

A-LEVEL

Anthropology

ANTH4/Unit 4 Practising Anthropology: Methods and Investigations
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 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.

INDICATIVE CONTENT AND RESEARCH IN THE MARK SCHEMES

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

Section A: Research Issues

Total for this section: 40 marks

0	1
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Examine some of the ways in which anthropologists might affect the communities they study. **[10 marks]**

0 No relevant points.

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

Lower in the band, there may be one or two very insubstantial points about ways in which anthropologists might affect the communities they study but these will be ineffectually used. There will be minimal or no interpretation, application, analysis and evaluation.

Higher in the band, answers will present one or two insubstantial points about the ways in which anthropologists might affect the communities they study. There will be very limited interpretation, application, analysis and evaluation.

4-7 Answers in this band will show reasonable knowledge and understanding, and show reasonable interpretation, application, analysis and/or evaluation.

Lower in the band, material on one or more ways in which anthropologists might affect the communities they study will be presented, and some limited explanation will be offered, for example, that anthropologists might somehow alter the culture of the communities they study with a brief description of how. Interpretation, application, analysis and/or evaluation are likely to be limited.

Higher in the band, material on two or more ways in which anthropologists might affect the communities they study will be presented, and some explanation offered, for example, precise ways in which the culture might be affected. Students are likely to make use of specific examples. Interpretation and application will begin to meet the demands of the question. Students may begin to offer some analysis and/or evaluation.

8-10 Answers in this band will show sound and detailed knowledge and understanding of material on two or more ways in which anthropologists might affect the communities they study. 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/or evaluate it explicitly, so as to produce a coherent and relevant answer.

Lower in the band, answers may analyse a more limited range of material. 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 more relevant and explicit.

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

- anthropologists might change the culture of the community they study through their presence, eg assimilation or conflict (Chagnon vs Ferguson, the Yanomami and manufactured goods)
- anthropologists might introduce new technologies
- anthropology perpetuates the asymmetries of colonialism, eg Asad
- anthropologists might bring illnesses and diseases or medicines and cures to the populations they study, eg Tierney vs Chagnon and Neel
- the community studied may experience products or services better designed to meet their needs through the work of anthropologists at corporations such as Intel and General Electric, eg General Electric and dishwashers in Japan
- anthropology as advocacy, eg anthropologists in Amazonia (Turner), protecting the rights of indigenous people and their ways of life
- the exoticism of the culture and increased attention from outsiders as a result, eg Chagnon and the Yanomami (environmentalism) or Lee, Marshall and the San (ethno-tourism)
- local populations might be influenced by anthropologists employed by government agencies or the military, eg Fardon's criticism of the US military recruiting anthropologists for the 'war of hearts and minds'
- communities might feel well represented or misrepresented and misunderstood by how anthropologists portray them, eg Freeman vs Mead about the Samoans (nature vs nurture) or Colin Turnbull on the Ik or the Mbuti (interpretivism)
- communities might have a reaction to the personal characteristics of the anthropologists, eg gender, ethnicity, social or cultural background
- reference to ethical issues and how the consideration of these might protect communities or how breaches of them could have a negative impact on the communities being studied, eg Chagnon, Good or Lizot in relation to the Yanomami.

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

Students may show interpretation, application, analysis and evaluation by reference to issues such as:

- application of points to specific examples of the work of anthropologists
- analysis and 'unpacking' of concepts, eg what is meant by 'asymmetries' of 'colonialism' (Asad)
- comparisons made between different methods eg how some methods may affect communities more than others
- comparisons made between the work of different anthropologists, eg Chagnon vs Ferguson (Yanomami)
- awareness of relevant theoretical perspectives on methodology and the debates between them, eg interpretivism vs positivism
- relevance to question
- evaluation of theoretical perspectives on methodology eg reference to reflexive anthropology
- evaluation of specific research methods
- evaluation of the work of specific anthropologists.

0	2
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Examine some of the limitations of using questionnaires in anthropological research.

[10 marks]

0 No relevant points.

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

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

Higher in the band, answers will present one or two insubstantial points about the limitations of using questionnaires. There will be very limited interpretation, application, analysis and evaluation.

4-7 Answers in this band will show reasonable knowledge and understanding, and show reasonable interpretation, application, analysis and/or evaluation.

Lower in the band, material on one or more limitations of using questionnaires will be identified, for example problems of literacy, and some limited explanation will be offered. Interpretation, application, analysis and/or evaluation are likely to be limited.

Higher in the band, material on two or more limitations of using questionnaires in anthropological research will be presented and some explanation offered, for example, the inability to follow up on anonymous questionnaires when the informant is not known. Answers are likely to draw comparisons with other anthropologists' work. Interpretation and application will begin to meet the demands of the question. Students may begin to offer some analysis and/or evaluation.

8-10 Answers in this band will show sound and detailed knowledge and understanding of two or more limitations of using questionnaires in anthropological research. 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/or evaluate it explicitly, so as to produce a coherent and relevant answer.

Lower in the band, answers may analyse a more limited range of material. 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 more relevant and explicit.

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

- definition of questionnaires
- limitations of structured approaches
- problems of literacy levels
- difficulties with translation
- problems of interpreting responses
- subjectivity, lying and exaggeration (social desirability bias)
- issues of informants' understanding of the meaning of questions
- difficulties in follow-up if anonymous
- ethical and political issues (leading questions)
- open vs closed questions
- quantitative vs qualitative methods.

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

Students may show interpretation, application, analysis and evaluation by reference to issues such as:

- application of points to specific examples of the work of anthropologists, eg Michael Smith's comments on using questionnaires as part of Scribner and Cole's study of the Vai of Liberia
- analysis and 'unpacking' of concepts, eg what is meant by representativeness, whether generalisation is useful, the difference between 'thick description' (Geertz) and simple questionnaire results
- comparisons made between different methods, eg showing limitations through contrast with other methods such as deep hanging out (Fox), or the advantage of mass data collection quickly vs lack of depth and thick description
- comparisons made between the work of different anthropologists
- awareness of relevant theoretical perspectives on methodology and the debates between them, eg views on the more scientific nature of questionnaires as potentially providing quantitative vs qualitative data
- relevance to question, eg focus on problems specific to questionnaires rather than data collection methods in general
- evaluation of theoretical perspectives on methodology
- evaluation of specific research methods
- evaluation of the work of specific anthropologists, eg anthropologists who have used questionnaires.

0	3
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Evaluate the extent to which anthropological fieldwork can be regarded as scientific.

[20 marks]

0 No relevant points.

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

Lower in the band, there may be one or two insubstantial points about anthropological fieldwork 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 extent to which anthropological fieldwork can be regarded as scientific. Interpretation and application of material may be simplistic, or at a tangent to the question.

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

Lower in the band, some potentially relevant material will be presented and a broadly accurate if basic account offered, for example about the extent to which anthropological fieldwork can be regarded as scientific, but perhaps without consideration of the alternative point of view, namely that it might be regarded as an art if more interpretivist in nature. Interpretation may be limited and not applied explicitly to the demands of the question. Students may make limited use of anthropological studies in their response. 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 issues. These could include for example awareness of the extent to which anthropological fieldwork can be regarded as scientific, such as in positivist approaches, and also awareness of more art-like interpretivist approaches. Answers may provide more detail about these approaches, with specific examples from anthropological research. Material will be accurately interpreted, though its relevance may not always be made explicit. There will be some limited explicit analysis and/or evaluation.

16-20 In this band, analysis and evaluation will be explicit and relevant, and answers will show sound and detailed knowledge and understanding of material on the extent to which anthropological fieldwork can be regarded as scientific as well as consideration of its more artistic, interpretivist dimensions. 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 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. 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, 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. Answers will show a clear rationale of material leading to a distinct conclusion, and/or may show a clear rationale in the organisation of material leading to a distinct conclusion.

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

- debates between the positivistic nature of fieldwork, eg sociobiological studies of the Yanomami (Chagnon), and the more creative process of interpretivist approaches, eg the thick description of the Balinese cockfight (Geertz)
- the qualitative nature of anthropological data vs the quantitative nature of scientific research
- some anthropologists' utilisation of the scientific method, by setting an hypothesis and testing this with the ethnographic data they gather
- the use of social scientific anthropological research tools such as SPSS or ATLAS.ti software to analyse qualitative data
- the similarities in ethical frameworks used by anthropologists and other scientists
- examples of ethnography being written creatively (Abu-Lughod, *Writing Against Culture*)
- postmodern criticisms of the objectivity of science and thus advocating the equality of artistic and scientific approaches (Spiro)
- examples of the exoticism of anthropological writing (Miner)
- importance of the funding institutions (Horowitz) in limiting what an anthropologist can do, affecting the scope of the anthropological research and arguably its scientific objectivity
- lack of objectivity such that the anthropologist limits their research focus and therefore may miss out on important aspects of what they are studying (Weston).

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

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

- application of points to specific examples of the work of anthropologists
- analysis and 'unpacking' of concepts, eg what is meant by humanistic, scientific, positivist, interpretivist, whether an ultimate truth is ever actually attainable, science as a worldview
- comparisons made between different methods, eg discussion of which methods might be more or less artistic or scientific
- comparisons made between the work of different anthropologists

- awareness of relevant theoretical perspectives on methodology and the debates between them, eg the debate between a more scientific approach contrasted with a politically-motivated approach to research (feminist or Marxist) or whether fieldwork should be an art or a science
- relevance to question, eg directly addressing the language of the quote, eg why fieldwork is the 'both' an art and a science
- evaluation of theoretical perspectives on methodology, eg acknowledging there is debate about what constitutes 'scientific'
- evaluation of specific research methods
- evaluation of the work of specific anthropologists.

Section B: Personal Investigation**Total for this section: 50 marks**

0	4
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Explain your reasons for choosing the method(s) used to collect your data.

[10 marks]

0 No relevant points.

1-3 Answers in this band will show a limited description of the method(s) used to collect data with a limited or no attempt to explain the reasons for choosing it/them.

Lower in the band, there may be limited description of the method(s) used with no attempt to explain the reasons for choosing it/them.

Higher in the band, there may be more detailed description of the method(s) used to collect the candidate's data with a limited or no attempt to explain the reasons for choosing it/them.

4-7 Answers in this band will show a reasonable explanation of the reasons for choosing the method(s) used to collect the candidate's data with specific reference to the investigation.

Lower in the band, this may be confined to a competent if basic explanation of the method(s) used to collect the candidate's data with a reasonable attempt to explain the reasons for choosing it/them. There will be reference to the personal investigation and some mention of the relevance of the method(s).

Higher in the band, answers will present a more in-depth explanation of the reasons for choosing the method(s) used to collect the candidate's data. The reference to the personal investigation will be more detailed and students might make reference to anthropologists who have used these methods in their research.

8-10 Answers in this band will show sound and detailed knowledge and understanding of the reasons for choosing the method(s) used to collect the candidate's data, eg demonstrating the suitability of the method(s) used and the contribution it/they made to the personal investigation. Students will show the ability to organise material and to analyse and/or evaluate it explicitly, so as to produce a coherent and relevant answer.

Lower in the band, answers may analyse a more limited range of material. The answer will refer closely to the nature of the investigation.

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

Answers may demonstrate:

- awareness of the nature of the research the student carried out, eg positivist vs interpretivist, qualitative vs quantitative, and its relevance to an anthropological approach
- the relative merits of different ways of collecting data, eg the value of audio recording and its contribution to accuracy
- awareness of the problems anthropologists can experience when carrying out research and how a certain method may help them overcome these, eg truthfulness and participant observation
- the suitability of the method in relation to any ethical considerations, eg a participant's desire not to be photographed
- comparison between their research and the work of other anthropologists, eg concentrating on a single informant (Shostak)
- relevance to the question: a focus on justifying the methods used rather than simply describing them
- methods might include participant observation, structured, semi-structured or unstructured interviews, 'deep hanging out' (Fox), questionnaires, surveys, audio recording, ethnographic filming.

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

Note: Students will be rewarded at all levels for an understanding of the connections between the issues raised by this question and different elements of the subject; anthropological concepts and theories; methods of enquiry; ethnography and substantive social and cultural issues.

0 5

Examine how anthropological theory and/or ethnographies contributed to your personal investigation. **[20 marks]**

0 No relevant points.

1-7 Answers in this band will show only limited knowledge and understanding of theory and/or ethnographies with limited reference to the personal investigation. There will be only limited interpretation, application, analysis and/or evaluation.

Lower in the band, answers will present one or two very insubstantial points about theory and/or ethnographies with little reference to the personal investigation.

Higher in the band, answers will present two or three insubstantial points about theory and/or ethnographies. For example, answers may describe a theory and/or ethnography considered but make little attempt to relate them/it to the question. There may be no identification of a specific ethnographic study used or no mention of an anthropologist associated with a theory. Interpretation and application of material may be simplistic or at a tangent to the question.

8-15 Answers in this band will show reasonable knowledge and understanding of theory and/or ethnographies and will examine these with specific reference to the details of the personal investigation. There will be some reasonable interpretation, application, analysis and/or evaluation.

Lower in the band, answers will offer a basic examination of how theory and/or ethnographies contributed to the personal investigation, for example a simplistic account of which theory is used in the study and why, or a list of the ethnographies that were used for comparison, with how these contributed to the personal investigation being left more implicit. Interpretation, application, analysis and/or evaluation are likely to be limited.

Higher in the band, answers will offer a fuller examination of how theory and/or ethnographies contributed to the personal investigation, for example, explaining how a particular theory gave meaning to the data in the personal investigation. The references to the investigation will be more detailed. There will be more developed interpretation, application, analysis and/or evaluation.

16-20 Answers in this band will show sound and detailed knowledge and understanding of how theory and/or ethnographies contributed to the personal investigation. Students will show the ability to organise material and to analyse and/or evaluate it explicitly so as to produce a coherent and relevant answer.

Lower in the band, answers may analyse a more limited range of material. The answer will refer closely to the nature of the investigation, but the link between theory and/or ethnographies and the investigation will be less explicit.

Higher in the band, answers will be more detailed and complete. Explanations will be supported by precise and specific references to the investigation and the links between the specific investigation and theory and/or ethnographies will be made fully explicit.

Answers may demonstrate:

- theory/-ies used to test the empirical data that the student gathers as part of their personal investigation, eg setting an hypothesis based on a theory and testing it for accuracy in the candidate's context of their personal investigation
- theoretical models that the student applies to their data, eg van Gennep's rites of passage
- theory/-ies related to methodological approaches in anthropology, such as positivism, interpretivism and postmodernism
- theory/-ies that influenced the student to ask the particular question or phrase the hypothesis as they did, eg Marxism or feminism
- particular theoretical approaches that are central to the discipline, eg cultural relativism (Boaz)
- ethnographies that encouraged the student to pursue a particular issue or anthropological topic or theme
- ethnographies that are used to contrast with the empirical data that the student gathers
- ethnographies that gave the candidate ideas as to the method(s) to employ in the research
- the nature of anthropology as a comparative subject
- noting relationships with other areas of anthropology.

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

Note: Students will be rewarded at all levels for an understanding of the connections between the issues raised by this question and different elements of the subject; anthropological concepts and theories; methods of enquiry; ethnography and substantive social and cultural issues.

0	6
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Examine the extent to which you achieved the initial aims of your personal investigation.

[20 marks]

0 No relevant points.

1-7 Answers in this band will show only a limited knowledge and understanding of the extent to which the personal investigation achieved its initial aims. There will be only limited interpretation, application, analysis or evaluation.

Lower in the band, answers will present one or two very insubstantial points about what the personal investigation achieved.

Higher in the band, answers will present two or three insubstantial points about the extent to which the personal investigation achieved its initial aims however these achievements will not be linked to evidence of how they meet the aims, even if the aims are identified. Interpretation and application may be simplistic, or at a tangent to the question.

8-15 Answers in this band will show reasonable knowledge and understanding of the extent to which the initial aims of the study were achieved and will examine these with specific reference to the details of the personal investigation. There will be some reasonable interpretation, application, analysis and/or evaluation.

Lower in the band, answers will offer a basic account of the extent to which the personal investigation achieved its initial aims and will present some discussion or evidence to support what the candidate says. There will be references to the personal investigation, but lacking in detail. Interpretation, application, analysis and/or evaluation are likely to be limited.

Higher in the band, answers will offer a fuller account of the extent to which the initial aims of the personal investigation were achieved, with specific evidence to support the candidate's position. The references to the investigation will be more detailed and comparisons might be drawn with the work of other anthropologists. There will be more developed interpretation, application, analysis and/or evaluation.

16-20 Answers in this band will show sound and detailed knowledge and understanding of the extent to which the personal investigation achieved its initial aims, fully supported by evidence taken from the investigation. Students will show the ability to organise material and to analyse and/or evaluate it explicitly, so as to produce a coherent and relevant answer.

Lower in the band, answers may analyse a more limited range of material. The answer will refer closely to the nature of the investigation.

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

Answers may demonstrate:

- awareness of the difference between the initial aims of the investigation and the results and conclusions drawn
- detailed description of the evidence that supports or denies the relative success of the investigation
- understanding of the potential value of unexpected findings
- acknowledgment of the need to adapt an investigation as empirical evidence comes to light
- awareness that limitations of findings may have made it difficult to meet the initial aims, eg the scope of the research was too narrow or the scope was too broad such that it was difficult to make sense of the data
- awareness of the problem of generalisation
- awareness of the relationship between the conclusions drawn and the initial aims, eg different aims may have led to different conclusions, eg the use of a different theoretical approach (Marxism, feminism)
- reference to specific research methods that might have been used and how methods might have influenced the relative success of the study, eg long term participant observation may have led to different results
- the link between the extent to which the initial aims of the investigation were met and the potential for further research, eg the findings of the personal investigation were inconclusive or partially conclusive leaving the potential for future study
- reference to specific examples from the research that meet the initial aims and others that do not
- comparison between their research and the work of other anthropologists, eg how their findings might be similar or different or how their research could be linked with other research projects in anthropology
- further possible research recommendations such as, different locations, a different angle on the same topic, eg looking at different forms of body modification rather than just tattoos, the same topic but different social groups, eg the potential for different results among different genders
- awareness of the importance of 'reflexivity' in anthropology and an understanding of issues that may have affected the relative success of the candidate's investigation, eg objectivity vs subjectivity
- particular comments on 'extent', considering the relative success of the personal investigation as a whole.

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

Note: Students will be rewarded at all levels for an understanding of the connections between the issues raised by this question and different elements of the subject; anthropological concepts and theories; methods of enquiry; ethnography and substantive social and cultural issues.

ASSESSMENT GRIDS FOR A-LEVEL ANTHROPOLOGY UNIT 4 (ANTH4)

Examination Series: June 2015

Section A

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

Section B

				ASSESSMENT OBJECTIVES		
Questions				AO1	AO2	Total
	0	4		4	6	10
	0	5		8	12	20
	0	6		8	12	20
Total				20	30	50
Paper Total				36	54	90

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