



A-LEVEL

Anthropology

ANTH3 Global and Local: Societies, Environments and Globalisation
Mark scheme

2110
June 2016

Version 1.0: Final Mark Scheme

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.

Total for Section A: 30 marks

0 1

Explain what is meant by 'colonialism' **and** identify **two** possible consequences of colonialism for colonised peoples.

[6 marks]

Two marks for a satisfactory definition or explanation such as:

- the establishment, exploitation, maintenance, acquisition, or expansion of colony in one territory by a political power from another territory.
- the control or governing influence of a nation over a dependent country, territory, or people.

One mark for a partially satisfactory definition or explanation, such as taking over a country.

Two marks for each appropriate implication explained, such as:

- the annihilation of indigenous peoples, eg the Carib people of Hispaniola
- slavery of indigenous peoples, eg in the Congo basin
- loss of control of the means of production, eg in South Africa
- indigenous peoples forced into export economy, eg sugar in Jamaica.

One mark for a partially appropriate identification, such as being forced to work for colonialists.

0 2

Identify **and** briefly explain **three** ways in which development projects may improve the position of women (**Item A**).

[9 marks]

One mark for each appropriate way identified, such as:

- empowerment
- decision-making
- education
- economic independence
- improvements to health.

Two marks for each satisfactory development, such as:

- empowerment leads to genuine opportunities, for example for women to gain political office at the local level or beyond
- decision-making: for example empowered women are able to participate in society-wide processes as full members of the social group
- education: empowered women are able to make sure that girls in the community have access to education and this may lead to a general development of the wider community
- economic independence: empowered women are not dependent on others for their own survival and the support of their children
- improvements to health, being part of a development project may mean better access to care or improved knowledge of health care services for women.

0 3

Examine some of the reasons why anthropologists support the ‘out of Africa’ theory of human origins.

[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 very insubstantial points about movement of people in general with little understanding of relevant issues.

Higher in the band, answers will present two or three insubstantial points about the ‘out of Africa’ theory. Interpretation and application of material may be simplistic, or at a tangent to the question.

6-11 Answers in this band will show reasonable knowledge and understanding and some reasonable interpretation, application, analysis and/or evaluation.

Lower in the band, some potentially relevant material will be presented and a broadly accurate if basic account offered, for example of evidence in support of the ‘out of Africa’ theory. Interpretation of the question may be more generalised and application may involve listing material from the general topic area with limited regard for the specific issues raised by the question. Analysis and/or evaluation are likely to be limited.

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 the ‘out of Africa’ theory and evidence to support it. Answers will be more explicit in the interpretation of the set question and greater anthropological awareness in the application of material will be shown. Analysis and/or evaluation will be more developed.

12-15 In this band analysis and evaluation will be explicit and relevant, and answers will show sound and detailed knowledge and understanding of the reasons why anthropologists support the ‘out of Africa’ theory. 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:

- theory of evolution
- origins of man
- evidence to support ‘out of Africa’ theory such as bone finds

- mitochondrial Eve and the impact on evolutionary theory
- evidence for a land bridge between Africa and the Middle East, eg climate change
- evolutionary theories to demonstrate changes in appearance that don't rely on different places of origin
- multiregional evolution
- assimilation model.

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

- an argued position for the 'out of Africa' theory
- an argued position against the 'out of Africa' theory
- critique of any points made
- analysis: eg reasons given for the various models of evolution
- cross-cultural comparison, eg comparison to Neanderthals
- analysis and 'unpacking' of concepts, eg multiregional model, mitochondrial Eve, 'out of Africa'
- use of concepts to analyse the issues, eg the use of the concept of mitochondrial Eve to explain the human origins and DNA
- awareness of methodological issues, eg evidence collected to support each theory
- application of ethnographic examples from a wide range of societies, including any that might be the result of students' research
- awareness of the relevant key debates in anthropology: eg biological vs cultural explanations (fossil evidence vs cultural evidence); unity vs diversity (homo sapiens as a species vs connection to Neanderthals); agency vs structure
- awareness of relevant theoretical perspectives: eg multiregional model, mitochondrial Eve, 'out of Africa'.

However, **not all** of these are necessary, not 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, eg the body and evolution 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.

Total for Section B: 60 marks

0 4

Assess the extent to which indigenous peoples are able to defend their rights.

[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 human rights 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 indigenous/human rights 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 indigenous groups defending their rights

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 ways in which indigenous groups are able to defend their rights

10-12 Answers in this band will show sound and detailed knowledge and understanding of material on ways in which indigenous groups are able to defend their rights.

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:

- transnational social movements, such as The Wild Foundation, for culture and/or human rights, eg indigenous groups
- setting up organisations for indigenous peoples to work together to achieve common goals and to offer support and expertise to fellow members
- 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) ie Turner's study of the Kayapo
- establishing cultural centres (museums) to bring together material culture for the education of future indigenous peoples and also non-indigenous peoples, eg Masai
- seeking and obtaining public apologies for the injustices of the past, eg Australian Aborigines
- encouraging the study and use of traditional languages, eg Hawaii
- regaining control over territories that belonged to the ancestors of the indigenous peoples through western legal processes

- indigenous groups themselves may discriminate against the rights of others, eg in Bolivia, Evo Morales used indigeneity to gain political power
- ethnographic examples of human rights issues, eg FGM, homosexuality (Cowan, Dembour & Wilson)
- possible conflicts over who has the power to decide matters; individual rights vs. group rights
- the intervention of outside organisations, eg international courts adjudicating on matters of indigenous rights
- definition of human rights (Universal Declaration of Human Rights, 1948 and since)
- applicability and universality of human rights in cross-cultural contexts (universality vs relativism)
- discussion of human rights in relation to cultural rights.

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 for the view that indigenous groups are able to defend their rights
- an argued position against the view that indigenous groups are able to defend their rights
- critique of any points made
- analysis: reasons given for the success or failure of attempts to defend rights
- cross-cultural comparison, eg between groups who have been successful and those who have not
- ‘unpacking’ of concepts, eg universal human rights, land rights, cultural rights
- use of concepts to analyse the issues, eg how human rights of indigenous people may have been affected by previous conflicts
- awareness of methodological issues, eg the use of the media by both anthropologists and groups themselves
- application of ethnographic examples from a wide range of societies, including any that might be the result of students’ research
- awareness of the relevant key debates in anthropology: eg biological vs cultural explanations, unity vs diversity in relation to human rights, agency vs structure, eg how indigenous people gain agency to overcome structural inequalities
- awareness of relevant theoretical perspectives: functionalism; Marxism (consideration of how indigenous rights may be affected by wider capitalist structure); feminism (consideration of how patriarchy may impact on the rights of women); interpretivism; postmodernism.

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

0 5

Assess the impacts of migration on different social groups.

[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 migration.

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 economic or political impacts of migration.

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 the economic and political impacts of migration.

10-12 Answers in this band will show sound and detailed anthropological knowledge and understanding of material on the economic and political impacts of migration.

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 migration, different types of migrants (Schiller)
- an awareness of a range of ethnographic studies on specific migrant groups (Bourgois, Ballard) eg Every Marriage Begins With Tears
- the political impact of migrants on both sending and receiving countries
- the economic impacts of migrants on both sending and receiving countries, eg remittance economies (Foner)
- ethnographic studies of migrants, eg Shaw – Pakistani settlers in Oxford understanding the movements of groups in a global context, eg transnationalism (Vertovec, Basch, Schiller & Blanc-Szanton)
- possible conflicts with local, non-migrant populations in countries receiving migrants: local people may view the migrants as taking local jobs, receiving benefits that the local population does not have access to etc
- loss of independence: when, for example, not all the skills and qualifications of migrants are of use in a migrant context. Qualifications may not be recognised by receiving states, some skills may not be ones that can be used in the contexts in which migrants find themselves
- loss of identity: as a result of the loss of home, social position, employment and from

- taking on the identity of ‘migrant/immigrant’
- improved position for women as movement to less patriarchal cultures give them greater access to social and political power (Foner)
- misrepresentation and stereotyping of migrants by host media (Lost Boys of Sudan)
- ‘push’ factors, including: war; famine; religious/political persecution; poverty; unemployment; discrimination
- ‘pull’ factors, including: job/educational opportunities; health care; colonial links; language; human rights; family ties; climate
- disrupted education: as children may have missed out on schooling or are behind other children in the same age group
- increased ties with other migrants, eg Eriksen’s Nations in Cyberspace
- emotional and psychological trauma leading to social exclusion and non-participation.

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 for the positive effects of migration, eg to escape persecution
- an argued position for the negative effects of migration, eg religious conflict
- critique of any points made such as benefits for host versus benefits for migrants
- analysis: different reasons given for migration and how these affect the impact such as economic migrants may have more positive experiences than refugees or forced migrants. Consideration of cultural impacts
- cross-cultural comparison, eg the economic and political impact on the host in comparison to the migrants
- ‘unpacking’ of concepts, eg ‘push’ factors, ‘pull’ factors, types of migrant
- use of concepts to analyse the issues, eg how ‘push’ and ‘pull’ factors affect the impact of migration for the migrants and how they affect the views of those in the host nation. Ethnic and religious conflict as causes of migration
- awareness of methodological issues, eg the use of multi-sited ethnography
- application of ethnographic examples from a wide range of societies, including any that might be the result of students’ research
- awareness of the relevant key debates in anthropology: eg biological vs cultural explanations such as migration due to natural disasters or through choice; unity vs diversity such as how cultural differences may highlight diversity; agency vs structure such as how structural factors may play a role in the cause of migration
- awareness of relevant theoretical perspectives: functionalism; Marxism (consideration of economic inequality of migrants); feminism (the impact of migration on women; interpretivism; postmodernism).

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

0 6

‘The movement of objects between societies has been largely beneficial for all social groups’.

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 objects 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 objects in museums.

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 movement of objects.

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 material on causes and consequences of the movement of objects.

10-12 Answers in this band will show sound and detailed knowledge and understanding of causes and consequences of the movement of objects.

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:

Objects in museums and human remains:

- how ethnographic collections were put together in the colonial era and how this is done today (Karp & Levine)
- what ethnographic collections were used for in the past, eg colonial exhibitions, evolutionary displays (Stocking)
- contemporary exhibitions and the acknowledgement of past collecting
- debates about the repatriation of human remains (Peers)
- the involvement of local populations in the design and display of material culture from their own traditions
- the ethical issues of collecting and representing culture through material objects
- the ethical issues involved in accepting funding from some organisations for ethnographic displays
- how some indigenous groups have taken over the control of ethnographic museums

- (Native Americans)
- the contemporary uses of ethnographic collections in local and global contexts (Sturge)
- ethnographic examples from specific exhibitions, eg Pitt Rivers Museum
- material culture demonstrating globalisation of culture (Appadurai)
- the impact of legislation such as NAGPRA.

Objects as part of trade, aid or movement of people:

- impact on ideas of social groups (Unravel)
- impact on economic situation, eg resource extraction (Kayapo or Since the Company Came)
- impact on the environment and social groups from multinationals bringing factories to developing countries
- impact on western countries with the movement of factories to places like China, eg study of Sheffield steel industry (Mollona)
- impact on culture, eg metal axes introduced to the Yanomami or western objects being used in Madagascar (Uncanny Strangers)
- impact on consumption, eg coca-colonisation, Golden Arches East
- debates about the usefulness of objects brought as a result of aid
- debates around fair trade, eg Body Shop.

Objects as technology:

- impact of computers, eg facebook (Miller), Second Life (Boellstorff)
- use of video cameras and other technology as part of indigenous resistance
- mobile phones used as part of development and increasing communication, eg Grameen project

However, **not all** of these are necessary, not 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 argued position for the positive consequences of the movement of objects
- an argued position for the negative consequences of the movement of objects
- critique of any points made for example by evaluating positive consequences with negative
- analysis: reasons given for reasons view may be changing and how this may be linked to causes of movement of objects
- cross-cultural comparison, eg the different consequences for different groups
- 'unpacking' of concepts, eg material culture, colonialism, globalisation
- use of concepts to analyse the issues, eg colonialism as the cause of movement of objects and its negative consequences
- awareness of methodological issues, eg the sensitive nature of studying human remains and their return
- application of ethnographic examples from a wide range of societies, including any that might be the result of students' research

- awareness of the relevant key debates in anthropology: eg biological vs cultural explanations (such as in the study of human remains); unity vs diversity (the use of objects to highlight diversity); agency vs structure (structural issues in relation to ownership of material culture)
- awareness of relevant theoretical perspectives: functionalism (functions of objects to understand culture); Marxism (exploitation of material culture); feminism (representation of gender through objects); interpretivism; postmodernism, world systems theory (Wallerstein) and underdevelopment (Frank).

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

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, although 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, although much may remain implicit. Evaluation may be both positive and negative, although 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)

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