2.1 Engaging with ethnography

Name: _____ Class: _____ Date: _____ **Total: 27 marks**

KEY WORDS areas of inquiry • ethnographic material

Engaging with ethnography

Objective

Supported preparation: Read ethnographic material by viewpoint, methods, concepts and ethics; Connect concept, area of inquiry and real-world issue. This is original rehearsal, not completion of the assessed task.

1 Key knowledge and worked examples

Ethnography toolkit. Nine areas of inquiry in three groups (one from each, plus a fourth at HL): 1 classifying the world / health, illness and healing / the body; 2 belonging / communication, expression and technology / movement, time and space; 3 conflict / development / production, exchange and consumption. Material read four ways: viewpoint, methods, concepts, ethics. Paper 2: section A connects concept + area + real-world issue (inequality, violence, poverty, mobility, environment); section B answers from other areas. Worked: the greeting ritual and the tuck-shop barter.

2 Practice

2.1 Name the three areas of inquiry in group 1. [3]

2.2 Name the three areas of inquiry in group 2. [3]

2.3 Name the three areas of inquiry in group 3. [3]

2.4 With which four questions is ethnographic material read? [4]

2.5 Name three of the real-world issues section A may draw on. [3]

3 Exam-style questions

3.1 *(Section-A style.)* Connect the concept of belonging, the area of belonging, and inequality, using the worked greeting vignette. [4]

3.2 *(Reading style.)* Draft the four-question read of the tuck-shop barter vignette. [4]

3.3 *(Comparison style.)* The greeting and the barter both distribute recognition. Compare the two mechanisms. [3]

Solutions

2.1 Classifying the world (1); health, illness and healing (1); the body (1).

2.2 Belonging (1); communication, expression and technology (1); movement, time and space (1).

2.3 Conflict (1); development (1); production, exchange and consumption (1).

2.4 The viewpoint of the anthropologist (1); the research methods (1); the concepts it illuminates (1); its ethics (1).

2.5 Any three of: inequality; violence; poverty; mobility; environment (3).

3.1 Belonging is produced by ritual form: the greeting includes those who know the form and excludes those who do not (2); inequality appears as unequal access to the form (who may use the shorthand greeting), evidenced from the vignette (2).

3.2 Viewpoint: a participant for one term in the tuck shop (1); methods: daily observation plus a count of exchanges over two weeks (1); concepts: production, exchange and consumption, with power (the regular's discount as priced favour) (1); ethics: consent from the shop's students, purchases anonymised (1).

3.3 The greeting distributes recognition through ritual form (who may use which form) (1); the barter distributes it through price and favour (the regular's discount) (1); same concept (belonging and power), two mechanisms, both evidenced from the vignettes (1).

Local review guidance: (R1) 3.1 keeps the triangle connected; 3.2 grounds each answer in the vignette; 3.3 names the shared concept. Authored guidance.