



**General Certificate of Education
June 2012**

Anthropology

**ANTH4 Practising Anthropology:
Methods and Investigations**

Unit 4

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 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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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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 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 problems of using objects displayed in museums to study cultures. (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 objects 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 problems of studying objects in museums. 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 problems of studying objects in museums will be identified, eg access, 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 problems of using objects in museums to study cultures will be presented, eg problems of interpretation. 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 a range of material on some of the problems of using objects in museums to study cultures. The material will be accurately and sensitively interpreted and applied to the demands of the question. Students will show the ability to organise material and to analyse and/or evaluate it explicitly, so as to produce a coherent and relevant answer.

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

Higher in the band, answers will be more detailed and complete with a wider range of material. They may show a clear rationale in the organisation of material leading to a suitable and distinct conclusion.

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

- access to collections
- unrepresentativeness
- physical condition of the objects
- the role of the curator/funding body (Shelton)
- the acquisition process (Pearce)

- the polyschemic nature of objects (Hodder)
- material culture (Miller)
- awareness that the meanings we give to the objects in museums are not necessarily those that inspired their creators. We may be less clear about what the original status and meaning might have been (art? craft? sacred?)
- social relationships
- object as text and symbol
- objects are not what they were made to be but what they have become (Cruikshank)
- cultural history; the same object means different things to different people, and those meanings change over time
- representation and meaning – signifier and signified.

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.

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

0 2

Examine some of the factors that influence anthropologists' choice of topic to study.

(10)

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 practical reasons for choosing a particular topic to study, 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 different reasons for choosing a topic to study. 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 factors influencing choice of a particular topic to study will be identified, eg personal interest in subject, 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 factors influencing choice of a particular topic to study 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 some factors that influence anthropologists' choice of topic to study. The material will be accurately and sensitively interpreted and applied to the demands of the question. Students will show the ability to organise material and to analyse and/or evaluate it explicitly, so as to produce a coherent and relevant answer.

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

Higher in the band, answers will be more detailed and complete with a wider range of material. They may show a clear rationale in the organisation of material leading to a suitable and distinct conclusion.

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

- theoretical issues
- opportunity
- access to the site
- fashion
- professional advancement for the ethnographers or the discipline as a whole
- ethical issues
- personal interest in subject

- practical issues: time, money, personal skills of researcher, food, bodies, language
- individual differences of researcher and participants: class, gender, ethnicity and age of researcher
- personal benefits
- for benefits of people they study.

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.

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

0 3

'Because fieldworkers are members of a society as well as being researchers it is impossible for them to be objective and value-free in conducting their research.'

Assess this view.

(20 marks)

0 No relevant points.

1-7 Answers in this band will show only limited interpretation, application, analysis or evaluation, and will show only limited knowledge and understanding.

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

Higher in the band, answers will show limited, undeveloped knowledge, for example two or three insubstantial points about objectivity in fieldwork. 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 some criticisms of participant observation. 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 the objectivity of fieldwork. 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 issues of objectivity and value freedom in conducting fieldwork. 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:

- interpretivist perspective
- postmodernist theory – shift from scientific objectivity and detachment to more narrative and subjective ethnography; reflective or narrative ethnography (Robben and Sluka)
- validity through involvement (unique, insightful, qualitative data) (DeVita)

- reflexivity (Rabinow)
- cultural relativism (Benedict)
- home blindness
- degree of participation
- differences in fieldwork practices and methods (Marcus)
- verstehen – it gives an authentic account of the actor's world, from the actor's point of view
- flexibility
- imposing concepts
- grounded theory
- ethnographers reflect the interaction of their own personalities and culture with those of their informants to produce cultural data
- positivists reject the use of PO as an unscientific research method
- lack of representativeness – PO group very small; sample chosen by chance or opportunity; so the groups observed may be unrepresentative of the wider population
- reliability – PO unsystematic and lacking in reliability
- it is not a standardised scientific measuring instrument, instead the success of research depends on the personal skills and characteristics of the fieldworker
- bias and lack of objectivity
- the Hawthorne effect.

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

- cross-cultural comparison
- analysis and 'unpacking' of concepts
- awareness of methodological issues
- application of ethnographic examples from a wide range of societies, including any that might be the result of students' research
- critique of any of the points made
- awareness of the relevant key debates in anthropology:
eg biological vs cultural explanations; unity vs diversity;
agency vs structure
- awareness of relevant theoretical perspectives, eg functionalism; Marxism; feminism; interpretivism; postmodernism.

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

Section B: Personal Investigation

In answering the following questions, you must use examples from your own investigation.

Before answering the questions below, state the full title of your investigation.

Total for this section: 50 marks

0 4

Explain the main practical problems that you experienced in your investigation.

(10 marks)

0 No relevant points.

1-3 Answers in this band will show only a limited attempt to explain practical problems experienced in 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. Alternatively, there may be one or two generic practical problems without reference to the investigation.

Higher in the band, answers will present two or three insubstantial points about the practical problems. 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 practical problems 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 practical problems 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 practical problems of the investigation. There will be an attempt to support the argument by reference to the investigation. Reasonable knowledge and understanding will be shown. Interpretation and application will begin to meet the demands of the question. Students will begin to offer some analysis/evaluation.

8-10 Answers in this band will offer a good explanation of the practical problems arising from the investigation specified in the student's title. 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. The explanation 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
- 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 relevant theoretical perspectives, eg functionalism; Marxism;
feminism; interpretivism; postmodernism.

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

0 5

Describe the physical and social setting of your investigation **and** explain how the presence in this setting may have affected your findings. (20)

0 No relevant points.

1-7 Answers in this band will show a limited attempt to describe the physical and/or social setting of the investigation and/or the effects of the researcher's presence.

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

Higher in the band, there may be two or three insubstantial points about the physical setting 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 describe the physical and social settings of the investigation and to explain how their presence may have affected the findings of the study.

Lower in the band, this may be confined to a competent if basic account, for example a description of the physical setting and/or some reflection about the effect of the researcher on the findings of the investigation. However, interpretation may be limited and not applied explicitly to the demands of the question.

Higher in the band, answers will describe the physical and/or social settings of the investigation and explain the effect of the researcher in more detail. 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 physical and social setting of the investigation and explain how the researcher's presence may have affected their findings. 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 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 relevant theoretical perspectives, eg functionalism; Marxism; feminism; interpretivism; 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 ways in which anthropological arguments and evidence relate to the investigation. (20)

0 No relevant points.

1-7 Answers in this band will show limited attempt to relate their investigation to anthropological arguments and evidence.

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

Higher in the band, there may be two or three insubstantial points about anthropological arguments and/or evidence potentially relevant to 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 relate the anthropological arguments/evidence to the investigation.

Lower in the band, this may be confined to a competent if basic account, for example of some links between the investigation and anthropological arguments/evidence. However, interpretation may be limited and not applied explicitly to the demands of the question.

Higher in the band, answers will identify a wider range of links and/or examine them in more detail. 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 anthropological arguments and evidence relevant to the student's personal 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.

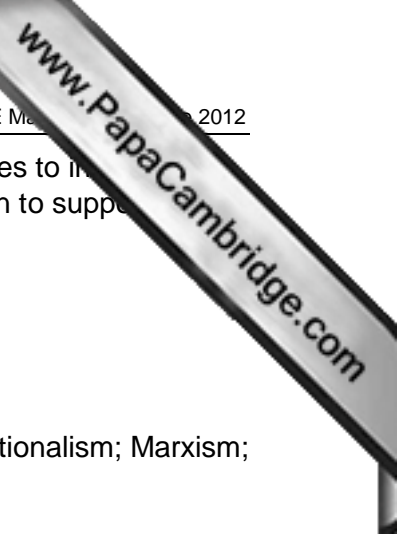
Answers may demonstrate:

- 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
- answers will present 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 information
- 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 relevant theoretical perspectives, eg functionalism; Marxism;
feminism; interpretivism; 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)

Examination Series: June 2012

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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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