

A-level

Anthropology

ANTH3/Unit 3 Global and Local: Societies, Environments and Globalisation
Mark scheme

2111
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 15 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 15 mark questions:

In the 1 – 5 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 6 – 11 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 12 – 15 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: 30 marks

| | |
|---|---|
| 0 | 1 |
|---|---|

Define what is meant by ‘transnationalism’ (**Item A**, line 5) and explain **two** possible results of this process, **apart from** those referred to in **Item A**. (6 marks)

Two marks for a satisfactory definition or explanation such as:

- a cultural link that extends beyond or cuts across state boundaries, or
- regular and sustained cross-border activities of individuals, or
- maintenance and reinforcement of links between country of origin and country of settlement.

One mark for a partially satisfactory definition or explanation, eg links between two cultures.

Two marks for each appropriate result explained, such as:

- Individuals with differing social identities may conflict with the nation state such as ethnic nationalism leading to conflict
- Loss of control of the nation state by increased cultural links between the country they move to and home countries
- Social and cultural connections between nation states which may be beneficial in strengthening political alliances
- Political impact on host nations such as fear of ‘other’ and demands for changes to policy
- Development of multicultural societies which legitimate home country cultures and their expression
- Surveillance and social control of transnationals by host community
- Suspicions of lack of national loyalty by host communities, particularly when host country is in conflict with home nation
- The need for anthropologists to undertake multi-sited ethnography
- Globalisation of culture such as Bollywood.

One mark for a partially appropriate explanation, eg conflict between communities.

Note: No marks awarded for globalisation of religion and belief systems, movement or exchange of ideas.

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| 0 | 2 |
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Identify and briefly explain **three** ways in which ideas may move between cultures, **apart from** those referred to in **Item A**. (9 marks)

One mark for each appropriate way identified, such as:

- through colonialism
- by access to information and communication technology
- via the work of supranational organisations
- by the global spread of literacy
- by exposure of settlers to indigenous knowledge

- through the work of missionaries
- through global media organisations.

Two marks for each satisfactory development, such as:

- through colonialism: colonial rulers bring with them their own ideas and are able to enforce these on indigenous populations due to their ruling power for example being able to segregate and oppress indigenous groups eg Apartheid in South Africa.
- by access to information and communication technology: the free availability of a wide range of information means ideas can be exchanged more easily for example social networking sites enable communication across the globe eg Arab Spring.
- via the work of supranational organisations: political globalisation has led to a growth of supranational governmental agencies leading to a sharing of ideas and policy-making by leaders of countries such as international development projects eg United Nations.
- by exposure of settlers to indigenous knowledge: indigenous knowledge may be beneficial to settlers such as medicinal properties of plants may be passed to pharmaceutical companies.
- through the work of missionaries: to bring new religious beliefs to indigenous people, usually monotheistic world religions eg Pentecostals in Brazil.

One mark for a partially appropriate explanation, eg being able to access ideas from across the world.

Note: No marks awarded for slavery, tourism or migration.

| | |
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| 0 | 3 |
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|--|
| Examine some of the ways in which the rights of indigenous peoples have been improved in recent times. (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 indigenous peoples in general with little understanding of relevant issues.

Higher in the band, answers will present two or three insubstantial points on human rights. 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 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 some ways in which rights have been improved. 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 ways in which rights of indigenous people have been improved. 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 two or more ways in which the rights of indigenous people have been improved. 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 feature:

- regaining control over territories that belonged to the ancestors of the indigenous peoples through western legal processes
- claiming moral rights to places and culture, for example through revivalist movements reasserting the intrinsic value of indigenous culture
- using the international media to gain support for the positions taken and goals sought by indigenous peoples (using new technologies to gain global support)
- encouraging the study and use of traditional languages eg Hawaii
- being able to return to traditional rituals and beliefs
- working together with NGOs such as Survival to achieve desired goals
- setting up organisations for indigenous peoples to work together to achieve common goals and to offer support and expertise to fellow members
- seeking and obtaining public apologies for the injustices of the past eg Australian aborigines
- establishing cultural centres (museums) to bring together material culture for the education of future indigenous people and also non-indigenous people eg Masai
- understanding assimilationist policies as a form of ethnocide and/or genocide
- making explicit the racist assumptions on which assimilationist policies were based eg apartheid
- ethnographic examples from across the world, eg North America, Papua New Guinea, Japan, Australia, New Zealand, Michael Jackson (At Home in the World)
- the differences within and between indigenous groups
- the ways that indigenous groups use the concept of indigeneity to relate with the state
- indigenous groups themselves may discriminate against the rights of

others eg in Bolivia, Evo Morales used indigeneity to gain political power.

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:

- an overall position which largely agrees or disagrees with the statement in the question
- explicit cross-cultural comparison for example groups whose rights have improved versus those who have not.
- analysis and ‘unpacking’ of concepts such as human rights, indigenous rights
- awareness of methodological issues such as how rights are measured
- application of ethnographic examples from a wide range of societies including any that might be the result of students’ own research for example where other agencies may have been involved in improving human rights such as Survival or NGO
- critique of any other points put forward such as how indigenous rights may clash with human rights
- awareness of the relevant key debates in anthropology: eg biological vs cultural explanations (such as race as a biological or cultural construction); unity vs diversity (such as debate on universality of human rights); agency vs structure (such as how the rights of groups may conflict with those of the rest of society)
- awareness of relevant theoretical perspectives: functionalism vs conflict theories; feminist perspectives; postmodern perspectives; ecofeminist perspectives; world systems theories; theories of development and underdevelopment; applied anthropology; interpretivist perspectives; colonial and post-colonial theories; 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

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| 0 | 4 |
|---|---|

'In order to benefit local societies, development projects need to take account of local culture.'

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 development 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 development projects in general.

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 a development project.

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 development projects with some reference to local benefits or impact on local culture.

10-12 Answers in this band will show sound, conceptually detailed knowledge and understanding of material on the need for development projects to take account of local culture in order to benefit local societies.

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 appear:

- definition/s of development and the issues arising from this at the local levels
- cultural relativism and its importance in understanding cultures
- theories of development from Rostow's stages of growth (1950s) to the present
- an awareness of the need for an understanding of local cultures and practices if a development project is to succeed and the consequent failure of many projects when this is not taken into account eg Turkhana fishing
- the importance of considering gender and the local division of labour,

- notions of appropriate behaviour eg not talking about sex (Lambert)
- the importance of understanding local political structures and hierarchies for development projects to succeed
- the politics of development projects at the state and international levels and how these might conflict with local culture (World Bank and other international organisations and their role in development as well as nation states pursuing their own political agendas through aid) eg Life and Debt, Jamaica
- short term and longer term outcomes of development projects (that a project may succeed and meet objectives in the short term but fail to result in longer term economic benefits or lead to longer term environmental degradation)
- the proliferation of NGOs and other increasingly professionalised and bureaucratised organisations in the delivery of development projects
- detailed ethnographic study of particular development projects eg dam building in India, Brazil etc
- the organised resistance to development projects by local/indigenous groups and western/global NGOs. eg Kayapo

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

In answering the question, the following may be included to demonstrate interpretation, application, analysis and evaluation:

- a comparison of the relative successes of large scale and small scale projects and their consideration of local cultures
- the displacement and relocation of large numbers of people as a consequence of development projects and the impact of this on local culture
- evaluation of how NGOs may/may not consider local culture (NGO-isation)
- consequence of development projects and the impact of this on local culture
- cross-cultural comparison
- analysis and ‘unpacking’ of concepts such as NGO-isation, cultural relativism
- awareness of methodological issues and their impact on development
- awareness of advocacy in anthropology (activist anthropologists) and their role in development projects
- 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 such as the need for development even if this overrides local culture
- 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; ecofeminism; world systems theories; theories of development and underdevelopment; applied anthropology; interpretivist perspectives; colonial and post-colonial perspectives; perspectives from globalisation.

0 5

Assess the view that local conflicts always have global causes, such as colonialism and neo-colonialism. (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 on conflict 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 on the causes of conflicts.

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 a local conflict.

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 evidence of the global causes of conflicts perhaps including discussion of the impact of colonialism and/or neo-colonialism.

10-12 Answers in this band will show sound, conceptually detailed anthropological knowledge and understanding of material on the global and other causes of local conflicts.

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 appear:

- definitions and discussion of colonialism and neo-colonialism
- the 'Scramble for Africa' and the redrawing of boundaries
- environmental conflict and its links to industrialisation
- the global nature and consequences of climate change
- civil wars and their links to colonialism and neo-colonialism such as Uganda and Rwanda
- the rejection of local cultures and its role in the creation of conflict in a post-colonial state
- conflicts extending beyond national boundaries such as the 9/11 and the 'war on terror' with al-Qaeda (Eriksen)
- increased perception of risk
- drawing of boundaries and defining groups
- 'resources-based conflicts' and 'identity-based conflicts' (Schlee)
- ethnographic studies of conflict (Halpern – Bosnia) 'Since the company

came', 'The life of an island man'

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

- analysis of colonialism as a form of conflict
- increased global interdependency leading to increased vulnerability of nations
- contrast of 'resources-based conflicts' and 'identity-based conflicts'
- comparison of local versus global conflicts and their causes
- cross-cultural comparison
- analysis and 'unpacking' of concepts such as colonialism, neo-colonialism
- awareness of methodological issues
- awareness of advocacy in anthropology (activist anthropologists)
- 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 such as that conflicts may also have local causes
- 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; ecofeminism; world systems theories; theories of development and underdevelopment; applied anthropology; interpretivist perspectives; colonial and post-colonial perspectives; perspectives from globalisation.
- analysis of neo-colonialism as a form of economic conflict

0 6

'Throughout the world, advances in technology inevitably cause cultures to become more similar.'

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 technology 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 technology and culture.

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 how technology facilitates 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 range of arguments and/or evidence relating to ways in which technologies can lead to cultures becoming more similar.

10-12 Answers in this band will show sound conceptually detailed knowledge and understanding of how far advances in technology cause cultures to become more similar.

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 appear:

- cultural homogenisation and how technology can enable this
- imagined communities in cyberspace and how these may lead to similarity between cultures eg Anthropology or You Tube
- the global media and its ability to spread cultural information
- global entertainment (Hollywood and Bollywood)
- world markets, transnational corporations and the spread of global capitalism (Castells)
- the local use of global technology e.g. mobile phones for weather information
- limitations of new technologies; age, gender, income and literacy as limiting access

- surveillance of societies at national and international levels
- increase in transnational political activity facilitated by technology
- ‘disembedding’ (Ericksen)
- hybrid identities and how these are facilitated by technology
- Ritzer – Mcdonaldisation
- the nature and impact of industrialisation.
- increase in transnational cultural links eg Facebook (Miller)

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

- an overall position which largely agrees or disagrees with the statement in the question
- analysis of differing response to technology within cultures eg Masai
- comparison of the impact of technology on different cultures
- cross-cultural comparison of access to technology
- analysis and ‘unpacking’ of concepts such as cultural homogenisation, transnational politics, global capitalism
- evaluation that although technology spreads cultural ideas these are then localised eg Japanese Hip-Hop
- awareness of methodological issues
- awareness of advocacy in anthropology (activist anthropologists)
- 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 such as technology linking to preservation of culture
- awareness of the relevant key debates in anthropology: eg biological vs cultural explanations; unity vs diversity (such as how the same technology can be used in a variety of ways); agency vs structure (such as the introduction of technology to a culture may not have the same meaning for all)
- awareness of relevant theoretical perspectives: functionalism; Marxism; feminism; interpretivism; postmodernism; ecofeminism; world systems theories; theories of development and underdevelopment; applied anthropology; interpretivist perspectives; colonial and post-colonial perspectives; perspectives from globalisation.

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:

- cross-cultural comparison
- analysis and ‘unpacking’ of concepts
- awareness of methodological issues
- awareness of advocacy in anthropology (activist anthropologists)
- 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: functionalism; Marxism; feminism; interpretivism; postmodernism; ecofeminism; world systems theories; theories of development and underdevelopment; applied anthropology; interpretivist perspectives; colonial and post-colonial perspectives; perspectives from globalisation.

ASSESSMENT GRIDS FOR A-LEVEL ANTHROPOLOGY UNIT 3 (ANTH3)

Examination Series: June 2014

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 |
|--------------------|-----------|-----------|-----------|

* AO2 (a) = Interpretation and Application

* AO2 (b) = Analysis and Evaluation

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