



**General Certificate of Education
Specimen Paper**

Anthropology

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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 'social rule' and illustrate your explanation with an example, **apart from** that mentioned in **Item A**. (4 marks)

Two marks for a satisfactory (clear, precise and appropriate) explanation or definition such as:

- something that regulates or governs human interaction
- a requirement or a prohibition with respect to how humans are to behave with each other
- requirements for interaction that can be both written and unwritten.

One mark for a partially satisfactory explanation or definition.

Two marks for a satisfactorily explained (appropriate and developed) example such as:

- rules about relations between inferiors and superiors (such as gender segregation in the Kayapo)
- rules governing sexual relations (eg the Masai of Kenya – affairs are permitted for both sexes after marriage, or the Na of China and the difference between official and secret visits)
- rules about the ways children are expected to behave with respect to their elders (eg agreeing to arranged marriages)
- rules of status and respect (eg male honour in El Barrio by Bourgois).

One mark for a partially explained example.

0 2

Identify and briefly explain **two** methods used by humans to communicate. (6 marks)

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

- face-to-face communication
- natural or pre-modern methods
- oral vs written communication
- communication that involves the mediation of technology
- direct communication vs open communication such as facebook, advertising, TV, film.

Two marks for a satisfactory explanation, such as:

- specific cultures where the method is used
- awareness that the way the method is used may depend on the status or social position of the person communicating
- discussion of the various purposes of communication: work, leisure, self-expression
- the way that a method of communication may structure the interactions of the people involved.

One mark for a partially satisfactory explanation.

0	3
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Examine two or more ways in which humans are similar to apes (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 humans and apes but with no focus on similarities. There will be no interpretation, application, analysis and evaluation.

Higher in the band, answers will present one or two insubstantial points about humans and apes, but their understanding of the similarities 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 similarities between apes and humans 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 similarities between apes and humans 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 similarities between apes and humans. 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:

- physical similarities: DNA is mostly identical; large brain size compared to other land mammals; nails rather than claws; heterodont (differentiated) teeth for varied diet; large eyes with three-dimensional vision
- reference to 'good' and 'bad' habits not mentioned in the Item
- intelligence and ability to use reasoning to solve problems
- awareness of self in relation to others; ability to live in a society and have rules; hierarchical organisation; gender division with males dominant; age hierarchy; the display of emotions; ability to adapt the environment to their use, eg tools.

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

- 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 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; functionalism vs conflict theories; feminist perspectives; interpretivist perspectives.

0	4
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Analyse some of the possible consequences of living with our evolutionary history (Item B). (10 marks)
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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 evolutionary history, 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 possible consequences of our evolutionary history. 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 consequence of living with our evolutionary history 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 possible consequences of living with our evolutionary history 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 two or more possible consequences of living with our evolutionary history. 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:

- advantages of being products of our biological evolution, eg bipedalism, ability to eat a variety of food, larger brains, ability to use tools, physical capability of having vocal chords and being able to develop language
- disadvantages of being products of our biological evolution, eg difficulties in giving birth, longer child raising period, need to rely on learning rather than instincts
- advantages of having evolved culturally: use of symbols, use of language, development of tools and technology, ability to adapt to a wide range of environments

- disadvantages: reliant on socio-cultural evolution, limited biological evolution – could this leave the species vulnerable?
- points about whether we are limited by our biological evolution or whether socio-cultural evolution is all that matters
- problems of knowing the actual impact of biological evolution – critique of biological determinism.

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 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; functionalism vs conflict theories; feminist perspectives; interpretivist perspectives.

0 5

Examine anthropological explanations for the role that blood relations play in kinship systems. (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 of little understanding of relevant issues.

Higher in the band, answers will show limited, undeveloped anthropological knowledge, for example two or three insubstantial points about blood relations. 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 blood relations and kinship systems. 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. 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 role that blood relations play in kinship systems. 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:

- an understanding of what blood relations are and how these relate to shared genetic information
- how blood relations are established
- behaviour in the family based on blood relations and non-blood, eg support for the kinship network – are natural children more likely to carry on a family name than adopted children?
- Genitor/genetrix and pater/mater
- ethnographic material which shows importance of blood relations, eg Masai, Kayapo, Bangladeshi, Na
- studies that show descent as most important, eg multiple fathers in Amazonia; Trobriand denial of physical paternity; widespread distinction between classes of relatives such as cousins who are biologically equivalent; adoption and step parenting; Na and Masai

- possible limits to how far blood relations can be removed from kinship, eg new reproductive technologies?
- functionalist accounts of kinship
- feminist accounts of kinship, including Engels
- evolution and similarity or differences with apes.

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

- an argued position ranging from the view that blood relations are a crucial aspect of kinship systems to one where blood relations are relatively unimportant
- 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; functionalism vs conflict theories; feminist perspectives; interpretivist perspectives.

0 6

'In all cultures, people use objects to negotiate social relationships'.

Using material from **Item A** and elsewhere, assess the extent to which technology influences these negotiations and relationships in different cultures. (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, 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 social relationships or technology. 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, eg of one way in which technology may affect relationships, 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 A. 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 way technology influences the ways different cultures use objects to negotiate social relationships, drawn from Item A and elsewhere. This will be accurately and sensitively interpreted and applied to the demands of the question. Candidates will consider a variety of views.

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

- Mauss' study of the gift and whether it is applicable to all cultures
- examples of objects as symbols to represent status, power, hierarchy, sex appeal, respect and consideration of whether things like mobile phones, computers or cars affect the nature of the social relationship
- examples of objects used for exchange and reciprocity and consideration of whether things like mobile phones, computers or cars affect the nature of the social relationship
- examples of objects as part of courtship, marriage and kinship and consideration of whether things like mobile phones, computers or cars affect the nature of the social relationship
- a discussion of the object in terms of function and an evolutionary approach – ie each object is developed for a purpose. This could be interpreted to mean that if something like a mobile phone is developed to

communicate then it would be used in the same way as any other less technical means of communication such as a carrier pigeon. So we use objects in the same way because of our evolutionary past.

- critique of the above view (Daniel Miller)
- view of objects as symbols – in this case the level of technology should make no difference – what matters is what the object represents
- the view that some of the new technology is actually leading to new kinds of social relationships – as mediated relationship and therefore as social relationships that may be negotiated in different ways.

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

- reference to Item A
- a position which argues that the ways in which people use objects to negotiate social relationships is the same regardless of whether the objects are the most up-to-date technology
- a position which argues that there will be variation in the way objects of used because the technology imposes different social relationships
- 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; functionalism vs conflict theories; feminist perspectives; interpretivist perspectives.

ASSESSMENT GRIDS FOR A LEVEL ANTHROPOLOGY UNIT 1 (ANTH1)

Section A

				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
Total				35	35	70

Explanatory Note:

- 1 In this specification, for all questions except 30-mark questions, examiners use integrated mark schemes which enable AO1 and AO2 to be marked holistically.
- 2 For the 30-mark questions, examiners use the AO1 question-specific mark scheme to award AO1 marks and the AO2 general mark scheme to award the AO2 marks.

In this unit – **ANTH1** – examiners should follow the instructions in point 1 above for **all** the questions.