



**General Certificate of Education
Specimen Paper**

Anthropology

2111

**ANTH3 Global and Local:
Societies, Environments and
Globalisation**

Unit 3

Mark Scheme

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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.

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QUALITY OF WRITTEN COMMUNICATION

Where candidates 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. Candidates 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 and 30 mark questions. The following criteria should be applied in conjunction with the mark scheme.

The quality of written communication bands must be regarded as integral to the appropriate mark scheme band even though they are listed separately in the mark scheme. Examiners should note that, in the assessment of candidates' 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, candidates' 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, candidates' 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, candidates' 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, candidates' 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, candidates' 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, candidates' answers are likely to be characterised by the very good to excellent logical expression of ideas and the precise use of a broad range of conceptual terms. Spelling, punctuation and grammar will be of a very good to excellent standard. Commonly and less commonly used words and anthropological terms will almost always be spelt correctly. Punctuation and grammar will be used correctly throughout to facilitate the intelligibility of the answer.

INDICATIVE CONTENT AND RESEARCH IN THE MARK SCHEMES

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

Section A

Total for this section: 30 marks

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

Define what is meant by 'colonised people' and explain **two** possible consequences of colonisation, **apart from** that referred to in **Item A**. *(6 marks)*

Two marks for a satisfactory explanation or definition such as: the native inhabitants of a land who are ruled over by non-native but more powerful settlers.

One mark for a partially satisfactory definition or explanation.

Two marks for each of two consequences appropriately explained, such as:

- displacing colonised people from their lands often so that colonisers might exploit natural resources for economic gain
- discriminatory legislation treating native inhabitants as lesser beings with fewer rights than the colonisers
- compelling the colonised people to work on plantations or as other exploited labour for colonial rulers
- unequal political rights and a denial of fair political representation
- social disruption leading to the loss of culture, for example, language and ritual
- assimilation policies other than removing children from their parents.

One mark for a partially appropriate explanation.

Note: no marks awarded for taking children away from their parents to raise them in an alien culture.

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| 0 | 2 |
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Identify and briefly explain **three** possible reasons why indigenous people were discriminated against by those who colonised their lands. (**Item A**) *(9 marks)*

One mark for **each** appropriate reason identified, such as:

- racist assumptions
- imminent extinction of native peoples
- assumptions that indigenous religious beliefs and practices were inferior to western ones
- the desire for wealth and profit
- the competition between colonising countries
- a disregard for indigenous culture.

Two marks for each reason satisfactorily explained, such as:

- racist assumptions: based on supposedly scientific study that the colonisers were intellectually superior to the colonised in evolutionary terms
- imminent extinction of native peoples: the assumption that the indigenous people were destined soon to become extinct and therefore that attempts to preserve them were bound to fail (vanishing races)
- assumptions that indigenous religious beliefs and practices were inferior to western ones: by forcing new religions and social practices on indigenous people they were being helped to advance as far as was possible for them (the assimilationist position)

- the desire for wealth and profit: material gain made at the expense of the indigenous people – an economic argument justifying the exploitation of indigenous people and their resources
- the competition between colonising countries: competition at the level of the nation state in which different colonising countries sought to gain territorial advantages over their rivals for political advantage ‘at home’
- a disregard for indigenous culture: the assumption that indigenous culture and material products were de facto the inferior products of inferior peoples.

One mark for a partially satisfactory explanation.

| | |
|---|---|
| 0 | 3 |
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| |
|--|
| Examine some of the ways in which indigenous people in recent times have tried to put right the injustices of the past. <i>(15 marks)</i> |
|--|

0 No relevant points.

1-5 Answers in this band will show only limited interpretation, application, analysis or evaluation, and will show only limited knowledge and understanding.

Lower in the band, there may be one or two insubstantial points about indigenous peoples in general with little understanding of relevant issues.

Higher in the band, answers will present two or three insubstantial points on human rights. Interpretation and application of material may be simplistic, or at a tangent to the question.

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

Lower in the band, some potentially relevant material will be presented and a broadly accurate if basic account offered, for example one injustice and the means used to address it. 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 past injustices and/or ways in which indigenous people have tried to put them right. Material will be accurately interpreted, though its relevance may not always be made explicit. There will be some limited explicit analysis and/or evaluation.

12-15 In this band analysis and evaluation will be explicit and relevant, and answers will show sound, conceptually detailed knowledge and understanding of two or more ways in which indigenous people have tried to put right the injustices of the past. This will be accurately and sensitively interpreted and applied to the demands of the question. Candidates will show the ability to organise material and to analyse and evaluate it explicitly so as to produce a coherent and relevant answer.

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

Higher in the band, answers may be more detailed and complete and/or may show a clear rationale in the organisation of material leading to a distinct conclusion.

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

- regaining control over territories that belonged to the ancestors of the indigenous peoples through western legal processes
- claiming moral rights to places and culture, for example, through revivalist movements reasserting the intrinsic value of indigenous culture
- using the international media to gain support for the positions taken and goals sought by indigenous peoples (using new technologies to gain global support)
- encouraging the study and use of traditional languages

- returning to traditional rituals and beliefs
- working together with NGOs such as Survival to achieve desired goals
- setting up organisations for indigenous peoples to work together to achieve common goals and to offer support and expertise to fellow members
- seeking public apologies for the injustices of the past (reference to Item A)
- establishing cultural centres (museums) to bring together material culture for the education of future indigenous people and also non-indigenous people
- understanding assimilationist policies as a form of ethnocide and/or genocide
- making explicit the racist assumptions on which assimilationist policies were based
- ethnographic examples from across the world, eg North America, Papua New Guinea, Japan, Australia, New Zealand.

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

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

- an overall position which largely agrees or disagrees with the statement in the question
- explicit cross-cultural comparison
- analysis and ‘unpacking’ of concepts
- awareness of methodological issues
- application of ethnographic examples from a wide range of societies including any that might be the result of candidates’ own research
- critique of any other 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 vs conflict theories; feminist perspectives; postmodern perspectives; ecofeminist perspectives; world systems theories; theories of development and underdevelopment; applied anthropology; interpretivist perspectives; colonial and post-colonial theories; perspectives from globalisation.

Note: Candidates 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.

Note: see General Mark Scheme for AO2 marks

Section B

Total for this section: 60 marks

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| 0 | 4 |
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Assess the extent to which globalisation results in the eradication of local cultures.

(30 marks)

AO1: Knowledge and Understanding **(12 marks)**

0 No relevant points.

1-4 Answers in this band will show limited knowledge and understanding.

Lower in the band, there may be one or two very insubstantial points about development in general, with little understanding of relevant issues.

Higher in the band, answers will show limited, undeveloped knowledge, for example two or three insubstantial points on globalisation and local cultures.

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 the way a particular ethnographic case study supports the idea that globalisation eradicates local cultures.

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 arguments and evidence relating to globalisation and the eradication of local cultures.

10-12 Answers in this band will show sound conceptually detailed knowledge and understanding of material on globalisation as a culturally homogenising force.

Lower in the band, answers will show a more limited range of material, or show a more conceptually detailed account of a narrow range of material.

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

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

- definition/s of globalisation
- theories of globalisation (Appadurai, Hannerz, time-space compression)
- an awareness of the need for an understanding of local cultures and practices to understand how globalisation impacts at the local level
- understandings of 'localisation'
- detailed ethnographies of globalisation, eg MacDonald's in Asia
- the movements of large numbers of people across the world as a consequence of globalisation
- the organised resistance to globalisation organised both locally and internationally
- globalisation as economic, political, cultural and technological.
- glocalisation

- instantiation of the global in the local
- hybridity
- the global village
- the impact of western media.

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

Note: Candidates 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

Section B

| | |
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| 0 | 5 |
|----------|----------|

Assess the impact of migration both on the countries that migrants move to and on the countries that they leave behind. *(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 migration 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 issues relating to migration 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 the ways in which migration may impact on cultural knowledge.

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 arguments and evidence relating to the impact of migration on the development of remittance economies and the dependence of migrant-sending countries on this income.

10-12 Answers in this band will show sound, conceptually detailed knowledge and understanding of material on the ways in which migration has complex and varied impacts that may be studied at both the local and also the global levels.

Lower in the band, answers will show a more limited range of material, or show a more conceptually detailed account of a narrow range of material.

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

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

- definitions of migration, different types of migrants (seasonal, long-term, men only or whole families).
- an awareness of a range of ethnographic studies on specific migrant populations
- the development and impacts of remittance economies
- political implications of migrant populations in a receiving country
- cultural issues, food, language, faith
- deterritorialisation and disjuncture
- localisation
- understanding the movements of groups in a global context (transnationalism)
- structures of power and inequality.

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

Note: Candidates 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

0 6

Assess contemporary debates related to material culture in ethnographic museums.

*(30 marks)***AO1: Knowledge and Understanding*****(12 marks)*****0** No relevant points.**1-4** Answers in this band will show limited knowledge and understanding.

Lower in the band, there will be one or two very insubstantial points about material culture and museums in general, with little understanding of relevant issues.

Higher in the band, answers will show limited, undeveloped knowledge, for example two or three insubstantial points about repatriation of material objects from ethnographic museums.

5-9 Answers in this band will show reasonable anthropological 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 the ethical issues relating to how and what objects may be displayed in ethnographic museums.

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 debates on material objects in ethnographic collections, for example.

10-12 Answers in this band will show sound, conceptually detailed knowledge and understanding of relevant debates and issues about material culture and ethnographic museums.

Lower in the band, answers will show a more limited range of material, or show a more conceptually detailed account of a narrow range of material.

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

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

- questions about how objects in museums were collected and issues of ownership
- issues about what may or may not be held and displayed in ethnographic museum collections (human remains, shrunken heads, sacred artefacts)
- repatriation of some objects and materials held in museums
- control over how material is displayed (issues of representation)
- possible concerns over who funds particular exhibitions (ethical and political issues)
- commodification of culture
- cultural colonialism
- access to collections
- theoretical models used to underpin displays, evolutionary, functionalist, aesthetic and the implications of each of these.

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

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

- an overall position which largely agrees or disagrees with the statement in the question
- explicit cross-cultural comparison
- analysis and ‘unpacking’ of concepts
- awareness of methodological issues
- application of ethnographic examples from a wide range of societies including any that might be the result of candidates’ own research
- critique of any other 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 vs conflict theories; feminist perspectives; postmodern perspectives; ecofeminist perspectives; world systems theories; theories of development and underdevelopment; applied anthropology; interpretivist perspectives; colonial and post-colonial theories; perspectives from globalisation.

Note: Candidates 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; personal investigation; ethnography and substantive social and cultural issues.

See General Mark Scheme for AO2 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, 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 overall position which largely agrees or disagrees with the statement in the question
- explicit cross-cultural comparison
- analysis and 'unpacking' of concepts
- awareness of methodological issues
- application of ethnographic examples from a wide range of societies including any that might be the result of candidates' own research
- critique of any other 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 in anthropology:
eg 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 |
|--------------------|-----------|-----------|-----------|

* AO2 (a) = Interpretation and Application

* AO2 (b) = Analysis and Evaluation

Explanatory Note:

- 1 In this specification, for all questions except 30-mark questions, examiners use integrated mark schemes which enable AO1 and AO2 to be marked holistically.
- 2 For the 30-mark questions, examiners use the AO1 question-specific mark scheme to award AO1 marks and the AO2 general mark scheme to award the AO2 marks.

In this unit – **ANTH3** – examiners should follow the instructions in point 1 above for questions 01, 02 and 03, and follow the instructions in point 2 above for questions 04, 05 and 06.