



Mark Scheme (Results)

Summer 2017

Pearson Edexcel International
GCSE in Global Citizenship
4GL0 (Paper 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.

International GCSE Global Citizenship

Mark Scheme for June 2017

Section A Q1

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

Question number	Answer	Mark	AO
1 (a)	<p>Award up to 2 marks for one developed explanatory point.</p> <p>For example: My chosen global issue of population is important because I found statistics that show it is growing at a fast rate. (1) Which means that the impact on the environment is unsustainable. (1)</p> <p>Any other relevant example/explanation will be rewarded.</p>	2	2
1 (b)	<p>Award up to 2 marks for one developed explanatory point.</p> <p>For example: I started by looking at population trends in my own country and found that there were increasing numbers of people over the age of 65. (1) This increases pressure on public services particularly health services. (1)</p> <p>Any other relevant example/explanation will be rewarded. <i>Answer must focus on the original issue at the outset, not the impact of student's own action.</i></p>	2	2
1 (c)	<p>Award up to 2 marks for one developed explanatory point.</p> <p>For example: The focus of my community action was homelessness so I first looked up the definitions of this term. (1) I decided that the one I would use would be the one used by Shelter, which is if you have no home in the UK or anywhere else in the world available for you to occupy. (1)</p> <p>Any other relevant example/explanation will be rewarded.</p>	2	2

1 (d)	<p>Example answers:</p> <p>My community action enabled me to develop an understanding of global citizenship, making me aware of the importance of population growth as an issue (1) as it shows how population growth puts a strain on societies (1) which means people are likely to focus on economic issues, rather than promoting citizenship (1) /by helping them to understand their responsibilities with regards to population growth. (1)</p> <p>My community action looked at modern telecommunications. This showed me that global citizenship means to be part of a world that is closely connected by such telecommunications. (1) It also showed me that we are part of a world where people or nations are economically, socially, and politically interdependent. (1) But it can also mean to be part of a world where people and/or nations are closely connected as a result of globalisation. (1)</p> <p style="text-align: right;">2x3 marks = 6 marks</p> <p>Any other relevant example/explanation will be rewarded.</p>	6	2
1 (e)	<p>Award up to 2 marks for one developed explanatory point.</p> <p>Answers might refer to</p> <ul style="list-style-type: none"> <input type="checkbox"/> make more effective use of social media (1) which would make my community action more accessible to more people (1) <input type="checkbox"/> carry out a pilot/trial beforehand (1) in order to target an audience (1) <p>Any other relevant example/explanation will be rewarded.</p>	2	2
1 (f)	<p>Answers might refer to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> by using evidence to support my claims, e.g. statistics <input type="checkbox"/> by presenting information in a way that was understood by the audience, e.g. YouTube clips <input type="checkbox"/> by having ways in which the audience could participate, e.g. through discussions/donations/volunteering <input type="checkbox"/> by providing information about how the community action was progressing, e.g. email updates <input type="checkbox"/> by providing information to school students eg by a wall-display on school noticeboard <p>Any other relevant example/explanation will be</p>	6	2

	rewarded.		
Level	Mark		
0	0	No rewardable material	
1	1-2	Basic statement of ways without development.	
2	3-4	More than one way is stated. Some developed explanation of at least one of these ways.	
3	5-6	Clear and developed explanation of two or more ways.	

Section B

Question number	Answer	Mark	AO
2(a)	A	1	1
2(b)	D Montserrat	1	1
2(c)	<p>Answers might refer to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> poverty <input type="checkbox"/> lack of technology infrastructure <input type="checkbox"/> restrictions placed on use of social media by governments <input type="checkbox"/> relatively small markets, which limit involvement of social media providers <p>Example answer: In some parts of the world (some countries in the Middle East for example) access to social media can be restricted by governments. (1) One reason for this is to prevent citizens from accessing information the government does not want them to have. (1)</p> <p style="text-align: right;">2x2 = 4 marks</p> <p>Any other relevant example/explanation will be rewarded.</p>	4	2/ 3
2 (d)	<p>Answers might refer to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The growth /improvement of a nation/people (1) seen in terms of factory/economic output / GDP / GNI (1) <input type="checkbox"/> A country/people's level of progress (1) towards a market/money/financial/complex/services system (1) <p>Any other relevant explanation will be rewarded. However, only award 1 mark for comments such as "when people start to have more money" which lacks clarity. There must be some understanding that a systemic/transformational change is taking place over time (as conveyed by mention of industries, markets, etc.)</p>	2	1
2(e)	<p>Answers might refer to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ease of communication aiding economic development in general (1) <input type="checkbox"/> Enhanced importing/exporting (1) <input type="checkbox"/> Ability to access global ideas (1) that help companies to grow and develop (1) 	= 4	3

	<ul style="list-style-type: none">❑ In Kenya, mobile phones are used for money transfers (1) and this is helping to stimulate markets and growth (1)❑ Laptop computers are given to children in schools by charities (1) helping build modern workplace skills (1) <p style="text-align: right;">2x2= 4 marks</p> <p>Any other relevant example/explanation will be rewarded. There must be a clear link to economic development or markets for the award of 4 marks.</p>		
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2 (f)	<p>1 mark for group & 1 mark for explanation</p> <p>Globally, there are many possible contexts which could be considered across hundreds of countries and states. Answers must be judged on their merits. For example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Women are excluded from participation (1) because of patriarchal power structures. (1) <input type="checkbox"/> People aged 16-17 are forbidden to vote (1) as they are seen as too immature. (1) <input type="checkbox"/> In the UK, people who are rough sleepers (1) cannot apply to be on the electoral register.(1) <p>Any other relevant example/explanation will be rewarded.</p>	2	2
2 (g)	<p>Answers might refer to:</p> <p>Reasons why participation in elections is an important aspect of citizenship:</p> <ul style="list-style-type: none"> <input type="checkbox"/> it indicates that people who vote care about what happens to the country they live in <input type="checkbox"/> it demonstrates that open elections are the fairest [most transparent] way to enable people to attain their rights and improve the quality of their lives <input type="checkbox"/> it shows a willingness to hold governments to account <input type="checkbox"/> it aims to protect the rights of future generations <input type="checkbox"/> because the history of extending the franchise reveals the struggle of people to gain voting rights and, as Source B indicates, in some countries people do not have voting rights. <p>Any other relevant example/explanation will be rewarded.</p>	6	1 / 3
Level	Mark		
0	0	No rewardable material	
1	1-2	Basic statement of reasons without development.	
2	3-4	More than one reason is stated. Simple explanation of at least one of these reasons.	
3	5-6	Clear explanation of two or more reasons. There should be reference to both Source B and own knowledge.	

Section C

Question number	Answer	Mark	AO
3 (a)	D The African Union	1	1
3 (b)	<p>Using Source C, answers might refer to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> costs (\$7.41bn) <input type="checkbox"/> because it requires a global logistics operation <input type="checkbox"/> the need to involve other UN partnerships, including the World Bank; the United Nations Development Programme [UNDP]; UN Women, if peacekeeping is to be successful and effective <p>Example answer: 193 member states are a great help (1) given the need for personnel, equipment and funds. (1)</p> <p>Any other relevant example/explanation will be rewarded.</p>	2	1
3 (c)	<p>Award 1 mark for correct identification of a grouping.</p> <ul style="list-style-type: none"> <input type="checkbox"/> NAFTA <input type="checkbox"/> NATO <input type="checkbox"/> BRICs <input type="checkbox"/> ASEAN <input type="checkbox"/> MERCOSUR <input type="checkbox"/> EEA <input type="checkbox"/> Commonwealth <p><i>Credit other relevant groups of states. Do not credit IMF/WTO/World Bank.</i></p>	1	1

3 (d)	<p>Answers might refer to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> UN initiatives/institutions include MDGs, SDGs, IMF, World Bank, WHO etc. <input type="checkbox"/> UN foci include human rights, sustainability, refugees and development <input type="checkbox"/> Credit other named Peacekeeping mission e.g. in the Balkans during the 1990s <p>Example answer: The General Assembly recommended that the MDGs should be established (1). One reason was to promote gender equality. (1)</p> <p>Any relevant example will be rewarded.</p>	2	2
3 (e) (i)	<p>Award 1 mark for basic identification of an article and 1 mark for further description.</p> <ol style="list-style-type: none"> 1. We Are All Born Free & Equal. We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way. 2. Don't Discriminate. These rights belong to everybody, whatever our differences. 3. The Right to Life. We all have the right to life, and to live in freedom and safety. 4. No Slavery. Nobody has any right to make us a slave. We cannot make anyone our slave. 5. No Torture. Nobody has any right to hurt us or to torture us. 6. You Have Rights No Matter Where You Go. I am a person just like you! 7. We're All Equal Before the Law. The law is the same for everyone. It must treat us all fairly. 8. Your Human Rights Are Protected by Law. We can all ask for the law to help us when we are not treated fairly. 9. No Unfair Detainment. Nobody has the right to put us in prison without good reason and keep us there, or to send us away from our country. 10. The Right to Trial. If we are put on trial this should be in public. The people who try us should not let anyone tell them what to do. 11. We're Always Innocent Till Proven Guilty. Nobody should be blamed for doing something until it is proven. When people say we did a bad thing we have the right to show it is not true. 12. The Right to Privacy. Nobody should try to harm our good name. Nobody has the right to come into our home, open our letters, or bother us or our family 	2	3

	<p>without a good reason.</p> <p>13. Freedom to Move. We all have the right to go where we want in our own country and to travel as we wish.</p> <p>14. The Right to Seek a Safe Place to Live. If we are frightened of being badly treated in our own country, we all have the right to run away to another country to be safe.</p> <p>15. Right to a Nationality. We all have the right to belong to a country. 16. Marriage and Family. Every grown-up has the right to marry and have a family if they want to. Men and women have the same rights when they are married, and when they are separated.</p> <p>17. The Right to Your Own Things. Everyone has the right to own things or share them. Nobody should take our things from us without a good reason.</p> <p>18. Freedom of Thought. We all have the right to believe in what we want to believe, to have a religion, or to change it if we want.</p> <p>19. Freedom of Expression. We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people.</p> <p>20. The Right to Public Assembly. We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to.</p> <p>21. The Right to Democracy. We all have the right to take part in the government of our country. Every grown-up should be allowed to choose their own leaders.</p> <p>22. Social Security. We all have the right to affordable housing, medicine, education, and childcare, enough money to live on and medical help if we are ill or old.</p> <p>23. Workers' Rights. Every grown-up has the right to do a job, to a fair wage for their work, and to join a trade union.</p> <p>24. The Right to Play. We all have the right to rest from work and to relax.</p> <p>25. Food and Shelter for All. We all have the right to a good life. Mothers and children, people who are old, unemployed or disabled, and all people have the right to be cared for.</p> <p>26. The Right to Education. Education is a right. Primary school should be free. We should learn about the United Nations and how to get on with others. Our parents can choose what we learn.</p> <p>27. Copyright. Copyright is a special law that protects one's own artistic creations and writings; others cannot make copies without permission. We all</p>		
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	<p>have the right to our own way of life and to enjoy the good things that art, science and learning bring.</p> <p>28. A Fair and Free World. There must be proper order so we can all enjoy rights and freedoms in our own country and all over the world.</p> <p>29. Responsibility. We have a duty to other people, and we should protect their rights and freedoms.</p> <p>30. No One Can Take Away Your Human Rights.</p>		
(e) (ii)	<p>Example answer:</p> <p>Article 2 has been carried out in the UK by the passing of legislation in 2013 enabling same-sex marriage. (1) This gives homosexuals the same legal marriage rights as heterosexuals. (1)</p> <p>Any other relevant example/explanation will be rewarded. The list of possible valid responses is very long (see also mark scheme for 3ei).</p>	2	3
3(f)	<p>Award 1 mark for each valid way. Growth is primarily economic but credit also social cultural or political / democratic goals for growth which will help poor countries. There are many possible valid interpretations. For instance, answers might refer to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Improving/widening education <input type="checkbox"/> Increasing trade <input type="checkbox"/> Bringing about political change <input type="checkbox"/> Funding for education / teachers <input type="checkbox"/> Infrastructure development <input type="checkbox"/> lending by financial institutions <input type="checkbox"/> partnerships and cooperatives <input type="checkbox"/> ethical trading schemes <input type="checkbox"/> Debt cancellation <input type="checkbox"/> international aid and assistance <input type="checkbox"/> regional trade agreements <input type="checkbox"/> inward investment <p>Any other relevant example/explanation will be rewarded.</p>	2	2
3 (g)	<p>Answers might refer to</p> <p>The United Nations key functions are to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Promote sustainable development <input type="checkbox"/> Protect human rights <input type="checkbox"/> Uphold international law <input type="checkbox"/> Deliver humanitarian aid <p>The ways the United Nations carries out its functions includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> provides global leadership <input type="checkbox"/> works with non-governmental organisations 	8	1/ 3

	<p>[NGOs]</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses a Democracy Fund [UNDEF] to promote civil society in democracies <input type="checkbox"/> promotes the rights of children through the Convention on the Rights of the Child <input type="checkbox"/> peacekeeping operations <p>Any other relevant example/explanation will be rewarded.</p>		
Level	Mark		
0	0	No rewardable material	
1	1-3	Basic knowledge of issue or simple statements about issue. Maximum 3 if all ideas are from the Sources only.	
2	4-6	Limited discussion of ways or one way discussed in detail.	
3	7-8	Clear discussion of two or more ways. With some supporting evidence.	

Question Number	Indicative content	
4(a)	<p>Based on Key Question 4: can we create a fairer world? Content Section 7: The role of charities and non-governmental organisations [NGOs] in creating a fairer world</p> <p>Answers might refer to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> specific charities and NGOs, e.g. WHO; Oxfam; Red Cross/Red Crescent <input type="checkbox"/> how charities work to redistribute wealth, e.g. through fair trade and economic development <input type="checkbox"/> the political influence of charities and NGOs, e.g. comparing influence in two different countries, one in the developed world and one in the developing world <input type="checkbox"/> the impact of globalisation: whether charities and NGOs can mitigate the least successful outcomes of the process of globalisation <input type="checkbox"/> the role of the International Humanitarian Law <input type="checkbox"/> that charities and NGOs have done more than anything else to raise awareness of global inequality <input type="checkbox"/> that without cooperation from business, charities and NGOs will not achieve their goal of creating a fairer world easily <input type="checkbox"/> that the most likely way to creating a fairer world is through political intervention <input type="checkbox"/> that according to Marx, a fairer world will only emerge when capitalism has been abandoned. <p>Answers should reach a conclusion which might be that charities and NGOS either do or do not have an important role to play in creating a fairer world, but this should be based on the evidence submitted in the answer.</p> <p>Do not award marks for references to the role of the United Nations.</p>	
Level	Mark	5AO1, 5AO2, 10AO3
0	0	No rewardable material
1	1-4	<p>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.</p>
2	5-8	<p>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.</p>
3	9-12	<p>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.</p>

		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	
4b)	<p>Based on Key Question 1: how do communities develop? Content Section 5: the causes and effects of migration on the global community</p> <p>Answers might refer to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Positive effects brought about by migration, e.g. <ul style="list-style-type: none"> • increased levels of skills • cultural diversity • increased tax revenues • impact on education, e.g. more languages being taught in schools • demonstrates commitment by countries to respond to crises in other places <input type="checkbox"/> negative effects of migration: <ul style="list-style-type: none"> • increased demand for public services with consequential increase in costs to taxpayers in host countries • increase in discrimination and/or resentment and/or levels of violence towards migrants as a result of media exaggeration/distortion • distracts from need to create a global community <input type="checkbox"/> broader issue of global community (expect to see this at L5): <ul style="list-style-type: none"> • more international migration may increase global understanding • or may provoke reactionary and protectionist attitudes <p>Answers should reach a conclusion which might be that migration is or is not beneficial to the global community but this should be based on the evidence submitted in the answer.</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 positive

		or only negative effects are considered.
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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