

# Markscheme

November 2022

**Social and cultural anthropology**

**Standard level**

**Paper 1**

© International Baccalaureate Organization 2022

All rights reserved. No part of this product may be reproduced in any form or by any electronic or mechanical means, including information storage and retrieval systems, without the prior written permission from the IB. Additionally, the license tied with this product prohibits use of any selected files or extracts from this product. Use by third parties, including but not limited to publishers, private teachers, tutoring or study services, preparatory schools, vendors operating curriculum mapping services or teacher resource digital platforms and app developers, whether fee-covered or not, is prohibited and is a criminal offense.

More information on how to request written permission in the form of a license can be obtained from <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-for-a-license/>.

© Organisation du Baccalauréat International 2022

Tous droits réservés. Aucune partie de ce produit ne peut être reproduite sous quelque forme ni par quelque moyen que ce soit, électronique ou mécanique, y compris des systèmes de stockage et de récupération d'informations, sans l'autorisation écrite préalable de l'IB. De plus, la licence associée à ce produit interdit toute utilisation de tout fichier ou extrait sélectionné dans ce produit. L'utilisation par des tiers, y compris, sans toutefois s'y limiter, des éditeurs, des professeurs particuliers, des services de tutorat ou d'aide aux études, des établissements de préparation à l'enseignement supérieur, des fournisseurs de services de planification des programmes d'études, des gestionnaires de plateformes pédagogiques en ligne, et des développeurs d'applications, moyennant paiement ou non, est interdite et constitue une infraction pénale.

Pour plus d'informations sur la procédure à suivre pour obtenir une autorisation écrite sous la forme d'une licence, rendez-vous à l'adresse <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-for-a-license/>.

© Organización del Bachillerato Internacional, 2022

Todos los derechos reservados. No se podrá reproducir ninguna parte de este producto de ninguna forma ni por ningún medio electrónico o mecánico, incluidos los sistemas de almacenamiento y recuperación de información, sin la previa autorización por escrito del IB. Además, la licencia vinculada a este producto prohíbe el uso de todo archivo o fragmento seleccionado de este producto. El uso por parte de terceros —lo que incluye, a título enunciativo, editoriales, profesores particulares, servicios de apoyo académico o ayuda para el estudio, colegios preparatorios, desarrolladores de aplicaciones y entidades que presten servicios de planificación curricular u ofrezcan recursos para docentes mediante plataformas digitales—, ya sea incluido en tasas o no, está prohibido y constituye un delito.

En este enlace encontrará más información sobre cómo solicitar una autorización por escrito en forma de licencia: <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-for-a-license/>.

The following interpretation of the markscheme is offered as an example of the types of responses we may expect, however it is not prescriptive or exhaustive, and other possible answers should be appropriately rewarded if relevant.

1. Define the term **gender** and describe how it is understood and applied in the context of the passage.

[4]

This question requires candidates to demonstrate conceptual knowledge and understanding of the term “gender” and apply it in relation to the text. Candidates may write in terms of any of the following guidelines, but other definitions or applications will also be acceptable if made relevant to the context of the passage.

**Possible ways of defining the term:**

- as a constitutive element of social relations based on culturally constructed distinctions relating to sex
- as a fundamental way of signifying power relations, with reference to hegemonic masculinity
- in relation to inequality and distribution of status, resources, values
- as a category of analysis that rejects biological determinism
- In relation to gender roles or performance, gender expression, gender identity or gender socialization
- In relation to Judith Butler’s theory.

Other appropriate definitions should be credited.

**Possible examples of description and application:**

- Hegemonic masculinity in regard to white, middle-class males
- Hipster challenges to this
- Gender fluidity
- Multiple masculinities
- Gender in relation to sexualities.

Other appropriate applications should be credited.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	The response demonstrates a basic knowledge and understanding of the concept. There is a partial application of the concept in relation to the text.
3–4	The response demonstrates sound knowledge and understanding of the concept; the concept is described in detail. The concept is clearly applied in relation to the text.

2. Analyse the ethnographic data presented in the passage using the concept of **society**. [6]

This question requires candidates to develop an analysis and explanation of this ethnographic text using the key concept of **society** to help make sense of the ethnographic data. In order to do this, candidates are required to demonstrate an understanding of the key concept and use it to illuminate certain issues within the context of the passage, developing an analysis with reference to the ethnographic data of the extract.

**Possible ways of defining the key concept:**

- The organization of people into groups and networks and interrelationships
- Also sustained by social relations and institutions, norms, values, statuses, and roles
- Groups with some coherence that distinguish themselves from other groups.

Other appropriate definitions should be credited.

**Possible examples and ways of analysing:**

- Hipsters as a distinct social group/subculture
- Social class
- Social norms (career, family)
- Social networks (hipsters, family)
- In relation to conflict and social conformity
- Race/ethnicity
- Structure and agency
- Friendship/kinship.

Other appropriate examples and ways of analyzing should be credited.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	The response offers a common-sense or superficial understanding of the key concept. There is an attempt to relate the key concept to the text, and some ethnographic examples are presented but these are only partially relevant.
3–4	The response demonstrates an understanding of the key concept and establishes its relevance to the text. There is an analysis of the text using the key concept, although there are some inconsistencies. Relevant ethnographic examples from the text are presented to support the analysis.
5–6	The response demonstrates a clear understanding of the key concept, discussing this in the context of the text. There is a clearly explained analysis of the text using the key concept and a detailed interpretation of the ethnographic data. Clear and explicit ethnographic examples from the text support the analysis.

3. Compare and contrast the way in which the key concept of **identity** or **culture** is evident in this passage with how it is evident in **one** ethnographic example you have studied.

[10]

Candidates are expected to show an ability to think about the text in relation to other contexts and to draw explicit comparisons. In order to do this, responses must demonstrate an understanding of how either the key concept of **identity** or **culture** relates to this ethnographic context. Either of the key concepts on which such comparison may be drawn should be made explicit and clearly linked to any anthropological issues raised by the text.

The target societies for this comparative question are varied and many. Candidates should be able to establish a relevant comparison with any other group or society based on either of these concepts. The response should be structured as a comparison, highlighting similarities and differences. Candidates must situate the comparative case in terms of place, author and fieldwork context.

**For identity, possible ways of defining the key concept include the following:**

- Personal view of the self or view of an individual in the eyes of a group
- Group identity (age, class, ethnicity, subculture)
- Career as an identity marker
- Gender, masculinity and sexuality
- Idea of imagined community.

Other appropriate definitions should be credited.

**Possible examples from the text about identity may include:**

- Hipster as subcultural identity
- Performing identity through work, art, consumption, relationships
- Constructing own masculinity in contrast to hegemony.

Any other relevant point of comparison used from the text should be credited.

**For culture, possible ways of defining the key concept include:**

- Organized system of symbols, ideas, explanations, beliefs, and material production that humans create and manipulate in their daily lives (see pp. 133-4 of TSM).
- Shared social construction of meanings
- Such meanings are not static, but dynamic, fluid and can be contested.

Other appropriate definitions should be credited.

**Possible examples from the text about culture may include:**

- Culture and subculture
- Construction of masculinity
- Hegemonic masculinity
- Hipster values e.g. art and creative careers
- Exclusivity of subcultural membership and ethnocentrism
- Hegemonic culture and subcultural resistance and/or accommodation
- Interrelation between class, ethnicity, and culture/subculture.

Any other relevant point of comparison used from the text should be credited.

**OR**

4. Compare and contrast the approaches to research adopted by the anthropologist in this passage to the approaches to research used by **one** other anthropologist you have studied. Make reference to concepts and ethnographic material in your answer.

[10]

Here, candidates are expected to show an ability to think about the text with emphasis on the methodological and theoretical perspectives of the ethnographer as the focus on which such comparisons should be established.

By “approaches to research” the question essentially refers to the research methods used by the anthropologist to gather data.

**Possible comparative examples regarding approaches may include:**

- Multi-sited ethnographies
- Ethnography close to home
- Using friends as gatekeepers
- Participant observation
- Informal/ethnographic interviews
- Content analysis of print and online material.

Candidates may also make mention of other relevant methodological terms. For example:

- qualitative methods
- insider/outsider
- access to the field
- rapport.

Any other relevant point of comparison used from the text should be credited.

**Identification of ethnographic material includes:** fieldwork location(s), fieldwork context(s)\*, group(s) studied, and ethnographer(s).

\*Fieldwork context refers to when the fieldwork was carried out regardless of the publication date of the material.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	Comparative ethnography <b>or</b> approaches are presented but in limited detail; relevance is only partially established. The response is not structured as a compare and contrast. The identification of ethnographic material is missing.
3–4	Comparative ethnography <b>or</b> approaches are presented and although this is in limited detail, its relevance is established. The response is structured as a compare and contrast, but this is not balanced and lacks detail. The identification of ethnographic material is partially complete.
5–6	Comparative ethnography <b>or</b> approaches are presented; relevance is established and explained. The response is clearly structured as a compare and contrast; however, <b>either</b> comparison (similarities) <b>or</b> contrasts (differences) are explained in detail, but not both. The identification of ethnographic material is mostly complete.
7–8	Comparative ethnography <b>or</b> approaches are presented; relevance is clearly established and explained in detail. The response is clearly structured as a compare and contrast with comparisons (similarities) and contrasts (differences) being discussed in detail, although this is not balanced. The response demonstrates anthropological understanding. The identification of ethnographic material is mostly complete.
Capped marks	If fieldwork location(s), fieldwork context(s), group(s) studied and ethnographer(s) have not been fully identified, no more than 8 marks will be awarded.
9–10	Comparative ethnography <b>or</b> approaches are presented; relevance is clearly established and discussed in detail. The response is clearly structured as a compare and contrast with comparisons (similarities) and contrasts (differences) discussed critically. The response demonstrates anthropological understanding. The identification of the ethnographic material is complete.