

Mark Scheme (Results)

Summer 2016

International GCSE 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 look for secondary data before we finally decided on our community action. (1) The reason we did this was because we wanted to compare our findings with those that already existed (1). I also suggested that we needed to discuss which sources would be more useful than others (1) and which sources would give us the most reliable information (1).</p> <p>Any other relevant example/explanation will be rewarded.</p>	(4)	2

Question number	Answer	Mark	AO
1 (b)	<p>Identification of idea (1) Explanation of idea: up to 3 further marks</p> <p>Example response: I started by looking at information about our local area (1). I found that the local authority [e.g. local council] produced a lot of useful data (1). Once I had this information I was then able to look for information that related to other countries and this was readily available online. (1) What became clear was that other places collect data in different ways to my own country (1).</p> <p>Any other relevant example/explanation will be rewarded.</p>	(4)	2

Question number	Answer	Mark	AO
1(c)	<p>Identification of finding (1) Explanation of finding: up to 2 further marks</p> <p>Explanation of finding must be a development of the stated fact (as opposed to giving viewpoints) to access further marks for explanation.</p> <p>Example response: I discovered that there were no reliable statistics on the number of illegal immigrants in my country (1) When I asked my Course Tutor why this was the case, she suggested that illegal immigrants would not be easy to find (1) and those that were found would be reluctant to take part in any research. (1)</p> <p>Any other relevant example/explanation will be rewarded.</p>	(3)	2

Question number	Answer	Mark	AO
1(d)	<p>Identification of reason (1) Explanation of reason: up to 2 further marks</p> <p>Example response: Illegal immigrants are often exploited. (1) Because it is difficult to find them it is difficult to give them any protection. (1) As a result many experience very low wages and very poor housing and I feel that something should be done about this situation. (1)</p> <p>Any other relevant example/explanation will be rewarded.</p>	(3)	2

Question number	Answer	Mark	AO
1 (e)	<p>Answers might refer to:</p> <p>Illegal immigrants</p> <ul style="list-style-type: none"> • are just that: they are in my country without permission • are not my responsibility • should not have taxes spent on their welfare • are not as deserving as other people • have a better life in my country than in their own <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.	

Section B

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

Question number	Answer	Mark	AO
2(b)	A for the words of his song	(1)	1

Question number	Answer	Mark	AO
2(c)	<p>Answers might refer to:</p> <p>Interdependency as</p> <ul style="list-style-type: none"> • a reciprocal relationship (1) between different countries/nations/states (1) • a situation where several countries rely on each other for support (1) in, for example, the exchange of goods or ideas [or any other relevant criteria] (1) • a situation where mutual support (1) is provided across boundaries/frontiers (1) <p>Example: countries in the European Union are interdependent.</p> <p>Any other relevant example/explanation will be rewarded.</p>	(2)	2/3

Question number	Answer	Mark	AO
2 (d)	<p>1 mark for identification of way 1 mark for development of way x2</p> <p>Answers might refer to how cultural events:</p> <ul style="list-style-type: none"> • reinforce cultural identity (1) through events e.g. Royal Weddings/the Haj /Mardi Gras Carnival in Rio de Janeiro (1) • remind communities of their history (1) e.g. commemoration services following conflict/war (1) • remind groups of shared values • reinforce norms <p>Other examples include Live Aid [1985]; popularity of exhibitions in museums e.g. Terracotta Army in British Museum draw attention to the achievements of other cultures.</p> <p>Any other relevant example/explanation will be rewarded.</p>	(4)	2

Question number	Answer	Mark	AO
2 (e) (i)	<p>Answers might refer to:</p> <ul style="list-style-type: none"> • meaning of identity: characteristics that make a group recognisable and definable (1) such as a commitment to a particular set of norms and values (1) e.g. the different beliefs and commitments of Sunni and Shia Muslims (1) • the view that a commitment to a particular set of norms and values (1) can cause conflict with other groups (1) which have commitments to other sets of norms and values (1) • the view that the media distort the relationship between different identities (1) to reflect political priorities (1) and this causes misunderstanding and conflict (1) <p>Examples: Religion: in America and Europe, the perception amongst some people that all Muslims are committed to Jihad Migration: where political groups promote the idea of threat from migrants Ethnic division: e.g. in Kenya/Nigeria where religious and tribal identity are important in elections</p> <p>Any other relevant example/explanation will be rewarded.</p>	(3)	1

Question number	Answer	Mark	AO
2 (e) (ii)	<p>Answers might refer to:</p> <ul style="list-style-type: none"> • the promotion of equal rights [for any groups] will lead to more harmonious societies • Legislation in some countries e.g. UK Human Rights Act 1998 e.g. the law now prevents unequal treatment on the grounds of age or sexual orientation • examples of countries where gay people and people of different ages do have equal rights such as in the European Union <p>Example answers: The meaning of equal rights: where individuals are entitled by law (1) to certain freedoms (1) such as the right not be discriminated against. (1) That gay people and people of different ages have experienced considerable levels of discrimination, prejudice (1) and violence (1) and that it is time for this to end. (1)</p> <p>Do not reward answers that suggests such groups should not have equal rights.</p> <p>Any other relevant example/explanation will be rewarded.</p>	(3)	1

Question number	Answer	Mark	AO
2 (f)	<p>Answers might refer to:</p> <ul style="list-style-type: none"> • Millennium Development Goals <ul style="list-style-type: none"> • 2 Achieve universal primary education • 3 Promote gender equality and empower women • through universal education • changes to the law e.g. UK Human Rights Act 1998 • work of the Equality and Human Rights Commission [EHRC] • through international events including the Olympic Games • through the spread of democratic political systems • through globalisation • through greater levels of migration/tourism <p>Do not reward answers that suggest greater cooperation and understanding cannot be achieved.</p> <p>Any other relevant example/explanation will be rewarded.</p>	(6)	1/3
Level	Mark	Description	
0	0	No rewardable material	
1	1-2	Basic statements without development.	
2	3-4	More than one way is stated. Simple explanation of at least one of these ways.	
3	5-6	Clear explanation of two or more ways.	

Section C

Question number	Answer	Mark	AO
3 (a)	C Victims of trafficking are no longer seen as criminals	(1)	1

Question number	Answer	Mark	AO
3 (b)	<p>Answers might refer to the following functions of the United Nations:</p> <p>To</p> <ul style="list-style-type: none"> • maintain international peace and security (1) through the deployment of the UN peacekeeping force (1) • promote social progress (1) through regional agreements on human rights (1) <p>other points</p> <ul style="list-style-type: none"> • develop friendly relations among nations • promote better living standards <p>Any other relevant example/explanation will be rewarded.</p>	(2)	1

Question number	Answer	Mark	AO
3 (c)	<p>1 mark for type of freedom identified. 2 marks for a developed explanation.</p> <p>Example answer: As a gay man in Sweden I have the right to marry. (1). This means that I now have the same rights as straight people (1). It also means that when my partner dies I am now legally regarded as the next of kin (1).</p> <p>Any other relevant example/explanation will be rewarded.</p>	(3)	1

Question number	Answer	Mark	AO
3 (d) (i)	<p>Answers might refer to</p> <p>Slavery as</p> <ul style="list-style-type: none"> • an economic system (1) where people are treated as property (1) • where people are commodities (1) which can be bought and sold (1) • where people can be forced to do things against their will (1) such as be married or work without pay (1) • where people are in 'debt bondage' (1) e.g. where they owe money which they are unable to repay (1) • the result of human trafficking (1) e.g. into the sex industry (1) <p>Where historical examples are given marks will be awarded.</p> <p>Any other relevant example/explanation will be rewarded.</p>	(2)	1

Question number	Answer	Mark	AO
3 (d) (ii)	<p>Answers might refer to:</p> <ul style="list-style-type: none"> • slavery is profitable (1) due to demand (1) • anti-slavery laws (1) are not properly enforced (1) • the extent of slavery (1) is difficult to measure (1) • it is part of a tradition or culture (1) and is easily enforced on vulnerable people e.g. children and women (1) <p>Any other relevant example/explanation will be rewarded.</p>	(2)	3

Question number	Answer	Mark	AO
3(d) (iii)	<p>Answers might refer to:</p> <p>The Convention on the Rights of the Child [1989] is intended to</p> <ul style="list-style-type: none"> • reduce infant mortality • increase educational opportunities • improve opportunities for girls • enable children to reach their full potential <p>Example answer:</p> <p>The Convention on the Rights of the Child [1989] increases educational opportunities for children (1) by insisting that primary education should be free (1)</p> <p>Any other relevant example/explanation will be rewarded.</p>	(2)	3

Question number	Answer	Mark	AO
3 (e)	<p>Answers might refer to</p> <p>The United Nations</p> <ul style="list-style-type: none"> • provides global leadership • works with non-governmental organisations [NGOs] • uses a Democracy Fund [UNDEF] to promote civil society in democracies • promotes the rights of children through the Convention on the Rights of the Child • promotes peace and security • promotes human rights <p>Examples: Peacekeeping work in Democratic Republic of Congo and/or Syria UNICEF work with Kurdish children in 2014</p> <p>Any other relevant example/explanation will be rewarded.</p>	(8)	1
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 4 marks where only one country is given.	
3	7-8	Clear discussion of issue with some supporting evidence.	

Question Number	Indicative content	
4(a)	<p>Based on Key Question 4: can we create a fairer world? Content Section 3: Economic relationships between rich and poor.</p> <p>Answers might refer to:</p> <ul style="list-style-type: none"> • the effects of international trading agreements on local producers or vice versa e.g. Fairtrade • a problem with measurement: how can the impact of emerging economies be measured accurately? And which comparisons are valid? • the outcomes of a process of globalisation: that it is inevitable emerging economies will have an impact on global economic relationships • that despite the growth of emerging economies, economic hegemony remains the prerogative of global companies based in Europe and the USA. This can be contrasted with the example of China • China: to what extent can it be considered an emerging economy? • that the most powerful economies are based on service and IT industries rather than those that produce physical goods and this puts emerging economies at a disadvantage <p>Answers should reach a conclusion which might be that the growth of emerging economies is or is not having an impact on global economic relationships but this should be based on the evidence submitted in the answer.</p> <p>Answers which refer to examples and/or evidence will be rewarded.</p>	
Level	Mark	Description (5AO1, 5AO2, 10AO3)
0	0	No rewardable material
1	1-4	<p>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 of claims.</p>
2	5-8	<p>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.</p>

3	9-12	<p>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.</p>
4	13-16	<p>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.</p>
5	17-20	<p>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.</p>

Question Number	Indicative content
4(b)	<p>Based on Key Question 3: how does technology change communities? Content Section 5: The use of technology as a climate change solution</p> <p>Answers might refer to:</p> <ul style="list-style-type: none"> • forms of energy production developed in response to problem of climate change • whether other factors such as wealth and poverty are more significant to the issue of climate change • why some countries have more advanced use of technology in climate change than others [relevant examples to be given] • different views about the issue of climate change itself e.g. why it is perceived as a problem • why some countries do not prioritise climate change • why there is resistance to the notion of climate change itself and the possible impact of this on the development of technology • the need for education to change attitudes towards climate change • the problems with using technology as a solution to the problem of climate change e.g. the environmental cost of producing solar panels/wind farms/energy efficient buildings and the economic cost of replacing e.g. cars and household appliances that are no longer energy efficient • energy-efficient planes e.g. A380 or the Dreamliner <p>Answers should reach a conclusion which might be that technology is or is not the solution to climate change but this</p>

	should be based on the evidence submitted in the answer. Answers which refer to examples and/or evidence will be rewarded.	
Level	Mark	Description (5AO1, 5AO2, 10AO3)
0	0	No rewardable material
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 of claims.
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.
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.
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.
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.

