



**General Certificate of Education  
January 2013**

**Anthropology**

**1111**

**ANTH2**

**Becoming a Person:  
Processes, Practices and  
Consequences**

**Unit 2**

**Final**

***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 10, 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 10 mark questions:**

**In the 1 – 3 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 4 – 7 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 8 – 10 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 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: 40 marks**

**0 1**

Explain what is meant by the 'liminal' stage **and** illustrate your explanation with an example (**Item A**, line 6). (4 marks)

**Two** marks for a satisfactory explanation or definition such as:

- the period between a person's old status and a new one
- crossing a threshold
- a period where normal rules and expectations may not apply before a person moves into his/her new status.

**One** mark for a partially satisfactory explanation or definition, eg movement between statuses/stages.

**Two** marks for a satisfactory example such as:

- Masai puberty rituals: to become warriors, young men leave their villages for months, growing their hair, forming a new age set
- Ndembu ritual: becoming a chief involves a period of sexlessness, anonymity and powerlessness (Turner)
- the red tent: girls during their first period, or women giving birth
- getting engaged: period between being single and being married.

**One** mark for a partially explained example, eg Masai puberty ritual.

**0 2**

Identify and briefly explain **two** causes of ethnic conflicts. (6 marks)

**One** mark for each of **two** appropriate causes identified, such as:

- territorial disputes
- economic problems
- control of resources
- the role of the state
- power asymmetry
- Historical Event

**Two** marks for each of two satisfactory explanations, such as:

- territorial disputes: conflict over the ownership or rights to land/boundaries, eg the Gaza Strip; Cree Indians and the Canadian state
- control of resources: lack of control of resources; where a lack of control of resources causes ethnic identity to provide a support network for gaining access to resources, eg Hausa trade networks (Cohen)
- the role of the state: nationalist-based decision-making fuelling ethnic tensions, eg the former Yugoslavia (*We are all neighbours*: Bringa)
- power asymmetry: minority/majority struggle to maintain a separate identity and rights, eg the Yanomamö (Chagnon).

**One** mark for a partially satisfactory explanation, eg Israel/Palestine.

0 3

Examine some of the ways in which rituals are used to mark the transition from childhood to adulthood in different societies (**Item A**). (10 marks)

**0** No relevant points.

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

**Lower in the band**, there may be one or two insubstantial points about rituals in general. There will be minimal or no interpretation, application, analysis and evaluation.

**Higher in the band**, answers will present one or two insubstantial points about a way in which rituals mark transitions. Alternatively, more substantial accounts of rituals, at a tangent to the question, may be offered. 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 rituals marking the transition from childhood to adulthood will be presented and some limited description will be offered. Some reasonable knowledge and understanding will be shown, though interpretation, application, analysis and evaluation is likely to be very limited or non-existent.

**Higher in the band**, material on two or more different ways in which rituals are used to mark the transition from childhood to adulthood 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. Students may begin to offer some analysis and/or evaluation, for example explaining differences between puberty rituals in different societies.

**8-10** Answers in this band will show sound, conceptually informed, knowledge and understanding of material on the different ways in which rituals are used to mark the transition from childhood to adulthood in different societies. 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/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 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:

- different aspects of rites of passage eg celebration, practical & sacred
- definition of ritual (problems with defining)
- the functions of rituals
- rites of passage, puberty (Ndembu, Masai, Kayapo)
- separation, liminality and reintegration (Van Gennep, Turner)
- circumcision/genital mutilation
- initiation rituals, eg koroseek shaving ceremony among the Okiek of Kenya, the Luo of Kenya tooth removal

- religious rituals, weddings (*Every Good Marriage Begins with Tears: Chambers*), Bar Mitzvah and Bat Mitzvah
- rituals to confirm adult status (eg gender) or alternatively to change it (Lincoln)
- graduation rituals/significant birthday rituals.

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

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

- 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.



0 4

Using material from **Item B** and elsewhere, examine what it means to be a gendered person in different societies. (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 about gender in general. There will be minimal or no interpretation, application, analysis and evaluation.

**Higher in the band**, answers will show limited, undeveloped knowledge, for example two or three insubstantial points about gender. 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 some 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, for example of what it means to be a gendered person in a particular society. Interpretation may be limited and not applied explicitly to the demands of the question.

**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 examples of what it means to be a gendered person in different societies and may make limited use of Item B, for example to discuss non-binary approaches to gender. Material will be accurate, though its relevance may not always be made explicit. There may be some limited analysis and/or evaluation, for example of the differences between concepts of gender in different societies. However, this is **not** a requirement to reach the top band.

**16-20** Answers in this band will show sound, conceptually detailed knowledge and understanding of anthropological material on what it means to be a gendered person in two or more societies, drawn from Item B and elsewhere. This will be accurately and sensitively interpreted and applied to the demands of the question. The student will show the ability to organise 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 appear:

- definitions of gender/sex/sexuality
- dominant western ideas on binary male/female gender concepts (Herdt)
- an awareness of western binary approaches to gender
- third gender/alternative gender (Nanda)
- multiple genders among the North American Indians
- Hijras and Sádhin
- the Alyha, male gender variant role among the Mohave (Devereux)
- sexuality/homosexuality/transsexualism/transgenderism, eg Thailand and

the Philippines (Nanda)

- liminal sex roles in Polynesia
- examples of contemporary practices in alternative gender
- a critical awareness of attitudes towards exceptions, eg marginalisation.
- what it means to be a man or a woman eg gendered division of labour.

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

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

- use of the item
- 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.

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## Section B

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**Total for this section: 30 marks**

<b>0</b>	<b>5</b>
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‘A person’s identity is based on a history shared with others.’

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 will be one or two very insubstantial points about identity 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 about identity and history.

**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 history shapes identity.

**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 ethnographic material on identity and history, for example in relation to the former Yugoslavia.

**10-12** Answers in this band will show sound, conceptually detailed knowledge and understanding of anthropological material on the relationship between identity and shared history.

**Lower in the band**, answers will show a 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 of identity, problems defining the concept
- an awareness of the relational nature of identity
- the importance of a shared history in a minority group (Comaroff)
- Northern Ireland (Moore and Sanders)
- colonial and post colonial history Rwanda (Maalki)
- the former Yugoslavia (*We are all neighbours now*; Bringa)
- the relevance of social memories (Gordillo)
- hybrid identity (*Every good marriage begins with tears*: Chambers)
- alternative sources in the creation of identity, such as language (Hall), place (Bender and Winer) or symbols, eg tattooing (Demello)
- an awareness of the degree to which a person controls their identity (structure vs agency)
- ascribed and achieved identity

- an awareness of the dynamic nature of identity, both at an individual level and also at group level
- the influence of gender/sex/age/class on identity.

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

**See General Mark Scheme for AO2 Marks**

0 6

'The ways in which people relate to non-human entities, such as animals, spirits and cyborgs, depend on the concept of personhood they have.'

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 personhood 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 about personhood or non-human entities.

**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, of personhood and/or one or two ways in which people relate to non-human entities, depending on the concept of personhood they have.

**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 ways in which people relate to different non-human entities, depending on the concept of personhood they have.

**10-12** Answers in this band will show sound, conceptually detailed knowledge and understanding of anthropological material on the role of concepts of personhood in determining how people relate to non-human entities.

**Lower in the band**, answers will show a somewhat 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 be present:

- personhood as a social construct (Morris)
- different concepts of personhood: western philosophical; naming (Mauss) Cartesian dualism; egocentric; materialistic; rational; detached
- animal rights (Ingold, Cassidy); changing concepts of the boundaries between animals and humans; pets (Robins, Mullins)
- sociocentric, relational concepts of personhood; Melanesian concepts of personhood (Strathern 'dividuals')
- African concepts of personhood; anthropomorphism; spiritual mediums (Morris, Lambeck and Strathern)
- rejection of the self, eg Buddhist concept of personhood
- contrasting boundaries of personhood, eg Ojibwa Indians
- contemporary shifts in boundaries of personhood, through IT, eg avatars (Boellstorff), cyborgs (Case).

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

**See General Mark Scheme for AO2 Marks**

## General Mark Scheme

### AO2 Application, Interpretation, Analysis and Evaluation (18 marks)

**0** No interpretation, application, analysis or evaluation skills shown.

**1-6** Answers in this band will show limited interpretation, application, analysis or evaluation. Interpretation of material may be simplistic or at a tangent to the question.

**Lower in the band**, interpretation and application of potentially relevant material will be basic, possibly with errors. Both analysis and evaluation will be very limited or non-existent.

**Higher in the band**, interpretation and application may be simplistic or at a tangent to the question. For example, it may take the form of an undeveloped example, or reference to a contemporary issue or personal experience. There may be some attempt to criticise a study or concept, or there may be some limited development.

**7-12** Answers in this band will show some reasonable interpretation, application, analysis and/or evaluation. Material will be accurately interpreted, but its relevance may not always be made explicit.

**Lower in the band**, interpretation and application will be limited or generalised, or list-like. Analysis may be partial, and evaluation will be wholly or largely implicit or one-sided. For example, responses may juxtapose different perspectives.

**Higher in the band**, answers will show more accuracy in interpreting the question. Students will be partially successful in applying material to the question. However, significant parts of the answer may still be one-sided. There will be some limited explicit analysis and/or evaluation.

**13-18** In this band, material will be accurately and sensitively interpreted and applied to the demands of the question. Analysis and/or evaluation will be relevant and mainly explicit. Material will be organised so as to produce a coherent and relevant answer.

**Lower in the band**, interpretation and application may be less selective, and analysis and evaluation less developed and more list-like.

**Higher in the band**, interpretation and application of material will be more focused and answers will show greater sensitivity in interpretation of the question. Answers may show a clear rationale in the organisation of material leading to a distinct conclusion.

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

- 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' own 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.

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

**ASSESSMENT GRIDS FOR A LEVEL ANTHROPOLOGY UNIT 2 (ANTH2)**

**Section A**

				<b>ASSESSMENT OBJECTIVES</b>		
<b>Questions</b>				<b>AO1</b>	<b>AO2</b>	<b>Total</b>
	<b>0</b>	<b>1</b>		2	2	4
	<b>0</b>	<b>2</b>		2	4	6
	<b>0</b>	<b>3</b>		6	4	10
	<b>0</b>	<b>4</b>		13	7	20
<b>Total</b>				23	17	40

**Section B**

				<b>ASSESSMENT OBJECTIVES</b>		
<b>Questions</b>				<b>AO1</b>	<b>AO2</b>	<b>Total</b>
	<b>0</b>	<b>5</b>		12	18	30
	<b>0</b>	<b>6</b>		12	18	30
<b>Total</b>				12	18	30