

Examiners' Report  
June 2014

International GCSE Global Citizenship  
4GL01 01

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June 2014

Publications Code UG038997

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## Introduction

The examiners were delighted to see that entries for this qualification had increased by more than 100% over the previous series.

Learners effectively applied their knowledge in the range of situations presented to them in the examination questions.

In questions which test higher level skills, there were some very well-argued points of view which were often supported with interesting and original examples.

There were a few candidates who wrote answers that demonstrated that they had little grasp of what was required.

The examiners would like to draw attention to strategies which will enable learners to gain marks:

- claims, especially those which are contentious, should be supported with evidence, which might include references to statistics or reports
- questions can be answered using several different approaches and the mark scheme indicates what some of these could be
- the mark scheme is designed to support teaching and learning
- candidates should not use slang or informal terminology
- candidates should explain any abbreviations which they use
- candidates should ensure that their writing is legible

## **Question 01**

Choice of Community Action and relevance to global issues:

Candidates are asked to indicate the community action which they undertook and its relevance to a global issue of their choosing. A range of community actions were chosen and attempts by candidates to link these to a specific global issue were often clear and effective. As in previous series, a few candidates carried out pilot-research about their chosen community action [to test its viability]. This is strongly encouraged.

In this series, community actions included:

- a Brownie wildlife conservation project
- Sea Cadets in Uganda promoting local businesses
- Donate a book for Africa
- reducing the number of traffic accidents in the UAE
- reducing Palm Oil usage

More generally, there were some attempts to engage with contemporary issues such as fracking and diabetes. One centre organised a project centred on raising money for the Malala Fund. These are highly commendable attempts to engage with relevant and significant issues in the field of global citizenship.

Whilst many candidates were able to clearly link their community action to a global issue, there were some community actions which were not only less successful but also entirely inappropriate.

To look firstly at less successful actions, the examiners note that a number of community actions were no more than litter collections on school campuses. The examiners noted that in the weakest answers, there was no attempt to link this to a global issue, not even recycling. Those community actions which focussed on this issue often scored few marks. Course Tutors should note that in later questions on the paper, the same candidates often scored very high marks. The weakness of their response to Q1 could undermine their overall result and the examiners advise centres to consider very carefully the sorts of actions in which their students engage. The Chief Examiners Report for 2013 and the above examples show what can be done.

Furthermore, there were some very weak attempts to identify community actions and the examiners advise that 'being friendly with all communities' and 'fun days' are not appropriate choices. It would be far more effective if candidates focussed their attention, as some did, on issues such as violence towards women, reducing water scarcity or increasing access to schools for people who have disabilities. There is plenty to choose from.

The examiners draw to the attention of centres that candidates should not engage in

a) actions which place them in danger. A number of answers indicated that in the course of their community action, clearing rubbish from roads, they felt in some danger due to the level and speed of traffic. In another action, candidates played computer games for 25 hours to raise money. Again, this places candidates in unsafe situations and not only should this not happen, but it was not clear to the examiners how this was specifically related to a global issue.

b) actions which deprive people of paid employment. A number of answers indicated that candidates were doing work which their centres would otherwise employ people to undertake and this can cause a conflict which is entirely outside the spirit of the qualification.

Candidates are advised to consider the use of geographical terms for continents such as Asia and Africa. Some candidates assume that there is a cultural homogeneity in these vast land masses and that everyone who lives there is poor. Such candidates are advised to refer to specific countries.

Overall, the weakest responses repeated information submitted in answer to one question in the answers to the following questions. Candidates are reminded that the questions are discrete and require different information in each case.

The examiners were concerned that some candidates had not undertaken a community action and were therefore unable to answer the question.

**a)** Many candidates gained full marks and there were some very intelligent contributions.

However, the examiners remind candidates that their contributions to the community action must be their own.

A number of candidates all seemed to have made the same contribution.

Course Tutors are asked to ensure that this does not happen in future series.

There were some scripts with no response to this question.

Centres are reminded that is an obligatory part of the specification and candidates will be required to answer questions about their community action on every future exam paper.

**b)** Nearly all answers showed appropriate outcomes to chosen community actions.

Where candidates suggested that cleaning school grounds prevent cholera, they should be aware that cholera is a water-borne disease.

Such candidates need much more support in choosing a community action.

**c)** Had candidates indicated what they understand by the concept of 'global citizenship', they would have gained marks.

Some offered generic responses eg 'I understand more about racism/sexism' but rarely articulated how this had come about as a result of their community action.

This reinforces the point made above that choosing an appropriate community action is essential to enable candidates to score high marks in these types of questions.

**d)** Some candidates did not respond effectively to this question.

Where, for example, they had chosen road safety as their global issue, they were not fully able to articulate what other views might be held about this subject.

The examiners suggest that where such community actions are chosen, candidates might find it helpful to learn approaches to road safety in countries other than their own and be able to support their claims with some statistics.

Candidates could consider different views that are held in their own country or in another.

Suitable explanations of either will be awarded marks.

State what community action you completed and the global issue on which it is focused.

Community action

Educating and raising awareness about the importance of wildlife conservation in the local brownie unit.

Global Issue

Raising awareness and Educating about importance of wildlife conservation

1 (a) Describe **your** role in the delivery of your community action.

After spending ~~three~~ three weeks in a south African game reserve assisting the rangers with a variety of jobs, I created a portfolio of photography alongside a presentation which I later presented in front of the brownie unit. This included the presentation, photography show and quiz in which the brownies learnt about the importance ~~and~~ on both community and global scale, of conservation.



**ResultsPlus**  
Examiner Comments

Q1a) 4 marks awarded for a very clear answer.

The answer makes clear exactly what role the candidate fulfilled and it states the different actions which they carried out.

(b) Describe **two** outcomes of your community action.

Outcome 1

(2)

When we got our questionnaires back and we put the results into a table, it showed that a large amount of students wasted a lot of electricity and weren't really aware on climate change. We did the questionnaire a second time a couple of months later and the results had improved dramatically. The students had obviously benefitted from the questionnaire.

Outcome 2

(2)

After we ~~got~~ gave our assembly to the school on climate change we found that many people had benefitted from it and people really began to understand the problems related to climate change. We noticed small changes around the school for example: lights in class rooms were turned off a lot more than before.



**ResultsPlus**

**Examiner Comments**

Q1b) 2 marks awarded for each outcome.

Outcome 1 makes clear that the candidate had carried out research using a questionnaire. This is a highly commendable approach.

Outcome 2 indicates that what had been achieved [small changes in behaviour] was the outcome of a realistic and well-thought out community action.

(c) Explain **two** ways your community action developed your understanding of global citizenship.

(6)

1. A Global Citizen is someone who looks out for others in the world. I understood that Global Citizenship means helping others who may not be able to help themselves due to lack of money or ignorance of the issue caused by them. In my action, I helped raise awareness in local Brazilian children of the effects of Global warming caused by deforestation in their country. I gave them a way to combat global warming by giving them trees to plant in the rainforest.
2. I also understood that Global Citizenship is raising awareness of global issues among people <sup>so that</sup> ~~it developed~~ more people join the fight to stop them. I raised awareness of Global warming among my local community. I informed them of the effects already felt all over the world such as increased floods. I told them that if we didn't tackle Global warming now it would, in the near future, become irreversible. I stimulated my local community to donate to help tackle Global warming and also to join local groups fighting against world issues.



**ResultsPlus**

**Examiner Comments**

Q1c) 4 marks awarded, 2 for each way.

Some repetition and some vagueness in this answer. It reinforces the realistic expectations set out in the original community action.



(d) Explain different views which might be held about the global issue which was the focus of your community action.

(6)

There are many different views on climate change, as it is a very controversial subject. There are many people that don't believe climate change is real, it's just something made up by the media to scare us. Other people, such as people who work for oil companies, choose not to believe it just and tell other people it's not real as well just to get another money. Many people believe in climate change but don't really recognise that it concerns them, they believe that it's the future generations or someone else's problem.

Although many people don't think climate change is real, many people are fighting to prevent it getting worse. Scientists are trying to find new renewable energy sources that don't affect the environment. Local people are trying to help with by doing small community actions. Many people think climate change is the main issue our world needs to face.



### ResultsPlus Examiner Comments

Q1d) 4 marks awarded.

The answer considers more than one point of view.

The answer shows balance in the way arguments are presented.

The answer refers to science and this is to be encouraged in answers to questions about environmental issues.



### ResultsPlus Examiner Tip

Read through the answers when you have finished writing. This is very important where you are asked to refer to two ways or where you have to give different points of view. You won't be awarded marks if you repeat something you have already referred to in a previous answer.

Remember: all the questions are separate and require different responses from you.

## **Question 02 (c)**

This question required candidates to consider a cultural activity.

Many did not, choosing a sporting activity [usually football] instead.

The examiners were prepared to award marks to answers which explained why sport could be considered a cultural activity eg Kabaddi originating in India or Karate in Japan or indeed answers which made the point that the ubiquity of football makes it a cultural phenomenon or an example of western hegemony but these types of responses, not surprisingly, were not forthcoming.

Despite this there were some excellent and thought-provoking responses including those which considered

- celebrations of religious festivals such as Eid
- religious ritual slaughter eg halal or kosher
- bullfighting
- the effects of the Indian Caste system, even though it is illegal
- pub crawls
- the Notting Hill Carnival
- the discouragement of women from participating in football
- the activities of the English Defence League
- tourism as a cultural activity

The examiners were most impressed with such responses and commend candidates for them.

Many answers focussed on religion but the weaker amongst them did not provide either an example or a reason why religion might divide a community.

Some made assumptions [eg Chinese people feeling uncomfortable at a St Patrick's Day parade] but could not say why.

Those who could not respond re-wrote Source B.

Positive effects were not required.

(c) Both cultural and sporting activities can help to change communities.

Explain how a **cultural** activity might divide a local community.

(4)

people from a different community holding a certain cultural ceremonial activity in a community different from theirs can lead to clashes between the two communities making them divide. For example the Maasai community in Kenya going to the Kikuyu community for a circumcision ~~ceremony~~ ceremony. This will make the Kikuyu angry and they start clashes.



### ResultsPlus Examiner Comments

4 marks were awarded.

The cultural activity is located in a specific country, Kenya.

The cultural activity is associated with a specific ethnic group, the Maasai.

The source of division is identified, the circumcision ceremony.

The group which objects is identified, the Kikuyu.



### ResultsPlus Examiner Tip

Try to give four clear points if the question is worth 4 marks as in this case.

Explain how a **cultural** activity might divide a local community.

(4)

Cultural events can affect communities in different ways. They can remind communities of their past and they can promote understanding of ways of life in different part of the world.



### ResultsPlus Examiner Comments

0 marks were awarded.

The answer shows how cultural activities can unite rather than divide communities.



### ResultsPlus Examiner Tip

Always read the question carefully.

Explain how a **cultural** activity might divide a local community.

(4)

A cultural activity such as a <sup>bullfighting</sup> festival or masquerades could divide a community because in this modern world there are some who see such events as barbaric and from upon to whilst others celebrate it. ~~as~~ ~~use it as a way to re-connect with~~ Bullfighting is seen as inhumane by animal lovers whilst it is merely another sport to enjoy, this would create animosity as animal lovers view it as and the spectators as barbaric whilst the spectators see animal lovers as kill-jays. With these negative opinions of each other both groups will always be hostile to each other in a local community.



**ResultsPlus**

**Examiner Comments**

4 marks were awarded.

The answer specifically refers to a cultural activity.

Although not required, the answer is balanced because it considers more than one point of view.

## Question 02 (d)

There was some misunderstanding of this question.

Some answers suggested that increasing levels of tourism would protect remote communities or giving them internet access so they could learn about the outside world.

The mark scheme indicates what was required.

(d) Some people living in remote communities have limited contact with individuals from outside their communities.

Outline **one way** in which the lives of people in remote communities can be protected.

(2)

People in remote communities can be protected by preventing large companies or corporations from buying up their land in order to use it for commercial benefits as it will preserve and protect the way of life of people in remote communities.



### ResultsPlus Examiner Comments

2 marks awarded for a very clear answer which links the point made directly back to the question: how to protect the lives of people in remote communities.



### ResultsPlus Examiner Tip

The answer would also have gained marks if a specific remote community had been identified eg the Yanomami in the Amazon rainforest.

## Question 02 (e) (1)

**Own community:** answers were either very detailed or stated that multi-culturalism and integration promote diversity.

The best answers considered the ways that their communities are affected by, for example, the activities of Boko Haram in Nigeria, cultural hierarchies in Dubai and an excellent response on racial tension in Oldham in Lancashire UK.

These answers were outstanding.

The examiners were very encouraged that most responses offered a very positive view of multi-culturalism and integration.

Some answers contained factual and statistical data whilst others provided evaluation, even where this was not asked for.

All such responses gained high marks.

(e) Explain how multiculturalism and integration have affected

1 your own community

(3)

When I first moved there, Norwich was almost entirely white British, but now there are lots of people from South Asian, Arabic and Eastern European backgrounds. This has led to an increase in business run by people from other countries, like shops selling Polish food. Also, Arabic and Polish are sometimes taught in local schools.



### ResultsPlus Examiner Comments

3 marks were awarded.

A specific location is identified, Norwich in the UK.

Different peoples are identified.

The outcome of multiculturalism and integration are pointed out: increase in business and people from different countries attending local schools.



### ResultsPlus Examiner Tip

The answer would have been awarded marks if it had suggested how schools can be affected by having students from different countries eg changes to the curriculum or the employment of support staff.

(e) Explain how multiculturalism and integration have affected

1 your own community

(3)

In my community, there are many people of different cultures and religions. It is a very <sup>multicultural and</sup> ~~diverse~~ <sup>of integration,</sup> diverse community. As a result, it is vibrant and interesting. The local leisure centre has bollywood and zumba dance classes, there is a range of language courses at the local library - Banganly, Chinese, Arabic and others. There are many children of dual heritage and as a result of all these things, there is hardly any racism, people are open and willing to learn about others cultures and beliefs and there are



### ResultsPlus Examiner Comments

3 marks were awarded.

Whilst the actual community is not identified, the response is specific in terms of the effects it identifies eg Bollywood and Zumba.

It points to the different languages in use and uses a technical term, dual heritage.

It is very pleasing to see such a positive view of multiculturalism and integration.



### ResultsPlus Examiner Tip

Always identify specific points to get marks.

## Question 02 (e) (2)

**Community in a different country:** some excellent answers referred to

- the removal of racial segregation in the American South
- the dismantling of apartheid in South Africa
- tribal conflict in Ethiopia
- the war in Syria [including references to the Alawites]
- Roma communities in Italy
- the existence and impact of 'Chinatowns' eg in New York

A couple of excellent answers considered how multi-culturalism could have generated the Arab Spring.

Such candidates and their Course Tutors are highly commended for such approaches.

2 a community in a different country.

The Indian communities that migrated to <sup>Britain</sup> ~~the UK~~ have been benefited because of Britain being a multicultural society. It has allowed them to settle down and accept their cultures and traditions and lives in harmony with them. Multiculturalism has brought forth such good relations between the Indians in the UK and the English themselves such that their cultures have integrated, they share some of their staple foods and they also learn each others language and live with each other justly and respect each other hence being very beneficial. (3)

### ResultsPlus Examiner Comments

3 marks were awarded.

Whilst not making the point explicit, the answer seems to be referring to second and third generation migrants to the UK who benefit from its multiculturalism.

Consequences are identified: they can settle in, they are accepted, they respect each other and they learn the language.

It should be clear how the marks were awarded.



### ResultsPlus Examiner Tip

Some answers did not state which country they were referring to. It is good practice to identify a specific country.

other communities by get negative or more positive inputs on these communities from those who believe that subject was intrinsically boring, futile or understandable.



### ResultsPlus Examiner Comments

0 marks were awarded.

This does not answer the question. It does not specify to which community it refers.



## Question 02 (f)

Most answers focussed on either sport or tourism with few considering cultural activities as specified in the question.

The weakest answers were no more than a consideration of the rivalries of different football teams and were awarded no marks.

Others spent too much time describing activities and also gained few marks.

Many candidates naively hold the view that 'sport can save the world'.

Many need to be reminded that there are other sports apart from football.

One brave candidate considered the Paralympics.

Candidates are recommended to support allegations about corruption with evidence although this did not form a required part of the answer.

(f) **Source A** describes how the 2016 Olympic Games might affect the population of Brazil. Explain how sport and cultural activities can benefit communities, referring to **one** local and **one other** national example.

(6)

Sports and culture unite people in a common goal, people with differing opinions can stand united in a sports match. Nigeria for instance is a country with a large religious divide, but the national football team has members and fans from all across the country. Also, our celebrated authors and artists, like Wole Soyinka and Chimamanda Adichie, have helped bridge the gap between cultures with their art and storytelling, uniting Nigerians with words.

On a local level, sport - many cultural creations being made by local women from the Yoruba tribe, are being sold outside of Nigeria, contributing to the <sup>local</sup> economy and giving jobs to women who would otherwise be jobless. Sport merchandise for local teams are also sold, as

well as football and rugby academies for youths on the street that help in education and stop the rise in crime

(Total for Question 2 = 20 marks)



## ResultsPlus

Examiner Comments

6 marks were awarded.

National and local examples are given [Nigeria and the Yoruba].

Specific people and what they do are included and the outcomes of their work are mentioned as a benefit.

The role of women in Nigerian culture is discussed and a benefit [employment] is mentioned.

Education and falling crime are also mentioned as benefits.

A comprehensive and well-thought response. Highly commendable.

- (f) **Source A** describes how the 2016 Olympic Games might affect the population of Brazil. Explain how sport and cultural activities can benefit communities, referring to **one** local and **one other** national example.

(6)

Sport and cultural activities mostly benefit the countries where they are in very positive because they make new working places, more tourists and help the country to develop. For example in my country Germany we have a football club and in this football club are coming a lot of different races together to play this one sport. This shows ~~the~~ people that people from different countries that German's are good people even of their past. For example the paralympics are very important because it shows the people that people with disabilities can be the same as everybody else. Also a lot of different races are coming together at this event. But the most

important thing" is that people with disabilities get accepted in our communities because they are the same as everybody else. Some of them are even better in things what a normal person can do



### ResultsPlus Examiner Comments

4 marks were awarded.

Answer focusses on sport and does not consider culture. It is for this reason that it does not attain full marks.

It does consider the Paralympics and the reference to how this changes perceptions of people with disabilities is highly commendable and is awarded marks.



### ResultsPlus Examiner Tip

If the question asks for two aspects eg sport and culture, make sure you include both in your answer.

### **Question 03 (a)**

Nearly all candidates could answer this question.

### **Question 03 (b)**

Nearly all candidates could answer this question.

### **Question 03 (c)**

Most answers were able to identify a feature of a communist government.

Some referred to totalitarianism and showed awareness of the specification.

Others had a grasp of Marxist theory and referred to the means of production.

This is highly commendable.

It helped that North Korea was in the news at the time of the exam.

Germany is no longer a communist state.

### Question 03 (d)

The examiners were very pleased to see that most candidates could use their own knowledge to explain how the system of government in their home country affects them as a citizen.

Many were articulate.

Most focussed on issues relevant to them:

- access to health and education in South Sudan
- the requirement for women to wear the veil in some countries
- freedom of speech in Nigeria
- the impact of the National Curriculum in England and Wales

The examiners were moved by accounts of the danger that some candidates experience in their day-to-day lives and commend their bravery in speaking out.

(d) With reference to your own country, explain **one** way in which the system of government affects you as a citizen.

(3)

One way in which the system of government affects me ~~is by~~ as a citizen, is as the UK government is partially democratic, as we still have a monarch, ~~is~~ he hold the power when voting. He also have the right to vote, human rights and we get free services such as healthcare which countries such as Uganda do not have.



**ResultsPlus**

**Examiner Comments**

3 marks were awarded.

Specific ways that government affects the citizen were mentioned:

having a monarch

a deomcratic system

the right to vote

These points alone gained full marks.

The other points about free health care and human rights were also relevant.

The comparison with Uganda was not required but the entire answer does show that this candidate clearly understands the question and it is a comprehensive answer. Highly commendable.

(d) With reference to your own country, explain **one** way in which the system of government affects you as a citizen.

(3)

As when there are some of the time  
where by the government doesn't look in when  
there is a trouble around the country where  
by there will be some of the laws which  
will be produce which are harsh and it's  
not easy to bear them.



**ResultsPlus**

**Examiner Comments**

1 mark was awarded for the point about harsh laws being difficult to bear.

The first part of the answer is not clear and is awarded no marks.

### Question 03 (e)

Despite being clearly identified in the specification in Key Question 2: Does democracy work?, very few candidates were familiar with this issue. The examiners strongly recommend that Course Tutors cover all parts of the specification in preparation for the exam.

(e) With reference to **Source C**, explain **one** way in which the United Nations acts as a representative body for all nations.

(4)

The United Nations consist of many people from around the world working together to achieve all four main processes in Source C. They set up peace talks between warring nations in order to 'keep peace throughout the world' as well as becoming a free space for debates to 'develop friendly relations among nations'. The UN represents a joint international front, who when needed can pressure governments into acting on a current issue, as their members are powerful international leaders, they are listened to.



#### ResultsPlus Examiner Comments

4 marks were awarded.

This was one of the best responses.

1 mark for each point as follows:

setting up peace talks

a free space for debate

able to exert pressure on governments

has powerful international leaders as members

The United Nations acts as a representative body for all nations by ensuring Human Rights is ensured in countries. They conduct reports regarding Human Rights by inspecting them at all countries signed up to the UN. Unfortunately, many nations such as North Korea do not follow ~~the~~ Human Rights as it does not have the impact of law, instead it is optional. However the UN works with these countries to try ~~and~~ <sup>and</sup> ensure that Human Rights is obeyed to in these countries.



**ResultsPlus**  
Examiner Comments

3 marks were awarded.

Whilst the answer is commendable for mentioning that North Korea does not adhere to the UN Human Rights policies, the point loses its way towards the end, hence it does not get full marks.



**ResultsPlus**  
Examiner Tip

Where answers refer to specific countries [as in this case] even when not specifically asked in the question, this is good practice.

### Question 03 (f)

The general reforms referred to in Source D could be applied to any country.

The examiners were expecting most answers to refer to the country where the candidate was based.

There were some very high quality responses which considered the situation of people in Tibet, Turkey and the Palestinians.

Such answers were well-informed and detailed.

This is most encouraging.

Less convincing responses re-wrote material from earlier questions, were not country-specific or were rants.

As far as possible, in questions which require a discussion, candidates should be encouraged to give responses based on fact and which contain a measure of balance.

(f) Many countries are working towards the reforms identified in **Source D**. Discuss the ways in which these reforms might affect citizens in China or any other country which you have studied.

(8)

Such reforms can greatly affect a country. Saudi Arabia is an absolute monarchy - wherein the king has complete power over every aspect of the government - finance, law, business, human rights and religion. Saudi Arabia is often under attack from human activists for suppressing basic rights and freedoms, oppressing people with its laws and for social inequality. Furthermore, Saudi Arabia is not necessarily a democracy, particularly regarding the fact that there are no political parties and elections are never held.

If such reforms were to be made in the desert kingdom, the impact on the citizens of this country would be immense. Although the idea of democracy seems to be faultless and perfect compared to a constitutional monarchy, not every citizen in Saudi Arabia would welcome this reforms, aside from the fact that their implementation would be exceedingly difficult. Although living in a democratic society, the idea of a ~~constitutional~~ <sup>absolute</sup> monarchy is perplexing to the citizens of Saudi Arabia, it is a popular way of life and not only accepted but also encouraged.



The freedom provided by these reforms would be great, perhaps too great. These democratic reforms are accepted in the West, but many in Saudi Arabia would consider them as being too democratic and freeing. Saudi Arabia has one of the lowest crime rates in the world, divorces rarely happen, the family unit is strong and society is itself disciplined, a often ignored attribute of the strict rule of a

strong centralised absolute monarchy.

In Saudi Arabia, it is because of this democratic institution that western societies face the problems they do today. The crumbling family unit, divorce, alcohol, drugs, theft can be considered the evil offspring democracy brings. It makes people forget that as well as human rights they have human duties.

Therefore while democratic reforms may be preferable to the citizens of one country, it can they can also be unwanted and disliked by the citizens of another. For democracy like every form of government, has its advantages and disadvantages.



### ResultsPlus Examiner Comments

8 marks were awarded for a full and balanced response.

A specific country is referenced [Saudi Arabia]. There are specific points made about key areas eg finance, law, human rights. The answer is balanced and well-considered.

Whilst a critical, if predictable, view of western society is given, this is balanced in the final comment about duties as well as human rights.

The conclusion is also well-balanced.

This is highly commendable and most encouraging.



### ResultsPlus Examiner Tip

Where any claims, but particularly those that are critical, are made, the examiners strongly encourage candidates to support their comments with evidence, in the form of statistics with sources if possible.

## **General Comments for Question 4**

In some cases, questions were mis-labelled by candidates.

Where abbreviations are used, candidates are asked to indicate to what they refer.

There were some responses to these questions which would have attained full marks at A Level, such was the standard of some candidates' work.

The examiners were extremely impressed.

On the other hand, otherwise excellent answers failed to attain the highest marks because they failed to follow the instruction to consider more than one point of view and more than one country.

There were some conclusions which contained evaluations which were quite sophisticated.

Candidates should ensure they apply terminology correctly [checking their work will help].

Candidates should not rely entirely on anecdotal evidence. Unsupported assertions about countries were not rewarded.

Some answers, regretfully, did not take the issue seriously. Such answers gained very few marks.

This is another encouraging series and candidates and their Course Tutors are commended for this.

### **Question 04 (a)**

There were effective comparisons eg between the USA and Somalia.

Some answers included statistics.

Others pointed to contemporary problems such as hacking.

Showing a particular insight was the candidate who pointed out that technology enables the diaspora to vote.

It was clear to the examiners that many candidates were well-acquainted with this aspect of the specification.

Least successful were those answers which were little more than a rant.

As mentioned earlier, where candidates are asked to say how far they agree with a particular point of view, they should sensibly acknowledge that others have views to which they are entitled and which may differ significantly from their own.

In doing so, they are more likely to attain higher marks.

### **Question 04 (b)**

Many answers pointed to the fact that the real problem is not wealth distribution per se, but lack of access to education.

This demonstrates that candidates were very able to apply their knowledge effectively.

There were some well-chosen examples including the way that China supports Kenya through a programme of railway building where Chinese engineers work with Kenyans.

There was also reference to the work of Oxfam and to the Millennium Development Goals.

All these were rewarded.

## **Grade Boundaries**

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Ofqual



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with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE