



Mark Scheme (Results)

Summer 2018

Pearson Edexcel International GCSE Global
Citizenship (4GL0) Paper 01

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question Number	Answer	Mark
1(a)	Suggestions may relate to any stage of the action. In each case, award 1 mark for a basic description of an idea and 1 mark for some further development, up to a maximum of two marks. For example: • I suggested our local Starbucks as an interview location (1) where we can find a range of views (1). • I came up with the idea of a charity football match (1) that would raise awareness about global warming (1). Any other relevant example/explanation will be rewarded. Answers where the individual contribution is unclear should receive a maximum of 2 marks.	2 + 2 (4)

Question Number	Answer	Mark
1(b)	In each case, award 1 mark for a basic description of a viewpoint (e.g. positive/negative, or views of different stakeholders) and 1 mark for some further development, up to a maximum of two marks. For example: • Some people do not think our country can afford to help refugees (1) because there is poverty here already (1). • Other people say the human rights of refugees must be upheld (1) because of the UDHR (1). Any other relevant example/explanation will be rewarded.	2 + 2 (4)

Question Number	Indicative content	
1(c)	Strengths – when reviewing the community action and/or its outcome(s), strengths might include: the suitability of the issue; the effectiveness of the actions; the variety of views which were researched; the importance of the issue chosen; or any other relevant stage/aspect of the action. Weaknesses – these may include difficulties encountered in researching the issue or completing the action (either individually or as a team). Practical considerations such as time, costs and unexpected risks may also be explained. Any other relevant example/explanation will be rewarded.	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	Basic statement of a strength and/or weakness with no development.
Level 2	3-4	At least one strength and one weakness stated at the top of the level. Simple explanation of at least one of these.
Level 3	5-6	Clear explanation of at least one strength and one weakness.

Question Number	Indicative content	
1(d)	Benefits and groups may include: • People who are affected negatively by the issue (e.g. poor farmers; climate change refugees) may benefit from the issue being in the spotlight. These may be local groups in the area where the action was carried out, or groups of people in other countries. • Other students or researchers who are interested in the issue/action and whose work will benefit from the data/knowledge. • Ordinary people will gain an understanding of the issue. • Students(s) themselves gain understanding of issues, skills and confidence; may learn teamwork. Any other relevant example/explanation will be rewarded.	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	Basic statements of benefits for a group of people, with no development.
Level 2	3-4	Refers to more than one group. Simple explanation of the benefits for at least one of these groups.
Level 3	5-6	Clear explanation of two or more benefits in relation to different groups of people.

Question Number	Answer	Mark
2(a)	B Have the fastest trade growth	(1)

Question Number	Answer	Mark
2(b)	B Increased greatly	(1)

Question Number	Answer	Mark
2(c)	In each case, award 1 mark for a basic explanation and 1 mark for some further development. For example: • Some countries still rely mainly on agriculture (1) which offers very low incomes (1). • Some countries have corrupt governments (1) and aid/assistance does not reach ordinary people (1). • Wealth divides are found within most countries and thus inequalities (1) and may develop this (1) Any other relevant explanation will be rewarded.	2 + 2 (4)

Question Number	Answer	Mark
2(d)(i)	Award 1 mark for a basic way and 1 additional mark for further development, up to a maximum of two marks. • Money from trading local resources e.g. ores (1) can lift people out of poverty (1). • Trade contributes to GDP (1) pays for schools (1). Any other relevant way will be rewarded. Do not credit variants on simple statement 'trade generates money' unless there is some additional outlining.	(2)

Question Number	Answer	Mark
2(d)(ii)	Award 1 mark for each agreement or organisation up to a maximum of two marks. For example: • European Union / common market rules • NAFTA • WTO / • IMF / World Bank agreements • Credit other IGOs designed to encourage trade • Fairtrade organisation/arrangements Any other relevant agreement will be rewarded. Do not credit 'United Nations'.	(2)

Question Number	Answer	Mark
2(e)	In each case award 1 mark for each basic statement and 1 mark for further explanation up to a maximum of two marks. For example: • Developed countries can spend more on education (1) which helps young people learn about politics/democracy (1). • Affluent educated citizens may take interest in politics (1) as they have more to lose/gain from changes in tax rates etc (1). • Greater wealth can be used to build democratic institutions (1) such as local government offices (1). • Exposure to globalisation/technology (as by-product of development) (1) and new political ideas (1) Any other relevant explanation will be rewarded. Maximum 3 marks if there is no evidence that Source A has been used.	2+2 (4)

Question Number	Indicative content	
2(f)	Sustainable (development) - meeting needs of present and future generations; has environmental but also social dimensions. Ways for poor countries – promotion of education and teaching about sustainable principles is mentioned in Source A. In addition, governments, NGOs, citizens may adopt sustainable principles, e.g. involvement of indigenous people with ecotourism; adoption of low-impact technologies and green energy projects, e.g. hydropower, wind turbines, solar power. Any other relevant example/explanation will be rewarded.	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	Basic statement of ways.
Level 2	3-4	More than one way is stated with simple explanation of at least one of these ways.
Level 2	5-6	Clear explanation of two or more ways. Clear understanding of sustainable development.

Question Number	Answer	Mark
3(a)	D an above-average percentage of mobile phone users	(1)

Question Number	Answer	Mark
3(b)	Award 1 mark for one basic way and additional marks for further explanation of how the community is maintained, up to a maximum of 3 marks. For example: • In the islands of Scotland, the internet links schools together (1) which helps teachers and students share ideas (1) so families less likely to leave area (1). • People in rural India use phones for health care advice (1) diagnosing illness remotely (1) which helps keep community healthy (1). Any other one relevant way/explanation will be rewarded.	(3)

Question Number	Answer	Mark
3(c)	Award 1 mark for a basic explanation and additional marks for further explanation of how inequality is reduced (globally or nationally), to a maximum of 4 marks. For example: • Unemployed people can use the internet to set up their own businesses (1) selling products they make on sites like eBay (1) which gives them a higher income (1) so narrows the gap between groups (1) • In East African slums, mobile phones are helping people set up businesses (1) using the M-Pesa service (1) which is creating better-paid jobs for the community (1) whose incomes are catching up with better-off urban workers (1). Any other relevant explanation will be rewarded.	(4)

Question Number	Answer	Mark
3(d)	Award 1 mark for identifying a government system and 1 additional mark for explaining why censorship needed (or how it is carried out), up to a maximum of two marks. For example: • Totalitarian/dictatorship (1) restricts people's information access in order to protect itself (1). • N Korea/ China Communist government (1) uses a firewall / filters (1). Any other relevant explanation will be rewarded.	(2)

Question Number	Answer	Mark
3(e)	Award 1 mark for a basic action and 1 additional mark for further outlining, up to a maximum of two marks. For example: • E-petition (1) which shows government strength of citizen support for freedom (1). • Staging a celebrity concert for freedom (1) which raises popular awareness of the cause (1). Any other relevant action/explanation will be rewarded.	(2)

Question Number	Indicative content	
3 (f)	Laws – some laws may seem appropriate (those preventing terrorism, pornography) while others may seem to deny basic rights and freedoms (of access to information or ability to trade/use services online). Perspectives differ on what restrictions are reasonable. Lives of citizens - discussion of lack of access to information/services which could be negative for people, or groups of people, in particular contexts, e.g. workers, students, campaigners, women etc. Whereas some effects could be deemed positive, e.g. prevention of terrorism or other crimes online. Any other relevant example/explanation will be rewarded.	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	Basic knowledge of issue or simple statements about issue.
Level 2	4-6	Limited discussion of ways (e.g. positive and negative ways) or one way discussed in detail.
Level 3	7-8	Clear discussion of two or more ways (e.g. positive and negative ways) with some supporting evidence. May include positive and negative ways.

Question Number	'Democracy does not work because all the power is held by the government.'	
4 (a)	Based on Key Question 2: Does democracy work? Content Section 7: The range of different types of government systems used across the world. Answers might refer to: • the democratic process and elections • accountability of political parties to the electorate • the role of media and campaigning citizens in holding a government to account • the role of the United Nations and other organisations (e.g. EU) in holding national governments to account • occasions when a national government ignores the checks of media and campaigning citizen, e.g. military actions • corruption of democratic process, e.g. rigged ballots • undermining of democracy by autocratic / dictatorial leaders • failure of some governments to hold elections at the promised time, e.g. DRC, Zimbabwe. Answers should reach a conclusion which might be that democracy does or does not work, on the whole, but this should be based on the evidence submitted in the answer.	
Level	Mark	5A01, 5A02, 10A03
	0	No rewardable material.
Level 1	1-4	Basic knowledge of relevant issues. No evidence of extent to which candidate agrees with claim in question. One or two contextualised examples offered in support
Level 2	5-8	Limited knowledge of relevant issues. Some evidence of extent to which candidate agrees with claim in question. Some contextualised examples offered in support of claims.
Level 3	9-12	Sound knowledge of relevant issues. Sound evidence of extent to which candidate agrees with claim in question. Clear, contextualised examples offered in support of claims. Award maximum of 12 marks where only one point of view is given.
Level 4	13-16	Thorough knowledge of relevant issues. Thorough evidence of extent to which candidate agrees with claim in question. Clear, contextualised examples offered in support of claims throughout.
Level 5	17-20	Comprehensive knowledge of relevant issues. Application of concepts to specific contexts, including competing points of view. Sophisticated skills of analysis and evaluation. Perceptive, relevant and discriminating contextualised examples offered in support of claims throughout. Reaches a justified conclusion.

Question Number	'Human rights are not valued and protected equally across the world.'	
4 (b)	Based on Key Question 1: How do communities develop? Content Section 2: The development of rights and freedoms Answers might refer to: • international governance of rights and freedoms, including the role of the United Nations • the establishment of the Universal Declaration on Human Rights • Convention on the Rights of the Child • regional agreements on Human Rights such as European Court of Human Rights • failure to uphold rights during times of war • actions of terrorists and militia groups • failure to protect children from exploitation and modern slavery • there is broader valuing of some rights (right to an education) than there is on others, e.g. rights of women and LGBT community. Answers should reach a conclusion which might be that human rights either are or are not broadly valued and/or protected globally, but this should be based on the evidence submitted in the answer.	
Level	Mark	5A01, 5A02, 10A03
	0	No rewardable material.
Level 1	1-4	Basic knowledge of relevant issues. No evidence of extent to which candidate agrees with claim in question. One or two contextualised examples offered in support
Level 2	5-8	Limited knowledge of relevant issues. Some evidence of extent to which candidate agrees with claim in question. Some contextualised examples offered in support of claims.
Level 3	9-12	Sound knowledge of relevant issues. Sound evidence of extent to which candidate agrees with claim in question. Clear, contextualised examples offered in support of claims. Award maximum of 12 marks where only one point of view is given.
Level 4	13-16	Thorough knowledge of relevant issues. Thorough evidence of extent to which candidate agrees with claim in question. Clear, contextualised examples offered in support of claims throughout.
Level 5	17-20	Comprehensive knowledge of relevant issues. Application of concepts, to specific contexts, including competing points of view. Sophisticated skills of analysis and evaluation. Perceptive, relevant and discriminating contextualised examples offered in support of claims throughout. Reaches a justified conclusion.