Supported preparation: Comparison through a concept

International Baccalaureate · IB Diploma · Social and Cultural Anthropology · HL

Scope and prerequisites

IB social and cultural anthropology first assessment 2019. Select one inquiry area from each of three groups at SL; HL adds a fourth and theory extension. Teacher selects real ethnographies; classroom vignettes below are original teaching cases, not ethnographic publications.

Mapped preparation outcomes: ib_anthropology_hl.2.1, ib_anthropology_hl.2.2. Read the matching native lesson first. Actual approved choices, evidence and final learner work remain separate.

Source vocabulary

ethnography ; **reciprocity** .

Explanation and worked method

Use a concept to explain a relationship, then compare its operation across contexts. Do not equate similar objects with identical social functions. A classroom comparison rehearses the method; the school's selected ethnographies supply the authentic evidence.

Original source / task evidence

Original cases: club A invites all newcomers to a shared meal; club B invites them only after a period of service. Explain belonging through both arrangements and challenge a simple ranking of inclusion.

Separate what is stated from the interpretation.
Comparison through a concept

Original cases: club A invites all newcomers to a shared meal; club B invites them only after a period of service. Explain belonging through both arrangements and challenge a simple ranking of inclusion.

A may establish membership through immediate sharing; B may recognize membership through demonstrated contribution. Invitation timing provides a contrast, but does

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not show how welcomed members feel. Examine refusal, obligations and participants' interpretations. Immediate access could still involve unequal duties; delayed access could be experienced differently by different members. Transfer check: explain what an interview with only committee members would miss, then specify a contrasting consenting sample.

Independent transfer

Committee-only interviews support a claim that the invitation rule creates belonging. What is missing and how should the claim change?

Attempt independently before reading the model.

Checked original model

Those excluded, new members and members who left may experience the rule differently. Restrict the claim to committee accounts, then seek approved contrasting recruitment and actual participation evidence. A large number of committee interviews does not remove this selection limit.

These are authored formative expectations, not official IB descriptors. Accept other justified arguments with evidence and material limits.

Source and task holds

This supplement teaches the method for this part of the course. The full assessment criteria and any texts your school chooses come from your teacher.