INTERNATIONAL GCSE

Global Citizenship (9-1)

SAMPLE ASSESSMENT MATERIALS

Pearson Edexcel International GCSE in Global Citizenship (4GL1)

For first teaching September 2017
First examination June 2019
Issue 3

Edexcel, BTEC and LCCI qualifications

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Summary of Pearson Edexcel International GCSE in Global Citizenship (4GL1) sample assessment materials issue 3 changes

Summary of changes made between previous issue and this current issue	Page number
In the mark scheme for Paper 1, question 1(d), the number of marks has been corrected to show 6 marks, with the following allocation across the assessment objectives: **3 AO1** **3 AO2**	30

Earlier issue shows previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Contents

Introduction

The Pearson Edexcel International GCSE (9-1) in Global Citizenship is part of a suite of International GCSE qualifications offered by Pearson.

These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take.

General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- 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/indicative content will not be exhaustive. However, different examples of responses will be provided at standardisation.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.

Pearson Edexcel International GCSE (9-1)

Global Citizenship
Paper 1

Sources Booklet

Paper Reference

4GL1/01

Do not return this Sources Booklet with the question paper.

Turn over ▶

S 5 4 8 9 3 A

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Source A

By 2025, half of sub-Saharan Africa's billion population will have internet access. Many developing African countries will be using smartphones. Huge growth in connectivity is providing great opportunities for communications technology businesses. The range of applications includes healthcare, education, finance, agriculture, retail and government services, potentially including voting. Already, there is an app for almost everything: herding cattle in Kenya (i-Cow), private security in Ghana (hei julor!), remotely monitoring patients in Zimbabwe (Econet). In Uganda, a new mobile service (Yoza) connects people with dirty laundry to mobile washerwomen. Smartphones also help much-needed remittances move around the world quickly.

The future of technology for African countries lies not just in playing 'catch-up' with developed countries. There is genuine innovation too. First, Africans look at the things they lack. Next, they use each gap as an opportunity to invent a new technology which can be sold to the rest of the world. An important part of this explosion of creativity is the age of Africa's people. Over 70 per cent of African city populations are under 30. 'The first thing they want is a phone and the next is information,' says Aly Khan Satchu, a Kenyan-based researcher. More of Kenya's youth are connecting globally, allowing them to buy and sell music and fashion.

(Source: Financial Times http://www.ft.com/cms/s/0/
aba818a6-c392-11e5-808f-8231cd71622e.html)

Source B

Globally, mobile phone subscriptions have risen faster than population in the 21st century.
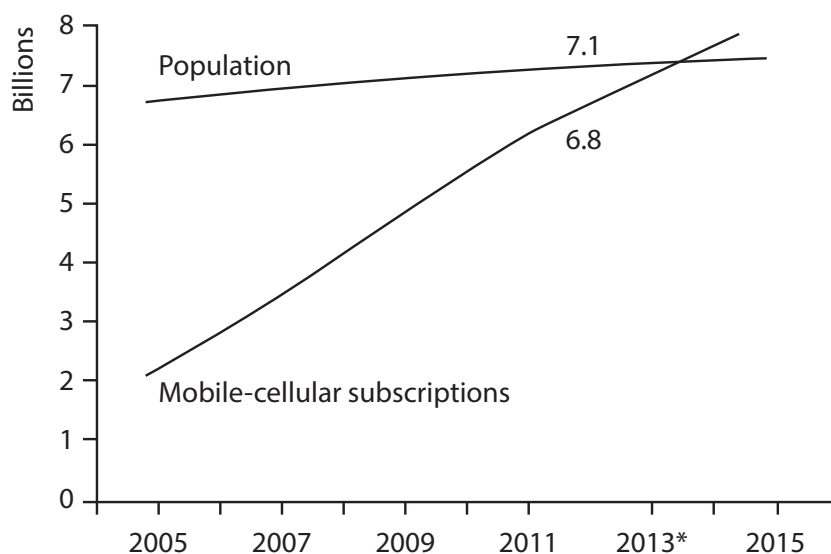
Note: *Estimate

(Source: ITU World Communications database)

Source C

The exciting range of ways in which smartphones are being used in Africa means that technology is helping many different development goals to be met. The Sustainable Development Goals (SDGs) were introduced in 2015 by the United Nations. The SDGs include a range of different targets for the global community. These cover a range of areas of concern, such as poverty, gender inequality, maternal health, and primary school enrolment. Currently, sub-Saharan Africa is furthest behind in many of these areas. Substantial progress is also needed in some parts of South Asia, East Asia and Latin America.

Source D

Over time, the United Nations has taken on responsibility for a wide range of areas of global governance. The timeline below shows the establishment of selected organisations created by the UN to help deal with a range of global issues. These organisations sometimes work together to tackle important global issues.

1948	World Health Organization (WHO)
1945	International Court of Justice
1945	Security Council
1945	International Monetary Fund (IMF)
1974	World Tourism Organization (WTO)
1997	Office on Drugs and Crime
1997	Organisation for the Prohibition of Chemical Weapons

Source E

In 1945, many founding Member States of the United Nations were not democracies. Since then, the UN has supported democracy around the world. The UN works hard to monitor government elections, for instance. On 15 September 2016, the United Nations celebrated its tenth annual 'International Day of Democracy'.

Many countries around the world still do not operate as full democracies, however, including some G20 members. The United Nations does not actively campaign for any specific model of government to be adopted by countries, but it does promote democratic governance as a universal value and principle that should be followed wherever possible.

Democracy is closely linked to the rule of law. Democratic governance means that people's human rights and fundamental freedoms are respected, promoted and fulfilled, allowing them to live with dignity. The Universal Declaration of Human Rights (UDHR), adopted by the General Assembly in 1948, clearly stated: 'The will of the people shall be the basis of the authority of government.'

(Source: http://www.un.org/en/globalissues/
democracy/democracy_and_un.shtml)

Source F

• English is one of six official languages used by the United Nations.

• English Language Day at the UN is celebrated on 23 April, the date traditionally observed as the birthday of England's William Shakespeare.

• English Language Day is the result of a 2010 UN initiative. An official language day was established for each of the six official languages. The other languages are Arabic, Chinese, French, Russian and Spanish.

• The purpose of the UN's language days is to celebrate multilingualism and cultural diversity as well as to promote equal use of all six official languages throughout the Organization.

• Because they are so widely spoken, these six languages are often called 'world languages'.

(Source: http://www.un.org/en/events/englishlanguageday/)

Write your name here

Surname		Other names

Centre Number

Candidate Number

Global Citizenship
Paper 1

Sample assessment material for first teaching
September 2017
Time: 2 hours 30 minutes

Paper Reference
4GL1/01

You must have:
Sources Booklet (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name,
  centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
  – *there may be more space than you need.*

Information

- The total mark for this paper is 100.
- The marks for **each** question are shown in brackets
  – *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ▶

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Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ⊠. If you change your mind about an answer, put a line through the box ⊠ and then mark your new answer with a cross ⊠.

SECTION A: Citizenship Community Action Project

You should aim to spend no more than 30 minutes on this section.

During your course of study you will have completed a local citizenship community action project which focused on a global issue.

State what community action you completed and the global issue on which it is focused.

Community action

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Global issue

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1 (a) Explain how you used **two** primary sources in the research for your local community action.

(4)

1 ....

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2 ....

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S 5 4 8 9 3 A 0 2 1 9

(b) Personal identity can influence a student's community action choices.

Consider your own community action. Explain how your personal identity may have influenced your choice of:

- community action topic
- investigation methods.

(6)

(c) Explain two ways in which you communicated your views on your global issue.

(4)

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(d) Imagine a student in another country is about to carry out a community action focused on the same global issue you chose.

Explain the possible benefits this student might gain from talking to you about your community action project.

(6)

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(Total for Question 1 = 20 marks)

TOTAL FOR SECTION A = 20 MARKS

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DO NOT WRITE IN THIS AREA

SECTION B: Economic Development and the Environment and Technology

You should aim to spend no more than 45 minutes on this section.

Study Source A and answer Questions 2, 3 and 4.

2 Internet connectivity can allow remittances (Source A) to be transmitted electronically. How are remittances sent from one country to another?

☒ **A** Via customers

☒ **B** Via migrants

☒ **C** Via governments

☒ **D** Via companies

(Total for Question 2 = 1 mark)

3 Internet availability creates benefits (Source A) but brings new risks too. Which of the following is not a risk associated with internet availability?

☒ **A** Cyber-terrorism

☒ **B** Computer viruses

☒ **C** Diaspora growth

☒ **D** Identity theft

(Total for Question 3 = 1 mark)

4 Based on Source A, over 70 percent of the population in African cities are aged under 30. What is a possible reason for this?

☒ **A** Migration from cities to rural areas in African countries.

☒ **B** Poor transport links in rural areas.

☒ **C** Job opportunities in African cities.

☒ **D** Migration from African countries to other countries.

(Total for Question 4 = 1 mark)

6

S 5 4 8 9 3 A 0 6 1 9

Study Source B and answer Question 5.

5 Based on Source B, which statement is correct?

☒ **A** Half of all people will own a mobile phone by 2025.

☒ **B** All people will own a mobile phone by 2025.

☒ **C** Almost every person in the world owns a mobile phone.

☒ **D** There are more mobile phones than people in the world.

(Total for Question 5 = 1 mark)

Study Source C and answer Question 6.

6 What could Sustainable Development Goals (Source C) do to support progress in the global community?

☒ **A** By setting targets.

☒ **B** By providing interventions.

☒ **C** By going into schools.

☒ **D** By bringing out smartphone applications.

(Total for Question 6 = 1 mark)

Study Sources A, B and C and answer Question 7.

7 One way to achieve sustainable development is for more businesses to adopt a 'circular economy' approach. What does this approach to business involve?

☒ **A** Moving waste around the world to be recycled.

☒ **B** Moving factories around the world to reduce costs.

☒ **C** Making sure all waste is reused to make new things.

☒ **D** Making sure factory workers are never exploited.

(Total for Question 7 = 1 mark)

S 5 4 8 9 3 A 0 7 1 9

Study Source A and answer Questions 8(a) and 8(b).

8 (a) Using Source A, suggest **two** ways in which the use of communications technology is helping community development in sub-Saharan countries.

(4)

1 ....

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2 ....

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(b) Source A states: 'More of Kenya's youth are connecting globally, allowing them to buy and sell music and fashion.'

Suggest how this statement provides evidence of technology being used to reduce economic inequality:

(3)

1. **within** Kenya

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....

2. **between** Kenya and other countries

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(Total for Question 8 = 7 marks)

Study Source B and answer Question 9.

9   Suggest **one** reason why mobile phone use has grown so rapidly (Source B).

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(Total for Question 9 = 2 marks)

Study Source C and answer Questions 10(a) and 10(b).

10 (a) Source C mentions the goal of improved maternal health. Explain **two** ways in which some countries can be assisted to achieve this goal.

(4)

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2 ....

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(b) Give **two** possible reasons why educating girls can help the economic development of a country.

(2)

1 ....

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2 ....

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(Total for Question 10 = 6 marks)

11 Communications technology gives citizens greater power to bring about political change in the country where they live.

Examine the arguments for and against this statement.

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(Total for Question 11 = 9 marks)

TOTAL FOR SECTION B = 30 MARKS

SECTION C: Politics and Governance and Culture and Community

You should aim to spend no more than 45 minutes on this section.

Study Source D and answer Question 12.

12 Source D mentions several United Nations (UN) organisations. Which UN organisation has the power to authorise peacekeeping missions?

- ☒ **A** Office on Drugs and Crime
- ☒ **B** Security Council
- ☒ **C** Organisation for the Prohibition of Chemical Weapons
- ☒ **D** International Court of Justice

(Total for Question 12 = 1 mark)

Study Source E and answer Questions 13, 14 and 15.

13 Who are the members of the G20 Group mentioned in Source E?

- ☒ **A** European or North American states
- ☒ **B** Asian or South American states
- ☒ **C** Countries with large economies
- ☒ **D** Countries with large populations

(Total for Question 13 = 1 mark)

14 Source E includes the statement: 'The will of the people shall be the basis of the authority of government.'

Identify which principle this statement supports.

- ☒ **A** Global governance
- ☒ **B** Democracy
- ☒ **C** Human rights
- ☒ **D** Law

(Total for Question 14 = 1 mark)

15 According to Source E, which statement is correct?

☒ **A** Some G20 countries have not joined the UN.

☒ **B** Some non-democratic states helped to found the UN.

☒ **C** All UN Member States have elected governments.

☒ **D** Only democratic states can be UN members.

(Total for Question 15 = 1 mark)

Study Source F and answer Questions 16 and 17.

16 Source F refers to 'world languages'. What is the reason why English, French and Spanish originally spread around the world?

☒ **A** International tourism

☒ **B** Internet technology

☒ **C** Migration

☒ **D** Colonialism

(Total for Question 16 = 1 mark)

17 Multilingualism (Source F) is sometimes associated with multiple identity. Which of the following gives the **clearest** example of multiple identity?

☒ **A** A person who has two homes in different cities.

☒ **B** A person who has more than one job.

☒ **C** A person who has parents of different ethnicities.

☒ **D** A person who has migrated abroad for work.

(Total for Question 17 = 1 mark)

Study Source D and answer Question 18.

18 According to Source D, United Nations organisations sometimes work together to tackle important global or local issues.

Suggest how **two** of the organisations could work together to tackle an issue.

First organisation

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Second organisation

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Issue

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(Total for Question 18 = 2 marks)

Study Source E and answer Question 19(a), 19(b) and 19(c).

19 (a) Using Source E, identify **one** way in which the principle of democracy is supported by the work of the United Nations.

(1)

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(b) Using your own knowledge, give two characteristics of **one** non-democratic system of government.

(3)

Non-democratic system of government

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Characteristics

1 ....

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2 ....

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(c) Source E mentions the Universal Declaration of Human Rights (UDHR).

Give **three** important types of rights that the UDHR protects.

(3)

1 ....

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2 ....

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3 ....

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(Total for Question 19 = 7 marks)

S 5 4 8 9 3 A 0 1 4 1 9

Study Source F and answer Questions 20(a) and 20(b).

20 (a) Explain **two** ways in which the global community may benefit from the existence of 'world languages' (Source F).

(4)

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(b) Suggest **one** reason why people in some countries may object to the use of six 'official languages' by the United Nations (Source F).

(2)

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(Total for Question 20 = 6 marks)

21 'A single global culture is gradually being adopted by people everywhere.'

Provide reasoned arguments to support and oppose this statement.

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(Total for Question 21 = 9 marks)

TOTAL FOR SECTION C = 30 MARKS

16

S 5 4 8 9 3 A 0 1 6 1 9

SECTION D: Synoptic Assessment

You should aim to spend no more than 30 minutes on this section.

22 (a) Using examples, outline the characteristics of non-governmental organisations.

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S 5 4 8 9 3 A 0 1 7 1 9

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(b) 'One individual can make more of a difference than any organisation or government can.'

How far do you agree with this view?

- Consider how this statement might apply to your own and other countries.

- Use evidence from different Global Citizenship contexts to help support your argument.

- Give reasons for your opinion, showing you have considered different points of view.

(15)

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(Total for Question 22 = 20 marks)

TOTAL FOR SECTION D = 20 MARKS
TOTAL FOR PAPER = 100 MARKS

19

Paper 1

Question number	Answer	Mark
1(a)	In each case, award 1 mark for explaining how (AO1) they used the primary source to find what they needed to know, and the second mark for explaining how this informed the community action (AO2), for example: • we carried out a survey to work out what people thought about litter in the area (1) and this confirmed that it is a big problem, especially near the take-away restaurants (1). No credit may be given to generic material that does not relate specifically to the student's own community action.	2 + 2 (4)

Question number	Indicative content	Mark
1(b)	**Choosing the community action topic** Award 1 mark for clear reference to a relevant activity/discussion that took place while deciding on their citizenship action, and 2 further marks for explaining how it was related to personal identity (AO2), up to a maximum of 3 marks; for example: • I considered a number of choices before deciding to investigate inequality between men and women in the country where I live as this interests me personally (1). In part this is due to my personal identity as a female student (1) and also my multiple identity as my parents come from two countries where gender laws are very different (1). **Deciding the investigation methods** Award 1 mark for clear reference to a relevant activity/method (etc.) that took place while carrying out their community action, and 2 further marks for explaining how it was related to personal identity (AO2), up to a maximum of 3 marks; for example: • I decided to interview people whose identity differed from mine, to discover if they had other views (1). I was very interested to hear the views of men, for instance, (1) but I always took a friend with me when carrying out interviews because young students like myself should not work alone if possible (1). No credit may be given to material that does not relate specifically to the student's own community action.	3 + 3 (6)

Question number	Answer	Mark
1(c)	In each case, award 1 mark for the method that was used, such as posters of a website, and the second mark for explaining (AO1) how this medium helped communicate their view; for example: • I built a website called 'Why we need to save water' (1) and included striking images of drought, which communicated the severity of the issue to people visiting it (1). No credit may be given to generic material that does not relate specifically to the student's own community action.	2 + 2 (4)

Question number	Indicative content	Mark
1(d)	**Marking instructions** Markers must apply the descriptors in line with the general marking guidance (*page 3*) and the qualities outlined in the mark scheme for AO2. No marks may be awarded for answers that do not relate specifically to the student's own community action (i.e. a complete absence of AO2). **Indicative content guidance** Students must consider the statement in the light of experiences and knowledge gained during their community activity. Points made will depend to a great extent on the student's own experiences, but might include some of the ideas below. Other relevant ideas must also be credited. Points can relate to any stage of the community action process from topic choice and planning to the final evaluation. • Sometimes an interesting topic is not well suited to a community action project for a range of reasons, such as shortage of information or practical issues. • There is a range of methods and skills needed to carry out an action successfully (talking to someone with experience can be helpful), for instance finding a good sampling strategy or learning how to use smartphone apps to help with the actions. • No matter how well planned an action is, unforeseeable events can and will happen and you need to be able to deal with them or the whole action could be put at risk. • Talking to someone with experience can help rule out unsuitable topics early on. • Another person's findings or views can be used as part of your own secondary research or to help identify the right research questions to ask. Putting together or combining the research from two or more projects and contexts allows more to be known. More views and contexts can be considered or local issues can be combined to provide a larger-scale overview.	3 AO1 3 AO2 (6)

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	Limited knowledge is shown of concepts, terms and issues relevant to the question. Limited understanding of how these apply is shown by simple undeveloped comments about community action(s).
Level 2	3–4	Some knowledge is shown about the concepts, terms and issues relevant to the question. Some understanding of how these apply is shown by some developed explanation about community action(s).
Level 3	5–6	Detailed knowledge is shown about the concepts, terms and issues relevant to the question. Effective and sustained explanation is made, which shows good understanding of how these apply to community action(s).

Question number	Answer	Mark
2	B (Via customers)	**(1)**

Question number	Answer	Mark
3	C (Diaspora growth)	**(1)**

Question number	Answer	Mark
4	C (Improved internet access in African countries and cities.)	**(1)**

Question number	Answer	Mark
5	D (There are more mobile phones than people in the world.)	**(1)**

Question number	Answer	Mark
6	A (Set targets)	**(1)**

Question number	Answer	Mark
7	C (Making sure all waste is reused to make new things.)	**(1)**

Question number	Answer	Mark
8(a)	In each case, award 1 mark for identification of a way/use from the source. Also award 1 mark for a suggestion (AO2) of how the way/use is linked with the development process/goals (either economic or social). Answers might refer to: • an app helps Kenyan cattle farmers or Ugandan cleaners • healthcare is being provided by an app in Zimbabwe • people tried to help schoolgirls in Nigeria using social media. Example answer: 'An app called i-Cow helps Kenyan cattle farmers run things better (1) and helps Kenya meet its MDG poverty goal (1).'	**2 + 2** **(4)**

Question number	Answer	Mark
8(b)	Award up to 3 marks for any of the following points, showing applied understanding of the concept of inequality (AO2) in the context provided: • Inequality within Kenya is reduced because more people are getting connected than in the past (1). • The country's own digital divide is thus being reduced (1). • By selling their products globally, young people are bringing money from other countries to Kenya (1). • Global inequality is reduced as Kenya's economy grows (1). Accept any other valid suggestion that relates to inequality. Inequalities within and between countries must both be addressed for full marks.	**(3)**

Question number	Answer	Mark
9	Award 1 mark for a valid suggestion (AO2) of why there is a steep upward trend in use shown. Award 1 further mark for the application (AO2) of citizenship concepts and issues relating to economic development and/or technology, for example: • more people in poorer countries may be able to afford to buy mobiles (1), linked with the transition from low income to emerging economies (1) • falling price of phones now they are no longer an emerging technology (1) and so the lessening of the digital divide (1). Accept any other valid suggestion that relates to the rising uptake of mobile phone use.	**(2)**

Question number	Answer	Mark
10(a)	In each case, award 1 mark for a way/action (AO1). Also award 1 mark for the explanation of how this assists with the development goal of maternal health (AO1). Answers might refer to: • financial aid from high-income countries (1) that can be spent on increasing healthcare provision in rural areas (1) • education on hygiene offered by Non-Governmental Organisations (NGOs) (1), leading to higher standards of postnatal care (1) • citizen volunteers, e.g. trained doctors/midwives from high-income countries (1) share expertise with communities (1). Accept any other valid suggestion that relates to ways of helping countries improve their maternal health.	**2 + 2** **(4)**

Question number	Answer	Mark
10(b)	Award 1 mark for each possible reason up to a maximum of 2, showing application (AO2) of citizenship concepts and issues related to economic development, for example: • education means better pay/jobs for women (1) • this improves GDP/money for the country (1) • may end reliance on illegal/unsafe employment (1) • girls learn how to manage health risks, unwanted pregnancies or other barriers to employment (1) • educated women can help their children succeed (1). Accept any other valid suggestion that relates to the link between educating girls and development.	**(2)**

Question number	Indicative content	Mark
11	Arguments for: • it can strengthen democracy in areas where voting is difficult due to limited infrastructure/problems getting to the polling station, promoting normal democratic change (AO1) • social media helps build support for and against political movements, such as Nigeria's government, and citizens have coordinated protests in many states using IT - in Arab Spring nations and Indonesia (AO1) • ICT also used to recruit for different kinds of political change, not just democracy, e.g. extreme groups such as Daesh (AO2) • ICT also helps support learning and education, which can in turn help political development (AO2) • technology can be very effective in helping bring about political change both inside and outside democratic systems and at different stages of the process of change (AO3) • ICT also helps local movements spread globally/link with political movements elsewhere (AO3). Arguments against: • strong/autocratic states may not allow people to protest regardless of their use of social media (AO1) • not all people have access to ICT (it will be 2025 before half of Africa has access) (AO1) • lack of access/a digital divide therefore limits the effectiveness of ICT as a democratic/political tool (AO2) • many of the apps in the sources are more concerned with economic and social life rather than politics (AO2) • physical/visible protests may still be a more effective way of trying to bring change (AO3) • however, ICT can play an important role in helping to organise the physical/visible protests needed for change (AO3).	**3 AO1** **3 AO2** **3 AO3** **(9)**

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	Limited knowledge is shown of citizenship concepts, terms and issues relevant to the question (AO1).
		Limited understanding of how this knowledge applies, shown by simple undeveloped comments about the citizenship context (AO2).
		Little evaluation of viewpoints relevant to the question, lacking reasoning or coherence (AO3).
Level 2	4–6	Some knowledge is shown of citizenship concepts, terms and issues relevant to the question (AO1).
		Some understanding of how this knowledge applies, shown by simple undeveloped comment about the citizenship context (AO2).
		Unbalanced evaluation of relevant viewpoints, containing some reasoned, coherent arguments (AO3).
Level 3	7–9	Some knowledge is shown of citizenship concepts, terms and issues relevant to the question (AO1).
		Effective and sustained application of this knowledge, showing good understanding of the citizenship context (AO2).
		Well-balanced and sustained evaluation of relevant viewpoints, making use of reasoned, coherent arguments (AO3).

Question number	Answer	Mark
12	B (Security Council)	(1)

Question number	Answer	Mark
13	C (Countries with large economies)	(1)

Question number	Answer	Mark
14	B (Democracy)	(1)

Question number	Answer	Mark
15	B (Some non-democratic states helped to found the UN.)	(1)

Question number	Answer	Mark
16	D (Colonialism)	(1)

Question number	Answer	Mark
17	C (A person who has parents of different ethnicities.)	(1)

Question number	Answer	Mark
18	Award 1 mark for a valid issue which the two cited agencies might work together to tackle (AO3). Award 1 further mark for more analysis of the evidence (AO3) such as suggested action(s): • WHO and Security Council might work together to help tackle a conflict (1) by sending medical staff along with peacekeepers to where there has been fighting (1). • IMF and WTO could work together to help a country develop (1), with the IMF providing the funding for tourist resorts (1). Accept any other valid suggestion that relates to UN agencies working together.	**(2)**

Question number	Answer	Mark
19(a)	Award 1 mark for a correctly identified way that is analysed from Source E: • The UN works hard to monitor government elections (1). • Celebrates 'International Day of Democracy' (1). • Promotes democratic governance as a universal principle (1). • Respect for human rights and freedoms (in light of democratic governance) (1).	**(1)**

Question number	Answer	Mark
19(b)	Award 1 mark for identification (AO1) of a non-democratic system. Also award 2 marks for knowledge (AO1) of its characteristics. Answers might refer to: • autocratic government/autocracy • totalitarian government/totalitarianism. Example answer: 'Autocracy (1). An unelected ruler has power (1). A change of leader may only happen if there is a revolution or the leader dies (1).'	**1 + 2** **(3)**

Question number	Answer	Mark
19(c)	In each case, award 1 mark for knowledge (AO1) of a **type** of right: • civil rights (1) • political rights (1) • economic rights (1) • social rights (1) • cultural rights (1).	**(3)**

Question number	Answer	Mark
20(a)	Award 1 mark for the suggestion of a valid benefit (AO2). Award 1 further mark for applied knowledge (AO2) of concepts, theories or issues relating to culture (language) and the global community. • A shared language helps different countries and people to understand each other's viewpoints (1), which could minimise conflict and maximise cooperation (1). • Businesses in different countries can work together more easily (1), generating more wealth for global economic development (1). • A shared language helps people communicate using social media (1), which helps the 'global village' effect (1). Accept any other valid suggestion that relates to language and the global community.	**2 + 2** **(4)**

Question number	Answer	Mark
20(b)	Award 1 mark for the suggestion of a valid objection (AO2). Award 1 further mark for applied knowledge (AO2) of concepts, theories or issues relating to language in a global context: • People in one country may not speak any of the six languages (1) and view this as a barrier to participating globally (1). • Several countries may use a shared language which they want added to the list (1) due to a shared history of trade/migration/colonialism (1). Accept any other valid suggestion that relates to language in a global context.	 **(2)**

Question number	Indicative content	Mark
21	In support: • many 'ingredients' of a global culture have spread around the world, such as jeans, trainers and Disney® (AO1) • things we associate with a global culture are often Western or American in origin (AO1) • the spread of a global culture takes place particularly when promoted by industries wanting to make profits in new markets, for instance McDonald's® food (AO2) • technology also plays an important role in helping language, fashion and music to spread everywhere (AO2) • countries everywhere are gradually experiencing cultural change, as rising wealth brings diet and social changes, resulting in a truly global culture (AO3) • the spread increasingly is 'everywhere' globally, including Asia, Africa, the Middle East and South America (AO3). Opposing views: • some states have not experienced a global culture due to their physical isolation or continuing poverty (AO1) • some states also have very strong religions that are particularly resistant to change (AO1) • political decisions can affect how a state responds to global culture and some have chosen to stay cut off completely, or to limit internet access and the spread of global culture (AO2) • the spread of Indian, Chinese and other cultural influences means there is not one but many 'global' cultures (AO2) • many countries are diverse places with diverse people and global culture has therefore not affected 'everywhere' within countries in Asia and Africa for instance (AO3) • some aspects of global culture such as food and language may have spread everywhere but some aspects have not, notably religion (AO3).	**3 AO1** **3 AO2** **3 AO3** **(9)**

Level		Mark	Descriptor
		0	No rewardable material.
Level 1		1–3	Limited knowledge is shown of citizenship concepts, terms and issues relevant to the question (AO1). Limited understanding of how this knowledge applies, shown by simple undeveloped comments about the citizenship context (AO2). Little evaluation of viewpoints relevant to the question, lacking reasoning or coherence (AO3).
Level 2		4–6	Some knowledge is shown of citizenship concepts, terms and issues relevant to the question (AO1). Some understanding of how this knowledge applies, shown by simple undeveloped comment about the citizenship context (AO2). Unbalanced evaluation of relevant viewpoints, containing some reasoned, coherent arguments (AO3).
Level 3		7–9	Some knowledge is shown of citizenship concepts, terms and issues relevant to the question (AO1). Effective and sustained application of this knowledge, showing good understanding of the citizenship context (AO2). Well-balanced and sustained evaluation of relevant viewpoints, making use of reasoned, coherent arguments (AO3).

Question number	Answer	Mark
22(a)	Award 1 mark for knowledge (AO1) of the following outlined points, up to a maximum of 5 marks: • An NGO is a group or body that works independently of 'official' or elected government (1). • Some small NGOs have charitable status/are non-profit/are staffed by volunteers (1). • Some large NGOs have become major global players, despite being non-governmental (1). • The work of NGOs is often focused on ethical/social/environmental issues (1). Accept any other valid answer that clarifies the meaning of the term NGO.	(5)

Question number	Indicative content	Mark
22(b)	**Marking instructions** Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme for AO1, AO2 and AO3 below. **Indicative content guidance** The indicative content below is not prescriptive, and students are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Arguments to support the statement drawn from across the whole qualification may include the following points: • Some individuals have had a huge influence across a range of global issues through innovation, e.g. Bill Gates and his technology (AO1). • Certain individuals, including celebrities, can have a disproportionate influence over other people and the causes they support (AO1). • 'Making a difference' can be done directly (funding research or providing financial assistance) or indirectly through lobbying (AO2). • 'Making a difference' can be measured in different ways and viewed from varying perspectives (AO2). • A reasonable judgement might be that history records how many exceptional individuals have achieved goals benefiting all (AO3). • A reasonable judgement might be that pioneering individuals bring issues to the attention of organisations and governments (AO3). Arguments to counter the statement drawn from across the whole qualification may include the following points: • Governments and organisations, including businesses, have access to capital that individuals generally do not (AO1). • Governments are best placed to know which issues require intervention and so invariably make the greatest contribution (AO1). • 'Making a difference' can be done via education and governments have greater control of this than individuals do (AO2). • 'Making a difference' may involve long-term planning and long-term government commitment to key issues (AO2). • A reasonable judgement might be that history records countless examples of government actions making a difference (AO3). • A reasonable judgement might be that some global issues, e.g. climate change, are insolvable without government action (AO3).	**(15)**

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	Limited knowledge is shown of citizenship concepts, terms and issues relevant to the question. Some parts lack relevance (AO1).
		There is limited understanding of how this knowledge applies, shown by simple undeveloped comments about possible citizenship contexts (AO2).
		The evaluation is undeveloped, lacking reasoned, coherent arguments. An overall judgement is missing or asserted (AO3).
Level 2	5–8	Some knowledge is shown of citizenship concepts, terms and issues relevant to the question but may be focused on one side only (AO1).
		There is some understanding of how this knowledge applies, shown by simple undeveloped comments about possible citizenship contexts (AO2).
		The evaluation contains some reasoned, coherent arguments. An overall judgement is given but with limited substantiation (AO3).
Level 3	9–12	Some knowledge is shown of citizenship concepts, terms and issues, which is relevant to both sides of the question (AO1).
		There is mostly effective application of this knowledge, showing good understanding of possible citizenship contexts (AO2).
		The evaluation contains reasoned, coherent arguments. An overall judgement is given. Substantiation is provided, although it may not be fully evidenced (AO3).
Level 4	13–15	Wide-ranging and balanced knowledge is shown of citizenship concepts, terms and issues relevant to both sides of the question (AO1).
		There is effective and sustained application of this knowledge, showing good understanding of possible citizenship contexts (AO2).
		The evaluation contains reasoned, coherent arguments. An overall judgement is given that is well substantiated through the evidence provided (AO3).

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