

GCE

AS and A Level Specification

Anthropology

For exams from June 2014 onwards

For certification from June 2014 onwards



Contents

1	Introduction	2
1.1	Why choose AQA?	2
1.2	Why choose Anthropology?	2
1.3	How do I start using this specification?	3
1.4	How can I find out more?	3
2	Specification at a Glance	4
3	Subject Content	5
3.1	Unit 1 Being Human: Unity and Diversity	5
3.2	Unit 2 Becoming a Person: Processes, Practices and Consequences	6
3.3	Unit 3 Global and Local: Societies, Environments and Globalisation	7
3.4	Unit 4 Practising Anthropology: Methods and Investigations	8
4	Scheme of Assessment	10
4.1	Aims	10
4.2	Assessment Objectives	10
4.3	National Criteria	11
4.4	Prior Learning	11
4.5	Synoptic Assessment and Stretch and Challenge	12
5	Administration	13
5.1	Availability of Assessment Units and Certification	13
5.2	Entries	13
5.3	Private Candidates	13
5.4	Access Arrangements and Special Consideration	13
5.5	Language of Examinations	14
5.6	Qualification Titles	14
5.7	Awarding Grades and Reporting Results	14
5.8	Re-sits and Shelf-life of Unit Results	14
	Appendices	15
A	Performance descriptions	15
B	Spiritual, Moral, Ethical, Social and other Issues	19
C	Overlaps with other Qualifications	20
D	Key Skills	21
E	Ethical Guidance for Investigations in Unit 4	22

Vertical black lines indicate a significant change or addition to the previous version of this specification.

1 Introduction

1

1.1 Why choose AQA?

It's a fact that AQA is the UK's favourite exam board and more students receive their academic qualifications from AQA than from any other board. But why does AQA continue to be so popular?

- **Specifications**

Ours are designed to the highest standards, so teachers, students and their parents can be confident that an AQA award provides an accurate measure of a student's achievements. And the assessment structures have been designed to achieve a balance between rigour, reliability and demands on candidates.

- **Support**

AQA runs the most extensive programme of support meetings; free of charge in the first years of a new specification and at a very reasonable cost thereafter. These support meetings explain the specification and suggest practical teaching strategies and approaches that really work.

- **Service**

We are committed to providing an efficient and effective service and we are at the end of the phone when you need to speak to a person about an important issue. We will always try to resolve issues the first time you contact us but should that not be possible, we will always come back to you (by telephone, email or letter) and keep working with you to find the solution.

- **Ethics**

AQA is a registered charity. We have no shareholders to pay. We exist solely for the good of education in the UK. Any surplus income is ploughed back into educational research and our service to you, our customers. We don't profit from education, you do.

If you are an existing customer then we thank you for your support. If you are thinking of moving to AQA then we look forward to welcoming you.

1.2 Why choose Anthropology?

Anthropology is a new subject at AS and A Level. We've developed this specification with the Royal Anthropological Institute (RAI) to make it:

- **Contemporary**

Anthropology is the study of what it means to be human in diverse societies around the world today, and how people interact with, and change, their environments. This specification can help students become globally aware and informed citizens.

- **Relevant**

AS and A Level Anthropology give students a greater awareness and understanding of current debates about citizenship, diversity and multiculturalism in the UK and beyond. And the personal study in Unit 4 gives students the opportunity to investigate their own everyday lives.

- **Complementary**

This specification introduces students to key concepts and critical thinking skills that will provide them with a unique and thoughtful perspective on contemporary issues. It complements other A Level studies and equips students with skills needed for higher education and the world of work.

An AS or A Level in Anthropology will offer students and teachers the chance to grapple with fundamental questions of human life, and in the process to develop skills of critical enquiry, sensitivity and an appreciation of topical debates and issues such as those concerning human rights, development, globalisation, and ethnic conflict and violence.

1.3 How do I start using this specification?

Already using existing AQA specifications?

- Tell us that you intend to enter candidates. Then we can make sure that you receive all the material you need for the examinations. This is particularly important where examination material is issued before the final entry deadline. You can let us know by completing the appropriate Intention to Enter and Estimated Entry forms. We will send copies to your Exams Officer and they are also available on our website (http://www.aqa.org.uk/admin/p_entries.html).

Not using an AQA specification currently?

- Almost all centres in England and Wales use AQA or have used AQA in the past and are approved AQA centres. A small minority are not. If your centre is new to AQA, please contact our centre approval team at centreapproval@aqa.org.uk

1.4 How can I find out more?

Ask AQA

You have 24-hour access to useful information and answers to the most commonly-asked questions at <http://www.aqa.org.uk/rn/askaqa.php>

If the answer to your question is not available, you can submit a query for our team.

Teacher Support

Details of the full range of current Teacher Support meetings are available on our website at <http://www.aqa.org.uk/support/teachers.html>

There is also a link to our fast and convenient online booking system for Teacher Support meetings at <http://events.aqa.org.uk/ebooking>

If you need to contact the Teacher Support team, you can call us on 01483 477860 or email us at teachersupport@aqa.org.uk

2 Specification at a Glance

AS Examinations

Unit 1 – ANTH1

Being Human: Unity and Diversity

50% of AS, 25% of A level

Externally-assessed examination, 1 hour 30 minutes

70 marks

Candidates answer six compulsory questions

Available in June only

Unit 2 – ANTH2

Becoming a Person: Processes, Practices and Consequences

50% of AS, 25% of A level

Externally-assessed examination, 1 hour 30 minutes

70 marks

Candidates answer four compulsory questions in Section A, and one question from a choice of two in Section B

Available in June only

AS
Award
1111

A2 Examinations

Unit 3 – ANTH3

Global and Local: Societies, Environments and Globalisation

25% of A level

Externally-assessed examination, 1 hour 45 minutes

90 marks

Candidates answer three compulsory questions in Section A and two questions from a choice of three in Section B

Available in June only

Unit 4 – ANTH4

Practising Anthropology: Methods and Investigations

25% of A level

Externally-assessed examination, 1 hour 30 minutes

90 marks

Candidates answer three compulsory questions in Section A and three compulsory questions on their investigation in Section B

Available in June only

A Level
Award
2111

$$\boxed{\text{AS}} + \boxed{\text{A2}} = \boxed{\text{A Level}}$$

3 Subject Content

The content is organised into four units. Several themes – such as human universality contrasted with cultural diversity, the uses of cross-cultural comparison, the workings of power and control, age and gender as differentiating principles in social relations, technology and social organisation – are introduced early and recur across the units. This is deliberate, as it is expected that students will revisit and deepen their grasp of these themes as the course progresses.

3.1 Unit 1 Being Human: Unity and Diversity

This is a foundational unit on which the other units are based. It introduces candidates to the subject matter and practices of anthropology. It has as its focus one of the main themes of anthropology: the question of what it means to be human. The unit looks at four main areas that encompass 'being human', including the links between them. There are several key debates and issues running through each area.

Key issues and debates

- The relative importance of biological evolution and natural selection as against culture in explaining what humans are and could be.
- Universality versus diversity: the extent to which human characteristics and patterns of behaviour are common to all societies or relative to particular societies and cultures.
- How anthropologists explain and interpret human socio-cultural beliefs and practices.
- The problems of interpreting the data gathered by both biological and socio-cultural anthropologists and of deciding its significance.
- The importance of culture as a distinct human creation and the processes by which it is acquired.
- Society: a key aspect of being human is that we are social beings who organise ourselves in groups.
- The concepts of traditional, indigenous, western, and modern culture and society, including a basic critique of these concepts.
- Symbols: the way in which humans express many of their socio-cultural beliefs and practices.

3.1.1. The body

- The human body as a product of evolution and natural selection, including similarities and differences between humans and our primate ancestors as a way of understanding the impact of our origins on contemporary human behaviour and practices.

- The biological and socio-cultural significance of the concept of race, including critiques of this concept.
- Ways of controlling and modifying the body, and analysis of these, including Mauss's techniques of the body, Bourdieu's concept of habitus, sexual selection, and conforming to social norms.

3.1.2. Thinking and communicating

- Forms of classification and explanations of why humans classify.
- Different systems of thought and the debate about rationality, including explanations of fortune and misfortune (for example of events or afflictions such as natural disasters, accidents, illness and death in terms of witchcraft, divine intervention, natural forces and human wrongdoing) and the contrast between scientific thinking and thinking based on magic, witchcraft and religion.
- The origins of language.
- The social and cultural role of language.

3.1.3. Organising social relations

- The extent to which social relations are based on inequality, hierarchy and power and/or altruism and co-operation. Evidence and explanations of divisions based on economic position, age and gender, including consideration of whether 'different' means 'unequal'.
- Kinship and marriage: knowledge of cross-cultural variations in practices and meanings.
- Use and exchange of objects as an expression of social relations: the practical, symbolic and artistic use of objects; reciprocity and gift exchange.

3.1.4. Engaging with nature

- Different beliefs and practices with regard to engaging with and protecting the natural world, including the contrast between a biocentric or ecocentric ethic and an anthropocentric or instrumentalist ethic.
- Interpretations and explanations of the variations in beliefs and practices across both modern and traditional cultures in relation to the natural environment.

3.2 Unit 2 Becoming a Person: Processes, Practices and Consequences

This unit builds on Unit 1 by exploring the processes, practices and consequences involved in becoming a socially defined person. It explores what it means to be a person in different cultures and considers the role of rituals and rites of passage that are involved in attaining and maintaining personhood in different cultures, as well as the resources that are used in doing so. The unit examines views on the dynamic (or, alternatively, fixed) nature of identification both on an individual level and on a larger scale, and considers the nature of boundaries between humans and non-human entities.

Key issues and debates

- Universality versus diversity: the extent to which human characteristics and patterns of behaviour are common to all societies or relative to particular societies and cultures.
- The extent to which human beliefs and practices are changing and the consequences of these changes.
- The relative importance of individual autonomy versus structural forces.
- How anthropologists explain and interpret socio-cultural beliefs and practices.
- The problems that anthropologists face when trying to understand identification, rituals, rites of passage and cultural relativism.

3.2.1. Personhood

- Alternative concepts of personhood, seen historically and cross-culturally, including the relational concept of personhood contrasted with the philosophical and psychological concepts common to western society.
- Contemporary developments in concepts of personhood, including transhumanism and cyborgs.

3.2.2. Becoming a person

- Moving through the stages of life: rituals and rites of passage, including birth, childhood, puberty, aging, death and the afterlife; the role of kinship relations in rituals and rites of passage.
- The characteristics of rituals, including religious and secular rituals; rituals as affirming or destabilising and the problems of defining and researching rituals.
- The role of rituals and rites of passage in becoming a gendered person.
- What it means to be a gendered person; gender as a cultural construct; sexuality and gender; alternatives to binary male-female gender dichotomies; third gender; gender relations; changing gender roles.

3.2.3. Creating and maintaining identity

- Definitions of identity and perspectives on the role of identification.
- Creating an identity: the role of symbols and totems, place and space, history, social memory and myth in constructing, maintaining, expressing and contesting identity.
- The role of material culture in communicating and negotiating identity; the use of symbols, including new technologies such as mobile phones.

3.2.4. Drawing boundaries and defining groups

- Different perspectives on the nature and role of boundaries.
- The drawing of boundaries between social groups based upon differences such as language, religion, ethnicity, nationality, territory and history.
- The consequences of boundaries within and between societies, for both individuals and groups; exclusion and inclusion; racism and ethnic conflict; religious conflict.
- Boundaries between humans and other entities, including animals, spirits and cyborgs.

3.3 Unit 3 Global and Local: Societies, Environments and Globalisation

This unit introduces additional ethnographic material and concepts from contemporary fieldwork and anthropological texts. It also revisits some of the ethnographies, themes, debates and concepts of the AS units, but it studies these from the perspective of globalisation. This unit is synoptic and topics should be approached from both a 'top down' perspective that may focus on macro level concepts, and from a 'bottom up' perspective that considers globalisation through ethnographic studies.

Key issues and debates

- The extent of globalisation; the causes and consequences of globalisation.
- The relationship between the global and the local; the degree to which the global impacts on the local and vice versa, including debates about cultural homogenisation.
- Debates about cultural relativism and the extent to which there can be consensus on world issues.
- The biological and social differences between human populations and the consequences of these in a globalised world.
- Continuities and differences between older and newer forms of globalisation.
- The role of technology in globalisation and the uses to which social groups put this.

3.3.1. Movement of people, ideas and objects: causes and consequences

This takes as its starting point global patterns, processes and developments. Candidates should make reference to local case studies the better to understand the global causes and impacts of movement in its broadest sense.

- History, causes and explanations of movement: "out of Africa"; ecological factors; colonialism; transnationalism; globalisation and its different forms; the role of technology.
- Consequences of movement: health and disease; identity and diaspora; the impact on social structures, beliefs and cultural practices.
- Application of the above to migration, refugees, tourism, ideologies and material culture.

3.3.2. The local perspective

This starts from the local perspective and how the global patterns, practices and developments are reflected in the locality.

- Development projects: implantation and problems, such as who controls and manages resources, and gender issues in development.
- Indigenous rights and resistance; uses of technology in global justice movements.
- Changing cultural identity: conflicts and opportunities, such as transnational identities and their social, cultural, political and economic implications.

3.3.3. Anthropological perspectives on world issues

This brings together the global and local to consider perspectives on important world issues. The starting point is how humanity deals with these issues.

- Human rights and the global justice movement and issues of cultural relativism, such as whether human rights should supersede culture rights.
- Environmental conflict; global warming.
- Wars and nationalism; drawing boundaries between groups in conflict in a global context.

3.4 Unit 4 Practising Anthropology: Methods and Investigations

The primary theme of this synoptic unit is the practice of anthropology. Candidates are required to examine critically the production, communication and use of anthropological knowledge in a variety of occupational domains and in everyday experience, as well as issues of description and representation in anthropology. Under the guidance of teachers, candidates are required to design, undertake and report on a piece of personal research on an anthropological topic of interest to them. Using the knowledge and understanding of anthropological concepts and practice gained in this and other units, candidates should reflect on their own representations of 'otherness' and should consider critically their own cultural and social assumptions.

Key issues and debates

- What is ethnographic knowledge? Fieldwork as both science and art; the nature of science and the extent to which anthropological research can be regarded as scientific.
- Ethical issues; reflexivity; the role of the researcher.
- The relationship of the observer to what is observed.

3.4.1. The production, communication and use of anthropological knowledge

- Sources of data, including questionnaires, interviews, participant observation, oral histories; the strengths and limitations of these sources.
- The ethnographer as participant observer; learning through engaging with members of another culture or confronting one's own in a new way; the experience and problems of field research; objectivity and collaboration.
- Human beings as objects of study and as active subjects in fieldwork, and their representation in ethnography. The participation of human 'others' in fieldwork and their representation in written ethnographies and in visual media such as film.
- The use of objects and artefacts to interpret and to represent different cultures.
- Different theoretical approaches to anthropological research; how anthropological methods can provide an informed understanding of different social contexts.

- The public presence of anthropology: the engagement of anthropology with policy-makers and with issues in the public domain, in education, social policy, business and commerce, government and international relations.

3.4.2. Personal investigation

Candidates are required to carry out a small-scale investigation of an anthropological topic of their choice and to answer questions about their investigation in the externally-assessed written examination. Candidates are required to write the full title of their investigation in their answer booklet.

The purpose of the investigation is:

- to give candidates an opportunity to expand on one or more aspects of the content of the specification.
- to allow candidates to demonstrate their understanding of the discipline of anthropology as a whole and their ability to apply their anthropological knowledge to a concrete research task.
- to give candidates direct experience, on a small scale, of conditions of real research in anthropology and to require them to reflect on that experience in an anthropological manner.

There are no restrictions on the topic to be chosen for the investigation, other than that it should:

- be anthropological in character.
- flow from, and be intellectually related to, one or more of the subject content areas of the specification.
- be manageable in scope.

Some suggested topics for investigation are provided in the Teacher Resource Bank.

Candidates should seek the early advice of their teachers when selecting a topic for investigation that will be achievable within the time, facilities and academic supervision available. Centres are expected to provide such guidance as required. Centres should also ensure that candidates follow best practice in terms of health and safety, risk assessment and ethics in planning and carrying out investigations. Ethical guidance is provided at Appendix E.

Candidates are expected to maintain a record of the investigation. In Section B of the examination, candidates will be expected to answer questions on the following:

Rationale

- Reason for choosing the subject of the study.
- Guiding hypothesis or research question.
- Aim(s) and objective(s).

Context

- Description of the research setting and specific focus of the study.
- Outline of anthropological sources (theoretical and/or empirical) and their bearing on the study.
- Explicit indication of the anthropological concepts that provide the framework for the study.

Methodology

- The method(s) chosen, reasons for the choice and recognition of any problems associated with the chosen method(s).

Evidence

- Analysis and interpretation of the evidence collected in the study, with respect to the argument/hypothesis.

Reflection and evaluation

- Reflection on the experience, problems encountered, how they were dealt with and what has been learned.
- Evaluation of the method(s) chosen, conclusions reached and recommendations for further research.
- Review of ethical issues encountered, if applicable.

4 Scheme of Assessment

4.1 Aims

AS and A Level courses based on this specification should encourage candidates to:

- appreciate the contribution of anthropology to the explanation and analysis of social and cultural structures and processes
- apply anthropological concepts and theories, where appropriate, to the study of local, national and international issues
- develop an understanding of the methods by which anthropologists collect their data, including the ethical implications of these methods, and of ways of presenting these data in writing and other media
- develop by comparison an awareness of human unity and cultural and social diversity, of the connections among peoples from around the world and of students' own social and cultural assumptions and preconceptions.

4.2 Assessment Objectives (AOs)

The Assessment Objectives are common to AS and A Level. The assessment units will assess the following assessment objectives in the context of the content and skills in Section 3.1 (Subject Content).

All candidates are required to meet the following assessment objectives. These assessment objectives apply to the whole specification, although assessment objective 2 has a higher weighting at A2 than at AS.

AO1

Demonstrate knowledge and understanding of a range of anthropological concepts, theories, methods of enquiry and various forms of evidence (written, oral and visual sources) and of the links between them.

Communicate knowledge and understanding in a clear and effective manner, using appropriate anthropological vocabulary.

AO2

Demonstrate the skills of application, analysis, interpretation and evaluation.

Application: apply knowledge of anthropological principles selectively to construct explanations of unity and diversity of human life, and of social and cultural values, structures, processes and behaviour.

Analysis: produce structured and coherent arguments, making use of a range of relevant evidence.

Interpretation: adopt a comparative perspective, looking for connections, parallels, similarities and differences among the forms of social and cultural life, leading candidates to reflect critically on their own social and cultural norms and expectations.

Evaluation: evaluate and reflect on anthropological arguments, explanations and evidence, making informed judgements.

These AO2 skills can be grouped into AO2(a) Interpretation and Application and AO2(b) Analysis and Evaluation.

Quality of Written Communication (QWC)

GCE specifications which require candidates to produce written material in English must:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
- select and use a form and style of writing appropriate to purpose and to complex subject matter
- organise information clearly and coherently, using specialist vocabulary when appropriate.

In this specification, QWC will be assessed in all units where extended writing is required. Marks for QWC will be awarded as part of the total mark for each question, as part of Assessment Objective 1 (AO1).

Weighting of Assessment Objectives for AS

The table below shows the approximate weighting of each of the assessment objectives in the AS units.

Assessment Objectives	Unit Weightings (%)		Overall weighting of AOs (%)
	Unit 1	Unit 2	
AO1 Knowledge and Understanding	25	25	50
AO2 Application, Analysis, Interpretation and Evaluation	25	25	50
Overall weighting of units (%)	50	50	100

Weighting of Assessment Objectives for A Level

The table below shows the approximate weighting of each of the assessment objectives in the AS and A2 units.

Assessment Objectives	Unit Weightings (%)				Overall weighting of AOs (%)
	Unit 1	Unit 2	Unit 3	Unit 4	
AO1 Knowledge and Understanding	12.5	12.5	10	10	45
AO2 Application, Analysis, Interpretation and Evaluation	12.5	12.5	15	15	55
Overall weighting of units (%)	25	25	25	25	100

The AO2 skills can be grouped into AO2(a) Interpretation and Application and AO2(b) Analysis and Evaluation. This split is used only in the marking of the 30 mark questions on ANTH3.

4.3 National Criteria

This specification complies with the following.

- The Code of Practice for GCE
- The GCE AS and A Level Qualification Criteria
- The Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria.

4.4 Prior Learning

We recommend that candidates should have acquired the skills and knowledge associated with a course of study at GCSE level or equivalent.

4.5 Synoptic Assessment and Stretch and Challenge

Synoptic assessment involves the explicit assessment of candidates' deeper understanding of the links between anthropological concepts and theories, methods of enquiry, and substantive social and cultural issues, including those confronting industrial and post-industrial societies.

The emphasis will be on assessing candidates' ability to apply an anthropological 'way of thinking' to a range of issues, making effective use of anthropological concepts, theories and methods.

Synoptic assessment is included within units 3 and 4. This requires candidates to demonstrate their understanding of the connections between the different elements of the subject and their holistic understanding of Anthropology. GCE Anthropology as a subject is inherently synoptic and there is a

natural progression from AS to A2. At A2, the anthropological concepts, theories, methods of enquiry and forms of evidence studied in the AS course are revisited and applied to new contexts.

In each A2 unit, there are questions that are synoptic, requiring candidates to draw on and synthesise the knowledge, understanding and skills acquired throughout the course. Furthermore, in carrying out the individual investigation for Unit 4, candidates are required to create novel contexts in which to apply such knowledge, understanding and skills.

The questions in the A2 units provide greater stretch and challenge for candidates and will enable the performance of the most able candidates to be identified through the Grade A* (see section 5.7).

5 Administration

5.1 Availability of Assessment Units and Certification

After June 2013, examinations and certification for this specification are available in June only.

5.2 Entries

Please refer to the current version of *Entry Procedures and Codes* for up-to-date entry procedures. You should use the following entry codes for the units and for certification.

Unit 1 – ANTH1

Unit 2 – ANTH2

Unit 3 – ANTH3

Unit 4 – ANTH4

AS certification – 1111

A Level certification – 2111

5.3 Private Candidates

This specification is available to private candidates. As we will no longer be providing supplementary guidance in hard copy, see our website for guidance and information on taking exams and assessments as a private candidate:

www.aqa.org.uk/exams-administration/entries/private-candidates

5.4 Access Arrangements and Special Consideration

We have taken note of the provisions of the Disability Discrimination Act (DDA) 1995 in developing and administering this specification.

We follow the guidelines in the Joint Council for Qualifications (JCQ) document: *Access Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications*. This is published on the JCQ website (http://www.jcq.org.uk/access_arrangements/) or you can follow the link from our website (http://www.aqa.org.uk/admin/p_special_3.php).

Access Arrangements

We can make arrangements so that candidates with disabilities (under the terms of the DDA) can access the assessment. These arrangements must be made **before** the examination. For example, we can produce a Braille paper for a candidate with a visual impairment.

Special Consideration

We can give special consideration to candidates who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given **after** the examination.

Applications for access arrangements and special consideration should be submitted to AQA by the Examinations Officer at the centre.

5.5 Language of Examinations

We will provide units for this specification in English only.

5.6 Qualification Titles

Qualifications based on this specification are:

- AQA Advanced Subsidiary GCE in Anthropology
- AQA Advanced Level GCE in Anthropology.

5.7 Awarding Grades and Reporting Results

The AS qualification will be graded on a five-point scale: A, B, C, D and E. The full A Level qualification will be graded on a six-point scale: A*, A, B, C, D and E. To be awarded an A*, candidates will need to achieve a grade A on the full A Level qualification and an A* on the aggregate of the A2 units. For AS and

A Level, candidates who fail to reach the minimum standard for grade E will be recorded as U (unclassified) and will not receive a qualification certificate. Individual assessment unit results will be certificated.

5.8 Re-sits and Shelf-life of Unit Results

Unit results remain available to count towards certification, whether or not they have already been used, as long as the specification is still valid.

Each unit is available in June only. Candidates may re-sit a unit any number of times within the shelf-life of the specification. The best result for each unit will count towards the final qualification. Candidates who

wish to repeat a qualification may do so by re-taking one or more units. The appropriate subject award entry, as well as the unit entry/entries, must be submitted in order to be awarded a new subject grade.

Candidates will be graded on the basis of the work submitted for assessment.

Appendices

A Performance Descriptions

These performance descriptions show the level of attainment characteristic of the grade boundaries at A Level. They give a general indication of the required learning outcomes at the A/B and E/U boundaries at AS and A2. The descriptions should be interpreted in relation to the content outlined in the specification: they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives (see Section 4) overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

AS Performance Descriptions

	Assessment Objective 1	Assessment Objective 2
Assessment Objectives	<p>Demonstrate knowledge and understanding of a range of anthropological concepts, theories, methods of enquiry and various forms of evidence (written, oral and visual sources) and of the links between them.</p> <p>Communicate knowledge and understanding in a clear and effective manner, using appropriate anthropological vocabulary.</p>	<p>Demonstrate the skills of application, analysis, interpretation and evaluation.</p> <p>Application: apply knowledge of anthropological principles selectively to construct explanations of unity and diversity of human life, and of social and cultural values, structures, processes and behaviour.</p> <p>Analysis: produce structured and coherent arguments, making use of a range of relevant evidence.</p> <p>Interpretation: adopt a comparative perspective, looking for connections, parallels, similarities and differences among the forms of social and cultural life, leading candidates to reflect critically on their own social and cultural norms and expectations.</p> <p>Evaluation: evaluate and reflect on anthropological arguments, explanations and evidence, making informed judgements.</p>

	Assessment Objective 1	Assessment Objective 2
A/B boundary performance descriptions	<p>Candidates characteristically:</p> <p>(a) demonstrate accurate knowledge and understanding of a range of anthropological concepts, theories, methods of enquiry and forms of evidence;</p> <p>(b) present appropriate material in an accurate and coherent manner, with few errors of grammar, punctuation and spelling, making accurate use of anthropological vocabulary.</p>	<p>Candidates characteristically:</p> <p>(a) construct good explanations, by selecting and applying appropriate material;</p> <p>(b) produce structured and sustained arguments, making effective use of relevant evidence;</p> <p>(c) evaluate explanations, arguments and evidence;</p> <p>(d) make valid comparisons.</p>
E/U boundary performance descriptions	<p>Candidates characteristically:</p> <p>(a) demonstrate basic knowledge and understanding of anthropological concepts, theories, methods of enquiry and forms of evidence;</p> <p>(b) present appropriate material with limited accuracy or coherence, with some errors of grammar, punctuation and spelling, making basic use of anthropological vocabulary.</p>	<p>Candidates characteristically:</p> <p>(a) construct basic explanations, by selecting and applying limited but relevant material;</p> <p>(b) produce basic arguments, making limited use of relevant evidence;</p> <p>(c) make limited evaluation of explanations, arguments and evidence;</p> <p>(d) make simple comparisons.</p>

A2 Performance Descriptions

	Assessment Objective 1	Assessment Objective 2
<p>Assessment Objectives</p>	<p>Demonstrate knowledge and understanding of a range of anthropological concepts, theories, methods of enquiry and various forms of evidence (written, oral and visual sources) and of the links between them.</p> <p>Communicate knowledge and understanding in a clear and effective manner, using appropriate anthropological vocabulary.</p>	<p>Demonstrate the skills of application, analysis, interpretation and evaluation.</p> <p>Application: apply knowledge of anthropological principles selectively to construct explanations of unity and diversity of human life, and of social and cultural values, structures, processes and behaviour.</p> <p>Analysis: produce structured and coherent arguments, making use of a range of relevant evidence.</p> <p>Interpretation: adopt a comparative perspective, looking for connections, parallels, similarities and differences among the forms of social and cultural life, leading candidates to reflect critically on their own social and cultural norms and expectations.</p> <p>Evaluation: evaluate and reflect on anthropological arguments, explanations and evidence, making informed judgements.</p>

	Assessment Objective 1	Assessment Objective 2
A/B boundary performance descriptions	<p>Candidates characteristically:</p> <p>(a) demonstrate accurate, detailed and wide-ranging knowledge and understanding of anthropological concepts, theories, methods of enquiry and forms of evidence, incorporating the relevant specification content, and of the connections between them;</p> <p>(b) present appropriate material in an accurate and structured manner, with few errors of grammar, punctuation and spelling, making accurate use of anthropological vocabulary.</p>	<p>Candidates characteristically:</p> <p>(a) construct good explanations, by selecting and applying appropriate material;</p> <p>(b) produce coherent and sustained arguments, making effective use of evidence from a range of sources;</p> <p>(c) make more detailed evaluations of explanations, arguments and evidence, and, where appropriate, reach a coherent conclusion;</p> <p>(d) make effective comparisons, explaining connections, parallels, similarities or differences.</p>
E/U boundary performance descriptions	<p>Candidates characteristically:</p> <p>(a) demonstrate basic knowledge and understanding of anthropological concepts, theories, methods of enquiry and forms of evidence, with some limited evidence of understanding of the connections between them;</p> <p>(b) present appropriate material with limited accuracy and a basic structure, with some errors of grammar, punctuation and spelling, making basic use of anthropological vocabulary.</p>	<p>Candidates characteristically:</p> <p>(a) construct basic explanations, by selecting and applying limited but relevant material;</p> <p>(b) produce basic arguments, making use of evidence from a limited range of sources;</p> <p>(c) make limited evaluation of explanations, arguments and evidence;</p> <p>(d) make limited comparisons, demonstrating some recognition of connections, parallels, similarities or differences.</p>

B Spiritual, Moral, Ethical, Social and other Issues

European Dimension

AQA has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen units.

Environmental Education

AQA has taken account of the 1988 Resolution of the Council of the European Community and the Report

“Environmental Responsibility: An Agenda for Further and Higher Education” 1993 in preparing this specification and associated specimen units.

Avoidance of Bias

AQA has taken great care in the preparation of this specification and specimen units to avoid bias of any kind.

C Overlaps with other Qualifications

The specification shows some limited overlaps with AQA GCE Sociology. In Sociology, there is some overlap with the Anthropology specification in the area of research methods, in that both require the study of qualitative methods of research. However, there is much greater focus on the latter in Anthropology. In addition, the Anthropology specification requires candidates to undertake their own small-scale fieldwork.

Furthermore, there are differences in perspective between the two subjects. While Sociology focuses primarily on the United Kingdom and on industrial or post-industrial societies, Anthropology has a globally

comparative cross-cultural perspective and subject matter, including the study of non-industrial societies. The Anthropology specification also requires the study of biological aspects of human diversity and unity, which is absent from Sociology. For these reasons, while both Sociology and Anthropology study people in society, the overlap in subject content is limited.

Because the overlap with GCE Sociology is considered to be complementary, it is not prohibited in combination.

D Key Skills

Key Skills qualifications have been phased out and replaced by Functional Skills qualifications in English, Mathematics and ICT from September 2010.

E Ethical Guidelines for Investigations in Unit 4

Anthropological scholarship occurs within a variety of economic, cultural, legal and political settings. As professionals and as citizens, [anthropologists] need to consider the effects of their involvement with, and consequences of their work for, the individuals and groups among whom they do their fieldwork (their research participants or 'subjects'), their colleagues and the discipline, sponsors, funders, employers and gatekeepers, their own and host governments, and other interest groups and the wider society in the countries in which they work.

(Extracted from the Ethical Guidelines for Good Research Practice of the Association of Social Anthropologists)

For A Level students conducting investigations among real human subjects, many of the same ethical considerations apply on a reduced scale. The 'themes' component of Unit 4 includes the ethics of anthropological research.

Centres are responsible for meeting statutory obligations regarding child protection, supervision, insurance and parental consent where applicable.

Guiding principles

- 1 *Consent* Written consent of study participants is not required, but candidates should show that they will be open about the reasons for their study and will respect the trust of those with whom they work. If the investigation involves vulnerable or disadvantaged subjects, their inclusion should be justified.
- 2 *Privacy and confidentiality* These should be respected, and individuals should not be identified where this could cause harm or embarrassment to the individual concerned or others.
- 3 *Dignity and respect* Candidates should show that they will respect the dignity of those studied.



GCE Anthropology (2110) For exams from June 2014 onwards

Qualification Accreditation Number: AS 500/7690/5 - A Level 500/7691/7

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