

Mark Scheme (Results)

Summer 2013

International GCSE Global Citizenship
(4GL0/01)

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Section A

All questions in Section A are based on Key Question 5: Can I make a difference?

Question number	Answer	Mark	AO
1 (a)	<p>Identification of idea (1) Development of idea (1)</p> <p>Example responses: I suggested a fair trade awareness day (1) involving local businesses and schools (1). I suggested writing a report about the activity (1) which we could send to the local newspaper / or which we could upload to the school website (1)</p> <p>Accept any other relevant response.</p>	2	2
1 (b)	<p>1 mark for a basic reason 1 mark for development x2 = 4 marks</p> <p>Example responses: To raise consumer awareness of the need to help producers overseas. (1) who sometimes don't get a fair price for the goods they produce.(1) To draw attention to excessive use of resources (1) and encourage people to think more about environmental issues (1)</p> <p>Accept any other relevant response.</p>	4	2
1(c)(i)	<p>1 mark for each basic reason (x2) OR 1 mark for a basic reason and 1 mark for development (2)</p> <p>Answers might refer to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> preventing overuse of the world's resources <input type="checkbox"/> promoting fair trade <input type="checkbox"/> promoting workers rights <p>Accept any other relevant response.</p>	2	2

1 (c) (ii)	<p>1 mark for each basic reason (x2) OR 1 mark for a basic reason and 1 mark for development (2)</p> <p>Answers might refer to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> the cost of paying a fair price <input type="checkbox"/> goods can be more cheaply produced in some parts of the world than others <input type="checkbox"/> without demand from some countries, unemployment in others might be higher <input type="checkbox"/> poverty exists in all countries <input type="checkbox"/> some people are not aware of the problem <p>Accept any other relevant response.</p>	2	2
1 (d)	<p>Award 1 mark for each explanatory point (up to maximum 4) Answers must show links to chosen local community.</p> <p>Example response: I suggested to local businesses that they might stock more fair-trade goods (1) as these are not available locally (1) and this might provide more choice for consumers (1) and in turn, this might improve the lives of producers (1)</p> <p>Accept any other relevant response.</p>	4	2
1 (e)	<p>Identification of action (1) Development of action up to 2 further marks x2 = 6 marks</p> <p>Example response 1: In Kenya, co-operatives are part-owned by coffee growers. (1) This means that growers take a share of the profits (1) which may lead to higher incomes for the growers. (1)</p> <p>Example response 2: Some coffee growers sell directly to a distributor (1). As a co-operative they work with other growers and this might lead to more influence (1) which enables them to negotiate fairer prices for their produce. (1)</p> <p>Accept any other relevant response.</p>	6	3

Section B

Question number	Answer	Mark	AO
2 (a)	C	1	1
2 (b)	B	1	1
2 (c)	<p>1 mark for each point 1 mark for development Or: up to 4 marks for fully developed explanation of one point Maximum 3 marks if no reference to Source A</p> <p>Answers might refer to how control of the internet:</p> <ul style="list-style-type: none"> <input type="checkbox"/> enables regimes to survive and thrive <input type="checkbox"/> enables government and global corporations to collude <input type="checkbox"/> enables governments to require ISPs and search engines to restrict access to websites/information they do not want their citizens to see <input type="checkbox"/> enables governments to maintain censorship eg through firewalls <input type="checkbox"/> can prevent and/or control protest <input type="checkbox"/> can restrict freedom of speech <input type="checkbox"/> can restrict human rights <p>Example answer: In countries where governments are able to control access to the internet this can enable them to remain in power. (1) This is sometimes achieved through censorship of certain parts of the internet (1). This has been the case in China. (1) In 2006 the Chinese government asked Google to limit the access of citizens to internet sites which were critical of the Chinese government. (1)</p> <p>Accept any other relevant response.</p>	4	2/ 3
2 (d)	<p>1 mark for each point 1 mark for development Or: up to 4 marks for fully developed explanation of one point Answers might refer to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> increased access to knowledge/information <input type="checkbox"/> greater awareness of difference <input type="checkbox"/> increase in tolerance <input type="checkbox"/> greater diversity in communities <input type="checkbox"/> change in moral codes <input type="checkbox"/> negative changes such as breakdown of traditions; loss of language; willingness of young people to move away and lose identity <p>Accept any other relevant response.</p>	4	2/ 3

2(e)(i)	<p>1 mark for each example x2 = 2 marks</p> <p>Answers might refer to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> events of the 'Arab Spring in 2011/2012 <input type="checkbox"/> urban riots in the UK in 2011 <input type="checkbox"/> protests against elections in Iran in 2009 <input type="checkbox"/> protests against the G20 summit in London in 2009 <p>Accept any other relevant response.</p>	2	1
2(e)(ii)	<p>1 mark for identification of type of communication technology Development: up to 2 further marks</p> <p>Answers might refer to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Blackberry messenger (1) enables the rapid transfer/dissemination of information (1) so the groups of protesters could arrange alternative meeting places (1) <input type="checkbox"/> the claim that the use of communication technology promotes freedom of speech (1) eg through Youtube (1) and enables worldwide coverage (1) <p>Accept any other relevant response.</p>	3	1 / 3
2(f)(i)	<p>1 mark for identification 1 mark for development</p> <p>Example answer: One way that communication technology has been made available to people who live in poverty is through education programmes. (1) This has been done in Peru where primary school children use basic laptops in lessons (1).</p> <p>Accept any other relevant response.</p>	2	1 / 3
2(f)(ii)	<p>1 mark for identification 2 marks for development</p> <p>Example answer: One way that communication technology has improved the lives of people who live in poverty is through raising literacy and numeracy rates. (1) This can lead to more people going to higher education (1) and means that countries where this happens have a wider range of skills and people to support their economies and development (1).</p> <p>Accept any other relevant response.</p>	3	1 / 3

Section C

Question number	Answer	Mark	AO
3 (a)	Africa	1	1
3 (b)	<p>Globalisation: a process (1) which enables business and finance to operate internationally (1).</p> <p>Or:</p> <p>Where deregulation and improved communication (1) enables businesses to operate internationally (1).</p> <p>Or:</p> <p>Where awareness of other cultures (1) is facilitated through improved communications (1).</p> <p>Or:</p> <p>The increasing economic integration of the world (1) which has significant effects on both rich and poor countries (1).</p> <p>Accept any other relevant response.</p>	2	1
3 (c)	<p>1 mark for each problem identified up to a maximum of 3.</p> <ul style="list-style-type: none"> <input type="checkbox"/> living in unsafe locations <input type="checkbox"/> living in unhealthy locations <input type="checkbox"/> poor quality of services <input type="checkbox"/> unreliability of services <input type="checkbox"/> services are too expensive <input type="checkbox"/> lack of employment skills <input type="checkbox"/> living too far from sources of employment <input type="checkbox"/> cannot find childcare 	3	1
3 (d)	<p>1 mark for each explanatory point up to a maximum of 3</p> <p>Example answer: The rich over consume oil/fuel (1) and this means that they cause more pollution than people who are poor (1) and this can lead to price increases which affect everyone (1)</p> <p>Accept any other relevant response.</p>	3	1
3 (e)	<p>1 mark for identification of way of redistributing wealth</p> <p>1 mark for outcome of reducing poverty</p> <p>1 mark for developed explanation</p> <p>Example answer: Redistributing wealth could be done by making rich people pay more tax. (1) This money could be used to provide better services for everyone (1). This could mean that the poor have a better standard of living (1).</p> <p>Accept any other relevant response.</p>	3	1

Question number	Indicative content	Mark	AO
3 (f)	<p>Answers can explain one way/argument or the other but must consider the opposing point of view in their answer.</p> <p>Answers which suggest what is meant by unfairness or how it might be measured will be rewarded.</p> <p>Unfairness can be reduced because:</p> <ul style="list-style-type: none"> <input type="checkbox"/> organisations like the United Nations [e.g. through Millennium Development Goals] show that countries can work together to help each other <input type="checkbox"/> charities like Oxfam work to help the poor all over the world <input type="checkbox"/> evidence shows that countries can reduce the degree of income inequality e.g. through education <input type="checkbox"/> revolutions in countries like Egypt (Arab Spring) show that citizens are not prepared to be treated unfairly <input type="checkbox"/> celebrities (e.g. Bono) work hard to draw attention to unfairness and help to reduce it <p>Ways in which unfairness could be reduced:</p> <ul style="list-style-type: none"> <input type="checkbox"/> people in rich countries could consume less <input type="checkbox"/> people in rich countries should not rely on cheap goods made in poor countries <input type="checkbox"/> people in rich countries should be more willing to pay a fair price for things made in poor countries <p>Unfairness cannot be reduced because</p> <ul style="list-style-type: none"> <input type="checkbox"/> trade agreements [e.g. between the EU and other countries] work in favour of rich countries <input type="checkbox"/> organisations like the United Nations are funded by rich countries and they can withdraw funding if their interests are threatened <input type="checkbox"/> charities [e.g. Oxfam] rely on donations and volunteers and these might not always be available <input type="checkbox"/> people who are poor [or oppressed] do not have power e.g. because they do not live in democracies e.g. Syria <input type="checkbox"/> rich people have no incentive to reduce unfairness because this would affect their own standards of living e.g. having to pay fair prices for goods <input type="checkbox"/> not everyone has the same human rights as people in the UK <p>Accept any other relevant response.</p>	8	3

Level	Mark	
0	0	No rewardable material
1	1-2	<p>Basic knowledge of ways/arguments to reduce unfairness in the world</p> <ul style="list-style-type: none"> <input type="checkbox"/> likely to be opinionated with basic knowledge of one aspect of issue <input type="checkbox"/> likely to be no contextualised examples to support claims
2	3-4	<p>Limited knowledge of ways/arguments to reduce unfairness in the world</p> <ul style="list-style-type: none"> <input type="checkbox"/> limited consideration of one point of view or two points of view in outline <input type="checkbox"/> some contextualised examples to support claims <p>Award maximum of 4 marks where only one point of view is given.</p>
3	5-6	<p>Clear knowledge of ways/arguments to reduce unfairness in the world</p> <ul style="list-style-type: none"> <input type="checkbox"/> clear consideration of more than one point of view <input type="checkbox"/> clearly contextualised examples to support claims
4	7-8	<p>Thorough knowledge of ways/arguments to reduce unfairness in the world</p> <ul style="list-style-type: none"> <input type="checkbox"/> thorough consideration of more than one point of view which reaches a justified conclusion <input type="checkbox"/> fully contextualised examples to support claims

Question Number	Indicative content
4(a)	<p>This question is based on Key Question 1: How do communities develop?</p> <p>Answers might include a definition/ explanation of the term diversity: where society consists of individuals from different racial groups and /or nations, genders, age groups, religions or social classes; where individuals have different sexual orientations; where individuals have different social needs, including education, health, housing and employment; where competing political and other views are sustained through legal frameworks; where society is multi-cultural.</p> <p>Answers might refer to the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> diversity can promote and support the beliefs, cultures and preferences of citizens and these might be seen as benefits <input type="checkbox"/> diversity can promote awareness of the beliefs, cultures and preferences of different communities/social groups and this in turn can lead to greater tolerance <input type="checkbox"/> in some countries, laws against 'hate crimes' enable diversity to flourish <input type="checkbox"/> in some countries, laws are in place which might have an impact on diversity eg in France where the veil may not be worn in public or in some African countries which forbid same-sex relationships <input type="checkbox"/> that in some countries, citizens from minority communities experience prejudice and discrimination in terms of education, health care, employment and housing as the outcome of demand for scarce resources <input type="checkbox"/> in some countries, citizens from minority communities constitute the ruling groups <input type="checkbox"/> citizens who struggle to survive do not prioritise diversity <input type="checkbox"/> whether diversity has a greater impact on local communities than on national communities eg where specific groups of citizens live in one particular part of an urban community causing increased strain on the resources of that community <p>Answers should reach a conclusion.</p> <p>Accept any other relevant response.</p>

Level	Mark	5AO1, 5AO2, 10AO3
0	0	No rewardable material
1	1-4	Limited knowledge of relevant issues. No evidence of extent to which candidate agrees with claim in question. One or two contextualised examples offered in support of claims.
2	5-8	Basic knowledge of relevant issues. Some evidence of extent to which candidate agrees with claim in question. Some contextualised examples offered in support of claims.
3	9-12	Sound knowledge of relevant issues. Sound evidence of extent to which candidate agrees with claim in question. Clear, contextualised examples offered in support of claims. Award maximum of 12 marks where only one point of view is given.
4	13-16	Thorough knowledge of relevant issues. Thorough evidence of extent to which candidate agrees with claim in question. Clear, contextualised examples offered in support of claims throughout.
5	17-20	Comprehensive knowledge of relevant issues. Application of concepts, to specific contexts, including competing points of view. Sophisticated skills of analysis and evaluation. Perceptive, relevant and discriminating contextualised examples offered in support of claims throughout. Reaches a justified conclusion.

Question Number	Indicative content
4(b)	<p>This question is based on Key Question 2: Does democracy work?</p> <p>Answers might include a definition/ explanation of the term democracy: is based on the idea of ‘rule of the people’; there is no universally agreed definition of the term; it can take different forms eg parliamentary democracy or direct democracy; is a form of government based on the election of representatives of citizens; is an egalitarian form of government.</p> <p>Answers might refer to the:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ways that electoral systems vary from one country to another e.g. in Australia it is compulsory for all citizens over the age of 18 to vote <input type="checkbox"/> ways that rights of citizens of democratic states vary <input type="checkbox"/> idea that democracy is a contested concept which is interpreted in different ways in different countries <input type="checkbox"/> fact that some people are excluded from political participation in democracies e.g. those under the legal voting age or prisoners <input type="checkbox"/> ways that democratic systems enable the views of citizens to become incorporated into policy/law <input type="checkbox"/> ways that democracy entails freedom of political expression, freedom of speech and freedom of the mass media <input type="checkbox"/> idea of freedom of speech: not all countries where democratic systems of government are in place allow citizens this right [comparisons with authoritarian/totalitarian states might be included] <input type="checkbox"/> ways that people are suspicious of democracy if they think it might have a negative impact on the economy <input type="checkbox"/> possible benefits of other forms of government <p>Answers should reach a conclusion.</p> <p>Accept any other relevant response.</p>

Level	Mark	5AO1, 5AO2, 10AO3
0	0	No rewardable material
1	1-4	Limited knowledge of relevant issues. No evidence of extent to which candidate agrees with claim in question. One or two contextualised examples offered in support of claims.
2	5-8	Basic knowledge of relevant issues. Some evidence of extent to which candidate agrees with claim in question. Some contextualised examples offered in support of claims.
3	9-12	Sound knowledge of relevant issues. Sound evidence of extent to which candidate agrees with claim in question. Clear, contextualised examples offered in support of claims. Award maximum of 12 marks where only one point of view is given.
4	13-16	Thorough knowledge of relevant issues. Thorough evidence of extent to which candidate agrees with claim in question. Clear, contextualised examples offered in support of claims throughout.
5	17-20	Comprehensive knowledge of relevant issues. Application of concepts, to specific contexts, including competing points of view. Sophisticated skills of analysis and evaluation. Perceptive, relevant and discriminating contextualised examples offered in support of claims throughout. Reaches a justified conclusion.

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