



Pearson
Edexcel

Mark Scheme (Results)

Summer 2022

Pearson Edexcel International GCSE
In Global Citizen (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 way, and the second mark for explaining how views were investigated, or what was found out about views. For example:</p> <ul style="list-style-type: none"> • I carried out an online search about refugees (1) and read the Red Cross website which says more should be done to help refugees (1) • I carried out a town centre survey (1) and asked people what they think about the refugee crisis (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.</p>	<p>2+ 2 (4)</p> <p>Exp</p>

Question number	Indicative content	Mark
1 (b)	<p>Issue of local concern for a named community</p> <p>Award 1 mark for identifying an issue for a specific community (must have both elements for the mark) and up to 2 further marks for explaining the local issue, up to a maximum of 3 marks. For example:</p> <ul style="list-style-type: none"> • The issue of concern is beach pollution affecting the Maldives (1) because large amounts of plastic waste are affecting how the beaches look (1) which threatens the tourist trade and local people's livelihood (1) <p>Global citizenship theme</p> <p>Award 1 mark for identifying a theme from the Specification and up to 2 further marks for explaining how the theme relates to the project focus, up to a maximum of 3 marks. For example:</p> <ul style="list-style-type: none"> • In my course I learned the oceans are a Global Commons (1) which needs to be managed sustainably (1) otherwise future generations will not be able to enjoy beaches anymore. (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 (6)</p> <p>Exp</p>

Question number	Answer	Mark
1 (c)	<p>In each case, award 1 mark for a basic improvement, and 1 mark for further explanation, e.g.:</p> <ul style="list-style-type: none"> • I might have shown my findings to younger children rather than just my year group (1) because it is important to get people recycling from the earliest possible age (1) • If I had thought to write to the housing minister (1) then I could have found out what the latest government thinking is about homeless (1) <p>No credit may be given to material that relates to preparation and organisation.</p>	<p>2+2 (4)</p> <p>Exp</p>

Question number	Indicative content	Mark
1 (d)	<p>one group of people may have benefited</p> <p>Award 1 mark for identifying a benefit for a group (must have both elements for the mark) and up to 2 further marks for explaining the benefit(s), up to a maximum of 3 marks. For example:</p> <ul style="list-style-type: none"> • My audience of other school children at my school all learned new things about the circular economy (1) which will benefit them because they now know how important it is to buy products that have been designed to be re-useable (1) which will help them reduce their own ecological footprint (1) <p>you personally benefited from the experience</p> <p>Award 1 mark for each basic explanation of a personal benefit and up to 2 further marks for further development of the benefit(s), up to a maximum of 3 marks. For example:</p> <ul style="list-style-type: none"> • I am now more confident presenting to an audience as a result, (1) which does not normally happen with regular classwork and homework. (1) I am also far better informed about the importance of good water quality for social development. (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 (6)</p> <p>Exp</p>

Question number	Answer	Mark
2	<p>(c) raise awareness about important issues</p> <p>a – no, they lack legal powers</p> <p>b – most NGOs are small or medium size institutions with limited financial reserves thus cannot or would not lend to governments</p> <p>d – no, they lack legal powers</p>	(1) Exp

Question number	Answer	Mark
3	<p>(b) 10</p> <p>a – this is the output of the Yangtze</p> <p>b - KEY [we're told it is 'half' of 20%]</p> <p>c – this is the amount for all shipping, not just fishing</p> <p>d – this number appears in Source, but in a different context</p>	(1) Exp

Question number	Answer	Mark
4	<p>(d) developing countries trading with an emerging economy</p> <p>Lower-income central African countries are developing countries. China is the largest emerging economy. Only (d) is correct in identifying these.</p>	(1) Exp

Question number	Answer	Mark
5	<p>(a) banned immediately</p> <p>a – KEY [this can be identified from the statement 'wants to prevent any further losses']</p> <p>b - close reading shows 2030 is a target date, but for a far more ambitious goal</p> <p>c – close reading shows hunting of some species might be allowed in some areas, but not elephants</p> <p>d – this is neither stated nor implied by the passage</p>	(1) Exp

Question number	Answer	Mark
9 (a)	<p>Award 1 mark for a suggested reason why some governments may be easier to work with than others. Award 1 further mark for the application (AO2) of citizenship concepts, ideas or issues to further demonstrate why deforestation happens:</p> <ul style="list-style-type: none"> • Some governments may not be prepared to take advice from an outside agency like WWF (1) This may be because they are autocratic / totalitarian systems. (1) • Some democratic governments may be pressured by voters to work with WWF (1) They do so because they want to be re-elected (1) • Some countries may have worse elephant losses than others and so are more likely to help (1) because they want to meet their SDG goals (1) <p>Accept any other valid suggestion which relates to why influencing governments may be more or less successful. Accept arguments about possible economic benefits of ivory trade (candidates are not expected to know about global actions to tackle ivory trade).</p>	<p>2 + 2 (4)</p> <p>Exp</p>

Question number	Answer	Mark
9 (b)	<p>Award 1 mark for a valid suggested reason which is linked to the source (AO3). Award 1 mark for the application (AO2) of citizenship concepts, ideas or issues to further explain or develop the suggested difficulty, up to a maximum of 2 marks. For example:</p> <ul style="list-style-type: none"> • The source says the communities have been displaced by conflict (1) meaning it could be difficult to contact and explain things to them (1) • It may be hard to pass the message on through schools (1) in areas where school attendance is relatively low (1) • Some community members are poachers (1) and they may deliberately avoid contact with WWF or other agencies (1) <p>Accept any other valid suggestion which makes links between Source B and difficulty contacting communities.</p>	<p>(2)</p> <p>Exp</p>

Question number	Answer	Mark
10 (a)	<p>Award 1 mark for the suggested impact. Award 1 mark for the application (AO2) of citizenship concepts, ideas or issues to further explain or develop the suggested impact, up to a maximum of 2 marks. Possible themes include:</p> <ul style="list-style-type: none"> • Land lost to sea-level rise • Increased frequency of drought • More extreme weather • Loss of farming incomes • Water shortages <p>For example: (example of Bangladesh) Sea-level rise threatens the Ganges delta (1). This means many communities will lose their land and farming income (1)</p> <p><i>Only award 1 mark if the impacts are entirely generic and do not appear in any way related to a particular area or environment.</i></p>	<p>(2)</p> <p>Exp</p>

Question number	Answer	Mark
10 (b)	<p>Award 1 mark for a valid global issue, such as refugees, trade, equality, conflict or development. Award up to 2 further marks for the application (AO2) of citizenship concepts, ideas or issues to explain how the issue has been collectively managed. For example</p> <ul style="list-style-type: none"> • Conflict (1) is managed collectively through United Nations peacekeeping operations (1) which involves troops from many different countries working together (1) • Gender equality (1) is one of the UN SDGs (1) which were written by representatives of many governments working together (1) <p>Accept any other valid issue.</p> <p><u>Additional guidance</u></p> <ul style="list-style-type: none"> • Answers focused on an environmental issue such as climate change and biodiversity loss may be awarded 1 mark if they provide a detailed explanation of how governments work together. • Must specify a UN action / initiative for an additional mark; mention of the UN alone does not trigger an additional mark. 	<p>(3)</p> <p>Exp</p>

Question number	Indicative content	Mark
11	<p>Possible points and views in support:</p> <ul style="list-style-type: none"> • There is awareness of pollution's impact on sea life. (AO1) • There is awareness of the threat to the rainforest. (AO1) • Thus, actions are being taken by citizens, groups, governments and businesses to safeguard these environments. (AO2) • As a result, endangered animals may be protected and preserved meaning that further biodiversity losses can be avoided. (AO2) • In summary, we have the knowledge and the means needed to prevent further losses e.g. circular economy approaches (AO3) • Thus further losses are entirely preventable provided government and other stakeholders work together towards this goal. (AO3) <p>Possible points and views in opposition:</p> <ul style="list-style-type: none"> • Not all national governments are doing enough to protect their own forests and seas. (AO1) • Not all citizens know about or care about the issues and so there is still demand for polluting plastics and forest products, and not enough recycling. (AO1) • Damage done by inaction in just one country could lead to the loss of a species, meaning that further global losses are of course inevitable. (AO2) • Growing population sizes and increasing wealth and consumption means that pressures on global commons can only worsen. (AO2) • In summary, there are too many factors and countries involved for us to think that further losses can be prevented. (AO3) • Furthermore, the costs of dealing with financial crises and the recent pandemic may mean that less attention is paid to the environment and so further losses are inevitable. (AO3) 	<p>3 AO1 3 AO2 3 AO3 (9)</p> <p>Exp</p>

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 (environment, governance). [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 (environment, governance). [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	Sustained knowledge is shown of citizenship concepts, terms and issues relevant to the question (environment, governance). [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	<p>b) Many different ethnic and cultural groups</p> <p>A – this is biodiversity</p> <p>B – KEY this is the best description of true social diversity (ethnicity and culture)</p> <p>C – while gender might be an aspect of social diversity, ‘equal numbers’ is not a condition and this is not the best description of the term on offer</p> <p>D - while age profile might be an aspect of social diversity, ‘equal numbers’ is not a condition and this is not the best description of the term on offer</p>	<p>(1)</p> <p>Exp</p>

Question number	Answer	Mark
13	<p>c) shrinking world</p> <p>A – no, although the idea does relate to countries</p> <p>B- no, this idea relates to individual people</p> <p>C – KEY defined in Specification as ‘The experience of distant places feeling closer and taking less time to reach’</p> <p>D – no, this idea relates to local community make-up</p>	<p>(1)</p> <p>Exp</p>

Question number	Answer	Mark
14	<p>c) About 200</p> <p>A – no, much too low</p> <p>B – no, though this is about right for foreign-owned firms only.</p> <p>C- KEY There are 20 + 20 + 10 +35 foreign restaurants, and 60 + 30 domestic.</p> <p>D – no, too high by far</p>	<p>(1)</p> <p>Exp</p>

Question number	Answer	Mark
15	<p>d) Human Development Index score</p> <p>A – no, this is based on resource use and waste production data</p> <p>B - no, there is no reasonable link</p> <p>C - no, GDP calculations use economic data</p> <p>D – KEY it is one of the 3 elements of HDI</p>	<p>(1)</p> <p>Exp</p>

Question number	Answer	Mark
18 (b)	<p>Award 1 mark for a basic explanation of a cultural change caused by migration, and up to 2 marks for further explanation or development of the change, up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> English used to dominate as a language in the USA (1) but now it is common to see companies advertising in Spanish too (1) because of migration from Latin American countries (1) As time has passed, there is much greater diversity of food in the UK (1) which is because of the arrival of different communities including people from India and Jamaica (1) Dishes from these cultures have been adopted by the whole country, making them part of Britain's national culture. (1) <p>Accept any other valid changes.</p> <p><u>Additional guidance</u></p> <ul style="list-style-type: none"> Award 1 mark only for generic answers (no named country). For full marks, there should be explicit or implied recognition that the national culture as a whole is changing, and not just the additional of additional new migrant/diaspora culture(s). 	<p>(3)</p> <p>Exp</p>

Question number	Answer	Mark
19 (a)	<p>Award 1 mark for a valid suggested way and award 1 further mark for applied knowledge (AO2) which explains the link between health and fast food.</p> <p>Example answer:</p> <ul style="list-style-type: none"> Increasing obesity or malnutrition (1) – because more people are adopting a high fat/sugar/salt diet (1). <p>Accept any other valid suggestion.</p>	<p>(2)</p> <p>Exp</p>

Question number	Answer	Mark
19 (b)	<p>Award 1 mark for identification (AO1) of a statement of fact and award 1 mark for identification (AO1) of a statement of opinion.</p> <p>Statement of fact Credit any valid statement, for example:</p> <ul style="list-style-type: none"> • The global spread of fast-food brands has provided jobs in developing countries • fewer people are eating locally-grown traditional foods • In 2019, there were around 20 Burger Kings <p>Statement of opinion There are only two valid choices: credit either of the following:</p> <ul style="list-style-type: none"> • But it brings worrying cultural changes too. • This is far too many fast food companies. 	<p>1</p> <p>1</p> <p>(2) Exp</p>

Question number	Answer	Mark
20	<p>Award 1 mark for each suggested way. In each case award 1 mark for the application (AO2) of citizenship concepts, ideas or issues to further explain or develop the suggested answer, up to a maximum of 4 marks. Possible themes include:</p> <ul style="list-style-type: none"> • Campaigns against historical and continuing injustices (Black Lives Matter, #MeToo) • Growth of virtual minority communities, and the solidarity this fosters • Hacking or other direct online actions against hate groups • Fighting back / responding online, or reporting trolls/abuse to website regulators/moderators • Social media's ability to reach a large audience very quickly compared with traditional campaign methods <p>For example: Awareness of #MeToo spread quickly on social media (1) to the point where action was finally taken against powerful men who had abused their position (1)</p> <p>Accept any valid suggestion which relates social media and the theme of social injustice.</p>	<p>2+2 (4)</p> <p>Exp</p>

Question number	Indicative content	Mark
21	<p>Possible points and views in support:</p> <ul style="list-style-type: none"> • Most countries are home to migrant populations whose culture has spread with them. (AO1) • Many countries have large diaspora populations. (AO1) • As a result, cultural traits such as food, music and language are spread globally, bringing great change. (AO2) • Without migration, many countries' cultures would be very different today (AO2) • On balance, migration has been shaping cultures for thousands of years. (AO3) • Taking this long view of history, it is the most important factor influencing culture. (AO3) <p>Possible points and views in opposition:</p> <ul style="list-style-type: none"> • Culture is spread globally online through Instagram and other platforms and channels (AO1) • Powerful companies spread culture globally as they market their services e.g. fast food brands (AO1) • Culture spreads faster than ever before due to the speed of the internet. (AO2) • TV platforms like Netflix and Disney have vast global audience and so culture spreads on a much greater scale than a single migration movement would lead to. (AO2) • In summary, while migration was the main channel for cultural exchange in the past, we now live in a digital age. (AO3) • Furthermore, migration movements may be becoming more restricted while internet use will keep growing, making it the dominant influence. (AO3) 	<p>3 AO1 3 AO2 3 AO3 (9)</p> <p>Exp</p>

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 (culture, migration, technology). [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 (culture, migration, technology). [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	Sustained knowledge is shown of citizenship concepts, terms and issues relevant to the question (culture, migration, technology). [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]

	Answer	Mark
22 (a)	<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"> • The SDGs provide the global community with a 'roadmap' / plan (1) • Produced by the UN which lends high credibility (1) • National governments can set goals and progress towards targets (1) • They offer a holistic economic, social and environmental vision (1) • They set economic goals for work, industry, inequality (1) • They set social goals for education, health, equality (1) • They set environmental goals for water, climate, life on Earth (1) • Ideas about life for future generations (1) <p>For example:</p> <p>The SDGs were produced by the United Nations which means they are taken seriously by everyone (1) They give government a set of guidelines about what to try to do (1) and to also check how successful they are over time in actually getting these things done (1). There is a big focus on gender equality which is important as many countries need to do more to improve the rights of women (1) Also, the SDGs say a lot about the environment, which needs saving for future generations (1)</p> <p>For example:</p> <p>The SDGs replaced the MDGs which used to exist before them. The SDGs were created in 2015. Every country now uses them and we can compare how they are doing (1). The goals check that countries are improving their economy and also helping the environment. (1)</p> <p>Accept any other valid outlining of why the SDGs are important. Award up to 3 marks for listing or describing of goals (but without any outlining of why these goals are important, as the question asks).</p>	<p>(5)</p> <p>Exp</p>

		Indicative content	
22 (b)		<p><i>Knowledge, applied understanding and arguments in support:</i></p> <ul style="list-style-type: none"> In some developing countries, health and education services are poor. (AO1) In some developed countries, obesity has become an issue. (AO1) Governments across the development spectrum are therefore failing to improve health and welfare. (AO2) This may be because governments may have other priorities for spending, are not democratically accountable or willfully neglect the needs of some areas or groups of people. (AO2) Therefore, it is left to the United Nations and IGOs to do more, for example with the SDGs, to pressure national governments to do more. (AO3c) Moreover, the weak response in some countries to health risks from Ebola and the pandemic highlighted the failings of some governments. (AO3c) <p><i>Knowledge, applied understanding and arguments in opposition:</i></p> <ul style="list-style-type: none"> National governments are primarily responsible for the funding of education, healthcare and other services. (AO1) These services are funded through taxation and public spending. (AO1) Life expectancy and literacy are demonstrably improving over time in most countries, in some countries very quickly. (AO2) Governments have also set welfare targets in line with the SDGs. (AO2) Therefore, there is strong evidence that social development is taking place in most countries mainly due to positive national government actions. (AO3c) Moreover, in developed and emerging countries, high HDI scores emphasise the good progress that has been made over time (AO3c) 	<p>5 AO1</p> <p>5 AO2</p> <p>5 AO3</p> <p>(15)</p>
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>	

		The evaluation contains reasoned, coherent arguments. An overall judgement is given. Substantiation is provided, although it may not be fully evidenced. [AO3]
Level 4	13-15	Wide-ranging and balanced knowledge is shown of citizenship concepts, terms and issues relevant to both sides of the question. [AO1] Effective and sustained application of this knowledge, showing good understanding of possible citizenship contexts. [AO2] The evaluation contains reasoned, coherent arguments. An overall judgement is given which is well substantiated through the evidence provided. [AO3]

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