



**General Certificate of Education
January 2013**

Anthropology

**ANTH4 Practising Anthropology:
 Methods and Investigations**

Unit 4

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.

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-used 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: Research Issues

Total for this section: 40 marks

0 1

Examine some of the benefits for the members of a social group that may result from their involvement in anthropological research. *(10 marks)*

0 No relevant points.

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

Lower in the band, there may be one or two insubstantial points about ethnography, 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 benefits of the researcher's involvement for the studied social groups. 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 benefits for a social group that may result from their involvement in anthropological research and some limited explanation will be offered, eg helping the people with whom they work to defend their territories against hostile businesses. 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 benefits for a social group that result from their involvement in anthropological research will be presented. 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 two or more benefits for a social group that result from their involvement in anthropological research. 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 may 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:

- anthropologists helping the people with whom they work to defend their territories against hostile businesses (eg tourism, oil prospecting in the rain forests of South America)
- advocacy for indigenous political movements relating to land issues/claims, eg Native Americans in US courts (Clifford with the Mashpee)
- intellectual property rights and protecting valuable indigenous knowledge without proper compensations by pharmaceutical companies (Posey)
- at a local level, anthropologists can help schools reach the children of isolated groups, eg travellers
- medical anthropologists' contribution to health programmes (Lambert)
- anthropologists are employed to advise on the realisation of development projects
- reclaiming the forest (Henley & Drion's film)
- benefits to the group arising from anthropological contributions to debates on, for example, multiculturalism in the UK, social policies, the operations of markets, religion and language as anchors of political identity, and development policy and practice.

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
- 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 vs conflict theories; feminist perspectives; interpretivist perspectives; postmodernism.

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

0 2

Examine some of the ethical issues that anthropologists might take into account when conducting ethnographic fieldwork. (10 marks)

0 No relevant points.

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

Lower in the band, there may be one or two insubstantial points about fieldwork in general, 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 ethical issues. 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 ethical issues will be identified, eg informed consent or protecting research participants, and some limited explanation will be offered. Some reasonable knowledge and understanding will be shown, though interpretation, application, analysis and evaluation are likely to be limited.

Higher in the band, material on two or more ethical issues will be presented. 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/evaluation.

8-10 Answers in this band will show sound, conceptually informed knowledge and understanding of two or more ethical issues that anthropologists might take into account when conducting ethnographic fieldwork. 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 may 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:

- informed consent (Davies)
- confidentiality and anonymity (Cassel & Jacobs)
- anticipating harms
- protecting research participants and honouring trust
- deception in case of covert PO (eg Scheper-Hughes' study of organ-traffickers)
- right to withdraw
- avoiding undue intrusion (Bourgois)
- ethical regulations (Association of Social Anthropologists of the UK and Commonwealth Code of Practice)
- participation in illegal/immoral activities (Bourgois)

- whether researchers should become involved in the problems of the people with whom they work (Pollock)
- impact of researchers' actions on the status of anthropology
- obligations to funders (Pels).

Note: 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
- 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 3

Assess the different practical problems faced by a researcher in gaining access to a group and maintaining a position within it. (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 insubstantial points about the role of the researcher, with little understanding of relevant issues.

Higher in the band, answers will show limited, undeveloped knowledge, for example two or three insubstantial points about getting in and/or staying in a group. Interpretation and application of material may be simplistic, or at a tangent to the question.

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

Lower in the band, some potentially relevant material will be presented, and a broadly accurate, if basic, account offered, for example of personal characteristics of researchers. 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 issues relating to getting in and staying in a group. Material will be accurately interpreted, though 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 material on the different practical problems faced by a researcher in gaining access to a group and maintaining a position within it. 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 distinct conclusion.

Issues, concepts and theories such as the following may appear:

Personal characteristics and self presentation:

- impression management, personal appearance, dress (Wolf; Van Maanen)
- the personal characteristics of the researcher (gender, age, ethnicity) may shape relationship with gatekeepers, sponsor and people under study (Calvey: bouncers' age and physique)
- gender, role of women fieldworkers: in particular, the way in which their gender may bar them from some situations and activities, while opening

- up others that are not accessible to men (Golde, Papanek, Rainbird)
- ethnicity and religious affiliation may also set limits and pose problems (Keiser; *Vice Lords*; Peshkin [Jewish anthropologist studying Christian fundamentalist education]).

Field roles:

- field roles, researchers put themselves in the position of being an 'acceptable incompetent' (Styles)
- while ethnographers may adopt a variety of roles, the usual aim throughout is to maintain a more or less marginal position, thereby providing access to participant perspectives but, at the same time, minimising the dangers of over-rapport (Powdermaker, Stranger and Friend)
- difficulty in studying in researcher's own society is that it may not be possible to take a novice role
- decision about the sort of the role to try to adopt in a setting will depend on the purposes of the research and the nature of the setting (Mitchell).

Mutual expectations:

- field researchers are, initially, frequently suspected of being tax inspectors, missionaries, or belonging to some other group that may be perceived as undesirable (Kaplan)
- mismatch between researcher and participants in expectations and their intentions
- participants might have a negative attitude towards researcher (Anderson, environmental activists)
- participants sometimes come to expect the provision of services.

Building trust:

- establishing rapport/trust (Beynon)
- resistance or reluctance to participate as a fear of retaliation (Baez)
- participants might challenge legitimacy of the researcher
- gatekeepers.

Personal feelings and attitudes:

- culture shock, experience of estrangement (Chagnon)
- researcher often has to suppress or play down his/her personal beliefs, commitments and political sympathies (Klatch)
- the stresses and strains of fieldwork: there is the strain of living with the ambiguity and uncertainty of one's social position on the margin and doing so in a way that serves the research but is also ethically acceptable (Wax).

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

- an argued position concerning the relative importance of different problems
- cross-cultural comparison
- analysis and 'unpacking' of concepts/problems
- 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, eg functionalism; Marxism;
feminism; interpretivism; postmodernism.

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

Section B: Personal Investigation

Before answering the following questions state the full title of your investigation:

Total for this section: 50 marks

0	4
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Explain the reasons for your choice of subject **and** for your hypothesis or research question. *(10 marks)*

0 No relevant points.

1-3 Answers in this band will show only a limited attempt to explain the choice of subject or hypothesis/research question of the investigation. There may be limited references to the investigation to support any explanation.

Lower in the band, answers amount to little more than pure description of the investigation.

Higher in the band, answers will present one or two insubstantial points about the choice of subject or hypothesis/research question of the investigation. There may be very limited references to the investigation to support any explanation.

4-7 Answers in this band will show a reasonable attempt to explain the choice of subject and/or hypothesis/research question of the investigation. There will be an attempt to support the argument by reference to the investigation.

Lower in the band, answers will offer an accurate, if basic, account of the reasons for the choice of subject and/or hypothesis/research question of the investigation. Some reasonable knowledge and understanding will be shown, though interpretation, application, analysis and evaluation are likely to be limited, eg only limited or generalised reference to the investigation.

Higher in the band, answers will offer a fuller account of the reasons for the choice of subject and hypothesis/research question of the investigation. There will be an attempt to support the argument by specific reference to the investigation. Reasonable knowledge and understanding will be shown, and interpretation and application will begin to meet the demands of the question, eg students will begin to offer some analysis/evaluation.

8-10 Answers in this band will offer a good explanation of the reasons for their choice of subject and hypothesis/research 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. The answer will refer closely to the nature of the investigation.

Higher in the band, answers may be more detailed and complete. Explanations will be supported by precise and specific references to the investigation.

Answers may demonstrate:

- a clear but critical appreciation of the value of the investigation
- a breadth of concepts and theories, with links to the data from the investigation
- clear comparison by locating problems in the wider context of anthropological research, citing examples they may have studied in the literature
- an appreciation of relevant ethical issues
- a synthesis of arguments to reach a conclusion and offer an appropriate final judgment
- arguments supported by precise and selective references to the investigation
- use of detailed empirical evidence from the investigation to support commentary
- reflexivity
- awareness of methodological issues
- awareness of the relevant key debates in anthropology: eg biological vs cultural explanations; unity vs diversity; agency vs structure;
- awareness of the relevant theoretical perspectives: functionalism vs conflict theories; feminist perspectives; interpretivist perspectives; postmodernism.

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

0 5

Explain the main reasons for choosing your method(s) of research **and** how you dealt with any problems associated with your chosen method(s). (20 marks)

0 No relevant points.

1-7 Answers in this band will show a limited attempt to explain some reasons for choosing the research method(s) of their investigation or the associated problems.

Lower in the band, there may be one or two very insubstantial points about the personal investigation.

Higher in the band, there may be two or three insubstantial points about the reasons for choosing the research method(s). Interpretation and application of material may be simplistic, or at a tangent to the question.

8-15 Answers in this band will show a reasonable attempt to explain the main reasons for choosing the research method(s) and/or how the student dealt with any associated problems.

Lower in the band, this may be confined to a competent, if basic, account, for example of reasons for choosing the method(s) and/or the associated practical or ethical problems. However, interpretation may be limited and not applied explicitly to the demands of the question.

Higher in the band, answers will explain some reasons for choosing the research method(s) and how the student dealt with any associated problems. However, one or both aspects may not be fully developed. Discussion will be supported by the use of some specific evidence from the investigation. Material will be accurate, though its relevance may not always be made explicit. There will be some limited 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 the main reasons for choosing the research method(s) and how the student dealt with any associated problems. 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/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.

Answers may demonstrate:

- a clear but critical appreciation of the value of the investigation
- a breadth of concepts and theories, with links to the data from the investigation
- clear comparison by locating problems in the wider context of anthropological research, citing examples they may have studied in the literature
- an appreciation of ethical issues
- a synthesis of arguments to reach a conclusion and offer an appropriate

final judgment

- arguments supported by precise and selective references to the investigation
- use of detailed empirical evidence from the investigation to support commentary
- reflexivity
- awareness of methodological issues
- awareness of the relevant key debates in anthropology: eg biological vs cultural explanations; unity vs diversity; agency vs structure;
- awareness of the relevant theoretical perspectives: eg functionalism vs conflict theories; feminist perspectives; interpretivist perspectives; postmodernism.

Note: 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 substantive social and cultural issues.

0 6

Examine the findings of your personal investigation **and** analyse how your understanding of the subject studied has changed as a result of your investigation. (20 marks)

0 No relevant points.

1-7 Answers in this band will show a limited attempt to examine the findings of the investigation or describe how their understanding has changed.

Lower in the band, there may be one or two very insubstantial points about their personal investigation.

Higher in the band, there may be two or three insubstantial points, for example about the findings of the investigation. Interpretation and application of material may be simplistic, or at a tangent to the question.

8-15 Answers in this band will show a reasonable attempt to examine the findings of the investigation and/or analyse how their understanding has changed as a result of the investigation.

Lower in the band, this may be confined to a competent, if basic, account, for example how some findings affected the understanding of the subject studied. However, interpretation may be limited and not applied explicitly to the demands of the question.

Higher in the band, answers will examine some findings and analyse how the understanding of the subject studied has changed as a result of the investigation. However, one or both aspects may not be fully developed. Discussion will be supported by the use of some specific evidence from the investigation. Material will be accurate, though its relevance may not always be made explicit. There will be some limited 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 the findings of the investigation and will analyse how the understanding of the subject studied has changed as a result of the investigation. 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/or evaluate it explicitly so as to produce a coherent and relevant answer.

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

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

Answers may demonstrate:

- a clear but critical appreciation of the value of the investigation
- a breadth of concepts and theories is identified, with links to the data from the investigation
- clear comparison by locating problems in the wider context of anthropological research, citing examples they may have studied in the literature
- an appreciation of ethical issues
- a synthesis of arguments to reach a conclusion and offer an appropriate

final, even if tentative, judgment

- arguments supported by precise and selective references to investigation
- use of detailed empirical evidence from the investigation to support commentary
- reflexivity
- awareness of methodological issues
- awareness of the relevant key debates in anthropology: eg biological vs cultural explanations; unity vs diversity; agency vs structure;
- awareness of the relevant theoretical perspectives: eg functionalism vs conflict theories; feminist perspectives; interpretivist perspectives; postmodernism.

Note: 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 substantive social and cultural issues.

ASSESSMENT GRIDS FOR A LEVEL ANTHROPOLOGY UNIT 4 (ANTH4)

Section A

				ASSESSMENT OBJECTIVES		
Questions				AO1	AO2	Total
	0	1		4	6	10
	0	2		4	6	10
	0	3		8	12	20
Total				16	24	40

Section B

				ASSESSMENT OBJECTIVES		
Questions				AO1	AO2	Total
	0	4		4	6	10
	0	5		8	12	20
	0	6		8	12	20
Total				20	30	50

Paper Total	36	54	90
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