
A-LEVEL ANTHROPOLOGY

ANTH2/Unit 2

Mark scheme

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June 2014

Version: 1.0 Final

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

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.

Further copies of this Mark Scheme are available from aqa.org.uk

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
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Explain what is meant by 'transhumanism' **and** illustrate your explanation with an example (**Item A**, line 8). (4 marks)

Two marks for a satisfactory explanation or definition such as:

- the use of technology to modify or enhance the human organism/body to improve its performance/longevity

One mark for a partially satisfactory explanation or definition, eg part human, part machine.

Two marks for a satisfactory example such as:

- prosthetic limbs such as legs to enable walking
- cryonics, preserving parts of the human brain with the possibility that they can be revived after death
- gene therapy, the controlling of human genetic expression, to reduce disease propensity etc

One mark for a partially explained example, eg gene therapy

0	2
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Identify and briefly explain **two** ways in which rituals may maintain stability in society (6 marks)

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

- by reinforcing social status
- by reinforcing kinship relations
- by distributing wealth
- by providing a way to express violence or tension in a way which does not threaten the stability of the group
- by increasing social solidarity.

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

- by reinforcing social status: rituals may confirm women's subordinate position through patriarchal practices, therefore making them more likely to accept their situation and not cause conflict, eg the Moran of the Masai (*Masai Women/Masai Men* Llewelyn-Davies)
- by reinforcing kinship relations: such as marriage, which confirms the traditional roles of both husband and wife and the expectations of both, therefore ensuring the stability of family life, eg marriage rites (*Every Good Marriage Begins with Tears* Simon Chambers)

- by distributing wealth: for example, death rituals manage the distribution of inheritance, therefore ensuring conflict is avoided by feuding kin, (*Ngat is Dead Ton Otto*)
- by providing a way to express violence or tension in a way which does not threaten the stability of the group: eg during the coronation of Swazi Kings in South Africa when social hierarchies are temporarily inverted and the king may be mocked (Gluckman)
- by increasing social solidarity: rituals can enable a celebration of group identity, eg football as a celebration of nation and masculinity in the context of modernity, therefore bringing together fathers and sons, leading to greater stability (Archetti).

One mark for a partially satisfactory explanation, eg kinship relations are confirmed through marriage rituals.

0	3	Examine two or more views on the nature of boundaries (Item A). <i>(10 marks)</i>
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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 differences between boundaries 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 the nature of boundaries in general. Alternatively, more substantial accounts of boundaries, 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 views on the nature of boundaries 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.

Higher in the band, material on two or more views on the nature of boundaries 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 views on small and large-scale boundaries.

8-10 Answers in this band will show sound and detailed knowledge and understanding of material on two or more views on the nature of boundaries. This will be accurately 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. Interpretation and application may be less focussed, and analysis and/or evaluation less developed.

Higher in the band, answers will be more detailed and complete with a wider range of material, interpretation and application of material will be more focused and answers will show sensitivity in interpretation of the question. Analysis and/or evaluation will be more relevant and explicit.

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

- definition of boundaries, problems with defining them given the many different types

- variable nature of boundaries, visible, imagined (Benedict), small scale or large scale (Gordillo, Okely)
- different views on ethnicity based boundaries, as dynamic and changeable (Barth) ethnic boundaries as dormant and their revitalisation (*We are all Neighbours* Bringa)
- a discussion of views on the changing nature of boundaries due to new forms of technology such cyborgs (Case) contested boundaries
- view on the creation of boundaries as imposed or negotiated or both eg Dirks on the development of Caste boundaries under colonial rule
- views on the nature of boundaries between animals and humans in a range of contexts, eg Marvin discussing the reification of boundaries in bullfighting in Andalucia. Noske on breaking down boundaries between humans and animals
- views on the boundaries between men and women eg or Moore based on culturally constructed ideas connected with patriarchy and biological differences
- views on the nature of boundaries of the body eg Okley boundaries between gypsies and non gypsies. .

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; eg comparing differing views of ethnic boundaries
- analysis and ‘unpacking’ of concepts; eg boundaries, ethnicity
- application of ethnographic examples from a wide range of societies, including any that might be the result of candidates’ research relating to large and/or small scale boundaries
- critique of views on boundaries for example arguing how boundaries may not be fixed but negotiated
- awareness of the relevant key debates in anthropology: eg unity vs diversity; agency vs structure
- awareness of relevant theoretical perspectives: functionalism; Marxism; feminism; interpretivism; postmodernism.

0	4
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Using material from Item B and elsewhere, examine the ways in which identity is expressed and negotiated by the individual. (20 marks)
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0 No relevant points.

1-7 Answers in this band will show only limited knowledge and understanding and show very limited, if any, 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. 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 how identity is expressed. 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 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 how identity is expressed in a particular context. 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 ways in which identity is expressed and negotiated and may make limited use of Item B, for example, to discuss the negotiation of ethnic identity. 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 identity that is chosen and identity that is ascribed. However this is **not** a requirement to reach the top band.

16-20 Answers in this band will show sound and detailed knowledge and understanding of material on the ways in which identity is expressed and negotiated drawn from Item B and elsewhere. This will be accurately 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. Interpretation and application may be less focused and analysis and/or evaluation less developed.

Higher in the band, answers may be more detailed and complete, with a wider range of material. Interpretation and application of material will be more focused and answers will show sensitivity and in interpretation of the question. Analysis and/or evaluation will be more relevant and explicit.

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

- definition of identity
- a discussion of ascribed identity and achieved identity
- gendered identity as increasingly negotiated (Moore), Queer theory
- different ways of expressing and negotiating ethnic identity – as ascribed and negotiated, eg Bourgois, Gordillo
- a discussion of hybrid identity (*Every Good Marriage Begins With Tears* Chambers, *Temporary Sanity: The Skerrit Bwoy Story* Bruun)
- a discussion of national identity as political and culturally constructed (Moore and Sanders)
- class identity - French cultural class (Bourdieu)
- a discussion of the role of material culture in expressing and negotiating identity (Miller, Kuchler and Were).

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; possibly providing more detail on Hall's study and using other related ethnographies
- cross-cultural comparison; using a number of different ways of expressing identity in the same society or between different societies
- analysis and 'unpacking' of concepts such as identity, ethnicity
- awareness of methodological issues in trying to understand identity, cultural relativism
- application of ethnographic examples from a wide range of societies, including any that might be the result of candidates' research
- critique of any of the points put forward, well contextualised and specifically applied to the question
- awareness of the relevant key debates in anthropology:
eg biological vs cultural explanations; unity vs diversity;
agency vs structure
- awareness of relevant theoretical perspectives: functionalism; Marxism; feminism; interpretivism; postmodernism in relation to identity.

Section B

Total for this section: 30 marks

0	5
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‘An individual becomes a complete person at birth’
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 will be one or two very insubstantial points about personhood 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 acquisition of personhood.

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 western philosophical concepts of personhood.

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 personhood, for example sociocentric views of personhood.

10-12 Answers in this band will show sound, and detailed material on the process of becoming a person.

Lower in the band, answers may show a limited range of material.

Higher in the band, answers will be more detailed and complete with a wider range of material.

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

- concepts such as personhood, sociocentric, western philosophical personhood, bounded, seperable, Cartesian Dualism, dividuals, relational concepts of personhood, partible, anthropomorphism
- the origins and nature of western individualist concepts of personhood, Descartes, Locke
- reproductive technology, the culture of science as dominant discourse organising life and death/personhood (Foucault)
- the role of technology in creating new concepts of personhood for eg through avatars (Boellstorff)
- the role of the state in deciding when someone becomes a person (Conklin and Morgan)
- non-western concepts of personhood as a product of social process, eg achieved through kinship and living and eating together in Langkawi, Malaysia (Carsten)
- sociocentric/relational concepts of personhood, eg Lambek and Strathern on African concepts of personhood
- Melanesian concepts of personhood, acquiring the local categories of culture before being considered a full person (Marylin Strathern)
- A discussion of personhood being assigned to inanimate objects such as mountain ancestors (Canessa).

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

Question specific AO2

- A discussion of the overlap between western and non western concepts of when and how full personhood is achieved not just through birth (Conklin and Morgan) Christianity as both potentially leading to individualist or dividualist concepts of personhood (Mosko)
- Students may argue that the western philosophical concept of personhood agrees with the view expressed in the question and compare and contrast this with other concepts of personhood
- a discussion of the role of rituals in confirming the concept of personhood
- a discussion of the changing nature of personhood (Niehaus)
- different views on 'grey areas' in concepts of personhood showing awareness of situations that challenge convention, eg partial persons.

See General Mark Scheme For AO2 Marks

0 6

To what extent do the categories of 'male' and 'female' help us to understand gender identity?

(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 gender 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 what it may mean to be male or female.

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 being 'male' or 'female' may help us understand gender 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 ways in which the categories of 'male' or 'female' may help us to understand gender identity.

10-12 Answers in this band will show sound and detailed material on the extent to which the categories of 'male' and 'female' help us to understand gender identity.

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

Higher in the band, answers will be more detailed and complete with a wider range of material.

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

- concepts such as gender, patriarchy, egalitarian, complementary gender roles, power, oppression, alternative gender, intersexuality, sex, boundaries
- gender categories as a socially constructed, (eg Moore, Butler)
- the origins of western concepts of male and female as distinct (Nanda)
- ethnographic examples of alternative gender eg N.American Indians (Roscoe), Hijras and Sádhin (Nanda)

- ethnographic accounts of different ways of being ‘male’ or ‘female’ eg gender roles and gender rituals in the Masai (*Masai Woman* Lwelyn- Davies)
- power and gender categories (*Duka’s Dilema* Lydall, *Pink Saris* Longinotto)
- boundaries between gender categories
- the role of technology and ‘male’ and ‘female’ categories

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

Question Specific A02

- A discussion of the role of biology in shaping what it means to be ‘male’ or ‘female’
- views challenging the usefulness of concepts of ‘male’ and ‘female’ as with the emergence of more fluid forms of gender eg transgenderism and transexualism (Moore, Bolin)
- a discussion of intersexuality, where it is unclear biologically if a person is male or female, cross cultural ethnographic studies eg transgenderism and beauty pageant in Tonga (Besnier)
- a critique of assumptions that anthropologists may have/may make about understanding what it means to be ‘male’ or ‘female’
- a discussion of the impact of technology on what it means to be male or female for example in transcending binary categories (Haraway, Boellstorff)
- a discussion of theoretical interpretations of gender identity (feminism, postmodernism, interprestivism)
- students might compare different categorisation of what it means to be male or female in different societies or at different times, an awareness of the changing and fluid nature of gender categories
- possible arguments supporting the view that ‘male’ and ‘female’ categories continue to be important in shaping gender identity or alternatively, arguments against this view perhaps discussing the blurring of boundaries between gender categories

See General Mark Scheme For A02 Marks

General Mark Scheme

A02: 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. Candidates 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 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, interpretation and application may be less focused, and analysis and/or evaluation less developed. Answers will show some organisation, but the conclusion may be less developed or partially supported by the body of the essay.

Higher in the band, interpretation and application of material will be more focused and answers will show sensitivity in interpretation of the question. Analysis and/or evaluation will be more relevant and explicit. 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 candidates’ 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.

ASSESSMENT GRIDS FOR A LEVEL ANTHROPOLOGY UNIT 2 (ANTH2)

Examination Series: June 2014

Section A

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

Section B

			ASSESSMENT OBJECTIVES		
Questions			AO1	AO2	Total
0	5		12	18	30
0	6		12	18	30
Total			12	18	30

Converting Marks into UMS marks

Convert raw marks into Uniform Mark Scale (UMS) marks by using the link below.

UMS conversion calculator www.aqa.org.uk/umsconversion