



A-LEVEL

Anthropology

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

2110
June 2015

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 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.

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.

0 1

Explain what is meant by ‘cultural relativism’ **and** identify **two** implications of this for anthropological research.

[6 marks]

Two marks for a satisfactory definition or explanation such as:

- norms and values derive their meaning within a specific social context
- what is regarded as true, valued, or expected in one social group may not be so in another.

One mark for a partially satisfactory definition or explanation, eg avoiding ethnocentrism.

Two marks for each appropriate implication explained, such as:

- when conducting research anthropologists must be aware of their own potential bias and possible ethnocentrism
- when investigating other cultures anthropologists must avoid making value judgements about those cultures by the standards of their own culture
- attempts to enforce norms and values on another culture are not acceptable eg European Christian colonialists attempting to spread Christianity
- language should be investigated more carefully, taking into account sounds and inflections not native to the researcher
- living with people of another culture for an extended period of time, to learn the local language and be enculturated, at least partially, into that culture
- avoid any attempt to influence cultural practices you are studying.

One mark for a partially appropriate identification, eg bias.

0 2

Identify **and** briefly explain **three** possible consequences of global warming for indigenous peoples. (**Item A**).

[9 marks]

One mark for each appropriate consequence identified, such as:

- loss of land
- loss of livelihood
- changes to the economic system
- increased scientific knowledge
- importance of local knowledge and observation
- changes to belief systems
- combining of local and global knowledge.

Two marks for each satisfactory development, such as:

- loss of livelihood: droughts brought on by changes in rainfall means loss of ability to grow crops reliant on rainy seasons. (Mossi, Burkina Faso)
- increased scientific knowledge: the spread of the discourse of global warming and climate change means many local communities are aware of the scientific

nature of changes that affect them (Rudiak-Gould)

- importance of local knowledge and observation: since indigenous people often encounter the effects first hand they become important as observers and recorders of aspects of global warming such as rising sea levels (Marshall Islands)
- changes to belief systems: as indigenous communities become aware of the nature of global warming and its scientific basis they look to scientific rather than traditional beliefs and solutions
- combining of local and global knowledge: by working within indigenous communities scientists can gain local knowledge whilst sharing their scientific understanding (Andean farmers, Orlove).

One mark for a partially appropriate explanation, eg not having enough resources to survive.

0	3
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Examine some of the reasons for biological differences between human populations.

[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 biological differences in general with little understanding of relevant issues.

Higher in the band, answers will present two or three insubstantial points on biological differences between human populations. 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 differences in body shape between different human populations. 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 anthropological material on biological differences between human populations. 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 and detailed knowledge and understanding of two or more reasons for biological differences between human populations. The 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 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 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 relevant and more explicit.

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

- awareness of evolutionary differences between human populations as a result of migration from a single place of origin (Out of Africa)
- awareness of biological differences as a consequence of human settlement in diverse ecological environments (adaptation to local environment)
- useful biological adaptations, eg changes in body shape because of cold/heat; skin colour variations
- possible adaptive/maladaptive biological differences eg Resistance to malaria as an agent of natural selection resulting in population changes, i.e. greater presence of sickle cell the difference within and between indigenous groups
- presence of Neanderthal DNA in modern Eurasian populations but not in African populations, due to interbreeding in 'Out of Africa' period.

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-population comparison for example different skin colour
- analysis and 'unpacking' of concepts such as discussion of human 'race' – as one species
- awareness of methodological issues such as use of fossil evidence in constructing theories of evolution, use of scientific techniques
- critique of any other points put forward such as evaluation of Out of Africa theory with multi-regional approach
- analysis of apparent biological differences being used for political/economic reasons
- awareness of the relevant key debates in anthropology: eg biological vs cultural explanations; unity vs diversity; agency vs structure
- awareness of relevant theoretical perspectives: Out of Africa (recent African origin model); assimilation model; multiregional model
- awareness of how nationalism influences views that people have.

Note: Students will be rewarded at all levels for an understanding of the connections between the issues raised by this question eg race as studied in Unit 1 and 2 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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'The movement of people has always had a negative impact on the health of local societies.'

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 health 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 the health of local societies 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 the impact of movement on the health of local societies.

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 how the movement of people has impacted on the health of local societies.

10-12 Answers in this band will show sound and detailed knowledge and understanding of material on how the movement of people has impacted on the health of local societies.

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

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

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

- initial contact between settlers and indigenous people can cause epidemics in the local society eg measles in the Yanomami, *Secrets of the Tribe*
- tribal people who have suffered colonisation, forced settlement or assimilation policies experience a dramatic decline in health and wellbeing both physical and mental eg resettlement of the Onge
- indigenous people in Western societies have reduced life expectancy eg aboriginal peoples in Australia
- relocated indigenous people are often in poverty and so suffer worse health
- the movement to a Western diet and a less active lifestyle has resulted in higher rates of diabetes among indigenous communities (Canada)
- economic projects often lead to environmental degradation of land causing pollution and health problems for local groups eg Panan, Malaysia

- lack of nutrition for mothers can lead to problems with breast-feeding and combine with aggressive marketing of formula milk which may be incorrectly mixed and lead to health problems for infants
- many local societies have faced loss of land to economic projects which can lead to mental health problems due to loss of culture eg Guarani, Brazil
- The availability of alcohol can cause alcoholism for those already suffering depression.
- Suicide rates are higher for the younger generations of indigenous people eg Tiwi Islanders, Australia
- The arrival of migrant workers can lead to an increase in sex workers and the spread of sexually transmitted disease eg HIV/AIDS
- Movement of people can bring healthcare benefits such as improved medicines
- Healthcare can combine both western biomedical and traditional methods
- Local people can be trained in western techniques eg Yanomami
- Indigenous people who maintain land rights have fewer health problems.

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:

- an argued position of the view that the movement of people has a negative effect on health
- an argued position against the view that the movement of people has a negative effect on health, cross-cultural comparison of the rates of health and disease
- analysis and ‘unpacking’ of concepts such as how colonialism and the presence of colonial settlers may have brought diseases to indigenous peoples
- application of the concept of cultural relativism by explaining how anthropologists may need to understand local health practices when studying health and disease
- application of the concept of forced settlement and the impact on health of the displacement and relocation of large numbers of people
- awareness of advocacy in anthropology (activist anthropologists) who can work with local communities to establish appropriate healthcare
- application of ethnographic examples from a wide range of societies, including any that might be the result of students’ research
- evaluation of the impact of imposition of western models of health and healthcare
- evaluation of the importance of consideration of local culture in establishing healthcare systems
- comparison of health risks and health benefits of the movement of people
- awareness of methodological issues including cultural relativism
- critique of any of the points put forward
- awareness of the relevant key debates in anthropology: eg biological vs cultural explanations (in relation to ideas of health and disease); unity vs diversity; agency vs structure

- awareness of relevant theoretical perspectives: 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 globalisation is a key factor in changing local cultural identities. **[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 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 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 changing local cultural identities such as Hip-Hop in Japan.

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 on how globalisation is key in changing local cultural identities.

10-12 Answers in this band will show sound and detailed anthropological knowledge and understanding of material on how globalisation is a key factor in changing local cultural identities.

Lower in the band, answers may show a more limited 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 globalisation and local cultural identity
- global versus local identities
- Hybrid identities (*Every Good Marriage Begins with Tears*)
- globalisation enhancing cultural identity (Wang)
- globalisation causing cultural homogenisation and the loss of local culture (McDonaldisation)
- localisation as a response to globalisation (Kearney, Watson)
- globalisation as cultural imperialism (Shepard and Hayduk)
- local cultural identity as opposition to cultural globalisation (Castells)
- the emergence of local cultural consumption preferences (Japanese Hip-Hop)

- the global media and its ability to spread cultural information resulting in changes to local cultural identity
- imagined communities in cyberspace and how these may lead to changes in identity
- Creolisation (Drummond 1980, Hannerz 1992)
- the impact of globalisation on gang culture eg Ward (2012).

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:

- an argued position of the view that globalisation is a key factor in changing local cultural identities
- an argued position against the view that globalisation is a key factor in changing local cultural identities
- contrast of globalisation leading to cultural homogeneity and globalisation leading to enhancement of local cultural identity
- application of the concept of cultural imperialism by discussing how globalisation may cause the domination of some cultures over others
- evaluation of the debate on ‘authentic’ culture
- analysis of the notion of culture as a process rather than fixed
- cross-cultural comparison of the impacts of globalisation on local cultural identities
- analysis and ‘unpacking’ of concepts such as how cultural globalisation and the spread of ideas may impact on local identity awareness of methodological issues
- application of ethnographic examples from a wide range of societies, including any that might be the result of students’ research
- critique of any of the points put forward
- awareness of the relevant key debates in anthropology: eg biological vs cultural explanations; unity vs diversity (cultural homogeneity vs cultural heterogeneity); agency vs structure (individuals’ ability to choose identity versus the imposition of identity)
- awareness of relevant theoretical perspectives: functionalism; Marxism; feminism; interpretivism; postmodernism; ecofeminism; world systems theories; applied anthropology; interpretivist perspectives; perspectives from globalisation, convergence theory.

0 6

'Tourism can have both positive and negative consequences for local societies.'

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 tourism 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 how tourism changes a local society.

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 tourism has economic, social and/or environmental impacts on local societies.

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 tourism may have positive and/or negative consequences for local societies.

10-12 Answers in this band will show sound and detailed knowledge and understanding of how tourism can have both positive and negative consequences for local societies.

Lower in the band, answers may show a more limited 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 of tourism, different types of tourist, hosts and guests
- ethnographic studies of tourists with host-guest relations (Masai)
- tourism as a liminal experience (Van Gennep, Turner)
- scapes and the imagination (Appadurai)
- environmental impact of tourism, particularly mass tourism on local societies
- gender implications of sex tourism ('Economies of Desire')
- economic impact of tourism including economic disparity between visitor and hosts (Jamaica)
- commodification of culture such as performance and rituals (Daniel, Picard)
- tourism and confirmation of local identity (Hendry)
- loss of land to tourist resorts (Kenya)
- ethnotourism in the San.

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:

- an argued position of the view that tourism can have positive consequences for local societies
- an argued position of the view that tourism can have negative consequences for local societies
- evaluation of positive and negative economic impacts, money made by global tourist companies compared to limited benefit to local societies
- comparison of the impact of different types of tourism such as recreational tourism versus ecotourism
- cross-cultural comparison of the consequences of tourism for different local societies
- application of concepts such as how recreational tourism may often a lack of interest in local societies and a disregard for those societies.
- analysis and ‘unpacking’ of concepts such as the beneficial effects of ecotourism and/or cultural tourism
- application of the concept of commodification of culture and how this may impact on local culture
- analysis of the environmental damage caused by tourism and its impact on local societies
- awareness of methodological issues
- application of ethnographic examples from a wide range of societies, including any that might be the result of students’ research
- critique of any of the points put forward
- awareness of the relevant key debates in anthropology: eg biological vs cultural explanations; unity vs diversity; agency vs structure
- awareness of relevant theoretical perspectives: functionalism; Marxism; feminism; interpretivism; postmodernism; ecofeminism; applied anthropology; interpretivist 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:

- an argued position
- cross-cultural comparison
- application of concepts
- analysis and ‘unpacking’ of concepts
- awareness of methodological issues
- application of ethnographic examples from a wide range of societies, including any that might be the result of students’ research
- critique of any of the points put forward
- awareness of the relevant key debates in anthropology: eg biological vs cultural explanations; unity vs diversity; agency vs structure
- awareness of relevant theoretical perspectives: 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 2015

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

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