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**General Certificate of Education
June 2013**

Anthropology 1111

**ANTH1 Being Human:
Unity and Diversity**

Unit 1

Final

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 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 of assessment must make specific reference to the assessment of the quality of written communication. Students must be required to:

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

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

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

For 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 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, 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: 70 marks

0 1

Explain what is meant by 'natural selection' **and** illustrate your explanation with an example (**Item A**). *(4 marks)*

Two marks for a satisfactory explanation or definition, such as:

- the way in which the certain physical characteristics of a species come to be more dominant because of the advantage they give for survival in a particular environment
- the mechanism by which those traits which provide an advantage to a species are chosen over those that do not
- when certain features give a reproductive advantage to the individuals who possess them.

One mark for a partially satisfactory explanation or definition, such as:

- survival of the fittest
- when certain traits are selected more than others
- how evolution works.

Two marks for a satisfactorily explained example, such as:

- skin colour: changes to adapt to different intensities of light
- bipedalism: gave the advantage of being able to reach higher for food sources
- loss of fur/hair: a more efficient way of cooling down when out on the savanna
- tortoises in the Galapagos (Darwin): tortoises on the island where they had to reach their heads higher to graze had a different shaped shell from those who were only grazing on the ground
- narrow waists: made it easier to run, something important for hunting game on the savanna.

One mark for a partially explained example, such as bipedalism.

0 2

Identify and briefly explain **two** ways in which descent is organised in kinship groups.
(6 marks)

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

- matrilineal
- patrilineal
- unilineal
- cognatic
- primogeniture.

Two marks for each satisfactory explanation, such as:

- matrilineal: based on the line of descent from the female, eg the Na
- patrilineal: arrangements based on the line of descent from the male, eg the Masai
- unilineal: based on descent from one side of the family only, either male or female, eg the Na which bases descent on the female line only
- cognatic: based on descent from both male and female, eg in Britain where children inherit property from both mother and father
- primogeniture: an arrangement by which the oldest son inherits.

One mark for a partially satisfactory explanation, such as the Na are matrilineal.

0 3

Examine **two or more** criticisms that anthropologists might make of the concept of 'race' (**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 race. 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 criticisms anthropologists make about the concept of 'race'. 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 criticism anthropologists make about the concept of 'race' will be presented and some limited description will be offered, for example, that 'race' seems to suggest that there are distinct biological groups, though interpretation, application, analysis and evaluation are likely to be very limited.

Higher in the band, material on two or more criticisms anthropologists make about the concept of 'race' will be presented and some explanation offered, for example, of how/why people came to see different groups of people as biologically distinct. 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 material on two or more criticisms anthropologists make of the concept of 'race'. 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 appear:

- position of named anthropologists or professional body
- 'race' implies that human beings are divided into clearly distinct groups, which is mistaken; there has been much interbreeding throughout history
- 'race' does not exist as a category in biology
- the racial groups which have been identified are based on physical traits that are not binary opposites, but continuous traits, eg black and white
- 'race' has been used as a biological or so-called natural justification for discrimination against different groups of people
- 'race' overemphasises the significance of physical differences between human beings
- 'race' does not refer to an actual physical division between people, but is a concept invented to serve the interests of those in power
- 'race' is a social construct and therefore has no single fixed meaning.

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
- 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 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 biological evolution may have affected how social relations are organised. (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, 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 how biological evolution affects social relations. 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 biological evolution may have affected how social relations are organised, for example reference to biological differences between male and female, but without any particular examples. 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 biological evolution may have affected how social relations are organised will be presented and some explanation offered, for example, reference to specific evolutionary evidence to explain the biological differences. 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 biological evolution may have affected how social relations are organised. 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 appear:

Relations between males and females

- evolutionary evidence: our ancestors, the chimps, had a patriarchal society
- greater physical strength of the man and the fact that women get pregnant lead to inequality
- the fact that women bear children means that it works better for them to focus their work in the domestic sphere
- biological impact, eg dimorphism, on mating, dating and marriage.

Relations between different age groups

- long period necessary for human children to mature
- long life of humans which means that people live past their productive years
- the family as the product of evolutionary forces.

Economic and political relations

- the existence of hierarchy in our ape ancestors suggests that hierarchy is a result of evolution
- social relations based on competition as the result of evolutionary imperatives
- biological explanations for violence and aggression.

General

- reference to the work of biological anthropologists, such as Robin Dunbar
- explanations of how evolution works
- comparisons with chimpanzees/bonobos, and how they are relevant in understanding our own evolution
- specific ethnographic examples to illustrate the social relations.

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

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

- cross-species comparison
- 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

Examine the social and cultural role of language.

(20 marks)

0 No relevant points.

1-7 Answers in this band will show limited or no 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 the social and/or cultural role of language. 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 social and cultural role of language, for example reference to the fact that different languages are spoken in different cultures. Interpretation may be limited and not applied explicitly to the demands of the question.

Higher in the band, knowledge and understanding of material will be broader and/or deeper. The answer will begin to examine the social and cultural role of language in more depth, for example discussion of how differences in language are reflected in differences in culture, with a particular 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 the social and cultural role of language. 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 appear:

- Sapir-Whorf hypothesis on the role of language in creating and transmitting culture
- Lévi-Strauss's theory of the relationship of binary opposition to language and social structure
- stress on the common origins of language for all humans
- the role language plays in creating symbols
- the way that different natural environments lead to differences in language, eg Douglas and Leach on classification
- how the language of a culture reflects its social structure, such as how the Kayapo men use a stylised rhetoric which is not used by the women

- the relationship between material culture and language, eg Miller
- the role of language in giving power, such as how the ability to speak English gives the daughters in *Every Good Marriage begins with Tears* power over the mother
- the significance of the different forms language takes for the development of cultures, eg oral and written language.

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 argued position concerning whether differences in language are the result of differences in culture
- an argued position concerning whether it is differences in the natural environment that explain differences in language and in culture
- an argued position concerning whether it is the language that shapes the culture
- an argued position concerning whether language is in fact universal
- 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 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

'We can explain differences in cultural beliefs and practices between different groups of people by looking at the characteristics of the natural environments they live in.'

Using material from **Item A and/or 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 A and/or Item B, with little understanding of relevant issues.

Higher in the band, answers will show limited, undeveloped, generalised knowledge, for example two or three insubstantial points about how the natural environment explains different cultural beliefs and/or practices. 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 how the natural environment explains different cultural beliefs and practices, for example a simplistic account of how living in the rainforest will mean that people eat different foods from people who live in the desert, with no ethnographic example or they may explain different cultural beliefs and practises about the environment without referring to the actual influence of the natural environment. 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, for example discussion of how the natural environment explains different cultural beliefs and practices, in the context of a specific ethnographic 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 how the natural environment explains different cultural beliefs and practices, drawn from Item A and/or Item B and elsewhere, for example reference to one or more anthropological theories. This will be accurately and sensitively interpreted and applied to the demands of the question. Students will consider a variety of views.

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 appear:

- Harris's cultural materialism
- ethnographic examples to show how similar environments create similar beliefs, eg sacred mountains amongst mountain peoples
- Rappaport's support of cultural materialism
- Tim Ingold's concept of affordances and the influence of the activities we engage in
- Douglas and Leach on the way the environment provides the raw material of classification systems
- ethnographic examples to show how similar environments have produced different cultural practices, eg different Amazonian tribes
- effect of technology on making the environment less important
- biological adaptations to the natural environment which have a cultural impact.

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 A and B
- any position on the spectrum of arguing that the environment is crucial in determining culture to it being insignificant
- 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 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 2013

				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