# Supported preparation: Meaning and researcher position

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

## 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_sl.1.1, ib_anthropology_sl.1.2. Read the matching native lesson first. Actual approved choices, evidence and final learner work remain separate.

## Source vocabulary

**emic** ; **reflexivity** .

## Explanation and worked method

An **emic account** describes participants' meanings; an **etic account** uses an analyst's categories. Start by distinguishing an observed action, a participant's statement and your interpretation. Then test which account the evidence supports. Reflexivity asks how your access, language and expectations shape that evidence.

### Original source / task evidence

Original source A: a club member says, "I accept food because next week I will help prepare it." Source B: a visiting observer records, "Food was distributed to members." Compare the claims and explain a useful follow-up.

Separate what is stated from the interpretation.
Meaning and researcher position

Original source A: a club member says, "I accept food because next week I will help prepare it." Source B: a visiting observer records, "Food was distributed to members." Compare the claims and explain a useful follow-up.

A links acceptance to reciprocal obligation; B records distribution without establishing its meaning. They need not contradict each other. The statement is one member's



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account, not a community-wide rule. Ask consenting members about differing experiences and compare what actually happens later. A visitor may miss relationships that a member takes for granted; a member may also present an idealized account. Neither position is automatically superior.

## Independent transfer

A club officer says everybody welcomes the meal obligation, but a newcomer reports feeling unable to refuse. Explain how to use both accounts.

Attempt independently before reading the model.

## Checked original model

The officer may describe a public ideal while the newcomer describes an experienced constraint. Compare roles, context and voluntary accounts rather than averaging them or treating one as the whole community. Observe how refusal is handled where approved. Explain how the researcher's access might favour officeholders.

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.



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