



A-LEVEL

Anthropology

ANTH4 Practising Anthropology: Methods and Investigations
Mark scheme

2110
June 2016

Version 1.0: Final Mark Scheme

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 Examine some of the ways in which the study of objects and artefacts can help anthropologists understand different cultures.

[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 very insubstantial points about ways in which the study of objects and artefacts can help anthropologists understand different cultures in general with little understanding of relevant issues. There will be minimal or no interpretation, application, analysis and/or evaluation.

Higher in the band, answers will present one or two insubstantial points about ways in which the study of objects and artefacts can help anthropologists understand different cultures. Interpretation and application of material may be simplistic, or at a tangent to the question. There will be very limited analysis and/or evaluation.

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

Lower in the band, material on one or more ways in which the study of objects and artefacts can help anthropologists understand different cultures will be presented, and some limited explanation will be offered, for example, that objects reveal the social lives of a community. Interpretation of the question may be more generalised and application may involve listing material from the general topic area with limited regard for the specific issues raised by the question. Analysis and/or evaluation are likely to be limited.

Higher in the band, material on two or more ways in which the study of objects and artefacts can help anthropologists understand different cultures will be presented, and some explanation offered, for example, that objects reveal the social lives of a community by how those objects were treated and where we find them (Deetz). Answers will be more explicit in the interpretation of the set question and greater anthropological awareness in the application of material will be shown. Analysis and/or evaluation will be more developed.

8-10 Answers in this band will show sound and detailed knowledge and understanding of material on two or more ways in which the study of objects and artefacts can help anthropologists understand different cultures. 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.

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

- symbolism and its relationship to beliefs and practices
- objects that represent the identity of a group, eg totems
- objects used in social interaction, eg ritual or exchange
- material culture
- objects used to symbolise or gain power or prestige, eg Kula exchange
- objects reveal how people interact with the environment around them (Steward's cultural ecology)
- cultures develop social practices to deal with the practical problems they face (Harris's cultural materialism)
- using objects as evidence, eg of the social lives of the community being studied (Deetz)
- social or cultural evolution (Sahlins)
- the role of objects in maintaining social solidarity (Durkheim)
- objects being used as a facilitator for anthropological research, eg Shostak paying her informant Nisa in tobacco
- conspicuous consumption
- viewing objects as agents of social change, eg mobile phones amongst the Maasai
- the agency of art (Gell)
- the benefit of the display and collection of objects in museums
- the use of objects in biological anthropology.

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 'following the thing' (Marcus)
- comparisons made between different methods, eg cultural ecology and cultural materialism
- comparisons made between the work of different anthropologists, eg Miller's work on consumption vs Marx's views on capitalism
- awareness of relevant theoretical perspectives on methodology and the debates between them, eg interpretivism vs positivism
- relevance to question
- evaluation of theoretical perspectives on methodology, eg the role of objects in archaeology or museum studies
- evaluation of specific research methods
- cross-cultural comparison
- evaluation of the work of specific anthropologists.

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

- 0 2** Examine some of the ways used by anthropologists to communicate information about the communities they have studied.

[10 marks]

0 No relevant points.

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

Lower in the band, there may be one or two insubstantial points about some of the ways used by anthropologists to communicate information about the communities they have studied in general with little understanding of relevant issues. There will be minimal or no interpretation, application, analysis and/or evaluation.

Higher in the band, answers will present one or two insubstantial points about some of the ways used by anthropologists to communicate information about the communities they have studied. Interpretation and application of material may be simplistic, or at a tangent to the question. There will be very limited analysis and/or evaluation.

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

Lower in the band, material on one or more of the ways used by anthropologists to communicate information about the communities they have studied will be identified, for example through ethnography. Interpretation of the question may be more generalised and application may involve listing material from the general topic area with limited regard for the specific issues raised by the question. Analysis and/or evaluation are likely to be limited.

Higher in the band, material on two or more ways anthropologists communicate information about the communities they have studied will be presented and some explanation offered, for example, by interpreting the culture being studied theoretically. Students are likely to make use of specific anthropological examples. Answers will be more explicit in the interpretation of the set question and greater anthropological awareness in the application of material will be shown. Analysis and/or evaluation will be more developed.

8-10 Answers in this band will show sound and detailed knowledge and understanding of two or more of the ways used by anthropologists to communicate information about the communities they have studied. 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:

- an understanding of the role of ethnography in anthropological research
- the agency of the researcher, eg interpretivism, selectivism, exoticism (Miner's Nacirema)
- an understanding of issues related to audience and representation
- ethnographic film (Yorke)
- thick description (Geertz)
- applied or public anthropology and anthropological activism (Borofsky)
- an awareness of the difference between academic and public anthropology
- debates over communication, eg problems with translation (Mead vs Freeman)
- Anthropology at Home (Fox)
- debates about interference (Briski's Born into Brothels).

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 what is meant by interpretivism
- comparisons made between different methods, eg participant observation and social surveys
- consideration of the respective advantages or disadvantages of one way over another
- comparisons made between the work of different anthropologists, eg Geertz's thick description vs Comte's positivism
- awareness of relevant theoretical perspectives on methodology and the debates between them, eg interpretivism vs positivism
- relevance to question
- evaluation of theoretical perspectives on methodology, eg positivist criticisms of the agency of the researcher or issues of researcher bias
- consideration of the extent to which informants have been involved in the research process and have had the research shared with them
- evaluation of specific research methods
- cross-cultural comparisons
- evaluation of the work of specific anthropologists.

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

0 3 Evaluate the advantages and disadvantages of using participant observation in anthropological research.

[20 marks]

0 No relevant points.

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

Lower in the band, there may be one or two very insubstantial points about the advantages and disadvantages of using participant observation in anthropological research in general with little understanding of relevant issues. There will be minimal or no interpretation, application, analysis and/or evaluation.

Higher in the band, answers will present one or two insubstantial points about the advantages and disadvantages of using participant observation in anthropological research. Interpretation and application of material may be simplistic, or at a tangent to the question. There will be very limited analysis and/or evaluation.

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 that participant observation is the principal method of anthropology. Interpretation of the question may be more generalised and application may involve listing material from the general topic area with limited regard for the specific issues raised by the question. Analysis and/or evaluation are likely to be limited.

Higher in the band, knowledge and understanding will be broader and/or deeper. The answer will begin to identify a wider range of issues. These could include identification of the advantages that participant observation brought as a method as well as acknowledging its disadvantages. Answers will be more explicit in the interpretation of the set question and greater anthropological awareness in the application of material will be shown. Analysis and/or evaluation will be more developed.

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 advantages and disadvantages of using participant observation in anthropological research. 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. Answers will show some organisation but the conclusion may be less developed or partially supported by the body of the essay.

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 of material leading to a distinct conclusion, 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 appear:

- Malinowski's prolonged fieldwork amongst the Trobriand Islanders
- living among a community allowing the anthropologist to compare what a community says to what they actually do (Fernandez: Bwiti Fang Reformativ Cult)
- participant observation as a means to building rapport with the host community (Geertz: The Balinese Cockfight)
- 'Field blindness' (Fox)
- fieldwork as a rite of passage for anthropologists
- the problems of going native (Good and the Yanomami)
- the relationship between participant observation and the terms 'emic' and 'etic'
- detailed field notes as a resource
- different kinds of participant observation, eg covert or overt
- problems of access and the role of gatekeepers
- the extent to which the anthropologist can participate in the research and the extent of community involvement
- problems of language and translation (Mead).

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 what we mean by 'immersion'
- comparisons made between different methods eg participant observation vs armchair anthropology
- comparisons made between the work of different anthropologists, eg Frazer vs Geertz
- awareness of relevant theoretical perspectives on methodology and the debates between them, eg interpretivism vs positivism, objectivity vs subjectivity, observer bias or social desirability bias
- awareness of the role of fieldwork context and its peculiarities, eg is it Anthropology of Home, Anthropology of Abroad, or Anthropology of Virtual Worlds?
- relevance to question
- evaluation of theoretical perspectives on methodology eg reflexivity
- evaluation of specific research methods
- cross-cultural comparison
- evaluation of the work of specific anthropologists.

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

Section B: Personal Investigation

Total for this section: 50 marks

0 4 Explain your reasons for choosing the subject of your personal investigation.

[10 marks]

0 No relevant points.

1-3 Answers in this band will show a limited explanation of the reasons for choosing the subject of the personal investigation with minimal reference to the personal investigation and will show only limited interpretation, application, analysis and/or evaluation.

Lower in the band, there may be one or two very insubstantial points about the reasons for choosing the subject of the personal investigation in general with little understanding of relevant issues. There will be minimal or no interpretation, application, analysis and/or evaluation.

Higher in the band, answers will present one or two insubstantial points about the reasons for choosing the subject of the personal investigation. Interpretation and application of material may be simplistic, or at a tangent to the question. There will be very limited analysis and/or evaluation.

4-7 Answers in this band will show a reasonable explanation of the reasons for choosing the subject of the personal investigation.

Lower in the band, this may be confined to a competent if basic explanation of the reasons for choosing the subject of the personal investigation. There will be reference to the personal investigation and some mention of why the topic was chosen. Interpretation of the question may be more generalised and application may involve listing material from the general topic area with limited regard for the specific issues raised by the question. Analysis and/or evaluation are likely to be limited.

Higher in the band, answers will present a more in-depth explanation of the reasons for choosing the subject of the personal investigation. The reference to the personal investigation will be more detailed. Interpretation and application will begin to meet the demands of the question and 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 the reasons for choosing the subject of the personal 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:

- awareness of issues of access and opportunity for carrying out the personal investigation
- relevance to prior learning, such as ethnographies read or studied, considering similarities or differences to the candidate's chosen subject
- relevance to personal or academic interests and experiences that provoked an interest in the subject of the personal investigation
- knowledge of methodological opportunities or limitations to the field of the personal investigation
- knowledge of ethical limitations to the topic of the personal investigation, perhaps indicating alternative topics that were rejected in favour of the one adopted
- awareness of the experiences of other anthropologists and how they arrived at their research interests
- Comparison with the work of other anthropologists
- identification with a school of thought or theoretical approach which guided the interest in the subject of the personal investigation
- the nature of anthropology as a comparative subject
- the noting of relationships with other areas of anthropology.

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 Examine the main practical and ethical issues relevant to your personal investigation. Explain how you managed these issues.

[20 marks]

0 No relevant points.

1-7 Answers in this band will show only limited knowledge and understanding with minimal reference to the personal investigation, and show only limited interpretation, application, analysis and/or evaluation.

Lower in the band, there may be one or two very insubstantial points about practical and ethical issues relevant to the personal investigation and/or how they were managed in general with little understanding of relevant issues. There will be minimal or no interpretation, application, analysis and/or evaluation.

Higher in the band, answers will present one or two insubstantial points about practical and ethical issues relevant to the personal investigation and/or how they were managed. For example, they may identify anonymity as an issue, going on to explain the importance of confidentiality, but make little attempt to relate it to the question. Interpretation and application of material may be simplistic, or at a tangent to the question. There will be very limited analysis and/or evaluation.

8-15 Answers in this band will show reasonable knowledge and understanding of the main practical and ethical issues relevant to the personal investigation and how they were managed and will examine these with specific reference to the details of the personal investigation. There will be some reasonable interpretation, application, analysis and/or evaluation.

Lower in the band, answers will offer a basic examination of the main practical and ethical issues relevant to the personal investigation and how they were managed, for example students might note consent, access and anonymity as practical and ethical issues they faced and state that they managed them without identifying how specifically. Interpretation of the question may be more generalised and application may involve listing material from the general topic area with limited regard for the specific issues raised by the question. Analysis and/or evaluation are likely to be limited.

Higher in the band, answers will offer a fuller examination of the main practical and ethical issues relevant to the personal investigation and how they were managed, for example, students might identify the steps they took to resolve anticipated and identified practical and ethical issues. The references to the investigation will be more detailed. Answers will be more explicit in the interpretation of the set question and greater anthropological awareness in the application of material will be shown. Analysis and/or evaluation will be more developed.

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 practical and ethical issues relevant to the personal investigation and how they were managed. This will be accurately interpreted and applied to the demands of the question, with explicit reference to the personal investigation. Students are highly likely to make use of specific anthropological examples. 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 the practical and ethical issues, how they were managed and the investigation 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 links between the specific investigation and the main practical and ethical issues relevant to the personal investigation and how they were managed, will be explicit.

Answers may demonstrate:

- description of the main practical and ethical issues faced
- how issues of access were overcome
- an understanding of the importance of informed consent
- an appreciation of the preference for overt over covert observation
- a respect for the anonymity of informants
- awareness of ethical guidelines within the discipline, such as those of the Association of Social Anthropologists of the UK & Commonwealth (the ASA)
- an appreciation of the relationship between methodology and ethics, such as the need for accuracy, a preference for objectivity and the reflexive noting of one's own subjectivity
- attention to issues of personal safety
- knowledge of practical or ethical issues other anthropologists have faced, eg Chagnon's supply of manufactured goods to facilitate the Yanomami's cooperation with his research, and the comparison of these issues
- awareness of what might have happened had certain steps not been taken
- the nature of anthropology as a comparative subject
- the noting of relationships with other areas of anthropology.

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** Using the evidence you found during your personal investigation, examine the extent to which this evidence helped you to either answer your research question or evaluate your hypothesis.

[20 marks]

0 No relevant points.

1-7 Answers in this band will show only limited knowledge and understanding, with minimal reference to the personal investigation, and show only limited interpretation, application, analysis and/or evaluation.

Lower in the band, there may be one or two very insubstantial points about the evidence collected for the study, with respect to the research question or the hypothesis, in general with little understanding of the relevant issues. There will be minimal or no interpretation, application, analysis and/or evaluation.

Higher in the band, answers will present two or three insubstantial points about the evidence collected for the study, with respect to the research question or the hypothesis. Interpretation and application may be simplistic, or at a tangent to the question. There will be very limited analysis and/or evaluation.

8-15 Answers in this band will show reasonable knowledge and understanding of the extent to which the evidence found during the personal investigation helped the student to either answer their research question or evaluate their hypothesis, and will examine this with specific reference to the details of the personal investigation. There will be some reasonable interpretation, application, analysis and/or evaluation.

Lower in the band, answers will offer a basic account of the extent to which the evidence found during the personal investigation helped the student to either answer their research question or evaluate their hypothesis, and will present some evidence to support what the student says. There will be references to the personal investigation, but lacking in detail. Interpretation of the question may be more generalised and application may involve listing material from the general topic area with limited regard for the specific issues raised by the question. Analysis and/or evaluation are likely to be limited.

Higher in the band, answers will offer a fuller account of the extent to which the evidence found during the personal investigation helped the student to either answer their research question or evaluate their hypothesis, with evidence to support the student's position. The references to the investigation will be more detailed. Answers will be more explicit in the interpretation of the set question and greater anthropological awareness in the application of material will be shown. Analysis and/or evaluation will be more developed.

16-20 In this band, analysis and evaluation will be explicit and relevant, and answers will show sound and detailed knowledge and understanding of the extent to which the evidence found during the personal investigation helped the student to either answer their research question or evaluate their hypothesis. This will be accurately interpreted and applied to the demands of the question, with explicit reference to the personal investigation. Students will make use of specific anthropological examples. 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:

- a detailed description of the evidence that supports or denies the research question or hypothesis
- awareness of the difference between the initial aims of the investigation and the results and conclusions drawn and the role of evidence in this
- understanding of the potential value of unexpected findings
- acknowledgment of the need to adapt an investigation as empirical evidence comes to light
- awareness that limitations of findings may have made it difficult to meet the initial aims, 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 problem of generalisation
- awareness of the relationship between the conclusions drawn and the initial aims, eg different aims may have led to different conclusions even with the same evidence, eg the use of a different theoretical approach (Marxism, feminism)
- reference to specific research methods that might have been used and how methods might have influenced the analysis and interpretation of the evidence, eg long term participant observation may have led to different results
- the potential for further research, eg the findings of the personal investigation were inconclusive or partially conclusive leaving the potential for future study
- 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, eg student's research on internet usage and Boellstorff's study
- awareness of the importance of 'reflexivity' in anthropology and an understanding of issues that may have affected the evidence obtained or its analysis and interpretation, eg objectivity vs subjectivity
- the nature of anthropology as a comparative subject
- noting relationships with other areas of anthropology.

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 2016

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