

Markscheme

November 2016

Social and cultural anthropology

Higher level

Paper 1

5 pages

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1. Describe why “industrial gardening” companies employ low-skilled gardeners. [6]

This primarily descriptive response may detail how the grounds maintenance contractors depend largely on a low-paid workforce whose limited skills are nonetheless sufficient to bring about success in competitions and get the work done on time to avoid fines. Students may discuss “industrial gardening” using the concrete examples of pruning and flower-bed planting.

Responses to this question will probably focus on competitions. Since contractors can achieve silver or gold awards by employing relatively low-skilled workers, they have no incentive to employ more skilled (and better paid) gardeners in their workforce. The competition criteria and the superficial, vision-focused, nature of the judging will probably be used to support this.

Better responses may include generalizations, such as the interest and necessity that contractors have in maximizing their profits and minimizing their labour costs in a capitalist context. Some may focus on the effect that these priorities may have on the deskilling of contract labourers.

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 or examples, but the response relies too heavily on quotations from the text and/or limited generalizations are offered.
3–4	The response is organized, identifies and explains relevant points or examples, and offers generalizations.
5–6	The response is organized, identifies and explains detailed relevant points or examples, and links them to generalizations, demonstrating good anthropological understanding.

2. **Using theoretical perspectives, explain why low-skilled gardeners are held back from developing their skills.**

[6]

This question takes the perspective of the workers and their response to the constraints that they are under and the demands made of them. Contractors expect workers to maximize the work they do in the shortest amount of time possible. In addition, many of them have few gardening skills in the first place and they are not offered any training. These various constraints and demands mean that they have no time and possibility to increase their skill set. Head gardeners enforce contractor requirements by discouraging any gardening practice that deviates from the minimum required to complete the job quickly and cheaply.

The example of planting seasonal beds and “industrial gardening” will probably be used to illustrate how planting with care is frowned upon because it takes too long, potentially leading to fines for the company. Rapid planting, which requires little specific skill, is therefore encouraged.

Some students may recognize that the anthropologist himself gathered data by participant observation and personally experienced constraints on his agency as a skilled gardener. His location in the field was that of a low-paid, low-skilled gardener alienated by the industrialization of gardening. Any other relevant explanation should be fully rewarded.

Students can draw upon several theoretical perspectives effectively. One is the tension between structure and agency. Structure here is represented by the logic of capitalism that dictates the way in which companies bid for contracts and manage their employees, and agency is represented by the actions of the labourers in response to the constraints that they are placed under. Students may also invoke conflict-centred approaches and mention the specific influence of Marx.

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 relevant anthropological issues and concepts.
- 3–4 The response demonstrates some understanding of relevant anthropological issues and concepts or theory, **or** the response recognizes the viewpoint of the anthropologist, **but** not all of these.
- 5–6 The response demonstrates a critical understanding of relevant anthropological issues, concepts and theory, **and** recognizes the viewpoint of the anthropologist.

3. **Compare and contrast the industrialization of horticulture in Britain with an example of economic change in *one* society you have studied in detail.** [8]

The target societies for this comparative question are varied and many. The question requires candidates to demonstrate an understanding of topics such as labour, industrialization and deskilling in a capitalist context. While this text describes a particular work situation, other processes of economic change can be used successfully as a comparative case.

Candidates may choose to use theoretical perspectives (ideally introduced in their question 2 response) to help frame their comparison.

The success of this answer depends on how candidates compare and incorporate ethnographic knowledge, rather than it being a test of knowledge of a similar case study.

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, or 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, and the response is clearly structured as a comparison. Either similarities or differences are discussed in detail, but 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, and the response is clearly structured as a comparison. Similarities and differences are discussed in detail. The response demonstrates good anthropological understanding.
