

Version 2.0



**General Certificate of Education  
January 2011**

**Anthropology**

**1111**

**ANTH1      Being Human:  
Unity and Diversity**

**Unit 1**

***Mark Scheme***

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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## QUALITY OF WRITTEN COMMUNICATION

Where candidates are required to produce extended written material in English, the scheme of assessment must make specific reference to the assessment of the quality of written communication. Candidates must be required to:

- ensure text is legible, and spelling, grammar and punctuation are accurate, so that meaning is clear
- select and use a form and style of writing appropriate to purpose and complex subject matter
- organise relevant information clearly and coherently, using specialist vocabulary when appropriate.

The assessment criteria for quality of written communication apply to the assessment of the 20 mark questions. The following criteria should be applied in conjunction with the mark scheme.

The quality of written communication bands must be regarded as integral to the appropriate mark scheme band even though they are listed separately in the mark scheme. Examiners should note that, in the assessment of candidates' anthropological knowledge and skills, the assessment of the Quality of Written Communication will be judged through the assessment of the clarity and appropriateness of the anthropological material presented.

### For 10 mark questions

**In the 1 – 3 band**, candidates' answers are likely to be characterised by the poor logical expression of ideas and the use of a limited range of conceptual terms, perhaps often used imprecisely and/or inaccurately. Spelling, punctuation and grammar may show serious deficiencies and frequent errors, perhaps impairing the intelligibility of significant parts of the answer.

**In the 4 – 7 band**, candidates' answers are likely to be characterised by the fair to good logical expression of ideas and the competent use of a reasonable range of conceptual terms. Spelling, punctuation and grammar will be of a reasonable standard. Commonly used words and anthropological terms will generally be spelt correctly. There may be minor errors of punctuation and grammar, but these will not seriously impair the intelligibility of the answer.

**In the 8 – 10 band**, candidates' answers are likely to be characterised by the very good to excellent logical expression of ideas and the precise use of a broad range of conceptual terms. Spelling, punctuation and grammar will be of a very good to excellent standard. Commonly and less commonly used words and anthropological terms will almost always be spelt correctly. Punctuation and grammar will be used correctly throughout to facilitate the intelligibility of the answer.

### For 20 mark questions

**In the 1 – 7 band**, candidates' answers are likely to be characterised by the poor logical expression of ideas and the use of a limited range of conceptual terms, perhaps often used imprecisely and/or inaccurately. Spelling, punctuation and grammar may show serious deficiencies and frequent errors, perhaps impairing the intelligibility of significant parts of the answer.

**In the 8 – 15 band**, candidates' answers are likely to be characterised by the fair to good logical expression of ideas and the competent use of a reasonable range of conceptual terms. Spelling, punctuation and grammar will be of a reasonable standard. Commonly used words and anthropological terms will generally be spelt correctly. There may be minor errors of punctuation and grammar, but these will not seriously impair the intelligibility of the answer.

**In the 16 – 20 band**, candidates' answers are likely to be characterised by the very good to excellent logical expression of ideas and the precise use of a broad range of conceptual terms. Spelling, punctuation and grammar will be of a very good to excellent standard. Commonly and less commonly used words and anthropological terms will almost always be spelt correctly. Punctuation and grammar will be used correctly throughout to facilitate the intelligibility of the answer.

### **INDICATIVE CONTENT AND RESEARCH IN THE MARK SCHEMES**

Please note that any of the indicative content and research that is presented in the mark bands of the higher mark questions may be present in any of the mark bands, not solely the higher band.

**Total: 70 marks**

**0 1**

Explain what is meant by a 'symbol' and illustrate your explanation with an example, **apart from** those mentioned in **Item A**. (4 marks)

**Two** marks for a satisfactory explanation or definition such as:

- something that represents or typifies something else
- one thing standing for or representing something else
- a vehicle of meaning that evokes something other than itself.

**One** mark for a partially satisfactory explanation or definition.

**Two** marks for a satisfactorily explained example such as:

- the milk tree in Turner's study of the Ndembu of Zambia
- the cock in Geertz's study of the Balinese cockfight
- the American flag in Ortner
- hair – in Leach and Obeyesekere
- suitable example from candidates' own research or experience, appropriately applied.

**One** mark for a partially explained example.

**NB** not the body, handedness, left and right.

**0 2**

Identify and briefly outline **two** reasons offered by anthropologists to explain why humans classify the world around them. (6 marks)

**One** mark for each of **two** reasons identified, such as:

- humans classify as part of the socialisation process
- for the purpose of making distinctions between different groups of people
- classification is part of the innate structures of the human mind (Lévi-Strauss)
- classification is a way of saying something about society (Durkheim, Douglas, Leach)
- a vehicle for exercising power (Foucault).

**Two** marks for a satisfactory development, such as:

- use of relevant ethnographic examples from different societies, eg notions of life and death (eg Rivers' study of Melanesia), insider-outsider, male-female, social class, kin and non-kin, a way of representing the morals and rules of a society (eg Leach and Douglas' work on taboo), pollution, Ortner on nature and culture
- use of classification as a result of the innate structures of the human mind (Lévi-Strauss)
- use of a suitable example from candidates' research or experience, appropriately applied
- discussion of how classifications may be contested, eg relating to gender.

**One** mark for a partially satisfactory development.

**0 3**

Examine **two or more** aspects of the relationship between language and human culture. (10 marks)

**0** No relevant points.

**1-3** Answers in this band will show only limited knowledge and understanding, and show very limited, if any, interpretation, application, analysis or evaluation.

**Lower in the band**, there may be one or two insubstantial points about language or culture, but with no focus on how the two are related. There will be no interpretation, application, analysis and evaluation.

**Higher in the band**, answers will present one or two insubstantial points about language and culture but their understanding of the relationship between the two will be limited. Alternatively, two or three insubstantial points about language and/or culture may be offered, but with no consideration of the relationship between the two. There will be very limited interpretation, application, analysis and evaluation.

**4-7** Answers in this band will show reasonable knowledge and understanding, and show limited interpretation, application, analysis and evaluation.

**Lower in the band**, material on one or more aspects of language and/or culture will be presented and some limited description will be offered. There will be some limited focus on the relationship between the two. Some reasonable knowledge and understanding will be shown, though interpretation, application, analysis and evaluation are likely to be very limited.

**Higher in the band**, material on two or more aspects of language and culture will be presented and some explanation offered. There will be reasonable focus on the relationship between the two. Reasonable knowledge and understanding will be shown, and interpretation and application will begin to meet the demands of the question. Candidates may begin to offer some analysis and/or evaluation.

**8-10** Answers in this band will show sound, conceptually informed knowledge and understanding of a range of anthropological material on two or more aspects of the relationship between language and human culture. The material will be accurately and sensitively interpreted and applied to the demands of the question. Candidates will show the ability to organise material and to analyse and/or evaluate it explicitly, so as to produce a coherent and relevant answer.

**Lower in the band**, answers may examine a more limited range of material.

**Higher in the band**, answers will be more detailed and complete with a wider range of material. They may show a clear rationale in the organisation of material leading to a suitable and distinct conclusion.

Issues, concepts and theories such as the following may be present:

- the relationship between linguistic concepts and culture (Sapir-Whorf hypothesis; Bourdieu's study of the Kabyles)
- problems of cultural translation and cultural relativism
- links between language, knowledge and power – Bourdieu/Foucault
- written versus oral cultures (eg Goody)
- Chomsky and Lévi-Strauss on universality of language structures
- relationship to classification
- reference to how language evolved and its role in distinguishing humans from their primate ancestors
- the way language is used in different forms of communication – face-to-face, mobile phones, e-mail, etc
- the relationship between environment and language development.

Candidates may show interpretation, application, analysis and/or evaluation by reference to issues such as:

- cross-cultural comparison
- analysis and 'unpacking' of concepts
- awareness of methodological issues
- application of ethnographic examples from a wide range of societies, including any that might be the result of candidates' research
- critique of any of the points put forward
- awareness of the relevant key debates in anthropology, (eg biological vs cultural explanations; unity vs diversity; agency vs structure; structural-functionalism vs conflict theories; feminist perspectives; interpretivist perspectives).

**0** | **4**

Analyse **two or more** ways in which humans control the body (**Item A**, lines 7 – 8).  
(10 marks)

**0** No relevant points.

**1-3** Answers in this band will show only limited knowledge and understanding, and show very limited, if any, interpretation, application, analysis or evaluation.

**Lower in the band**, there may be one or two insubstantial points about how humans control the body, but these will be ineffectively used. There will be no interpretation, application, analysis and evaluation.

**Higher in the band**, answers will present one or two insubstantial points about the way in which humans control the body. There will be very limited interpretation, application, analysis and evaluation.

**4-7** Answers in this band will show reasonable knowledge and understanding, and show limited interpretation, application, analysis and evaluation.

**Lower in the band**, material on one or more ways in which humans control the body will be presented. Some reasonable knowledge and understanding will be shown, though interpretation, application, analysis and evaluation are likely to be limited.

**Higher in the band**, material on two or more ways in which humans control the body will be presented and some explanation offered. Reasonable knowledge and understanding will be shown, and interpretation and application will begin to meet the demands of the question. Candidates may begin to offer some analysis and/or evaluation.

**8-10** Answers in this band will show sound, conceptually informed knowledge and understanding of a range of anthropological material on the ways in which humans control the body. The material will be accurately and sensitively interpreted and applied to the demands of the question. Candidates will show the ability to organise material and to analyse and/or evaluate it explicitly, so as to produce a coherent and relevant answer.

**Lower in the band**, answers may analyse a more limited range of material.

**Higher in the band**, answers will be more detailed and complete with a wider range of material. They may show a clear rationale in the organisation of material leading to a suitable and distinct conclusion.

Issues, concepts and theories such as the following may be present:

- repression of left-handedness
- cosmetic transformation of the body
- modern developments of control such as genetic modification
- artificial implants
- interventions in health
- way that the body is used for socialisation and social control – Mauss' work
- the study by Okely on schooling and the body



- body control as a means of creating/reinforcing hierarchy, eg gender and circumcision among the Masai and Boddy's work in the Sudan
- any studies on sport such as Waquant's study of boxing in Chicago
- effect on women of pregnancy (Boddy).

In answering the question, the following may be included to demonstrate interpretation, application, analysis and/or evaluation:

- use of Item A
- cross-cultural comparison
- analysis and 'unpacking' of concepts
- awareness of methodological issues
- application of ethnographic examples from a wide range of societies, including any that might be the result of candidates' research
- critique of any of the points put forward
- awareness of the relevant key debates in anthropology, (eg biological vs cultural explanations; unity vs diversity; agency vs structure; structural-functionalism vs conflict theories; feminist perspectives; interpretivist perspectives).

**0 5**

Examine the relationship between kinship and **one** of the following:

- gender
- biology
- commodities and exchange
- power and control.

*(20 marks)*

**0** No relevant points.

**1-7** Answers in this band will show only limited knowledge and understanding and some very limited interpretation, application, analysis or evaluation.

**Lower in the band**, there may be one or two very insubstantial points, with little understanding of relevant issues.

**Higher in the band**, answers will show limited, undeveloped anthropological knowledge, for example two or three insubstantial points about gender, biology, commodities and exchange and/or power and control. Interpretation and application of material may be simplistic, or at a tangent to the question. Analysis and/or evaluation will be very limited or non-existent.

**8-15** Answers in this band will show reasonable knowledge and understanding and will show limited interpretation, application, analysis and/or evaluation.

**Lower in the band**, this may be confined to a competent if basic account, such as of a relationship between kinship and one of the named aspects of society. Interpretation may be limited and not applied explicitly to the demands of the question; for instance, answers may indiscriminately describe material on gender without linking it to kinship.

**Higher in the band**, knowledge will be broader and/or deeper. The answer will begin to identify a wider range of points. Material will be accurate, though its relevance may not always be made explicit. There may be some limited analysis and/or evaluation. However this is **not** a requirement to reach the top of this band.

**16-20** Answers in this band will show sound, conceptually detailed knowledge and understanding of anthropological material on the relationship between kinship and one of the named aspects of society. This will be accurately and sensitively interpreted and applied to the demands of the question. The candidate will show the ability to organise material and to analyse and/or evaluate it explicitly so as to produce a coherent and relevant answer.

**Lower in the band**, answers may examine a more limited range of material.

**Higher in the band**, answers may be more detailed and complete, and/or may show a clear rationale in the organisation of material leading to a distinct conclusion.

Issues, concepts and theories such as the following may be present:

**Gender**

- analysis of how kinship interacts with gender to produce inequality, eg how patrilineal descent networks may produce more gender inequality than matrilineal descent networks
- how the division of labour is seen in the way kinship is structured – men outside the home and women inside the home.

### **Biology**

- the fact that kinship is often associated with blood relations, eg the need for control of women's sexuality in order to ensure offspring are in fact the man's
- examples to show that biology is not always necessary for people to be kin: eg the Na of China who will adopt a non-blood relative, or the Masai where paternity is often not known if the wife may have had an affair but will still be claimed by the husband
- the new reproductive technologies, adoption, step-parenting and fostering.

### **Commodities and exchange**

- marriage as a form of exchange
- kinship as a way of giving status or losing status
- the role of exchange – gift giving in marriage
- marriage as a way of gaining economic advantage.

### **Power and control**

- the role kinship plays in political and economic power – bride dowries and wealth, inheritance, alliances
- the relationship between kinship and immigration – marriage as a vehicle for gaining resident status.

Ethnographic studies may include: the Masai, the Na of China, the Kayapo of the Amazon, De Riviere's study of assisted reproductive technologies, Shaw's study of Oxford Pakistanis, Simon Chamber's film on London Bangladeshis.

In answering the question, the following may be included to demonstrate interpretation, application, analysis and evaluation:

- cross-cultural comparison
- analysis and 'unpacking' of concepts
- awareness of methodological issues
- application of ethnographic examples from a wide range of societies, including any that might be the result of candidates' research
- critique of any of the points made
- awareness of the relevant key debates in anthropology, (eg biological vs cultural explanations; unity vs diversity; agency vs structure; structural-functionalism vs conflict theories; feminist perspectives; interpretivist perspectives).

0 6

'Human beings have culture, and so this makes their evolved biological make-up irrelevant'.

Using material from **Item B** and elsewhere, assess this view. (20 marks)

**0** No relevant points.

**1-7** Answers in this band will show only limited interpretation, application, analysis or evaluation, and will show only limited knowledge and understanding.

**Lower in the band**, this may be one or two very insubstantial points, or material ineffectually recycled from Item B, with little understanding of relevant issues.

**Higher in the band**, answers will show limited, undeveloped anthropological knowledge, for example two or three insubstantial points about culture or biological make-up. Interpretation of material may be simplistic or at a tangent to the question.

**8-15** Answers in this band will show some reasonable interpretation, application, analysis and/or evaluation and will show reasonable knowledge and understanding.

**Lower in the band**, some potentially relevant material will be presented and a broadly accurate if basic account offered, for example of one way in which human beings' culture makes evolved biological make-up irrelevant, though interpretation and application to the demands of the question may remain implicit.

**Higher in the band**, knowledge and understanding of material will be broader and/or deeper and may make limited use of Item B. Material will be accurately interpreted but its relevance may not always be made explicit. There will be some limited explicit analysis and/or evaluation.

**16-20** In this band, analysis and evaluation will be explicit and relevant, and answers will show sound, conceptually detailed knowledge and understanding of anthropological material on the debate about culture and biology, drawn from Item B and elsewhere. This will be accurately and sensitively interpreted and applied to the demands of the question. Candidates will consider a variety of views.

**Lower in the band**, answers may examine a more limited range of material.

**Higher in the band**, answers may be more detailed and complete, and/or may show a clear rationale in the organisation of material leading to a distinct conclusion.

Issues, concepts and theories such as the following may be present:

- knowledge of how evolution works and the relationship between us and our ancestors (Dunbar)
- definition of culture – what it is, how it works, how it makes us different from apes
- evidence to support how culture negates/overrides biology: reference to Item B; gender and sexuality; relationship with nature; kinship – how blood relations may be less important; role of symbols
- examples of diversity from any part of Unit 1

- examples of universality from any part of Unit 1
- evidence to support the importance of evolved biological make-up: gender; similarities to apes; language; how the mind works/thought; classification, eg Lévi-Strauss; our relationship to nature/socio-biology (Wilson).

In answering the question, the following may be included to demonstrate interpretation, application, analysis and evaluation:

- an overall position which largely agrees completely with the question
- an overall position which largely disagrees, arguing that though culture is crucial in understanding human beings, our evolved, biological make-up is also relevant
- reference to Item B
- cross-cultural comparison
- analysis and 'unpacking' of concepts
- awareness of methodological issues
- application of ethnographic examples from a wide range of societies, including any that might be the result of candidates' research
- awareness of the relevant key debates in anthropology, (eg biological vs cultural explanations; unity vs diversity; agency vs structure; structural-functionalism vs conflict theories; feminist perspectives, interpretivist perspectives).

**ASSESSMENT GRID FOR A LEVEL ANTHROPOLOGY UNIT 1 (ANTH1)**

**Examination Series: January 2011**

				<b>ASSESSMENT OBJECTIVES</b>		
<b>Questions</b>				<b>AO1</b>	<b>AO2</b>	<b>Total</b>
	<b>0</b>	<b>1</b>		2	2	4
	<b>0</b>	<b>2</b>		2	4	6
	<b>0</b>	<b>3</b>		6	4	10
	<b>0</b>	<b>4</b>		5	5	10
	<b>0</b>	<b>5</b>		12	8	20
	<b>0</b>	<b>6</b>		8	12	20
<b>Total</b>				<b>35</b>	<b>35</b>	<b>70</b>