

INTERNATIONAL A-LEVEL **SOCIOLOGY**

SCL3

Unit 3 People and development

Mark scheme

Specimen

Version: 1.0 Final

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People and development

Question	Marking guidance	Total marks
1	<p>Define what is meant by ‘indigenous peoples’.</p> <p>2 marks: Accurate and precise definition of indigenous peoples, including a clear characteristic, e.g. distinct social and cultural groups that share collective ancestral ties to the lands and natural resources where they live or from which they have been displaced.</p> <p>1 mark: Partial or underdeveloped definition, showing some understanding but lacking clarity or detail, e.g. the original inhabitants of a region.</p> <p>0 marks: No relevant points.</p> <p>Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.</p>	<p>2</p> <p>AO1 = 2</p>

Question	Marking guidance			Total marks
2	Explain some of the ways in which development can lead to demographic changes.			8
	Level	Marks	Level descriptors	AO1 = 4 AO3 = 4
	4	7-8	Comprehensive and detailed knowledge of the issue in the question, showing clear understanding of key concepts (AO1). Well-developed analysis which is supported and directed to the issue in the question (AO3).	
	3	5-6	Reasonable knowledge of the issue in the question, showing some understanding of key concepts but lacking clarity of detail or depth in places (AO1). Relevant analysis but not fully developed or lacking depth in places (AO3).	
	2	3-4	Some knowledge of the issue in the question, showing limited depth. May state or identify key concepts with little development (AO1). Some attempt at analysis, but it may be vague or generalised (AO3).	
	1	1-2	Limited knowledge, with minimal reference to the issue in the question or understanding of key concepts (AO1). Little or no analysis (AO3).	
		0	No relevant knowledge, understanding or analysis.	
	<p>Possible answers include:</p> <ul style="list-style-type: none"> • increased migration • falling birth rates • falling mortality rates • increase in life expectancy • lower fertility rates • dependency ratio • smaller family sizes • changing age structure of the population • population size • the demographic transition model. <p>Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.</p>			

Question	Marking guidance			Total marks
3	Evaluate sociological explanations of the relationship between development and the environment. In your answer, use examples drawn from your society or any society you know about.			20 AO1 = 6 AO2 = 7 AO3 = 7
	Level	Marks	Marking criteria	
	4	16-20	<p>Comprehensive and detailed knowledge and understanding of sociological theories, studies, concepts and/or perspectives (AO1).</p> <p>Well-developed application and interpretation of societal examples. Clear and consistent links are made to the question and supported (AO2).</p> <p>Critical and sustained evaluation with strong analysis of perspectives and effective comparison of arguments, leading to well-reasoned and justified judgements (AO3).</p>	
	3	11-15	<p>Reasonable knowledge and understanding of sociological theories, studies, concepts and/or perspectives, covering most key ideas in good depth (AO1).</p> <p>Relevant application and interpretation with good use of societal examples, though some points may lack depth, precision or direct links to the question (AO2).</p> <p>Mostly developed evaluation and analysis, considering multiple viewpoints. Evaluation may show less depth or support in places, leading to judgements that may show imbalance (AO3).</p>	
	2	6-10	<p>Some knowledge and understanding of sociological theories, studies, concepts and/or perspectives, showing some depth (AO1).</p> <p>Some relevant application and interpretation, with some use of societal examples to support points which may be brief or only partially developed (AO2).</p> <p>Evaluation and analysis are attempted but lack depth, balance, or a strong argument (AO3).</p>	
	1	1-5	<p>Limited knowledge and understanding of sociological theories, studies, concepts and/or perspectives (AO1).</p> <p>Limited application and interpretation. Little to no use of relevant societal examples to support points which may be vague or generalised (AO2).</p> <p>Little to no evaluation and/or analysis. Mostly descriptive, with little critical assessment or exploration of alternative perspectives (AO3).</p>	
	0	0	Nothing worthy of credit	

	<p>Possible answers include:</p> <ul style="list-style-type: none"> • economic growth/industrialisation • deforestation and desertification • urbanisation • population growth • non-renewable resources • ecological footprints • pollution • top down/bottom up development • people-centred development • climate change • dependency • sustainability • neo-liberalism • environmentalism. <p>Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.</p>	
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Question	Marking guidance			Total marks
4	<p>Evaluate sociological explanations of the relationship between aid and development.</p> <p>In your answer, use examples drawn from your society or any society you know about.</p>			<p>20</p> <p>AO1 = 6 AO2 = 7 AO3 = 7</p>
	Level	Marks	Marking criteria	
	4	16-20	<p>Comprehensive and detailed knowledge and understanding of sociological theories, studies, concepts and/or perspectives (AO1).</p> <p>Well-developed application and interpretation of societal examples. Clear and consistent links are made to the question and supported (AO2).</p> <p>Critical and sustained evaluation with strong analysis of perspectives and effective comparison of arguments, leading to well-reasoned and justified judgements (AO3).</p>	
	3	11-15	<p>Reasonable knowledge and understanding of sociological theories, studies, concepts and/or perspectives, covering most key ideas in good depth (AO1).</p> <p>Relevant application and interpretation with good use of societal examples, though some points may lack depth, precision or direct links to the question (AO2).</p> <p>Mostly developed evaluation and analysis, considering multiple viewpoints. Evaluation may show less depth or support in places, leading to judgements that may show imbalance (AO3).</p>	
	2	6-10	<p>Some knowledge and understanding of sociological theories, studies, concepts and/or perspectives, showing some depth (AO1).</p> <p>Some relevant application and interpretation, with some use of societal examples to support points which may be brief or only partially developed (AO2).</p> <p>Evaluation and analysis are attempted but lack depth, balance, or a strong argument (AO3).</p>	
	1	1-5	<p>Limited knowledge and understanding of sociological theories, studies, concepts and/or perspectives (AO1).</p> <p>Limited application and interpretation. Little to no use of relevant societal examples to support points which may be vague or generalised (AO2).</p> <p>Little to no evaluation and/or analysis. Mostly descriptive, with little critical assessment or exploration of alternative perspectives (AO3).</p>	
	0	0	Nothing worthy of credit	

	<p>Possible answers include:</p> <ul style="list-style-type: none"> • NGOs • the World Bank and International Monetary Fund • multilateral and bilateral aid • tied aid and conditionality • imperialism • aid as business • debt and structural adjustment programmes • emergency aid and development aid • people-centred development • modernisation theory • dependency theory • World Systems theory • neo-liberalism. <p>Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.</p>	
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