

INTERNATIONAL GCSE

Global Citizenship (9-1)

GETTING STARTED GUIDE

Pearson Edexcel International GCSE in Global Citizenship (4GL1)

For first teaching in September 2017

First examination June 2019



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Introduction

This Getting Started Guide provides an overview of the new Pearson Edexcel International GCSE in Global Citizenship, to help you get to grips with the changes to content and assessment, and to help you understand what these mean for you and your students.

Our package of support to help you plan and implement the new specification includes:

Planning – We will provide an editable scheme of work and course planner that you can adapt to suit your department. We also provide face-to-face and online training for international and schools.

Teaching and learning – To support you in delivering the new specification, we will provide suggested resource lists.

Understanding the standard – Sample assessment materials will be provided.

Tracking student progress – ResultsPlus provides the most detailed analysis available of your students' examination performance. It can help you identify topics and skills where students could benefit from further learning.

Support – Our subject advisor service will ensure you receive help and guidance from us as well as enabling you to share ideas and information with each other. You can sign up to receive e-newsletters to keep up to date with qualification updates, and product and service news. Email our subject advisor: TeachingGeography@pearson.com

Key features of our International GCSE in Global Citizenship

The specification and sample assessment materials have been developed in consultation with the worldwide teaching community, higher education, learned societies and subject associations.

Drawing on feedback from all parts of the Global Citizenship education community, the 2017 Pearson Edexcel's International GCSE in Global Citizenship has been built on the following key features.

- **A new specification with a familiar approach:** we have worked hard to build on our current course with new and engaging content for learners in many different international school contexts, while also providing continuity through our topic areas and source-based approach to assessment to cater for the full ability range and teacher and learner needs.
- **Clear and coherent structure:** our specification has a straightforward structure with four engaging topics, assessed through one externally-examined paper. Comprehensive coverage of each topic and the Community Action Project clarifies the new teaching and learning requirements.
- **Engaging and popular topics with a real-world focus:** students develop knowledge and understanding of the role of citizenship in relation to current issues that impact on modern society, engaging them with what it means to be an active citizen and preparing them for their next steps in today's global world.
- **Supports continuous progression:** students can build on previous study and prior learning in Citizenship, Geography, Religious Studies and many other subjects. They are reintroduced to core concepts such as sustainability and development, in addition to new theories, ideas and concepts which will stimulate intellectual curiosity.
- **Developing active citizens:** students and centres have free choice of topic for the Community Action Project, so students can engage with topics close to their hearts while they develop skills in research and investigation, problem solving, advocacy and campaigning.
- **Accessible assessment for students of all abilities:** exam papers that are easy to navigate, with clear and simple instructional text and engaging source material so all students are motivated to succeed. The assessment provides opportunities for students to perform at the highest levels.

Transferable skills

- **A rigorous alternative or complementary subject:** the study of International GCSE History and/or Geography may not suit all learners, some of whom may not have studied Geography within their country's education system, or may lack confidence dealing with geological and biological aspects of Geography. Global Citizenship provides a third humanities pathway, with engaging contemporary content that provides a vehicle for rigorous assessment and transferable skills equal to those gained from History and/or Geography.
- **Analytical, interpretative and evaluative skills:** the assessment has been benchmarked against other International GCSE subjects to ensure there is equal demand on the learner to engage with source material, apply subject-specific knowledge and understanding to new contexts, and to evaluate viewpoints and arrive at judgements.

Assessment overview

Paper 1: Global Citizenship	*Component/paper code 4GL1/01
<ul style="list-style-type: none"> ■ Externally assessed ■ First assessment: June 2019 	100% of the total International GCSE
<p>Content summary</p> <p>This paper assesses knowledge and understanding of four key themes relating to global citizenship studies:</p> <ul style="list-style-type: none"> ■ Politics and Governance ■ Economic Development and the Environment ■ Culture and Community ■ Technology <p>These themes are broken down into related subject areas, which enable students to explore a wide range of issues and ideas, with a specific focus on how they interrelate with being an effective citizen.</p> <p>Assessment</p> <ul style="list-style-type: none"> ■ Assessment is through a two-and-a-half hour examination paper set and marked by Pearson. ■ The assessments are separated into four sections: <ul style="list-style-type: none"> • Section A: Citizenship Community Action Project • Sections B and C: Politics and Governance, Economic Development and the Environment, Culture and Community, Technology. The combinations may change year on year. • Section D: Synoptic assessment ■ The total number of marks for the paper is 100. 	

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

The paper consists of three sections:

Section A – citizenship community action project worth 20 marks.

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

Section D – synoptic essay worth 20 marks.

Assessment objectives and weightings

		% in International GCSE
AO1	Investigation and application of global themes and perspectives in a local, national and global context	38%
AO2	Knowledge and application of global concepts, theories and models in local, national and global contexts	44%
AO3	Analysis and evaluation of global themes and perspectives in local, national and global contexts	18%

What's new ?

How has International GCSE Global Citizenship changed?

Overview of content 4GL0	Overview of content 4GL1
How do communities develop?	Culture and Community
Does democracy work?	Politics and Governance
How does technology change communities?	Technology
Can we create a fairer world?	Economic Development and the Environment
Can I make a difference?	Citizenship Community Action Project

Changes to content requirements

The content of the Pearson Edexcel International GCSE in Global Citizenship has been revised and updated in order to maintain a world-class standard.

- There is revised core content, with new areas introduced and some content you are used to teaching being removed. The changes reflect the contemporary world and the major issues and challenges arising for Global Citizenship over the last decade. The four main content themes are now defined as: Politics and Governance; Economic Development and the Environment; Culture and Community; Technology.
- Theme 1 *Politics and Governance* replaces *Does democracy work?* The revised content places increased emphasis on global governance and the challenges facing the global community.
- Theme 2 *Economic Development and the Environment* replaces *Can we create a fairer world?* The updated content takes into account the new Sustainable Development Goals.
- Theme 3 *Culture and Community* replaces *How do communities develop?* The revised content places increased emphasis on the heightened tension in recent years between globalisation and the survival of local cultures.
- Theme 4 *Technology* replaces *How does technology change communities?* The revised content places increased emphasis on the growing ubiquity of social media and the opportunities and challenges this brings to individuals and societies.
- Students will be still be required to complete a Community Action Project and they will be assessed on this in the examination. Students are required to conduct a critical investigation leading to citizenship action. They will be asked questions about this action in the exam and will need to draw on knowledge and understanding from across the course. These questions will account for 20% of the total International GCSE marks.
- Each of the four themes now includes learning that supports the Community Action Project. Content that links well with the Community Action Project is included in the final section of each theme under the heading **Making a difference – Building in links to actions students could take through the Community Action Project.**

Changes to assessment

Assessment structure (4GL0)		Assessment structure (4GL1)	
Section A: Assessment of Key Question 5 (Can I make a difference?) (20 marks)	This section asked students to respond to a series of short-answer questions to assess the activity undertaken by the student in response to Key Question 5.	Section A: Citizenship Community Action Project (20 marks)	This section has not been revised significantly. As before, a series of short-answer questions is used to assess the student's activity, with a maximum tariff of 6 marks for any question.
Section B&C: Assessment of Key Questions 1-4 (40 marks)	This section includes some context-based source material that focuses on one or more of Key Question 1-4. Students had to respond to both questions.	Section B&C: Key questions on four main themes (Politics and Governance, Economic Development and the Environment, Culture and Community and Technology) (2 sections worth 30 marks each)	This section now combines the four main themes to produce two pairings (the combinations will vary from year to year). As before, all questions are compulsory and include context-based source material. The maximum tariff for extended writing is now 9 marks.
Section D: Assessment on a key question (20 marks)	This section assesses the student's perspectives on a key question from the specification through extended writing. Students answer one question from a choice of two.	Section D: Synoptic essay (20 marks)	This section now includes just one compulsory question. Part (a) is a 5-mark AO1 recall task; part (b) is a 15-mark essay that assesses varying perspectives on a synoptic issue, which allows students to draw on material from the entire specification.
Total 80 marks		Total 100 marks	
Graded A*-G		Graded 9-1	

Changes to Assessment Objectives

The Assessment Objectives for International GCSE Global Citizenship have been revised. There is some continuity with the current Assessment Objectives, but the weightings have changed.

Assessment Objectives (4GL0)	Assessment Objectives (4GL1)
AO1: Knowledge of concepts, theories and models relating to global issues. 30-35%	AO1: Demonstrate knowledge and understanding of citizenship concepts, terms and issues. 38%
AO2: Application of global concepts, theories and models in local, national and global contexts. 30-35%	AO2: Apply knowledge and understanding of citizenship concepts, terms and issues to contexts and actions. 44%
AO3: Analysis and evaluation of global issues and perspectives in local, national and global contexts . 30-35%	AO3: Analyse and evaluate a range of evidence relating to citizenship issues, debates and actions, including different viewpoints, to develop reasoned, coherent arguments and make substantiated judgements. 18%

Content guidance

AO1 Demonstrate knowledge and understanding of citizenship concepts, terms and issues.

This Assessment Objective is assessed through some multiple-choice questions (2, 3, 7, 12, 13, 16) and some short-answer questions such as Questions 10a, 19b, 19c and 22a. It also contributes to the total marks available for extended writing in Questions 11, 21 and 22b. In total, AO1 accounts for 38% of the total number of marks. While they are linked thematically, sometimes with source material, these questions are answered using recalled knowledge and understanding.

Sample Paper 1 Question 10a

Source C mentions the goal of improved maternal health. Explain two ways in which some countries can be assisted to achieve this goal. (4)

A total of four marks are awarded for demonstrating knowledge of this topic. The mark scheme shows clearly that the student should make two developed points, which explain explicitly how the development goal of maternal health is achieved. 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).

The first question on Paper 1, which assesses AO1, asks for straightforward selection and retrieval of knowledge. Any taught content area can be used quite easily for practice activities for AO1. These should use relevant trigger words/phrases from the specification, for example:

Activity 1

Question: Explain two factors that help shape community identities. (2+2)

Answer- any two of the following points need to be developed or exemplified:

- people's ethnicity; gender; age; religion; sexuality

Activity 2

Question: Explain two new technological threats to communities. (2+2)

Answer- any two of the following points need to be developed or exemplified:

- identity theft; cyberterrorism; computer viruses; artificial intelligence

Activity 3

Students can devise their own questions on content knowledge using this approach, working individually or in pairs, and then swapping questions with others in the class. It is important to get them to distinguish between basic and developed (explanatory) points when answering.

AO2 Apply knowledge and understanding of citizenship concepts, terms and issues to contexts and actions.

This Assessment Objective is assessed through short-answer questions including Questions 8b, 9, 10b, 20a and 20b. It also contributes to the total marks available for extended writing in Questions 1, 11, 21 and 22b. It accounts for 44% of the total marks. AO2 questions often make use of source material; these questions are answered using applied knowledge and understanding.

Sample Paper 1 Question 20a

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

A total of four marks are awarded for applying knowledge and understanding to the context of 'world languages', which the source materials have introduced. . The question focuses on 'benefits' for the 'global community' and is deliberately open and wide-ranging in order to provide multiple opportunities for the application of relevant citizenship knowledge. The mark scheme shows clearly that the student should make two developed points, which demonstrably apply concepts, theories or issues relating to culture (language) and the global community. Answers might refer to:

- 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).

Activities

As preparation for answering AO2 questions, it is important to encourage a focus on 'unpacking' the key words in the question and thinking about different ways of interpreting them in order to maximise opportunities for knowledge application. The command word 'suggest' is useful because it signposts the idea that thinking skills are involved.

Activity 1

Question: Suggest two reasons why it can be hard to protect communities from new technological threats such as identity theft or cyberterrorism. (2+2)

Answer- any two of the following suggestions:

- threats are too recent for law makers to have reacted yet (1) and as a result internet companies have not yet been forced to improve security (1)
- threats are so new that many people do not realise they are at risk (1) and so people fail to take action, e.g. installing a firewall (1).

Activity 2

Question: Suggest two ways in which people's participation in global sports events can lead to changing social attitudes.

Answer- any two of the following:

- attitudes towards gender might change (1) due to female participants being viewed as role models (1)
- attitudes towards disability might change (1) due to prejudice and stereotypes being overcome by the efforts of Paralympic athletes (1).

Activity 3

Students can devise their own questions on content knowledge using this approach, working individually or in pairs, and then swapping questions with others in the class. It is important to get them to distinguish between basic and developed (explanatory) points when answering.

AO3 Analyse and evaluate a range of evidence relating to citizenship issues, debates and actions, including different viewpoints, to develop reasoned, coherent arguments and make substantiated judgments, as well as how these are conveyed.

This Assessment Objective is worth 18% of the total marks available. It includes some multiple-choice questions that focus on textual or information analysis, including Questions 5, 14 and 15. It also contributes to the total marks available for extended writing in Questions 1, 11, 21 and 22b.

The indicative content of the mark scheme shows that there are a good number of points that students could make both supporting and rejecting the various viewpoints they are asked to consider in the extended writing and essay tasks.

Sample Paper 1 Question 22b

'One individual can make more of a difference than any organisation or government can.'
How far do you agree with this view?

The marking grid, used to decide what mark should be awarded to a response, has four progressive levels. The final bullet points within each level descriptor relate to AO3. Progress is indicated through the adjectives used and the increased level of evaluation required, which have been highlighted within each level of achievement.

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).

Activity 1

Students could work in pairs to complete the following table, for the suggested question:

‘International laws are doomed to failure.’ How far do you agree with this view?

For	Against
Judgement:	

Activity 2

Students could work in pairs to complete the following table, for the suggested question:

‘Climate change is the greatest threat faced by the global community.’ How far do you agree with this view?

For	Against
Judgement:	

Integrating the skills for citizenship action

One of the first things to decide when planning the teaching of the course is how you are going to approach the citizenship action. In **Section A: Citizenship Community Action Project**, you will find the skills students are required to develop. It comprises six areas that must be undertaken in each action.

1. Identify an issue and carry out initial research.
2. Undertake primary and secondary research.
3. Represent their own and different points of view.
4. Plan the action.
5. Apply skills of collaboration, negotiation and influence as they deliver the activity.
6. Critically evaluate their learning and the impact of the action.

By building these into your teaching, students will develop these skills throughout the course, so when they undertake their action they will be prepared.

There are plenty of opportunities in each theme to practise these skills.

Skills 1 and 2 can be developed by carrying out small research activities alone or in groups. For example in:

- Theme 3, this might be done by investigating cultural change in your local area
- Theme 4, students could find out about young people's experience of using social media.
- Theme 1, and on a larger scale, they might look at attitudes to their country's engagement with global politics.

The research that students carry out would not only develop the skill but would also develop knowledge and understanding of aspects of the specification.

Skill 3 is one that is also required in the exams. There will be questions that ask students to discuss and evaluate an issue, presenting more than one point of view. When students carry out their action, they are required to consider why people have different points of view about their chosen issue. This does not have to be done through formal writing every time, although practice for extended writing is recommended. A quick round in class of encouraging students to identify different points of view on an issue will introduce the skill in a simple manner. It is also worth doing a 'before and after' at the start and end of teaching a section of the course, to help students see how knowledge and understanding can lead to informed decision making.

If you include some short research projects through the course, your students will be supported in developing Skill 4, planning, and you will be building on activities that students will have carried out across subjects previously. Small citizenship actions integrated throughout the course will also help to develop the skills of collaboration, negotiation and influence (Skill 5) as students complete the activity. Citizenship lessons generally involve collaboration and negotiation, as you will be asking students to work together on issues and perspectives. You could pair students, or put them in groups of four, to compare a point of view and come to a conclusion. These types of activity also help develop skills that will help students influence others.

The plenary content included at the end of each theme is titled: **Making a difference – Building in links to actions students could take through the Community Action Project.**

- In each theme, this part of the specification explores ways in which people and organisations can influence and bring about change.
- Once you have identified the aspects of the course that lend themselves to learning and developing citizenship skills, you will have started to build the shape of your scheme of work.

Delivery of the qualification – transferable skills

Why transferable skills?

Ensuring that International GCSE qualifications will help improve student outcomes through the acquisition of transferable skills, as well as subject content and skills, is a key aim for Pearson.

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

Through our teaching materials and support offered we want to:

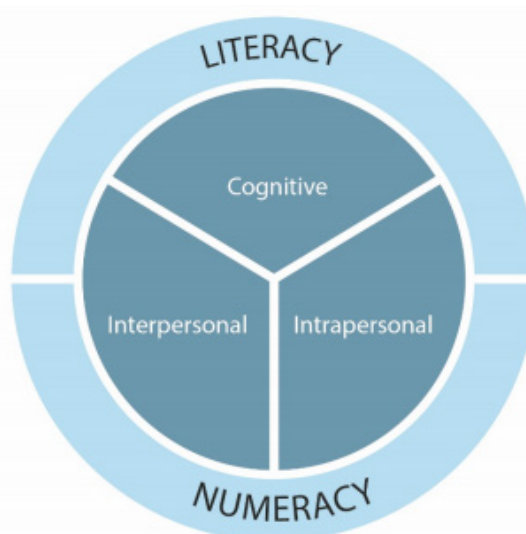
1. increase awareness of transferable skills that are already being assessed (for both students and teachers)
2. indicate where, for teachers, there are opportunities to teach additional skills that won't be formally assessed, but that would be of benefit to students.

What are transferable skills?

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

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

The framework includes cognitive, intrapersonal skills and interpersonal skills.



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

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

Two- and three- year course planner

This section contains a course planner for each of the papers within the qualification. The course planner follows the specification in topic order. This is only a suggested course planner and it does not need to be followed. However, it may be useful when working through the specification for the first time.

Guided learning hours for this qualification are 120-140 GLH. The course planner here uses 120 hours teaching and learning time over two years. It can be modified if more hours or a greater length of time (three years) is available.

Two- year course planner example

Term	Year	Topic/Paper	Guided Learning Hours	Notes
1	Year 1	Theme 1 Politics and Governance <ul style="list-style-type: none"> ■ Democracy and sovereignty a-c ■ Systems of government a-c ■ Human rights a-b ■ Sequentially introduce each topic and key political concepts, theories and issues for AO1. ■ Once students are confident with political ideas, develop AO2 skills by applying ideas to different contexts and actions; develop AO3 skills by examining different perspectives on political issues, where appropriate. 	11.5 minimum	Also includes allocated time to introduce the course
1	Year 1	Theme 1 Politics and Governance <ul style="list-style-type: none"> ■ Human rights c ■ International law a-c ■ Citizenship in action a-e ■ Continue to develop AO1, AO2 and AO3 skills. ■ Develop independent and collaborative research skills. ■ Develop exam technique for approaching essay writing and source analysis questions. 	11.5 minimum	Develop the skills that will be vital for the final assessment. Build in the independent or collaborative research skills that will be needed for the Community Action Project.

Term	Year	Topic/Paper	Guided Learning Hours	Notes
2	Year 1	Theme 2 Economic Development and the Environment <ul style="list-style-type: none"> ■ The process of economic development a-c ■ The role of international organisations a-c ■ Protecting the environment a-c ■ Sequentially introduce each topic and key development concepts, theories and issues for AO1. ■ Once students are confident with developmental ideas, develop AO2 skills by applying ideas to different contexts and actions; develop AO3 skills by examining different perspectives economic development and the environment, where appropriate. 	11.5 minimum	This may build on prior learning in other subjects, especially Geography.
2	Year 1	Theme 2 Economic Development and the Environment <ul style="list-style-type: none"> ■ UN Sustainable Development Goals a-c ■ Growth of regionalisation a-c ■ Citizenship in action a-d ■ Continue to develop AO1, AO2 and AO3 skills. ■ Develop independent and collaborative research skills. ■ Develop exam technique for approaching essay writing and source analysis questions. 	11.5 minimum	<p>Develop the skills that will be vital for the final assessment.</p> <p>Build in the independent or collaborative research skills that will be needed for the Community Action Project.</p>
3	Year 1	Theme 3 Culture and Community <ul style="list-style-type: none"> ■ Global and national cultures a-c ■ Identity and migration a-c ■ Social attitudes and changing lifestyles a-c ■ Sequentially introduce each topic and key cultural and community concepts, theories and issues for AO1. ■ Once students are confident with cultural and community ideas, develop AO2 skills by applying ideas to different contexts and actions; develop AO3 skills by examining different perspectives on cultural and community issues where appropriate. 	11.5 minimum	This includes plenty of opportunities for critical reflection on students' own local context and its relationship with the world.
3	Year 1	Theme 3 Culture and community <ul style="list-style-type: none"> ■ Global language and communications a-c ■ Cultural change in emerging economies a-c ■ Citizenship in action a-d ■ Continue to develop AO1, AO2 and AO3 skills. ■ Develop independent and collaborative research skills. ■ Develop exam technique for approaching essay writing and source analysis questions. 	11.5 minimum	<p>Develop the skills that will be vital for the final assessment.</p> <p>Build in the independent or collaborative research skills that will be needed for the Community Action Project.</p>

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Term	Year	Topic/Paper	Guided Learning Hours	Notes
1	Year 2	Theme 4 Technology <ul style="list-style-type: none"> ■ Technology and economic development a-c ■ Technology and communities a-c ■ Technology, politics and citizenship a-c ■ Sequentially introduce each topic and key technology concepts, theories and issues for AO1. ■ Once students are confident with technology ideas, develop AO2 skills by applying ideas to different contexts and actions; develop AO3 skills by examining different perspectives on technology issues, where appropriate. 	11.5 minimum	This includes plenty of opportunities for critical reflection on students' own experience of social media.
1	Year 2	Theme 4 Technology <ul style="list-style-type: none"> ■ Technology, energy and climate change a-c ■ Social media identities and freedoms a-c ■ Citizenship in action a-c ■ Continue to develop AO1, AO2 and AO3 skills. ■ Develop independent and collaborative research skills. ■ Develop exam technique for approaching essay writing and source analysis questions. 	11.5 minimum	<p>Develop the skills that will be vital for the final assessment.</p> <p>Build in the independent or collaborative research skills that will be needed for the Community Action Project.</p>
2	Year 2	Citizenship Community Action Project <ul style="list-style-type: none"> ■ Identify an issue and carry out initial research. ■ Undertake primary and secondary research. ■ Represent their own and different points of view. ■ Plan the action. 	11.5 minimum	
2	Year 2	Citizenship Community Action Project <ul style="list-style-type: none"> ■ Apply skills of collaboration, negotiation and influence as they deliver the activity. ■ Critically evaluate their learning and the impact of the action. ■ Develop exam technique for approaching essay writing and source analysis questions. 	11.5 minimum	
2	Year 2	Thinking synoptically (Section D) Introduce each topic and key concepts, theories and issues for AO1. <ul style="list-style-type: none"> ■ Once students are confident with concepts, theories and issues, develop AO2 skills by applying ideas to different contexts and actions ■ Develop AO3 skills by examining different perspectives on issues, where appropriate. ■ Develop independent and collaborative research skills. ■ Develop exam technique for approaching essay writing and source analysis questions. 	4 minimum	Develop the skills that will be vital for the final assessment.
3	Year 2	Revision		

Suggested resources

Name of resource	Link if applicable	Topic this resource relates to	Notes
UK citizenship support	http://www.teachingcitizenship.org.uk/resource/%E2%80%98citizenship-today-edexcel-gcse-student%E2%80%99s-book-4th-edition%E2%80%99-published-collins	All themes	UK GCSE resources such as this one contain plenty of transferable content.
Global Learning Programme	http://glp.globaldimension.org.uk/page/10705	All themes	There are plenty of teaching resources here especially for Themes 1 and 2.
Global politics glossary	http://www.unesco.org/new/en/social-and-human-sciences/themes/international-migration/glossary/nation-state/	Theme 1	
UN resources	http://larryferlazzo.edublogs.org/2014/03/25/infographic-universal-declaration-of-human-rights/	Theme 1	
Human rights guide	http://www.amnesty.org.uk/sites/default/files/amnesty_international_uk_digital_human_rights_march_2015.pdf	Theme 1	
Development issues	http://www.coolgeography.co.uk/GCSE/AQA/Development_Gap/Development%20Gap.htm	Theme 2	GCSE geography resources - easily adapted
World Bank lending review	http://web.worldbank.org/WBSITE/EXTERNAL/EXTABOUTUS/EXTARCHIVES/0,,contentMDK:20035661~menuPK:56317~pagePK:36726~piPK:437378~theSitePK:29506,00.html	Theme 2	
World Bank lending in Tanzania	http://www.theguardian.com/business/2007/aug/16/imf.internationalaidanddevelopment	Theme 2	
The EU Schengen Agreement	http://www.bbc.co.uk/news/world-europe-13194723	Theme 2	
The development process	http://www.ted.com/talks/hans_rosling_shows_the_best_stats_you_ve_ever_seen?language=en	Theme 2	
Development in Sub-Saharan Africa	http://www.undp.org/content/dam/rba/docs/Reports/MDG_Africa_Report_2014_ENG.pdf	Theme 2	
Culture under threat	http://www.theguardian.com/artanddesign/2015/may/24/photographing-the-omo-valley-people	Theme 3	

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Name of resource	Link if applicable	Topic this resource relates to	Notes
North Korean isolation	http://www.newstatesman.com/2014/02/voyage-town-where-no-one-knows-beatles	Theme 3	
Vanishing languages	http://ngm.nationalgeographic.com/2012/07/vanishing-languages/rymer-text	Theme 3	
Climate change – causes	http://www.geography.org.uk/resources/investigatingclimatechange/	Theme 4	GCSE geography resources - easily adapted
Climate change – issues	http://www.gcsegeography.co.uk/dynamic-planet/changing-climate#TOC-Climate-Change-in-Bangladesh http://www.bbc.co.uk/education/guides/zx666sg/revision	Theme 4	GCSE geography resources - easily adapted
Technology issues	http://www.bbc.co.uk/education/clips/zn9yr82	Theme 4	

Student guide

Why study the Pearson Edexcel International GCSE in Global Citizenship?

This course will enable you to develop:

- Knowledge of key issues and changes affecting societies across the globe
- An understanding of how communities interact locally, nationally, regionally and globally in response to change
- Skills of enquiry, analysis and evaluation of different perspectives in relation to global issues and change

Is this the right subject for me?

Have a look at our qualification overview to get an idea of what's included in this qualification. Then, why not get in touch with our student services, students@pearson.com to discuss any outstanding questions you might have?

You could also have a look <http://qualifications.pearson.com/en/campaigns/pearsonqualifications-around-the-world.html#tab-Edexcel> to find out what students and education experts around the world think about our qualifications.

How will I be assessed?

The qualification is assessed through 100% examination, and you must take part in a local community action project as part of the overall assessment.

What next?

Talk to your subject teacher at school or college for further guidance, or if you are a private candidate you should visit <http://qualifications.pearson.com/en/support/support-for-you/students.html>

For information about Edexcel, BTEC or LCCI qualifications
visit qualifications.pearson.com

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