essay questions on two different topics.

The maximum mark for this paper is 30. The paper is marked using generic markbands and a paper-specific markscheme. The markbands below (1–15) are applied to each essay to make a total mark of 30.

External markbands—paper 2

Marks	Level descriptor
0	Answers do not reach a standard described by the descriptors below.
1–3	There is little understanding of the demands of the question. The response is poorly structured or, where there is a recognizable essay structure, there is minimal focus on the task. Little knowledge of the topic is present. The student identifies examples to discuss, but these examples are factually incorrect, irrelevant or vague. The response contains little or no critical analysis. The response may consist mostly of generalizations and poorly substantiated assertions.
4–6	The response indicates some understanding of the demands of the question. While there may be an attempt to follow a structured approach, the response lacks clarity and coherence. Knowledge of the topic is demonstrated but lacks accuracy and relevance. There is a superficial understanding of context. The student identifies specific examples to discuss, but these examples are vague or lack relevance.

Marks	Level descriptor
	There is some limited analysis, but the response is primarily narrative or descriptive in nature rather than analytical.
7–9	The response indicates an understanding of the demands of the question, but these demands are only partially addressed. There is an attempt to follow a structured approach. Knowledge of the topic is mostly accurate and relevant. Events are generally placed in their context. The examples that the student chooses to discuss are appropriate and relevant. The response makes links and/or comparisons (as appropriate to the question). The response moves beyond description to include some analysis or critical commentary, but this is not sustained.
10–12	The demands of the question are understood and addressed. Responses are generally well structured and organized, although there is some repetition or lack of clarity in places. Knowledge of the topic is mostly accurate and relevant. Events are placed in their context and there is some understanding of concepts. The examples that the student chooses to discuss are appropriate and relevant and are used to support the analysis or evaluation. The response makes effective links and/or comparisons (as appropriate to the question). The response contains critical analysis, which is mainly clear and coherent. There is some awareness and evaluation of different perspectives. Most of the main points are substantiated and the response argues to a consistent conclusion.
13–15	Responses are clearly focused, showing a high degree of awareness of the demands and implications of the question. Responses are well structured and effectively organized. Knowledge of the topic is accurate and relevant. Events are placed in their context and there is a clear understanding of historical concepts. The examples that the student chooses to discuss are appropriate and relevant and are used effectively to support the analysis or evaluation. The response makes effective links and/or comparisons (as appropriate to the question). The response contains clear and coherent critical analysis. There is evaluation of different perspectives, and this evaluation is integrated effectively into the answer. All, or nearly all, of the main points are substantiated, and the response argues to a consistent conclusion.

Internal assessment

Purpose of internal assessment

Internal assessment is an integral part of the course and is compulsory. It enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests without the time limitations and other constraints that are associated with written examinations. The internal assessment should, as far as possible, be woven into normal classroom teaching and not be a separate activity conducted after a course has been taught.

Time allocation

Internal assessment is an integral part of the Turkey in the 20th century course, contributing 25 percent to the final assessment in the course. This weighting should be reflected in the time that is allocated to teaching the knowledge, skills and understanding required to undertake the work, as well as the total time allocated to carry out the work.

It is recommended that a total of approximately 20 hours of teaching time should be allocated to the work. This should include:

- time for the teacher to explain to students the requirements of the internal assessment
- class time for students to work on the internal assessment component and ask questions
- time for consultation between the teacher and each student
- time to review and monitor progress, and to check authenticity.

Guidance and authenticity

The investigative project submitted for internal assessment must be the student's own work. However, it is not the intention that students should decide upon a title or topic and be left to work on the internal assessment component without any further support from the teacher. The teacher should play an important role during both the planning stage and the period when the student is working on the internally assessed work. It is the responsibility of the teacher to ensure that students are familiar with:

- the requirements of the type of work to be internally assessed
- the assessment criteria; students must understand that the work submitted for assessment must address these criteria effectively.

Teachers and students must discuss the internally assessed work. Students should be encouraged to initiate discussions with the teacher to obtain advice and information, and students must not be penalized for seeking guidance. As part of the learning process, teachers should read and give advice to students on one draft of the work. The teacher should provide oral or written advice on how the work could be improved but not edit the draft. The next version handed to the teacher must be the final version for submission.

It is the responsibility of teachers to ensure that all students understand the basic meaning and significance of concepts that relate to academic honesty, especially authenticity and intellectual property. Teachers must ensure that all student work for assessment is prepared according to the requirements and must explain clearly to students that the internally assessed work must be entirely their own. Where collaboration between students is permitted, it must be clear to all students what the difference is between collaboration and collusion.

All work submitted to the IB for moderation or assessment must be authenticated by a teacher, and must not include any known instances of suspected or confirmed academic misconduct. Each student must

confirm that the work is his or her authentic work and constitutes the final version of that work. Once a student has officially submitted the final version of the work, it cannot be retracted. The requirement to confirm the authenticity of work applies to the work of all students, not just the sample work that will be submitted to the IB for the purpose of moderation. For further details, refer to the IB publications *Academic integrity, Diploma Programme: From principles into practice* and the relevant articles in *General regulations: Diploma Programme*.

Authenticity may be checked by discussion with the student on the content of the work, and scrutiny of one or more of the following.

- The student's initial proposal.
- The first draft of the written work.
- The references cited.
- The style of writing compared with work known to be that of the student.
- The analysis of the work by a web-based plagiarism detection service.

The same piece of work cannot be submitted to meet the requirements of both the internal assessment and the extended essay.

Using assessment criteria for internal assessment

For internal assessment, a number of assessment criteria have been identified. Each assessment criterion has level descriptors describing specific achievement levels, together with an appropriate range of marks. The level descriptors concentrate on positive achievement, although for the lower levels failure to achieve may be included in the description.

Teachers must judge the internally assessed work against the criteria using the level descriptors.

- For each criterion, the aim is to find the descriptor that conveys most accurately the level attained by the student, using the best-fit model. A best-fit approach means that compensation should be made when a piece of work matches different aspects of a criterion at different levels. The mark awarded should be one that most fairly reflects the balance of achievement against the criterion. It is not necessary for every single aspect of a level descriptor to be met for that mark to be awarded.
- When assessing a student's work, teachers should read the level descriptors for each criterion until they reach a descriptor that most appropriately describes the level of the work being assessed. If a piece of work seems to fall between two descriptors, both descriptors should be read again and the one that more appropriately describes the student's work should be chosen.
- Where there are two or more marks available within a level, teachers should award the upper marks if the student's work demonstrates the qualities described to a great extent; the work may be close to achieving marks in the level above. Teachers should award the lower marks if the student's work demonstrates the qualities described to a lesser extent; the work may be close to achieving marks in the level below.
- Only whole numbers should be recorded; partial marks (fractions and decimals) are not acceptable.
- Teachers should not think in terms of a pass or fail boundary but should concentrate on identifying the appropriate descriptor for each assessment criterion.
- The highest level descriptors do not imply faultless performance but should be achievable by a student. Teachers should not hesitate to use the extremes if they are appropriate descriptions of the work being assessed.
- A student who attains a high achievement level in relation to one criterion will not necessarily attain high achievement levels in relation to the other criteria. Similarly, a student who attains a low achievement level for one criterion will not necessarily attain low achievement levels for the other criteria. Teachers should not assume that the overall assessment of the students will produce any particular distribution of marks.
- It is recommended that the assessment criteria be made available to students.

Internal assessment details

Investigative project

Duration: 20 hours

Weighting: 25%

Word limit: maximum of 2,200

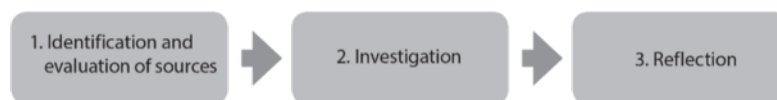
Maximum mark: 25

Assessment objectives: AO1, AO2, AO3, AO4

Students are required to complete an investigative project that explores a topic related to Turkey in the 20th century. The investigation could extend beyond the content of the syllabus, but the main focus of the project must remain within the study of Turkey in the 20th century. The investigation could include references to other countries. However, Turkey must remain the main focus of the investigative project.

This component is internally assessed by the teacher, using the assessment criteria in this guide, and externally moderated at the end of the course. Assessment objectives 1–4 are applicable to the investigative project. The investigative project is made of up three sections:

Figure 3
Investigative project



Students have a free choice of topic for their investigative project and are encouraged to use their own initiative.

Students should choose their topic with their teacher's guidance and approval. Teachers must approve the topic and question for investigation before work is started, ensuring that the chosen topic and the question formulated are linked to Turkey in the 20th century. It is crucial that there are sufficient sources to support the investigation, and that the investigation can be assessed by the criteria for internal assessment. Teachers must also make students aware of any relevant ethical considerations when undertaking their investigation, for example, the need to show sensitivity or to respect confidentiality.

The investigation is an opportunity for students to demonstrate the application of their skills and knowledge to a topic of their choice. The emphasis must be on a specific inquiry that enables the student to develop and apply the skills he or she has learned during the course by selecting and analysing a range of source material and considering diverse perspectives. To this end students are encouraged to draw on the skills, methods and understandings of at least two of the three disciplines of the Turkey in the 20th century course, ie history, geography and sociology. The activity demands that students search for, select, evaluate and use evidence to reach a relevant conclusion consistent with the evidence and arguments that have been put forward.

Section 1: Identification and evaluation of sources

This section requires students to evaluate in detail the sources that they will use in their investigation. In this section students must:

- clearly state, in the form of a question, what they have chosen to investigate
- include a brief explanation of the nature of the sources they have selected for detailed analysis, including an explanation of their relevance to the investigation

- analyse the sources in detail; with reference to their purpose and content.

A crucial element of this section of the internal assessment task is formulating an appropriate question to investigate. Students are encouraged to make their research question relevant to one of the seven key concepts of the Turkey in the 20th century course (causation, change, culture, identity, perspectives, places and power). These concepts can be a useful starting point in helping students to formulate a question.

The following are examples of possible topics for investigative projects.

- The role of theatre in the building of national identity in Turkey during the Republican Period
- Women's struggle for rights in modernized Turkey
- The contribution of village institutes to community development in Turkey during the 1940s
- The impact of westernization on Atatürk's reforms
- Cartoons as a reflection of political and social structure in Turkey from 1970 to 1980

Section 2: Investigation

This section of the internal assessment task consists of the actual investigation. The internal assessment task provides scope for a wide variety of different types of investigative project, for example:

- a topic or theme using a variety of written sources or a variety of written and non-written sources
- a topic based on fieldwork, for example, a museum, archaeological site, battlefields, historic buildings, places of social interaction, environmental sites
- a local study.

The investigation must be clearly and effectively organized. While there is no prescribed format for how this section must be structured, it should contain critical analysis that is focused clearly on the question being investigated, and should also include the conclusion that the student draws from his or her analysis.

In this section, students must use a range of evidence to support their argument.

Section 3: Reflection

This section of the internal assessment task requires students to reflect on how their investigation has highlighted for them the methods used by, and the challenges facing, the researcher.

Examples of discussion questions that may help to encourage reflection include the following.

- What methods did you use in your investigation?
- What did your investigation highlight for you about the limitations of those methods?
- How can the reliability of sources be evaluated?
- What is the difference between bias and selection?
- Who decides which events or issues are significant?
- What is the role of the researcher?
- Should value judgments be avoided?
- If it is difficult to establish proof, does that mean that all versions are equally acceptable?

Bibliography

A bibliography and clear referencing of all sources **must** be included with every investigation, but these are not included in the overall word count.

Word limit

The word limit for the investigative project is 2,200 words.

Below are suggested word allocations for each section of the investigative project. Please note that these word allocations are suggestions only.

Section	Suggested word allocation	Associated assessment criteria	Marks
1. Identification and evaluation of sources	500	A. Identification and evaluation of sources	6 marks
2. Investigation	1,300	B. Investigation	15 marks
3. Reflection	400	C. Reflection	4 marks
Bibliography	Not included in word count	Not included in word count	–
	Total (maximum word limit): 2,200 words		Total: 25 marks

Internal assessment criteria

The investigative project is assessed against three criteria.

- Criterion A: Identification and evaluation of sources (6 marks)
- Criterion B: Investigation (15 marks)
- Criterion C: Reflection (4 marks)

Students who complete an investigative project that focuses the investigation outside the component requirements, as outlined on pages 33 to 35, will not fulfil the higher levels of the assessment criteria for the component.

Criterion A: Identification and evaluation of sources (6 marks)

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	The question for an investigation related to Turkey in the 20th century has been clearly stated. The candidate has identified and made reference to sources, but the sources are of marginal relevance to the investigation. The response describes, but does not analyse or evaluate the sources.
3–4	An appropriate question for an investigation related to Turkey in the 20th century has been clearly stated. The student has identified and selected appropriate sources, and there is some explanation of the relevance of the sources to the investigation. There is some analysis and evaluation of the sources.
5–6	An appropriate question for an investigation related to Turkey in the 20th century has been clearly stated. The student has identified and selected appropriate and relevant sources and there is a clear, accurate, thorough explanation of the relevance of the sources to the investigation. There is detailed analysis and evaluation of the sources with reference to their purpose and content.

Note

If Turkey in the 20th century is not the main focus of the question for investigation as well as for the identification and evaluation of sources, a maximum mark of 2 will be awarded for criterion A.

Criterion B: Investigation (15 marks)

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–3	The investigation lacks clarity and coherence, and is poorly organized.

Marks	Level descriptor
	Where there is a recognizable structure, there is minimal focus on the task. The response contains little or no critical analysis. It may consist mostly of generalizations and poorly substantiated assertions. Reference is made to evidence from sources, but there is no analysis of that evidence.
4–6	There is an attempt to organize the investigation, but this is only partially successful, and the investigation lacks clarity and coherence. The investigation contains some limited critical analysis, but the response is primarily narrative or descriptive in nature, rather than analytical. Evidence from sources is included but is not integrated into the analysis or argument.
7–9	The investigation is generally clear and well organized, but there is some repetition or lack of clarity in places. The response moves beyond description to include some analysis or critical commentary, but this is not sustained. There is an attempt to integrate evidence from sources with the analysis or argument. There may be awareness of different perspectives related to Turkey in the 20th century, but these perspectives are not evaluated.
10–12	The investigation is generally clear and well organized, although there may be some repetition or lack of clarity in places. The investigation contains critical analysis, although this analysis may lack development or clarity. Evidence from a range of sources is used to support the argument. There is awareness and some evaluation of different perspectives related to Turkey in the 20th century. The investigation argues to a reasoned conclusion.
13–15	The investigation is clear, coherent and effectively organized. The investigation contains well-developed critical analysis that is focused clearly on the stated question. Evidence from a range of sources is used effectively to support the argument. There is evaluation of different perspectives related to Turkey in the 20th century. The investigation argues to a reasoned conclusion that is consistent with the evidence and arguments provided.

Note

If Turkey in the 20th century is not the main focus of the investigation, a maximum mark of 6 will be awarded for Criterion B.

Criterion C: Reflection (4 marks)

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	The reflection contains some discussion of what the investigation highlighted to the student about the methods used by researchers. The reflection demonstrates little awareness of the challenges facing researchers and/or the limitations of the methods used by researchers. The connection between the reflection and the rest of the investigation is implied but is not explicit.
3–4	The reflection is clearly focused on what the investigation highlighted to the student about the methods used by researchers.

Marks	Level descriptor
	The reflection demonstrates clear awareness of challenges facing researchers and/or limitations of the methods used by researchers. There is a clear and explicit connection between the reflection and the rest of the investigation.

Glossary of command terms

Command terms for Turkey in the 20th century

Students should be familiar with the following key terms and phrases used in examination questions, which are to be understood as described below. Although these terms will be used frequently in examination questions, other terms may be used to direct students to present an argument in a specific way.

Command term	Assessment objective level	Definition
Analyse	AO2	Break down in order to bring out the essential elements or structure.
Compare	AO3	Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout.
Compare and contrast	AO3	Give an account of similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.
Contrast	AO3	Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.
Discuss	AO3	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
Evaluate	AO3	Make an appraisal by weighing up the strengths and limitations.
Examine	AO3	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.
Explain	AO2	Give a detailed account including reasons or causes.
Suggest	AO2	Propose a solution, hypothesis or other possible answer.
To what extent	AO3	Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound argument.

Bibliography

This bibliography lists the principal works used to inform the writing of the curriculum. It is not an exhaustive list and does not include all the literature available: judicious selection was made to better advise and guide teachers. This bibliography is not a list of recommended textbooks.

Anderson, LW and Krathwohl, DR (eds). 2001. *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York, USA. Longman.

Erickson, HL. 2012. *Concept-based teaching and learning*. IB position paper. Cardiff, UK. International Baccalaureate Organization.

Perkins, D. 2010. *Making Learning Whole: How Seven Principles of Teaching Can Transform Education*. San Francisco, USA. Jossey-Bass.

Walker, GR. 2011. *The changing face of international education: Challenges for the IB*. Cardiff, UK. International Baccalaureate Organization.

Updates to the publication

This section outlines the updates made to this publication over the past two years. The changes are ordered from the most recent to the oldest updates. Minor spelling and typographical corrections are not listed.

Changes for November 2023

Assessment > External assessment

[“External assessment details”](#)

Correction of error in the previous version.

The word “all” has been removed from the assessment objective for the fourth question in paper 1. It now says, “This will be an evaluative question that asks students to draw on the sources and their own knowledge in their evaluation.”

This amendment aligns the assessment objective with the external markbands for paper 1 (fourth question).