

International GCSE

Global Citizenship (4GL0)

Teacher's guide

First examination 2013

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Acknowledgements

This guide has been produced by Edexcel on the basis of consultation with teachers, examiners, consultants and other interested parties. Edexcel would like to thank all those who contributed their time and expertise to its development.

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Publications code UG027802

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Introduction

The Edexcel International General Certificate of Secondary Education (International GCSE) in Global Citizenship is designed for schools and colleges. It is part of a suite of International GCSE qualifications offered by Edexcel.

About this Teacher's Guide

This Teacher's Guide is for teachers who are delivering, or planning to deliver, the Edexcel International GCSE in Global Citizenship qualification. The guide supports you in delivering the course content and explains how to raise the achievement of your students; it should be looked at in conjunction with the following publications:

- International GCSE Global Citizenship (4GL0) specification
- International GCSE Global Citizenship (4GL0) sample assessment materials (SAMs) (which includes the mark schemes).

The aims of this guide are to:

- expand on the information about course requirements given in the specification
- explain assessment procedures
- provide examples of course planning.

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Why choose this qualification?

The Edexcel International General Certificate of Secondary Education (International GCSE) in Global Citizenship is designed for use in schools and colleges. It is part of a suite of International GCSE qualifications offered by Edexcel.

Key subject aims

The Edexcel International GCSE in Global Citizenship qualification aims to:

- introduce and develop student understanding of key issues affecting the global community
- develop students' understanding of how communities interact locally, nationally and globally
- enable students to participate in an activity, understanding its impact in a range of scales
- develop student skills of analysis and evaluation of different perspectives in relation to global issues.

The specification focuses on five key questions which enables the skills, knowledge and understanding required to be delivered in a structured format.

Key features and benefits of the qualification

The qualification provides the following features and benefits:

- Linear untiered assessment.
- Opportunity for students to undertake their own community action on a global issue.
- Opportunities for students to consider local, national and global issues.
- Meaningful and accessible subject content, focusing on political, technological, environmental and social aspects.

Go to our website - www.edexcel.com - for more information about this International GCSE and related sources.

Support from Edexcel

We are dedicated to giving you exceptional customer service. Details of our main support services are given below. They will all help you to keep up to date with International GCSE.

Website

Our website www.edexcel.com is where you will find the resources and information you need to successfully deliver International GCSE qualifications. To stay ahead of all the latest developments visit the International GCSE microsite and sign up for our email alerts.

Ask Edexcel

Ask Edexcel is our free, comprehensive online enquiry service. Use Ask Edexcel to get the answer to your queries about the administration of all Edexcel qualifications. To ask a question please go to www.edexcel.com/ask and fill out the online form.

Regional offices

If you have any queries about the International GCSE qualifications, or if you are interested in offering other Edexcel qualifications, your Regional Development Manager can help you. Go to www.edexcel.com for details of our regional offices.

Training

A programme of professional development and training courses, covering various aspects of the specification and examination will be available. Go to www.edexcel.com for details.

Section A: Qualification content

The qualification content has been designed to address key questions raised by students on the subject of global citizenship. Also, the content covers many of the issues that are central to the subject of citizenship.

Content overview

Key question 1: How do communities develop?

- Identity and diversity
- Rights and freedoms
- Multiculturalism and integration
- How sport and culture impact on communities
- Migration

Key question 2: Does democracy work?

- Government systems across the world
- Representation
- Perspectives on democracy

Key question 3: How does technology change communities?

- Using technology in different communities
- Impact of technology
- Rights, freedoms and technology
- Politics and technology
- Technology and climate change

Key question 4: Can we create a fairer world?

- Patterns of wealth and poverty
- Economic relationships
- Sustainable economies
- Individual and business responsibilities
- Roles of different organisations in creating a fairer world
- Rights and freedoms in creating a fairer world
- Key question 5: Can I make a difference?
- Community action

Section B: Assessment

Assessment overview

One externally-assessed paper

Two hours' duration

80 marks in total

Grades A*–G available

Assessment Objectives and weightings

	% in International GCSE
AO1: Knowledge of concepts, theories and models relating to global issues	30-35%
AO2: Application of global concepts, theories and models in local, national and global contexts	30-35%
AO3: Analysis and evaluation of global issues and perspectives in local, national and global contexts	30-35%
TOTAL	100%

Assessment summary

Paper 1	Description	Knowledge and skills
Section A 'Can I make a difference?'	Short answer questions. Students are advised to spend 30 minutes on this section.	Relates to section 5 of the specification but occurs as the first section of the examination paper as our experience suggests students respond better to initial questions on their own practice. All questions assess AO2.
Section B	Each question includes source materials. Multiple choice and short answer sub questions. Sub-questions are asked on source material and student's own knowledge. Students are advised to spend 30 minutes on each question.	Will relate to two sections from sections 1–4 of the specification. Questions assess AO1 and AO3.
Section C	Essay question. Students answer one question from a choice of two. Students are advised to spend 30 minutes on this section.	Will relate to two sections from sections 1–4 of the specification. Questions assess AO1/AO2 and AO3.

Examination paper and mark scheme commentary

The following section includes the sample assessment materials (SAMs) with comment boxes completed by a senior examiner. The comments relate to the following:

- How should students answer examination questions?
- How do questions relate to teaching and learning?
- How are examination questions marked?

Please note that the SAMs published with the specification contain the advised number of lines that are in the live papers. In the papers below we have reduced the number of lines to make them more comprehensive.

Examination paper

Section A: Can I make a difference?

1 (a) Give an outline of your community action.

(2 marks)

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1 (b) Explain **two** reasons why you undertook your action.

(4 marks)

A question which starts with 'explain' means it is worth 2 marks so it is important to give a reason and an explanation in order to earn both marks.

Reason 1

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Reason 2.....

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1 (c) Describe the stages of your plan for this action.

(4 marks)

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1 (d) (i) Describe the outcome of your action on your local community.

(3 marks)

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It is helpful to use ideas from the content of the course when talking about the local community.

1 (d) (ii) Explain how the outcomes could make a difference to the local community.

(3 marks)

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1 (e) Explain **two** examples of actions taken in other countries to deal with your chosen issue.

(4 marks)

It is important that students carry out research around their chosen issue if they are to answer questions like this.

Action 1

Action 2

Total 20 marks

Total for Section A: 20 marks

Section B

2 Read Source A.

Students need to be trained to spend time reading the source material before they start answering the questions.

This section should take about 30 minutes to answer.

Globalisation – An unstoppable force?

The world is used to McDonald's selling hamburgers in Moscow, Beijing and Karachi and Sony televisions having a place in homes across the world.

Markets are now more global and many multinational companies are richer and more powerful than some small countries.

It is not just the multinationals that have benefited from globalisation. Instant information and communication have allowed people in Guyana to market handmade hammocks through the internet. The remote Pitcairn Islanders sell their handicrafts across the world.

While many have gained from the communications explosion, there are also many losers.

- Half the world's population does not have access to the internet or the skills they need to take part in this new economic world.
- In more traditional societies, globalisation threatens people's culture and religion.
- In industrialised countries, many people feel threatened because their jobs may be moved overseas.

The backlash is very real. After the last international trade talks, thousands of demonstrators caused major disruptions. They were made up of trade unions, environmentalists and human rights protesters who all questioned further globalisation.

<http://cyberschoolbus.un.org/briefing/globalization/index.htm>

2 (a) According to Source A, which of the following is a **benefit** of globalisation?

When a question says 'according to Source A', the answer must come from the source.

- A Half the world's population is without access to the internet
- B People's jobs may be moved overseas
- C Big companies dominate the explosion in globalisation
- D People can be put in contact with global markets

(1 mark)

2 (b) According to Source A, what is a **disadvantage** of globalisation?

- A Televisions have a central position in homes worldwide
- B Globalisation threatens people's culture and religion in traditional societies
- C Human rights protesters question further globalisation
- D Multinational companies are richer than before

(1 mark)

2 (c) Using Source A, give **two** ways in which instant information and communication have helped local communities to trade.

(2 marks)

Encourage students to write their answers in the right places – so each way is written separately. This helps the person marking the paper.

1

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2

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- 2 (d) Using your own knowledge, describe how people can be helped to learn the skills they need to take part in this new economic world.

(2 marks)

Questions of this type ask students to use their own knowledge so they must move away from the source material and use ideas that they have learned in the course.

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- 2 (e) Using your own knowledge and Source A, explain **two** ways in which people may be disadvantageded by the spread of information technology.

This asks for a combination of their own knowledge and information from the source. A student cannot get all 4 marks if they don't show evidence of both.

(4 marks)

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- 2 (f) (i) Using your own knowledge, explain how international trade can sometimes disadvantage local producers.

Use an example to support your answer.

(3 marks)

An example often shows that a student understands but it is not enough to get all 3 marks. Equally, only 2 marks are available if there is no example.

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- 2 (f) (ii) Explain **one** way that local producers can act to improve the deal that they receive from international trade.

Use an example to explain your answer.

(2 marks)

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2 (g) (i) Give **two** examples of when communication technology has been used in protests.

(2 marks)

It is important to ensure that students are up to date with current events to answer this type of question.

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2 (g) (ii) Explain how **one** type of communication technology could make protests more effective.

(3 marks)

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Total 20 marks

Total for Section B: 20 marks

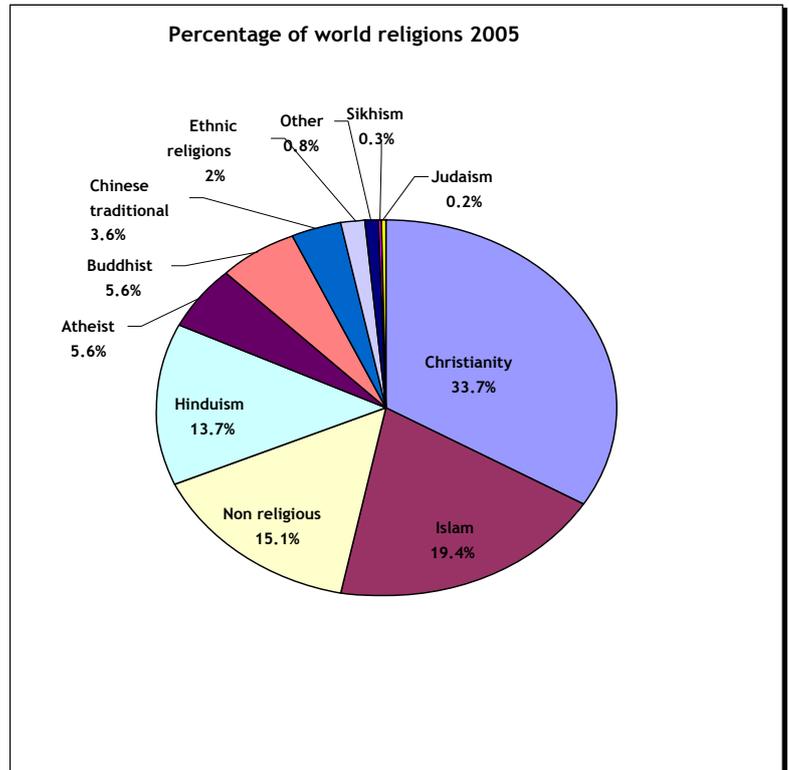
Section C

Students should spend about 30 minutes on this section.

3 Read Sources C, D and E.

Source C

There will usually be some data in a paper so students should practise interpreting graphs, charts and numerical data.



Source D

Universal Declaration of Human Rights

Freedom of Thought. We all have the right to believe in what we want to believe, to have a religion, or to change it if we want.

www.youthforhumanrights.org/what-are-human-rights/universal-declaration-of-human-rights/articles-16-30.html

Source E

France votes for veil ban

While many people oppose banning face-covering Islamic veils, most western Europeans questioned in a new global poll say the garments should be forbidden – especially in France, where a ban may soon be a reality.

Several European countries have been considering bans on such veils.

A survey found that 82% of French respondents support a ban. The poll found 71% support in Germany, 62% in Britain and 59% in Spain.

The French government has insisted it supports multiculturalism and that the bill is not about religion but has called it a way to promote equality between the sexes, to protect oppressed women and to ensure security in public places.

3 (a) From the data, which are the **two** largest religious belief groups in the world?

- A** Hinduism
- B** Atheism
- C** Islam
- D** Christianity
- E** Judaism
- F** Sikhism

(2 marks)

3 (b) Religion is often an important factor in people’s identities. Identify **two** other factors that affect people’s identities.

(2 marks)

1

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2

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- 3** (c) Using Source E, identify the freedoms that France wants to protect by introducing a ban on veils.

(3 marks)

Questions 3 (c) and (d) ask students to think about different perspectives on an issue. This is an important theme throughout the course. It is useful to practise this frequently if students are to do well.

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- 3** (d) Describe how the ban might be against the freedom in Source D (from the Universal Declaration on Human Rights).

(2 marks)

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3 (e) Explain the basic differences between integration and multiculturalism.

(3 marks)

*Students should state what each term means and then identify the differences to get 3 marks.
This, again, is looking at different perspectives on an issue. If students understand these points of view, they will also do better in the extended writing.*

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Section D

This section should take about 30 minutes to answer.

Ensure that students are aware of the choice in this section. They must answer only one question, not both, and they must put a cross in the box!

Answer EITHER question 4 (a) OR question 4 (b).

It is worth advising students to make a plan before starting to write the essay. Students could draw up a short table headed 'For' and 'Against' – joined together at the end for a 'Conclusion'.

Remember that this question is marked using a levels mark scheme so students are rewarded for their skills in offering a well-argued case with knowledge and examples to support it.

If you answer question 4 (a), place a cross in this box.

4 (a) 'Sport and cultural activities divide rather than unite people'

Do you agree with this view?

In your answer you should consider:

- Ways in which culture and sport unite or divide communities?
- Whether cultural activities help people to understand each other?
- Do sporting activities cause conflict?

(20 marks)

If you answer question 4 (b), place a cross in this box.

4 (b) 'Democracy is the best way of governing a country'

Do you agree with this view?

In your answer you should consider:

- What are the other ways that countries are run?
- Does everyone take part in a democracy?
- Does democracy always lead to increased individual wellbeing?
- Does democracy always lead to a sustainable economy?

(20 marks)

Total 20 marks

Total for Section D: 20 marks

Total for Paper: 80 marks

Mark scheme

Section A

Make sure that your students have appropriate material to revise their activity. Answers in this section will vary according to the activity undertaken. The mark scheme is therefore indicative of the responses that students might give.

Question number	Answer	Mark
1 (a)	1 mark for action point. 2 marks for a developed description of the action. eg We organised a fair-trade awareness day which involved local businesses and schools.	(2 AO2)

Question number	Answer	Mark
1 (b)	1 mark for each reason identified. 1 mark for each explanation for action. eg we wanted to help raise consumer awareness (1) of the need to help producers overseas who sometimes don't get the money they deserve for the goods they produce (2). eg we wanted to involve local businesses and shops to get them to sell more fair-trade produce (1) so that they play their part in helping overseas producers and also make some money (2). Maximum 4 marks.	(4 AO2)

This response will draw on a student's plan for their activity. The question is testing students' ability to set up a logical plan.

Question number	Answer	Mark
1 (c)	1 mark for basic statement of what they did. 2 marks for at least two stages outlined, potentially not logically connected or developed. 3 marks for clear planning stages logically connected or developed. 4 marks for detailed planning stages with clear logical progression.	(4 AO2)

It is important for students to make the connection between the impact of their activity and the local community. The connections should demonstrate a student's citizenship understanding.

Question number	Answer	Mark
1 (d) (i)	<p>1 mark for a limited description of outcomes with few links to the local community.</p> <p>2 marks for a clear description of outcomes with some links to the local community.</p> <p>3 marks for a developed description of outcomes with clear links to the local community.</p> <p>eg: we sold some fair-trade goods, and we found out by asking people who came to the fair we organised that people had learned a lot about the issues. We also raised awareness amongst local businesses, including some shops in the local high street. (3)</p>	(3 A02)

Question number	Answer	Mark
1 (d) (ii)	<p>1 mark for a limited description of how outcomes could make a difference to the local community.</p> <p>2 marks for a clear description of how outcomes could make a difference to the local community.</p> <p>3 marks for a developed description of how outcomes could make a difference to the local community.</p> <p>eg: Our outcomes could lead to more people buying fair-trade goods and perhaps to businesses considering stocking fair-trade goods in their shops. (3)</p>	(3 A02)

If students state only two actions, they will get only 2 marks. They need to develop an explanation if they are to get all 4 marks.

Question number	Answer	Mark
1 (e)	<p>1 mark for each action identified.</p> <p>1 mark for each explanation for action.</p> <p>The student will have to name a similar global action, and be knowledgeable on the related global issue.</p> <p>eg In Kenya, co-operatives have been set up which are part-owned by coffee growers, which means that growers take a share of the profits that is fairer than when they sell directly to a distributor. As a co-operative working with other growers, they have more influence. (2)</p> <p>Maximum 4 marks.</p>	(4 A02)

Section B

Question number	Answer	Mark
2 (a)	D	(1 A01)

Question number	Answer	Mark
2 (b)	B	(1 A01)

These are simple questions which ask students to find the relevant material from the source. They will get 1 mark for each correct answer.

Question number	Answer	Mark
2 (c)	1 mark for each correct answer: Allowing people in Guyana to trade hammocks. Allowing remote Pitcairn Islanders to sell handicrafts worldwide.	(2 A01)

Question number	Answer	Mark
2 (d)	1 mark for each point. 2 marks for two points or for a developed point. eg Through education programmes such as NGO projects and capacity building (1) that help them to develop skills to make things to sell (1).	(2 A01)

*This question asks students to go a step further.
Good development doubles the marks to 4.*

Question number	Answer	Mark
2 (e)	<p>1 mark for identification. 2 marks for explanation. 4 marks in total.</p> <p>eg E-mail (1); because of a lack of infrastructure, some people may not be connected to the internet (1).</p> <p>eg Lack of hardware (1); there may be a lack of hardware computer resources, which means some people can't access information or software (1).</p>	(4 A03)

Examples are frequently asked for in this paper so it is worth helping students to accumulate examples for each idea and concept. A good explanation will earn 2 marks plus 1 more mark for an example.

Question number	Answer	Mark
2 (f) (i)	<p>1 mark for appropriate example. 2 marks for an example and implication. 3 marks for an example, implication and outcome.</p> <p>Responses may include:</p> <p>Local producers may not be able to compete internationally because:</p> <p>they do not have entrepreneurs who know an opportunity when they see one.</p> <p>distribution and logistics may be a problem for selling goods worldwide.</p> <p>they may not be able to access raw materials or access customers.</p> <p>Accept any other reasonable response.</p>	(3 A03)

There are often alternative answers to questions in this course. Examiners will give marks for relevant material, even if it is not listed in the mark scheme.

Question number	Answer	Mark
2 (f) (ii)	<p>1 mark for action.</p> <p>2 marks for action and outcome.</p> <p>Responses may include:</p> <p>Local producers can bring pressure on their governments to help them (1) improve trader links, local conditions (2).</p> <p>The local businesses need to make sure that the products they make are what the international community wants to buy (1) to increase income and trade (1).</p> <p>Accept any other reasonable response.</p>	(2 A03)

Question number	Answer	Mark
2 (g) (i)	<p>1 mark for each to a maximum of 2 marks.</p> <p>Examples include:</p> <p>Mobile phones in protests in Iran following 2009 elections.</p> <p>Online social networks in protests in Thailand in 2010.</p> <p>Mobile video at the G20 summit protests in London.</p> <p>Accept any other reasonable response</p>	(2 A01)

Question number	Answer	Mark
2 (g) (ii)	<p>1 mark for identifying type of communication technology. 2 marks for what the technology does.</p> <p>3 marks for how this helps make protests more effective.</p> <p>eg Mobile phones used to communicate between protests to organise things more quickly and effectively (3).</p> <p>Accept any other reasonable response.</p>	(3 A03)

Section C

Question number	Answer	Mark
3 (a)	C and D	(2 A01)

Question number	Answer	Mark
3 (b)	Factors that affect people's identities: Sexuality Gender Age Ethnicity 1 mark each to a maximum of 2. Accept any other reasonable response.	(2 A01)

Question number	Answer	Mark
3 (c)	1 mark for each freedom stated. To promote equality between the sexes. To protect oppressed women. To ensure security in public places.	(3 A01)

The answer here is one possible response. Other relevant answers are acceptable.

Question number	Answer	Mark
3 (d)	1 mark for each point. 2 marks for two points or for a developed description. eg The freedom states that we have the right to believe in what we want to believe – but the ban infringes this as it means that people can't express their religion (2).	(2 A01)

Question number	Answer	Mark
3 (e)	1 mark for definition of multicultural. 1 mark for definition of integrated. 1 mark for differences. eg A multicultural community is a community made up of people from many different cultural backgrounds (1) who maintain their distinct identities, whilst an integrated community is one in which a dominant culture takes precedence (1). Multicultural societies encourage differences, and integrated societies don't maintain differences (1).	(3 A01)

The indicative content offers some of the range of responses that students might give. They are not expected to use all of the examples here – but should have enough to build a logical argument. Some students will use a few, well-developed examples while others might use more but with less development.

Question number	Answer	Mark
3 (f)	<p>Indicative content</p> <p>Students can argue yes or no but must consider the opposing point of view in their answer.</p> <p>eg Yes because:</p> <p>Communities can integrate themselves into the country they are living in and participate in the society and the local community.</p> <p>They can still practise their chosen religion as that is their right.</p> <p>Integration does not mean that these groups will lose their identity but it may help to give more choice to others, eg food, music, literature, all of which benefit in a two-way integration.</p> <p>Integration is not just about what individuals do but also about what governments and civil society do.</p> <p>eg No because:</p> <p>They would never put aside past conflicts or cultural differences.</p> <p>They would have to put aside territorial claims.</p> <p>They would have to have equal numbers and equal powers in territories.</p> <p>They would have to admit there is more than one point of view and they are not 'right'.</p> <p>Religions control the governments of some countries and want there to be conflict to establish wider control or divisions between people.</p>	(8 A03)

A levels mark scheme is used in conjunction with the indicative content to decide on the final mark for a question. The examiner works out which level the work falls into and then looks more carefully to see which mark to give.

Level	Mark	
0	0	No rewardable material.
Level 1	1-2	<ul style="list-style-type: none"> • Basic and/or very brief approach. • Little relevant evidence. • Likely to be opinionated with basic knowledge and little understanding/sense of strategy.
Level 2	3-4	<ul style="list-style-type: none"> • An approach which demonstrates some realism. • Uses some relevant evidence/interpretation. • Shows some understanding of issues and ideas. <p>Students who do not indicate another point of view are limited to a maximum of 4 marks.</p>
Level 3	5-6	<ul style="list-style-type: none"> • An approach covering own point of view and a clear statement of other ideas which have been rejected. • Uses some supporting evidence/interpretation or evaluation to develop limited arguments. • Demonstrates sound knowledge and understanding of issues and ideas.
Level 4	7-8	<ul style="list-style-type: none"> • A balanced approach indicating favoured and rejected strategies. • Uses convincing evidence and interpretation/evaluation to support arguments. • Demonstrates perceptive knowledge and understanding.

Section D

These questions are worth 20 marks so there is a longer list of indicative content. It shows the type of comments a student might give. The list is not exhaustive as students may be responding to the community where they live or may have bright ideas of their own. These should be given credit.

In order to achieve a good grade, a response should include items from both sides of the argument.

Question number	Indicative content
4 (a)	<p>Ways in which culture and sport unite or divide communities</p> <ul style="list-style-type: none"> • Sport is a powerful way to cultivate national pride. When we excel in regional and international games, we are filled with a sense of pride for our nation, culture and religion. • Communities can benefit from sports initiatives designed to engage and inspire young people in countries around the world. • People from different cultures can understand and appreciate the cultural achievements of that community, and this can increase understanding and respect between countries. • Links across different cultural backgrounds can be demonstrated, and how different cultures have impacted on the development of a society. • Cultural divides relating to race or religion or tradition can amplify differences between different countries or cultures and lead to stereotyping. <p>Whether cultural or sporting activities help people to understand each other</p> <ul style="list-style-type: none"> • Sport transcends all segments of society which, in a multi-racial society, helps build strong community bonds. Regardless of our ethnicity, we band together to watch and participate in sporting events. Sometimes rival teams can be aggressive towards one another. • You can participate in sports even if you don't speak the language of your team. Sports can encourage friendships. • Racism can be eradicated through enabling role models, who are predominately but not exclusively footballers, to present an anti-racist message to young people. Sports people from ethnic and cultural minorities raise the profile of that group through being role models.

Question number	Indicative content
4 (a)	<p>Whether sporting or cultural activities cause conflict</p> <ul style="list-style-type: none"> • Taking part in competitive sports can inflame aggressive feelings among both participants and spectators. • Sporting allegiances can lead to bigotry and racism. • Cultural differences can highlight different beliefs or traditions and lead to bigotry.

These questions are marked using a levels mark scheme because they are assessing a student's ability to develop an argument and use skills of analysis and evaluation. These need to be combined with knowledge of concepts and theories as well as examples.

As there are 20 marks for each question, the band for each level is wider. Examiners will select the band first – then work out the extent to which the essay meets all the criteria for that band. If it meets all the criteria, examiners will give it all the marks available.

Level	Mark	5AO1, 5AO2, 10AO3
0	0	No rewardable material.
Level 1	1-4	<p>Candidate shows a limited knowledge of global citizenship concepts, theories and models</p> <p>Application of concepts, theories and models to specific contexts is basic</p> <p>Skills of analysis and evaluation of concepts, theories and models is limited</p> <p>There are limited contextual examples offered in support</p>
Level 2	5-8	<p>Candidate shows basic knowledge of global citizenship concepts, theories and models</p> <p>There is some application of concepts, theories and models to specific contexts</p> <p>Skills of analysis and evaluation of concepts, theories and models are basic</p> <p>There some contextual examples offered in support.</p>
Level 3	9-12	<p>Candidate shows sound knowledge of global citizenship concepts, theories and models</p> <p>There is some sound application of concepts, theories and models to specific contexts</p> <p>Skills of analysis and evaluation of concepts, theories and models are clearly evident</p> <p>There are clear contextual examples offered in support</p> <p>Students who do not indicate another point of view are limited to a maximum of 12 marks</p>

While a student needs to put another point of view to reach 12 marks, there are other requirements too. There must be evidence of the knowledge, application, analysis and evaluation needed for level 3 as well.

Level 4	13-16	<p>Candidate shows thorough knowledge of global citizenship concepts, theories and models</p> <p>There is a convincing application of concepts, theories and models to specific contexts including competing points of view</p> <p>Candidate shows convincing skills of analysis and evaluation of concepts, theories and models</p> <p>There are clear and relevant contextual examples offered in support</p>
Level 5	17-20	<p>Candidate shows discriminating use of knowledge of global citizenship concepts, theories and models</p> <p>There is a perceptive application of concepts, theories and models to specific contexts including competing points of view</p> <p>Candidate shows sophisticated skills of analysis and evaluation of concepts, theories and models</p> <p>There are perceptive and relevant contextual examples offered in support</p>

An answer can earn 20 marks without being 'perfect'. There are always other things that could be said and more arguments put forward but provided that the student has met the requirements of the mark scheme a top mark should be awarded.

Question number	Indicative content
4 (b)	<p>Democracy is a political form of government in which the governing power comes from the people, either by direct referendum or by means of electing representatives of the people.</p> <p>People may not trust democracy because they think it will be harmful to the economy.</p> <p>There may not be total freedom of expression.</p> <p>It depends on what kind of democracy you live in.</p> <p>Diversity is important as if everyone has the same views and they are negative, then the people may not benefit from anything.</p> <p>There can be freedom of speech.</p> <p>Everyone gets a voice.</p> <p>People's views could be acted on.</p>

Level	Mark	5AO1, 5AO2, 10AO3
0	0	No rewardable material.
Level 1	1-4	<p>Candidate shows a limited knowledge of global citizenship concepts, theories and models</p> <p>Application of concepts, theories and models to specific contexts is basic</p> <p>Skills of analysis and evaluation of concepts, theories and models is limited</p> <p>There are limited contextual examples offered in support.</p>
Level 2	5-8	<p>Candidate shows basic knowledge of global citizenship concepts, theories and models</p> <p>There is some application of concepts, theories and models to specific contexts</p> <p>Skills of analysis and evaluation of concepts, theories and models are basic</p> <p>There some contextual examples offered in support.</p>

Level	Mark	5AO1, 5AO2, 10AO3
Level 3	9-12	<p>Candidate shows sound knowledge of global citizenship concepts, theories and models</p> <p>There is some sound application of concepts, theories and models to specific contexts</p> <p>Skills of analysis and evaluation of concepts, theories and models are clearly evident</p> <p>There are clear contextual examples offered in support.</p> <p>Students who do not indicate another point of view are limited to a maximum of 12 marks</p>
Level 4	13-16	<p>Candidate shows thorough knowledge of global citizenship concepts, theories and models</p> <p>There is a convincing application of concepts, theories and models to specific contexts including competing points of view</p> <p>Candidate shows convincing skills of analysis and evaluation of concepts, theories and models</p> <p>There are clear and relevant contextual examples offered in support</p>
Level 5	17-20	<p>Candidate shows discriminating use of knowledge of global citizenship concepts, theories and models</p> <p>There is a perceptive application of concepts, theories and models to specific contexts including competing points of view</p> <p>Candidate shows sophisticated skills of analysis and evaluation of concepts, theories and models</p> <p>There are perceptive and relevant contextual examples offered in support</p>

Section C: Planning and teaching

Course planner

The course is designed to be taught over two years, but it is possible to reduce this time to one year. Much will depend on the amount of teaching time available for teaching Global Citizenship, and on the ability of the students.

The exemplar scheme of work that follows is designed for 64 lessons over two years. Each lesson is assumed to be 2 hours.

The lessons could be compressed for a one-year course depending on the time available each week to cover the course.

Key question 5 has been taken out of order because the community action may take time to set up before it can take place. It could also be carried out in parallel with key question 4.

Week	Content coverage	Learning outcomes	Exemplar activities	Exemplar resources
Key question 1: How do communities develop?				
1	The origins and implications of identity and diversity in local and national communities in different countries	Understand the meaning of identity and the ways in which it varies from person to person. Understand how people have multiple identities and how this can lead to conflict.	Set up a discussion entitled 'People are more alike than different'. Get students to discuss in groups – giving both sides of the argument as required in exam. Student groups feed back to whole group. Use copymaster from teacher's file to help students recognise their own identity. In groups: students discuss how their varied identities can lead to conflict.	The programme uses a mix of resources, including lessons from the 'Connecting Cultures' website, <i>Citizenship Today</i> student book and teacher's file published by Collins and a variety of internet sites. <i>Citizenship Today</i> pages 14-15 and activities from teacher's file pages 15-16

Week	Content coverage	Learning outcomes	Exemplar activities	Exemplar resources
Key question 1: How do communities develop?				
3	The origins and implications of identity and diversity in local and national communities in different countries	Understand what is meant by diversity. Understand how changing patterns of diversity can affect communities.	Set up whole-class discussion: In what way has a community you know changed? Use a search engine to find some images that show how diverse the UK has become. Arrange students in groups. Students list the evidence of diversity. Use Connecting Cultures lesson plan: 'Why is cultural diversity a positive thing?'	<i>Citizenship Today</i> pages 8-11 are useful for drawing comparisons with the UK. They show how Leicester has adapted to becoming increasingly diverse. There are related activities in the teacher's file. www.connectingcultures-education.co.uk – Teacher Zone
4	The origins and implications of identity and diversity in local and national communities in different countries	Understand how different countries respond to changing patterns of identity and diversity.	Different countries' approaches: The web address shows the languages that health leaflets are translated into in the UK – as the basis for discussion about how communities adapt. In small groups, students investigate how the country in which they go to school adapts to the presence of minority groups. Groups feed back to whole class. Whole-class discussion on the advantages and disadvantages of different approaches.	www.patient.co.uk/translations.asp

Week	Content coverage	Learning outcomes	Exemplar activities	Exemplar resources
Key question 1: How do communities develop?				
5	The development of rights and freedoms in a global context	Understand how human rights developed. Understand how the UN Declaration, conventions and laws affect individuals.	Whole-class thought shower: What rights should people have? Use UN Universal Declaration of Human Rights (UDHR) in teacher's file to match students' views. Use follow-up activity to help students work out how people are protected.	<i>Citizenship Today</i> pages 16-17 Teacher's file pages 17-21 www.un.org – Cyber School Bus www.unicef.org – UN Convention on the Rights of the Child in child friendly language http://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf http://conventions.coe.int/treaty/en/Treaties/Html/005.htm
6	The development of rights and freedoms in a global context	Understand why there is a need for the Declaration and conventions.	Use images from page 16 in <i>Citizenship Today</i> or pictures from the web showing children who are deprived of their human rights to stimulate discussion. Students discuss in groups: how does the Convention on the Rights of the Child protect them? Students in groups research the Amnesty International website to explore the ways in which people's rights are infringed. Teacher checks which rights are being infringed with the plain English version of UDHR listed above.	www.amnesty.org.uk

Week	Content coverage	Learning outcomes	Exemplar activities	Exemplar resources
Key question 1: How do communities develop?				
7	The development of rights and freedoms in a global context	Understand that the Declaration and conventions are not legally enforceable. Understand that some countries accept the moral responsibility of maintaining the Declaration and conventions.	Whole-class discussion, read through the last six questions of the Canadian UN's document. Small group to work out the issues relating to the implementation of the UDHR. Whole-class discussion using relevant questions from the Q and A on the UDHR to identify ways in which the UN tries to enforce the Declaration.	www.unac.org/rights/question.html www.udhr.org/history/question.htm#_Toc397930430 www.direct.gov.uk – Government, citizens and rights page, Your rights and responsibilities
8	The development of rights and freedoms in a global context	Understand that some countries have passed laws to make the declaration and convention legally enforceable.	Use <i>Citizenship Today</i> and the teacher's file to explore the International Courts that support human rights and the issues associated with them.	<i>Citizenship Today</i> pages 144-147 and teacher's file pages 131-132
9	The impact of multiculturalism and integration on local and national communities	Understand that in multicultural societies people may live in separate communities. Understand that an integrated society tries to live in more mixed communities.	Whole-class discussion using Encarta definitions to discuss the difference between the two terms. Small-group discussion using Trevor Phillips' statement on 'Active integration', page 200 of <i>Citizenship Today</i> to consider the difference between multiculturalism and integration. Adapt copymaster 23 from teacher's file for local circumstances.	http://encarta.msn.com <i>Citizenship Today</i> page 200 and teacher's file pages 211-212

Week	Content coverage	Learning outcomes	Exemplar activities	Exemplar resources
Key question 1: How do communities develop?				
10	The impact of multiculturalism and integration on local and national communities	Understand how people can be encouraged to take part in community life. Understand that communications are important in overcoming community tension.	Use the main activity and plenary from teacher's file. Adapt to local circumstances. Use Connecting Cultures lesson to explore how conflict can be resolved in communities.	<i>Citizenship Today</i> teacher's file pages 211-213 www.connectingcultures-education.co.uk – Lesson plan 10: How can conflict and disagreement be managed and resolved?
11	Revision and test on work to date			
12	The role of sport and cultural activities in communities	Understand how international organisations can help to bring communities together.	Thought shower student views on the effect of sport on the international community. Students in small groups explore each of these websites to discover the motives of the organisations and the impact they hope to have on international sport and communities. Students use the internet to find stories about the effect of sports events on communities/nations. Whole class discussion on what impact sports can have on community development. Is there evidence of it bringing communities together?	www.olympic.org : Olympism in Action page www.thecgf.com : The CGF: The role of the CGF www.cafonline.com/caf/development

Week	Content coverage	Learning outcomes	Exemplar activities	Exemplar resources
Key question 1: How do communities develop?				
13	The role of sport and cultural activities in communities	Understand how sport can bring communities together.	<p>Use story about Aston Villa's community involvement as an introduction – or substitute a local team (or local sports example).</p> <p>Students in groups to find out what sporting groups exist in their community. Groups could take different sports and share their findings.</p> <p>What range of sports are involved?</p> <p>Do members represent a cross section of the community?</p> <p>Do they encourage youth involvement?</p> <p>To what extent do members play against people from other communities?</p>	<p>www.avfc.co.uk/page/NewsDetail/0,,10265~2157579,00.html</p>
14	The role of sport and cultural activities in communities		<p>Introduce topic of rivalry in sport.</p> <p>The BBC story is of riots when Serbia played Italy at football. If appropriate, use this or a more local story.</p> <p>Groups work on reasons for tension in sporting activities and share their thoughts with the class.</p> <p>Groups then research current situation and discuss why there have been changes in the extent of trouble – and consider ways in which it might be reduced.</p>	<p>http://news.bbc.co.uk/sport1/hi/football/9087803.stm</p>

Week	Content coverage	Learning outcomes	Exemplar activities	Exemplar resources
Key question 1: How do communities develop?				
15	The causes and effects of migration on the global community	Patterns of migration and the interrelated nature of the global economy.	<p>This Connecting Cultures lesson asks students to work out what they feel about their own country. It can be used as an introduction to migration.</p> <p>Follow the lesson by asking students about the pull and push factors which might lead to migration.</p>	<p>www.connectingcultures-education.co.uk – Lesson Plan 7: What do you want your country to be like?</p>
16	The causes and effects of migration on the global community	<p>Patterns of migration and the interrelated nature of the global economy.</p> <p>The effect of migration and interdependency on the global community.</p>	<p>Arrange students in small groups with internet access. The Organisation for Economic Co-operation and Development website allows students to explore many aspects of migration to and from member countries.</p> <p>Select relevant countries and ask groups of students to explore them. Pick those that have large and small movements according to current events or ask students to consider current events.</p> <p>Ask students to draw conclusions about why the movements are taking place.</p> <p>As a whole-group discussion, ask students to identify the advantages of migration to communities in different parts of the world.</p>	<p>http://stats.oecd.org/Index.aspx?datasetc=MIG</p> <p><i>Citizenship Today</i> pages 10-11 and 194-199 support this section</p>

Week	Content coverage	Learning outcomes	Exemplar activities	Exemplar resources
Key question 2: Does democracy work?				
17	Revision and end of unit test			
18	The range of different types of government systems used across the world	Understand the meaning of democracy. Understand how democracy works.	The first activity is based on students making a decision on a class outing. It demonstrates how democracy works and its benefits. Teacher edits the 'issues' to suit the locality. Students work in groups to create the manifesto for a political party. Whole-class discussion: What are the disadvantages of democracy?	<i>Citizenship Today</i> pages 26-27, 64-65, teacher's file pages 29-30 Teacher's file page 63 Teacher's file page 71 http://en.wikipedia.org – Search for Democracy, scroll down to 7) Criticism of democracy
19	The range of different types of government systems used across the world	Understand the meaning of dictatorship. Understand the meaning of monarchy: absolute and constitutional.	Students identify a country with a dictator and research key information about the dictator and the country including its level of development. They compare their findings. Students select a country from the map on Wikipedia. Ensure that they choose from each category of monarchy. Students carry out research about the monarch and the country including the level of development. They compare findings with other groups.	<i>Citizenship Today</i> pages 90-91 for basic information and case study. Internet research http://news.bbc.co.uk/1/hi/country_profiles/default.stm http://en.wikipedia.org – Search for Monarch Internet research

Week	Content coverage	Learning outcomes	Exemplar activities	Exemplar resources
Key question 2: Does democracy work?				
20	The range of different types of government systems used across the world	Understand that there is often a relationship between the system of government and the level of development.	Use the information gathered for the last lesson's work. In groups, students use the Human Development Reports to compare levels of development in selected countries. Put countries into a table according to level of development. Whole-class discussion: Is there a correlation between the system of government and the level of development?	Human Development Reports http://hdr.undp.org/en
21	The range of different types of government systems used across the world	Understand how different systems of government work.	Students in small working groups research the system of government where the school is. Students compare with another country that is run in a different way. Group discussion on the advantages and disadvantages of each system. Groups feed back findings to whole class.	If the UK is chosen as a comparison, <i>Citizenship Today</i> pages 76-89 explain the UK's system of government. http://news.bbc.co.uk/1/hi/country_profiles/default.stm

Week	Content coverage	Learning outcomes	Exemplar activities	Exemplar resources
Key question 2: Does democracy work?				
22	The impact of changes on representation: age, gender and race	Understand why the vote has been restricted. Understand the effect of not having the vote. Understand how people have gained the right to vote.	Whole-class discussion on where people have struggled for the vote? Why have they had to struggle? Where are struggles continuing today? In small groups, students use Wikipedia data to explore when women got the vote. Are there any surprises? Class discussion: Why do people who have the vote want to prevent others from voting?	See <i>Citizenship Today</i> page 31 for examples and teacher's file page 33 for activities. http://en.wikipedia.org – Search for Women's Suffrage
23	Local, national and global perspectives on democracy		In small groups, students choose a range of countries from the map on Wikipedia and research the extent of human rights in each country. All students share their findings and create a table showing level of democracy and extent of human rights. Is there a correlation? Conclude this key question with a debate – 'Democracy has had its day'. This can be either a mini-debate in groups or a full debate with a chair, proposers and seconders. Groups can work out the argument and it can be put forward by a representative. The template on page 83 of the teacher's file can be used to help develop ideas.	http://en.wikipedia.org/wiki/File:Democracy_Index_2010.png http://news.bbc.co.uk/1/hi/country_profiles/default.stm www.freedomhouse.org www.moreorless.au.com www.hrw.org www.amnesty.org

Week	Content coverage	Learning outcomes	Exemplar activities	Exemplar resources
Key question 3: How does technology change communities?				
24	The uses of communications technology in developing and developed countries	Understand how and why technology is used in MEDCs.	<p>In whole class thought shower ways in which technology is used in MEDCs.</p> <p>Students research in groups to discover how technology is increasingly used in different aspects of life.</p> <p>The groups share their findings with the class.</p> <p>Groups then discuss the motives for technological change. They discuss the following questions:</p> <p>Should labour saving be one of the main features?</p> <p>What effect does this have on an economy where labour is expensive?</p> <p>What does the use of technology have to say about the nature of society?</p>	Google images 'labour saving technology' to give students some inspiration.

Week	Content coverage	Learning outcomes	Exemplar activities	Exemplar resources
Key question 3: How does technology change communities?				
25	The uses of communications technology in developing and developed countries	Understand issues related to the use of technology in LEDCs.	<p>Pump Aid has images and videos showing communities in need of clean water and pumps that can provide it. It also shows other forms of sanitation. Select appropriate material and ask students in groups to explain why the technology is appropriate for the country.</p> <p>Groups of students research other types of technology which are appropriate for LEDCs and share findings with the whole class.</p> <p>Whole-class discussion: What are the advantages and disadvantages of using appropriate technologies?</p> <p>Use article as starting point and consider other factors: What does it take to move forward?</p> <p>What do the attitudes of young people mean for the future?</p> <p>Individually or in groups students draw up tables showing:</p> <p>criteria for the use of technology in LEDCs barriers and opportunities.</p>	<p>www.pumpaid.org/index.php</p> <p>http://technology.timesonline.co.uk/tol/news/tech_and_web/personal_tech/article1394717.ece</p> <p>www.telegraph.co.uk/technology/mobile-phones/6261344/Wind-up-mobile-phone-created-by-UK-firm.html</p> <p>www.scidev.net/en/news/us1-billion-computer-boost-for-developing-nations.html</p> <p>Times online; The £50 laptop that changed the world, 18 February 2007</p> <p>Telegraph.co.uk; Wind up mobile phone created by UK firm, 5 October 2009</p> <p>US\$1 billion computer boost for developing nations, 12 May 2006</p>

Week	Content coverage	Learning outcomes	Exemplar activities	Exemplar resources
Key question 3: How does technology change communities?				
26	The impact of technologies on communities	Understand the role of communication technology in supporting local communities.	<p>Students select two different sorts of community that they know and identify the ways in which communication technologies are used to connect people.</p> <p>In small groups, students carry out research into the wider uses of communication technology in supporting local communities, focusing on their locality.</p> <p>Students discuss how communication technology helps to maintain and support communities.</p>	
27	The impact of technologies on communities	Understand the role of communication technology in supporting national and international communities.	<p>In small groups, students:</p> <ol style="list-style-type: none"> 1) Look at each of the websites listed and work out what they are trying to do. 2) Make a list of the objectives of each one. 3) Find another website with the same objectives as the ones listed. 4) Look for comparable Facebook pages. <p>Whole-class discussion on the advantages of Facebook and other social networking sites compared to websites.</p> <p>How do their purposes differ?</p>	<p>www.direct.gov.uk</p> <p>www.un.org</p> <p>www.olympic.org</p> <p>www.icrc.org/eng</p> <p>www.robbiewilliams.com</p> <p>www.tour-eiffel.fr/teiffel/uk</p> <p>www.facebook.com/group.php?gid=38378006863</p>

Week	Content coverage	Learning outcomes	Exemplar activities	Exemplar resources
Key question 3: How does technology change communities?				
28	The impact of technologies on communities	Understand how technologies have changed communities.	<p>Teacher-led discussion; Use the example from the Telecentre Times to identify the benefits telecentres offer to communities. There are other useful case studies on this website.</p> <p>Students use Wikipedia to explore the different types of telecentre and issues related to their sustainability.</p> <p>Class discussion: Why are telecentres not the answer for all?</p> <p>Select some images from a search engine, search for 'appropriate technology' combined with a location, to stimulate discussion – and give some ideas of technology that can be used in places where electricity and computers are not available.</p>	<p>www.ugabytes.org/telecentretimes/?c=133&a=1159</p> <p>http://en.wikipedia.org/wiki/Telecentre</p>
29	Rights and freedoms related to technology	Understand how wealth and poverty affect people's access to technology.	<p>These sites show two contrasting stories: an Indian poet/farmer who committed suicide because of his debts and an interview with the founder of the Grameen Bank which makes micro-loans and supports the very poor in innovative ways.</p> <p>Students use both stories to investigate the circumstances in which technology can and cannot help people rise out of poverty.</p>	<p>www.independent.co.uk/news/world/asia/suicide-of-farmer-poet-highlights-the-poverty-trap-in-india-821617.html</p> <p>www.businessweek.com/magazine/content/05_52/b3965025.htm</p> <p>www.independent.co.uk; Suicide of farmer poet highlights the poverty trap in India, 6 May 2008</p> <p>www.businessweek.com; Can technology eliminate poverty?, 26 December 2005</p>

Week	Content coverage	Learning outcomes	Exemplar activities	Exemplar resources
Key question 3: How does technology change communities?				
30	Rights and freedoms related to technology	Understand how access to communication technology can affect people's human rights.	<p>Use the Witness website to show how technology can be used to uphold people's human rights. Its strap line is 'See it, film it, change it'. Select a current example as the focus for group discussion on how this strategy can be used to support human rights.</p> <p>Use the futuregov site to help students work out why the Chinese government is committed to greater openness.</p> <p>Show video on the Philippines' automated election process, then use article from China Radio International to discuss the pros and cons of the process.</p> <p>In conclusion, debate the motion in class that technology is essential for upholding human rights.</p>	<p>www.witness.org/index.php?option=com_content&task=view&id=266&Itemid=196</p> <p>www.futuregov.asia/articles/2009/apr/15/china-vows-promote-transparency-government-affairs/</p> <p>www.youtube.com/watch?v=yhSbCQUogeY</p> <p>http://english.cri.cn/6966/2010/05/10/189s568773.htm</p> <p>www.futuregov.asia/</p> <p>China vows to promote transparency in government affairs, 15 April 2009</p> <p>www.youtube.com; Quick guide to the automated elections (Philippines)</p>

Week	Content coverage	Learning outcomes	Exemplar activities	Exemplar resources
Key question 3: How does technology change communities?				
31	Rights and freedoms related to technology	Understand how censorship and bias can affect people.	<p>Use the websites listed to compare how human rights are being constrained in each country.</p> <p>Students work in pairs within groups of four. One pair takes each side of the argument and debates the rationale for censorship.</p> <p>Outcomes of debate fed back to whole-class group.</p>	<p>www.newsday.co.zw/article/2010-10-17-censorship-irks-musicians</p> <p>www.hrw.org/en/news/2010/07/21/venezuela-close-chavez-s-new-censorship-office</p> <p>www.newsday.co.zw; Censorships irks musicians, 17 October 2010</p> <p>www.hrw.org; Venezuela: Close Chavez's new censorship office, 21 July 2010</p>
32	Political uses of technology	Understand how technology can be used to influence the outcomes of elections.	<p>The article from <i>Information Week</i> explains how Obama's election campaign used the internet to build support. Students compare this with current elections in their own country.</p> <p>The Rainforest Portal gives opportunities for people to protest on ecological issues by setting up emails to send to decision makers.</p> <p>Students work together, electronically or on paper, to work out other ways of protesting by using technology.</p>	<p>www.informationweek.com/news/government/s/howArticle.jhtml? articleID= 212000815</p> <p>www.rainforestportal.org</p> <p>www.informationweek.com; Obama election ushering in first internet presidency, 5 November 2008</p>

Week	Content coverage	Learning outcomes	Exemplar activities	Exemplar resources
Key question 3: How does technology change communities?				
33	Political uses of technology	Understand how the use of technology can influence democracy.	<p>Students work in groups and produce a PowerPoint presentation entitled 'Democracy can only be advanced by the use of technology'.</p> <p>The US government site discusses the role of technology and the second one shows how technology was used in Burma to fight for democracy. There are others on this site which can act as models for students' work.</p>	<p>www.america.gov/st/washfile-english/2006/March/20060301165354bccklaw0.952984.html</p> <p>www.slideshare.net/emjacobi/voices-of-the-voiceless</p>
34	The uses of technology as a climate change solution	Understand how the production of energy has responded to climate change.	<p>Use the material on page 172 to stimulate a discussion on evidence that global warming is happening. Discuss the reasons for people's views..</p> <p>The material from Wikipedia analyses the changes that are taking place in the use of renewable energy. This could be used to move discussion on to issues of renewable energy.</p> <p>Groups of students select one or two forms of energy to survey. They produce posters showing the changes that are taking place – and present them to the class. The material can be displayed together to show the whole class or to the rest of the school.</p>	<p><i>Citizenship Today</i>, student book pages 172-173</p> <p>http://en.wikipedia.org; Search for Renewable energy</p>

Week	Content coverage	Learning outcomes	Exemplar activities	Exemplar resources
Key question 3: How does technology change communities?				
35	The uses of technology as a climate change solution	Understand how transport has changed as a result of climate change.	Thought shower ways in which people's transport habits have/have not changed. Use cycling in London as an introduction to the issue. Use China's approach to hybrid cars as a stimulus for discussion about ways of persuading people to change their habits. These sections of the book and teacher's file deal with whether targets work or not and lead into the next section.	www.tfl.gov.uk/roadusers/cycling/14808.aspx http://oilandglory.foreignpolicy.com/posts/2010/06/09/how_chinas_hybrid_cars_could_change_the_world ; How China's hybrid cars could change the world, 9 June 2010 <i>Citizenship Today</i> pages 178-179 and teacher's file pages 187-189
36	The uses of technology as a climate change solution	Understand the different points of view concerning the responsibilities of developing countries regarding climate change.	This section explores actions and attitudes and the activities ask students to evaluate the points of view of the people and governments of LEDCs and MEDCs. The topic can be rounded off on a hopeful note with this article which explains China's issues but also shows how it is making progress.	<i>Citizenship Today</i> pages 182-183 and teacher's file pages 193-195 http://news.bbc.co.uk/1/hi/business/7972125.stm
37	Revision and end of unit test			

Week	Content coverage	Learning outcomes	Exemplar activities	Exemplar resources
Key question 5: Can I make a difference?				
This question has been taken out of order because the community action may take time to set up before it can take place. It could also be carried out in parallel with key question 4. This would be appropriate if the action takes place over a period of weeks rather than as a one-off event. In most cases, students will work together in groups to carry out their action. The plan below should be used flexibly according to the nature of the action. As there will be a compulsory question on their action in the examination, each student will need individual records so that they have material to use for revision.				
38	Introduction to community action	Understand the range of actions being carried out in the community and the contribution they make.	<p>Teacher input on definitions of community action. What is it? What examples have already been covered within the course?</p> <p>In groups, students carry out a survey of the community action which is taking place in the local community.</p> <p>In groups, students identify the benefits that the actions bring to the community.</p> <p>Identify the benefits for the individuals who participate voluntarily in the action.</p>	

Week	Content coverage	Learning outcomes	Exemplar activities	Exemplar resources
Key question 5: Can I make a difference?				
39	Selection of action	Understand the need for action.	<p>Students work in groups to decide on their action. They use their knowledge of the local community derived from the previous week's work as a basis for exploring need. They identify gaps or actions which need reinforcing.</p> <p>The selected action should be drawn from one of the following areas:</p> <p>Their responsibilities as citizens locally, nationally and in the wider world.</p> <p>The value of the earth as a precious resource and the significance of sustainability.</p> <p>The importance of tolerance, diversity and a respect for others.</p> <p>The meaning and practice of justice.</p>	
40	Research into the need for action	<p>Develop research skills.</p> <p>Understand the nature of evidence which shows the contribution their action will make.</p>	<p>The group researches their chosen action. The copymaster from the teacher's file will help them decide on the type of research they need to carry out.</p> <p>They will require evidence of the need for the action and the potential effect of their action.</p>	<i>Citizenship Today</i> , teacher's file page 163

Week	Content coverage	Learning outcomes	Exemplar activities	Exemplar resources
Key question 5: Can I make a difference?				
41	Planning the action in light of research	Understand the need for planning and individual responsibility when taking action.	<p>Working as a group, students plan their action.</p> <p>They first work out what they will do and explain each stage and its contribution to the overall action.</p> <p>They then decide and allocate tasks and deadlines.</p> <p>The copymasters help them to record their motives and plans and can be used to identify individual responsibilities and deadlines.</p>	<i>Citizenship Today</i> , teacher's file pages 162 and 164
42	What are the links with the content of the course?	Understand the connections between their action and the content of Global Perspectives.	<p>In groups, students review the specification and their learning to date to identify the connection between their action and the content of the course.</p> <p>They work out the sort of evidence that they will want to collect while they plan and carry out the action as they will need material to use for revision before the exam. The copymaster will help them to collate their ideas and work out the purpose of the evidence.</p>	<i>Citizenship Today</i> , teacher's file page 165

Week	Content coverage	Learning outcomes	Exemplar activities	Exemplar resources
Key question 5: Can I make a difference?				
43	Communicating views and perspectives on the issue selected for action	Understand how to communicate to different audiences.	<p>The group needs to decide how it will communicate views and perspectives and to which audience. They need to consider the pros and cons of different methods of communication.</p> <p>They thought shower strategies and come to conclusions. The copymasters will support their discussion in various ways, depending on their action.</p>	<i>Citizenship Today</i> , teacher's file pages 158-159
44	Take action 1		These two weeks are devoted to the action. This will vary according to the nature and timing of the action.	
45	Take action 2			
46	Review action	Understand how to evaluate their action and develop their skills through the experience.	<p>Groups work together to review their action, focusing on the strengths, weaknesses and how it could have been improved.</p> <p>They then work as individuals to complete the copymaster which focuses on their own contributions.</p>	<i>Citizenship Today</i> , teacher's file page 166
47	Revision and practice of exam question on the action			

Week	Content coverage	Learning outcomes	Exemplar activities	Exemplar resources
Key question 4: Can we create a fairer world?				
48	Global patterns of wealth and poverty	Understand the range of inequality in countries around the world. Consider the effect of such inequalities.	Teacher input: Use the Human Development Reports to analyse the pattern of wealth and poverty. Focus on social measures like life expectancy, health care, education etc rather than economic measures. Students in groups compare current year with ten years ago. Identify change. Debate: 'Is it fair that some people are wealthier than others?'	http://hdr.undp.org/en/reports/global
49	The role and impact of the United Nations	Understand the relief work carried out by the UN.	Using the lesson plan in the teacher's file, students use images of disasters to explore the work of the UN. Using Citizenship Today and the Cyber School Bus website, students work in groups to explore the different roles of the UN. Groups select current issues from the site and use it to gather information and prepare a presentation for the rest of the class.	<i>Citizenship Today</i> pages 126-127, teacher's file pages 112-113 <i>Citizenship Today</i> pages 142-143, teacher's file page 130 www.un.org – Cyber School Bus
50	The role and impact of the United Nations	Understand the range and objectives of the Millennium Goals.	Use the UN website or Citizenship Today to identify the Millennium Goals. Class discusses the need for each one. Groups select one goal and use the Cyber School Bus to explore the need and what is being done.	www.un.org/millenniumgoals <i>Citizenship Today</i> page 127 http://cyberschoolbus.un.org/mdgs/index.asp

Week	Content coverage	Learning outcomes	Exemplar activities	Exemplar resources
Key question 4: Can we create a fairer world?				
51	The role and impact of the United Nations	Explore the progress that has been made towards achieving the Millennium Goals.	Use the material on Cyber School Bus to identify progress in different countries. Students in groups take some sample countries and use the Human Development Reports to explore progress over time.	http://cyberschoolbus.un.org/mdgs/index.asp http://hdr.undp.org/en/reports/global
52	Economic relationships between rich and poor	Understand the interrelationships and dependency which results from trade and aid.	The lessons in the teacher's file ask students to evaluate the use of trade and aid and the relationship between them based on the material in the student book.	<i>Citizenship Today</i> pages 184-185, teacher's file pages 196-198 www.msaccess.org/main/access-patents/free-trade-agreements/india/dnp-open-statement-to-eu-trade-commissioner-on-eu-india-fta/
53	Economic relationships between rich and poor	Understand how and why some people win and lose from these relationships.	The book and lesson explore the exploitation that can result from trade and the ways in which consumers can influence the producers in developing countries.	<i>Citizenship Today</i> pages 132-133, teacher's file
54	Developing sustainable economies	Understand that economic development generally leads to a higher standard of living.	Use Human Development Reports. Select a range of countries from the top, middle and bottom. Prepare a list which compares the economic indicators for each country with the social indicators. Class discussion or group work: Is there a relationship between economic and social indicators?	http://hdr.undp.org

Week	Content coverage	Learning outcomes	Exemplar activities	Exemplar resources
Key question 4: Can we create a fairer world?				
55	Developing sustainable economies	Understand the range of programmes that international organisations offer.	Review previous work on Millennium Goals. The Commonwealth and the UN both run projects to support development. Students explore the websites to find out about the activities of these organisations.	www.thecommonwealth.org www.un.org/en/development
56	Developing sustainable economies	Understand ways in which poor countries can be helped.	Thought shower prior learning about trade, aid, Millennium Goals and international organisations. Discuss other strategies for helping poor countries. Students take one of the ideas and research its contribution. This will probably underpin work for the next group of lessons.	Internet research
57	Individual responsibility in creating a fairer world	Understand how individuals can help economies become sustainable.	Use <i>Citizenship Today</i> pages 170-171 to help students work out how to make decisions about their purchases. The activity on pages 176-178 in the teacher's guide helps students to think about how individuals and groups help to support sustainable economic development.	<i>Citizenship Today</i> pages 170-171 and teacher's file 176-178

Week	Content coverage	Learning outcomes	Exemplar activities	Exemplar resources
Key question 4: Can we create a fairer world?				
58	Individual responsibility in creating a fairer world	Understand how fair-trade assists producers.	<p>Divine Chocolate has a PowerPoint presentation that explains how fair-trade supports farmers in Ghana. This will support the learning above.</p> <p>Students can work out the benefits that producers derive from such arrangements.</p> <p>Thought shower and class discussion on the benefits to consumers of buying fair-trade products.</p>	<p>www.tradingvisions.org/content/teacher-resources</p>
59	Business responsibility in creating a fairer world	Understand the impact that ethical sourcing can have on businesses and consumers.	<p>Use the first link to explore the business case for fair-trade.</p> <p>People Tree, the ethical fashion company, has a range of useful FAQs on its website. These look at the additional costs of ethically sourced materials and the second has links to market research showing the growing market for such products. These could be printed for students to stimulate discussion.</p> <p>Trading Visions might be used to develop the idea as it offers debates and discussions on the topic.</p> <p>Students can research an ethical and standard version of the same product to compare prices.</p> <p>The short case study on page 170 in <i>Citizenship Today</i> asks students what they would do.</p>	<p>www.fairtrade.org.uk/business_services/why_offer_fairtrade.aspx</p> <p>www.peopletree.co.uk/content/faq.php#q27</p> <p>www.peopletree.co.uk/content/faq.php#q16</p> <p>www.tradingvisions.org/content/fairtrade-really-fair</p>

Week	Content coverage	Learning outcomes	Exemplar activities	Exemplar resources
Key question 4: Can we create a fairer world?				
60	Business responsibility in creating a fairer world	Understand that there are different perspectives on the role businesses play in development.	<p>These two websites show the two sides of the story concerning businesses and international development.</p> <p>Groups of students use these and other websites and material from previous lessons to generate two sides of the argument to debate 'Businesses just damage the developing world'.</p>	<p>www.actionaid.org.uk/index.asp?page_id=100033</p> <p>www.unilever.co.uk; Sustainability; Case studies; Economic development</p>
61	The role of charities and non governmental organisations in creating a fairer world	Understand the contribution made by charities and NGOs in helping poor countries to develop.	<p>Oxfam and Amnesty International demonstrate how charities and NGOs can help the world be fairer. There may be organisations which have more relevance in particular locations.</p> <p>Ask students to research the work of such organisations to work out the contribution that they make.</p>	<p>www.oxfam.org.uk/oxfam_in_action</p> <p>www.amnesty.org.uk/content.asp?CategoryID=10010</p>
62	Rights and freedoms	Understand whether there is a connection between development, human rights and democracy.	<p>Students use the data from the Human Development Index (refer to material in lesson 54) to compare levels of development with degree of democracy and other freedoms.</p> <p>These websites allow students to compare countries in order to discover whether there is a relationship between development, human rights and democracy.</p> <p>Carrying out an internet search will offer students varied views on current changes.</p>	<p>www.worldaudit.org/home.htm</p> <p>www.freedomhouse.org/template.cfm?page=363&year=2010</p> <p>http://graphics.eiu.com/PDF/Democracy_Index_2010_web.pdf</p>

Week	Content coverage	Learning outcomes	Exemplar activities	Exemplar resources
Key question 4: Can we create a fairer world?				
63	Revision			
64	Revision			

Example student activities (Key question 5: Can I make a difference?)

Exemplar task A – Religious beliefs display

Assessment criteria	What evidence?	Notes to support preparation for the exam
<p>1 Enquiry into the citizenship issue</p> <ul style="list-style-type: none"> Students and teacher discuss the issue 'How can we ensure that people understand each others' religious beliefs?' (Range and content area 8). Students work as a group and undertake research into religious diversity in their school or community. They could use the internet. Students think about what their own view on the issue is. 	<p>Students download web pages as evidence of their issue and explain why it is important.</p>	<p>Students write notes on: Research into the issue Knowledge of the issue</p>
<p>2 Application of skills</p> <ul style="list-style-type: none"> Students, in groups, decide on the focus and themes of their display. Students run a debate with a representative from school and a local person in a position of power with an interest in the issue or an interest in a forthcoming display, eg a community centre worker. Students ask questions about the issue, and the impact the display could have, ensuring that each student can ask a question and explain their own view. Students can prepare a delegate to ask questions and present a point of view but they must contribute to the preparation process. 	<p>Student evidence will be in the form of witness testimony from the meeting.</p>	<p>Students write notes on: The details of their action Communication of their own views</p>

Assessment criteria	What evidence?	The controlled assessment
<p>3 Participation in action to address the citizenship issue</p> <ul style="list-style-type: none"> Based on their findings from researching the local community/school and the meeting described above, students develop a pictorial display to promote religious tolerance. Students should all undertake an aspect of the display. Students exhibit the display. Students briefly survey onlookers or fellow students on the effectiveness of the display. 	<p>Students should generate evidence of their participation and contribution. This should be in the form of observation/photos of the display.</p>	<p>Students write notes on: The details of their action Communication of their own views Understanding the outcomes of the action locally</p>
<p>4 Evaluation of impact of own action</p> <ul style="list-style-type: none"> In class, students make notes on the impact of the display on their issue, locally and nationally. They should be conscious that an action which is local in context can contribute to the national context. Students make notes on their own view and how it has changed from the start. 	<p>Students write up their responses in a format to enable revision for the exam.</p>	<p>Students write notes on: The stages of planning of their action A review of the outcomes of their action Students check all their notes</p>

Exemplar task B – Recycling petition

Assessment criteria	What evidence?	The controlled assessment
<p>1 Enquiry into the citizenship issue</p> <ul style="list-style-type: none"> Students and teacher discuss the issue 'Is recycling worthwhile?' (Range and content area 6). Students work as a group and undertake research into recycling in their school and community, researching local council policies and national debates. They could use the internet with supervision. Students think about what their own view on the issue is. 	<p>Students download web pages as evidence of their issue and explain why it is important.</p>	<p>Students write notes on: Research into the issue Knowledge of the issue</p>
<p>2 Application of skills of advocacy and negotiation</p> <ul style="list-style-type: none"> Students in groups decide on a course of action related to the issue (they could set up a petition to improve recycling facilities – or alternatively petition against recycling if they think it's not worthwhile). Students invite a council representative and a representative from an environmental charity (people in positions of power with an interest in the issue). Students ask questions about the issue and the impact their action could have, ensuring that each student can ask a question and also explain their own view. Students can prepare a delegate to ask questions and present a point of view but they must contribute to the preparation process. 	<p>Student evidence will be in the form of witness testimony from the meeting.</p>	<p>Students write notes on: The details of their action Communication of their own views</p>

Assessment criteria	What evidence?	The controlled assessment
<p>3 Participation in action to address the citizenship issue</p> <ul style="list-style-type: none"> Based on their findings from researching the local community/school and the meeting above, students devise and use a petition related to the issue. Under supervision, students petition their school or a local shopping centre. All students should prepare to engage in discussion about the issue with respondees. Students present the completed petition to the local council. Students question the local council representative about the possible impact of the petition on the cause. 	<p>Students should produce notes of their participation and contribution to the action and the meeting.</p>	<p>Students write notes on: The details of their action Communication of their own views Understanding the outcomes of the action locally</p>
<p>4 Evaluation of impact of own action</p> <ul style="list-style-type: none"> In class, students make notes on the impact of their action on their issue locally and nationally. They should be conscious that an action which is local in context can contribute to the national context. Students make notes on their own view and how it has changed from the start of the task. 	<p>Students write up notes to support exam revision.</p>	<p>Students write notes on: The stages of planning of their action A review of the outcomes of their action Students check all their notes</p>

Exemplar task C – Interacting with your twinned/linked school

This controlled assessment has four sections which reflect the four assessment criteria of the **task response form**. It is designed for a school that is twinned with another school overseas, or which is linked to another school in a different region of the UK.

Assessment criteria	What evidence?	The controlled assessment
<p>1 Enquiry into the citizenship issue</p> <ul style="list-style-type: none"> Students and teacher discuss the issue 'What identity means to students in different places' (Range and content area 4). Students work as a group and undertake research into the concept of identity, starting by surveying their peers on key aspects of their identity. Students also undertake some research into the country or area of the UK where their twinned/linked school is and research similarities and differences. They could use the internet to research the area. Students think about their own views on identity and what it means to students across the world or, if there is a more local focus, in different areas of the UK. 	<p>Students download web pages as evidence of their issue and explain why it is important.</p>	<p>Students write notes on: Research into the issue Knowledge of the issue</p>
<p>2 Application of skills of advocacy and negotiation</p> <ul style="list-style-type: none"> Students correspond with the teacher at the twinned/linked school (who may want to establish a similar exercise) and a local educational representative who can comment on identity, focusing on the issue of identity in the UK and/or abroad and the problems experienced by children growing up today. Students communicate with students in their twinned/linked school and exchange questions. Students, in groups, ask questions about the issues, ensuring that each student can ask a question and also explain their own view. Students could prepare a delegate to ask questions and present a point of view but they must contribute to the preparation process. 	<p>Student evidence will be in the form of witness testimony from the meetings and correspondence.</p>	<p>Students write notes on: The details of their action Communication of their own views</p>

Assessment criteria	What evidence?	The controlled assessment
<p>3 Participation in action to address the citizenship issue</p> <ul style="list-style-type: none"> Students collate their evidence and prepare a presentation on their own views, and those of the students at their twinned school, for students in another class or school. Students then answer questions from the audience. Students ask students from another class or school for feedback about their views on the issue of identity and if/how they have changed after the meeting. 	<p>Students should produce evidence that they have presented their views to others. This should be in the form of witness testimony.</p>	<p>Students write notes on: The details of their action Communication of their own views Understanding the outcomes of the action locally</p>
<p>4 Evaluation of impact of own action</p> <ul style="list-style-type: none"> In class, students make notes on the impact of their action on their issue, locally and nationally. They should be conscious that an action which is local in context can contribute to the national context. Students make notes on their own view and how it has changed from the start. 	<p>Students write up notes to support exam revision.</p>	<p>Students write notes on: The stages of planning of their action A review of the outcomes of their action Students check all their notes</p>

Key questions for student local community action notes

Students should be encouraged to make notes on the following aspects of their action.

- 1 Research
 - Where I found out about my action
 - The main points I found out that relate to global citizenship
- 2 The main stages of my plan for my action
- 3 Two contrasting viewpoints on the issue associated with my action
- 4 The impact of my action locally
- 5 How I communicated with others during my action
- 6 What was done during the action
- 7 Review of the outcomes of the action compared to my plan

Publications code UG027082 July 2012

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