



**General Certificate of Education  
January 2012**

**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 students' 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 students' 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 students' 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 students 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. Students 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 students' 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**, students' 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**, students' 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**, students' 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**, students' 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**, students' 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**, students' 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 'cultural evolution' and illustrate your explanation with an example (**Item A**, line 11). (4 marks)

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

- changes in humans' way of life
- changes in humans' beliefs and practices
- changes to human beings that are transmitted through socialisation rather than through biological inheritance
- the capacity of humans to evolve by making changes to their culture or society, unrelated to their physical body.

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

**NB:** References to the culture of appropriate other species, eg primates, should be rewarded.

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

- changes in forms of communicating, eg written language
- changes in how males and females relate to each other
- changes in the level of technology which means humans are able to adapt to different environments or adopt a different way of life
- changes in ways of thinking about the world that affect how humans live, eg religious beliefs.

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

**0 2**

Identify and briefly explain **one** biological reason and **one** cultural reason why humans eat what they do, **apart from** that mentioned in **Item B**. (6 marks)

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

**Biological**

- teeth
- bipedalism
- brain size
- body adaptation.

**Cultural**

- religious beliefs
- taboos
- social class differences
- ethical beliefs
- humans' need to classify.

**Two** marks for each satisfactory explanation, such as:

**Biological**

- teeth: the fact that humans have a particular kind of teeth that allows them to eat both meat and plant material
- bipedalism: the fact that humans stand on two legs and can use their hands to make tools and hunt
- brain size: brain size means that humans need a high level of protein so eat a lot of meat
- body adaptation: the body adapts to the environment by selecting for those features that can cope with the food available, eg lactose tolerance or intolerance.

**Cultural**

- religious beliefs: religious beliefs lead to specific food habits
- taboos: certain foods are forbidden (Douglas or Leach)
- social class differences: differences in income may affect what people will eat
- ethical beliefs: changes in moral attitudes towards animals has given rise to vegetarianism and veganism
- humans' need to classify: any of the explanations could refer to the fact that humans need to classify things (Lévi-Strauss).

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

**NB:** **No** marks for some foods holding higher status/importance than others.

**0 3**

Examine **two or more** differences between traditional and modern societies.

(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 traditional and modern societies but with no focus on differences. There will be no interpretation, application, analysis and evaluation.

**Higher in the band**, answers will present one or two insubstantial points about traditional and modern societies, but their understanding of the differences between the two will be limited. 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 the differences between traditional and modern societies will be presented and some limited description will be offered. 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 the differences between traditional and modern societies 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. Students 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 differences between traditional and modern societies. The material will be accurately and sensitively interpreted and applied to the demands of the question. Students 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:

- differences in gender roles
- differences in levels of technology
- differences in complexity of social organisation
- differences in the extent to which they are integrated into a wider social structure, eg a nation or global economy
- differences in the way they relate to the environment

- references to specific traditional societies such as the !Kung, !San, Kayapo or other Amazonia tribes, tribes of Papua New Guinea, the Hamar of southern Ethiopia
- references to any modern society such as Britain or US as well as references to any modern nation state within which both 'traditional' and 'modern' societies may be found
- references to past and present characteristics of the same society, such as India
- references to contemporary peasant societies, such as Chiapas.

Students may show interpretation, application, analysis and 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 students' research
- critique of any of the points put forward, in particular the fact that the concepts themselves are problematic
- awareness of the relevant key debates in anthropology:  
eg biological vs cultural explanations; unity vs diversity;  
agency vs structure; functionalism vs conflict theories; feminist perspectives; interpretivist perspectives.



**0** | **4**

Analyse **two or more** ways in which humans organise the distribution of what they produce (**Item B**). (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 production or distribution, 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 ways humans organise the distribution of what they produce. 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 possible ways humans organise the distribution of what they produce 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 humans organise the distribution of what they produce 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. Students may begin to offer some analysis and/or evaluation.

**8-10** Answers in this band will show sound, conceptually informed knowledge and understanding of two or more ways humans organise the distribution of what they produce. The material will be accurately and sensitively interpreted and applied to the demands of the question. Students 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:

- gender divisions
- age divisions
- social class divisions (Marx)
- according to different economic systems – capitalism/market economy, money economy or barter economy (Engels)
- reciprocity and gift exchange
- reference to specific cultures and societies such as the !Kung, !San, Masai, Kayapo, western consumer society, drug dealing (Bourgois)
- material culture (Miller).

The following may be included to demonstrate interpretation, application, analysis and evaluation:

- use of 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 students' 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; functionalism vs conflict theories; feminist perspectives; interpretivist perspectives.

<b>0</b>	<b>5</b>	Examine the relationship between culture and the natural environment. <span style="float: right;"><i>(20 marks)</i></span>
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**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 the relationship between culture and the natural environment. 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 of the relationship between culture and the natural environment. Interpretation may be limited and not applied explicitly to the demands of the question.

**Higher in the band**, knowledge will be broader and/or deeper. The answer will begin to identify a wider range of ways in which culture and nature are inter-related. 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 culture and the natural environment. This will be accurately and sensitively interpreted and applied to the demands of the question. The student 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:

- cultural materialism – the view that the culture is influenced/determined by the natural environment
- the view that cultural beliefs and practices such as religion may affect how a society relates to the natural environment, eg the way that some religions advocate human superiority over nature
- ethical stances may affect attitudes, eg attitudes towards animals, nature
- social class, eg the culture of the more affluent may see the natural environment as something to be enjoyed rather than used instrumentally
- the natural environment as a source of classification
- the natural environment as a source of language
- biological explanations as opposed to culture – the view that it is our biological make-up that determines our approach to the natural environment, eg bipedalism, brain size

- references to any cultures such as how the Kayapo are influenced by living in the Amazon and at the same time how their culture affects attitudes towards it, eg seeing everything as animated by spirits, or the contrast between the Sherpas of Nepal and western mountaineers – to show the effect of culture.

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

- an argued position varying from a position that stresses culture as the determining factor to a position that stresses the importance of the natural environment in determining the form the culture takes
- 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 students’ 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; functionalism vs conflict theories; feminist perspectives; interpretivist perspectives.

**0 6**

Using material from **Item A and/or Item B** and elsewhere, assess the view that unequal political and social power is an essential part of all human societies. (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**, there may be one or two very insubstantial points or material ineffectually recycled from Item A and/or 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 either social or political power. 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 social or political power is essential in society, 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 the Items. 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 social and political power in society, drawn from Item A and/or Item B and elsewhere. This will be accurately and sensitively interpreted and applied to the demands of the question. Students will consider a variety of views.

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

- reference to the way power was part of the social organisation of our ancestors
- references to debates on human nature or arguments about cultural evolution vs biological evolution (Rousseau/Hobbes)
- theoretical perspectives that argue that power has a function (Durkheim)
- theoretical perspectives that argue that unequal power relations are a product of particular societies and could change (Marx)
- theoretical perspectives that refer to the relationship between knowledge and power (Foucault)
- information about different types of political structures – making the point that though they may be different, for example tribe and nation state, power is still unequal
- reference to specific societies that illustrate how power is exercised, eg male-dominated societies such as the Hamar or Masai of Ethiopia or class dominated societies

- reference to how witchcraft, religious beliefs or ideologies may be a way of exercising power
- reference to large or small scale resistance to power and domination (Scott).

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

- reference to Item A and/or B
- a position which argues that unequal power relations are essential in all societies
- a position which argues that power relations are not essential in all societies – the view that cultural evolution could change things in the future, or a Marxist/anarchist perspective
- cross-cultural comparison
- cross-species 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 students’ 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; functionalism vs conflict theories; feminist perspectives; interpretivist perspectives.

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

**Examination Series: January 2012**

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

**Converting Marks into UMS marks**

Convert raw marks into Uniform Mark Scale (UMS) marks by using the link below.

**UMS conversion calculator** [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion)