

IB Social & Cultural Anthropology: Decoding the New Curriculum

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Overlapping the 2010 Curriculum with the 2019 Curriculum

Old (last assessment 2018)	New (first assessment 2019)
<p>Part 1: What is anthropology?</p> <ul style="list-style-type: none"> • Core terms and ideas • Construction and use of ethnographic accounts • Methods and data collection 	<p>Part 1: Engaging with anthropology</p> <ul style="list-style-type: none"> • Language of anthropology • Practice of anthropology • Anthropological thinking
<p>Part 2: Social and cultural organization</p> <ul style="list-style-type: none"> • Individuals, groups and society • Societies and cultures in contact • Kinship as an organizing principle • Political organization • Economic organization and the environment • Systems of knowledge • Belief systems and practices • Moral systems 	<p>Part 2: Engaging with ethnography</p> <p>Teachers select areas of inquiry from each the following groups.</p> <p>At standard level (SL), one area of inquiry from each group—three in total</p> <p>At higher level (HL), one from each group and then one from any of the groups—four in total</p> <p>Group 1</p> <ul style="list-style-type: none"> • Classifying the world • Health, illness & healing • The body <p>Group 2</p> <ul style="list-style-type: none"> • Belonging • Communication, expression and technology • Movement, time and space <p>Group 3</p> <ul style="list-style-type: none"> • Conflict • Development • Production, exchange and consumption

Overlapping the 2010 Curriculum with the 2019 Curriculum

Old (last assessment 2018)	New (first assessment 2019)
Part 3: Observation and critique exercise	Part 3: Engaging with anthropological practice Internal assessment—doing fieldwork
Part 4: Theoretical perspectives	This is incorporated into part 1 as anthropological thinking, as well as part 2, engaging with ethnography
Part 5: Fieldwork (HL only)	Part 3: Engaging in anthropological practice Internal assessment—doing fieldwork

New Curriculum Overview:



Part 1: Engaging with anthropology

Guidance	Teaching units	Assessment
<p>Introduction</p> <p>The language of anthropology</p> <p>The practice of anthropology</p> <p>Anthropological thinking - theories</p> <p>Anthropological questions to think <i>with</i> and <i>through</i></p>	Engaging with anthropology	External assessment: Paper 1 SL and HL

Course Overview:



Part 2: Engaging with ethnography

Guidance	Teaching units	Assessment
Introduction Areas of inquiry – an overview Making meaningful connections Ethnography Use of ethnographic film	Engaging with ethnography – units of inquiry: Belonging Classifying the world Communication, expression and technology Conflict Development Health, illness and healing Movement, time and space Production, exchange and consumption The body	External assessment: Paper 2 SL and HL

Course Overview:

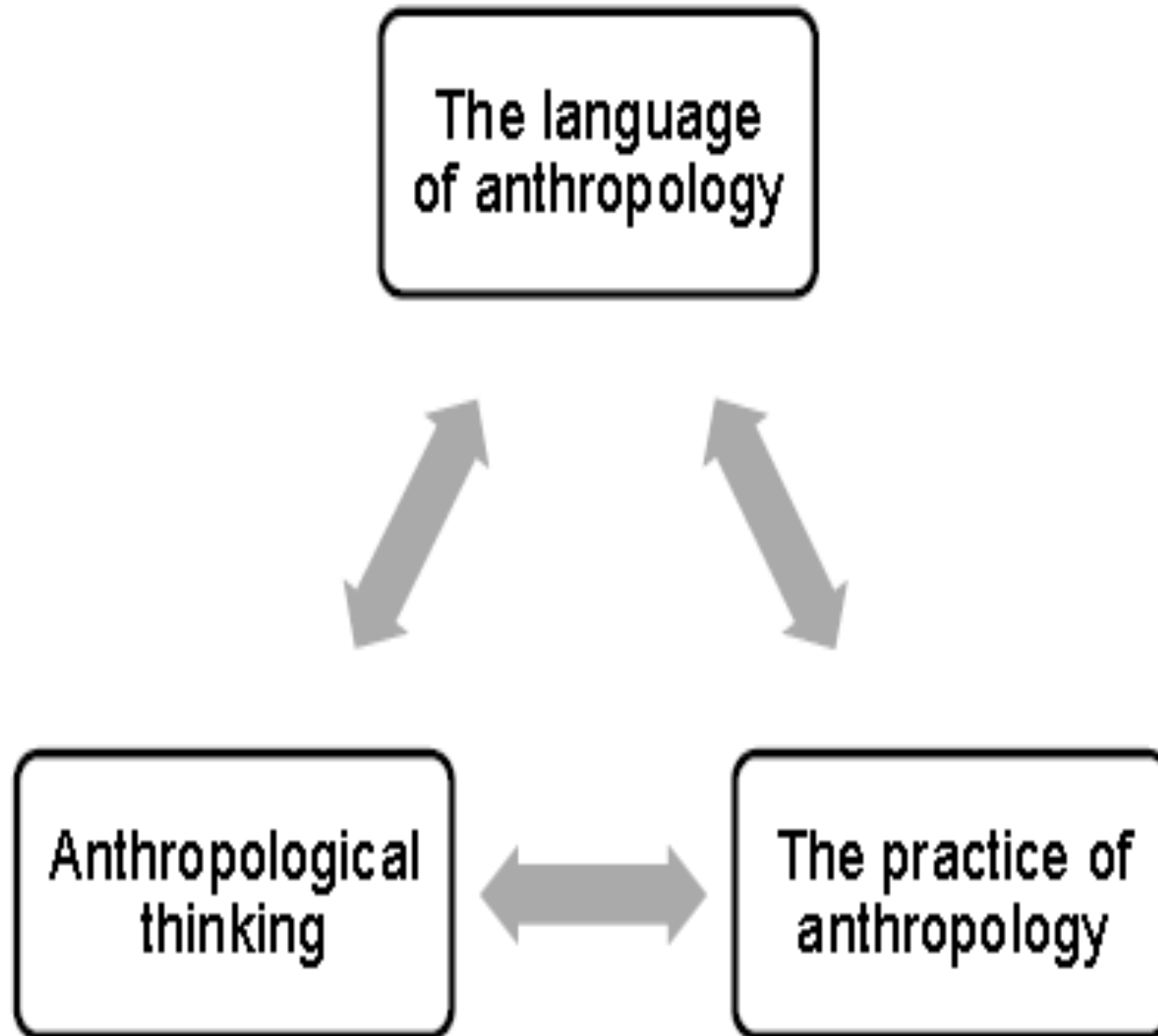


Part 3: Engaging in anthropological practice

Guidance	Teaching units	Assessment
The practice of anthropology – please refer to the relevant sections in part 1 of the syllabus. Internal assessment	SL: Doing anthropology HL: Doing anthropology	SL and HL internal assessment



Part 1 - Engaging with Anthropology



The 9 Key Concepts (pp.1-2)

- Belief and knowledge
- Change
- Culture
- Identity
- Materiality
- Power
- Social relations
- Society
- Symbolism

The nine key concepts weave a conceptual thread throughout the course, both within and between the areas of inquiry. They will equip students with a conceptual framework with which to access and understand areas of anthropological study and ethnographic material. They can, and should, be considered at a number of different levels—global, regional, national, local, community and individual.



Paper 1 Assessment Outline (pp. 12-13):



Questions

The questions on the unseen text require: description and application of concepts, analysis and interpretation, and comparison.

The wording of each question indicates the level of response required.

Question 1: Description and application of concepts

Students are expected to demonstrate their knowledge and understanding of a given concept and be able to apply this to the provided ethnographic text. They are required to present information from the text in their own words rather than quote directly.

Question 2: Analysis and interpretation

Students are required to demonstrate an understanding of the key concept and use it to illuminate certain issues evident in the text. Further to this, they must construct an argument supported by analysis and interpretation of the ethnographic text provided.

Paper 1 Assessment Outline (pp. 12-13)



Questions 3 and 4: Comparison

Students must choose one of two possible options, 3 or 4. In both options, students are expected to show an ability to think about the text in relation to other contexts and to draw explicit comparisons. The principles on which such a comparison may be drawn should be made explicit and clearly linked to the anthropological issues raised by the text.

Comparative material must allow for both comparison (similarities) and contrast (differences) from the text. Ethnographic materials used in comparison must be identified and situated in terms of the ethnographic present, the historical context, the fieldwork location and the ethnographer.

In the **first option (3)**, students must choose one of three **key concepts** and use it as a basis of comparison with any other group or society they have studied.

In the **second option (4)**, students are expected to think about the **approaches to research** used by the anthropologist in the text as the starting point for a comparison with the approach(es) used by one other anthropologist.

Paper 1 Assessment Outline (p. 11)



Question 5: Understanding of a “big” anthropological question

Students must refer to the text and their own knowledge of a range of ethnographic materials to construct a well-developed argument that explores one of the following “big” anthropological questions.

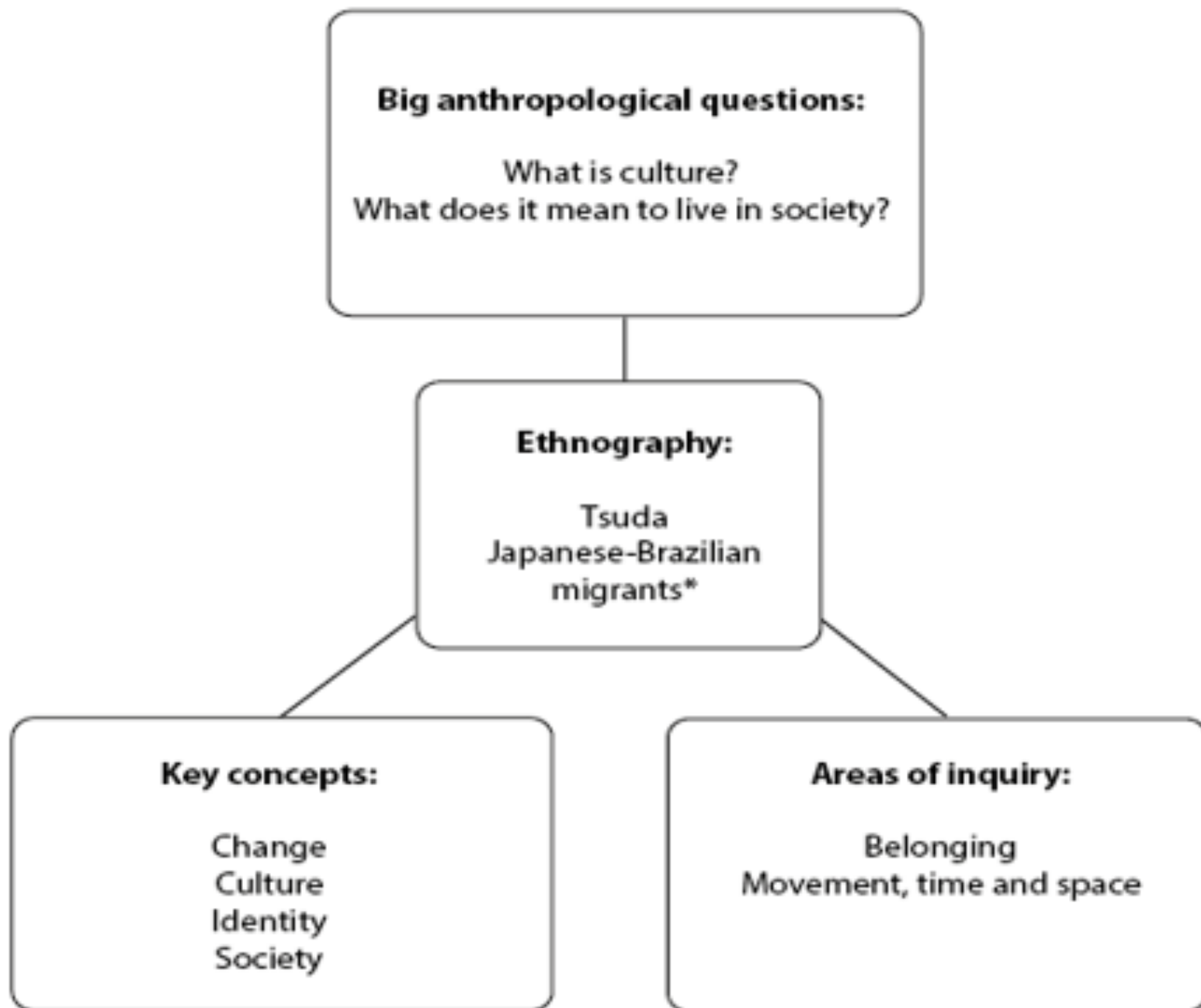
- What is culture?
- What does it mean to be a person?
- What does it mean to live in society?
- How are we the same and different from each other?
- Why does anthropology matter?
- To what extent is knowing others possible?

Students should think *with* and *through* ethnographic material analytically and creatively.

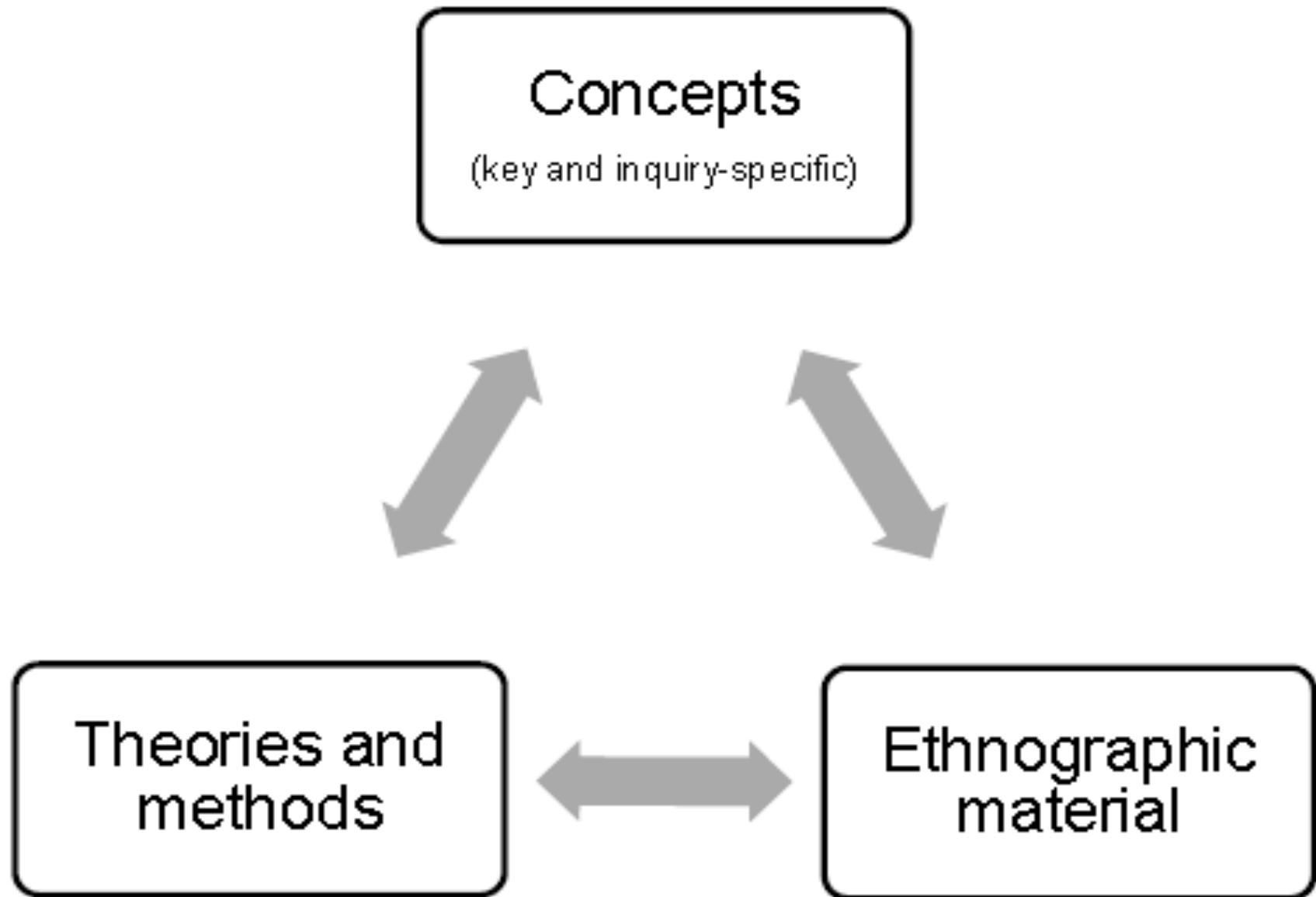
Mark allocation

The allocation of marks for each question is indicated on the paper. The maximum number of marks for this paper is 30.

Big Questions: Example



Part 2 - Engaging with Ethnography



Areas of Inquiry (pp.28-46):

Grouping of the areas of inquiry

Group 1	Group 2	Group 3
Classifying the world	Belonging	Conflict
Health, illness and healing	Communication, expression and technology	Development
The body	Movement, time and space	Production, exchange and consumption

SL students study **three** areas of inquiry—one from each group.

HL students study **four** areas—one from each group and the fourth chosen from any of the three groups.

AOIs Exercise:

- ▶ Choose an Area of Inquiry and explore how it would apply it to the current topics you teach in class.
- ▶ Be ready to share.

Group 1	Group 2	Group 3
Classifying the world	Belonging	Conflict
Health, illness and healing	Communication, expression and technology	Development
The body	Movement, time and space	Production, exchange and consumption

AOIs and Key Concepts:

- ▶ Using the same Area of Inquiry you just examined, apply as many of the 9 Key Concepts we explored earlier to your Area of Inquiry and topics:

Belief and knowledge

Change

Culture

Identity

Materiality

Power

Social relations

Society

Symbolism

Paper 2 Assessment Outline (pp. 49)



Questions

Section A

The question in section A is compulsory. To answer this question, a student is required to select **one** area of inquiry, **one** key concept and **one** real-world issue. For every session, the question format will remain the same but the key concepts and real-world issues will vary, and these will be specified in the question. The student is free to choose from any area of inquiry studied in class (not specified in the question).

In order for students to be prepared to answer the question in section A, they must have studied all nine key concepts and **three** areas of inquiry. When formulating their arguments, students will need to demonstrate their ability to apply and connect their anthropological knowledge to a real-world issue, which is grounded in a contemporary example. Whatever form the response takes, students must recognize that any ethnographic description is historically and geographically specific, and constructed by a particular person under particular circumstances; answers should reflect these considerations.

First examinations 2019

Paper 2—Section A (SL and HL)

This question is compulsory for all students and requires them to make connections between a given key concept, an area of inquiry and a real-world issue. The current wording of the guide states that the real-world issues will vary in each exam session. To help teachers make appropriate choices in applying an anthropological lens to real-world issues, the following eight broad themes have been identified—with five chosen in each exam session to form part of the question.

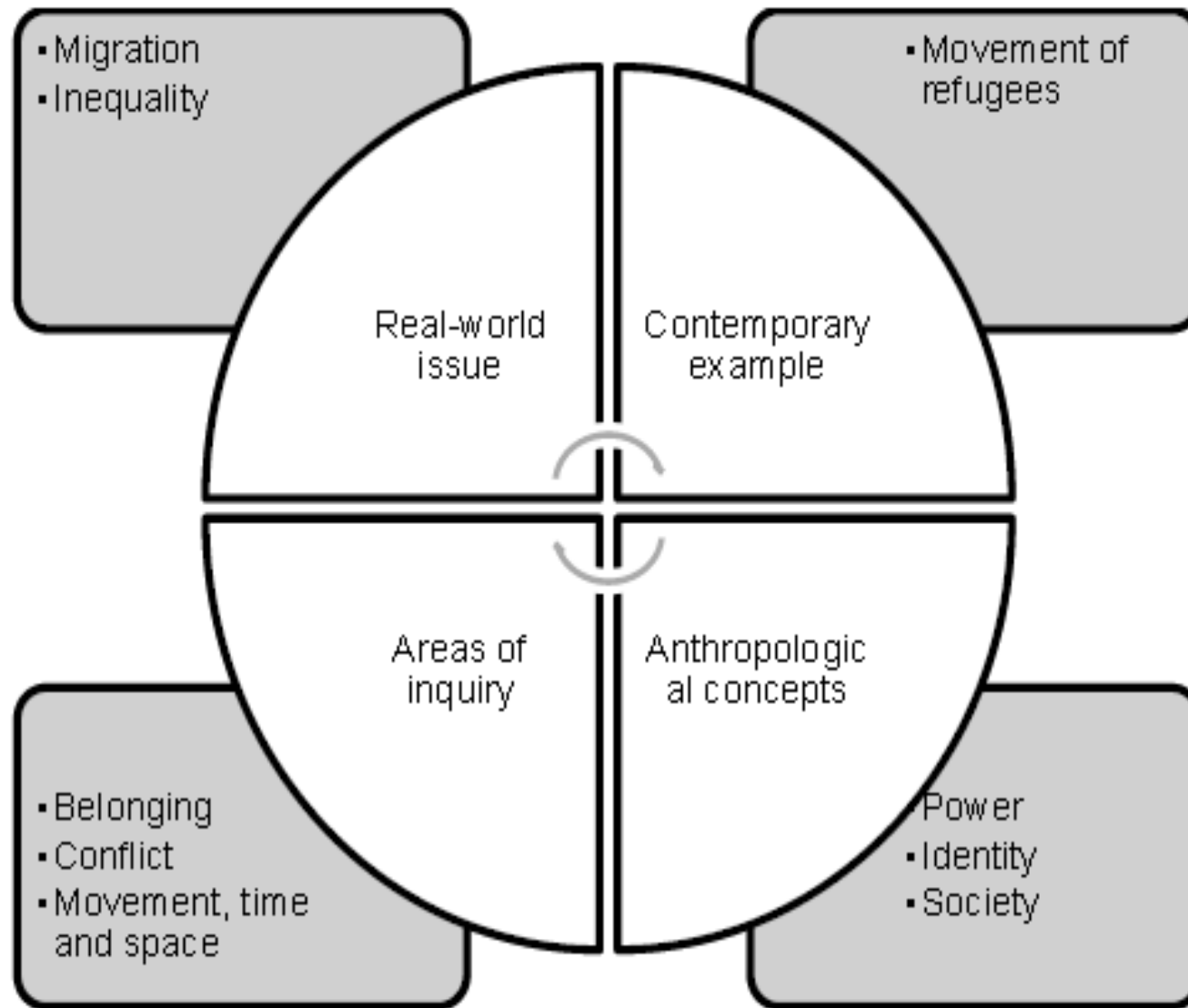
These eight real-world themes will remain the same for the life of the course and are:

- environment
- globalization
- human rights
- inequality
- poverty
- sustainability
- technology
- violence

Real-World Connections (p. 47):

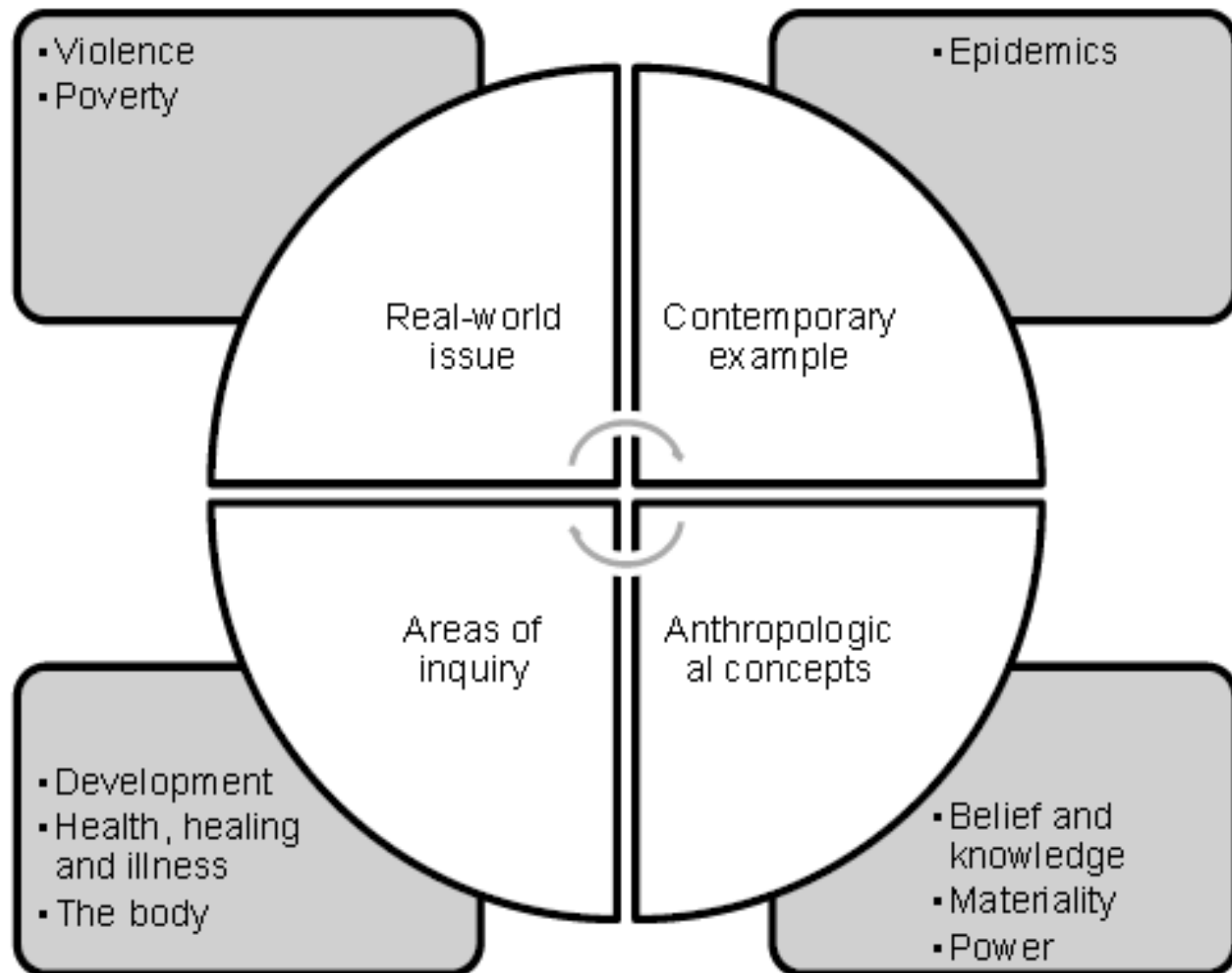


Example 1



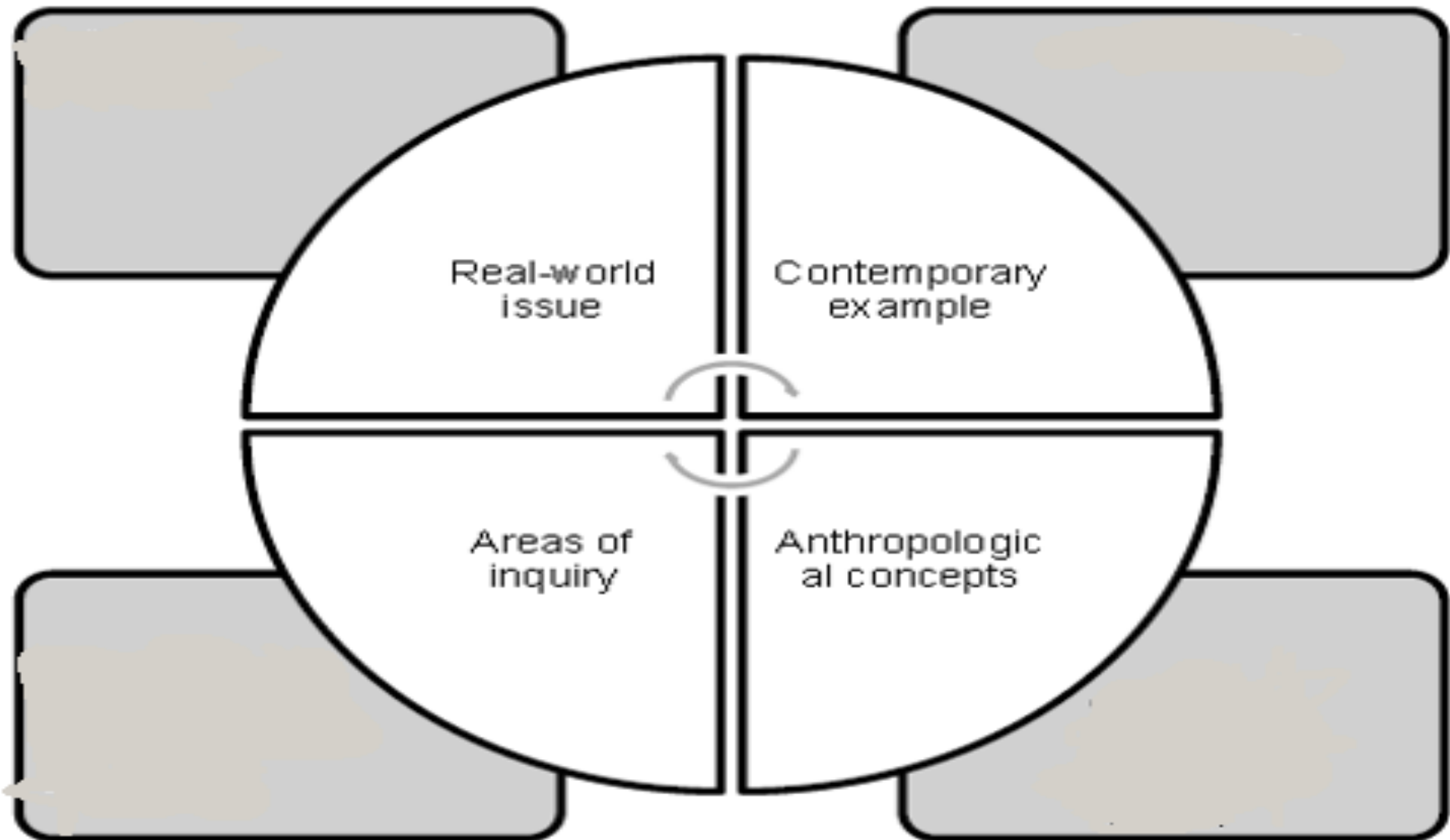
Real-World Connections:

Example 2



Real-World Connection Activity:

- ▶ Copy the model below on your newsprint.
- ▶ Choose a Contemporary Example that could be studied in class and then complete the rest of the model for that example.



Paper 2 Assessment Outline (pp. 49-51)



Section B

To answer section B, a student is required to choose one question from one area of inquiry. This area of inquiry must not be the same as the one chosen to answer section A.

In order for students to be prepared to answer one question in section B, they must have studied all nine key concepts and **three** areas of inquiry with their inquiry-specific concepts. When formulating their arguments, students will need to decide on the appropriate balance between description, generalization and specific examples. Whatever form the response takes, students must recognize that any ethnographic description is historically and geographically specific, and constructed by a particular person under particular circumstances; answers should reflect these considerations.

Mark allocation

The maximum number of marks available for each question is 15. The maximum number of marks available for this paper is 30.

Anthropological Theory (pp. 8-10):

Students are expected to be able to:

- identify and explain the theories relevant to the ethnographic material studied
- demonstrate an understanding of how theory influences ethnographic data
- apply a simple theoretical lens to ethnographic data.

The teaching and learning of theories should be based on the ethnographic material studied and their manifestation in particular historical contexts. Students, through the ethnographic materials studied, should develop an understanding of both classic and contemporary anthropological theories.

Anthropological Theory (pp. 6-10):



Differentiation between standard level and higher level

Standard level	Higher level
<p>Students are expected to be able to:</p> <ul style="list-style-type: none">• identify and explain the theories relevant to the ethnographic material studied• demonstrate an understanding of how theory influences ethnographic data• apply a simple theoretical lens to ethnographic data.	<p>Students are expected to be able to:</p> <ul style="list-style-type: none">• identify and explain the theories relevant to the ethnographic material studied• demonstrate an understanding of how theory influences ethnographic data• apply a theoretical lens to analyse ethnographic data• compare and contrast the application of theory in different ethnographies• critically evaluate theories in relation to ethnographic material studied and in relation to each other.

Anthropological Theory (6-10):

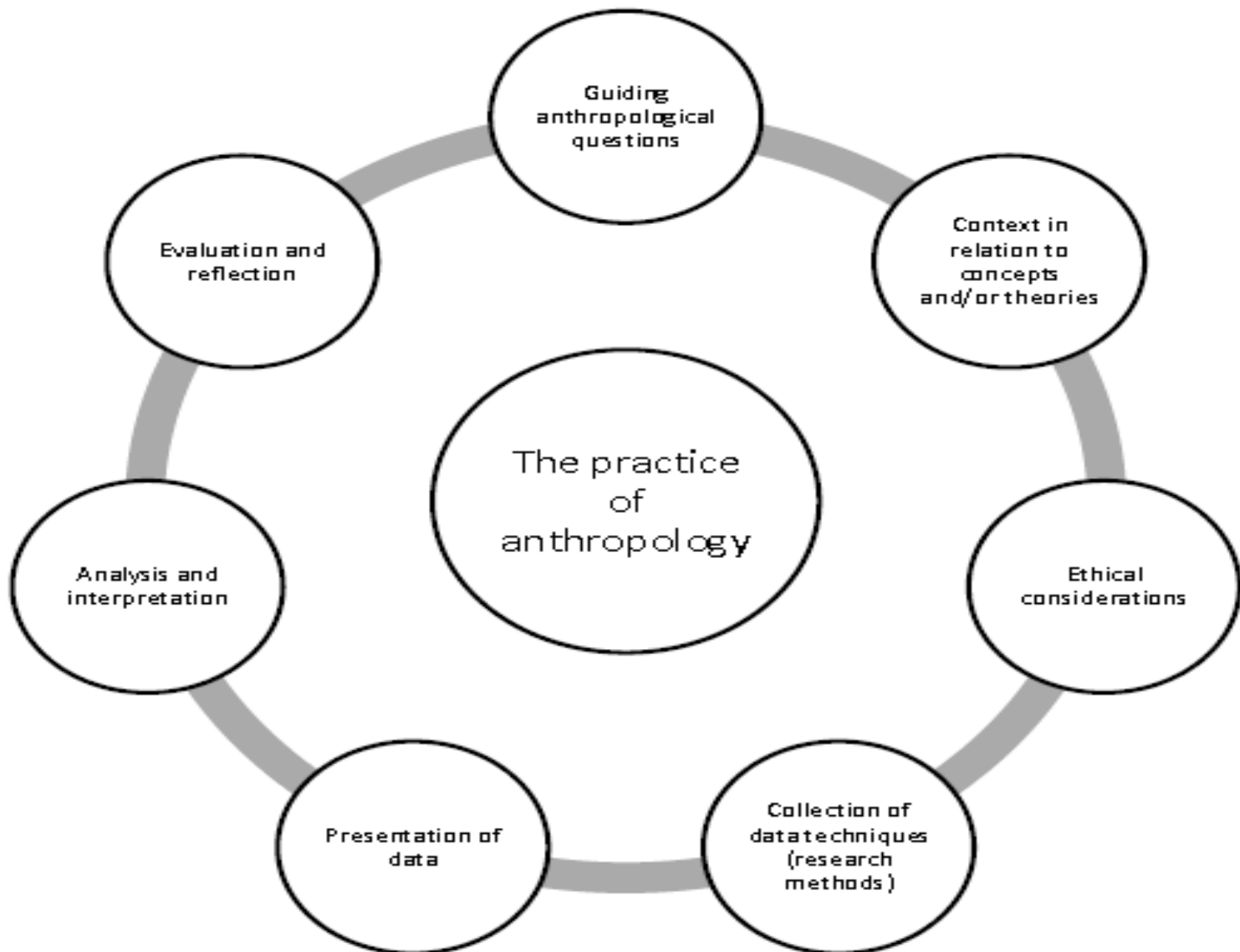


Assessing theory

Students will be assessed on their knowledge and understanding, and application of theory in the following ways.

Standard level	Higher level
<ul style="list-style-type: none">Paper 2: all questions in section B (AO2 level: only in the highest markbands)	<ul style="list-style-type: none">Paper 1: question 3 (AO3 level: scaffolded throughout the markbands)Paper 2: all questions in section B (AO3 level: scaffolded throughout the markbands)Internal assessment: optional in terms of either a conceptual or theoretical framework for investigation

Part 3 - Engaging in Anthropological Practice



Internal assessment details—SL

Doing anthropology: Limited fieldwork (observation, second data collection and critical reflection)

Duration: 30 hours

Weighting: 20%

Word limit: 2,000

Introduction

Step 1: Observation and report

In the first two weeks of the course, students observe a context or an issue for one hour.

For their observation, students may first focus on either a **context** (such as the school itself, a church, a restaurant, or a club, all of which are the focus of specific activities for defined groups, or more open public spaces with specific functions, for example, a train station, a shopping mall, a playground) or an **issue** (such as gender roles or differences, race, ethnicity). However, context-based observations should avoid settings that have very few people, and issue-based observations must be grounded in concrete settings. Both context-based and issue-based observations must be sharply focused. Teachers and students will need to consider ease of access and opportunity in deciding the context or setting for the research.

Teachers must not provide guidance on conducting the observation beyond the choice of site and how to write field notes.

Step 2: Methodological and conceptual extension of initial fieldwork

This step provides an opportunity for students to apply their newly acquired knowledge of anthropology to conduct further fieldwork. Teachers should return a copy of the observation report to the students to reflect on. Using a key concept or inquiry-specific concept (which must be explicitly stated) to frame their research and any reasonable method, students plan for additional research which, in most cases, will take place at the original observation site. This should take place between four to six months after the initial observation. Reasonable methods include:

- participant observation
- interviews
- visual anthropology (photography, video)
- surveys
- life history.

Before returning to the field, students provide a 300-word written justification of the choice of method and conceptual framework that they will use. Students should be given criterion B to help them write their justification. Additionally, students should have the opportunity to submit a draft for discussion with their teacher before submitting the finalized version and given approval to undertake their fieldwork. This discussion may include clarifying the assessment criteria and ensuring that the focus of the study is solid.

300 words

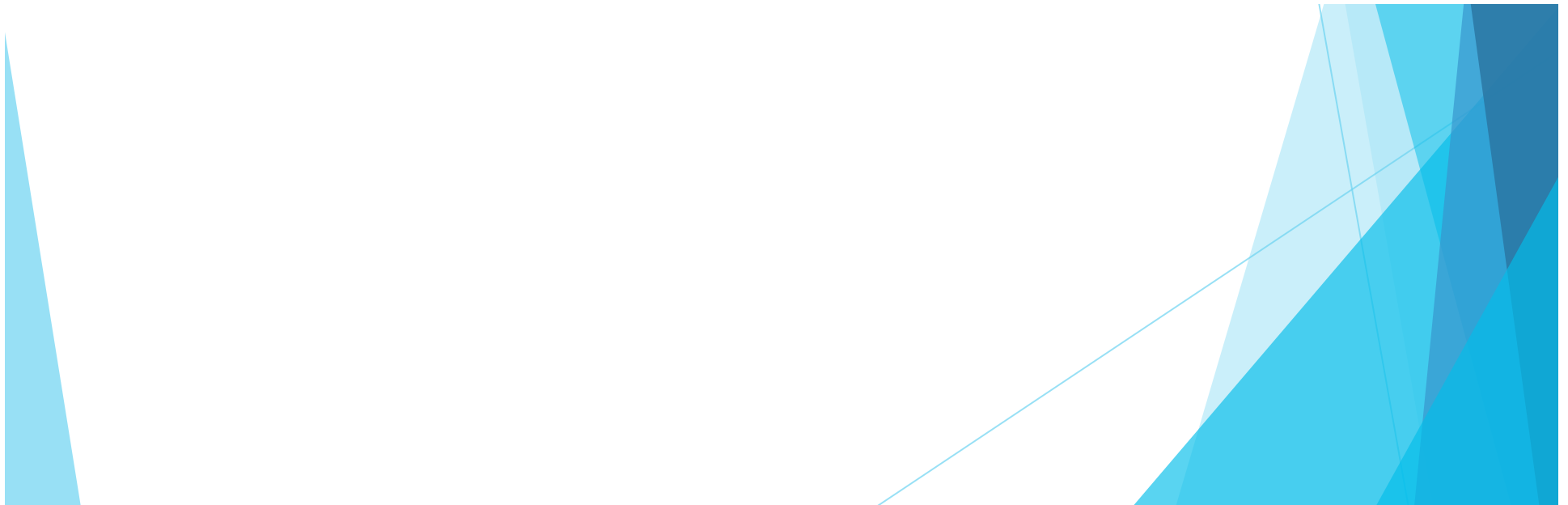
Step 3: Second fieldwork data collection and analysis

Students conduct further research based on step 2.

Students produce a written report of no more than 400 words of the further research. This written report should include analysis of data. The second research exercise should refer to and incorporate the key concept or inquiry-specific concept and research method identified in step 2.

Students should be given criteria C–D and steps 3–4 together to focus their writing and more fully articulate their discussion of the data.

400 words



Step 4: Critical reflection of fieldwork research, methods and concepts/area of inquiry

Students produce a critical reflection, which focuses on **doing anthropology**. This written report must include:

- a critical comparison and evaluation of the methods used in their two fieldwork experiences
- a discussion of the position of the researcher and how this may have affected the results
- an account of what has been learned through the process of gathering fieldwork data.

850 words

Suggestions for time allocation

The internal assessment is an integral part of the teaching of the course. Teachers are advised that while students' initial observations (step 1) should be done within the first two weeks, and the second fieldwork (step 2) within four to six months of the first observations, the written report and reflection (steps 3 and 4) should be done soon after step 2 to make it an authentic learning experience, enabling students to make meaningful connections between their second fieldwork experience and writing up the final report. Too much time between the steps may result in students feeling disconnected from their second fieldwork and this may diminish the connections between the research and writing of the critical reflection.

The SL internal assessment is intended to be completed by the end of the first year of the course. Once submitted to their teacher, students must not be allowed to go back and make changes.

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