

## Internal Assessment Improvement

### Glaring Problems:

- In critique, students should be reflecting and recognizing rather than “make mistakes”
- Criterion B – Analysis/Inference v. Description
- Few candidates seem to be aware that biological categories can reflect social and even political positions.
- In critique, do not make comparisons to ethnographies. Use terms and theories to show anthropological understanding.
- Teacher should ensure that the word limit is adhered to.

### Tips and Lesson Ideas:

- Class discussion using current ethnographies and/or written reports (Criterion A) to identify what constitutes analysis as opposed to description.
  - o giving examples of how inference can give unintended meaning
  - o description is simply what you see, no labels
- “Tip of the Iceberg” – when using labels (gender, race, biological) analysis may be included unintentionally.
- Cafeteria Observations – follow the same critique criterion to reflect on experience

## **Paper 2 Overview**

Holly Miller and Nic Kuppens

### Problems identified by IB in Subject Report

1. Lack of overall anthropological knowledge
2. Lack of understanding of good analytical and comparative skills
3. Failure to use key terms
4. Lack of knowledge/application of ethnographic material
5. Students using films and personal experience unsuccessfully

### Solutions

1. Use of vocabulary quizzes
2. Use of charts to prepare for essays on tests allowing for applying key anthropological terms to ethnographic material
3. Key term projects that review overarching themes and allow students to apply key terms to ethnographic material
4. Ethnographic comparison charts/graphic organizers
5. During review time- give as much info to pass test- charts, etc.
6. Look at past tests and strategize ways of answering questions

| <b>STANDARD LEVEL PAPER ONE</b>  |   |
|--|---|
| <b>AREAS FOR IMPROVEMENT</b>   | <b>APPROACHES/IDEAS</b>   |
| <b>1. Familiarity and recognition of key terms and concepts, and how to link them to the ethnographic materials (All 3 Criteria)</b> | <ul style="list-style-type: none"><li>• Develop clear user-friendly definitions</li><li>• Introduce KTCs early</li><li>• Quizzes (warm-ups)</li><li>• Activities related to their own culture where they apply KTCs (ie, social control at RBSS).</li></ul> |
| <b>2. Identifying the viewpoint of the anthropologist (Criterion B)</b>  | <ul style="list-style-type: none"><li>• Emic vs. Etic (Nacirema, Latah)</li><li>• Bias</li><li>• Mapping and analyzing RBSS</li><li>• Use old Paper 1 Texts</li><li>• Thesis</li></ul>  |
| <b>3. Fully identify ethnographic materials and clearly establish their relevance to the prompt (Criterion C)</b>                    | <ul style="list-style-type: none"><li>• Require identification in all assignments</li><li>• Use identification when teaching</li><li>• Limit number of sources used in class</li><li>• Practice Paper I Question 3 with old exams</li></ul>                 |

## Comparison Chart

***“Arranging  
Marriages in  
India,” by  
Serena  
Nanda***

**Emic/Etic Viewpoint:**

***“When  
Brothers  
Share a  
Wife,” by  
Melvyn C.  
Goldstein***

**Emic/Etic Viewpoint:**

|                                 |   |                                |
|---------------------------------|---|--------------------------------|
| <b>Key Terms &amp; Concepts</b> | <ol style="list-style-type: none"> <li>1. Exogamy</li> <li>2. Endogamy</li> <li>3. Function</li> <li>4. Meaning</li> <li>5. Honor/Shame</li> <li>6. Public opinion</li> <li>7. Prestige/Status</li> <li>8. Social stratification (caste, economic, gender)</li> <li>9. Gender ideology</li> <li>10. Gender roles</li> </ol> |                                |
| <b>Differences (Nanda)</b>      | <b>Similarities</b>   | <b>Differences (Goldstein)</b> |
|                                 |   |                                |

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