



**General Certificate of Education  
June 2012**

**Anthropology**

**2111**

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

**Unit 3**

***Mark Scheme***

Mark schemes are prepared by the Principal Examiner and considered, together with 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.

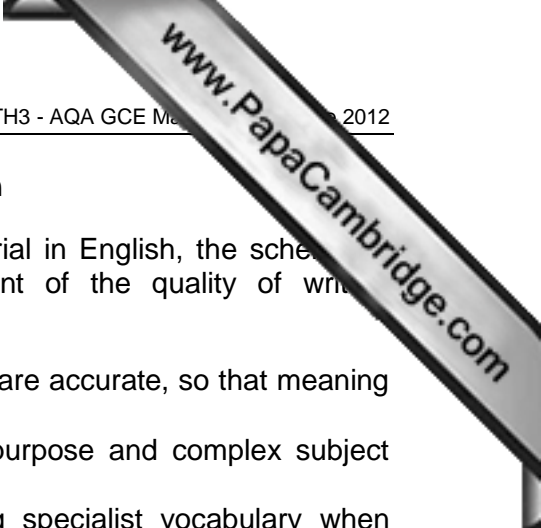
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**Quality of Written Communication**

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 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.

20 mark questions		30 mark questions
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.	1 – 10 band
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.	11 – 20 band
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.	21 – 30 band

**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 'refugee' **and** explain **two** reasons why some people become refugees. (6 marks)

**Two** marks for a satisfactory definition or explanation such as: a person displaced across an international border.

**One** mark for a partially satisfactory definition or explanation.

**Two** marks for **each of two** appropriate reasons explained, such as:

- ethnic conflict: over struggles for resources/political power forcing people to move across an international border
- war: when people may be forcibly removed from a country of origin, eg during WWII for some people in concentration camps
- natural disasters: eg people displaced because of prolonged drought
- religious conflict: when a religious minority is persecuted and has to flee.

**One** mark for a partially appropriate explanation, eg ethnic conflict.

0 2

Identify and briefly explain **three** consequences for the individual of becoming a refugee, **apart from** those referred to in **Item A**. (9 marks)

**One** mark for **each of three** appropriate consequences identified, such as:

- disease
- poor nutrition
- lack of personal security
- homelessness
- emotional and psychological trauma
- loss of identity
- changes in gender relations
- loss of independence
- possible conflicts with populations in countries receiving refugees
- disrupted education
- learning to deal with international bureaucracies, NGOs, etc.

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

- disease: conditions in refugee camps may not be sanitary and may lead to the outbreak of disease
- poor nutrition: which may result from dependence on others to meet the dietary needs of those who find themselves in refugee camps
- lack of personal security: may be an issue in the design and layout of refugee camps
- homelessness: as by definition, refugees have been forced to leave their homes
- emotional and psychological trauma: as a consequence of the dislocation and loss that refugees experience and from what they may have witnessed and/or survived on their journey to a refugee camp
- loss of identity: as a result of the loss of home, social position, employment and from taking on the identity of 'refugee'

- changes in gender relations: because refugee camps are predominantly composed of females with children, this leads to female-headed households and women often caring for children other than their own
- loss of independence: when, for example, not all the skills and qualifications refugees are of use in a refugee context. Qualifications may not be recognised by receiving states, some skills may not be ones that can be used in the contexts in which refugees find themselves
- possible conflicts with local, non-refugee populations in countries receiving refugees: local people may view the refugees as taking local jobs, receiving benefits that the local population does not have access to, etc
- disrupted education: as children miss out on schooling and are behind other children in the same age group.

**One** mark for a partially satisfactory explanation, eg poor nutrition due to food shortages.

**Note** **No marks** awarded for speechlessness, waiting passively, birth and mortality rates.

0 3

Examine some of the reasons for the biological differences between human populations. (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 biological differences in general, with little understanding of relevant issues.

**Higher in the band**, answers will present two or three insubstantial points on biological differences between human populations. 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 differences in body shape between different human populations. 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 anthropological material on biological differences between human populations. 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 reasons for biological differences between human populations. 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 appear:

- discussion of human 'race' – all one species
- awareness of evolutionary differences between human populations as a result of migration from a single place of origin
- awareness of biological differences as a consequence of human settlement in diverse ecological environments (adaptation to local environment)
- useful biological adaptations, eg changes in body shape because of cold/heat; skin colour variations

- possible adaptive/maladaptive biological differences eg resulting from genetic mutations (such as sickle cell anaemia (good if gene for this is inherited from one parent as this protects against malaria but if inherited from both parents leads to sickle cell anaemia)).

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 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.

**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

'Objects in western museums should be returned to the peoples they were originally taken from.'

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 objects in museums 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 why objects should be returned.

**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 an ethnographic case study discussing the repatriation of objects from museums.

**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/or evidence relating to repatriation.

**10-12** Answers in this band will show sound, conceptually detailed anthropological knowledge and understanding of material on issues of repatriation.

**Lower in the band**, answers may 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 appear:

- how ethnographic collections were put together in the colonial era and how this is done today (Karp & Levine)
- what ethnographic collections were used for in the past, eg colonial exhibitions, evolutionary displays (Stocking)
- contemporary exhibitions and the acknowledgement of past collecting
- debates about the repatriation of human remains (Peers)
- the involvement of local populations in the design and display of material culture from their own traditions
- the ethical issues of collecting and representing culture through material objects
- the ethical issues involved in accepting funding from some organisations for ethnographic displays

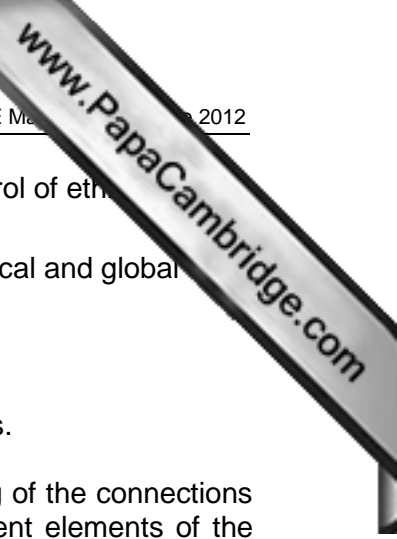


- how some indigenous groups have taken over the control of ethnographic museums (Native Americans)
- the contemporary uses of ethnographic collections in local and global contexts (Sturge)
- ethnographic examples from specific exhibitions.

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

Assess the impact of migration on local societies.

(5)

**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 migration 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 about how migration changes a local culture.

**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 ways in which migration has economic, social and/or environmental impacts on a host society.

**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/or evidence relating to impacts on local societies.

**10-12** Answers in this band will show sound, conceptually detailed anthropological knowledge and understanding on the impact of migration 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 appear:

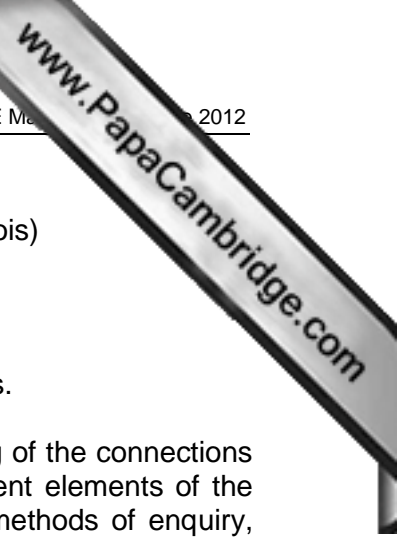
- definitions of migration, different types of migrants (Schiller)
- an awareness of a range of ethnographic studies on specific migrant groups (Bourgois, Ballard)
- the social and cultural impacts of migrants on local populations
- the social and cultural impacts of migration on the migrants themselves, eg changes in kinship; issues for second generation migrants
- the political impact of migrants on both sending and receiving countries
- the economic impacts of migrants on both sending and receiving countries, eg remittance economies (Foner)
- deterritorialisation and disjuncture
- localisation
- understanding the movements of groups in a global context, eg transnationalism (Vertovec, Basch, Schiller & Blanc-Szanton)
- scapes and the imagination (Appadurai)
- structures of power and inequality (Chavez, Modood & Werbner)

- localised segregation of a community
- shifts in gendered labour and roles (Brettell & De Berjeois)
- the increased commodification of culture
- the loss of traditional skills.

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

Assess the view that globalisation is destroying cultural diversity. (5)

**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 will be one or two very insubstantial points about globalisation or cultural diversity in general, with little understanding of the question or the material presented.

**Higher in the band**, answers will show limited, undeveloped knowledge, for example two or three insubstantial points about the effects of globalisation.

**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 an ethnographic case study on globalisation and cultural diversity.

**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/or evidence relating to the effects of globalisation on cultural diversity.

**10-12** Answers in this band will show sound conceptually detailed anthropological knowledge and understanding of the effects of globalisation on cultural diversity.

**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.

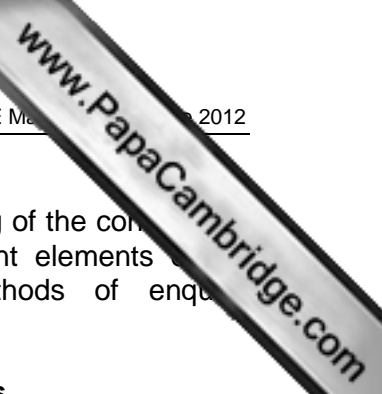
Issues, concepts and theories such as the following may appear:

- understanding of cultural heterogeneity and fears of homogenisation caused by globalisation (Appadurai, Hannerz)
- localisation as a response to globalisation (Kearney, Watson)
- questioning cultural 'authenticity' as static
- new technologies as facilitating or as undermining cultural diversity
- the globalisation of entertainment and the impact of this on cultural diversity (Ong)
- hybridity
- commodification of culture
- cultural colonialism
- multi-sited ethnography.

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.

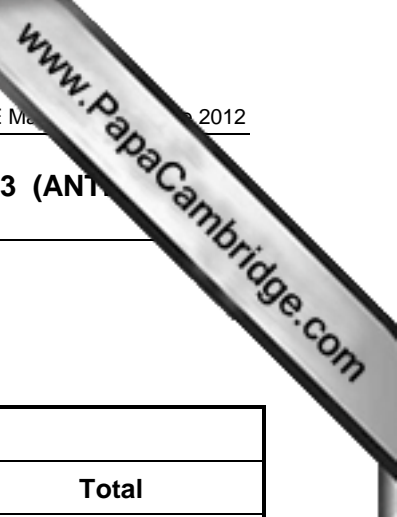
**Lower in the band**, analysis and/or evaluation will be somewhat incomplete. For example, evaluation may be rather one-sided, or appropriate inferences may not be drawn from some of the material presented.

**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; ecofeminism; world systems theories; theories of development and underdevelopment; applied anthropology; interpretivist perspectives; colonial and post-colonial perspectives; perspectives from globalisation.





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

**Examination Series: June 2012**

**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

**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](http://www.aqa.org.uk/umsconversion)