



**General Certificate of Education
June 2012**

Anthropology 1111

**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 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 students' 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 students' 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 students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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QUALITY OF WRITTEN COMMUNICATION

Where students are required to produce extended written material in English, the scheme assessment must make specific reference to the assessment of the quality of written communication. Students must be required to:

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

The assessment criteria for quality of written communication apply to the assessment of the 20 mark questions. The following criteria should be applied in conjunction with the mark scheme.

The quality of written communication bands must be regarded as integral to the appropriate mark scheme band even though they are listed separately in the mark scheme. Examiners should note that, in the assessment of students' anthropological knowledge and skills, the assessment of the Quality of Written Communication will be judged through the assessment of the clarity and appropriateness of the anthropological material presented.

For 10 mark questions

In the 1 – 3 band, students' answers are likely to be characterised by the poor logical expression of ideas and the use of a limited range of conceptual terms, perhaps often used imprecisely and/or inaccurately. Spelling, punctuation and grammar may show serious deficiencies and frequent errors, perhaps impairing the intelligibility of significant parts of the answer.

In the 4 – 7 band, students' answers are likely to be characterised by the fair to good logical expression of ideas and the competent use of a reasonable range of conceptual terms. Spelling, punctuation and grammar will be of a reasonable standard. Commonly used words and anthropological terms will generally be spelt correctly. There may be minor errors of punctuation and grammar, but these will not seriously impair the intelligibility of the answer.

In the 8 – 10 band, students' answers are likely to be characterised by the very good to excellent logical expression of ideas and the precise use of a broad range of conceptual terms. Spelling, punctuation and grammar will be of a very good to excellent standard. Commonly and less commonly used words and anthropological terms will almost always be spelt correctly. Punctuation and grammar will be used correctly throughout to facilitate the intelligibility of the answer.

For 20 mark questions

In the 1 – 7 band, students' answers are likely to be characterised by the poor logical expression of ideas and the use of a limited range of conceptual terms, perhaps often used imprecisely and/or inaccurately. Spelling, punctuation and grammar may show serious deficiencies and frequent errors, perhaps impairing the intelligibility of significant parts of the answer.

In the 8 – 15 band, students' answers are likely to be characterised by the fair to good expression of ideas and the competent use of a reasonable range of conceptual terms. Spelling, punctuation and grammar will be of a reasonable standard. Commonly used words and anthropological terms will generally be spelt correctly. There may be minor errors of punctuation and grammar, but these will not seriously impair the intelligibility of the answer.

In the 16 – 20 band, students' answers are likely to be characterised by the very good to excellent logical expression of ideas and the precise use of a broad range of conceptual terms. Spelling, punctuation and grammar will be of a very good to excellent standard. Commonly and less commonly used words and anthropological terms will almost always be spelt correctly. Punctuation and grammar will be used correctly throughout to facilitate the intelligibility of the answer.

INDICATIVE CONTENT AND RESEARCH IN THE MARK SCHEMES

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

Total:

0 1

Explain what is meant by 'culture' **and** illustrate your explanation with an example, **apart from** those referred to in **Item A**. (4 marks)

Two marks for a satisfactory explanation or definition such as:

- aspects of human thinking and activity that are derived from what we learn as members of a society rather than derived from our biological make-up
- a system of shared beliefs and practices
- rules of conduct which were not invented and generally not understood by those who obey them (Lévi-Strauss)
- shared patterns of learned behaviour
- a way of life that is transmitted through socialisation rather than through genetics.

One mark for a partially satisfactory explanation or definition.

Two marks for a satisfactorily explained example such as:

- religious beliefs and practices, eg belief in animism among various Amazonian tribes; belief in one God in Muslim and Christian-dominated societies; the beautiful name ceremony for the Kayapo
- language, eg Welsh-speaking as defining a culture distinct from English culture
- rules of conduct or behaviour, eg arranged marriages in 'Every Good Marriage Begins with Tears'
- social habits, eg eating bee larvae but disliking onion soup (Monaghan and Just).

One mark for a partially explained example.

Note: no marks for eating with a fork and knife, eating with chopsticks, sitting on a chair or squatting, learning about the underlying order of the home environment.

0 2

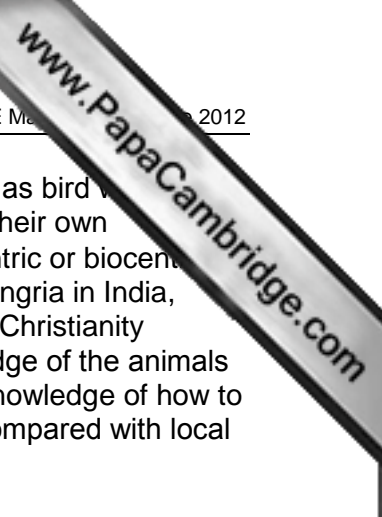
Identify and briefly explain **two** factors that may influence the ways in which people engage with the natural environment. (6 marks)

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

- the actual content of the environment
- people's economic activities
- people's leisure activities
- people's beliefs and values
- people's knowledge of the environment
- the mass media.

Two marks for each satisfactory explanation, such as:

- the actual content of the environment: living in the Amazon forest vs living in London, eg people in the Amazon will have more contact with wild animals than those in London who will only interact with their pets
- people's economic activities: whether they are hunter-gatherers or work as a lumberjack, eg hunter-gatherers will have more of a biocentric ethic and a lumberjack will have an anthropocentric ethic



- people's leisure activities: whether they have a hobby such as bird watching which encourages people to appreciate species other than their own
- people's beliefs and values: whether they have anthropocentric or biocentric values as a result of religious or other belief systems, eg Dongria in India, Maori in New Zealand, Kogi of Colombia, pagans in Britain, Christianity
- people's knowledge of the environment: indigenous knowledge of the animals and plants and what is sustainable compared to technical knowledge of how to extract resources; conservationists' academic knowledge compared with local practical knowledge.

One mark for a partially satisfactory explanation.

0 3

With reference to different cultures, examine **two or more** ways in which the body is used as a symbol. (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 the body or about symbols. There will be minimal or no interpretation, application, analysis and evaluation.

Higher in the band, answers will present one or two insubstantial points about a way in which the body is used as a symbol. 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 ways in which the body is used as a symbol will be presented and some limited description will be offered, eg the use of tattoos to express membership of a group, with no specific example from a culture. 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 ways in which the body is used as a symbol will be presented and some explanation offered, eg the use of tattoos to express identity, illustrated by an example from at least one culture. Reasonable knowledge and understanding will be shown, and interpretation and application will begin to meet the demands of the question. Students may begin to offer some analysis and/or evaluation.

8-10 Answers in this band will show sound, conceptually informed knowledge and understanding of a range of material on two or more ways in which the body is used as a symbol in different cultures. The material will be accurately and sensitively interpreted and applied to the demands of the question. Students will show the ability to organise material and to analyse and/or evaluate it explicitly, so as to produce a coherent and relevant answer.

Lower in the band, answers may 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:

- body symbols used to express status, power and authority, such as lip plates amongst the Kayapo
- body symbols to express one's gender role, such as change in hairstyle for women upon marrying
- role of clothes and other adornments, such as the wearing of a sari (Miller) or the veil (Tarlo)

- the way different parts of the body may symbolise different things, such as sacred and profane (Hertz)
- the way different parts of the body can symbolise attractiveness, such as large calves for women in Fiji (Becker)
- the way body symbols can be used to express membership of a particular social group, such as tattoos and gang membership
- body symbols as both personal and social.

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

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

- 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 students' research
- critique of any of the points put forward, in particular the fact that the concepts themselves are problematic
- awareness of the relevant key debates in anthropology: eg biological vs cultural explanations; unity vs diversity; agency vs structure
- awareness of relevant theoretical perspectives, eg functionalism; Marxism; feminism; interpretivism; postmodernism.

0 4

Analyse **two or more** ways in which humans use material objects in their relations with others (**Item A**).

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 the ways in which humans use material objects, but these will be ineffectively used. There will be minimal or no interpretation, application, analysis and evaluation.

Higher in the band, answers will present one or two insubstantial points about the ways in which humans use material objects. 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 possible ways in which humans use material objects will be presented, eg mobile phones as a way of communicating but not in the context of social relations. 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 ways in which humans use material objects will be presented and some explanation offered, eg the use of mobile phones as a way of communicating will be explained in relation to a specific context of social relations. Reasonable knowledge and understanding will be shown, and interpretation and application will begin to meet the demands of the question. Students may begin to offer some analysis and/or evaluation.

8-10 Answers in this band will show sound, conceptually informed knowledge and understanding of the ways in which humans use objects as part of their relations with others. The material will be accurately and sensitively interpreted and applied to the demands of the question. Students will show the ability to organise material and to analyse and/or evaluate it explicitly, so as to produce a coherent and relevant answer.

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

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:

- reference to the work of Miller
- the role played by tools in the development of human culture
- the role that gifts play in social relations
- objects as instruments of control, such as how guns transformed relations between different tribes in the Amazon
- use of objects in communication, such as mobile phones and other computers, eg studies of participants on Second Life (Boellstorff)

- use of objects as status symbols, such as cargo cults or the way that objects from tribal cultures are used in the west, eg tribal art on display in museums (Attenborough).

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

The following may be included to demonstrate interpretation, application, analysis and evaluation:

- use of Item A
- 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 students' research
- critique of any of the points put forward
- awareness of the relevant key debates in anthropology: eg biological vs cultural explanations; unity vs diversity; agency vs structure
- awareness of relevant theoretical perspectives: functionalism; Marxism; feminism; interpretivism; postmodernism.

0 5

With reference to **one** of the following, examine the universal features of human social relations:

- property and other economic resources
- relations between different age groups
- courtship and marriage.

(20 marks)

0 No relevant points.

1-7 Answers in this band will show 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 knowledge, for example two or three insubstantial points about universal features of human relations. 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 the universal features in human social relations, eg mention of sexual selection with either no example or an undeveloped one. 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 examine the universal features of human social relations in more depth, eg discussion of sexual selection with a more detailed example. 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 material on universal features of human social relations. This will be accurately and sensitively interpreted and applied to the demands of the question. The student 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, 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:

Universality and property and other economic resources

- biological explanations for economic inequality, such as the natural differences that exist between human beings
- evidence from studies of chimpanzees to show that some have more than others

- evidence from studies of bonobos to show that there is more sharing of resources
- ethnographic examples to show how humans have always created economic hierarchies, eg the way some members of the Kayapo tribe were able to become wealthy through contact with Brazilians (Rabben)
- economic inequality between men and women, eg the way in which men are able to control more of the resources cross-culturally, such as women's child-bearing role
- evidence from societies where there seems to be more equal distribution of wealth and property, eg the !Kung/San.

Universality and relations between different age groups

- biological and evolutionary factors such as the need to give children a long socialisation period
- biological and evolutionary factors that mean that the role of the elderly will change
- evidence for universal division of labour either between adults and children or the young and old
- evidence for universal discrimination between adults and children or young and old.

Universality and courtship and marriage

- biological and evolutionary factors such as sexual selection and the selective advantages of monogamous relationships
- comparison with chimpanzees and/or bonobos on how males and females initiate sexual relationships
- kinship as a primary relation, with marriage an important part of kinship networks
- ethnographic studies of courtship and marriage in a variety of cultures and societies, such as the Bangladeshi community, eg the film 'Every Good Marriage Ends in Tears' and among the Masai, the Na of China, showing how despite differences there are universal features.

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:

- 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 students' 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

'The way humans think about the world around them is the result of the cultural and social influences upon them.'

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 or material ineffectually recycled from Item B, with little understanding of relevant issues.

Higher in the band, answers will show limited, undeveloped knowledge on the way humans think about the world, for example with two or three insubstantial points and limited discussion of the social and cultural influences. 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 some reasonable knowledge and understanding.

Lower in the band, some potentially relevant material will be presented and a broadly accurate if basic account offered of the ways in which humans think about the world, eg classification will be mentioned with no specific example or a very partially developed one. 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, eg discussion of classification in the context of a specific example, and may make limited use of the Items. 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 humans think about, and understand the world, drawn from Item B and elsewhere. This will be accurately and sensitively interpreted and applied to the demands of the question. Students will consider a variety of views.

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

- anthropological theorists: Lévi-Strauss, Sapir and Whorf, Douglas, Evans-Pritchard
- studies of food categories, myths or kinship (Lévi-Strauss)
- studies of witchcraft, such as among the Azande (Evans-Pritchard) or in Britain (Greenwood)
- studies of classification (Douglas, Leach)
- the role of social and cultural influences on world view
- the influence of biological evolution, such as brain size, development of vocal chords, and early social relations on the way people think
- studies on the role of language in human thinking, to illustrate both arguments for and against the position in the question (Sapir and Whorf)

- debate between Evans-Pritchard and Lévy-Bruhl on whether the concept of a thing as pre-logical thought
- studies on the way religious belief is still strong in western society (eg God's Own Scientists).

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:

- reference to Item B
- a position which argues that the ways humans think about the world are universal
- a position which argues that the way humans think about and understand the world are not universal but dependent on the culture/society
- 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 students' 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.

ASSESSMENT GRIDS FOR A LEVEL ANTHROPOLOGY UNIT 1 (ANTH1)

Examination Series: June 2012

				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