



**General Certificate of Education
June 2013**

Anthropology

**ANTH4 Practising Anthropology:
 Methods and Investigations**

Unit 4

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 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.

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.

INDICATIVE CONTENT AND RESEARCH IN THE MARK SCHEMES

Please note that any of the indicative content and research that is presented in the mark bands of the higher mark questions may be present in any of the mark bands, not solely the higher band.

Section A: Research Issues

Total for this section: 40 marks

0	1
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Examine some of the ways in which anthropology is engaged in public debates.

(10 marks)

0 No relevant points.

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

Lower in the band, there may be one or two insubstantial points about anthropology and the public but these will be ineffectively used. There will be minimal or no interpretation, application, analysis and evaluation.

Higher in the band, answers will present one or two insubstantial points about anthropology in the public domain. 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 ways in which anthropology engages with public debates and some limited explanation will be offered, eg impact of globalisation on local communities. Some reasonable knowledge and understanding will be shown, though interpretation, application, analysis and evaluation are likely to be limited.

Higher in the band, material on two or more ways in which anthropology engages in public debate will be presented. 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.

8-10 Answers in this band will show sound, conceptually informed knowledge and understanding of material on two or more ways in which anthropology is engaged in public debate. The material 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 analyse a more limited range of material.

Higher in the band, answers will be more detailed and complete with a wider range of material. They may show a clear rationale in the organisation of material leading to a suitable and distinct conclusion.

Ways may include: advocacy; applied anthropology; cultural translation; providing facts; impact on policies; evaluating policies.

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

- globalisation
- animal rights
- multiculturalism

- nationalism
- information technology (e.g. Sarah Pink)
- poverty
- celebrity culture
- ethnicity
- public health (e.g. Nancy Scheper-Hughes)
- development
- social policy
- indigenous rights (e.g. Darrell Posey).

Note: 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: e.g. biological vs. cultural explanations; unity vs. diversity; agency vs. structure
- awareness of relevant theoretical perspectives: e.g. functionalism vs. conflict theories; feminist perspectives; interpretivist perspectives; postmodernism.

0 2

Examine some of the reasons for inequalities of power between the fieldworker and his/her key informants. (10 marks)

0 No relevant points.

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

Lower in the band, there may be one or two insubstantial points about fieldwork in general, but these will be ineffectively used. There will be minimal or no interpretation, application, analysis and evaluation.

Higher in the band, answers will present one or two insubstantial points about relations between fieldworker and informants/participants. 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 reasons for inequalities of power will be identified, e.g. personal characteristics of participants, and some limited explanation will be offered. Some reasonable knowledge and understanding will be shown, though interpretation, application, analysis and evaluation are likely to be limited.

Higher in the band, material on two or more reasons for inequalities of power between fieldworker and informants will be presented. 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/evaluation.

8-10 Answers in this band will show sound, conceptually informed knowledge and understanding of two or more reasons for inequalities of power between the fieldworker and his/her informants. The material 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 analyse a more limited range of material.

Higher in the band, answers will be more detailed and complete with a wider range of material. They may show a clear rationale in the organisation of material leading to a suitable and distinct conclusion.

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

- personal characteristics of both informants/fieldworker (class, gender, age, ethnicity)
- shifting power between informant and fieldworker depending on the context of research
- eurocentrism/ethnocentrism
- colonial context of fieldwork (e.g. Malinowski)
- fieldworker's cultural and economic capital
- hostility (Oberg, Powdermaker)
- competing interests of research participants (Robben)
- ethnographer role as a student

- the structural context of the fieldwork.

Note: 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:
e.g. biological vs. cultural explanations; unity vs. diversity;
agency vs. structure
- awareness of relevant theoretical perspectives, e.g. functionalism;
Marxism; feminism; interpretivism; postmodernism.

0 3

Assess the strengths and limitations of using unstructured interviews in anthropological research.

(20 marks)

0 No relevant points.

1-7 Answers in this band will show only limited interpretation, application, analysis or evaluation, and will show only limited knowledge and understanding.

Lower in the band, there may be one or two insubstantial points about interviews 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 strengths or limitations of unstructured interviews. Interpretation and application of material may be simplistic, or at a tangent to the question.

8-15 Answers in this band will show some reasonable interpretation, application, analysis and/or evaluation and will show reasonable knowledge and understanding.

Lower in the band, some potentially relevant material will be presented and a broadly accurate if basic account offered, for example of how personal characteristics of the interviewer affect the outcome of the research. 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 strengths and/or limitations of unstructured interviews, illustrated by one or more ethnographic examples. Material will be accurately interpreted, though its relevance may not always be made explicit. There will be some limited explicit analysis and/or evaluation.

16-20 In this band, analysis and evaluation will be explicit and relevant, and answers will show sound, conceptually detailed knowledge and understanding of the strengths and limitations of using unstructured interviews in anthropological research. 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 distinct conclusion.

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

- strengths: methodological preference; validity; flexibility; rich, detailed answers, checking understanding; exploring unfamiliar topics; establishing rapport; naturalness; ability to achieve informed consent; one-to-one and group interviews; utility in relation to different research contexts and issues
- limitations: cost, time, lack of reliability, ethical problems, researcher presence, interview bias, language/cultural barriers, problems of access,

interpersonal skills of interviewer

- positivists reject the use of unstructured interviews as an unscientific research method, partly due to the issues of individuality of the fieldworker
- personal or social characteristics of interviewer (age, class, gender, ethnicity) may affect the outcome of interviews.

Note: 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:

- 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 made
- 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, e.g. functionalism; Marxism; feminism; interpretivism; postmodernism.

Section B: Personal Investigation

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

Total for this section: 50 marks

0	4
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<p>Explain the main ethical issues that you considered during your investigation.</p>

(10 marks)

0 No relevant points.

1-3 Answers in this band will show only a limited attempt to explain ethical issues experienced in the investigation. There may be limited references to the investigation to support any explanation.

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

Higher in the band, answers will present one or two insubstantial points about the ethical issues of the personal investigation. There may be very limited references to the investigation to support any explanation.

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

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

Higher in the band, answers will offer a fuller account of the ethical issues of the investigation. There will be an attempt to support the argument by specific reference to the investigation. Reasonable knowledge and understanding will be shown, and interpretation and application will begin to meet the demands of the question, eg students will begin to offer some analysis/evaluation.

8-10 Answers in this band will offer a good explanation of the ethical issues of the investigation. 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 analyse a more limited range of material. The answer will refer closely to the nature of the investigation.

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

Answers may demonstrate:

- possible ethical issues such as deception, informed consent, psychological and physiological harm, involvement in illegal/immoral activities, guilty knowledge, etc.
- a clear but critical appreciation of the value of the investigation
- a breadth of concepts and theories with links to the data from the investigation
- clear comparison by locating problems in the wider context of anthropological research, citing examples they may have studied in the literature
- an appreciation of relevant ethical issues
- arguments supported by precise and selective references to the investigation
- use of detailed empirical evidence from the investigation to support commentary
- reflexivity
- a synthesis of arguments to reach a conclusion and offer an appropriate final judgment
- awareness of methodological issues
- awareness of the relevant key debates in anthropology: e.g. biological vs. cultural explanations; unity vs. diversity; agency vs. structure
- awareness of the relevant theoretical perspectives: functionalism vs. conflict theories; feminist perspectives; interpretivist perspectives; postmodernism.

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

0 5

Explain the main conclusions of your investigation **and** assess their limitations.

(20 marks)

0 No relevant points.

1-7 Answers in this band will show a limited attempt to explain some conclusions of the research and/or to assess their limitations.

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

Higher in the band, there may be two or three insubstantial points about the limitations of their research data. Interpretation and application of material may be simplistic, or at a tangent to the question.

8-15 Answers in this band will show a reasonable attempt to explain the main conclusions of the investigation and/or assess their limitations.

Lower in the band, this may be confined to a competent if basic account, of their conclusions and/or the limitations. However, interpretation may be limited and not applied explicitly to the demands of the question.

Higher in the band, answers will explain the main conclusions of the investigation and assess their limitations. However, one or both aspects will not be fully developed. Discussion will be supported by the use of some specific evidence from the investigation. Material will be accurate, though its relevance may not always be made explicit. There will be some limited analysis and/or evaluation.

16-20 In this band analysis and evaluation will be explicit and relevant and answers will show sound, conceptually detailed knowledge and understanding of the main conclusions of the investigation and their limitations. 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 distinct conclusion.

Answers may demonstrate:

- limitations of the conclusions, such as methodological shortcomings, insufficient evidence, ethical problems, etc.
- a clear but critical appreciation of the value of the investigation
- a breadth of concepts and theories with links to the data from the investigation
- clear comparison by locating problems in the wider context of anthropological research, citing examples they may have studied in the literature
- an appreciation of ethical issues
- arguments supported by precise and selective references to the investigation
- use of detailed empirical evidence from the investigation to support

commentary

- reflexivity
- a synthesis of arguments to reach a conclusion and offer an appropriate final judgment
- awareness of methodological issues
- awareness of the relevant key debates in anthropology: e.g. biological vs. cultural explanations; unity vs. diversity; agency vs. structure;
- awareness of the relevant theoretical perspectives: functionalism vs. conflict theories; feminist perspectives; interpretivist perspectives; postmodernism.

Note: 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 substantive social and cultural issues.

0 6

Examine the relevance of your personal investigation to other anthropological research. (20 marks)

0 No relevant points.

1-7 Answers in this band will show a limited attempt to examine the relevance of the investigation to other anthropological research.

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

Higher in the band, there may be two or three insubstantial points, for example one of the ways in which the investigation is relevant to other anthropological research. Interpretation and application of material may be simplistic, or at a tangent to the question.

8-15 Answers in this band will show a reasonable attempt to examine the relevance of the investigation to the wider anthropological research.

Lower in the band, this may be confined to a competent if basic account, for example of the ways in which some of the findings are similar to other anthropological research. However, interpretation may be limited and not applied explicitly to the demands of the question.

Higher in the band, answers will examine some of the ways in which they can relate the personal investigation to other anthropological research. Discussion will be supported by the use of some specific evidence from the investigation. Material will be accurate, though its relevance may not always be made explicit. There will be some limited analysis and/or evaluation.

16-20 In this band analysis and evaluation will be explicit and relevant and answers will show sound, conceptually detailed knowledge and understanding of the relevance of the investigation to other anthropological research. 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 distinct conclusion.

Answers may demonstrate:

- relevance in relation to topic, method, theory, etc.
- a clear but critical appreciation of the value of the investigation
- a breadth of concepts and theories is identified with links to the data from the investigation
- clear comparison by locating problems in the wider context of anthropological research, citing examples they may have studied in the literature
- an appreciation of ethical issues
- arguments supported by precise and selective references to the investigation

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

Note: 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 substantive social and cultural issues.

ASSESSMENT GRIDS FOR A LEVEL ANTHROPOLOGY UNIT 4 (ANTH4)

Examination Series: June 2013

Section A

				ASSESSMENT OBJECTIVES		
Questions				AO1	AO2	Total
	0	1		4	6	10
	0	2		4	6	10
	0	3		8	12	20
Total				16	24	40

Section B

				ASSESSMENT OBJECTIVES		
Questions				AO1	AO2	Total
	0	4		4	6	10
	0	5		8	12	20
	0	6		8	12	20
Total				20	30	50

Paper Total	36	54	90
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