



General Certificate of Education June 2011

Anthropology

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**ANTH1 Being Human:
Unity and Diversity**

Unit 1

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 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 10 mark questions

In the 1 – 3 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 4 – 7 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 8 – 10 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 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.

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: 70 marks

0 1

Explain what is meant by 'gift exchange' and illustrate your explanation with an example. (4 marks)

Two marks for a satisfactory explanation or definition such as:

- when a person or group of people gives something and expects something in return
- a non-monetary transaction that has a social function
- a non-monetary transaction that has many variations according to the social relations of the participants
- a form of reciprocity that binds people together
- means of communicating social or economic relationships.

One mark for a partially satisfactory explanation or definition.

Two marks for a satisfactorily explained example such as the role of:

- Christmas presents
- buying rounds in pubs
- Potlatch in North America
- Kula in Melanesia
- hair in the food at the Nuyootecos fiesta (John Monaghan)
- a local political leader from the town refusing to eat when visiting the village (Peter Just).

One mark for a partially explained example.

0 2

Identify and briefly explain **two** reasons why humans are thought to be intellectually superior to their ape ancestors, **apart from** the reasons mentioned in **Item A**. (6 marks)

One mark for each of **two** appropriate reasons identified, such as:

- language use
- use of non-linguistic symbols
- tool use
- ability to adapt to different environments
- 'mind-reading': ability to figure out what others are thinking
- larger brain size
- consciousness/self awareness.

NB: no marks for reference to walking upright, artistic experiences, paintings, television.

Two marks for a satisfactory explanation, such as:

- language use: explanation of reasons why humans developed language, eg Dunbar's social grooming theory, or biological explanations about how vocal chords developed, or intellectual consequences of possessing language
- tool use: the ability to transform their environment
- larger brain size: gives enhanced capacity for abstract thought.

One mark for a partially satisfactory explanation.

0 3

Examine **two or more** ways in which biological evolution helps us understand why the human body is the way it is today (**Item A**). (10 marks)

0 No relevant points.

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

Lower in the band, there may be one or two insubstantial points about biological evolution and the body, but with no focus on how the two are related. There will be no interpretation, application, analysis and evaluation.

Higher in the band, answers will present one or two insubstantial points about biological evolution and the body but their understanding of the relationship between the two will be limited. Alternatively, two or three insubstantial points about biological evolution and/or the body may be offered, but with no consideration of the relationship between the two. There will be very limited interpretation, application, analysis and evaluation.

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

Lower in the band, material on one or more aspects of biological evolution and/or the body will be present and some limited description will be offered. There will be some limited focus on the relationship between the two. Some reasonable knowledge and understanding will be shown, though interpretation, application, analysis and evaluation are likely to be very limited.

Higher in the band, material on two or more aspects of biological evolution and the body will be presented and some explanation offered. Reasonable knowledge and understanding will be shown, and interpretation and application will begin to meet the demands of the question. Candidates may begin to offer some analysis and/or evaluation.

8-10 Answers in this band will show sound, conceptually informed knowledge and understanding of a range of anthropological material on two or more ways in which evolution may help us understand the body today. The material 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/or evaluate it explicitly, so as to produce a coherent and relevant answer.

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

Higher in the band, answers will be more detailed and complete with a wider range of material. They may show a clear rationale in the organisation of material leading to a suitable and distinct conclusion.

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

- explanation of how evolution works: replication, variation and selection
- role of genes and environment
- possibility that the human body may not be evolving anymore because of the fact that we have managed to control our environment so that the same selection factors are not working

- how changes in the body that are acquired (eg loss of a limb) do not get passed on
- bipedalism
- brain size
- teeth and ability to eat meat
- problem of giving birth – large head.

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

- cross-cultural comparison
- cross-species 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’ 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.

0	4
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<p>Analyse two or more anthropological explanations for economic inequality (Item B). (10 marks)</p>
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0 No relevant points.

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

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

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

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

Lower in the band, material on one or more explanations will be presented and some limited description will be offered. Some reasonable knowledge and understanding will be shown, though interpretation, application, analysis and evaluation are likely to be limited.

Higher in the band, material on two or more explanations for economic inequality will be presented and some explanation offered. Reasonable knowledge and understanding will be shown, and interpretation and application will begin to meet the demands of the question. Candidates may begin to offer some analysis and/or evaluation.

8-10 Answers in this band will show sound, conceptually informed knowledge and understanding of two or more explanations for economic inequality. The material 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/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.

Higher in the band, answers will be more detailed and complete with a wider range of material. They may show a clear rationale in the organisation of material leading to a suitable and distinct conclusion.

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

- shift to cash economy
- Marx's theory of property and social class
- division of labour
- gender inequality – men own the property, eg Masai
- changes in technology, production, and employment, making some industries obsolete and promoting others (Item B), global changes
- other stratification systems such as caste
- ecological explanations: amount and access to resources.

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

- use of Item B
- 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 student 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.

0	5	Examine the different ways in which humans explain misfortune.	(20 marks)
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0 No relevant points.

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

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

Higher in the band, answers will show limited, undeveloped anthropological knowledge, for example two or three insubstantial points about misfortune. Interpretation and application of material may be simplistic, or at a tangent to the question. Analysis and/or evaluation will be very limited or non-existent.

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

Lower in the band, this may be confined to a competent if basic account of an explanation of misfortune. Interpretation may be limited and not applied explicitly to the demands of the question.

Higher in the band, knowledge will be broader and/or deeper. The answer will begin to identify a wider range of ways. Material will be accurate, though its relevance may not always be made explicit. There may be some limited analysis and/or evaluation. However this is **not** a requirement to reach the top of this band.

16-20 Answers in this band will show sound, conceptually detailed knowledge and understanding of anthropological material on explanations for misfortune. This will be accurately and sensitively interpreted and applied to the demands of the question. The candidate 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 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 be present:

- Evans-Pritchard on witchcraft and the Azande
- millenarian movements/cargo cults – dealing with difficult change
- Malinowski's theory of the origin of religion – helping people to deal with natural disasters and things they do not understand
- scientific explanations
- superstition – bad luck
- Hindu concept of Karma
- punishment by God eg Aids
- Lévy-Bruhl's theory that 'native' thinking is illogical
- reference to debate about magical thinking.

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

- cross-cultural comparison
- analysis and 'unpacking' of concepts
- awareness of methodological issues
- application of ethnographic examples from a wide range of societies, including any that might be the result of student research
- critique of any of the points made
- 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.

0 6

'Different cultures and social groups engage with the environment in different ways. This suggests that there is no single agreed approach to protecting the environment.'

Using material from **Item B** and elsewhere, assess this view. (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 very insubstantial points about the environment, or material ineffectually recycled from Item B, with little understanding of relevant issues.

Higher in the band, answers will show limited, undeveloped anthropological knowledge, for example two or three insubstantial points about people's relationship to the environment. Interpretation 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 of one way in which a culture engages with the environment, though interpretation and application to the demands of the question may remain implicit.

Higher in the band, knowledge and understanding of material will be broader and/or deeper, and may make limited use of Item B. Material will be accurately interpreted but 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, conceptually detailed knowledge and understanding of anthropological material on the way different cultures and social groups engage with the environment, drawn from Item B and elsewhere. This will be accurately and sensitively interpreted and applied to the demands of the question. Candidates will consider a variety of views.

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 be present:

- biocentric, anthropocentric
- similarities and differences between North and South/developed and less developed
- anthropological perspectives on the environment, eg evolutionary, cultural materialism, social constructivism, eco-feminism
- power relations and economic inequalities in the development of relationships and attitudes towards the environment both between and within societies

- specific ethnographic examples of conflicts which highlight either differences or similarities.

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

- an overall position which largely agrees with the question
- an overall position which largely disagrees
- reference to Item B
- cross-cultural comparison, eg conflicts over national parks, development of the rainforest. For instance, conflicts in the US over national parks could be compared to similar conflicts over the national parks in east Africa or similarities between the Kayapo in the Amazon and western environmentalists
- 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 student research
- 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.

ASSESSMENT GRIDS FOR A LEVEL ANTHROPOLOGY UNIT 1 (ANTH1)

Examination Series: June 2011

				ASSESSMENT OBJECTIVES		
Questions				AO1	AO2	Total
	0	1		2	2	4
	0	2		2	4	6
	0	3		6	4	10
	0	4		5	5	10
	0	5		12	8	20
	0	6		8	12	20
Total				35	35	70

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