

v1.0.



**General Certificate of Education
June 2013**

Anthropology

2111

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

Unit 3

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 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: 40 marks

0 1

Define what is meant by 'economic empowerment' **and** explain **two** ways in which economic empowerment may improve the position of women. *(6 marks)*

Two marks for a satisfactory definition or explanation such as:
increased ability to make choices and effect change over one's resources/labour or control of resources/one's own labour, or similar.

One mark for a partially satisfactory definition or explanation such as:
increased ability to make choices and effect change.

Two marks for each appropriate consequence explained, such as:

- empowerment leads to genuine opportunities, for example for women to gain political office at the local level or beyond
- decision-making: for example empowered women are able to participate in society wide processes as full members of the social group
- education: empowered women are able to make sure that girls in the community have access to education and this may lead to a general development of the wider community
- economic independence: empowered women are not dependent on others for their own survival and the support of their children.

One mark for a partially satisfactory explanation, such as gaining equality, without any discussion of the consequences of this for empowerment more generally.

NB: No marks for access to income-generating opportunities or valuing women's productive roles.

0 2

Identify and briefly explain **three** reasons why development projects may be unsuccessful, **apart from** those referred to in **Item A**. *(9 marks)*

One mark for **each** appropriate reason identified, such as:

- NGO-isation
- neo-colonialism by another name
- unrealistic development goals
- power inequalities at the project level: how to develop partnerships with all stakeholders
- western bias.

Two marks for each satisfactory development, which may include illustration with an example, such as:

- NGO-isation: the professionalisation of development workers who make careers that depend on successful funding applications and so are more likely to have short-term goals which can be easily measured, rather than work towards longer-term development for a group.
- Neo-colonialism by another name: when access to development projects and funds comes with strings attached, usually offered by a former coloniser to a formerly colonised country, and where the country's government has to agree to

conditions in order to obtain the development project and any benefits that may come from it.

- Unrealistic development goals: over-loading a project with diverse and sometimes excessive goals, for example, expecting a project designed to increase economic independence for a vulnerable group also to contribute to raising human rights awareness, lessening discrimination, diminishing levels of violence, conserving the environment, etc.
- Power inequalities at the project level: how to develop partnerships with all stakeholders to avoid imposing a project on a group that may not meet the needs of the group. Development targets viewed as partners, beneficiaries, customers or employees. Growth of participatory paradigms in development practices.
- Western bias: in assumptions underpinning development initiatives and plans. *(Reviser states this is too brief)*

One mark for a partially satisfactory explanation such as: how to give everyone involved a say in the project.

NB: **No** marks for development projects have often undervalued women's productive roles, or women's labour is undervalued, or projects assume that women have lots of spare time and so can take on additional work.

0 3

Examine some of the problems of defining 'development'.

(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 development in general, with little understanding of relevant issues.

Higher in the band, answers will present two or three insubstantial points about development projects, such as tackling poverty or meeting basic needs. 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 show reasonable knowledge and understanding.

Lower in the band, some potentially relevant material will be presented and a broadly accurate, if basic, definition of development or examples of development projects offered. 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 material on definitions of development, for example, material on the concept of underdevelopment. 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 the problems and issues relating to definitions of development. 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 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 feature:

- focuses on economic goals eg GDP
- often ignore social and environmental issues
- hegemony of western economic model
- material on different and possibly contradictory development goals (whose development?)
- awareness of different definitions and theories of development, including underdevelopment (Rostow, Frank)

- ethnographic examples of development projects to support discussion of how to define development, e.g. Geertz – Indonesian agriculture; Escobar – critique of development

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:

- 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 other points put forward
- awareness of the relevant key debates in anthropology:
e.g. biological vs. cultural explanations; unity vs. diversity;
agency vs. structure
- awareness of relevant theoretical perspectives: functionalism; Marxism; feminism; postmodernism; ecofeminism; world systems theories; theories of development and underdevelopment; applied anthropology; interpretivist perspectives; colonial and post-colonial perspectives; 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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'Globalisation is just another name for western economic dominance and nothing more.'

Assess this view, using anthropological arguments and evidence. *(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 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 globalisation.

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 an ethnographic study of the impact of globalisation.

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 globalisation and western economic dominance.

10-12 Answers in this band will show sound, conceptually detailed knowledge and understanding of material on how far globalisation is merely a form of western economic dominance.

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

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

- definition/s of globalisation and economic dominance and the issues arising from this at local and global levels
- arguments for and against globalisation as a primarily economic process
- arguments for and against globalisation being purely about dominance rather than being a local/global interaction
- arguments for and against globalisation being universally western dominance
- awareness of the origins of western economic dominance
- detailed ethnographic studies in which globalisation can be shown to be mainly driven by economic factors, eg global market in organs

(Scheper-Hughes)

- ethnographic studies where globalisation has a primarily cultural, political or social impact
- 'scapes' used to understand globalisation as economic but also cultural, technological, etc. (Appadurai)
- globalisation as not monolithic but more disjunctive and heterogeneous, with multiple centres of influence and interaction (Appadurai 1996)
- globalisation as not simply going from west to the rest, but also as a movement of people, ideas, objects from rest to west
- deterritorialisation as loss of past certainties and boundaries with social, cultural, political and also economic implications
- global economic dominance as underpinning cultural homogenisation and arguments against this
- how anthropologists study the impacts of globalisation – multi-sited ethnographies
- global-local, localisation, glocalisation (Tsing 2000).

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

'The movement of people is more often caused by "push" factors such as environmental disaster than by "pull" factors such as tolerance of homosexuality.'

Assess this view, using anthropological arguments and evidence. (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 migration 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 movement of people.

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 an ethnographic study of the movement of people.

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 "push" and "pull" factors.

10-12 Answers in this band will show sound, conceptually detailed knowledge and understanding of material on how far the movement of people is caused by "push" rather than "pull" factors.

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

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

- definitions of migration, different types of migrants
- ethnographic studies of migrants, eg Shaw – Pakistani settlers in Oxford
- transnationalism
- understanding the movements of groups in a global context
- scapes and the imagination (Appadurai)
- structures of power and inequality
- 'pull' factors, including: job/educational opportunities; health care; colonial links; language; human rights; family ties; climate
- 'push' factors, including: war; famine; religious/political persecution; poverty; unemployment; discrimination
- reserve army of labour (Castles and Kosack)
- racialised class fractions (Phizacklea and Miles).

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

'It is impossible to protect individuals' human rights when these rights conflict with the values of the culture in which the individuals live.'

Assess this view, using anthropological arguments and evidence. (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 human rights 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 human rights.

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 an ethnographic study of the ways in which the human rights of an individual may come into conflict with the cultural practices of the individual's group.

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 evidence relating to individual human rights and ways in which these may conflict with cultural values.

10-12 Answers in this band will show sound conceptually detailed knowledge and understanding of material on how far it is possible to protect individual human rights when they are in conflict with cultural values.

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

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

- definition of human rights and culture rights
- ethnographic examples of human rights issues, e.g. FGM, homosexuality (Cowan, Dembour & Wilson)
- possible conflicts over who has the power to decide matters; individual rights vs. group rights
- transnational social movements, such as The Wild Foundation, for culture and/or human rights, e.g. indigenous groups
- the intervention of outside organisations in the practices of the group, e.g. international courts adjudicating on matters of human rights vs culture rights
- universalism and relativism.

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 different elements of the subject: anthropological concepts and theories; methods of enquiry; ethnography; and substantial 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:

- 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 other points put forward
- awareness of the relevant key debates in anthropology:
e.g. biological vs. cultural explanations; unity vs. diversity;
agency vs. structure
- awareness of relevant theoretical perspectives: functionalism; Marxism; feminism; interpretivism; postmodernism.

ASSESSMENT GRIDS FOR A LEVEL ANTHROPOLOGY UNIT 3 (ANTH3)

Examination Series: June 2013

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