



Examiners' Report June 2022

International GCSE Global Citizenship 4GL1 01

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Introduction

The candidates who sat this examination performed extremely well in light of the disruption to teaching and learning they will have experienced throughout 2020, 2021 and, in some cases, 2022.

Many candidates produced substantial, high-quality answers for the extended writing questions (9, 11 and 22b). They are to be congratulated for showing such resilience during a very difficult period of study.

In line with previous series, there was evidence this year of generally good:

- time management (most candidates finished the entire paper, with the majority completing satisfactory responses for the extended writing questions 9, 11 and 22b)
- focus on question key words (with some exceptions, which are discussed below)
- use of the Sources Booklet.

The number of candidates sitting this examination has doubled since the last time a normal examination series took place in 2019. As a result, examiners reported evidence of an even wider range of international contexts appearing in question 1, which deals the Citizenship Community Action Project. Very interesting projects had been carried out by students based in Bermuda, Sierra Leone, Turkey and many more countries.

Given the turbulent times we are living through, it was not surprising to see candidates drawing on this year's media headlines in their answers. Many students wrote about the conflict in Ukraine and the ongoing challenges of pandemic management. There were frequent references to so-called "culture wars" in the USA and important global movements rooted in concerns with social justice, diversity and identity.

Question 1

1a This first sub-part of the Citizenship Community Action Project assessment (Section A) was well-answered by the vast majority of candidates. Typically, candidates explained their use of surveys, interviews and/or carefully selected secondary data sources. A minority of candidates were unable to distinguish between facts and views, though. They described the questions they had asked and the internet sites they had visited but did not explain how people's **views** were extracted from these data sources. Instead, they wrote about facts they had discovered, such as the amount of pollution in the oceans. Most candidates who answered correctly produced a developed answer, demonstrating the candidates in general have a good understanding of how much information they need to write in order to be awarded full marks.

1b Many excellent responses were seen to this question. Candidates provided detailed accounts of particular local issues such as the pollution of beaches or local food shortages. Other themes included care for refugees, cyber-bullying and sanitation issues. Candidates scoring full marks were able to provide specific details and data as opposed to generalised accounts. In the second part of this question, candidates scoring full marks typically identified at least one detailed theme, such as human rights, and explained some of what they had learned as part of their course, for example by mentioning the Universal Declaration of Human Rights. Candidates gaining fewer marks usually did so on account of the highly generalised answers they provided.

1c For many candidates this was the hardest of the four questions dealing with the Community Action Project. Many candidates, when asked about possible improvement, wrote about superficial improvements such as increasing the number of people interviewed, or presenting the results to another school in addition to their own school. In other words, they explained that the action would be improved simply by increasing its scale. This can be a difficult point ('bigger is better') to develop for the award of full marks, however. In contrast, candidates scoring full marks on this question usually provided a far more specific and thoughtful possible means of improvement. For example, some candidates suggested that they might have sought out a representative from a non-governmental organisation to provide an additional contrasting viewpoint. Writing about a possible **additional** strand of research or advocacy is more likely to yield a high-scoring answer than saying it would be good to talk to more people.

1d High-scoring responses to this question typically revealed good insight and empathy on the part of candidates. Many wrote at length about how a particular group of people, such as the homeless or victims of cyber-bullying, benefited from the completion of the Community Action. The part of the answer dealing with personal benefits provided candidates with an opportunity to make a wide range of suggestions, ranging from improved organisation through to heightened understanding of other people's views.

During your course of study you will have completed a local community action focused on a global issue.

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

Community action

Beach Cleanup

Global issue

Water pollution

1 (a) Explain **two** ways in which you investigated people's views about your chosen issue.

(4)

1 Through face to face interviews with residents living near the beach I was doing the beach cleanup in, I discovered that they were concerned about the trash polluting the area and the ocean, due to the bad smell.

2 Through an online ~~poll~~ questionnaire distributed to my peers and teachers, I was able to discover varying levels of concern on water pollution as a whole throughout the school.

(b) Explain the links between your project and:

(6)

an issue of local concern for your named community

Water pollution pollutes ~~water~~ and disrupts marine ecosystems. ~~Water~~ This drives away the fish population as well as resulting in ocean wildlife ingesting ~~the~~ trash such as plastic bags. This is difficult for local fishermen, as they have to travel further out to sea to catch fish, and have expressed concerns ~~that~~ that ~~the~~ pollutants such as microplastics are more and more commonly found inside the organs of fish, which would lead to ~~neg~~ negative health effects if consumed. Water pollution as a whole makes fishermen's livelihoods more difficult.

a global citizenship theme you studied as part of your course.

Water pollution is related to two of the UN's sustainable development goals, which are Clean Water and Sanitation, along with Life under Water. This is a pressing issue that not only damages the environment, but may also affect the health of human beings exposed to water pollution.

(c) Explain **two** ways in which your citizenship action might have been improved, other than by better organisation and preparation.

1. Due to ~~the~~ the project being carried out in groups, I did not communicate with the rest of my group effectively, thus leading to confusion and the diffusion of responsibility of certain tasks, such as creating a survey to discover opinions on our subject within ~~the~~ the school community. ⁽⁴⁾

2. Instead of focusing ~~on~~ too much on the environmental aspect of water pollution, I could have incorporated certain actions relating to how it could affect human health, such as conducting research on people in poverty or living in rural areas with no access to clean drinking water.

(d) Explain how:

(6)

one group of people benefited from your community action

The residents living near the polluted beach area benefited, as ~~due to~~ the beach cleanup effort reduced a sizeable amount of garbage from the beach and ocean, thus reducing foul odors. This also raised awareness of water pollution within the community of residents.

you personally benefited from the experience of carrying out your project.

Through carrying out this project, I learned much about ~~the~~ water pollution and its negative effects on the environment and human health, as well as how to organize the beach cleanup as a group, along with effective communication, as a group as well as in the field, when I carried out interviews with residents.



This high scoring response gains very close to full marks overall. The first part is well focused on ways of finding out about people's views (as opposed to researching purely factual information). A strong focus is maintained subsequently, although the candidate does not quite reach full marks in two of the subsections. There are minor areas where a little additional information might have been included in order to place the mark awarded even higher within the level.

Question 8

This question was well-answered by the many candidates who were able to use Source A to extract information about fishing boats and litter on beaches. Some candidates developed the idea of pollution being transferred from land to sea via physical processes, such as the wind or rivers. Most candidates worked hard to establish a link between global development and these pollution pathways. Some very good answers explained how industrialization or rising affluence among the global middle class have increased waste flows which, if untreated and subject to poor governance, find their way into the oceans, a Global Commons. Candidates scoring half marks were typically unable to make any link between global development and pollution. They identified that tourists leave litter on beaches but did not establish a link between global development and this phenomenon.

Question 9 (a)

High-scoring answers to this question were able to apply citizenship ideas, issues or concepts to the task. For example, some candidates suggested that differing autocratic or democratic political systems might impact on how easily the World Wildlife Fund can work in partnership with governments. Some excellent answers suggested that those countries who depend on wildlife tourism as an important source of national income might be especially keen to work in partnership with a global organisation in order to protect their wildlife resources. Lower-scoring answers were typically poorly developed and at times unrealistic. For example, some candidates argued that those governments who gain most of their income from ivory trading would not want to work with the World Wildlife Fund. Although candidates were not expected to possess background knowledge about the global ivory trade, it is unrealistic to suggest that any country would derive its main source of national earnings from the hunting of a single endangered species.

Question 9 (b)

The best answers to this question showed good knowledge, understanding and awareness of likely challenges in some of the world's lower income countries. Candidates producing these good answers tended to read the source booklet more carefully and had noted the mention of conflict and displacement in Source B. They suggested that displacement might result in some local communities being extremely hard to reach, particularly if they had been displaced to areas with poor communications. Weaker answers typically consisted of overgeneralised assertions such as: "Africa is very poor and people cannot afford phones so they can't be contacted". It is very disappointing to see this generalised and perjorative material of this nature produced by candidates following a Global Citizenship course. The diverse African continent is made up of 54 countries, many of which are now emerging economies.

Question 10 (a)

The majority of candidates answered competently by identifying a specific country or world region. They were able to explain how warmer temperatures or more extreme weather might impact negatively on a specific society or environment. Popular themes included: sea level rise affecting low lying areas such as Bangladesh, the Netherlands or the Maldives; wildfires affecting Australia, Russia or Canada; melting of glaciers and habitat loss in high latitude world regions such as the Arctic or Antarctic. A surprisingly large number of candidates explained that polar bears would lose their habitat as Antarctic ice melts (but polar bears do not live in Antarctica).

Question 10 (b)

Answers to this question were frequently disappointing. Candidates struggled to apply their own knowledge of global governance despite the fact that many examples are featured in the specification. For example, candidates might have chosen human rights, trade or conflict as possible issues. Their explanation might have included references to the UDHR, or the many intergovernmental organisations that exist to facilitate free trade and investment. The management of conflict can be explained using examples of United Nations peacekeepers or NATO actions. Unfortunately, a majority of candidates instead chose a global issue which they lacked any real knowledge of. It was common to see cyber-bullying or racism put forward as the global issue but without any supporting evidence, other than basic assertions that all countries ought to work together more to fix these problems. A minority of candidates gained full marks through intelligent application of their own observations about how COVID has been managed since the first outbreak in 2020

(b) According to Source C, 'national governments must work together to protect the environment'.

Using your own knowledge, explain how **one** global issue, other than the environment, is managed by governments working together.

(3)

Global issue

Global pandemics

How it has been managed

Response and mitigation efforts to infectious diseases and ^{pandemics} are ^{managed} ~~coordinated~~ through the World Health Organisation, an inter-governmental organisation responsible for coordinating efforts across governments to prevent the spread of disease or research and production of medical resources such as vaccines. This requires the cooperation of its member states who work in tandem to create a robust ~~system~~ system for responses to diseases.



This response gained full marks through the application of specific citizenship ideas and issues to the question asked. The candidate has thoughtfully used the contemporary example of the pandemic, and has linked it with their knowledge of the World Health Organisation. In contrast, students gaining only 1 or 2 marks tended to lack this level of specificity in their answers. They wrote generally about how "all countries can work together to help solve the problem" but failed to name any specific intergovernmental organisations or initiatives.

Question 11

Many candidates reached the highest mark level by providing a balanced and detailed answer which was well focused on the issue of biodiversity losses. Answers in the middle mark level typically lacked balance or showed a paucity of supporting evidence. It was also common to see many candidates writing in detail about climate change governance but without making explicit links with the issue of biodiversity. These answers typically gained five or six marks based mainly on the strength of their AO2 and AO3 competency.

Question 18 (a)

Candidates scoring full marks typically provided a detailed and well evidenced explanation of why people become political refugees due to persecution or conflict, and also of why they may become environmental refugees on account of flooding, earthquakes or other specified natural disasters. Candidates scoring half marks typically lacked much in the way of any supporting detail or evidence. Some wrote that “war will force people to leave their homes and seek safety elsewhere” but were unable to develop this answer further. Others identified “natural disasters” as an environmental cause of migration yet were unable to provide even one single example of a natural disaster in support of this, such as a volcanic eruption.

Question 18 (b)

This question asked candidates to apply their knowledge of culture in a focused way to explain how migration might change the **national culture** of a country. Clearly, many candidates did not read the question very carefully, based on answers which described migrants arriving in a country and then living there in relative isolation from the wider population in order to preserve their own diaspora culture. In contrast, the best answers were fully focused and developed. They explained not only ways in which migrants bring their own culture with them to new countries but also ways in which this may begin to influence what might be called the ‘national’ culture of those places over the longer term. Some of the best answers looked at how Europeans imposed their own languages and customs on the nations which they colonised. Other good answers focused on ways in which post-colonial migration to European countries has permanently altered the fabric of cultural life in, say, France or the UK, through the introduction of new foods or musical forms which have since been embraced by the wider population.

(b) Using your own knowledge, explain **one** way in which migration has led to changes over time in the national culture of **one** named country.

(3)

Named country

Canada

Explanation

Many Chinese migrants have migrated to Canada in recent years. This has led to the spread of Chinese cultures such as languages and traditions. Chinese is now taught in Canada and many traditions like Chinese New Year and Chinese cuisine is appreciated by Canadians every year, leading to multi-cultural identities being shared in Canada.



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This response gained full marks through careful reading of the question, resulting in a response that is well focused on the way migrant culture **may in turn influence and modify the broader national culture** that the migrants are now embedded within. Here we are told the Chinese New Year is respected and celebrated by many Canadians and not just Canada's Chinese diaspora community.

Question 19 (a)

The majority of candidates scored full marks answering his question. They were able to link a specific health issue such as heart disease or decreased longevity with nutritional challenges such as high salt or high fat associated with fast food.

Question 19 (b)

The majority of candidates also scored full marks answering this question. The ability to differentiate between fact and opinion is a key citizenship skill and it was pleasing to see candidates engaging with the text in a critical way. Most answers rightly identified the phrase “far too many” or the word “worrying” as value judgements.

Question 20

Candidates scoring full marks typically provided detailed and well-evidenced answers using actual examples of social media campaigns such as BLM. Additionally, the best answers typically provided two **varied** ways in which social media can be used to fight back. For example, one answer might have dealt with survivors being able to provide autobiographical accounts of injustices they had suffered, while the other answers might have focused on the use of social media as an organisational space in which to coordinate real world protests, such as occurred during the Arab Spring in 2011. Weaker answers, in contrast, were more generalised or lacked any variety, with both of the two chosen ways being essentially the same (but with different examples).

Question 21

This 9-mark question was, on the whole, better-answered than question 11. In question 11, candidates struggled sometimes to maintain a focus on biodiversity. In contrast, question 21's focus on international migration seemed to better allow most candidates to stay on-topic and fully focused on the issue they had been asked to discuss. A minority of candidates chose to discuss the statement in a counter-intuitive way, though. They argued that international migration is a cause of cultural changes before opposing the statement by arguing that migration **is not always** a cause of cultural changes. While some credit was given for this approach, it is not strictly speaking the correct way to engage with a statement framed as: "A is the most important cause of B – do you agree?" Statements of this nature (we can refer to them as "causal propositions") invite candidates to put forward alternative **causes** (of B) when opposing the statement. The majority of candidates understood the nature of the task well, and argued that social media and the internet are actually the most important cause of global cultural change, as opposed to migration. They provided a paragraph in support of the statement arguing that migration matters most; this was followed with a second paragraph arguing that the internet also brings cultural changes.

Study Sources D, E and F and answer Question 21.

21 'International migration is the most important cause of global cultural changes.'

Provide reasoned arguments to support and oppose this statement.

(9)

International migration is when a person settles in another country.

International migration is the most important cause of global cultural change. Many countries are changed culturally by migration. When ~~countries~~ lots of people migrate to another country, they often bring along their culture, traditions, norms, beliefs and identities with them. Therefore, when migration occurs, cultures integrate and change. Asians migrating to the United States means that the USA now comprises of both Western and Eastern cultures. For example, more and more students are learning Chinese, more and more Americans are appreciating Chinese dishes ~~in~~ Chinatown. At the same time, China ~~is~~ has many Western ~~at~~ immigrants that has caused ~~more~~ ^{a higher} emphasis in English education. Therefore, it could be argued that international migration is the most important cause of global cultural changes.

However, advancements in technology has also allowed this to happen. ~~S~~ Communications technology like social media has allowed ~~more~~ people to speak to ~~each other~~ across the world easily. This has led to the spread of different cultures such as Koreans sharing about K-pop and spreading their culture across the globe. Advances in the audio-visual sector has allowed more people to tune into

foreign broadcasts as well as to watch foreign films. This also spreads global culture such as ^{when} European movies ~~that spread their culture~~ ~~gaining~~ → gains more international audiences, which spreads their culture globally.



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This response reached the top level of the mark bands by producing a structured and well-balanced answer to the question; an argument and counterargument are presented, both of which are supported with a range of citizenship ideas and concepts. For full marks we might have expected a slightly wider range of ideas. Some candidates were able to introduce additional factors that also have an influence, such as the role of TNCs in spreading cultural traits globally.

Question 22 (a)

Only a minority of candidates appeared to have a lack of knowledge and understanding of what the sustainable development goals are and why they matter. Most candidates provided general information about what the goals hope to achieve such as zero poverty and greater progress towards sustainable development. A pleasingly large proportion of candidates scored four or five marks due in large to the way they explained why the goals are important rather than simply describing them. The best answers made mention of the importance of targets, goals and accountability for global progress to be made.

Question 22 (b)

In general, candidates engaged well with this question. The best answers made use of a range of specific contexts typically consisting of three countries at contrasting stages of development. Good answers focused on different health and welfare criteria and the extent to which the state takes responsibility for these important aspects of life in different places. There was widespread recognition that high income countries are in a better position to afford centralised healthcare and welfare systems but that there are also many exceptions to this generalisation. Candidates were knowledgeable about the lack of free healthcare on demand in the USA for example some candidates wrote coherently about the way COVID and lockdowns have been managed in different countries. Significant numbers of candidates or awarded top level marks, having produced two or three sides of writing which met all of the assessment objective criteria strongly. At the lower end of the marking range some candidates had clearly left themselves insufficient time for the task. Often this was because they had spent far too long answering questions 11 and 18. Candidates need reminding that excessively long answers to the 9 mark questions will most likely not compensate for the marks which had been lost in failing to produce a full answer for the final essay question.

(b) 'All national governments need to work much harder to improve the health and welfare of their citizens.'

How far do you agree with this view?

- Consider how this statement might apply to your own and other countries.
- Use evidence from different Global Citizenship contexts to help support your argument.
- Give reasons for your opinion, showing you have considered different points of view.

(15)

I ~~agree with the~~ have mixed opinions about this statement. Firstly because ~~Nations~~ a lot of national governments do indeed need to work a lot more on improving health and welfare of citizens. At the same time however, these ~~goals~~ some governments have already made huge efforts in protecting the welfare and improving ~~the~~ the health of their citizens

Firstly, ^{to oppose this statement} governments in countries like the country I reside in, ~~Qatar~~ Qatar, have worked hard to implement a near perfect health system, not only does Qatar provide free ~~education to~~ healthcare to citizens, it also ~~contains~~ ^{has} state of the art medical equipment in hospitals which can help to save lives.

~~Other~~ Other governments such as Finland also have a very good health system, in Finland's case it's considered to be the best. ^{Scientists} ~~Governments~~ have

also made significant advancements in the medical field to help protect their ~~citizens~~ citizens and to improve overall health and welfare.

Governments have also made sure to deal ~~with the~~ with diseases such as COVID-19 before which is a clear example of government trying their best to protect and improve health and welfare. For example, in Singapore, the government made sure to immediately start lockdown the moment they saw a rise in cases which has possibly saved countless lives.

Governments have also made sure to give vaccines to diseases such as smallpox which has helped eradicate those diseases as well as vaccines to COVID-19. In Qatar for example, the government provided more than enough vaccine doses for the entire population which has helped with the overall health and wellbeing of the population.

In contrast however, there are ~~other~~

reasons as to why governments do in fact need to work harder to improve the health and well being of their citizens. Firstly, some governments failed to react to the COVID-19 virus effectively which caused a lot of preventable deaths. For example in the USA, the COVID-19 deaths recently reached 1 million deaths. This could've been prevented had the country acted sooner, and earlier to the virus.

Some governments are also corrupt and do not invest much into their medical industry as a result you find that diseases in those countries ~~are~~ are very common as well as out breaks of potentially fatal diseases such as Ebola etc. This again leads to a lot of preventable deaths and leads to a high death toll.

Governments in some countries also fail to provide a good and affordable medical system to citizens. In the USA for example the ~~is~~ medical system is a complete mess and a lot of people unfortunately can't afford to

~~by~~ treat diseases they have this ~~increase~~
proves that governments need to work harder
to improve health and wellbeing of citizens.

In conclusion, although some governments
do work hard and have offered their
citizens a perfect medical/health
system. Others have unfortunately
not worked hard enough to provide
their citizens with a good medical
system which ^{unfortunately} leads to preventable deaths.



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This high scoring response fell slightly short of the top level in the mark scheme. Overall, it is a well-balanced response that meets all three assessment objectives squarely. There are some specific contexts mentioned and a sustained focus on the issues.



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For an even higher mark, the candidate might have produced a more nuanced evaluation, for instance by recognising that some citizens in particular countries are often looked after far better than others as a result of social inequality.

Paper Summary

Moving forwards, the following points may help guide future teaching and learning.

- It is important that candidates pay full attention to key words, terms and phrases used by questions, such as 'views' (Q 1a), 'development' (Q 8) and 'national culture' (Q 18b). It is highly recommended that Q 18b and its accompanying mark scheme from this year's paper are used to support future teaching and learning.
- It is vital that candidates recognise which questions are asking them to make use of source material in the answer space – and which are not. AO3-targeted short-answer questions require material to be selectively extracted from sources. These questions will always use a phrase such as 'Using Source A...'
- Candidates require clear guidance on how to answer the questions which typically ask them to 'explain **one** way' or 'suggest **two** reasons'. They need to **develop** their ideas in order to receive full marks.
- Candidates require clear guidance on how to answer the 9-mark questions which are framed as "causal propositions". This means they typically take the following form: "A is the most important cause of B – do you agree?" or "A is the main problem caused by B – do you agree?" In both cases, it might be expected that candidates will produce a counter-argument which explores **alternative** possible causes (or problems). They are **not** meant to create an opposing argument that A is in fact unrelated B. It is highly recommended that Q 21 and its accompanying mark scheme from this year's paper are used to support future teaching and learning (see also the comments above for Q 21)

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