

Mark Scheme (Results)

Summer 2015

International GCSE in Global Citizenship
(4GL0/01)

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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.

International GCSE Global Citizenship

Section A Q1

Question number	Answer	Mark	AO
1 (a)	<p>All questions in Section A are based on Key Question 5: Can I make a difference?</p> <p>Identification of idea(1) Justification of idea: up to 3 further marks</p> <p>Example response: I suggested that we should petition to change the law relating to homeless people in my city (1). The reason I wanted to do this was because there were growing numbers of homeless people (1). The law did not enable them to get benefits because they had no fixed address (1) and I thought they should have some support from the government (1).</p>	4	2

Question number	Answer	Mark	AO
1 (b)	<p>Candidates can describe to whom they communicated to as well as the method used.</p> <p>Example response: I needed to let my course tutor know what global issue I had chosen. (1) Following the discussion, we created posters to put up in the local area (1) and this notified residents of our planned event (1). At the event we handed out leaflets to take away (1).</p>	4	2

Question number	Answer	Mark	AO
1(c)	<p>For each way: Identification of one way community action was effective (1) Development of explanation of way: up to 2 further marks x2 = 6 marks</p> <p>Answers might refer to:</p> <ul style="list-style-type: none"> • how awareness of the issue was raised amongst other students • how understanding of policy/benefits system/poverty was increased • how they petitioned their local council and what the outcomes were • that their community action made them aware of their responsibilities as citizens • alternatively, they could point out that whilst they were able to achieve some goals (eg, those above), they recognised that the problem was long term and needed intervention from those with authority <p>Any other relevant example/explanation will be rewarded.</p>	6	2

Question number	Answer	Mark	AO
1 (d)	<p>Example of indicative content:</p> <ul style="list-style-type: none"> • that people who are homeless are in that situation because they failed at school/left home with no job/are likely to be drug and alcohol dependent/have mental health problems ie it is their fault • that homeless people are not my responsibility • that taxes already do enough to support homeless people and/or that taxes are high enough already • that there are other people who are more deserving ie those in work on low incomes • that the homeless are illegal immigrants and should not expect anything more • that homelessness reveals that society is prepared to tolerate inequality <p>Any other relevant example/explanation will be rewarded.</p>	6	2
Level	Mark	Description	
0	0	No rewardable material	
1	1-2	Basic statement of views without development.	
2	3-4	More than one view is stated. Simple explanation of at least one of these views.	
3	5-6	Clear explanation of two or more views.	

Question number	Answer	Mark	AO
2(a)	C Indonesia	1	1

Question number	Answer	Mark	AO
2(b)	C US\$600 billion	1	1

Question number	Answer	Mark	AO
2(c)	<p>1 mark for approximate identification of MDG 2 marks for exact identification of MDG</p> <p>Do not need MDG number.</p> <p>The Millennium Development Goals are: 1 Eradicate extreme poverty and hunger 2 Achieve universal primary education 3 Promote gender equality and empower women 4 Reduce child mortality 5 Improve maternal health 6 Combat HIV/AIDS, malaria and other diseases 7 Ensure environmental sustainability [Award no mark for this] 8 Global partnership for development</p>	2	2/3

Question number	Answer	Mark	AO
2 (d)	<p>1 mark for identification of reason 1 mark for development of reason</p> <p>Answers might refer to:</p> <ul style="list-style-type: none"> • the cost of providing sanitation • that it affects people who are living in poverty/people who don't have influence • that attitudes to sanitation may be difficult to change • the attraction of mobile phones over sanitation <p>Example answer: Development workers have found it very difficult to change attitudes towards sanitation (1), especially in countries which are poor and which have very strong cultural views (1).</p> <p>Any other relevant example/explanation will be rewarded.</p>	4	2

Question number	Answer	Mark	AO
2 (e)	<p>Where only one country referred to award maximum 3 marks.</p> <p>Answers might refer to:</p> <ul style="list-style-type: none"> • own country • recognised importance of providing clean drinking water • recognised importance of providing proper toilet facilities in very low income areas • recognised that safe toilet facilities make it more likely girls will stay on at school • recognised that sanitation is a human right • other countries • eg in UK moves towards provision of sanitation in 19th century • emphasis on providing water management systems and sewerage • requiring all new housing built after the Second World War to have indoor bathrooms and toilets • where expectations of good sanitation are the norm <p>Credit examples which explain a lack of change/stability in attitudes.</p> <p>Any other relevant example/explanation will be rewarded.</p>	6	1/3

Question number	Answer	Mark	AO
2 (f)	<p>Where only one country referred to award maximum 3 marks.</p> <p>The Millennium Development Goals are: 1 Eradicate extreme poverty and hunger 2 Achieve universal primary education 3 Promote gender equality and empower women 4 Reduce child mortality 5 Improve maternal health 6 Combat HIV/AIDS, malaria and other diseases 7 Ensure environmental sustainability [Award no mark for answers about this goal] 8 Global partnership for development</p> <p>Answers might refer to: Millennium Development Goal 1: Eradicate extreme poverty and hunger</p> <p>Example 1:</p> <ul style="list-style-type: none"> • in Malawi [for example] people are currently benefiting from an irrigation project in Zomba [Southern Malawi] • the project targets smallholder farmers affected by flash floods and helps to improve their livelihoods and increase crop yields • the farmers are trained in best agricultural production practices, improved quality seed systems and conservation agriculture • the project ensures that families harvest enough food, saving many from hunger <p>Example 2: [information from UN Millennium Development Goal 1 Eradicate extreme poverty and hunger factsheet http://www.un.org/millenniumgoals/pdf/Goal_1_fs.pdf</p> <p>In Cambodia incomes rose to \$1.40 from \$0.47 a day among 915 farmers who were mostly women as a result of:</p> <ul style="list-style-type: none"> • training projects delivered on literacy, gender awareness, health and nutrition and natural resource management which enabled participants to improve food security and income generation and led to increases in off-farm production • and better quality, management and marketing improved the lives of these farmers 	6	1/3

	<p>Candidates are not expected to know the details of these factsheets in order to gain marks. This is an example of what might be given in an answer.</p> <p>Any other relevant example/explanation will be rewarded.</p>		
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Question number	Answer	Mark	AO
3(a)	C: Russian Federation	1	1

Question number	Answer	Mark	AO
3 (b)	<p>Answers might refer to</p> <ul style="list-style-type: none"> the movement of people (1) from one place to another (1) <p>Award marks if answers refer to</p> <ul style="list-style-type: none"> immigration: people who arrive in a country emigration: people who leave a country <p>Do not award marks if answers refer to reasons for migration which are in Source C.</p>	2	1

Question number	Answer	Mark	AO
3 (c)	<p>Answers might refer to</p> <ul style="list-style-type: none"> the people or nations of the world (1), closely connected by modern telecommunications (1) where people or nations (1) are economically, socially, and politically interdependent (1) the people or nations of the world (1) closely connected as a result of globalisation (1) <p>Any other relevant example/explanation will be rewarded.</p>	2	1

Question number	Answer	Mark	AO
3 (d)	<p>1 mark for point identified. 2 marks for a developed explanation</p> <p>Example answer: The numbers of migrants in my country affect my employment prospects (1). This means that I might have to have better qualifications than migrants in order to get a job (1). It might therefore be useful for me to learn a second language in order to compete with migrants (1).</p> <p>Any other relevant example/explanation will be rewarded.</p>	3	1

Question number	Answer	Mark	AO
3 (e) (i)	<p>Answers might refer to:</p> <ul style="list-style-type: none"> • generates larger tax income • supports countries with ageing populations • meets skills shortages <p>Any other relevant example/explanation will be rewarded.</p>	2	3

Question number	Answer	Mark	AO
3 (e) (ii)	<p>Answers might refer to:</p> <ul style="list-style-type: none"> • requires greater investment in public services • deprives indigenous citizens of employment • lowers wage levels <p>Any other relevant example/explanation will be rewarded.</p>	2	3

Question number	Answer	
3 (f)	<p>Answers might refer to</p> <p>Women have been successful in gaining representation as a result of:</p> <ul style="list-style-type: none"> • changes in the law eg extension of the franchise • changes in political regime/system • as a result of greater access to education • demands for female-only lists of candidates in UK • in Rwanda 63.8% of seats are occupied by women <p><u>http://www.ipu.org/wmn-e/classif.htm</u></p> <p>Any other relevant example/explanation will be rewarded.</p> <p>Answers which show why women have failed to gain representation will also be rewarded.</p> <p>The reasons might include</p> <ul style="list-style-type: none"> • cultural and/or religious expectations eg there is only one woman in the Yemeni parliament [the other 300 are men] <p><u>http://www.ipu.org/wmn-e/classif.htm</u></p> <ul style="list-style-type: none"> • perceptions about the role of women • failure to implement human rights • lack of political representation is reflected in other areas of life eg leadership of major companies/membership of judiciary/senior roles in media • attacks on women eg by the Taliiban on Malala Yousafzai in Pakistan in 2013 for her demands for female education <p>Any other relevant example/explanation will be rewarded.</p>	
Level	Mark	Description
0	0	No rewardable material
1	1-3	Basic knowledge of issue or simple statements about issue.
2	4-6	Limited discussion of issue or one issue discussed in detail. Award maximum of 5 marks where only one viewpoint is given.
3	7-8	Clear discussion of issue with some supporting evidence.

Question Number	Indicative content
4(a)	<p>Based on Key Question 1: how do communities develop? Content Section 2: The development of rights and freedoms in a global context</p> <p>Answers might refer to:</p> <ul style="list-style-type: none"> • outline of main features of The Universal Declaration on Human Rights and/or the Convention on the Rights of the Child [Answers are not expected to list all of them] • how rights are applied in different countries eg in UK all the articles apply but this is not the case everywhere [answers should refer to local examples] <p>Factors which cause communities to change include:</p> <ul style="list-style-type: none"> • war: in 2014 in Central African Republic has removed almost all rights from citizens (answers might refer to other examples) • poverty: affects access to rights in every country • lack of education • natural disaster eg Philippines in 2013 • <p>Examples of how human rights offer protection to people might refer to:</p> <ul style="list-style-type: none"> • legalisation of same-sex marriage in UK against restrictions placed on LGBT in Russia or Uganda • rights of economic migrants to UK are restricted eg no benefit claims for first 3 months in UK • rights of people living in North Korea compared to South Korea • European court ruling on prisoner voting rights and life-term sentences • women not being allowed to drive in Saudi Arabia • rights of foreign workers on construction projects in Gulf states <p>Answers should reach a conclusion which might be that whilst human rights are affected by change which takes place in local and national communities, the most likely reason is political.</p> <p>Answers which refer to examples and/or evidence will be rewarded.</p>

Level	Mark	Description (5A01, 5A02, 10A03)
0	0	No rewardable material
1	1-4	Basic knowledge of relevant issues. No evidence of extent to which candidate agrees with claim in the question. One or two contextualised examples offered in support of claims.
2	5-8	Limited knowledge of relevant issues. Some evidence of extent to which candidate agrees with claim in the question. Some contextualised examples offered in support of claims.
3	9-12	Sound knowledge of relevant issues. Sound evidence of extent to which candidate agrees with claim in the question. Clear, contextualised examples offered in support of claims. Award maximum of 12 marks where only one point of view is given.
4	13-16	Thorough knowledge of relevant issues. Thorough evidence of extent to which candidate agrees with claim in the question. Clear, contextualised examples offered in support of claims throughout.
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	Indicative content
4(b)	<p>Based on Key Question 4: can we create a fairer world? Content Section 6: Business responsibility in creating a fairer world</p> <p>Answers might refer to: The ways that businesses respond to demands for ethical approaches such as:</p> <ul style="list-style-type: none"> • Fairtrade products have become available as a result of increasing consumer awareness of business practices • Fairtrade products are ways for businesses to promote their ethical dimension • evidence which shows that Fairtrade producers are being exploited and other evidence which suggests that they are not actually Fairtrade at all • criticisms which suggest that Fairtrade distorts markets, exaggerates its claims, prices out the poorest farmers and perpetuates inefficient modes of production <p>See: http://www.independent.co.uk/news/world/politics/fairtrade-is-it-really-fair-7717624.html</p> <p>Reward specific local examples.</p> <p>Is business to blame for poverty?</p> <ul style="list-style-type: none"> • how poverty is defined • global companies which produce goods in poorer countries have been found to pay workers very low wages [examples should be included in the answer] and this causes an unfair distribution of wealth • policies of organisations such as the IMF, the World Bank, the World Trade Organisation (WTO) advantage global corporations rather than individuals • people who lead the IMF, the World Bank and the WTO are appointed rather than elected and as such represent and preserve the interests of businesses • rich countries have in place protectionist measures [which protect their businesses] and these prevent developing economies from accessing their markets fairly and this affects the ability of poorer countries to develop and become wealthier • examples of how business growth has taken people out of poverty eg Brazil, Russia, China or India [BRICs] • some answers might suggest that politics and/or corruption are the main reasons why poverty exists and these will be rewarded <p>Ways business can create a fairer world by</p> <ul style="list-style-type: none"> • differential pricing eg goods sold more cheaply in economies where average wages are low • paying workers wages above minimum levels • re-investing in communities where businesses are located eg paying for school equipment

	<ul style="list-style-type: none"> answers which consider what might be meant by the term 'fair' will be rewarded <p>Reward specific local examples. Answers should reach a conclusion. Answers which refer to examples and/or evidence will be rewarded</p>	
Level	Mark	Description (5A01, 5A02, 10A03)
0	0	No rewardable material
1	1-4	Basic knowledge of relevant issues. No evidence of extent to which candidate agrees with claim in the question. One or two contextualised examples offered in support of claims.
2	5-8	Limited knowledge of relevant issues. Some evidence of extent to which candidate agrees with claim in the question. Some contextualised examples offered in support of claims.
3	9-12	Sound knowledge of relevant issues. Sound evidence of extent to which candidate agrees with claim in the question. Clear, contextualised examples offered in support of claims. Award maximum of 12 marks where only one point of view is given.
4	13-16	Thorough knowledge of relevant issues. Thorough evidence of extent to which candidate agrees with claim in the question. Clear, contextualised examples offered in support of claims throughout.
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.

