

A-LEVEL **ANTHROPOLOGY**

ANTH4/Unit 4 Practising Anthropology: Methods and Investigations
Mark scheme

2111
June 2014

Version: 1.0 Final

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

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.

Further copies of this Mark Scheme are available from aqa.org.uk

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 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.

Section A: Research Issues

Total for this section: 40 marks

0	1
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Examine some of the advantages of anthropologists reflecting upon their own role in fieldwork. <i>(10 marks)</i>

0 No relevant points.

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

Lower in the band, there may be one or two insubstantial points about reflecting on fieldwork but these will be ineffectively used. There will be minimal or no interpretation, application, analysis and evaluation.

Higher in the band, answers will present one or two insubstantial points about reflecting on field work. 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 advantages of reflecting on fieldwork will be identified and some limited explanation will be offered, for example, being aware of one's own biases. 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 advantages of reflecting on fieldwork during will be presented, and some explanation offered, for example an ethnographic example to illustrate how the anthropologist may become more open to different interpretations of the data as a result of reflection. 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 and detailed knowledge and understanding of material on two or more advantages of reflecting on fieldwork. The material will be accurately 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. Interpretation and application may be less focused, and analysis and/or evaluation less developed.

Higher in the band, answers will be more detailed and complete with a wider range of material. Interpretation and application of material will be more focused and answers will show sensitivity in interpretation of the question. Analysis and/or evaluation will be more relevant and explicit.

Issues, concepts and theories such as the following may appear:

- definition of reflecting, eg self-consciousness or awareness of the role of the researcher in the research process
- may use the concept of reflexivity
- helps the researcher adopt a more ethical approach, eg. being aware of the impact the researcher may have on the lives of the researchers or becoming more sensitive to the needs and interests of the research participants
- helps to gain more accurate data, eg being aware of how one's own biases may affect the interpretation of results
- helps to gain insights into the subjective nature of knowledge production, eg the role of power
- attention paid to the interactional processes and the interdependence of fieldworker and research participants (Rabinow)
- the power relationship between fieldworker and research participant
- acknowledge fieldworker's own role (Barley)
- gives the future reader of the ethnography a way of evaluating the findings of the researcher
- knowledge of specific examples to illustrate the points made.

Note: However, **not all** of these are necessary, even for full marks.

Students may show interpretation, application, analysis and evaluation by reference to issues such as:

- application of points to specific examples of the work of anthropologists
- analysis and 'unpacking' of concepts, eg emic/etic, objective/subjective
- comparisons made between different methods
- comparisons made between the work of different anthropologists, eg the contrast between Malinowski and Weiner in their approach to research amongst the Trobriand Islanders
- awareness of relevant theoretical perspectives on methodology and the debates between them, eg scientific, interpretivist, Marxist, feminist, post-modern, eg the debate between Chagnon and others over the relationship of science to anthropological research
- relevance to question, eg on reflexivity rather than the problems of subjectivity or power relations in general
- evaluation of theoretical perspectives on methodology
- evaluation of specific research methods
- evaluation of the work of specific anthropologists, eg feminist critique of male researchers who aren't aware of a gender bias.

0	2
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Examine some of the limitations of using oral histories in anthropological research.

(10 marks)

0 No relevant points.

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

Lower in the band, there may be one or two insubstantial points about oral histories in general, but these will be ineffectively used. There will be minimal or no interpretation, application, analysis and evaluation.

Higher in the band, answers will present one or two insubstantial points about the limitations of oral histories. 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 limitations of using oral histories will be identified, for example, lack of representativeness and/or generalisation, and some limited explanation will be offered. 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 limitations of oral histories will be presented and some explanation offered, for example, use of a specific example of the use of an oral history, as opposed to interviews in general. 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/evaluation.

8-10 Answers in this band will show sound and detailed knowledge and understanding of two or more limitations of oral histories as an anthropological research method. The material will be accurately 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. Interpretation and application may be less focused, and analysis and/or evaluation less developed.

Higher in the band, answers will be more detailed and complete with a wider range of material. Interpretation and application of material will be more

focused and answers will show sensitivity in interpretation of the question. Analysis and/or evaluation will be more relevant and explicit.

Issues, concepts and theories such as the following may appear:

- definition of oral histories
- lack of validity
- lack of reliability
- reliance on memory (Shostak, 1981)
- unable to generalise
- not representative
- subjectivity, lying and exaggeration (Peacock and Holland, 1993)
- problems with translation and interpretation (Llewellyn-Davies, filming Masai)
- time-consuming
- difficulties in recording and transcribing
- ethical and political issues
- personal characteristics of both research participant/fieldworker
- factors that might have impacted on the knowledge of the history eg colonialism.

Note: However, **not all** of these are necessary, even for full marks.

Students may show interpretation, application, analysis and evaluation by reference to issues such as:

- application of points to specific examples of the work of anthropologists (Shostak, 1981)
- analysis and 'unpacking' of concepts, eg representative (whose history do we use), generalisation
- comparisons made between different methods, eg showing limitations through contrast with other methods
- comparisons made between the work of different anthropologists
- awareness of relevant theoretical perspectives on methodology and the debates between them, eg the views of a scientific approach on oral histories
- relevance to question, eg focus on problems specific to oral histories rather than interviews in general
- evaluation of theoretical perspectives on methodology
- evaluation of specific research methods
- evaluation of the work of specific anthropologists.

0	3
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'It is unethical for anthropological research to benefit only the researcher and not the participants.'

Assess this view, using anthropological arguments and evidence. (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 insubstantial points about the ethics with little understanding of relevant issues.

Higher in the band, answers will show limited, undeveloped knowledge, for example two or three insubstantial points about the anthropologist taking advantage of research participants. Interpretation and application 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 the problems caused by anthropologists using participants to make their own career, without consideration to the negative impacts. Interpretation may be limited and not applied explicitly to the demands of the question. Analysis and/or evaluation are likely to be very limited or non-existent.

Higher in the band, knowledge and understanding will be broader and/or deeper. The answer will begin to identify a wider range of issues, for example awareness of the efforts of anthropologists to collaborate with participants, with specific examples from anthropological research. Material will be accurately interpreted, though 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 and detailed knowledge and understanding of material on the ethical issues surrounding the question of benefits. This will be accurately interpreted and applied to the demands of the question. Students will show the ability to organise material and to analyse and 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. Interpretation and application may be less focused, and analysis and/or evaluation less developed.

Higher in the band, answers will be more detailed and complete with a wider range of material. Interpretation and application of material will be more focused and answers will show sensitivity in interpretation of the question.

Analysis and/or evaluation will be more relevant and explicit. Answers will show a clear rationale in the organisation of material leading to a distinct conclusion.

Issues, concepts and theories such as the following may appear:

- official policies on ethical issues, eg statement on ethical research (AAA, ASA) and privacy rights of studied cultures (NAGPRA)
 - the ways in which anthropologists have benefitted from participants without bringing any benefits and even causing harm (Chagnon)
 - potential disruption to the way of life of participants
 - career advancement of the anthropologist whilst disregarding the interests of the participants
 - the ways in which anthropologists have brought benefits to the participants
- collaborative research: an approach to learning about culture that involves the anthropologist working with members of the study population as partners and team-mates rather than as “subjects” (Nancy Scheper – Hughes)
- anthropology as advocacy, eg. anthropologists in Amazonia (Turner).
- participatory projects, eg. research into material culture has led to the indigenous skills and knowledge being reinforced (Museum of Archaeology and Anthropology Cambridge)
- giving participants a voice and making their culture better understood by the general public as well as policy makers, eg showing subcultures such as pagans and those who suspend themselves from hooks in a positive light (Greenwood and Clifford-Jaegar)
- divisions within a community so that it is hard to know which group to help, eg the circumcision debate in east Africa
- importance of the funding institutions (Horowitz) in limiting what an anthropologist can do
- practical issues, eg just by being there you may be causing harm
- lack of objectivity such that the anthropologist limits their research focus and therefore may miss out on important aspects of what they are studying (Weston).

Note: However, **not all** of these are necessary, even for full marks.

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

- application of points to specific examples of the work of anthropologists
- analysis and ‘unpacking’ of concepts, eg participatory, advocacy
- comparisons made between different methods, eg discussion of what methods might bring more benefits
- comparisons made between the work of different anthropologists
- awareness of relevant theoretical perspectives on methodology and the debates between them, eg the debate between a more scientific approach contrasted with a politically-motivated approach to research (feminist or Marxist)

- relevance to question, eg directly addressing the issue of 'should' or 'should not'
- evaluation of theoretical perspectives on methodology
- evaluation of specific research methods
- evaluation of the work of specific anthropologists.

Section B: Personal Investigation

Total for this section: 50 marks

0	4
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Identify one or more practical problems that you encountered in your investigation and explain how you dealt with the problem(s). <i>(10 marks)</i>
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0 No relevant points.

1-3 Answers in this band will show a limited description of a problem and a limited attempt to relate the two parts of the question: problem and solution.

Lower in the band, there may be limited description of the practical problem.

Higher in the band, there may be more detailed description of the practical problem(s) encountered during the investigation with a limited or no attempt to explain how the student dealt with the problem(s).

4-7 Answers in this band will show a reasonable explanation of the practical problem(s) encountered in the investigation and how it was dealt with, with specific reference to the investigation.

Lower in the band, this may be confined to a competent if basic explanation of a problem(s), eg financial constraint, with some attempt to explain how it was dealt with. There will be reference to the personal investigation.

Higher in the band, answers will present a more in-depth explanation of the practical problem(s) encountered and examine how it was dealt with in more detail. The reference to the personal investigation will be more detailed.

8-10 Answers in this band will show sound and detailed knowledge and understanding of the practical problem(s) and how it was dealt with. 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. The answer will refer closely to the nature of the investigation.

Higher in the band, answers will be more detailed and complete. Explanations will be supported by precise and specific references to the investigation.

Answers may demonstrate:

- practical problems: time, money, access, recording the data
- ways of dealing with practical issues encountered: changing the focus of the investigation, making the aims less ambitious, gaining trust, using a mobile phone to record data
- reference to specific research methods that might have been used and their role in creating or overcoming the practical problem

- comparison between their research and the work of other anthropologists, eg how anthropologists gained access to the group
- relevance to question: focus on practical problems rather than ethical or general methodological problems.

Note: However, **not all** of these are necessary, even for full marks.

Note: Students will be rewarded at all levels for an understanding of the connections between the issues raised by this question and different elements of the subject; anthropological concepts and theories; methods of enquiry; ethnography and substantive social and cultural issues.

0 5

Explain how far you were able to be objective and unbiased in your investigation.
(20 marks)

0 No relevant points.

1-7 Answers in this band will show only a limited knowledge of what it means to be objective and/or unbiased with limited reference to the personal investigation.

Lower in the band, answers amount to little more than pure description of the investigation with no understanding of what it means to be objective and / or unbiased.

Higher in the band, answers will present two or three insubstantial points about being objective and / or unbiased with little reference to the personal investigation.

8-15 Answers in this band will show a reasonable understanding of how far the student was able to be objective and unbiased and will address these issues with specific reference to the details of the personal investigation.

Lower in the band, answers will offer a basic account of how far the student was able to be objective and unbiased in the investigation, with references to the personal investigation, but lacking in detail. Some reasonable knowledge and understanding will be shown, though interpretation, application, analysis and evaluation are likely to be limited.

Higher in the band, answers will offer a fuller account of how far it was possible to be objective and unbiased. The references to the investigation will be more detailed. Reasonable knowledge and understanding will be shown, and interpretation and application will begin to meet the demands of the question.

16-20 Answers in this band will show sound and detailed knowledge and understanding of the issues surrounding being objective and unbiased and offer a good explanation of how far it was possible to remain objective and unbiased in the investigation. 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. The answer will refer closely to the nature of the investigation.

Higher in the band, answers will be more detailed and complete. Explanations will be supported by precise and specific references to the investigation.

Answers may demonstrate:

- definition of objective / unbiased
 - Knowledge of the difference between the two, eg unbiased is an aspect of the general problem of objectivity in social science
- problems of being objective / unbiased, eg prior experience or views on

the research topic

- concepts: value-free, bias, subjective
- reference to specific research methods that might have been used and their relationship to being objective, eg contrast between structured and unstructured interviews
- comparison between their research and the work of other anthropologists, eg the relationship that Simon Chambers had with his research participants could have prevented him from being objective
- awareness of different theoretical perspectives on whether or not anthropology can or should be objective, eg the view that the anthropologist is not objective in the same sense as scientists but rather seeks to lose their subjectivity in the subjectivity of others.

Note: However, **not all** of these are necessary, even for full marks.

Note: Students will be rewarded at all levels for an understanding of the connections between the issues raised by this question and different elements of the subject; anthropological concepts and theories; methods of enquiry; ethnography and substantive social and cultural issues.

0 6

Examine your conclusions **and** make recommendations for possible further research on the topic of your investigation. (20 marks)

0 No relevant points.

1-7 Answers in this band will show only a limited knowledge of the conclusions of the investigation and/or the recommendations for possible further research. There will be only limited interpretation, application, analysis or evaluation.

Lower in the band, answers will present one or two insubstantial points about the conclusions with no discussion of recommendations of possible further research.

Higher in the band, answers will present two or three insubstantial points about the conclusions of the investigation and a simplistic recommendation for possible further research. For example, the student may present a conclusion with little supporting evidence for this conclusion and then say that the possibilities of further research would be to observe for a longer period of time. Interpretation and application may be simplistic, or at a tangent to the question.

8-15 Answers in this band will show a reasonable understanding of the conclusions of the investigation and make some recommendations for further research. Answers will address these issues with specific reference to the details of the personal investigation. There will be reasonable interpretation, application, analysis and/or evaluation.

Lower in the band, answers will offer a basic account of the conclusions of the investigation, though there may be limited evidence from the personal investigation for these conclusions. They will also make some generalised recommendations for possible further research, for example recommending that the study be extended to other locations. Or, the answer may have more detail from the personal investigation and only brief reference to further research. Interpretation, application, analysis and/or evaluation are likely to be undeveloped.

Higher in the band, answers will offer a fuller account of the conclusions of the investigation and/or precise recommendations for further research with more detailed references to the investigation, for example the further research could do a similar topic but focus on a different age group or a different gender. However, it may not be fully explicit how the recommendations for further research arise out of the investigation. There will be more developed interpretation, application, analysis and/or evaluation.

16-20 Answers in this band will show sound and detailed knowledge and understanding of the conclusions of the investigation and a full discussion of the recommendations for further research, clearly linked to the conclusions of the investigation. 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. The answer will refer closely to the nature of the investigation, but the link between further research and conclusions will be less explicit.

Higher in the band, answers will be more detailed and complete. Explanations will be supported by precise and specific references to the investigation and the link between the specific investigation and further research will be made fully explicit.

Answers may demonstrate:

- awareness of the difference between conclusions and the evidence that supports the conclusions
- detailed description of the conclusions
- a number of conclusions with evidence from findings to support these conclusions
- limitations of findings may have made it difficult to draw any conclusions, eg the scope of the research was too narrow or the scope was too broad such that it was difficult to make sense of the data
- awareness of the limitations of conclusions in general eg the problem of generalisation
- awareness of the relationship between different conclusions, eg conclusions about how students organise the space at college might be related to ethnic identity
- reference to specific research methods that might have been used and how methods might have influenced the conclusions, eg participant observation may lead to 'going native'
- link between details of the investigation and further research, eg recommending research on male concern for appearance would be linked directly to the work done on females and appearance, with ideas of how the research might be done differently if it was males rather than females
- reference to specific examples from the research that might provoke interest for further research, eg insights on how the avatar looks influences how relations are established could inspire further research on this, even though this was not the specific focus of the investigation
- comparison between their research and the work of other anthropologists, eg how their findings might be similar or different or how their research could be linked with other research projects in anthropology
- further possible research recommendations such as, different locations, a different angle on the same topic, eg look at piercings rather than tattoos, same topic but different social groups, eg women at gyms rather than men at gyms, further work on one particular observation, eg the involvement of students in protests when at university.
- recommendations for the same topic but using different research methods, eg actually learning how to skate board rather than just observing skate boarding.

Note: However, **not all** of these are necessary, even for full marks.

Note: Students will be rewarded at all levels for an understanding of the connections between the issues raised by this question and different elements of the subject;

anthropological concepts and theories; methods of enquiry; ethnography and substantive social and cultural issues.

ASSESSMENT GRIDS FOR A-LEVEL ANTHROPOLOGY UNIT 4 (ANTH4)

Examination Series: June 2014

Section A

				ASSESSMENT OBJECTIVES		
Questions				AO1	AO2	Total
0	1			4	6	10
0	2			4	6	10
0	3			8	12	20
Total				16	24	40

Section B

				ASSESSMENT OBJECTIVES		
Questions				AO1	AO2	Total
0	4			4	6	10
0	5			8	12	20
0	6			8	12	20
Total				20	30	50

Paper Total				36	54	90
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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