

## Turkish A: Literature

### Overall grade boundaries

#### Higher level

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 16	17 - 31	32 - 43	44 - 56	57 - 69	70 - 81	82 - 100

#### Standard level

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 16	17 - 31	32 - 43	44 - 56	57 - 69	70 - 81	82 - 100

### Higher level internal assessment

#### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 5	6 - 10	11 - 13	14 - 17	18 - 21	22 - 25	26 - 30

### Recommendations for IB procedures, instructions and forms

Teachers should ensure all the required forms have been correctly completed and all procedures have been carefully followed.

It is important that candidates are aware of what is expected of them and of the IB procedures.

### The range and suitability of the work submitted

The range of the work submitted was suitable and of a good standard.

### Candidate performance against each criterion

Criterion A: Knowledge and understanding of the poem

The majority of candidates had good knowledge of and understood the poems they commented on, and were able to make connections with other works, where relevant.

#### Criterion B: Appreciation of the writer's choices

Some candidates were very successful in fulfilling the demands of this criterion.

#### Criterion C: Organization and presentation of the commentary

Most candidates were successful in organizing their commentaries in a suitable way and presenting them effectively.

#### Criterion D: Knowledge and understanding of the work used in the discussion

The majority of candidates knew and understood the work used in the discussion.

#### Criterion E: Response to the discussion questions

The majority of candidates responded well to the discussion questions.

#### Criterion F: Language

Most candidates used suitable language and register for literary commentary and discussion.

### Recommendations for the teaching of future candidates

- Candidates should be encouraged to analyze the poems they are given rather than talk about the life and times of the poet.
- Teachers should be well acquainted with the requirements of the internal assessment component, and candidates well acquainted with the criteria to enable them to discuss what is expected of them and to fulfil all the requirements of the assessment task.

### Further comments

Some teachers appeared to have prepared a series of discussion questions, which were not analytical in nature but merely asked for a repeat of information already given. Such discussion questions are not appropriate and do not fit the expected outcomes of this component.

## Standard level internal assessment

### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 4	5 - 8	9 - 12	13 - 16	17 - 19	20 - 23	24 - 30

### Recommendations for IB procedures, instructions and forms

IB procedures and instructions were carefully followed and teachers were careful to fill in the forms correctly.

### The range and suitability of the work submitted

The passages for commentary were suitable in content and length. The questions asked by the teachers were sometimes about the author or the genre rather than the text at hand.

### Candidate performance against each criterion

#### Criterion A: Knowledge and understanding of the extract

The majority of candidates had good knowledge and understanding of the extract. Some started their commentaries with long introductions about the author's importance or place in literary history, etc, which is not appropriate and eats into the time allowed for the commentary as a whole.

#### Criterion B: Appreciation of the writer's choices

Some candidates had difficulty in commenting on the choices made by the author in connection with the meaning of the text.

#### Criterion C: Organization and presentation

Some candidates had difficulty in structuring their commentaries. Sometimes the same idea was expressed repeatedly.

#### Criterion D: Language

The language was mostly acceptable although some candidates used inappropriate register.

### Recommendations for the teaching of future candidates

Candidates need to learn how to structure their commentaries and how to make an outline around an idea before they start talking.

Candidates must avoid summarizing the extract, rather, they must concentrate on its literary features and their effect on the reader.

## Further comments

It is important that teachers read and discuss the subject reports, and adopt, if necessary, the advice given.

Schools must inform candidates what is expected of them and acquaint them with the assessment criteria.

## Higher level and standard level written assignment

### Component grade boundaries

#### Higher level and standard level

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 6	7 - 9	10 - 12	13 - 15	16 - 18	19 - 20	21 - 25

### The range and suitability of the work submitted

It is apparent that the written assignment component was understood much better this year than last year. The majority of candidates performed well and they appeared to have read and understood their works. Most of them analyzed their chosen texts very well.

However some did seem to have difficulty in choosing a tightly focused topic, so that some assignments appeared more like commentaries rather than an essay on a literary aspect of one of the Part 1 works.

The majority of candidates demonstrated very good language, style and register. A few of them demonstrated very sophisticated language, although some candidates' written language was poor. The candidates' performance in criterion C is improving, demonstrating the development of literary skills.

Some of the assignments demonstrated a high degree of understanding of the requirements of this assessment task. Although some topics were creative and showed deep understanding of the work, many were very similar to each other. It is strongly recommended that teachers encourage their candidates to develop *independent* critical writing and to stimulate their own thinking about an assignment topic.

Some choices of works for study did not give candidates the opportunity to explore different genres and cultures. It is recommended that more variety in terms of genre should be introduced so that different aspects of literature can be explored.

## Candidate performance against each criterion

### Criterion A: Fulfilling the requirements of the reflective statement

Some assignments as a whole were mere summaries of the work studied. Few of the reflective statements really reflected the candidate's development of the cultural and contextual understanding of the work studied. Some reflective statements exceeded the word limit which incurred penalties.

### Criterion B: Knowledge and understanding

The majority of the assignments submitted gave the impression that candidates understood the work studied. However, a tightly focused topic is essential to gain the highest marks in this criterion and many assignments covered the whole book rather than developing such a topic.

### Criterion C: Appreciation of the writer's choices

Candidates were much more successful this year in recognizing literary devices and analyzing them. However they should focus on *why* the writer chooses specific literary features and their effect on the reader.

### Criterion D: Organization and development

Most assignments were of appropriate length. Candidates should focus on their topics in order to develop their thoughts. In some assignments, quotations were a problem in that they did not support the candidate's ideas. The integration of quotations is a skill candidates should improve on. It is not appropriate to use the same quotations two or three times in the same assignment. In some assignments there were too long quotations which made it difficult to understand the candidates' thought.

### Criterion E. Language

Generally, performance in this criterion was good. However, in a few cases candidates used inappropriate register.

## Recommendations for the teaching of future candidates

Teachers should review the information contained in the *Language A: Literature guide* and in the *Teacher Support Material* (TSM).

- The four step process for this component should be carefully carried out.
- The works for study should come from a variety of genres and cultures.
- Encourage candidates to choose their own topic from carefully chosen prompts.

- Teach candidates how to use and integrate quotations, how to properly reference and how to write a bibliography.
- Check that the cover sheet is correctly completed and is signed. The reflective statement submitted must be the one on which the assignment is based and is the one recorded on the cover sheet.

## Higher level paper one

### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 2	3 - 5	6 - 8	9 - 11	12 - 13	14 - 16	17-20

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

Some candidates seemed to have difficulty in understanding the text and responses contained many superficial comments. A few candidates had difficulty understanding the narrator's role in the prose and a few of them mixed the mother of the narrator and the main character Suzan Hanım. Some candidates did not recognize the flashback so they had problems analyzing the text.

Those candidates who chose the poem tried to analyse every image in the poem but could not make links between them.

Other candidates had problems organizing their commentaries and did not develop their ideas during the course of their response.

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

Many candidates demonstrated their ability to write a commentary, which was able to be assessed against the four criteria. The extract and poem for commentary contained many literary features which gave candidates ample opportunity to analyse and appreciate how they achieved their effects. Some candidates performed well in criterion B.

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

The main strengths of candidates were in demonstrating their skills of analysis and their use of appropriate language and register.

The main weakness of candidates was summarising, rather than analysing the text, and poor language.

The majority of candidates seemed to have understood the main ideas of the prose passage and the poem and make appropriate comments. Some of them demonstrated a high degree of analysis of the extracts and the effects of the writer's choices. However, some had difficulty in organising their ideas in both the prose and the poem and some misunderstood the links between characters in the prose. A few candidates wrote a kind of essay based on prose.

Many candidates demonstrated good language skills and appropriate register.

## Recommendations and guidance for the teaching of future candidates

This year the commentaries were much more successful and it was pleasing to see an improvement in performance in this component.

Recommendations include:

- improve organization skills
- study in depth how the writer's choices have different effects on the reader
- encourage candidates to offer their own ideas
- study the differences between, and the skills required for, description, summarising and analysis
- share with candidates examples of good and weak commentaries.

## Standard level paper one

### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 3	4 - 7	8 - 9	10 - 12	13 - 15	16 - 18	19 - 20

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

There were certain areas where candidates had difficulty in this component. The first appeared to be the guiding questions. Some of the candidates had difficulty in using the guiding questions effectively. Some responses merely answered the two questions which affected their papers negatively by means of their planning and presentation of the subject matter. For these candidates, the guiding questions seem to have acted as a frame that they felt restricted to. This prevented them from making individual comments and handling the subject matter freely. For this reason their essays were not well-organized.

The second important factor was related to the poem. While some candidates had difficulty in understanding it, some examined it only by means of content rather than an analysis. Many candidates attempted to read and explain the poem without considering its literary features, e.g. imagery. A considerable number of candidates could not comment on the verbs used, such as (in translation) “climb up, climb down, pass by” and words such as “balcony, neighbor, stairs” in Yücel Kayıran’s poem. Either they did not think to comment on the different levels of meaning in order to analyse the poem, or they did not know that they were supposed to do so.

Other than imagery, the candidates failed to mention certain elements of poetry such as the rhyme scheme, rhythm and meter. Even if such aspects are not immediately obvious in the poem, they should have been mentioned.

Likewise, some candidates also had difficulties with the prose passage. However, the main problem with the prose was identifying the genre and style of the passage, according to the narrative techniques.

The final observation concerns what might be described as the “personal experience” of the candidates. Some candidates appeared not to be familiar with the concept of “poverty” which is handled in Yücel Kayıran’s poem and therefore they were less able to empathise with those aspects of the poem.

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

Many candidates were, however, able to benefit from the guiding questions in a way that supported their personal, independent comments. Those candidates managed to write well-developed essays by utilizing the guiding questions relevantly.

Even though candidates who selected the poetry had certain difficulties as listed above, some candidates were extremely successful in their analysis considering almost all of its important elements.

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

Responses to the selected passages revealed many of the candidates’ strengths and weaknesses, and differentiated them in terms of their analytical skills. The attributes of the extracts made the evaluation process easier as it enabled the assessment to distinguish



between those candidates who had the skills for literary analysis and those who did not. Since the language in each extract was clear, each candidate appeared to have read and understood them, but some candidates managed to get one or a few steps ahead, with their strong and effective comments. Specifically, those candidates who saw the connection between the narrative techniques and the genre were successful in their analysis of the prose, as were those who identified and analysed features such as imagery, rhythm and tone in the poem.

It was apparent that candidates were able to recognize and analyze the references regarding the concept of “nostalgia,” the emphasis given to “melancholia” and “yearning,” and the sense of “anxiety” in Ege Dündar’s work. Most candidates could even appreciate the “taste” the author gets from the chewing gum. Additionally, most candidates were familiar with the technology of the 90’s, especially the games and toys, and this showed itself through their comments. Thereby, the personal familiarity of the candidates towards the subject matter was a positive factor in the level of analysis.

There were some orthography and punctuation mistakes in most of the candidates’ papers. On the other hand, many candidates composed well organised responses.

## Recommendations and guidance for the teaching of future candidates

- Teachers should ensure that their candidates have plenty of practice in guided literary analysis, using past papers which would help them utilize the guiding questions more relevantly.
- The analysis of poetry should be given more prominence in classroom teaching.
- Further work is needed to eliminate orthography and punctuation mistakes, ambiguities and mistakes in sentence structure.

## Higher level paper two

### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 3	4 - 7	8 - 10	11 - 13	14 - 17	18 - 20	21 - 25

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

Several candidates wrote everything they had learned/memorized about the works regardless of what was asked in the question.

Many candidates had difficulty in identifying the writers' literary techniques and appreciating their use. Literary features and their roles in the text were usually neglected.

Many candidates found it difficult to structure their essay in general and their arguments around a central idea in particular.

Many candidates gave memorized information about the works and their authors and the periods the works were written in.

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

The majority of candidates demonstrated that they had read the works and many demonstrated that they understood the contents.

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

Many candidates had difficulty demonstrating independence of thought and stance for the literary appreciation of the works. Some responses were mere summaries of the works, or repeated memorized descriptions of works from secondary sources.

A good number of candidates had read the works and also additional resources.

## Recommendations and guidance for the teaching of future candidates

- Many candidates tended to repeat what appeared to be memorized class notes. They were unable to express their personal appreciation of literature, to think independently and critically about the works. They seemed to accept without scrutiny what they had read in the secondary sources or what they were told in the classroom.
- Candidates have to be trained to appreciate the *effects* of the technical devices and styles employed by the authors on the meaning of the works.
- Candidates should not be encouraged to memorize large sections of Part 3 works.
- They should also be discouraged from putting in quotes from the works when they do not fit the context of the question. Any references used should be well integrated and relevant to the point being made.

## Further comments

It is important that teachers read the annual subject report.

It was interesting to note that some candidates answered the same questions as a group using the same quotations and examples.

## Standard level paper two

### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 3	4 - 7	8 - 10	11 - 13	14 - 17	18 - 20	21 - 25

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

Often, candidates produced broad generalizations on the author's stylistic choices. Most candidates appeared to know well the texts they had studied, but there was too often a lack of detailed knowledge within the responses. Many candidates *summarised* their texts instead of analysing them.

Some candidates responded to only part of a question (discussing reliability of the narrator, for example, without addressing the effect on the reader's understanding of events.) Still other candidates seem determined to use a previously prepared response, or a more general discussion of textual features, and mould it into a proper answer through fleeting reference to terms in the question. The most common problem was a weak response to criterion C. Many candidates forgot about the appreciation of the literary conventions of the genre. Candidates still struggle to discuss *how* particular effects are created in a work or how ideas are presented.

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

Stronger candidates were, however, able to focus on the specific demands of the chosen question and respond to the main implications with relevant ideas. Many candidates performed well in criterion A. There was good knowledge and understanding of the part 3 works in relation to the question answered. While organization and development could always be more solid, poor performances in this respect were not common. Most candidates, however, selected two works and displayed adequate to good knowledge and understanding.

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

Strengths were shown within answers to questions related to Short Stories and Novel. Questions 5, 7 and 9 were most popular, question 9 being chosen by better candidates because it allowed them to present a detailed argument. There were a quite few good answers for this question. Stronger candidates made a good choice of works, were able to take into account the main implications and some subtleties of this question, and explored the ideas carefully. The Poetry and Drama sections tend to be chosen by very few candidates. The Prose section was not chosen at all.

## Recommendations and guidance for the teaching of future candidates

- Candidates need to identify similarities and differences between the texts in relation to the question and attention should be paid to the comparison between the works selected for analysis.
- The use of language should be precise with regard to the technical terminology employed; this will also help candidates to focus on the literary conventions of the genre.
- Teachers are encouraged to teach candidates the important literary devices so that they understand them and candidates need to develop better skills in the analysis of the effect of language and style.
- Candidates need to practise structuring an essay: introductions have to lead to the main body of the essay and conclusions are not a summary of the main body.
- Make clear to candidates that literary features and quotations should not simply be mentioned but need to be analysed with reference to the works, and their effect on the reader discussed.
- Candidates need to practise how to understand questions in their entirety with the help of past papers.
- Candidates and teachers alike need to be familiar with all IB guidelines.