A-LEVEL

ANTHROPOLOGY

ANTH3 Global and Local: Societies, Environments and Globalisation
Report on the Examination

2110
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Version: 1.0

ANTH3

General

The entry for the ANTH3 examination is still quite small and therefore broad generalisations on the performance of the cohort as a whole are not easy to produce. However, it is possible to state that a few students produced outstanding work, some students performed extremely well and many produced very sound scripts. The technique of students has improved with students writing answers of appropriate lengths for all the questions.

The majority of students were able to answer all the questions required. Question 01 did prove a little problematic for some students. Many of the answers focused on globalisation or migration rather than transnationalism. In section B, a greater number of students opted for questions 04 and 06, rather than question 05.

Positive features:

- The majority of students attempted all required questions.
- There was an awareness of the specific demands of Unit 3, particularly the connections between specific topics and issues related to globalisation, and the synoptic requirements of the unit.
- There was use of detailed, contextualised ethnographic studies, particularly in Section B (in relation to development projects, conflicts and technology).
- Students made appropriate use of relevant concepts and anthropological theories.
- Answers showed knowledge of the work of specific anthropologists (both ethnographic and theoretical).
- Some students were able to incorporate methodological discussions, where relevant, into their answers.
- Better answers applied a range of ethnographies and concepts in order to develop their analyses and evaluations.
- Students showed the ability to use a wide range of material and also to apply material from ethnographies to a variety of questions, where necessary.

Key Issues:

- There was an over-emphasis on descriptive material, with a corresponding lack of analysis and evaluation in some answers.
- There was sometimes a lack of explicit comparison, with students describing one case in relative detail and another briefly, with no discussion of how the two related to each other or advanced the understanding of the question.
- Some students gave one-sided response without engaging in debates in essay questions, for example seeing technology as only causing homogenisation in question 06.
- Some students seem to answer elements of the question but without reference to all aspects. For example, in question 04, some students discussed development without projects, in question 05, they discussed conflicts in general, and in question 06, they discussed cultures becoming similar without making a link to technology.

Section A

Question 01

This question proved quite problematic for a number of students. Many gave definitions of migration or globalisation rather than transnationalism. These answers seemed to focus on the notion of movement of people but without reference to the links those people have with both a host country and the country of settlement. Some of these were able to score partial marks by identifying some form of link but without a full definition of transnationalism.

The explanations of results of transnationalism often depended on the definition given. Those who were able to give a full or partial definition were often able to give at least one and often two relevant results of this process. Some students lost marks by referring to the results quoted in Item A. In particular many discussed the exchange of ideas between cultures and so did not score the additional marks.

Some students did achieve full marks. These gave a full definition, including the links between countries which characterise transnationalism. Explanations of results were often linked to problems of multicultural societies and the lack of acceptance by the host nation, and the movement of money in the form of remittances giving increased links between countries.

Question 02

This question was well answered by a good proportion of students. Students were able to identify three ways in which ideas move between cultures. The most popular of these were colonialism, education programme and through technology. Development of these points was accurate and often linked to specific ethnographic evidence.

Students seem to be well prepared for this type of question now and the structure of answers was appropriate. Students were able to gain full marks by writing three short, focussed paragraphs, one for each way identified with a short development. Fewer students were writing a mini-essay in response to this short question.

Where marks were lost, this was usually due to more limited development of points or by using ways from the Item.

Question 03

The best answers to this question were able to display a clear knowledge and understanding of how the rights of indigenous people have been improved. Many students were able to give detailed examples of groups that had faced some form of discrimination or persecution, and then give ways in which these groups' rights were now improved. Popular examples were Australian Aborigines and the Kayapo. Ways discussed included campaigning and the work of NGOs, new legislation and the use of technology. Public apologies and reclaiming land were also cited as improvements to rights.

Weaker answers focused on the abuse of the rights of groups rather than moving the debate to how these abuses have been overcome. Often these were descriptive accounts of 'Lost Generations' but with no resolution. This material was potentially relevant in many cases. Other answers gave accounts of human rights and their importance but without application to the improvements to indigenous rights.

Section B

Question 04

This was a popular option with many students and there were some excellent responses. These answers also usually included detailed ethnographic material, which was analysed using suitable concepts and theories. Students who gained high marks were able to discuss a wide range of development projects. The best answers were able to compare and contrast projects where local culture was taken into account with those where it was not. In some cases students also engaged with the debate by discussing the nature of development and its definition. These answers then used ethnographic evidence to illustrate whether local culture should be taken into account. A wide range of examples were used in answers. Popular were Archetti's work on Guinea Pigs and 'Life and Debt in Jamaica'. The best answers were able to reach a conclusion on the importance of local culture and how the notion of development may be seen as necessary to override local culture. Many students made relevant reference to the work of NGOs and anthropologists in enabling indigenous people to have a voice in development.

Weaker answers tended to discuss development rather than development projects. Often these answers had a wide range of material and examples of how countries may develop but without linking this to specific development projects. Other answers focused on the importance of preserving local culture but drifted into an account of commercial enterprises and their impact on culture, such as the spread of McDonald's and its impact on culture. Often these gave a detailed account of how McDonald's varies across cultures. Although accurate, this was not well applied to the question.

Question 05

Of the optional questions this was the one that fewest students chose to answer. Those who did answer the question mostly gave good responses. Students were able to discuss a range of conflicts, the most common being Rwanda. Students were able to discuss the links between this conflict and colonialism in detail. Some discussed the Scramble for Africa in detail and the impact of colonialism on Africa in general, and then focussed on Rwanda in terms of conflict. The best answers used Rwanda to discuss colonialism and then looked at instances such as the Kayapo and the Yanomami as examples of conflict linked to neo-colonialism. These were often sophisticated answers, comparing and contrasting the two. The best answers also included some reference to conflicts not having a global cause, although often the examples were thinner here and less well developed.

Weaker responses tended to focus on one conflict and/or give a descriptive account of this without explicit links back to the global causes. Others gave accounts of colonialism but without making reference to conflicts, showing a partial understanding of the question.

Question 06

This was a popular option with many students choosing to answer this question, and there were some excellent responses. These answers also usually included detailed ethnographic material, which was analysed using suitable concepts and theories. Many students were able to use a wide range of ethnographic material to highlight the impact of technology on culture. The best answers showed a debate between examples where technology has encouraged homogeneity (Facebook and YouTube) and examples where technology had encouraged heterogeneity (Survival International and the use of the internet). The best answers used examples, such as the Kayapo's use of technology, and analysed this in relation to the impact on their culture in terms of embracing western technology. This was then evaluated by illustrating how this use of technology is preserving their traditions and local culture. Other looked at the use of mobile phones by the Masai and how this is viewed differently by different members of the Masai.

Weaker answers discussed how cultures are becoming more similar but without specific reference to technology. Often these answers included potentially relevant material, such as economic globalisation and the spread of consumer products, but without enough interpretation in relation to the question.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA Website.

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