



**General Certificate of Education
Specimen Paper**

Anthropology

**ANTH4 Practising Anthropology:
Methods and Investigations**

Unit 4

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.

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.

Section A: Research Issues

Total for this section: 40 marks

- | | |
|----------|--|
| 1 | Examine some of the difficulties that an ethnographer might face when undertaking fieldwork in an unfamiliar culture. <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 fieldwork in general but these will be ineffectively used. There will be little or no interpretation, application, analysis and evaluation.

Higher in the band, answers will present one or two insubstantial points about undertaking fieldwork. 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 difficulties will be identified, 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 explanations for difficulties of ethnographic fieldwork will be presented. 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 material on some of the difficulties that an ethnographer might encounter. 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 may 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 appear:

- language preparation and competence
- gaining access to the field site (access to gatekeepers)
- health and safety issues
- dealing with one's own cultural displacement and using it as a learning tool
- barriers of age, gender or status

- ethical issues, such as obtaining the informed consent of fieldwork participants
- overcoming expectations of outsiders that might result from previous contacts or relationships such as the colonial presence.

Candidates 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 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;
- awareness of relevant theoretical perspectives: eg functionalism vs conflict theories; feminist perspectives; interpretivist perspectives; postmodernism.

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

- 2 Examine some of the ways in which people studied by anthropologists have been represented in books, films, television documentaries or museums. (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 representation in general, but these will be ineffectively used. There will be little or no interpretation, application, analysis and evaluation.

Higher in the band, answers will present one or two insubstantial points about different representations. 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 representations will be identified, 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 explanations for different representations will be presented. 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/evaluation.

8-10 Answers in this band will show sound, conceptually informed knowledge and understanding of a range of material on representations of different people. 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 may 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 appear:

- references to a range of representations of members of any social group known to the candidate, in fictional and non-fictional sources such as novels, films, explicitly ethnographic documentaries or reality TV shows intended primarily for entertaining domestic audiences when framed in explicitly anthropological terms and clearly located within the discipline
- representation of unfamiliar societies in different ways, such as where cultures become products for tourist consumption; or as stand-ins for an assumed 'primitive' stage of human development in an evolutionary sense
- as exhibits in museum collections

- different ways in which representations are shaped to accord with the (presumed) expectations of particular audiences
- moral questions attending the objectification of other peoples' realities for literary, entertainment or indeed research purposes, and whether people represented are in a position to 'answer back' to those depicting them in particular ways they might reject.

Candidates 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 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;
- awareness of relevant theoretical perspectives: eg functionalism vs conflict theories; feminist perspectives; interpretivist perspectives; postmodernism.

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

3 Assess the contribution anthropology can make to public debate on **either** animal rights **or** celebrity culture. **(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 celebrities or animals with little understanding of relevant issues.

Higher in the band, answers will show limited, undeveloped knowledge, for example two or three insubstantial points about animal rights or celebrity culture. 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 one way in which animal rights have affected public debate. 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 relating to public debate on either animal rights or celebrity culture. 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, conceptually detailed knowledge and understanding of material on issues of the public debate of celebrity culture or animal rights. This 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 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 appear:

Animal Rights:

Whether the human-animal distinction is universal or culturally specific.

- rights and personhood
- how the boundaries of human communities are drawn to include or exclude people, domestic and 'wild' animals

- how societies construct their relationship to the non-human or natural worlds (eg through religious ideas or ritual practices)
- whether globalisation creates tensions between a standardised view and indigenous conceptions of human relationships with animals
- whether the evolutionary continuities between humans and animals have moral implications applying universally
- good examples can also be readily drawn from daily experiences in UK society, such as the use of animals for research, or the ambiguous classification and treatment of pets, farm animals or racehorses.

Celebrity culture:

This question invites candidates to consider, firstly, whether 'celebrity' is a culturally specific phenomenon; and if so, secondly, what the social and economic conditions on which it rests are, such as:

- the advent of rapid communication technologies
- values associated with individual achievement and fame, and concepts of consumption and leisure.

Such answers might also consider how far globalisation processes disseminate 'celebrity culture'; and ways in which it may be locally transformed (football and pop stars in sub-Saharan Africa and soap stars in Latin America might be good examples).

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

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

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

Section B: Personal Investigation

In answering the following questions, you must use examples from your own investigation.

Before answering the questions below, state the full title of your investigation.

Total for this section: 50 marks

- 4 Explain, with reference to your studies in anthropology, what led you to choose your topic of investigation. (10 marks)

0 No relevant points.

1-3 Answers in this band will show only a limited attempt to explain a rationale for the choice of topic for the investigation. There may be limited references to the investigation to support any explanation.

Lower in the band, answers amount to little more than pure description of the investigation.

Higher in the band, answers will present one or two insubstantial points about the rationale for the choice of the topic of the investigation. There may be very limited references to the investigation to support any explanation.

4-7 Answers in this band will show a reasonable attempt to explain reasons for the choice of topic for the investigation. There will be an attempt to support the argument by reference to the investigation.

Lower in the band, answers will offer an accurate if basic account of the reasons for choice of topic of the investigation. Some reasonable knowledge and understanding will be shown, though interpretation, application, analysis and evaluation are likely to be limited, eg only limited or generalised reference to the investigation.

Higher in the band, answers will offer fuller account of the reasons for the choice of the topic of the investigation. There will be an attempt to support the argument by specific reference to the investigation. Reasonable knowledge and understanding will be shown, and interpretation and application will begin to meet the demands of the question. Candidates will begin to offer some analysis/evaluation.

8-10 Answers in this band will offer a good explanation of the reasons for the choice of the topic of the investigation. 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. The answer will refer closely to the nature of the investigation.

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

Answers may demonstrate:

- a clear but critical appreciation of the value of the investigation
- a breadth of concepts and theories with links to the data from the investigation
- clear comparison by locating problems in the wider context of anthropological research, citing examples candidates may have studied in the literature
- an appreciation of relevant ethical issues
- a synthesis of arguments to reach a conclusion and offer an appropriate final judgment
- arguments supported by precise and selective references to the investigation
- use of detailed empirical evidence from the investigation to support commentary
- reflexivity
- awareness of methodological issues
- awareness of the relevant key debates in anthropology: eg biological vs cultural explanations; unity vs diversity; agency vs structure;
- awareness of relevant theoretical perspectives: eg functionalism vs conflict theories; feminist perspectives; interpretivist perspectives; postmodernism.

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

Note: Candidates 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.

5 Identify the main problems you encountered in your investigation **and** explain how you dealt with them. *(20 marks)*

0 No relevant points.

1-7 Answers in this band will show a limited attempt to relate the two parts of the question; problems and solutions.

Lower in the band, there may be one or two very insubstantial points about their investigation.

Higher in the band, there may be two or three insubstantial points about problems encountered during the investigation. Interpretation and application of material may be simplistic, or at a tangent to the question.

8-15 Answers in this band will show a reasonable attempt to identify problems encountered in the investigation and to explain how they dealt with them.

Lower in the band, this may be confined to a competent if basic account, for example more than one problem is effectively identified and solution to the problem explained. However, interpretation may be limited and not applied explicitly to the demands of the question.

Higher in the band, answers will describe a wider range of problems encountered and explanation of how they dealt with these will be examined in more detail. Discussion will be supported by the use of some specific evidence from the investigation. Material will be accurate, though its relevance may not always be made explicit. There will be some limited 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 problems of the investigation and explanation of how they dealt with them. This 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 may be more detailed and complete, and/or may show a clear rationale in the organisation of material leading to a distinct conclusion.

Answers may demonstrate:

- a clear but critical appreciation of the value of investigation
- a breadth of concepts and theories with links to the data from the investigation
- clear comparison by locating problems in the wider context of anthropological research, citing examples candidates may have studied in the literature
- an appreciation of relevant ethical issues
- a synthesis of arguments to reach a conclusion and offer an appropriate final judgment

- arguments supported by precise and selective references to the investigation
- use of detailed empirical evidence from the investigation to support commentary
- reflexivity
- awareness of methodological issues
- awareness of the relevant key debates in anthropology: eg biological vs cultural explanations; unity vs diversity; agency vs structure;
- awareness of relevant theoretical perspectives: eg functionalism vs conflict theories; feminist perspectives; interpretivist perspectives; postmodernism.

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

Note: Candidates 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.

6 Explain the conclusions of your investigation **and** suggest recommendations for further research. (20 marks)

0 No relevant points.

1-7 Answers in this band will show a limited attempt to explain conclusions of their personal investigation and to suggest recommendations for further research.

Lower in the band, there may be one or two very insubstantial points about their personal investigation.

Higher in the band, there may be two or three insubstantial points about conclusions from the investigation and some links to further research. Interpretation and application of material may be simplistic, or at a tangent to the question.

8-15 Answers in this band will show a reasonable attempt to explain conclusions of their investigation and suggest recommendations for further research.

Lower in the band, this may be confined to a competent if basic account, for example conclusions of the investigation are effectively identified and some recommendations for further research suggested. However, interpretation may be limited and not applied explicitly to the demands of the question.

Higher in the band, answers will identify a wider range of conclusions of the investigation and begin to identify a wider range of recommendations for further research and/or examine them in more detail. Discussion will be supported by the use of some specific evidence from the investigation. Material will be accurate, though its relevance may not always be made explicit. There will be some limited 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 arguments that led to the conclusions of their investigation and suggested recommendations for further research. This 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 may be more detailed and complete, and/or may show a clear rationale in the organisation of material leading to a distinct conclusion.

Answers may demonstrate:

- a clear but critical appreciation of the value of investigation
- a breadth of concepts and theories with links to the data from the investigation
- clear comparison by locating problems in the wider context of anthropological research, citing examples candidates may have studied in the literature
- an appreciation of relevant ethical issues

- answers will present a synthesis of arguments to reach a conclusion and offer an appropriate final, even if tentative, judgment
- arguments supported by precise and selective references to investigation
- use of detailed empirical evidence from the investigation to support commentary
- reflexivity
- awareness of methodological issues
- awareness of relevant key debates in anthropology: eg biological vs cultural explanations; unity vs diversity; agency vs structure;
- awareness of relevant theoretical perspectives: eg functionalism vs conflict theories; feminist perspectives; interpretivist perspectives; postmodernism.

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

Note: Candidates 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)

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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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 – **ANTH4** – examiners should follow the instructions in point 1 above for **all** the questions.