



**General Certificate of Education  
January 2013**

**Anthropology**

**2111**

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

**Unit 3**

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

The quality of written communication bands must be regarded as integral to the appropriate mark scheme band even though they are listed separately in the mark scheme. Examiners should note that, in the assessment of 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 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.

### **For 30 mark questions:**

**In the 1 – 10 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 11 – 20 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 21 – 30 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.

**Section A**

**Total for this section: 30 marks**

**0 1**

Define what is meant by 'hybrid' identity **and** explain **two** consequences of a hybrid identity for the individual, **apart from** those referred to in **Item A**. *(6 marks)*

**Two** marks for a satisfactory explanation or definition such as: a mixing of two different identities to make a new identity.

**One** mark for a partially satisfactory definition or explanation, eg mixing of identity.

**Two** marks for each appropriate consequence explained, such as:

- feeling of isolation as a result of not being accepted by either culture eg in school, at work etc.
- viewing films that themselves are the product of hybrid social formations or which cater to populations with hybrid identities
- in pseudo-biological terms, when some groups believe that inter-breeding between different ethnic/cultural groups will produce a hybrid population and may use this belief to justify restrictions on such inter-ethnic/inter 'racial' unions
- migration patterns – those with hybrid identities may be more likely to be among the world's migrant populations as they are equally at ease in different places
- those individuals with hybrid identity maybe exposed to different and conflicting religious beliefs.

**One** mark for a partially satisfactory explanation, eg not fitting-in.

**NB: no** marks awarded for language or fashion.

**0 2**

Identify and briefly explain **three** ways in which public authorities have responded to the presence of minority groups. *(9 marks)*

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

- integration schemes
- legislation to regulate minorities
- public education campaigns
- acceptance of religious difference
- rejection of religious difference
- acceptance of cultural difference
- rejection of cultural difference
- segregating transient migrant workers
- repression/persecution.

**Two** marks for each satisfactory development, such as:

- integration schemes: for example language classes for new arrivals and classes for those wishing to become citizens
- legislation: to regulate minority numbers and the levels of skills/qualifications migrants have
- public education campaigns: for example to promote non-racist attitudes in the

- majority population; to tackle islamophobia and to prevent moral panics
- acceptance of religious difference: for example by allowing religious minorities to build their own places of worship and to take religious holidays, adapting school uniforms to meet with the religious requirements of minorities
  - rejection of religious difference: for example not permitting some aspects of minority religious practice
  - acceptance of cultural difference: for example carnival festivities attracting many of the majority population
  - rejection of cultural difference: for example not permitting some practices that may be considered to undermine majority population acceptance of gender equality
  - segregating transient migrant workers: in countries where migrants are encouraged to come only for a few years to work and then expected to return to their home country, and where they may not be allowed to bring their own families or ever become citizens of the country in which they work.
  - Repression/persecution: when legislation is passed that explicitly targets and discriminates against members of a defined minority group, for example forms of racial or religious legislation that excludes people belonging to a minority group from positions of influence.

**One** mark for a partially satisfactory explanation, eg providing education for migrants.

**0 3**

Examine some of the debates on human rights.

(15 marks)

**0** No relevant points.

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

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

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

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

**Lower in the band**, some potentially relevant material will be presented and a broadly accurate if basic account offered, for example of one ethnographic example where human rights became an issue and how this was dealt with by the parties involved. Interpretation may be limited and not applied explicitly to the demands of the question. Analysis and/or evaluation are likely to be very limited or non-existent.

**Higher in the band**, knowledge and understanding will be broader and/or deeper. The answer will begin to identify a wider range of material on human rights, for example relating to gender. Material will be accurately interpreted, though its relevance may not always be made explicit. There will be some limited explicit analysis and/or evaluation.

**12-15** In this band analysis and evaluation will be explicit and relevant, and answers will show sound, conceptually detailed knowledge and understanding of two or more anthropological debates on human rights. This 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 evaluate it explicitly so as to produce a coherent and relevant answer.

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

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

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

- definition of human rights (Universal Declaration of Human Rights, 1948 and since)
- applicability and universality of human rights in cross-cultural contexts (universality vs relativism)
- critiques of universal rights-based discourses and strategies for social change
- discussion of human rights in relation to cultural rights
- gender and human rights
- children and human rights (eg child soldiers)

- modern slavery and human rights
- indigenous rights and/as human rights
- the limits of the human rights discourse(s)
- who 'polices' human rights in the global context?
- ethnographic examples from across the world.

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

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

- an overall position which largely agrees or disagrees with the statement in the question
- explicit cross-cultural comparison
- analysis and 'unpacking' of concepts
- awareness of methodological issues
- application of ethnographic examples from a wide range of societies including any that might be the result of students' own research
- critique of any other points put forward
- awareness of the relevant key debates in anthropology:  
eg biological vs cultural explanations; unity vs diversity;  
agency vs structure; awareness of relevant theoretical perspectives:  
functionalism; Marxism; feminism; postmodernism; ecofeminism; world  
systems theories; theories of development and underdevelopment; applied  
anthropology; interpretivist perspectives; colonial and post-colonial  
perspectives; perspectives from globalisation.

**Note:** Students will be rewarded at all levels for an understanding of the connections between the issues raised by this question and the different elements of the subject including anthropological concepts and theories, methods of enquiry, personal investigation, ethnography and substantive social and cultural issues.

**Section B**

**Total for this section: 60 marks**

**0 4**

'Within local societies, globalisation benefits some groups and harms others.'  
 Assess this view. (30 marks)

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

**0** No relevant points.

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

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

**Higher in the band**, answers will show limited, undeveloped knowledge, for example two or three insubstantial points on how globalisation may cause harm.

**5-9** Answers in this band will show reasonable knowledge and understanding.

**Lower in the band**, some potentially relevant material will be presented and a broadly accurate, if basic account offered, for example of some of the harms and / or benefits of globalisation.

**Higher in the band**, knowledge and understanding will be broader and/or deeper. The answer will begin to deal explicitly with some ways in which globalisation harms and / or benefits specific groups.

**10-12** Answers in this band will show sound, conceptually detailed knowledge and understanding of material on the beneficial and/or harmful impacts of globalisation on different social groups within local societies.

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

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

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

- definition/s of globalisation
- an awareness of the need to understand local cultures and practices to evaluate how globalisation impacts different groups in different ways at the local level
- understandings of 'localisation'
- detailed ethnographies of globalisation relating to specific social groups, eg women as a social group and women's entry into the labour force in Chinese factories (Ngai 2005)

- the movements of people who constitute social groups with differing strategies, options and opportunities across the world and what this leads to in a local context
- the impacts of globalisation on local groups, for example where local elites may be able to benefit from globalisation while those who are in a less powerful position locally may find their options further limited by changes brought about as a consequence of globalisation
- impacts on family life in local context, eg when women migrate to work as nannies in order to support their own children who remain in their country of origin (Ehrenreich B, Hochschild AR 2003)
- relative access to global technologies for different groups of people and the consequences for them of access to or lack of access to such technologies in a local context
- globalisation as potentially empowering for some groups who may otherwise be disempowered at the local level
- instantiation of the global in the local 'glocalisation'.

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

**Note:** Students will be rewarded at all levels for an understanding of the connections between the issues raised by this question and the different elements of the subject including anthropological concepts and theories, methods of enquiry, personal investigation, ethnography and substantive social and cultural issues.

**See General Mark Scheme for AO2 Marks**

**0 5**

'The work of western scientific experts, such as archaeologists, geologists and medical scientists, has had a negative impact on local societies.'

Assess this view.

(30 marks)

**AO1: Knowledge and Understanding**

(12 marks)

**0** No relevant points.

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

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

**Higher in the band**, answers will show limited, undeveloped knowledge, for example two or three insubstantial points on issues relating to experts and the impact of science on people in general.

**5-9** Answers in this band will show reasonable anthropological knowledge and understanding.

**Lower in the band**, some potentially relevant material will be presented and a broadly accurate, if basic, account offered, for example of the ways in which western medical science may impact on a local society's health.

**Higher in the band**, knowledge and understanding of material will be broader and/or deeper. The answer will begin to deal explicitly with a wider range of arguments and evidence relating to the ways in which western experts may impact on local societies, for example in the development of education programmes for indigenous societies.

**10-12** Answers in this band will show sound, conceptually detailed knowledge and understanding of material on the extent to which the work of western scientific experts has had negative impacts on local societies.

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

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

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

- an awareness of a range of different types of possible scientific research (eg archaeological, bio-medical, environmental)
- ethnographic studies on specific populations who have been the subject of scientific study, eg work on diabetes and Native American groups, the work of medical anthropologists (Hewlett BS and Hewlett BL 2008)
- the ethical issues that arise from the study of human populations, eg the issue of informed consent, the case of the Yanomamo
- political and economic implications of scientific research for local populations, eg on the use of genetic materials taken from indigenous populations or their environments
- issues of access and control of material remains taken from indigenous populations, eg human remains in museums

- issues that arise when the results of scientific research conflict with local cultural/religious understandings, eg with Native American origin myths
- power relations between researchers and researched
- the issues that arise when an indigenous group is found to inhabit territory that may have reserves of valuable mineral or other wealth
- the implications of some earlier scientific work on native populations, eg eugenics, 'race', assimilation.

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

**Note:** Students will be rewarded at all levels for an understanding of the connections between the issues raised by this question and the different elements of the subject including anthropological concepts and theories, methods of enquiry, personal investigation, ethnography and substantive social and cultural issues.

**See General Mark Scheme for AO2 Marks**

**0 6**

'There is no such thing as a truly sustainable development project.'

Assess this view.

*(30 marks)*

**AO1: Knowledge and Understanding**

***(12 marks)***

**0** No relevant points.

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

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

**Higher in the band**, answers will show limited, undeveloped knowledge, for example two or three insubstantial points on issues relating to sustainability.

**5-9** Answers in this band will show reasonable knowledge and understanding.

**Lower in the band**, some potentially relevant material will be presented and a broadly accurate, if basic, account offered, for example of a case study of eco-tourism.

**Higher in the band**, knowledge and understanding of material will be broader and/or deeper. The answer will begin to deal explicitly with the notion of sustainability and will discuss this either in the context of development issues generally or of development project(s).

**10-12** Answers in this band will show sound, conceptually detailed knowledge and understanding of relevant debates and issues about the sustainability of development projects.

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

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

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

- definitions of sustainability and of development, and of debates surrounding the terms
- ethnographic case studies of sustainable development projects
- power relations in development projects (Gardener & Lewis 1996)
- the role of NGOs and INGOs in promoting sustainable development projects (Mosse & Lewis)
- eco-tourism as sustainable development (Russell & Wallace)
- development as neo-colonialism (Escobar)
- the role of international organisations in development, eg World Bank
- sustainable development projects and culture change.

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

**Note:** Students will be rewarded at all levels for an understanding of the connections

between the issues raised by this question and different elements of the subject: anthropological concepts and theories; methods of enquiry; ethnography; and substantial social and cultural issues.

**See General Mark Scheme for AO2 Marks**

## General Mark Scheme

### AO2 (a): Interpretation and Application

(9 marks)

**0** No interpretation or application skills shown.

**1 – 3** Answers in this band will show limited skills of interpretation and application. Answers are likely to attempt either interpretation or application, may be confused and will have only limited success in answering the set question. A large proportion of the material may be at a tangent to the question set.

**Lower in the band**, interpretation or application of potentially relevant material will be very basic, possibly with significant errors.

**Higher in the band**, interpretation may take the form of a limited, poorly focused account of a study, perspective or idea. Application may for instance take the form of an undeveloped example or a reference to a contemporary event, a related area of anthropology or a personal experience. There will be little anthropological insight or context.

**4 – 6** Answers in this band will show reasonable skills of interpretation and application. Interpretation of the question will be broadly anthropological and there will be a reasonably accurate application of some generally appropriate material, though its relevance to the set question will not always be made explicit.

**Lower in the band**, answers will be more limited. Interpretation of the set question may be limited or generalised. Application may involve listing material from the general topic area with limited regard for the specific issues raised by the question.

**Higher in the band**, answers will show greater sensitivity in interpretation of the set question and greater anthropological awareness in the application of material in order to address successfully some of the specific issues that it raises. However, significant parts of the answer may remain generalised.

**7 – 9** Answers in this band will show good skills of interpretation and application in relation to the question set and the material offered in response. Interpretation of the general and specific issues raised by the set question will be appropriate, broad and anthropologically informed. A range of appropriate material will be selected, interpreted and applied accurately and with sensitivity and its relevance made explicit.

**Lower in the band**, answers will be somewhat more limited. For example, interpretation of the question may be somewhat partial, or the relevance of some material may remain implicit.

**Higher in the band**, interpretation and application will be thorough, accurate and comprehensive, and answers will show greater sensitivity and sophistication both in the interpretation of the question and in the selection and application of material with which to answer it.

**AO2 (b): Analysis and Evaluation****(9 marks)**

- 0** No relevant analysis or evaluation.
- 1 – 3** Answers in this band will show limited skills both of analysis and of evaluation. Throughout this band, skills may be poorly focused on the set question and there may be significant errors or confusions in the attempt to demonstrate them. Some answers may show evidence of one skill only.

**Lower in the band**, answers will show minimal analysis or evaluation. For example, there may be a brief, partial attempt to analyse an argument, or one or two brief evaluative points, possibly amid confusion or error.

**Higher in the band**, there will be some limited analysis and/or evaluation. For example, evaluation may be restricted to two or three criticisms of a study, theory or method, or there may be a limited analysis of an aspect of the answer.

- 4 – 6** Answers in this band will show reasonable skills of analysis and/or of evaluation. Throughout this band, one skill may be demonstrated significantly more successfully than the other.

**Lower in the band**, analysis may be partial, for example with significant sections of the answer tending simply to list the material presented. Evaluation may be wholly or largely implicit, and wholly or heavily one-sided. For example, answers may juxtapose different theoretical perspectives, or offer a list of criticisms of a study.

**Higher in the band**, one or both skills will be shown more fully. Analysis will be more explicit, for example with greater discussion of some of the material presented. There will be more explicit evaluation, though much may remain implicit. Evaluation may be both positive and negative, though answers may still be largely one-sided.

- 7 – 9** Answers in this band will show good skills both of analysis and of evaluation. Throughout this band, analysis and evaluation will be relevant, well developed and explicit.

**Lower in the band**, analysis and/or evaluation will be somewhat incomplete. For example, evaluation may be rather one-sided, or appropriate inferences may not be drawn from some of the material presented.

**Higher in the band**, analysis and evaluation will be thorough and comprehensive. Evaluation will be balanced as, for example, in recognising that the studies, theories, methods, etc presented have both strengths and weaknesses. Analysis may follow a clear rationale, draw appropriate inferences, and employ a logical ordering of material leading to a distinct conclusion.

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

- an overall position which largely agrees or disagrees with the statement in the question
- explicit cross-cultural comparison
- analysis and 'unpacking' of concepts
- awareness of methodological issues
- application of ethnographic examples from a wide range of societies including any that might be the result of students' own research
- critique of any other points put forward
- awareness of the relevant key debates in anthropology: eg biological vs cultural explanations; unity vs diversity; agency vs structure
- awareness of relevant theoretical perspectives: functionalism; Marxism; feminism; interpretivism; postmodernism.

**ASSESSMENT GRIDS FOR A LEVEL ANTHROPOLOGY UNIT 3 (ANTH3)**

**Section A**

				ASSESSMENT OBJECTIVES		
Questions				AO1	AO2	Total
0	1			2	4	6
0	2			3	6	9
0	3			6	9	15
<b>Total</b>				11	19	30

**Section B**

				ASSESSMENT OBJECTIVES			
Questions 2 out of 3				AO1	AO2		Total
0	4/ 5/ 6			12	*(a)	*(b)	30
					9	9	
					18		
0	4/ 5/ 6			12	*(a)	*(b)	30
					9	9	
					18		
<b>Total</b>				24	36	60	

<b>Paper Total</b>	<b>35</b>	<b>55</b>	<b>90</b>
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\* AO2 (a) = Interpretation and Application

\* AO2 (b) = Analysis and Evaluation