



**General Certificate of Education
January 2012**

Anthropology

2111

**ANTH3 Global and Local:
Societies, Environments and
Globalisation**

Unit 3

Mark Scheme

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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QUALITY OF WRITTEN COMMUNICATION

Where students are required to produce extended written material in English, the scheme of assessment must make specific reference to the assessment of the quality of written communication. Students must be required to:

- ensure text is legible, and spelling, grammar and punctuation are accurate, so that meaning is clear
- select and use a form and style of writing appropriate to purpose and complex subject matter
- organise relevant information clearly and coherently, using specialist vocabulary when appropriate.

The assessment criteria for quality of written communication apply to the assessment of the 20 and 30 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.

For 30 mark questions:

In the 1 – 10 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 11 – 20 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 21 – 30 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

Total for this section: 30 marks

0	1
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Define what is meant by 'indigenous' and explain two issues that impact on indigenous peoples, apart from those mentioned in Item A . <i>(6 marks)</i>

Two marks for a satisfactory definition or explanation such as: the native inhabitants, the first people of a land or territory, literally originating from a place.

One mark for a partially satisfactory definition or explanation, eg tribespeople.

Two marks for each appropriate issue explained, such as:

- environmental degradation caused, for example, by miners, loggers and others who extract natural resources from the lands of indigenous peoples
- potential culture loss as outsiders bring in goods and technologies which may alter or undermine pre-existing social institutions
- changes in religious beliefs and systems through missionary activities, eg the development of syncretic belief systems, loss of indigenous beliefs or (selective/partial) acceptance of a new belief system without loss of pre-existing beliefs
- changes in gender relations or in relations between generations, for example if young men learn the languages of the majority population and so act as mediators between the indigenous group and outsiders older men may lose their previous status; or if women gain access to goods and technologies previously available to men only
- a range of possible legal and human rights issues, eg legal rights to land; physical violence.

One mark for a partially appropriate explanation, eg environmental degradation.

Note: No marks for disease, flu, malaria, exploitation or sexually transmitted diseases.

0	2
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Identify and briefly explain three consequences of the transmission of disease following contact between large-scale societies and indigenous societies (Item A). <i>(9 marks)</i>

One mark for each appropriate consequence identified, such as:

- lowered fertility and birth rate
- loss of cultural knowledge
- loss of essential labour power
- high infant mortality rates
- dependence on western drugs.

Two marks for each satisfactory development, such as:

- Lowered fertility and birth rate: sexually transmitted diseases impact not only on those who have them but also on the future survival of a population when infertility results from the STDs. Not only cultural and social reproduction is at stake but also human reproduction.
- Loss of cultural knowledge: if a particular disease strikes at the senior members of a society it is possible that the knowledge they have and which may not have been transmitted to younger people in the group will be lost.

This then leaves younger age groups in the position of attempting to continue with their culture/traditions without access to those who were the stores of local knowledge.

- High infant mortality rates: diseases that strike the young in particular may mean that a population will not be able to reproduce itself despite a sound birth rate.
- Dependence on western drugs: if drugs to treat/cure western diseases are available this may lead to dependence on those who provide such drugs. There may be strings attached to accepting medical treatments.

One mark for a partially satisfactory explanation, eg they may need drugs which are not available.

0 3

Examine some of the criticisms anthropologists might make of assimilation policies.
(15 marks)

0 No relevant points.

1-5 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 assimilation in general, with little understanding of relevant issues.

Higher in the band, answers will present two or three insubstantial points about assimilation policies. Interpretation and application of material may be simplistic, or at a tangent to the question.

6-11 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 of one or two criticisms of assimilation policies offered, for example the racist assumptions underlying much assimilation policy. 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 anthropological criticisms of assimilation policies. Material will be accurately interpreted, though its relevance may not always be made explicit. There will be some limited explicit analysis and/or evaluation.

12-15 In this band, analysis and evaluation will be explicit and relevant, and answers will show sound, conceptually detailed knowledge and understanding of two or more criticisms anthropologists might make of assimilation policies. This will be accurately and sensitively interpreted and applied to the demands of the question. Students will show the ability to organise material and to analyse and evaluate it explicitly, so as to produce a coherent and relevant answer.

Lower in the band, answers will examine a more limited range of material.

Higher in the band, answers will be more detailed and complete and/or 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:

- explanation of what is meant by assimilation
- assimilation policies as colonial and post-colonial practices
- understanding the process(es) of assimilation as a denial of difference
- assimilation as a means of depriving indigenous groups of their language, culture, religion through, for example, education policies that took children away from their families, for example US, Australia
- the 'racial' argument for assimilation as 'civilising' (an evolutionary argument)

- compulsory individual rights for example to land, citizenship rights (or not) as part of an assimilationist policy which ultimately served to alienate land etc from the group (economic means of assimilation)
- resistance to assimilation, the politics of indigeneity (using new technologies for example to gain global support)
- legal/political means of enforcing assimilation and the counters to these
- revivalist movements reasserting indigenous culture
- ethnographic examples from across the world eg North America, Papua New Guinea, Japan, Australia, New Zealand.

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:

- an overall position which largely agrees or disagrees with the statement in the question
- explicit cross-cultural comparison
- analysis and 'unpacking' of concepts
- awareness of methodological issues
- application of ethnographic examples from a wide range of societies, including any that might be the result of students' research
- critique of any of the points put forward
- awareness of the relevant key debates in anthropology: eg biological vs cultural explanations; unity vs diversity; agency vs structure
- awareness of relevant theoretical perspectives, eg functionalism; Marxism; feminism; interpretivism; postmodernism; world systems theories; theories of development and underdevelopment; applied anthropology; colonial and post-colonial theories; perspectives from globalisation.

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

Section B

Total for this section: 60 marks

0	4
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<p>'Development projects often result in increased poverty and environmental degradation.'</p>
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<p>Assess this view.</p>

<p>(30 marks)</p>

AO1: Knowledge and Understanding **(12 marks)**

0 No relevant points.

1-4 Answers in this band will show limited knowledge and understanding.

Lower in the band, there may be one or two very insubstantial points about development in general, with little understanding of relevant issues.

Higher in the band, answers will show limited, undeveloped knowledge, for example two or three insubstantial points on development projects in general.

5-9 Answers in this band 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 how development projects may serve to disempower some sections of the population such as women and lead to their increased economic vulnerability.

Higher in the band, knowledge and understanding of material will be broader and/or deeper. The answer will begin to deal explicitly with a wider range of arguments and/or evidence relating to ways in which development projects may impact on the environment and/or poverty.

10-12 Answers in this band will show sound, conceptually detailed knowledge and understanding of the relationship between development projects and poverty and the environment.

Lower in the band, answers will show a more limited range of material, or show a more conceptually detailed account of a narrow range of material.

Higher in the band, answers may be more detailed and complete.

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

- definition/s of development and the issues arising from this at local and global levels and perhaps even over time
- theories of development from Rostow's stages of growth (1950s) to the present
- an awareness of the need for an understanding of local cultures and practices if a development project is to succeed and the consequent failure of many projects when this is not taken into account
- the importance of considering gender, for example, and the local division of labour, notions of appropriate behaviour
- gender and poverty

- the importance of understanding local political structures and hierarchies for development projects to succeed
- the politics of development projects at the state and international levels (World Bank and other international organisations and their role in development as well as nation states pursuing their own political agendas through aid)
- short term and longer term outcomes of development projects (that a project may succeed and meet objectives in the short term but fail to result in longer term economic benefits or lead to longer term environmental degradation)
- the proliferation of NGOs and other increasingly professionalised and bureaucratised organisations in the delivery of development projects (NGO-isation)
- explaining failure as the 'fault' of the recipients of the development aid
- detailed ethnographic study of particular development projects eg dam building in India, Brazil etc
- the displacement and relocation of large numbers of people as a consequence of development projects
- a comparison of the relative successes of large scale and small scale projects
- the organised resistance to development projects by local/indigenous groups.

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 the different elements of the subject including anthropological concepts and theories, methods of enquiry, personal investigation, ethnography and substantive social and cultural issues.

See General Mark Scheme For AO2 Marks

0	5	Assess the impact of tourism on local societies.	<i>(30 marks)</i>
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AO1: Knowledge and Understanding **(12 marks)**

0 No relevant points.

1-4 Answers in this band will show limited knowledge and understanding.

Lower in the band, there may be one or two very insubstantial points about tourism in general, with little understanding of the relevant issues.

Higher in the band, answers will show limited, undeveloped knowledge, for example two or three insubstantial points on how tourism changes a local culture.

5-9 Answers in this band 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 some of the ways in which tourism has economic, social and/or environmental impacts on a host society.

Higher in the band, knowledge and understanding of material will be broader and/or deeper. The answer will begin to deal explicitly with a wider range of arguments and/or evidence relating to impacts on local societies.

10-12 Answers in this band will show sound, conceptually detailed anthropological knowledge and understanding on the impact of tourism on local societies.

Lower in the band, answers will show a more limited range of material, or show a more conceptually detailed account of a narrow range of material.

Higher in the band, answers may be more detailed and complete.

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

- definitions of tourism, different types of tourist, hosts and guests
- ethnographic studies of tourists with host-guest relations
- tourism as a liminal experience (van Gennep, Victor Turner)
- deterritorialisation and disjuncture
- localisation
- understanding the movements of groups in a global context
- scapes (Appadurai) and the imagination
- push and pull factors seen in ethnographic context
- environmental impacts of tourism, particularly mass tourism on local societies
- economic impacts of tourism on local societies.

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 the different elements of the subject including anthropological concepts and theories, methods of enquiry, personal investigation, ethnography and substantive social and cultural issues.

See General Mark Scheme For AO2 Marks

0 6

'Global communication technologies have brought positive changes to all social groups.'

Assess this view.

(30 marks)

AO1: Knowledge and Understanding

(12 marks)

0 No relevant points.

1-4 Answers in this band will show limited knowledge and understanding.

Lower in the band, there may be one or two very insubstantial points about globalisation or technology in general, with little understanding of relevant issues.

Higher in the band, answers will show limited, undeveloped knowledge, for example two or three insubstantial points on technology in a global world.

5-9 Answers in this band 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 ways in which technology facilitates the globalisation of the planet.

Higher in the band, knowledge and understanding of material will be broader and/or deeper. The answer will begin to deal explicitly with a wider range of arguments and/or evidence relating to ways in which social groups may use communication technologies creatively in a global context.

10-12 Answers in this band will show sound conceptually detailed knowledge and understanding of relevant debates and issues about global communication technologies, social change and social groups.

Lower in the band, answers will show a more limited range of material, or show a more conceptually detailed account of a narrow range of material.

Higher in the band, answers may be more detailed and complete.

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

- boundaries as permeable by communication technologies
- local issues on a global scale using new technologies of communication to reach beyond the nation state to global support networks (Chiapas and Commandante Marcos)
- limitations of new technologies; gender and age as limiting access; income; literacy
- surveillance societies at national and international levels
- new technologies as facilitating the rise of fundamentalisms
- imagined communities in cyberspace
- the globalisation of entertainment (Bollywood)
- decentralisation
- hybridity
- commodification of culture
- cultural colonialism

- 'disembedding' (Ericksen)
- multi-sited ethnography.

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 the different elements of the subject including anthropological concepts and theories, methods of enquiry, personal investigation, ethnography and substantive social and cultural issues.

See General Mark Scheme For AO2 Marks

General Mark Scheme

AO2 (a): Interpretation and Application

(9 marks)

0 No interpretation or application skills shown.

1 – 3 Answers in this band will show limited skills of interpretation and application. Answers are likely to attempt either interpretation or application, may be confused and will have only limited success in answering the set question. A large proportion of the material may be at a tangent to the question set.

Lower in the band, interpretation or application of potentially relevant material will be very basic, possibly with significant errors.

Higher in the band, interpretation may take the form of a limited, poorly focused account of a study, perspective or idea. Application may for instance take the form of an undeveloped example or a reference to a contemporary event, a related area of anthropology or a personal experience. There will be little anthropological insight or context.

4 – 6 Answers in this band will show reasonable skills of interpretation and application. Interpretation of the question will be broadly anthropological and there will be a reasonably accurate application of some generally appropriate material, though its relevance to the set question will not always be made explicit.

Lower in the band, answers will be more limited. Interpretation of the set question may be limited or generalised. Application may involve listing material from the general topic area with limited regard for the specific issues raised by the question.

Higher in the band, answers will show greater sensitivity in interpretation of the set question and greater anthropological awareness in the application of material in order to address successfully some of the specific issues that it raises. However, significant parts of the answer may remain generalised.

7 – 9 Answers in this band will show good skills of interpretation and application in relation to the question set and the material offered in response. Interpretation of the general and specific issues raised by the set question will be appropriate, broad and anthropologically informed. A range of appropriate material will be selected, interpreted and applied accurately and with sensitivity and its relevance made explicit.

Lower in the band, answers will be somewhat more limited. For example, interpretation of the question may be somewhat partial, or the relevance of some material may remain implicit.

Higher in the band, interpretation and application will be thorough, accurate and comprehensive, and answers will show greater sensitivity and sophistication both in the interpretation of the question and in the selection and application of material with which to answer it.

AO2 (b): Analysis and Evaluation**(9 marks)**

0 No relevant analysis or evaluation.

1 – 3 Answers in this band will show limited skills both of analysis and of evaluation. Throughout this band, skills may be poorly focused on the set question and there may be significant errors or confusions in the attempt to demonstrate them. Some answers may show evidence of one skill only.

Lower in the band, answers will show minimal analysis or evaluation. For example, there may be a brief, partial attempt to analyse an argument, or one or two brief evaluative points, possibly amid confusion or error.

Higher in the band, there will be some limited analysis and/or evaluation. For example, evaluation may be restricted to two or three criticisms of a study, theory or method, or there may be a limited analysis of an aspect of the answer.

4 – 6 Answers in this band will show reasonable skills of analysis and/or of evaluation. Throughout this band, one skill may be demonstrated significantly more successfully than the other.

Lower in the band, analysis may be partial, for example with significant sections of the answer tending simply to list the material presented. Evaluation may be wholly or largely implicit, and wholly or heavily one-sided. For example, answers may juxtapose different theoretical perspectives, or offer a list of criticisms of a study.

Higher in the band, one or both skills will be shown more fully. Analysis will be more explicit, for example with greater discussion of some of the material presented. There will be more explicit evaluation, though much may remain implicit. Evaluation may be both positive and negative, though answers may still be largely one-sided.

7 – 9 Answers in this band will show good skills both of analysis and of evaluation. Throughout this band, analysis and evaluation will be relevant, well developed and explicit.

Lower in the band, analysis and/or evaluation will be somewhat incomplete. For example, evaluation may be rather one-sided, or appropriate inferences may not be drawn from some of the material presented.

Higher in the band, analysis and evaluation will be thorough and comprehensive. Evaluation will be balanced as, for example, in recognising that the studies, theories, methods, etc presented have both strengths and weaknesses. Analysis may follow a clear rationale, draw appropriate inferences, and employ a logical ordering of material leading to a distinct conclusion.

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
- awareness of advocacy in anthropology (activist anthropologists)
- application of ethnographic examples from a wide range of societies, including any that might be the result of students' research
- critique of any of the points put forward
- awareness of the relevant key debates in anthropology: eg biological vs cultural explanations; unity vs diversity; agency vs structure
- awareness of relevant theoretical perspectives: functionalism; Marxism; feminism; interpretivism; postmodernism; ecofeminism; world systems theories; theories of development and underdevelopment; applied anthropology; interpretivist perspectives; colonial and post-colonial perspectives; perspectives from globalisation.

ASSESSMENT GRIDS FOR A LEVEL ANTHROPOLOGY UNIT 3 (ANTH3)

Examination Series: January 2012

Section A

				ASSESSMENT OBJECTIVES		
Questions				AO1	AO2	Total
0	1			2	4	6
0	2			3	6	9
0	3			6	9	15
Total				11	19	30

Section B

				ASSESSMENT OBJECTIVES			
Questions 2 out of 3				AO1	AO2		Total
0	4/ 5/ 6			12	*(a)	*(b)	30
					9	9	
					18		
0	4/ 5/ 6			12	*(a)	*(b)	30
					9	9	
					18		
Total				24	36	60	

Paper Total	35	55	90
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* AO2 (a) = Interpretation and Application

* AO2 (b) = Analysis and Evaluation

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