



Mark Scheme (Results)

Summer 2019

Pearson Edexcel International GCSE
In Global Citizenship (4GL1) 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.

Question number	Answer	Mark
1 (a)	<p>In each case, award 1 mark for a valid primary or secondary research source, and the second mark for explaining what was learned, e.g.:</p> <ul style="list-style-type: none"> I used the Amnesty International website to help me find out about modern slavery (1) and this told me that 40 million people are affected worldwide (1) <p>No credit may be given to material that does not relate in any way to the candidate's own stated community action title. A maximum of 2 marks may be awarded if facts are provided but no sources given.</p>	<p>2+ 2</p> <p>(4)</p>

Question number	Answer	Mark
1 (b)	<p>In each case, award 1 mark for the point of view and the second mark for an explanation of the point of view, e.g.:</p> <ul style="list-style-type: none"> Some people say that it is wrong to take action to stop climate change (1) because Earth's climate has always changed in the past so why worry now. (1) <p>No credit may be given to generic material that does not relate specifically to the candidate's own community action.</p>	<p>2+2</p> <p>(4)</p>

Question number	Indicative content
1 (c)	<p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance (page 3) and the qualities outlined in the mark scheme for AO2. No marks may be awarded for generic answers that do not relate specifically to the candidate's own community action.</p> <p>Indicative content guidance</p> <p>Candidates must consider the statement in the light of experiences and knowledge gained during their own community action project. Points made will depend, to a great extent, on the candidate's own experiences, but might include some of ideas below. All relevant ideas about persuasive methods must also be credited.</p> <ul style="list-style-type: none"> • A PowerPoint presentation can include strong images or bold fonts that get people's attention and make them listen carefully (indicative of Level 2) • Using a range of different methods to get people's attention (indicative of Level 2) • Careful and sensitive negotiation with people whose point of view differs - to persuade and not alienate (indicative of Level 3) • Informing people about how they may be affected by the issue in ways they had not considered previously (indicative of Level 3) • Making use of personal testimonies of people affected by the issue to help the target audience empathise (indicative of Level 3) •

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	Limited knowledge is shown of concepts, terms and issues relevant to the question (i.e. persuasive methods). Limited understanding of how these apply is shown by simple undeveloped comment about community action(s).
Level 2	3-4	Some knowledge is shown about the concepts, terms and issues relevant to the question (i.e. persuasive methods). Some understanding of how these apply is shown by some developed comment about community action(s).
Level 3	5-6	Detailed knowledge is shown about the concepts, terms and issues relevant to the question (i.e. persuasive methods). Effective and sustained comment is made, which shows good understanding of how these apply to community action(s).

Question number	Indicative content	Mark
1 (d)	<p><u>The importance of planning</u></p> <p>Award 1 mark for each clear reference to the importance of planning for the candidate's own experience of community action and further marks for explaining what advice could be given, up to a maximum of 3 marks, e.g.:</p> <ul style="list-style-type: none"> • My own community action required me to visit three local beaches to study the pollution (1) this requires careful planning if you need to do this at the weekend during term time (1) and it is essential to keep a diary with important dates in it (1) <p><u>Possible mistakes to avoid</u></p> <p>Award 1 mark for each clear reference to a mistake that was made/avoided while the candidate was carrying out their own community action and further marks for explaining ways of avoiding similar mistake(s), up to a maximum of 3 marks, e.g.:</p> <ul style="list-style-type: none"> • I carried out my survey on a religious holiday and this was a mistake. (1) I would advise anyone else to avoid doing this because it affects who you can talk to because many people with religious views will stay at home (1) resulting in biased survey results (1) <p>No credit may be given to material that does not relate specifically to the candidate's own community action.</p>	<p>3+3</p> <p>(6)</p>

Question number	Answer	Mark
2	B The cost of cybercrime grew by US\$230 billion between 2013 and 2017	(1)

Question number	Answer	Mark
3	B UNHCR	(1)

Question number	Answer	Mark
4	D People in different countries who share the same ancestry	(1)

Question number	Answer	Mark
5	A Stay popular with people who voted for him	(1)

	Accept any other valid suggestion.	(3)
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Question number	Answer	Mark
10 (a)	<p>In each case, award 1 mark for an outline of a way of raising awareness that would have a national impact.</p> <ul style="list-style-type: none"> • Use of a major social media platform (1) • Television commercials on a major network (1) • Advertising in a popular magazine or newspaper. (1) <p>Accept any other valid suggestion with a national audience. Award a maximum of 1 mark only for a response which outlines possible campaign messages (instead of outlining ways in which awareness could be raised i.e. the media used).</p>	(2)

Question number	Answer	Mark
10 (b)	<p>Award up to 2 marks for an advantage and another 2 marks for a disadvantage. For instance:</p> <ul style="list-style-type: none"> • (advantage) no carbon emissions (1) so the rate of global warming is reduced (1) • (disadvantage) possible meltdown risk (1) e.g. 10,000s people affected in Japan 2011. (1) • (disadvantage) too expensive (1) for poor developing countries (1) <p>Accept any other valid suggestions.</p>	<p>2 + 2</p> <p>(4)</p>

Question number	Indicative content	Mark
11	<p>In support</p> <ul style="list-style-type: none"> • Local communities who are threatened by war or natural disasters may be hard/impossible to help/reach. (AO1) • Some threats are so great that nothing can be done in any case, e.g. tsunamis. (AO1) • International agreements and laws about conflict and refugees do exist but can often be hard to enforce. (AO2) • Climate change may be the greatest threat for some communities and no international laws can prevent it. (AO2) • To work properly, international laws (e.g. on conflict intervention) rely on agreement/consensus amongst the international community, which all too often fails. (AO3) • Certain threats to local communities (e.g. land grabs/forced migration) may be legal in a national context and so there is simply no case for international intervention. (AO3) <p>Opposing views</p> <ul style="list-style-type: none"> • The UN has often taken action to help communities in accordance with international law. (AO1) 	<p>3 AO1</p> <p>3 AO2</p> <p>3 AO3</p>

	<ul style="list-style-type: none"> • European laws are sometimes enforced effectively and can help EU communities in a range of ways. (AO1) • The UDHR has paved the way for many persecuted groups around the world to gain equal rights and no longer face the threat of discrimination. (AO2) • The UDHR has in turn helped shape human rights laws in different countries. (AO2) • Despite slow progress, the ICC and ICJ have a track record for successful prosecution (war crime trials). (AO3) • Global economic development and the fall over time in the numbers killed by war suggest that, on the whole, international laws have been successful. (AO3) 	(9)
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	Limited knowledge is shown of citizenship concepts, terms and issues relevant to the question (international laws). [AO1] Limited understanding of how this knowledge applies, shown by simple undeveloped comment about the citizenship context. [AO2] Little evaluation of viewpoints relevant to the question, lacking reasoning or coherence. [AO3]
Level 2	4-6	Some knowledge is shown of citizenship concepts, terms and issues relevant to the question (international laws). [AO1] Some understanding of how this knowledge applies, shown by simple undeveloped comment about the citizenship context. [AO2] Unbalanced evaluation of relevant viewpoints, containing some reasoned, coherent arguments. [AO3]
Level 3	7-9	Some knowledge is shown of citizenship concepts, terms and issues relevant to the question (international laws). [AO1] Effective and sustained application of this knowledge, showing good understanding of the citizenship context. [AO2] Well-balanced and sustained evaluation of relevant viewpoints, making use of reasoned, coherent arguments. [AO3]

Question number	Answer	Mark
12	B Average income, life expectancy and literacy	(1)

Question number	Answer	Mark
13	A Fixing a minimum price paid to farmers for their crops	(1)

Question number	Answer	Mark
14	A The Earth's oceans	(1)

Question number	Answer	Mark
15	D Sustainable development	(1)

Question number	Answer	Mark
16	B Many of the countries with a high level of diversity are African	(1)

Question number	Answer	Mark
17	D Europe	(1)

Question number	Answer	Mark
18 (a)	Award 1 mark for each reason that is <i>correctly identified through analysis of Source D</i> , up to a maximum of 2 marks. <ul style="list-style-type: none"> • Disruption to industries (1) • Damage to transport networks (1) Credit alternative phrasing if the meaning is clear.	(2)

Question number	Answer	Mark
18 (b)	Award 1 mark for the suggestion of a valid reason and award 1 further mark for applied knowledge (AO2) of concepts, theories or issues relating to education and peace/development. Answers might refer to: <ul style="list-style-type: none"> • learning about perspectives/empathy/community cohesion • acquisition of arbitration/conflict resolution skills. Example answer: 'An important part of education is learning to understand different perspectives (1) and without this it could be harder to achieve peace (1)' Accept any other valid suggestion that relates to the cultural diversity of different countries.	(2)

Question number	Answer	Mark
18 (c)	Award 1 mark for each way identified, up to 2 marks. <ul style="list-style-type: none"> • Larger market • Lower tariffs/taxes • Free movement of workers Fewer barriers to cross-border investment • problem-solving can be shared / cooperation increased • conflict may be avoided / security improved 	1+1 (2)

	Accept any other valid suggestion that relates to the benefits of MGO membership.	
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Question number	Answer	Mark
19	<p>Award 1 mark for identification (AO1) of a solution. Also award 2 marks for an explanation (AO2) of how the problem is solved.</p> <p>Answers might refer to:</p> <ul style="list-style-type: none"> • circular economy • recycling • green energy. <p>Credit other valid suggestions.</p> <p>For full marks, the explanation must acknowledge that economic growth/development can still be maintained (maximum 2 marks awarded for a solution which protects the environment but comes at the expense of economic growth).</p> <p>Example answer: 'Circular economy. (1) All products and packaging are designed to be recycled and used again (1) Therefore economic growth is achieved by looking after the environment. (1)'</p>	<p>1 + 2</p> <p>(3)</p>

Question number	Answer	Mark
20(a)	<p>In each case, award 1 mark for the suggestion of a valid reason and award 1 further mark for applied knowledge (AO2) of why cultural diversity is high/low (the explanation may relate to history, globalisation or a development what is meant by 'cultural diversity' e.g. many religions, languages, etc.).</p> <ul style="list-style-type: none"> • Recent improvements in transport may have brought more migrants to some countries (1) resulting in many different faith groups -(1) • Historically, Europeans settled in many countries (1) bringing new languages and so increasing diversity (1) • Historically, borders have been drawn around land containing many different groups (1) each of whom have their own identity and language (1) • Very small nation-states often have low diversity (1) because they are home to a single ethnic group/religion/language (1) <p>Accept any other valid suggestion that relates to the cultural diversity of different countries.</p>	<p>2+2</p> <p>(4)</p>

Question number	Answer	Mark
20 (b)	<p>Award 1 mark for a suggested way, and award 1 further mark for applied knowledge (AO2) of concepts, theories or issues relating to global culture or national sovereignty. Answers might refer to:</p> <ul style="list-style-type: none"> • internet barriers • migration controls 	

	<ul style="list-style-type: none"> trade protectionism. <p>Credit other valid suggestions.</p> <p>Example answer: 'China's government has put a firewall in place (1) which limited cultural influences from other countries (1)'</p>	(2)
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Question	Indicative content	Mark
21	<p>In support</p> <ul style="list-style-type: none"> Economic development means that average incomes rise allowing people improved lifestyles. (AO1) Economic development brings better education so people can make healthier lifestyle choices, e.g. diet. (AO1) Education promotes understanding of diversity and greater cultural understanding of others. (AO2) Life expectancy and human wellbeing have risen in line with economic development globally. (AO2) Economic development has helped create modern societies where there is less place for intolerance and people's life chances are higher. (AO3) It is reasonable to view economic development as a positive thing for all countries and their communities. (AO3) <p>Opposing views</p> <ul style="list-style-type: none"> Economic development brings industry and pollution, which harm health. (AO1) Increased wealth can actually lead to a poorer diet and obesity. (AO1) Not all people benefit equally from gains of development and some groups remain hugely exploited, e.g. sweatshops. (AO2) The spread of economic wealth does not guarantee equality for all groups, e.g. rights of women in some states. (AO2) Economic development has led to the spread of a consumer culture that is now damaging the planet and threatens everyone's future lifestyles. (AO3) 'Diseases of affluence' may be just as negative as 'diseases of poverty' were. (AO3) <p>At Level 3, there should be some mention/inference of cultural change (at Level 2 expect generic mix of pros and cons of development e.g. life expectancy gains, carbon emissions etc.).</p>	<p>3 AO1</p> <p>3 AO2</p> <p>3 AO3</p> <p>(9)</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	<p>Limited knowledge is shown of citizenship concepts, terms and issues relevant to the question (culture, lifestyles, development). [AO1]</p> <p>Limited understanding of how this knowledge applies, shown by simple undeveloped comment about the citizenship context. [AO2]</p> <p>Little evaluation of viewpoints relevant to the question, lacking reasoning or coherence. [AO3]</p>
Level 2	4-6	Some knowledge is shown of citizenship concepts, terms and issues relevant to the question (culture, lifestyles, development). [AO1]

		Some understanding of how this knowledge applies, shown by simple undeveloped comment about the citizenship context. [AO2] Unbalanced evaluation of relevant viewpoints, containing some reasoned, coherent arguments. [AO3]
Level 3	7-9	Some knowledge is shown of citizenship concepts, terms and issues relevant to the question (culture, lifestyles, development). [AO1] Effective and sustained application of this knowledge, showing good understanding of the citizenship context. [AO2] Well-balanced and sustained evaluation of relevant viewpoints, making use of reasoned, coherent arguments. [AO3]
Question number	Answer	Mark
22 (a)	Award 1 mark for knowledge (AO1) of the following outlined points up to a maximum of 5 marks. <ul style="list-style-type: none"> • The growing interdependence of countries worldwide. (1) • The increasing volume and variety of cross-border transactions in goods, services and money. (1) • Global businesses like Apple and Disney play a major role. (1) • The spread of global culture is also seen as part of the process, for example the widespread use of English. (1) • The global spread of social networking and internet use. (1) • The 'shrinking world' brought about by improved transport. (1) Accept any other valid outlining the term globalisation.	(5)

Question number	Indicative content	Mark
22 (b)	<p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined for AO1, AO2 and AO3 below.</p> <p>Indicative content guidance</p> <p>Arguments to support the statement drawn from across the whole specification may include:</p> <ul style="list-style-type: none"> • Investment by businesses plays an important role in the economic growth of developing countries and emerging economies. (AO1) • Businesses that have relocated in developing countries can pay higher wages to their workers. (AO1) • Global development is helped by technology created by businesses such as Apple, Microsoft and Google. (AO2) • Businesses help to spread cultural changes such as the promotion of diversity in Hollywood films. (AO2) • The profits of the world's biggest businesses are greater than the gross national product of many countries, therefore they do have a more important role. (AO3c) • The most important technologies in global development, such as computers, were created by businesses and so theirs is the most important role. (AO3c) 	(15)

	<p>Arguments to counter the statement drawn from across the whole specification may include:</p> <ul style="list-style-type: none"> • Governments are the main providers of education and services, not businesses. (AO1) • Political leaders, not businesses, are responsible for governing countries and setting development targets. (AO1) • Governments have many motivations, but businesses seek mainly profit and are less likely to pursue social development goals. (AO2) • Businesses may be less interested in sustainable development than governments are, and this is an important part of global development. (AO2) • Businesses cannot invest in countries unless governments allow them to, using laws and planning. Ultimately, governments, therefore, have the most important role. (AO3c) • The world's richest and most powerful countries, such as the USA and China, have more influence on global development than any single business. (AO3c) 	
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-4	<p>Limited knowledge is shown of citizenship concepts, terms and issues relevant to the question. Some parts lack relevance. [AO1]</p> <p>Limited understanding of how this knowledge applies, shown by simple undeveloped comment about possible citizenship contexts. [AO2]</p> <p>The evaluation is undeveloped, lacking reasoned, coherent arguments. An overall judgement is missing or asserted. [AO3]</p>
Level 2	5-8	<p>Some knowledge is shown of citizenship concepts, terms and issues relevant to the question, but may be focused on one side only. [AO1]</p> <p>Some understanding of how this knowledge applies, shown by simple undeveloped comment about possible citizenship contexts. [AO2]</p> <p>The evaluation contains some reasoned, coherent arguments. An overall judgement is given, but with limited substantiation. [AO3]</p>
Level 3	9-12	<p>Some knowledge is shown of citizenship concepts, terms and issues, which is relevant to both sides of the question. [AO1]</p> <p>Mostly effective application of this knowledge, showing good understanding of possible citizenship contexts. [AO2]</p> <p>The evaluation contains reasoned, coherent arguments. An overall judgement is given. Substantiation is provided, although it may not be fully evidenced. [AO3]</p>
Level 4	13-15	<p>Wide-ranging and balanced knowledge is shown of citizenship concepts, terms and issues relevant to both sides of the question. [AO1]</p> <p>Effective and sustained application of this knowledge, showing good understanding of possible citizenship contexts. [AO2]</p> <p>The evaluation contains reasoned, coherent arguments. An overall judgement is given which is well substantiated through the evidence provided. [AO3]</p>

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