

## External Assessment Paper 1 - SL

Duration: 1 hour

Paper 1 is based on an unseen text (500–700 words) that is the same for SL and HL. Three compulsory questions, which may be different for each level, are set on the text.

### Critical reading

The purpose of the unseen text is to assess the students' ability to undertake critical reading of ethnographic materials in relation to their general anthropological knowledge.

The critical reading requires an ability to recognize the conceptual framework guiding the presentation and analysis, and some degree of anthropological imagination. It also requires careful reading of the precise wording of each question to identify what is required and to recognize where ethnographic material and/or personal experience are appropriate.

Students must always provide evidence from the text itself in their own words.

### Qualities assessed

The general qualities being assessed are anthropological understanding, insight and imagination.

Imagination may refer to an ability to imagine oneself in the situation described in the text. It may also involve the recognition of possible connections and/or different implications of different kinds of data and different levels of analysis.

### Questions

Questions cover a number of skills: description, generalization, analysis, interpretation and comparison. The questions on the unseen text can be classified into three types: description and generalization, analysis and interpretation, and comparison. The wording of each question indicates the kind of answer required.

#### Question 1 (6 marks)

**Description and generalization:** Students are expected to represent in their own words (rather than quoting directly from the text) the points or examples required by the question and to link these to relevant generalizations. Where material from different parts of the text is required, such references are assessed according to their relevance and the extent to which students summarize them succinctly. Material from outside the text is not required for this part of the exercise.

#### Question 2 (6 marks)

**Analysis and interpretation:** Students should demonstrate an understanding of the anthropological issues raised by the text, and an ability to apply anthropological terms and concepts to the material. They should be able to examine these terms and concepts critically.

Students are expected to recognize that the anthropologist who wrote the text has a viewpoint, and that this viewpoint can be agreed with, questioned, and located in perspective. Explicit, general concepts from anthropology should be employed as relevant to the kind of argument required.

#### Question 3 (8 marks)

**Comparison:** 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 any anthropological issues raised by the text. Comparative material may have both similarities to and differences from the text.

Ethnographic materials used in comparison must be identified and situated in terms of ethnographic present, historical context, geographical location and author.

**Mark allocation**

The allocation of marks for each question is indicated on the paper. The maximum number of marks for this paper is 20

**Paper 1 SL Assessment Criteria****A Description and generalization (question 1)**

| Marks | Level descriptor   |
|-------|--|
| 0     | The work does not reach a standard described by the descriptors below.   |
| 1–2   | There is an attempt to organize the response and identify relevant points but the response relies too heavily on quotations from the text <b>and/or</b> limited generalizations are offered. |
| 3–4   | The response is organized, identifies and explains relevant points, and offers generalizations.  |
| 5–6   | The response is organized, explains relevant points and links them to generalizations, demonstrating good anthropological understanding.   |

**B Analysis and interpretation (question 2)**

| Marks | Level descriptor  |
|-------|---|
| 0     | The work does not reach a standard described by the descriptors below.  |
| 1–2   | The response is mainly descriptive and relies on quotations, but may demonstrate limited understanding of anthropological issues and concepts.  |
| 3–4   | The response demonstrates some understanding of anthropological issues and concepts, <b>or</b> the response recognizes the viewpoint of the anthropologist, <b>but</b> not both of these. |
| 5–6   | The response demonstrates a critical understanding of anthropological issues and concepts, <b>and</b> recognizes the viewpoint of the anthropologist.                                     |

**C Comparison (question 3)**

| Marks | Level descriptor  |
|-------|---|
| 0     | The work does not reach a standard described by the descriptors below.  |
| 1–2   | Comparative ethnography is presented in limited detail and its relevance is only partly established. It is not identified in terms of place, author or historical context. The response may not be structured as a comparison.  |
| 3–4   | Comparative ethnography is presented in limited detail but its relevance is established. The comparative ethnography is identified in terms of place, author and historical context, <b>or</b> the response is clearly structured as a comparison.  |
| 5–6   | Comparative ethnography is presented and its relevance is successfully established. The comparative ethnography is identified in terms of place, author and historical context, <b>and</b> the response is clearly structured as a comparison. Either similarities <b>or</b> differences are discussed in detail <b>but</b> not both.                                     |
| 7–8   | Comparative ethnography is presented and its relevance is successfully established. The comparative ethnography is identified in terms of place, author and historical context, <b>and</b> the response is clearly structured as a comparison. Similarities <b>and</b> differences are discussed in detail. The response demonstrates good anthropological understanding. |