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INTERNATIONAL GCSE

Global Citizenship (9-1)

SPECIFICATION

Pearson Edexcel International GCSE in Global Citizenship (4GL1)

For first teaching September 2017
First examination June 2019
Issue 2

Pearson

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Edexcel, BTEC and LCCI qualifications

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This specification is Issue 2. We will inform centres of any changes to this issue. The latest issue can be found on our website: qualifications.pearson.com

Acknowledgements

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1 About this specification

The Pearson Edexcel International GCSE in Global Citizenship is part of a suite of International GCSE qualifications offered by Pearson.

This qualification is not accredited or regulated by any UK regulatory body.

This specification includes the following key features.

Structure: the Pearson Edexcel International GCSE in Global Citizenship is a linear qualification. All units must be taken at the end of the course of study.

Content: the curriculum is engaging and relevant and widens students' knowledge of contemporary issues. It encourages them to reflect on what makes them a 'global citizen', and how their learning will develop their skills and knowledge within their local and national communities. Through the content studied and assessment, students will engage in responding to issues and take part in the community project, which allows them to 'engage' with global society. This will enable them to take greater ownership and responsibility of the community activity to demonstrate active citizenship – improving others' societies as well as their own.

Assessment: 100% external assessment.

Approach: a foundation for students wishing to progress to further study of humanities subjects, such as those which touch upon politics, economics or relate to global development.

- Assessment is in the June examination series.
- Themes relate to possible citizenship action projects which can be undertaken.
- Contexts and settings will be those that students are likely to encounter, for example in society, employment and their own community.
- Culturally sensitive themes are used throughout to build on knowledge and widen understanding of global and local issues affecting communities and societies.

Specification updates

This specification is Issue 2 and is valid for the Pearson Edexcel International GCSE examination from 2019. If there are any significant changes to the specification Pearson will inform centres. Changes will also be posted on our website.

For more information please visit qualifications.pearson.com

Using this specification

This specification has been designed to give guidance to teachers and encourage effective delivery of the qualification. The following information will help you get the most out of the content and guidance.

Compulsory content: as a minimum, all the bullet points in the content must be taught. The word 'including' in content specifies the detail of what must be covered.

Assessments: these use a range of material and are not limited to the examples given. Teachers should deliver the qualification using a good range of examples to support the assessment of the content.

Depth and breadth of content: teachers should use the full range of content and all the assessment objectives given in *Section 2: Global Citizenship content*.

Introduction

The Pearson Edexcel International GCSE in Global Citizenship is designed for use in schools. It is part of a suite of International GCSE qualifications offered by Pearson.

The qualification is designed primarily for students who are studying Global Citizenship in order to enhance their educational or employment prospects. Students at this level are expected to understand the main points of Global Citizenship and what it means to be a global citizen. They can produce simple, connected text on themes that are familiar or of personal interest, or related to the study of Global Citizenship.

Students will be expected to communicate formally and informally in a range of contexts. The aim of the Pearson Edexcel International GCSE in Global Citizenship is to test knowledge and understanding through realistic and contextualised tasks in Paper 1.

Qualification aims and objectives

The aims and objectives of this qualification are to:

- introduce key issues and changes affecting societies across the globe and develop students' understanding of them
- develop students' understanding of how communities interact locally, nationally, regionally and globally in response to change
- develop students' skills of enquiry, analysis and evaluation of different perspectives in relation to global issues and change
- enable students to participate in local community activities and understand the impact of these actions in terms of making a difference to their own community, to the communities of others or society.

Why choose Edexcel qualifications?

Pearson – the world's largest education company

Edexcel academic qualifications are from Pearson, the UK's largest awarding organisation. With over 3.4 million students studying our academic and vocational qualifications worldwide, we offer internationally recognised qualifications to schools, colleges and employers globally.

Pearson is recognised as the world's largest education company, allowing us to drive innovation and provide comprehensive support for Edexcel students to acquire the knowledge and skills they need for progression in study, work and life.

A heritage you can trust

The background to Pearson becoming the UK's largest awarding organisation began in 1836, when a royal charter gave the University of London its first powers to conduct exams and confer degrees on its students. With over 150 years of international education experience, Edexcel qualifications have firm academic foundations, built on the traditions and rigour associated with Britain's educational system.

Results you can trust

Pearson's leading online marking technology has been shown to produce exceptionally reliable results, demonstrating that at every stage, Edexcel qualifications maintain the highest standards.

Developed to Pearson's world-class qualifications standards

Pearson's world-class standards mean that all Edexcel qualifications are developed to be rigorous, demanding, inclusive and empowering. We work collaboratively with a panel of educational thought-leaders and assessment experts, to ensure that Edexcel qualifications are globally relevant, represent world-class best practice and maintain a consistent standard.

For more information on the World Class Qualification process and principles please go to *Appendix 2* or visit our website: uk.pearson.com/world-class-qualifications.

Why choose the Pearson Edexcel International GCSE in Global Citizenship?

We've listened to feedback from all parts of the international school subject community, including a number of teachers and leading subject specialists in this field. We've made changes that will engage international students in an interesting and modern qualification, providing students with a diverse set of skills that will support progression to further study across a range of humanities subjects.

The content and assessment approach for this qualification has been designed to meet students' needs in the following ways.

A global outlook: students will develop an understanding of key changes affecting societies across the world, enabling them to have a global outlook and understand diverse points of view. For students who are internationally mobile, or wish to study and work in fields that require a global outlook, this qualification will support them to become global citizens, and understand how they can affect positive change.

Practical project: students will be required to undertake a practical community action project to enable them to apply citizenship knowledge, understanding and skills in real life. They will have the opportunity to be active citizens through tasks such as research, problem solving, advocacy and evaluation.

Transferable skills: the content is organised around the following key themes: Politics and Governance, Economic Development and the Environment, Culture and Community, and Technology. Teachers across humanities subjects will find the content engaging and accessible to teach. Students will have an opportunity through this qualification to explore topics that span the humanities, giving them a stronger base of knowledge and skills with which to make decisions about future specialisms.

Clear and straightforward question papers: our question papers are clear and accessible for all students of all ability ranges and learning styles. Our mark schemes are straightforward so that the assessment requirements are clear.

Broad and deep development of students' skills: the design of the revised International GCSE aims to extend students' knowledge and understanding by broadening and deepening skills, for example students will:

- Develop skills of enquiry, analysis and evaluation of different perspectives in relation to global themes and change
- Participate in local community actions and understand their impact on a range of scales linked to global change and on societal impacts
- Make interdisciplinary linkages to equip students to successfully engage in a global society.

Progression to A Level: International GCSEs enable successful progression to A Level and beyond. Our 'Global Citizenship' students typically progress to subjects such as Law, Economics, History, Politics, Geography and other humanities. Through our world-class qualification development process, we have consulted with a range of industry subject experts to validate the appropriateness of this qualification.

More information about all of our qualifications can be found on our Edexcel International GCSE pages at: qualifications.pearson.com

Supporting you in planning and implementing this qualification

Planning

- Our *Getting Started Guide* gives you an overview of the Pearson Edexcel International GCSE in Global Citizenship to help you understand the changes to content and assessment, and to help you understand what these changes mean for you and your students.
- We will give you a course planner and editable schemes of work.
- Our mapping documents highlight key differences between the new and legacy qualifications.

Teaching and learning

- Our skills maps will highlight opportunities for students to develop skills that are assessed as well as skills that are not directly assessed.

Preparing for exams

We will also provide a range of resources to help you prepare your students for the assessments, including:

- specimen papers to support formative assessments and mock exams.

ResultsPlus

ResultsPlus provides the most detailed analysis available of your students' exam performance. It can help you identify the topics and skills where further learning would benefit your students.

Training events

In addition to online training, we host a series of training events each year for teachers to deepen their understanding of our qualifications.

Get help and support

Our Subject Advisor service will ensure you receive help and guidance from us. You can sign up to receive the Edexcel newsletter to keep up to date with qualification updates and product and service news.

Qualification at a glance

Component/paper overview

Paper 1: Global Citizenship	*Component/paper code 4GL1/01
• Externally assessed • First assessment: June 2019	100% of the total International GCSE
Content summary This paper assesses knowledge and understanding of four key themes relating to global citizenship studies: • Politics and Governance • Economic Development and the Environment • Culture and Community • Technology These themes are broken down into related subject areas, which enable students to explore a wide range of issues and ideas, with a specific focus on how they interrelate with being an effective citizen.	

Assessment
• Assessment is through a two-and-a-half-hour examination paper set and marked by Pearson.
• The assessments are separated into four sections:
  ○ Section A: Citizenship Community Action Project
  ○ Sections B & C: Politics and Governance, Economic Development and the Environment, Culture and Community, Technology. The combinations may change year on year
  ○ Section D: Synoptic assessment
• The total number of marks for the paper is 100.	

* See *Appendix 1* for a description of this code and all the other codes relevant to this qualification.

2 Global Citizenship content

Course structure

- The Pearson Edexcel International GCSE in Global Citizenship comprises one externally-assessed paper.
- The Pearson Edexcel International GCSE in Global Citizenship is a linear qualification. All units must be taken in the terminal series at the end of the course of study.

Citizenship is the exercise of rights, responsibilities and values in a democratic society. A democratic society needs its communities to consist of active, informed and responsible citizens who are willing and able to contribute effectively to society and its politics. Being a 'global citizen' means recognising that the world consists of a number of interdependencies, nurturing respect for others and thinking about what is equitable and how to minimise harm to the planet. It is therefore expected that students will understand that there are contested definitions of 'global citizenship' and this is in part affected by differing cultural and political traditions (democratic and non-democratic) in which citizens act together to improve society.

We have identified four key themes that underpin what it means to be a global citizen. These are the key political, social/cultural, technological, economic and environmental issues that present challenges to societies and citizens across the globe. For each of the themes the students will be expected to answer questions that target their knowledge and understanding of these themes within the context of the wider world. Links are also made through the themes to the community action project and also the synoptic assessment, which brings together their learning and understanding of global citizenship. The sections termed 'Making a difference' at the end of sections B, C, D and E offer opportunities to consider ways that students can explore knowledge in each key theme and apply to their community action project.

Oxfam provide a definition of what constitutes a 'global citizen':

- a person aware of the wider world and who has a sense of their own role as a citizen
- a person who respects and values diversity
- a person who has an understanding of how the world works
- a person who is outraged by social injustice
- a person who participates in the community at a range of levels, from the local to the global
- a person who is willing to act to make the world a more equitable and sustainable place
- a person who takes responsibility for their actions.

Global Citizenship in the Classroom: A Guide for Teachers Oxfam 2015

This qualification therefore seeks to develop students as global citizens; to improve their awareness of the wider world; to support them in gaining a sense of their own role as citizens and participating in the community. The qualification focuses on and links together the following four key themes and their impacts on citizens globally:

- political change and governance through international relations and systems of regulation
- economic development through trade and economic growth and adaptation; sustainable development; the sharing of one planet
- social and cultural development through media and telecommunications; travel and migration
- technological development and advancements.

Each topic supports the community action project that students undertake through links made as to what each student can consider when undertaking their community action project. A list of appropriate projects can be found in *Appendix 5 on page 35.*

Paper 1: Global Citizenship

Externally assessed

1.1 Description

Students are required to develop their understanding of Global Citizenship through consideration of a series of questions.

Students must be able to:

- identify main points and aspects of a citizenship community action project
- extract specific details and relate them to their choice of citizenship community action project and its expected, hypothesised or actual impact
- identify points of view and demonstrate understanding of global concepts, themes and issues
- show understanding of deeper questioning
- recognise attitudes and opinions
- demonstrate wider breadth, depth and understanding through synoptic assessment.

1.2 Assessment information

The Paper 1 examination lasts 2 hours and 30 minutes and is worth 100% of the qualification. It consists of 100 marks.

The paper consists of three sections:

Section A – citizenship community action project worth 20 marks

Sections B and C – key questions on four main themes (Politics and Governance, Economic Development and the Environment, Culture and Community, Technology). (The assessment will feature questions on a number of sources.) 2 sections of 30 marks

Section D – synoptic essay worth 20 marks.

1.3 Unit content

Section A:

Citizenship Community Action Project

Citizenship community action may be defined as a planned course of informed action to address a citizenship issue or question of concern, and it is aimed at delivering a benefit or change for a particular community or wider society. **Students must undertake a citizenship community action project.** Taking citizenship action in a real out-of-classroom context allows students to apply citizenship knowledge, understanding and skills and to communicate their actions in applying these to a project. Students will gain different citizenship insights and appreciate different perspectives on how we live together and make decisions in society. It requires them to practise a range of citizenship skills, including research and enquiry, interpretation of evidence, including primary and secondary sources, planning, collaboration, problem solving, advocacy, campaigning and evaluation. The investigation and action can be based on any aspect or issue arising from the course content and should be designed to have an impact locally, nationally or globally. The choice of action will depend on the issue or challenge they are addressing and what they intend their action to achieve. This will be informed through study of the four key themes and the actions arising from each key question which students will explore practically and theoretically through action and debate.

What students will learn

1 Key principles of undertaking a citizenship community action project.

2 Planning an appropriate citizenship community action project in relation to one or more key themes.

3 Undertaking, reflecting on and reviewing the outcomes of the citizenship community action project and its impact/possible future impact upon the student, individuals and/or other community groups.

To what extent can citizenship action change or contribute to global development?

	Students should:
Identifying a citizenship community action project	a) Identify an issue, problem or cause of social need that relates to citizenship concepts and themes studied as part of the course. b) Understand the range of methods and approaches relevant to citizenship actions that can be used by governments, organisations, groups and individuals to address citizenship themes in society. c) Understand methods for carrying out citizenship action: individual, collective, mass and social movements, social action and consumer action. d) Understand case studies: campaigning organisations (e.g. Red Cross, Amnesty International), educational projects etc.

Undertaking primary and secondary research	a) Identify and sequence research questions relating to the issue, problem, cause or social need. b) Carry out primary research to answer research questions. c) Analyse responses to research questions to support the activity they wish to undertake. d) Carry out secondary research to investigate a citizenship issue and prepare for carrying out primary research.
Represent their own and different points of view	a) Show understanding of the issue, including their own opinions and the views and perspectives of different people. b) Review the evidence and research undertaken and the different viewpoints expressed, and consider why some evidence or viewpoints may be more compelling or persuasive than others. c) Consider the different viewpoints and communicate the case for what they think should happen.
Plan the action	a) Identify who the action will target, setting goals for the proposed activity and identify criteria for judging success. b) Consider possible methods and approaches to use during the activity to form a clear plan of action (including key steps, sequence and priorities), taking account of the time and resources available. c) Decide roles and tasks, anticipating any possible difficulties and how to overcome them; establish a simple system for recording decision making and progress.
Apply skills of collaboration, negotiation and influence as they deliver the activity	a) Organise and deliver an event, meeting or campaign to advocate for the selected issue, problem, cause or social need that aims to argue the case, raising awareness and commitment by informing, influencing and persuading the target audience. b) Organise a social action project or social enterprise or undertake another form of community action that aims to raise awareness and commitment and create a social benefit (resources, support, advice or service) to benefit others. c) Deliver a social community action project.
Critically evaluate their learning and the impact of the action	a) Consider how and why their action did, or did not, achieve its intended effect, assessing the success of the activity in relation to their goals. b) Assess and communicate how well the method they selected worked in practice and what they might do differently in a future course of citizenship action. c) Consider the impact the action had on their own citizenship learning, including learning from any mistakes.

Making a difference – Building in links to actions students could take through the citizenship community action project	
Citizenship in action	a) Ways in which citizens in some countries can assist the development of other societies, including volunteering, campaigning, lobbying politicians for change, ethical purchasing; generating businesses and micro-business as a means for citizens in developing economies to interact with the global economy; environmental protection. b) Educating others about law-making obstacles in some countries; rights and freedoms of people affected by development processes; environmental issues affected by global change; employment changes, education, health and social care; population growth. c) Working on campaigns to improve the world in which we live; local issues and community issues

Sections B and C

Theme 1: Politics and Governance

This theme provides an opportunity to develop an understanding of the local, national, international and global dimensions of political activity, as well as offering a chance to explore political themes affecting all of our lives. For many people, the state exists as the central unit in global politics, but the state exists in many forms and with a variety of different systems of government. There has been a shift towards a system of global governance in which emerging international institutions have sought to create a body of international law. This covers almost all elements of the interaction between these states, including human rights recognition and protection. Despite the seemingly distant, global nature of much of this development, the individual, or maybe even global citizen, can and does still does make a difference.

What students will learn

1 Key citizenship ideas and concepts in response to systems of governance, state and sovereignty.

2 The relationship between rights and responsibilities of citizens; the politics of their country; the politics of others.

3 Concepts of participating in democracy; own contribution to democracy and governance.

What is the impact of global change on democracy, citizenship and types of governance?

	Students should know and understand the following:
Democracy, state and sovereignty	a) Definition of democracy and concepts, including representative and direct (democracy via elections/democracy via referendum); strengths and weaknesses of each. b) Definition and function of the nation state in global politics. c) The challenges to the sovereignty of nation states (local/regional community demands for independence).

Systems of government	a) Existing political systems and their impact on communities and individuals for one high, one medium and one low Human Development Index (HDI). b) Differences between democratic and autocratic countries, and the concept of democracy and totalitarian regimes. c) The concepts of monarchy (constitutional or absolute monarchy).
Human rights	a) Human rights; Universal Declaration of Human Rights; the nature and types of human rights from civil and political to economic, social and cultural. b) Differing cultural interpretations of human rights; human rights during conflict, humanitarian intervention and peacekeeping. c) Duties of citizens to respect the rights and freedoms of others and the law.
International law	a) The origins, development, sources of and milestones in the emergence of international law; the role of international laws, institutions and agreements in protecting the rights and freedoms of people. b) Key institutions of international law, including the roles of the International Criminal Court (ICC), International Court of Justice (ICJ) and European Courts, including the European Court of Human Rights (ECHR) and the European Court of Justice (ECJ); fundamentals of the content of treaties in international law (e.g. how they are law-making; contractual). c) Recognising the importance of social movements, charities and non-governmental organisations (NGOs) in raising awareness and campaigning for change to international law or the introduction of new elements of international law.
Making a difference – Building in links to actions students could take through the community action project	
Citizenship in action	a) Ways in which citizens in some countries can campaign for global political change or intervention in places where protection may be needed or where they believe that political change may be required. b) Understanding how education promotes an understanding of significant global issues and concerns. c) Recognising and considering examples of where citizenship action has failed to make a difference in global politics and global change. d) Key philosophical differences between political parties; electoral processes and systems. e) Understanding the importance of schools, charities, non-governmental organisations (NGOs), social movements and international organisations in raising awareness of and campaigning for political change or protection or promotion of issues that affect citizens throughout the global community.

Theme 2: Economic Development and the Environment

This theme provides an opportunity to develop an understanding of the environment in which we live and the citizenship actions taken and which can be taken in an attempt to improve both the economy and the environment. Economic development is vital for meeting the basic needs of the growing populations of developing countries. Industrialisation, transportation, global trade and the increased advancements in technologies continue to enable countries to grow and develop socially, economically and environmentally, with some growth (proportionally) continuing to be distributed unequally.

What students will learn

1 Key citizenship ideas and concepts in response to growing economies and the impacts on the environment/shared planet.

2 The relationship between economic growth and its effect on populations, communities and individual citizens.

3 The positives and negatives of economic growth and development and sustainability of positive growth.

What are the major economic and environmental changes affecting communities, society and how can citizens respond?

Topic	Students should know and understand the following:
The process of economic development	a) Three Human Development Index countries (one high, one medium, one low) giving an overview of global wealth disparities; education and health disparities in each nation; new emerging economies. b) The roles of free and fair trade in economic development. c) The development challenges and opportunities associated with international migration, including remittances and other impacts for host, source and migrant communities.
The role of international organisations	a) The main international organisations supporting economic development and dealing with human welfare, including the WHO, UNICEF and UNHCR. b) Difference between long-term and emergency development assistance offered by international organisations, including lending and aid. c) Citizenship involvement with international organisations, including volunteering and donations.
Protecting the environment	a) Climate change, its causes, consequences and the response of the global community and individual citizens (including adaptation to a changing natural environment). b) The impact of global economic development on the Global Commons, including rainforest removal, biodiversity loss and ocean pollution. c) Ways of promoting the protection of the environment and supporting growth, including the circular economy.

Topic	Students should know and understand the following:
The United Nations Sustainable Development Goals	a) Prior work of the UN in support of global development, including the 1992 Earth Summit and the Millennium Development Goals (2000). b) The 2015 Sustainable Development Goals (SDG) framework and the importance of its different elements for local communities and the global community. c) Progress made towards meeting SDG targets in two contrasting world regions.
The growth of regionalisation	a) Reasons for the growth of regional multi-governmental organisations (MGOs), such as the European Union or East African Community. b) The consequences of MGO growth for the economic development of members and non-member states. c) The political reaction to globalisation and MGO growth, including arguments for and against greater political integration.
Making a difference – Building in links to actions students could take through the community action project	
Citizenship in action	a) Ways in which citizens in some countries can assist the development of other societies, including volunteering, campaigning, lobbying politicians for change, ethical purchasing; generating businesses and micro-business as a means for citizens in developing economies to interact with the global economy; environmental protection. b) Educating others about law-making obstacles in some countries; rights and freedoms of people affected by development processes; environmental issues affected by global change; employment changes, education, health and social care; population growth. c) Understanding the importance of charities and non-governmental organisations (NGOs) in raising awareness and campaigning for global development. d) Understanding the work of schools, charities, NGOs, and international organisations in support of improved access to, and quality of, education in developing countries.

Theme 3: Culture and Community

This theme provides an opportunity to develop an understanding of how social and cultural change is spurred on by migration, technological advancement, economics and global development as access to the wider world increases. Globalisation has a strong impact across all countries at social, economic and cultural levels. Cultural change can be promoted or resisted and can also be seen as positive and/or negative. These changes are also often linked to the ambiguity over identity and sense of place in the world. Debates about identity in response to political devolution, increase in economic migration, global terrorism and the impact of consumer culture have led communities, societies and individuals to question their values and identities – for better or for worse.

What students will learn

1) Key citizenship ideas and concepts in response to changing cultural identity (individual and global).
2) The relationship between rights and responsibilities of citizens and responses to cultural change/adaptation.
3) The effects of social and cultural change/development in response to migration, political devolution and other global and community changes.

What is the impact of social and cultural change on communities and citizens?

	Students should know and understand the following:
Global and national cultures	a) Growth towards a global culture, including increased worldwide adoption of common foods, languages, media and fashion. b) The rejection of globalised cultural change, including national identity and resistance against the spread of global culture, using two countries as examples. c) The protection and promotion of national culture as an economic development strategy, using one country as an example.
Identity and migration	a) The main economic, political, cultural and environmental reasons for increased international migration. b) The factors that shape individual and community identities, including ethnicity, gender, age, religion, disability and education. c) The effects of migration on patterns of identity and diversity in local and national communities, including community cohesion growing numbers of people with multiple identities.

Social attitudes and changing lifestyles	a) Changing social attitudes to participation in global events such as sports and entertainment; women's rights; cultural and environmental issues. b) The impact of cultural activities on national and international communities, including national celebrations and religious festivals; tourism; international volunteering; exchanges. c) Lifestyle changes, including global increases in longevity (ageing) and obesity (malnutrition).
Global language and communicat-ion	a) Reasons for the widespread use of European languages and increased take up of Chinese and Arabic. b) Communications technology, and the shrinking world and its effects on language and communication. c) Increased accessibility of travel within and between countries, including an overview of user groups (tourists, migrants and the global business community).
Cultural change in emerging economies	a) Changing patterns of wealth and poverty in emerging economies. b) Cultural changes linked with income rises, including increased consumption of different foods, media and consumer goods. c) Issues associated with cultural changes in emerging economies, including new identities and freedoms, the loss of tradition and pressure on the environment.
Making a difference – Building in links to actions students could take through the community action project	
Citizenship in action	a) Changing behaviours: understanding why laws are needed in society to protect the public and settle disputes; responding to situations in society (including scientific and technological developments and changing values). b) Recognising the importance of education for promoting literacy and tackling cultural bias against disadvantaged groups in some societies. c) Raising of own awareness of shifts in cultural traditions; health and social care related issues; educational initiatives for cultural change. d) Understanding the work of schools, charities, NGOs, and international organisations in promoting the understanding of, and respect for, different national cultures and personal identities.

Theme 4: Technology

This theme provides an opportunity to develop an understanding of how the rapid growth of modern technologies means that economic investment will be needed to sustain developed countries. It will also be necessary to provide developing countries with the required resources to supply education, basic health and protective services as well as to support the continual growth of telecommunications, biotechnology, new industries, products and jobs. The growth of technology in the areas of communication and information technology (ICT), transport, industry and science has implications that may both threaten and protect the future of the planet.

What students will learn

1 Key citizenship ideas and concepts in response to technology and global development and technological advancements.

2 The relationship between rights and responsibilities of citizens and the use of technology to advance citizenship interaction globally.

3 The use of technology to engage with change (cultural, social, economic and technological).

What is the impact of technologies on countries, their communities and citizens?

	Students should know and understand the following:
Technology and economic development	a) The links between communications technology and economic development in developing countries, including mobile phone banking and business use. b) The role of communications technology in trade and investment across national boundaries, including new jobs and services. c) The growing importance of communications technology in tackling inequality between and within communities.
Technology and communities	a) The role of communications technology in international community building, using an example of a migrant or diaspora population. b) New opportunities and threats for communities, including differing views on developments such as artificial intelligence or bionics, healthcare and/or other support services. c) New and emerging threats to communities across national boundaries, such as identity theft, computer viruses and cyberterrorism.
Technology, politics and citizenship	a) Communications technology and campaigning, including the use of social media to raise awareness about issues. b) The use of communications technology during elections by citizens and politicians as part of the democratic process. c) The themes of censorship and bias in relation to communications technology, using two countries as examples.

	Students should know and understand the following:
Technology, energy and climate change	a) Energy-saving technologies developed in response to climate change, such as energy-efficient appliances, buildings and towns. b) New energy technology developed as an alternative to fossil fuels, including solar, wind and nuclear power sources, and the associated local issues. c) Technologies needed to tackle or adapt to future climate change, such as carbon capture and storage (CCS) and flood barriers.
Social media identities and freedoms	a) Positive and negative ways in which personal identities can be affected by the growth of social media communities in local and global contexts. b) Issues surrounding personal rights and freedom of speech for users of social media. c) Changing patterns of media use and consumption, including the decline of printed media and the rise of 24-hour news reporting.
Making a difference – Building in links to actions students could take through the community action project	
Citizenship in action	a) Engaging with technological change, including campaigning about safety or censorship issues. b) Understanding the role of law-making in support of technology access or protection issues, such as broadband availability, online libel and child protection; international laws and agreements in relation to internet and data use, including the sharing of information by governments. c) Promoting technological skills and capabilities, and helping other citizens to understand the benefits and risks of social media use. d) Understanding the work of schools, charities, NGOs, and international organisations in improving access to technology in the classroom in different national or community contexts.

3 Assessment information

Assessment requirements

Component/paper number and unit title	Level	Assessment information	Number of raw marks allocated in the component/paper
Paper 1: Section A	1/2	Part A is worth 20% of the qualification. This section will consist of one question which is divided into short-answer questions that build into medium- and higher-level responses. Correct spelling will not be a requirement as long as the student response is comprehensible. Task types demand a variety of input from students in response to their community action project which they will have undertaken. Questions include direct response to impact of action taken, reflective analysis and consideration of how others could undertake the community action project and discussion-based answers.	20 marks
Paper 1: Section B	1/2	Part B is worth 30% of the qualification. This section will consist of a series of short-answer questions (using two key themes) that build into medium- and higher-level responses. Correct spelling will not be a requirement as long as the student response is comprehensible. Task types include multiple choice and analytic interpretation of source materials, discussion, comparison responses, evaluative and reflective answers giving balanced conclusions.	30 marks

Component/paper number and unit title	Level	Assessment information	Number of raw marks allocated in the component/paper
Paper 1: Section C	1/2	Part C is worth 30% of the qualification. This section will consist of a series of short-answer questions (using two key themes) that build into medium- and higher-level responses. Correct spelling will not be a requirement as long as the student response is comprehensible. Task types include multiple choice and analytic interpretation of source materials, discussion, comparison responses, evaluative and reflective answers giving balanced conclusions.	30 marks
Paper 1: Section D	1/2	Part D is worth 20% of the qualification. This section will consist of one question which is divided into short-answer questions, followed by a synoptic assessment aspect. Correct spelling will not be a requirement as long as the student response is comprehensible.	20 marks

Assessment objectives and weightings

		% in International GCSE
AO1	Demonstrate knowledge and understanding of citizenship concepts, terms and issues.	38%
AO2	Apply knowledge and understanding of citizenship concepts, terms and issues to contexts and actions.	44%
AO3	Analyse and evaluate a range of evidence relating to citizenship issues, debates and actions, including different viewpoints, to develop reasoned, coherent arguments and make substantiated judgements.	18%

Relationship of assessment objectives to papers

Unit number	Assessment objective		
	AO1	**AO2**	**AO3**
Paper 1	38%	44%	18%
Total for International GCSE	38%	44%	18%

The examination will be available for assessment from 2019.

4 Administration and general information

Entries

Details of how to enter students for the examination for this qualification can be found in our *International Information Manual*. A copy is made available to all examinations officers and is available on our website.

Students should be advised that, if they take two qualifications in the same subject, colleges, universities and employers are very likely to take the view that they have achieved only one of the two GCSEs/International GCSEs. Students or their advisers who have any doubts about subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

Access arrangements, reasonable adjustments, special consideration and malpractice

Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the UK Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison with students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Language of assessment

Assessment of this qualification will be available in English only. All student work must be in English.

We recommend that students are able to read and write in English at Level B2 of the Common European Framework of Reference (CEFR) for Languages.

Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a student with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular student may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, including:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs or timeframes to the awarding organisation, or affects the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

Special consideration

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/ assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate his or her level of attainment in an assessment.

Further information

Please see our website for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration please refer to the JCQ website: www.jcq.org.uk

Candidate malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in examinations **must** be reported to Pearson using a *JCQ Form M1* (available at www.jcq.org.uk/exams-office/malpractice). The form can be emailed to pqsmalpractice@pearson.com or posted to: Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2(a)* (available at www.jcq.org.uk/exams-office/malpractice).

The form, supporting documentation and as much information as possible can be emailed to pqsmalpractice@pearson.com or posted to: Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More detailed guidance on malpractice can be found in the latest version of the document *JCQ General and vocational qualifications Suspected Malpractice in Examinations and Assessments,* available at www.jcq.org.uk/exams-office/malpractice

Awarding and reporting

The International GCSE qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total subject mark where 9 is the highest grade. Individual components are not graded. The first certification opportunity for the Pearson Edexcel International GCSE in Global Citizenship will be in 2019. Students whose level of achievement is below the minimum judged by Pearson to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

Student recruitment and progression

Pearson's policy concerning recruitment to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

Prior learning and other requirements

There are no prior learning or other requirements for this qualification.

Progression

The Pearson Edexcel International GCSE in Global Citizenship develops student's knowledge, understanding and skills in citizenship studies (global) as a basis for progression to:

- GCE Advanced Subsidiary and Advanced Level in wider subjects than the International GCSE such as Politics, Law, Economics and Citizenship studies or other humanities subjects
- other equivalent Level 3 qualifications
- further study in other areas where an understanding of global issues and citizenship is required
- further training or employment where citizenship skills and knowledge are required.

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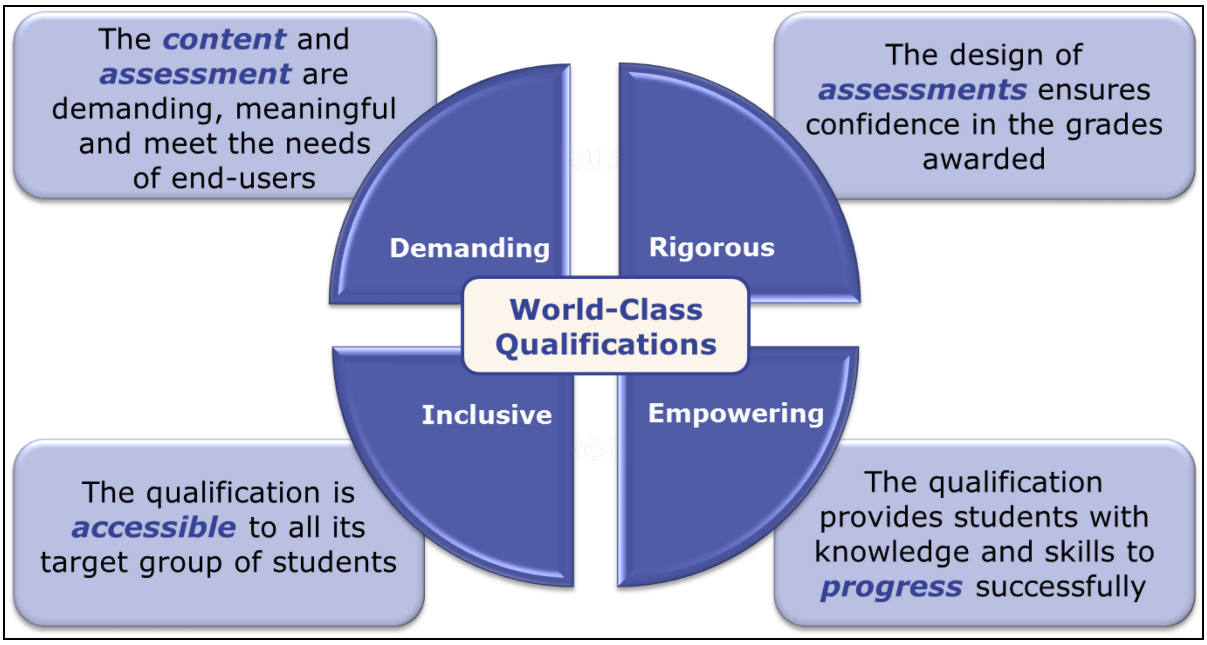
Appendix 1: Codes

Type of code	Use of code	Code
Subject codes	The subject code is used by centres to cash-in the entry for a qualification.	4GL1
Paper codes	These codes are provided for information. Students may need to be entered for individual papers.	Paper 1: 4GL1/01

Appendix 2: Pearson World-Class Qualification Design Principles

Pearson's world-class qualification design principles mean that all Edexcel qualifications are developed to be **rigorous, demanding, inclusive and empowering**.



We work collaboratively to gain approval from an external panel of educational thought-leaders and assessment experts from across the globe. This is to ensure that Edexcel qualifications are globally relevant, represent world-class best practice in qualification and assessment design, maintain a consistent standard and support student progression in today's fast-changing world.

Pearson's Expert Panel for World-class Qualifications is chaired by Sir Michael Barber, a leading authority on education systems and reform. He is joined by a wide range of key influencers with expertise in education and employability.

"I'm excited to be in a position to work with the global leaders in curriculum and assessment to take a fresh look at what young people need to know and be able to do in the 21st century, and to consider how we can give them the opportunity to access that sort of education." Sir Michael Barber.

Endorsement from Pearson's Expert Panel for World-class Qualifications for International GCSE development processes

"We were chosen, either because of our expertise in the UK education system, or because of our experience in reforming qualifications in other systems around the world as diverse as Singapore, Hong Kong, Australia and a number of countries across Europe.

We have guided Pearson through what we judge to be a rigorous world-class qualification development process that has included:

- Extensive international comparability of subject content against the highest-performing jurisdictions in the world
- Benchmarking assessments against UK and overseas providers to ensure that they are at the right level of demand

- Establishing External Subject Advisory Groups, drawing on independent subject-specific expertise to challenge and validate our qualifications

Importantly, we have worked to ensure that the content and learning is future oriented, and that the design has been guided by Pearson's Efficacy Framework. This is a structured, evidence-based process which means that student outcomes have been at the heart of this development throughout.

We understand that ultimately it is excellent teaching that is the key factor to a learner's success in education but as a result of our work as a panel we are confident that we have supported the development of Pearson Edexcel International GCSE qualifications that are outstanding for their coherence, thoroughness and attention to detail and can be regarded as representing world-class best practice."

Sir Michael Barber (Chair)

Chief Education Advisor, Pearson plc

Professor Sing Kong Lee

Professor, National Institute of Education in Singapore

Dr Peter Hill

Former Chief Executive ACARA

Bahram Bekhradnia

President, Higher Education Policy Institute

Professor Jonathan Osborne

Stanford University

Dame Sally Coates

Director of Academies (South), United Learning Trust

Professor Dr Ursula Renold

Federal Institute of Technology, Switzerland

Professor Bob Schwartz

Harvard Graduate School of Education

Professor Janice Kay

Provost, University of Exeter

Jane Beine

Head of Partner Development, John Lewis Partnership

Jason Holt

CEO, Holts Group

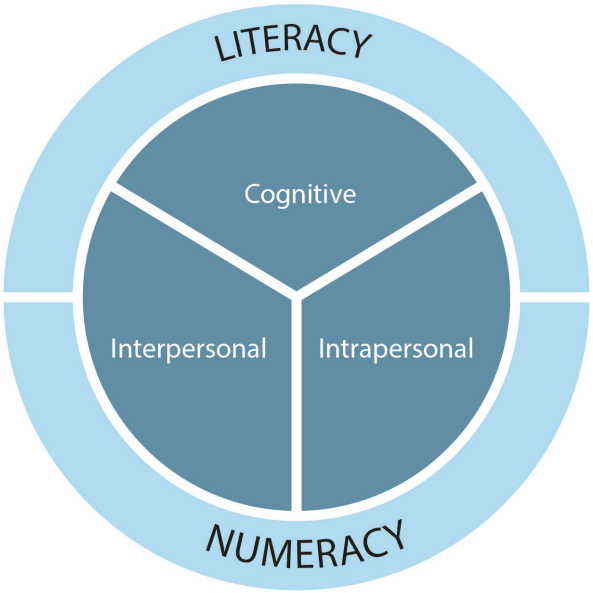
Appendix 3: Transferable skills

The need for transferable skills

In recent years, higher education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.'[1]

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council's (NRC) framework [2] as the most evidence-based and robust skills framework, and have used this as a basis for our adapted skills framework.



The skills have been interpreted for this specification to ensure they are appropriate for the subject. All of the skills listed are evident or accessible in the teaching, learning and/or assessment of the qualification. Some skills are directly assessed. Pearson materials will support you in identifying these skills and developing these skills in students.

The table overleaf sets out the framework and gives an indication of the skills that can be found in Global Citizenship and indicates the interpretation of the skill in this area. A full subject interpretation of each skill, with mapping to show opportunities for students' development is provided on the subject pages of our website: qualifications.pearson.com

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[1] OECD (2012), Better Skills, Better Jobs, Better Lives (2012): http://skills.oecd.org/documents/OECDSkillsStrategyFINALENG.pdf

[2] Koenig, J. A. (2011) Assessing 21st Century Skills: Summary of a Workshop, National Research Council

Cognitive skills	Cognitive processes and strategies:	• Critical thinking • Problem solving • Analysis • Reasoning • Interpretation • Decision making • Adaptive learning • Executive function
	Creativity:	• Creativity • Innovation
Intrapersonal skills	Intellectual openness:	• Adaptability • Personal and social responsibility • Continuous learning • Intellectual interest and curiosity
	Work ethic/ conscientiousness:	• Initiative • Self-direction • Responsibility • Perseverance • Productivity • Self-regulation (metacognition, forethought, reflection) • Ethics • Integrity
	Positive core self-evaluation:	• Self-monitoring/self-evaluation/self-reinforcement
Interpersonal skills	Teamwork and collaboration:	• Communication • Collaboration • Teamwork • Co-operation • Interpersonal skills
	Leadership:	• Leadership • Responsibility • Assertive communication • Self-presentation

Reasoning for Global Citizenship

Making considered judgements in response to questioning

Intellectual interest and curiosity for Global Citizenship

Exploration of global citizenship studies and interpretation

Assertive communication for Global Citizenship

Explaining own thoughts and ideas of global citizenship and reflective application

Appendix 4: Glossary A

Term	Definition
Assessment objectives	The requirements that students need to meet to succeed in the qualification. Each assessment objective has a unique focus which is then targeted in examinations or coursework. Assessment objectives may be assessed individually or in combination.
External assessment	An examination that is held at the same time and place in a global region.
JCQ	Joint Council for Qualifications. This is a group of UK exam boards which develop policy related to the administration of examinations.
Linear	Qualifications that are linear have all assessments at the end of a course of study. It is not possible to take one assessment earlier in the course of study.
Raw marks	Raw marks are the actual marks that students achieve when taking an assessment. When calculating an overall grade raw marks often need to be converted so that it is possible to see the proportionate achievement of a student across all units of study.

Glossary B

Term	Definition
Alternative energy	Sources of energy that do not contribute to the greenhouse effect, including renewable sources (solar, wind) and nuclear power.
Autocracy	A system of government where power lies mostly in the hands of a single individual.
Carbon footprint	The amount of carbon dioxide produced by an individual or activity.
Cyberterrorism	Deliberate harm done to the computer networks of companies or governments by external forces who have gained access to the internet, with potentially harmful real-world effects for citizens and communities.
Dependency	When a nation relies on outside sources for financial assistance, such as international aid, and has only a weak control of its own economic affairs.
Development	The range of ways in which a country seeks to progress economically and to improve the quality of life for its inhabitants over time.
Ecological footprint	A measurement of the area of land or water required to provide a person (or society) with the energy, food and resources they need to live and to also absorb their wastes.
Emerging economies	Middle-income nations that are undergoing industrialisation and rapid domestic market growth. They show high annual growth in gross domestic product (GDP).
Fair trade	An attempt by individual consumers and supermarkets to reduce the economic unfairness of globalisation, often using Fairtrade Foundation's certification system.
Global commons	Large-scale global resources that all states share the use of and must work together to manage. The oceans; the atmosphere and Antarctica are all global commons.
Globalisation	The growing interdependence of countries worldwide through the increasing volume and variety of cross-border transactions in goods, services and money. There are broader social and cultural dimensions of globalisation too.
Governance	A broader concept than 'government' which additionally recognises the contribution that citizens, businesses and charities make to the way in which environments and societies are managed.
Gross domestic product (GDP)	A measure of the financial value of the goods and services produced within a territory (including foreign firms locating there). It is often divided by population size to produce a per capita figure for the purpose of making comparisons.
Human development index (HDI)	The key United Nations measure of economic and social development. It takes into account income, life expectancy and literacy.

Term	Definition
Interdependency	The recognition that countries increasingly rely on each other for goods and services, and must work together to tackle global challenges such as climate change.
Multiple identity	The recognition that an individual may have many different identities on account to the nationality of their parents.
Non-governmental organisation (NGO)	Any group or movement that bridges the gap between citizens and the state, the work of which is focused on matters of public concern such as human rights, poverty or the environment.
Shrinking world	The experience of distant places feeling closer and taking less time to reach, due to transport and communications innovation over time. This process is linked with globalisation.
Sovereignty	The ability of a place and its people to self-govern without any outside interference.
Sustainable development	A development plan or principle that aims to ensure that the current generation of people should not damage the environment in ways that will threaten the social and economic welfare of future generations.
Transnational corporation (TNC)	This is a global business with operations in several or many countries.
Universalism	The recognition that human rights are universal and should apply to every human being irrespective of their nationality, ethnicity, gender, age or any other criteria.

Appendix 5: Suggested Citizenship Community Action Projects and Links to the Project Qualification

The following are suggested projects which could be undertaken by students. This list is not exhaustive.

Taking action to help newly-arrived international refugees to learn English

- You might want to approach local schools, community centres and libraries to identify some enthusiastic refugee students. You don't need to restrict your target group to refugees, they could be international students or migrants.
- Think about safety - notify parents and teachers of where you will be conducting lessons and do so in an open, public space such as a coffee shop or in the library so that you are never alone.
- Focus on simple conversation skills- introducing yourself, asking for directions and ordering food. You might want to print out cartoons to demonstrate visually what you are teaching them. Build up their confidence in using basic phrases that will help them navigate the local area.
- Can you widen the impact of your project? Could you organise a way for local volunteers to teach refugees on a larger scale, organising a weekly meet up perhaps?

Taking action to help reduce local food wastage

- Undertake some research to understand if there is anything happening locally for you to support.
- Raise awareness of recycling and food wastage through a small campaign - create leaflets, or talk to people in the streets, or arrange talks to younger students in the school.
- Put pressure on the local council (or similar) to develop a larger campaign to combat food wastage.
- Develop recipes, or ask for help from friends and family to create recipes which make use of food scraps e.g. soup, sauces, stock.
- Do local shops or markets throw away food before it's gone off? Could this be donated to a local kitchen and reused to feed the hungry?

Investigating and campaigning on the global issue of modern slavery

- What is modern slavery? What forms can it take? How does this compare to historical slavery? How does modern slavery affect your country?
- You could develop a campaign which supports the local community to spot potentials form of modern slavery and understand how to report it.
- Modern slavery is a serious crime and students should not try and tackle the issue directly with victims or criminals or intervene personally. This should be around raising awareness and supporting local law enforcement agencies.

Investigating and campaigning on the global issue of drone missile use

- What are the key issues around drone missile use? What are the opposing arguments? What is your view on it and why? - this will inform the direction of your campaign e.g. for or against
- You could do some research and present the facts to a group of people, and then stimulate a local debate to raise awareness of the issue and encourage participation in the debate.
- You may decide that you are against drone missile use, and organise a fundraising event to raise funds to support the families of those caught up accidentally in a missile strike.

Investigating and campaigning on the global issue of human rights violations e.g. false imprisonment

- What are examples of human rights violations globally? What campaigns or projects do charities such as 'Amnesty International' run in local area? You could reach out to them and ask how you could support.
- You may pick an issue that is relevant to your community and develop a 12-14year old friendly campaign where you spend 2 hours with students running a workshop using Amnesty International free school resources, to raise awareness of human rights violations.

Raising local awareness of the importance of improved sanitation for low income countries

- What are the global issues around sanitation? What are the consequences of poor sanitation?
- What sanitation problems do your community face?
- You could organise a public meeting to brainstorm ideas of how to tackle one single issue that your community faces e.g. focus on waste disposal being confined to appropriate spots, away from water sources. You could also talk about ways of improving personal hygiene, e.g. washing hands before eating food.
- Agree on 3 actions and campaign to raise awareness of these actions.

Raising local awareness of the global issue of 'technology addiction'

- What is technology addiction? Does this affect you, your friends and your family?
- You could run 'technology detox' or technology free week with your friends and come to together to discuss the pros and cons of the experience.
- Use the outcome of this experience to run a small campaign about technology addiction. Run a series of events in a local cafe where mobile phones must be switched off upon entering.

Raising local awareness of the risks associated with social media use e.g. cyber-bullying or radicalisation

- Conduct some research to understand the global risks of social media and the rise of online bullying.
- Which of these risks relate to your local community?
- Set up a local drop in centre with other students or teachers to talk to young people about any worries they might have about cyber bullying.
- Run a campaign in your school about cyber bullying and the real life consequences it has on real people, perhaps encouraging a victim to share their experience.

Raising local awareness of the global challenge of breast cancer

- What is breast cancer? Who does it affect? What are the causes and symptoms? What is being done in the medical world to fight breast cancer?
- What can you do you in your local community to join the fight against breast cancer? You could run a campaign on how women can check themselves for early signs of breast cancer. Or set up a support group for families who have been affected by breast cancer with the support of an experienced nurse/doctor/chaplain or similar.

Raising local awareness of the global challenge of obesity

- How is obesity affecting the planet? How is it affecting your country? What is obesity and how can it be prevented?
- You could run a sports and nutrition day. Families could participate in sports day activities such as a fun run, cricket or rounders, sack races, football or rugby games. You could run a healthy cooking class demonstration, or hand out fruit and vegetables explaining the healthy qualities of each piece of fruit or vegetable.
- You could also run a local competition for the healthiest homemade recipe and ask people to vote on them as they try out the different recipes.
- Doing exercise if often more fun when it is with a group- why not start a permanent sports team? Hockey, rounders, football?

Raising local awareness of the global challenge of ageing

- Why is life expectancy increasing? What are the life expectancy rates in your country and how do these compare to 3, 5 and 10 years ago? What challenges has this brought about globally?
- You might identify one challenge as being loneliness amongst ageing people. You could start a volunteering group or outreach project, run through your school, which goes into care homes and spends 2 hours each week talking to and supporting the elderly.
- You might identify one challenge around abuse and the prejudice that the elderly suffer, for example being shouted at in the market because people presume they are deaf. You could set up a 'Did you know?' campaign, handing out leaflets that dispel myths around old age, written by the elderly E.g. 'Did you know that I'm 92 and I still referee for the local football team?'

You may want to support learners who are particularly interested and engaged in the community action element of this qualification to develop and expand on their project through the Edexcel Level 1 or Level 2 Project qualification and gain additional recognition for their work. Please find more information on the Project qualification below.

Edexcel Level 1 Foundation Project and Edexcel Level 2 Higher Project

- The Edexcel Level 1 Foundation Project and Edexcel Level 2 Higher Project have been designed for learners to study a topic area which extends or expands their learning in an appropriate area of study, either as a stand-alone qualification or as part of a 14–19 Diploma. Learners select a project which may be completed over one or two years. Learners will be assessed on their ability to plan, manage, complete and review their project. It is assessed by a tutor-assessor from within the centre and externally moderated by Edexcel.

Key features of the Edexcel Level 1 Foundation Project and Edexcel Level 2 Higher Project

These qualifications will enable learners to:

- develop as inquisitive and independent learners
- be inspired and enthused by new areas or methods of study
- support the experiential learning process and find further opportunities to plan and review their learning
- use their learning experiences to support their personal aspirations for further study and career development
- develop, where appropriate, as e-confident learners and apply appropriate technologies in their studies.

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