

Mark Scheme (Results)

Summer 2014

Pearson Edexcel International GCSE in  
Global Citizenship (4GL0)  
Paper 1

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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.

International GCSE Global Citizenship

Section A Q1

Question number	Answer	Mark	AO
1 (a)	<p>All questions in Section A are based on Key Question 5: Can I make a difference?</p> <p>Identification of role (1) Description of/ Development of role: up to 3 further marks</p> <p>Example response: I was responsible for organising meetings and taking minutes of fundraising committee (1). We were aiming to raise funds to buy more first aid kits for local schools (1). I was also responsible for finding out the costs of these kits (1) and the cost of the transport needed to get them into five local schools (1)</p>	4	2

Question number	Answer	Mark	AO
1 (b)	<p>For each outcome: Identification (1) Development (1)</p> <p>Possible outcomes might include:</p> <ul style="list-style-type: none"> <li>• First aid kits in schools</li> <li>• Improve health in local communities</li> <li>• Improve awareness of environment issues</li> </ul> <p>Any other relevant outcome will be rewarded.</p> <p>Example response: One possible outcome might be that a school with no first aid now has some facilities (1). This could also mean that the health of the pupils at this school improves (1).</p>	4	2

Question number	Answer	Mark	AO
1 (c)	<p>For each way:            Identification of one aspect of understanding (1)            Development of understanding: up to 2 further marks</p> <p>Answers might refer to:</p> <ul style="list-style-type: none"> <li>the candidate's perception of what global citizenship means               <ul style="list-style-type: none"> <li>to be part of a world closely connected by modern telecommunications</li> <li>to be part of a world where people or nations are economically, socially, and politically interdependent</li> <li>to be part of a world where people and/or nations are closely connected as a result of globalisation</li> </ul> </li> <li>how their community action enabled them to develop an understanding of global citizenship</li> <li>that their community action made them aware of the importance of health and/or other issues in promoting global citizenship</li> <li>their growing awareness of cultural differences</li> <li>their recognition of their responsibilities as citizens</li> </ul> <p>Any other relevant example/explanation will be rewarded.</p>	6	2

Question number	Answer	Mark	AO
1 (d)	<p>Answers might refer to:</p> <ul style="list-style-type: none"> <li>the provision of first aid kits is the responsibility of governments via their education policies/departments</li> <li>donations of first aid kits in schools reduce the burden on governments to provide them and this could lead to other expectations such as parents buying books and resources for their children</li> <li>carrying out such community actions helps students to learn the value of making contributions to the improvement of society</li> <li>carrying out such community actions helps students recognise inequality in society</li> </ul> <p>Any other relevant example/explanation will be rewarded.</p>	6	2

Level	Mark	
0	0	No rewardable material
1	1-2	Basic statement of views without development.
2	3-4	More than one view is stated. Simple explanation of at least one of these views.
3	5-6	Clear explanation of two or more views.

Section B

Question number	Answer	Mark	AO
2(a)	D	1	1

Question number	Answer	Mark	AO
2 (b)	D	1	1

Question number	Answer	Mark	AO
2 (c)	<p>1 mark for identification of cultural activity Explanation of impact of cultural activity: up to 3 further marks</p> <p>Examples of cultural activities might include:</p> <ul style="list-style-type: none"> <li>• concerts</li> <li>• exhibitions</li> <li>• plays</li> <li>• books</li> </ul> <p>Answers which do not refer to a specific cultural activity will also be rewarded where the explanation is relevant.</p> <p>Answers might refer to:</p> <ul style="list-style-type: none"> <li>• the performance and subsequent imprisonment of the band Pussyriot in Russia in 2012 causing offence to members of the Russian Orthodox Church</li> <li>• the publishing of material offensive to Muslims eg <i>The Satanic Verses</i> [1988]; the cartoon of the prophet Mohammed in the Danish newspaper <i>Jyllands Posten</i> [2005]; the Youtube film allegedly insulting Mohammed [2012] and the subsequent assassination of the American Ambassador to Libya in September 2012</li> <li>• Madonna's promotion of equality for homosexuals during her concerts in Russia in 2012</li> <li>• Protests relating to spending money on public artworks eg The Angel of the North</li> </ul> <p>Any other relevant example/explanation will be rewarded.</p>	4	2/ 3

Question number	Answer	Mark	AO
2 (d)	<p>1 mark for identification of way 1 mark for development of way</p> <p>Answers might refer to how communities might be protected through:</p> <ul style="list-style-type: none"> <li>• laws which protect indigenous communities eg in Brazil [Yanomami] or in the USA [Native Americans] or Australia [Aborigines]</li> <li>• respect for their preferences eg in providing education which meets their cultural norms</li> <li>• improve their representation in local and national government</li> <li>• restricting the means by which their communities can be accessed eg by limits on the building of roads in the Amazon rainforest or through restrictions placed on tourist numbers by the government of Bhutan [tourism has only been allowed since 1974]</li> </ul> <p>Any other relevant example/explanation will be rewarded.</p>	2	2/ 3

Question number	Answer	Mark	AO
2 (e)	<p>Must refer to own country and one other. Where only one country referred to award maximum 3 marks. 1 mark for identification of effect Explanation of effect: up to 2 further marks 2X3 = (6)</p> <p>Answers might refer to:</p> <ul style="list-style-type: none"> <li>• changes in demographic make-up</li> <li>• effect on employment patterns eg increasing range of skill sets</li> <li>• changes to educational curricula eg teaching of other languages</li> <li>• rise/effects of nationalist, anti-immigration political groups</li> <li>• environmental impact(s)</li> <li>• availability of different foodstuffs/music/newspapers etc</li> </ul> <p>Any other relevant example/explanation will be rewarded.</p>	6	1

Question number	Answer	Mark	AO
2 (f)	<p>1 mark for identification of event in local/national example Development: up to 2 further marks 2X3 = 6</p> <p>Answers might refer to:</p> <ul style="list-style-type: none"> <li>• the 2008 or 2012 Olympics eg new levels of investment, transport infrastructure, housing, tourism, encouraged volunteering</li> <li>• despite concerns relating to the 2010 Commonwealth Games in Delhi eg costs of games on a predominantly poor population; impact on image of India created by unfinished and badly made competitor accommodation, the Games themselves were successful and promoted a positive image of India</li> <li>• promotion of religious tolerance eg through the presence of the Hindu temple in north London in 2010 or mosques in non-Islamic countries</li> <li>• the impact of the sale of western television programmes on non-western societies eg Downton Abbey</li> <li>• the impact of MTV</li> <li>• impact on London, Delhi, Rio or any other city/country</li> </ul> <p>Any other relevant example/explanation will be rewarded.</p>	6	1/ 3



Section C

Question number	Answer	Mark	AO
3 (a)	C	1	1

Question number	Answer	Mark	AO
3 (b)	<p>1 mark for identification of feature 1 mark for development of feature</p> <p>Features include:</p> <ul style="list-style-type: none"> <li>• a system of free elections</li> <li>• representatives of the electorate are chosen by them</li> <li>• freedom of speech within the parameters of the law</li> <li>• elections take place at designated intervals eg 5 years</li> <li>• a range of political parties is available to represent the diverse views of the electorate</li> <li>• elections are independently verified</li> <li>• the election process is transparent</li> </ul>	2	1

Question number	Answer	Mark	AO
3 (c)	<p>1 mark for identification of feature 1 mark for development of feature</p> <p>Features include:</p> <ul style="list-style-type: none"> <li>• elections do not usually take place</li> <li>• they are usually totalitarian</li> <li>• freedom of speech can be restricted</li> <li>• the range of other political parties is limited</li> <li>• the government may control the mass media eg the great firewall of China</li> <li>• dissent is not usually tolerated</li> <li>• political opponents of the regime are often oppressed</li> </ul>	2	1

Question number	Answer	Mark	AO
3 (d)	<p>1 mark for each point. 2 marks for two points or for a developed explanation</p> <p>Example answer: The system of government prevents me from participating in the electoral process because I am only 16 years old and the voting age is 18 (1). This means that I have to rely on adults to represent my views (1) and promote my rights (1).</p> <p>Any other relevant example/explanation will be rewarded.</p>	3	1

Question number	Answer	Mark	AO
3 (e)	<p>Identification of way (1) Development: up to 3 further marks</p> <p>Answers might refer to any aspect of the role of the United Nations.</p> <p>Answers might refer to: Role of United Nations [UN]</p> <ul style="list-style-type: none"> <li>• facilitating cooperation in international law, international security, economic development, social progress, human rights and achievement of world peace. [Answers are not expected to reference all of these.]</li> <li>• it facilitates through its agencies, namely the General Assembly; the Security Council; the Economic and Social Council; the Secretariat; the International Court of Justice</li> <li>• also under its umbrella come the World Health Organisation [WHO]; the World Food Programme [WFP] and the United Nations Children's Fund [UNICEF]. [Answers are not expected to reference all of these.]</li> <li>• the agencies are based in different cities with the headquarters in New York and in this way it seeks to fairly represent its member states</li> <li>• it uses six official languages including Arabic and Chinese</li> </ul> <p>Any other relevant example/explanation will be rewarded.</p>	4	3

Question number	Answer	Mark	AO
3 (f)	<p>Indicative content Reforms might include:</p> <ul style="list-style-type: none"> <li>• end of the one child policy in China</li> <li>• extension of the franchise</li> <li>• widening the availability of education</li> <li>• facilitating wider access to the internet</li> <li>• extending freedom of speech</li> <li>• reducing restrictions on news media</li> </ul> <p>Any other relevant example/explanation will be rewarded.</p>	8	1
	Mark		
0	0	No rewardable material	
1	1-3	Basic knowledge of one way or simple statements of a number of ways.	
2	4-6	Limited discussion of two ways or one way discussed in detail. Award maximum of 4 marks where only one way is given.	
3	7-8	Clear discussion of two or more ways.	

Question Number	Indicative content
4 (a)	<p data-bbox="389 297 1174 353">Based on Key Question 3: how does technology change communities?</p> <p data-bbox="389 360 1038 389">Content Section 4: Political uses of technology</p> <p data-bbox="389 456 748 486">Answers might refer to:</p> <ul data-bbox="389 492 1358 1487" style="list-style-type: none"> <li>• the impact of technology on the election process and how the changes can be accounted for eg with reference to evidence and/or examples</li> <li>• how voters are accessed during elections eg in US presidential elections since 2008</li> <li>• the use of technology to raise awareness amongst voters and make them more informed eg <i>Rock the Vote</i> in the USA sets out to engage and build political power for young people through the use of music, popular culture and new technologies</li> <li>• the growth and penetration of e-communities on Facebook which impact on the outcome of elections eg people who are uninterested in politics are less likely to be swayed by overtly "political" messages, but they might be amenable to messages from their Facebook contacts</li> <li>• the use, penetration and impact of twitter</li> <li>• the impact of televised debates between candidates in elections</li> <li>• the use of Youtube by those standing for election and those who hold government positions eg Angela Merkel, Chancellor of Germany, to promote their policies and to influence potential voters</li> <li>• how groups within communities are accessed eg including 16-17 year olds in the vote for Scottish independence are more likely to use technology to vote</li> <li>• the role of Facebook and other social networking sites during the Arab Spring in 2011 to remove incumbent dictators and move towards democratic elections</li> <li>• examples/evidence of electoral fraud</li> <li>• the outcome of elections which do not use technology and the reasons why this might be the case eg lack of infrastructure; lack of available hardware; poverty; ageing populations which are less likely to use technology; deliberate attempt by governments to ensure the outcome</li> </ul> <p data-bbox="389 1525 866 1554">Answers should reach a conclusion.</p> <p data-bbox="389 1588 1257 1644">Answers which refer to examples and/ or evidence will be rewarded</p>

Level	Mark	5AO1, 5AO2, 10AO3
0	0	No rewardable material
1	1-4	Basic 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	Limited 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 data-bbox="387 293 1187 353">Based on Key Question 4: can we create a fairer world? Content Section 1: Global patterns of wealth and poverty</p> <p data-bbox="387 389 1286 450">Answers might include a definition/ explanation of the term globalisation:</p> <p data-bbox="387 456 1294 645">a process which enables business and finance to operate internationally; where deregulation and improved communication enables businesses to operate internationally; where awareness of other cultures is facilitated through improved communications; the increasing economic integration of the world which has significant effects on both rich and poor countries.</p> <p data-bbox="387 680 1182 712">Any other relevant definition/explanation will be rewarded.</p> <p data-bbox="387 748 746 779">Answers might refer to:</p> <ul data-bbox="387 786 1362 1778" style="list-style-type: none"> <li>• what the candidate means by wealth: the accumulation of resources; a measure of the value of all of the assets of worth owned by a person, community, company or country; for individuals, net worth is the usual way to measure wealth, while countries measure by gross domestic product (GDP)</li> <li>• what the candidates mean by 'fair' and how this can be shown</li> <li>• examples and/or evidence of how wealth is distributed in two or more countries</li> <li>• examples of how globalisation has taken people out of poverty eg in China, Brazil or India</li> <li>• examples of how globalisation could be said to maintain wealth inequality eg in Brazil the richest 1% of the population have 13% of all household income and has a regressive tax system which burdens the poorest</li> <li>• that the policies of organisations such as the IMF, the World Bank, the World Trade Organisation promote approaches to globalisation which advantage global corporations rather than individuals</li> <li>• people who lead the IMF, the World Bank and the WTO are appointed rather than elected and as such represent the interests of the powerful to preserve the status quo ie unequal distribution of wealth</li> <li>• rich countries have in place protectionist measures which prevent developing economies from accessing their markets fairly and this affects the ability of poorer countries to develop and become wealthier</li> <li>• corruption in poorer countries is the cause of unfair distribution of wealth rather than globalisation</li> <li>• global companies which produce goods in poorer countries have been found to pay workers very low wages [examples should be included in the answer] and this causes an unfair distribution of wealth</li> </ul> <p data-bbox="387 1814 868 1845">Answers should reach a conclusion.</p> <p data-bbox="387 1881 1257 1935">Answers which refer to examples and/ or evidence will be rewarded</p>

Level	Mark	5AO1, 5AO2, 10AO3
0	0	No rewardable material
1	1-4	Basic 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	Limited 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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