



Mark Scheme (Results)

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Paper 1 marking principles for Section A

Mis-spelling is tolerated as long as it does not lead to ambiguity, for example drought mis-spelled as 'drowght' would be acceptable. However, if mis-spelled as 'draught' it would be unacceptable as this is a real word with a different meaning.

Learners are likely to write variants on the acceptable answers listed and these should be considered as acceptable if they convey the same intended meaning.

Translation is successful if an English speaker would understand the translation without having understood the text in its original language.

Section A mark scheme

| Question number | Turkish text | Correct answers | Acceptable answers | Reject | Mark |
|-----------------|--|---|--|----------------------|------|
| 1 | Birinci Dünya Savaşı'nın ardından | After the First World War | World War I | | (1) |
| | Türkiye Mondros'ta bir Ateşkes imzaladı | Turkey signed a Ceasefire agreement at Mondros | Armistice truce treaty Moudros | | (1) |
| | ancak gene de işgal edilmekten kurtulamadı. | but, it still could not escape occupation. | avoid being occupied /invaded from being occupied | | (1) |
| | Bu duruma direnen halkın önderi Mustafa Kemal, | Mustafa Kemal was the leader of the people's resistance | popular resistance | resistance of people | (1) |
| | mücadelenin sembolü de | and the Grand National Assembly of Turkey | Fight the symbol of the fight against it | | (1) |
| | Türkiye Büyük Millet Meclisi olmuştur. | became the symbol of the fight against it. | was the Turkish Grand National Assembly. Turkish Parliament | | (1) |

| | | | | |
|---|--|-------------------|---------------|------------|
| Meclis, 23 Nisan 1920 tarihinde açıldı. | The Assembly, was opened on 23 rd April 1920. | founded | | (1) |
| Burası Türk halkının başlattığı ulusal kurtuluş hareketinin | This was the place where the national liberation movement, started by the Turkish people, | | | (1) |
| yürütüldüğü yerdi. | was directed. | | | (1) |
| Anadolu'nun ve Rumeli'nin her tarafından seçilen milletvekillerinin | The confidence and self-sacrificing work of the deputies, elected from all over Anatolia and Rumeli, | | | (1) |
| halkla birlikte inanç ve fedakârlıkla yaptıkları çalışmalar zaferle sonuçlanmıştır. | together with the people, resulted in victory. | led to | by the people | (1) |
| Bütün bu kararlı çabaların başarıya ulaşması sayesinde | Owing to the success of all these determined efforts | Thanks to /Due to | | (1) |
| Mustafa Kemal'in önderliğinde | under the leadership of Mustafa Kemal | | | (1) |
| modern Türkiye Cumhuriyeti, | the modern Republic of Turkey was founded | proclaimed | | (1) |
| 29 Ekim 1923'te kuruldu. | on 29 th October 1923. | | | (1) |
| Böylece tüm dünyanın tanıdığı | With the new state, which was recognised worldwide, | | | (1) |

| | | | | | |
|--|---|--|--|--------------------------|------------|
| | | | By the whole world/ all the nations in the world | | |
| | yeni bir devlete sahip olan Türk halkı da | the Turkish people also gained | | | (1) |
| | ulusal egemenliğine kavuştu. | their national sovereignty. | right of self- determination | | (1) |
| | Yapılan devrimlerle, | Through reforms, | | Made with revolutions | (1) |
| | Türkiye, çağdaş dünyadaki hak ettiği saygın yerini aldı. | Turkey took its well-deserved, respectable place in the contemporary world. | modern civilised | | (1) |

Paper 1 marking principles for Section B

- For open response questions, the candidate does not have to write in full sentences. If appropriate, they may respond using single words or phrases.

Example of short phrases with two or more words:

- o Bölgenin jeolojik yapısı
- o Boya kalemleri.

- When responding to open response questions, candidates may use words from the reading extract but they must not copy whole sections where the question requires them to manipulate the language in order to render the response accurate to the question.

Example:

- | | |
|-------------------------------|--|
| Transcript: | <i>Ben sağlıklı kalmak için genellikle meyve ve sebze yerim.</i> |
| Question: | <i>Parçaya göre sağlıklı diyet neleri kapsar?</i> |
| Rewardable answer: | <i>Genellikle meyve ve sebze yemeyi.</i> |
| Non-rewardable answer: | <i>Ben sağlıklı kalmak için genellikle meyve ve sebze yerim.</i> |

Candidates who copy the whole sentence, as exemplified above as the *Non-rewardable answer*, **would not be awarded marks** without manipulating the verb in the sentence. This is because it does not render an accurate answer to the question. However as the exemplified *Rewardable answer* shows, candidates may still use words from the reading extract.

- There are no marks for quality of language in **Section B** so errors and omissions in spelling and grammar will be tolerated as long as the message is not ambiguous or does not interfere with communication.
- Consider only as many elements as there are marks, for example for a 1-mark answer, the candidate's first response is taken for assessment, even if this response is incorrect but the correct information follows as a further element. Where 2 marks are available, award the individual marks discretely but apply the order of elements rule.
- Written responses in the wrong language cannot be awarded a mark.

Guidance to examiners on understanding and applying the mark scheme

- Alternative ways of giving the same answer are indicated with a slash (/) in between the alternative responses, for example: *değişik okullara gitti/yeni ortamlara uyum sağladı.*
- Where appropriate, responses have been separated with 'AND' for compulsory answers and 'OR' for possible answers, for example:

- *heyecanlı olurlar (1)*

AND

- *birbirlerine yardım ederler (1)*

Use OR to show the various answers where there are more possibilities than available marks:

Any **one** of:

- *Destekliyor. (1)*

OR

- *insanların sağlığına zarar verecekse desteklemiyor. (1)*

- Any parts of an answer that are not essential are bracketed, for example:

○ *(Babasının işi dolayısıyla) değişik okullara gitti.*

- Candidates are likely to write variants on the acceptable answers listed and these should be considered as acceptable if they convey the correct answer.
- All possible answers have the correct amount of marks appropriate for the information required indicated in brackets.
- Suggested incorrect answers are indicated in the '**Reject**' column.

SECTION B mark scheme

| Question number | Answer | Mark |
|-----------------|---|------|
| 2(i) | A is incorrect because this is not the sense of the text B is correct C is incorrect because this is not the sense of the text D is incorrect because this is not the sense of the text | (1) |
| Question number | Answer | Mark |
| 2(ii) | A is incorrect because this is not the sense of the text B is incorrect because this is not the sense of the text C is incorrect because this is not the sense of the text D is correct | (1) |
| Question number | Answer | Mark |
| 2(iii) | A is incorrect because this is not the sense of the text B is incorrect because this is not the sense of the text C is correct C is incorrect because this is not the sense of the text | (1) |
| Question number | Answer | Mark |
| 2(iv) | A is incorrect because this is not the sense of the text B is correct C is incorrect because this is not the sense of the text C is incorrect because this is not the sense of the text | (1) |

| Question number | Answer | Mark |
|-----------------|--|------|
| 3 | Award one mark each for the below. Only four answers are required. One mark will be deducted for each additional answer. A is incorrect because this is not the sense of the text B is correct C is incorrect because this is not the sense of the text D is correct E is incorrect because this is not the sense of the text F is incorrect because this is not the sense of the text G is correct H is incorrect because this is not the sense of the text I is correct | (4) |

| Question number | Answer | Reject | Mark |
|-----------------|--|--------|------|
| 4(a) | Boşanmaların sayısı artıyor | | (1) |
| Question number | Answer | Reject | Mark |
| 4(b) | istatistikler AND boşananların/kişilerin hikâyeleri | | (2) |
| Question number | Answer | Reject | Mark |
| 4(c) | Sosyal politikalar geliştirmek için | | (1) |
| Question number | Answer | Reject | Mark |
| 4(d) | aileleri | | (1) |
| Question number | Answer | Reject | Mark |
| 4(e) | EITHER özgür seçimle OR görücü usulü dışında OR tanışarak Accept: yeterince birbirini tanımadan evlenenler | | (1) |

| Question number | Answer | Reject | Mark |
|-----------------|--|---|------|
| 5(a) | EITHER ilk defa bir otobüse binmesi OR Alışmadığı bir şeyde hızlı hızlı götürülmesi OR (ücreti ödeyecek) yeterli parasının olmaması | | (1) |
| Question number | Answer | Reject | Mark |
| 5(b) | yol parasının kalanını vermek | | (1) |
| Question number | Answer | Reject | Mark |
| 5(c) | İş imkânı /iş bulacak/Para kazanacak AND Ailesine yük olmayacak | | (2) |
| Question number | Answer | Reject | Mark |
| 5(d) | Any one of İzmir'e gideceği için. OR İzmir'e nasıl gidileceğini öğrenmek için. OR İzmir'e daha önce hiç gitmediğinden. Accept: akıl danışmak için | | (1) |
| Question number | Answer | Reject | Mark |
| 5(e) | iki üç gün | only iki gün OR üç gün | (1) |

SECTION C mark scheme (written research task)

There are three levels-based mark grids to be applied to this task. These are:

- knowledge and understanding of society and culture (AO4)
- understand and respond to written language in writing (AO2)
- accuracy and range of language (AO3)

The recommended word count for this task is 300 to 350 words, but the whole response must be marked regardless of length.

General guidance on using levels-based mark schemes

Step 1: Decide on a marking band

- First of all, you must consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level, you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme, you should use a 'best fit' approach for defining the level. You will then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 13-16 with a small amount of band 17-20 material, it would be placed in band 13-16 but be awarded a mark near the top of the band because of the band 17-20 content.

Step 2: Decide on a mark

- Once you have decided on a band you will need to decide on a mark within the band.
- You must decide on the mark to award based on the quality of the answer; you must award a mark towards the top or bottom of that band, depending on how the student has evidenced each of the descriptor bullet points.
- You must modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Mark grids

Knowledge and understanding of society and culture (AO4 – 20 marks)

- This mark grid assesses the content of the student's answer in relation to the knowledge and understanding of culture and society they have demonstrated, based on their research. It also assesses their ability to critically analyse by sustaining a line of argument and drawing conclusions about aspects of culture and society, based on the question related to the research subject.
- Students must base their response on **one** country only. Students who choose Themes 1, 3 or 4 must base their response on Turkey only. However if students choose Theme 2, they must base their response on either Turkey **or** Cyprus.
- If students refer to more than one country for Themes 1, 3 or 4, you must mark content based on X only.
- If students refer to more than one country for Theme 2, you must mark positively by awarding marks for content based on the country that will gain the highest mark.
- If students do refer to more than one country in their response, they are likely to disadvantage themselves as they will waste time writing content that will not gain them any marks.

Understand and respond to written language (AO2 – 10 marks)

- This grid assesses student's understanding of the unseen text by their ability to use relevant information from it to contribute to the ideas, arguments and conclusions presented on society and culture.

The two mark grids for AO4 and AO2 are presented side-by-side. This is because of the connection between the information that the student is producing based on knowledge and understanding of society and culture and the information that they are using from the unseen text to contribute to this.

Indicative content

- When deciding how to reward the answer for content, you should consult both of these mark grids as well as the indicative content associated with each question (see below). Indicative content contains points that students are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as students provide alternative responses that fulfil the requirements of the question. The indicative content shows that students are expected to place more emphasis on knowledge and understanding of society and culture (AO4) than on the text (understand and respond in writing to written language - AO2). This emphasis is reflected in the greater number of marks available for AO4 (20 marks) than for AO2 (10 marks).

- Students can demonstrate their knowledge and understanding of society and culture (research) by providing relevant ideas/information/references /examples related to aspects such as:
 - lifestyle/customs/events both current and historical
 - important figures both current and historical
 - public opinion, feelings, reactions and behaviour

This list is not exhaustive. Such aspects are illustrated in the indicative content below.

| Knowledge and understanding of society and culture (AO4) | | Understand and respond to written language (AO2) | |
|---|--|---|---|
| Marks | Description | Marks | Description |
| 0 | No rewardable material. | 0 | No rewardable material |
| 1-4 | <ul style="list-style-type: none"> • Limited, straightforward, predictable ideas expressed on culture and society; limited information/ examples/references from research to support ideas; limited focus on the research subject. • Limited evidence of critical analysis of culture and society; points of view have little justification; limited/ brief conclusions that are frequently contradictory; frequently relies on description rather than analysis. | 1-2 | <ul style="list-style-type: none"> • Limited use of relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture; information used is frequently contradictory/irrelevant. |
| 5-8 | <ul style="list-style-type: none"> • Occasionally relevant, straightforward ideas expressed about culture and society, mostly generalised, occasionally supported by information/ examples/references from research; some loss of focus on the research subject. • Occasional evidence of critical analysis of culture and society; points of view are given with occasional justification, arguments may be made but not developed, occasionally leading to straightforward conclusions that may include contradictions; some reliance on description rather than analysis. | 3-4 | <ul style="list-style-type: none"> • Occasionally uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture; sometimes information used is contradictory/irrelevant. |

| Knowledge and understanding of society and culture (AO4) | | Understand and respond to written language (AO2) | |
|---|---|---|---|
| Marks | Description | Marks | Description |
| 9-12 | <ul style="list-style-type: none"> • Relevant, straightforward ideas expressed about culture and society, sometimes supported by information/ examples/references from research; occasional loss of focus on the research subject. • Some critical analysis of culture and society is evident, with straightforward arguments and points of view which are sometimes developed and justified, sometimes drawing straightforward conclusions; occasionally relies on description rather than analysis. | 5-6 | <ul style="list-style-type: none"> • Sometimes uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture; occasionally information used is contradictory/irrelevant. |
| 13-16 | <ul style="list-style-type: none"> • Relevant, occasionally perceptive ideas expressed about culture and society, frequently supported by pertinent information/ examples/reference from research; focus predominantly maintained on the research subject. • Critical analysis of culture and society demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions. | 7-8 | <ul style="list-style-type: none"> • Mostly uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture. |
| 17-20 | <ul style="list-style-type: none"> • Relevant, perceptive ideas expressed about culture and society, consistently supported by pertinent information /examples/references from research; focused on the | 9-10 | <ul style="list-style-type: none"> • Consistently uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture. |

| | | | |
|--|---|--|--|
| | <p>research subject throughout.</p> <ul style="list-style-type: none"> • Critical analysis of culture and society demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions. | | |
|--|---|--|--|

Additional guidance

Perceptive: demonstrates an in-depth understanding by making connections between ideas and information; goes beyond the standard, predictable response; shows insight/originality.

Ideas include thoughts, feelings, impressions, opinions.

Straightforward *ideas, arguments, conclusions* are deemed to be those that give the standard, predictable response.

Accuracy and range of language mark grid (A03)

This mark grid assesses students' ability to use a range of grammatical structures and vocabulary accurately to produce articulate communication with a range of expression.

| Marks | Description |
|-------|--|
| 0 | No rewardable language |
| 1-2 | <ul style="list-style-type: none">Limited variation of straightforward grammatical structures and vocabulary, with much repetition; repetitive expression, writing is often restricted and stilted.Limited sequences of accurate language, resulting in lapses in coherence; errors occur that often prevent meaning being conveyed. |
| 3-4 | <ul style="list-style-type: none">Occasional variation in the use of mostly straightforward grammatical structures and vocabulary, infrequent use of complex language; expression is frequently repetitive, writing is sometimes stilted.Some accurate sequences of language, resulting in some coherent writing; errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed |
| 5-6 | <ul style="list-style-type: none">Some variation in the use of grammatical structures and vocabulary, some recurrent examples of complex language; variation of expression but this is not sustained; sections of articulate writing with occasionally stilted phrasing.Frequent sequences of accurate language, resulting in generally coherent writing; errors occur that occasionally hinder clarity of communication. |
| 7-8 | <ul style="list-style-type: none">Frequent variation in use of grammatical structures and vocabulary, including different types of complex language; regular variation of expression, writing is articulate throughout the majority of the response.Accurate language throughout most of the response, resulting in mostly coherent writing; errors occur that rarely hinder clarity of communication. |
| 9-10 | <ul style="list-style-type: none">Consistent variation in use of grammatical structures and vocabulary, consistent variation in use of complex language; conveys ideas in a variety of ways, consistently articulate writing.Accurate language throughout, resulting in consistently coherent writing; any errors do not hinder clarity of the communication |

Additional guidance

Complex language is considered to include the following:

- conceptually challenging tenses such as the past perfect (*çalışmıştı*), future perfect (*çalışmış olacak*), conditionals (*gelse, gelirse, gelseydi*)
- passive voice (*satılmak* and *çağırılmak*)
- subjunctive mood (*çalışalım/çalışsak/çalışmalıyız*)

- use of participles (... *söyleyen/söyleyecek olan/söylediği kişi*)
- using extended sentences to express abstract ideas/convey justified arguments that require a range of lexis and structures, for example conjunctions and pronouns
- using synonyms and a variety of expressions to say things in different ways (*bağışlamak/affetmek, başvuru/müracaat etmek* etc.).

Variation in use of grammatical structures/varied use of vocabulary: the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. You should judge in which mark band to place students and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become (see definition of *articulate* below).

Examples of a variety of grammatical structures and vocabulary are: a selection of different verbs, tenses, adjectives, vocabulary and complex language (see definition above) for a variety of purposes such as to present and justify points of view, develop arguments, draw conclusions based on understanding and evaluate issues.

Articulate: articulate communication is fluent, effective and coherent as students control/manipulate the language to express themselves with ease for a number of different purposes. The more articulate the writing, the easier and more quickly the reader can progress through the writing without having to re-read to understand the message. If students are restricted to what they can express, they may not be able to use languages for all purposes, for example to justify arguments. The writing will become more difficult to read quickly and with ease as the reader has to stop and re-read to understand the message.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example adjectival order (*büyük iki kediler, fakir dört insanlar*, etc.)
- infrequent errors that do not distract the reader from the content and which result incoherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective (*Eminim bu saatlerde eve gelmiş olmalı/Öğrencilerin başarısına ilgilenmek gerekir* etc.)
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message

- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

SECTION C indicative content

In their response, students are expected to demonstrate knowledge and understanding of society and culture through their ideas, arguments and conclusions, supported by information, references and examples from their research. Students must refer to information in the text that contributes to their ideas, arguments and conclusions thereby showing understanding of the text.

The indicative content shows that students are expected to place more emphasis on knowledge and understanding of society and culture (AO4) than about the text (understand and respond in writing to written language - AO2). This emphasis is reflected in the greater number of marks available for AO4 (20 marks) than for AO2 (10 marks). Students can demonstrate their knowledge and understanding of society and culture by providing relevant ideas/information/references /examples related to aspects such as:

- lifestyle/customs/events both current and historical
- important figures both current and historical
- public opinion, feelings, reactions and behaviour

This list is not exhaustive. Such aspects are illustrated in the indicative content below.

It is possible for an answer to be constructed without mentioning some or all of the points given below, as long as students provide alternative responses that fulfil the requirements of the question.

| Question number | Indicative content |
|-----------------|--|
| 6 | <p>Students may include:</p> <ul style="list-style-type: none"> • information from knowledge of culture and society (research) about the inclusion policies for students in rural areas in state schools (AO4); students may refer to the information given in the text about regulations and the purpose of bussed education. (AO2) • reference from knowledge of culture and society (research) to the advantages of state schools for underprivileged students, for example providing transportation to educate children from deprived areas (AO4); students may make reference to information in the text about the benefits of technical equipment to support students with physical handicaps. (AO2) |

| | |
|--|---|
| | <ul style="list-style-type: none"> • information from knowledge of culture and society (research) on new policies for increasing the number of special educational needs students in the school system and its benefits for their parents. (AO4) • reference from knowledge of culture and society (research) to rapid changes in the youth population in Turkey and its effects on the difficulties of accessing educational opportunities for both inner cities and rural areas. (AO4) • arguments and conclusions consistent with students' ideas/information/references/examples included within the response (AO4). |
|--|---|

| Question number | Indicative content |
|-----------------|--|
| 7 | <p>Students may include:</p> <ul style="list-style-type: none"> • information from knowledge of culture and society (research) on how the major traditional celebrations are enjoyed in families in Turkey/Northern Cyprus, for example visiting elders of the family and other relatives for celebrations (AO4); students may give different information or challenge the thesis statement about the celebration of religious and national festivals. (AO2) • reference from knowledge of culture and society (research) to the reasons why traditional lifestyles are not being seen as they used to be. For example, in modern Turkish society, people are mostly living in urban areas (AO4); students may make reference to information given in the text that Turkish young people enjoyed introducing new forms of activities as part of long-standing traditional celebrations. (AO2) • information from knowledge of culture and society (research) on traditional festivals that they have researched, for example the Feast of the Sacrifice and Ashura (AO4) • reference from knowledge of culture and society (research) on the importance of festivals in Turkey/Northern Cyprus in promoting cultural traditions, local dances and music (AO4) • arguments and conclusions consistent with students' Ideas/information/references/examples included within the response (AO4). |

| Question number | Indicative content |
|-----------------|---|
| 8 | <p>Students may include:</p> <ul style="list-style-type: none"> • information from knowledge of culture and society (research) on a location in Turkey where more eco-tourism is available. For example, farming holidays in central Anatolia (AO4); students may compare it to the information given in the text on how eco-tourists are enjoying participating in various eco-tourism activities such as agriculture and animal husbandry. (AO2) • reference from knowledge of culture and society (research) to the positive aspects of eco-tourism. For example, organic foods and meeting native people in many places in Anatolia (AO4); students may make reference to the facts mentioned in the text that eco-tourism is one of the booming opportunities for local people. (AO2) • information from knowledge of culture and society (research) on the sorts of investment that help expand and challenges of nature tourism in Turkey. (AO4) • reference from knowledge of culture and society (research) on how the environment would benefit from this. (AO4) • arguments and conclusions consistent with students' ideas/information/references/examples included within the response. (AO4) |

| Question number | Indicative content |
|-----------------|---|
| 9 | <p>Students may include:</p> <ul style="list-style-type: none"> • reference from knowledge of culture and society (research) on the current refugee situation in Turkey (AO4); students may compare it to the information given in the text about the project on Syrian refugee musicians. (AO2) • information from knowledge of culture and society (research) on what advantages/disadvantages the refugees may have in the face of prejudices in Turkey (AO4); students may compare this to information in the text about using music to help refugee integration. (AO2) • information from knowledge of culture and society (research) on how other organisations that are working to help the refugees in Turkey, for example universities. (AO4) • reference from knowledge of culture and society (research) on ways in which the Turkish government is helping refugees, for example, the supporting projects for qualified refugees to help integrate them into society (AO4) • arguments and conclusions consistent with students' ideas/information/references/examples included within the response (AO4). |