



**General Certificate of Education  
June 2013**

**Anthropology**

**1111**

**ANTH2**

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

**Unit 2**

**Final**

***Mark Scheme***

v1.0.

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 western concept of personhood' **and** illustrate your explanation with an example (**Item A**). (4 marks)

**Two** marks for a satisfactory explanation or definition, such as: persons are separate/individuated from all other entities.

**One** mark for a partially satisfactory explanation or definition, eg persons are separate.

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

- the pursuit of personal development
- persons are individual spiritual entities
- individuals are narcissistic, egotistical
- complete personhood from birth
- persons are individually/morally/legally responsible, eg if a crime is committed.
- personal autonomy
- rational thought

**One** mark for a partially explained example, eg persons are responsible.

**0 2**

Identify and briefly explain **two** problems that anthropologists may face when trying to understand rites of passage. (6 marks)

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

- cultural translation
- problems with gaining access
- the problem of interpretation of events
- ethical problems
- contested meanings.

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

- cultural translation: how the beliefs and practices of the anthropologist affect their understanding of rites of passage, eg Mortuary Rituals Ton Otto (*Ngat is Dead*)
- problems with gaining access: being able to access closed groups and participate in rites of passage which can be exclusive to gain a valid picture
- the problem of interpretation of events: problem of imposing researcher bias whilst recording the rite of passage (eg Geertz)
- ethical problems: irreversible effects of research, eg uncovering CJD / Kuru through endocannibalism at funeral rites in Papua New Guinea
- contested meanings: accepted social meanings of rites of passage can be different from the beliefs of the individual.

**One** mark for a partially satisfactory explanation, eg imposing bias.

**0 3**

Examine the ways in which gender roles are culturally constructed in **two or more** different societies. (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 gender 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 gender roles. Alternatively, more substantial accounts of gender, 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 gender roles as a cultural construct in one or more society(ies) 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 gender roles as a cultural construct in two or more societies 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 in gender roles between western and non-western societies.

**8-10** Answers in this band will show sound, conceptually informed, knowledge and understanding of the ways in which gender roles are culturally constructed in two or more 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:

- definition of gender
- definition of cultural construct
- changing gender roles/feminism
- through language and classification systems
- the organisation of place and space
- ideas about nature/culture (Ortner)
- cultural practices, such as rituals
- the way kinship system is organised, eg naming

- political ideologies and beliefs
- social control mechanisms, eg the division of labour
- patriarchal societies (*Masai Women/Masai Men* Llewelyn-Davies)
- egalitarian societies, eg Vanatinai (Lepowsky)
- examples of gender role variations, eg travesty, viado and bicha in Brazil, Hijras in India, the Kathoey of Thailand (Nanda).

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 the ways in which material objects are used to express and negotiate identity 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 identity in general or material ineffectually recycled from Item B, with little understanding of relevant issues.

**Higher in the band**, answers will show limited, undeveloped knowledge, for example two or three insubstantial points about material culture. 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 one or more ways in which material objects are used to express identity. 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 ways in which material objects are used to express and/or negotiate identity and may make limited use of Item B. 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 problems of interpreting the meanings of material objects. 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 the ways in which material objects are used to express and negotiate identity 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 will 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:

- definition(s) of identity, material culture
- cultural materialism (Harris)
- symbols, eg Milk tree in Ndembu to reinforce gendered identity, multivocal symbols (Turner)
- new technologies as a way of expressing identity in different cultures, eg mobile phones (Hendry), the internet (Haraway, Boellstorff)
- different interpretation of the same objects, eg in the Pacific as a result of



colonialism (Thomas)

- objects as a form of expression of identity (Miller)
- clothing in the Pacific as an expression of identity (Küchler & Were)
- nationalism, symbols
- communicating with food in the Ecuadorian Andes (Bourque).

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.

**Section B**

**Total for this section: 30 marks**

**0 5**

Assess anthropological explanations of the different functions of rituals.

*(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 rituals 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 the function(s) of rituals.

**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 rituals function to create stability in 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 material on the functions of rituals, for example in relation to reinforcing gender roles.

**10-12** Answers in this band will show sound, conceptually detailed knowledge and understanding of anthropological material on explanations of **two or more** functions of rituals.

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

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

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

- a range of theoretical perspectives on the functions of rituals from a variety of structural/agency perspectives, eg Marxist, Feminist, functionalist, interpretivist
- the functions of ritual on an individual and societal level
- definition of ritual, problems defining the concept
- promote instability, eg Kachin society (Leach)
- war activities and ritual cycle (Rappaport)
- maintain and reinforce social structures (Kapferer)

- contemporary rituals, eg football (Archetti) as a celebration of masculinity/national identity
- ambiguity of rituals (Turner)
- legitimate/reinforce ideologies, political rituals (Bloch)
- transforming conflict into harmless direction (Eriksen)
- reversing roles/conventions through rituals (Gluckman)
- reinforce gender roles and inequalities (Lincoln).

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

**See General Mark Scheme For AO2 Marks**

0 6

'The causes of boundaries between social groups are always the same.'

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 boundaries 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 geographical boundaries.

**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 one or two ways in which ethnic differences have led to the development of boundaries.

**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 material on the role of boundaries.

**10-12** Answers in this band will show sound, conceptually detailed knowledge and understanding of anthropological material on the role of boundaries today.

**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:

- boundaries based on ethnicity, ascribed and self-ascribed and in continual negotiation, interdependency, ethnic revitalisation (Barth)
- territorial boundaries (Metcalf, Eriksen)
- national boundaries (eg the Balkans, *We are all Neighbours* Bringa, Berg, Eriksen, N.Ireland, Moore and Sanders)
- responses to boundaries, eg Mexico/US border Tunnel Kids (Lawrence and Hickey, Maeve, Alvarez)
- changing boundaries, globalisation, flow (Hannerz)
- challenges to traditional boundaries as a result of technology
- (changing) patterns in boundaries between animals and people (Cassidy and Knight)
- perspectives on the causes of boundaries between humans and spirits, animism (Ingold, *The Tikopia*, Firth)
- perspectives on the role of boundaries between humans and cyborgs (Boellstorff)
- gender and changing boundaries, eg in Japan (Martizez).

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