



# Mark Scheme (Results)

Summer 2021

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

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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.

## Marking guidance for levels-based mark schemes

### How to award marks

The indicative content provides examples of how students will meet each skill assessed in the question. The levels descriptors and indicative content reflect the relative weighting of each skill within each mark band.

### Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

### Placing a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance. Statements relating to the treatment of students who do not fully meet the requirements of the question are also shown in the indicative content section of each levels-based mark scheme. These statements should be considered alongside the levels descriptors.

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- if it meets the requirements fully, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- if it only barely meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- the middle marks of the level are used for answers that have a reasonable match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Question number	Answer	Mark
1 (a)	<p>In each case, award 1 mark for a valid method, and the second mark for explaining how the research was carried out. For example:</p> <ul style="list-style-type: none"> <li>I carried out an online search for facts about marine pollution (1) and this took me to the Greenpeace website (1)</li> <li>I visited a local homeless shelter (1) and asked the night manager to provide me with data (1)</li> </ul> <p>No credit may be given to material that does not relate in any way to the candidate's own stated community action title.</p>	<p>2+ 2</p> <p>(4)</p>

Question number	Answer	Mark
1 (b)	<p>In each case, award 1 mark FOR a basic learning, and 1 mark for further explanation, e.g.:</p> <ul style="list-style-type: none"> <li>I discovered that many girls are missing school (1) and this is directly related to the lack of adequate sanitation at school (1)</li> <li>Globally, population has now risen to more than 7 billion (1) which some experts say is unsustainably high (1)</li> </ul> <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	Mark
1 (c)	<p><b>which people you would try to influence</b></p> <p>Award 1 mark for each clear reference to the intended audience(s) for the candidate's community action and further marks for explaining how/why the decision was made, up to a maximum of 3 marks. For example:</p> <ul style="list-style-type: none"> <li>My audience was primary school children at my school (1) because this is an age when children can be more receptive to new ideas (1) allowing me to persuade and influence them about why we have to reduce carbon emissions (1)</li> </ul> <p><b>the best way to communicate with those people</b></p> <p>Award 1 mark for each clear reference to the suggested way(s) of communicating and further marks for explaining why this was the best/most effective/successful way, up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> <li>I created a film to show the children (1) which used powerful images and music to create an emotional experience (1) which was more persuasive than a PowerPoint or poster would be (1)</li> </ul> <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	Indicative content	Mark
1 (d)	<p>In each case, award 1 mark for each way the action was assessed and further marks for explaining what the strengths and/or weaknesses were, up to a maximum of 3 marks. For example:</p> <ul style="list-style-type: none"> <li>I was able to see whether the senior teachers in our school introduced changes after we made our presentation <b>(1)</b> and shortly afterwards the head teacher in fact gave a talk about cyberbullying, so we know we had some influence <b>(1)</b>. However there have been reports that it is still happening so we have not been totally successful <b>(1)</b>.</li> <li>Many people we spoke to including my parents seem to have changed their views about the shelter <b>(1)</b> and say they can see that people don't end up there through choice and need our help <b>(1)</b> which leads me to believe I have had a positive impact on changing people's views <b>(1)</b></li> </ul> <p>No credit may be given to material that does not relate specifically to the candidate's own community action.</p>	<p><b>3 + 3</b></p> <p><b>(6)</b></p>

Question number	Answer	Mark
2	<p>(c) store carbon  b - whether or not trees use water would not lead to significant change  a - whether or not trees use light would not lead to significant change  c and d - trees store carbon not oxygen</p>	<b>(1)</b>

Question number	Answer	Mark
3	<p>(d) was higher in 2013 than in 2018  a - this is neither said nor implied  b - doubles 2018-19 but not every year  c - 2019 was highest since 2013, so 2018 can't have been 2013  d - yes, 2013 was highest until 2019, so 2013 &gt; 2018</p>	<b>(1)</b>

Question number	Answer	Mark
4	<p>(a) War crimes  b, c, d - none are part of original ICC remit</p>	<b>(1)</b>

Question number	Answer	Mark
5	(b) Syria Syria is largest at 6.7m, Afghan is 2.7m, S Sudan is 2.3m Switzerland is not a source of migration.	(1)

Question number	Answer	Mark
6	(c) remittances Investment, free trade and diaspora cannot be interpreted as meaning money sent home by migrants	(1)

Question number	Answer	Mark
7	(b) influence readers to feel concern for the migrants By showing people, including children, not just numbers, the infographic could be provoking sympathy. It is the UNHCR's job to protect and look after migrants also. a – no, each person represents one million, not 1 C – no, showing the data as people does not show the source D – no, showing the data as people does not show the destination	(1)

Question number	Answer	Mark
8 (a)	Award up to 2 marks in each case for explanation of the term.  <i>Ecological footprint</i> <ul style="list-style-type: none"> <li>The environmental impact / needs of a society / country (1) in terms of how much land / resources are used by people (1)</li> <li>The area/amount of land used (1) to provide resources (1)</li> </ul> <i>Global commons</i> <ul style="list-style-type: none"> <li>Large-scale global resources that all states share use of (1) and so must work together to manage. (1)</li> <li>Shared resources / environments (1) e.g. oceans / atmosphere / Antarctica (1)</li> </ul> Accept any other valid suggestion or phrasing.	2  2  (4)

Question number	Answer	Mark
8 (b)	Award 1 mark for a valid suggested reason. Award 1 further mark for the application (AO2) of citizenship concepts, ideas or issues to further demonstrate why deforestation happens: <ul style="list-style-type: none"> <li>Timber is needed (1) to meet growing demands of industry which uses wood as fuel (1)</li> <li>More land needed for housing/cities (1) so forest cleared (1)</li> <li>Brazil's growth (or other countries) has led to more agriculture (1) and so forest has been cleared (1)</li> </ul>	

	Accept any other valid suggestion.	(2)
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Question number	Answer	Mark
9	<p>Award 1 mark for a valid strength of the method(s). Award 1 further mark for the application (AO2) of citizenship concepts, ideas or issues to further explain the strength of the method(s):</p> <ul style="list-style-type: none"> <li>Peaceful protests mean no one is hurt / injured <b>(1)</b> meaning more chance that other citizens will support the cause <b>(1)</b></li> <li>Banners present the message clearly <b>(1)</b> which may mean that a local message can spread nationally / globally when filmed by cameras <b>(1)</b></li> <li>City centre is a good protest site <b>(1)</b> as many people will see it <b>(1)</b></li> <li>Lots of people involved <b>(1)</b> ensures media attention <b>(1)</b></li> <li>Protestors are disrupting traffic <b>(1)</b> which forces authorities to take action <b>(1)</b></li> </ul> <p>Accept any other valid suggestion of a strength (do not credit weaknesses) that relates to Source B (or a similar protest).</p>	<p><b>2 + 2</b></p> <p><b>(4)</b></p>

Question number	Answer	Mark
10 (a)	<p>Award 1 mark for a valid UN-led welfare / development organisation, up to a maximum of 2 marks.</p> <p>UNICEF <b>(1)</b>  WHO <b>(1)</b>  IMF <b>(1)</b>  WB <b>(1)</b>  Dept. of Peace Operations / Peacekeepers <b>(1)</b></p> <p>Credit any other UN-led <u>organisations</u> that support development.  Do not credit UN meetings, protocols, goals etc. (e.g. Rio, Kyoto, SDGs).  Do not credit non-UN organisations e.g. G7, G20, EU.</p>	<p><b>1+1</b></p> <p><b>(2)</b></p>

Question number	Answer	Mark
10 (b)	<p>Award 1 mark for a valid <i>positive impact on/for a local community</i> (must attempt both elements for the mark). Award up to 2 further marks for the application (AO2) of citizenship concepts, ideas or issues to explain the migration's community effect e.g. for either a source or host community, or a migrant community:</p> <ul style="list-style-type: none"> <li><i>Migrants bring skills which local community needs</i> <b>(1)</b> For example, communities who lack important skills, such as doctors or teachers may depend on migrants <b>(1)</b> notably so in countries whose population is ageing <b>(1)</b></li> </ul>	<p><b>1 + 2</b></p>





		or coherence. [AO3]
Level 2	4-6	Some knowledge is shown of citizenship concepts, terms and issues relevant to the question. [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	Knowledge is shown of citizenship concepts, terms and issues relevant to the question. [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 A country where power mostly lies in the hands of one person A - no, this describes a democracy B - key - best description C - no, democracy by definition is not autocratic state D - no, democratic parties can still be unpopular	(1)

Question number	Answer	Mark
13	D Most internet shutdowns have happened in Asia. A - no, five are named but 'many' have been affected 'including...' B- no, the reverse is true C - no, the reverse is true D - key, 310 c.w. 46 in Africa	(1)

Question number	Answer	Mark
14	C reduce inequalities A - no, though he escaped conflict, aim is not to tackle it B - no, though global technology is being used C key - give LICs same services as HICs ie reduce inequality D - no, focus is health not education	(1)

Question number	Answer	Mark
15	C peacekeeping A, B and D – peacekeeping is the only valid answer (UN forces) C - key	(1)

Question number	Answer	Mark
16	C all people have equal dignity and rights A - no, this is not universal B - no, though it's arguably an example of HR C - key, it is the core HR principle D - no, though it's sometimes true	(1)

Question number	Answer	Mark
17	A When writers ignore facts and views they disagree with A - key – they take a partial view B - this is the opposite of bias C - no, this is censorship D - no, this is state control	(1)

Question number	Answer	Mark
18	In each case, award 1 mark for a suggested community impact (this may be based on Source D or own knowledge) and award 1 mark for further explanation of its long-term nature, up to a maximum of 4 marks. <ul style="list-style-type: none"> <li>Communities can no longer access social media via the internet (1) which might lead to <i>long-term</i> reduced access to education eg online (1)</li> <li>The economic costs for online businesses / shops with online sales are very high (1) which may create <i>long-term</i> debt problems which hinder development (1)</li> <li>Less trust / support for government (1) leading to <i>long-term</i> weakening of their democracy (1)</li> <li>People cannot find out about news / events in other places (1) which could weaken <i>long-term</i> interest in global issues like climate change which may affect them (1)</li> </ul> Accept any other valid suggestions of long-term community impacts due to temporary censorship.	2 + 2  (4)

Question number	Answer	Mark
19 (a)	<p>Award 1 mark for a valid reason and award 1 further mark for applied knowledge (AO2) of concepts, theories or issues explaining why a migrant like Waheed was allowed to stay.</p> <p>Examples answers:</p> <ul style="list-style-type: none"> <li>• Granted permission because he was a child at the time (1) - explained by laws created to protect vulnerable children (1).</li> <li>• Law stated he could stay (1) – for instance, because he could prove one of his ancestors was a UK citizen (1).</li> <li>• An exception was made for education / health / other legal reasons <b>(1)</b> – perhaps he started studying for a course <b>(1)</b></li> </ul> <p>Accept any other valid reason.</p>	<b>(2)</b>

Question number	Answer	Mark
19 (b)	<p>Award 1 mark for identification (AO1) of a new technology and award 1 mark for applied explanation (AO2) of how it can help people living in areas of conflict. Answers might refer to:</p> <ul style="list-style-type: none"> <li>• Other specific apps / social media could support, for example, remote learning for children in refugee camps</li> <li>• solar power is used to provide energy / charge phones</li> <li>• drones can fly in medical supplies to help injured people</li> <li>• clean cookstoves can be used safely in refugee camps</li> <li>• water filters help purify unsafe sources in places where water infrastructure has been destroyed.</li> <li>• when new roads / railways are built in rural areas it provides a means of travel /escape</li> </ul> <p>Example answer: 'Clean cookstoves can be used safely in refugee camps <b>(1)</b> as they do not produce much smoke <b>(1)</b>'</p> <p>Credit all other suggested technologies. For full marks, explanation should make some reference to conflict zone context.</p>	<b>(2)</b>

Question number	Answer	Mark
20 (a)	<p>Award 1 mark for identification (AO1) of another global issue governed by international law(s). Also award up to 2 marks for applied explanation (AO2) of why laws/agreements/measures have been made / are needed. Answers might refer to:</p> <ul style="list-style-type: none"> <li>• climate change and environmental laws</li> <li>• conflict and laws governing war</li> <li>• trade rules / business behaviour / ethics / agreements</li> <li>• business taxes and international rules</li> <li>• crime / people trafficking</li> <li>• migration / refugees</li> <li>• poverty / hunger</li> <li>• disease / pandemic</li> <li>• globalisation</li> </ul> <p>Example answer: 'Climate change <b>(1)</b> Without international laws, some governments may not reduce their own emissions <b>(1)</b> which would bring harm to the whole global community of nations <b>(1)</b>'</p> <p>Example answer: 'Hunger <b>(1)</b> This is still a source of mortality in poorer countries <b>(1)</b> and rules are needed to make rich countries give their food surpluses to those who need it <b>(1)</b>'</p> <p>Accept any other valid suggestion of a global issue requiring laws / rules / governance at a global / worldwide scale.</p>	<p><b>1 + 2</b></p> <p><b>(3)</b></p>

Question number	Answer	Mark
20 (b)	<p>In each case, award 1 mark for the suggestion of a valid threat to sovereignty / independence / local autonomy (real or perceived) and 1 further mark for an applied explanation (AO2) of how/why globalisation is responsible:</p> <ul style="list-style-type: none"> <li>• Countries must obey international rules / laws and cannot act independently <b>(1)</b> because they have joined MGOs <b>(1)</b></li> <li>• Governments cannot stop their citizens becoming influenced by global/external ideas <b>(1)</b> because of the way the internet has created an interconnected / shrinking world <b>(1)</b></li> <li>• Governments must allow some migrants to cross their borders <b>(1)</b> because of international rules protecting refugees <b>(1)</b></li> <li>• Changes in diet / language / dress <b>(1)</b> due to Hollywood's global influence on each country's own culture <b>(1)</b></li> </ul> <p>Accept any valid suggestion which links an idea about sovereignty / independence / national uniqueness with an explanation that relates to globalisation / global forces.</p>	<p><b>2+2</b></p> <p><b>(4)</b></p>

Question number	Indicative content	Mark
21	<p>Possible points and views in support:</p> <ul style="list-style-type: none"> <li>• Most societies have access via computers or phones. (AO1)</li> <li>• Internet use is vital for businesses and services. (AO1)</li> <li>• Freedom of speech and expression are important human rights, both in the real and digital worlds. (AO2)</li> <li>• Without the internet, it could be harder for some societies to develop. (AO2)</li> <li>• On balance, the benefits of connectivity greatly outweigh any negatives and restrictions should not exist. (AO3)</li> <li>• Moreover, there is an argument that unrestricted internet access should be seen as a basic human right. (AO3)</li> </ul> <p>Possible points and views in opposition:</p> <ul style="list-style-type: none"> <li>• Crimes can happen online. (AO1)</li> <li>• People need protecting from online abuse. (AO1)</li> <li>• There are exceptions to free speech e.g. hate crimes, so some restrictions are reasonable. (AO2)</li> <li>• Censorship may be necessary to protect the human rights of victims of cyber-bullying and trolling. (AO2)</li> <li>• In summary, there must be checks and balances as there are for all human activities. (AO3)</li> <li>• Furthermore, the case for restrictions grows as AI technologies develop to become potentially harmful to democracy. (AO3)</li> </ul>	<p><b>3 AO1</b>  <b>3 AO2</b>  <b>3 AO3</b></p> <p><b>(9)</b></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	<p>Some knowledge is shown of citizenship concepts, terms and issues relevant to the question (culture, lifestyles, development). [AO1]</p> <p>Some understanding of how this knowledge applies, shown by simple undeveloped comment about the citizenship context. [AO2]</p> <p>Unbalanced evaluation of relevant viewpoints, containing some reasoned, coherent arguments. [AO3]</p>
Level 3	7-9	<p>Knowledge is shown of citizenship concepts, terms and issues relevant to the question (culture, lifestyles, development). [AO1]</p> <p>Effective and sustained application of this knowledge, showing good understanding of the citizenship context. [AO2]</p> <p>Well-balanced and sustained evaluation of relevant viewpoints, making use of reasoned, coherent arguments. [AO3]</p>

	Answer	Mark
<b>22 (a)</b>	<p>Award 1 mark for knowledge (AO1) of the following or other outlined points up to a maximum of 5 marks.</p> <ul style="list-style-type: none"> <li>• An organization made up of countries / national governments <b>(1)</b></li> <li>• Examples include the EU, NAFTA, ASEAN etc <b>(1)</b></li>   <li>• Often formed for trade reasons <b>(1)</b></li> <li>• Allow countries to trade without tariffs / import taxes <b>(1)</b></li> <li>• May have social/political dimensions <b>(1)</b> e.g. CJEU <b>(1)</b></li> </ul> <p>Accept any other valid outlining of MGO features.</p>	<b>(5)</b>

	<b>Indicative content</b>		
<b>22 (b)</b>	<p><i>Knowledge, applied understanding and arguments in support:</i></p> <ul style="list-style-type: none"> <li>• The UN promoted the SDGs and before them the MDGs. (AO1)</li> <li>• It means meeting our needs without risking future generations. (AO1)</li> <li>• No other organization has the same global power and influence of the UN, with its 190+ member states. (AO2)</li> <li>• The influence of the UN can be seen in the way governments have set targets in line with the SDGs. (AO2)</li> <li>• Therefore, the UN has the key role in steering sustainable development; by influencing national governments and citizens' attitudes. (AO3)</li> <li>• Moreover, individual citizens simply cannot compete with the UN in terms of overall global influence. (AO3)</li> </ul> <p><i>Knowledge, applied understanding and arguments in opposition:</i></p> <ul style="list-style-type: none"> <li>• Sustainable development is something anyone can promote. (AO1)</li> <li>• People act sustainably when they recycle, for example. (AO1)</li> <li>• They do not need the United Nations to tell them to do this, it is just part of being a well-informed global citizen. (AO2)</li> <li>• There are environmental, economic and social dimensions to sustainability, meaning businesses, governments and other MGOs (e.g. EU) have an equally or more important role to play (AO2)</li> <li>• The technologies to tackle climate change will come from businesses, not the UN, so TNCs arguably have greatest influence (AO3)</li> <li>• 20+ years of UN action on climate change has achieved very little, and it is now individuals like Greta Thunberg and supporters of Extinction Rebellion who I believe are finally driving change. (AO3)</li> </ul>		<p><b>AO1</b> <b>AO2</b> <b>AO3</b></p> <p><b>(15)</b></p>
<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>	
	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</p>	



		<p>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>