

PEARSON EDEXCEL INTERNATIONAL GCSE (9-1) **Global Citizenship**



4GL1-20102

First teaching in 2017, first assessment in 2019.

Session Agenda

- Aims and objectives
- Getting to know you
- Assessment structure
- The meaning of the Assessment Objectives
- Question types
- Assessing the Community Action Project
- The exemplars
- Support from Pearson



Aims and Objectives

- To understand the Assessment Objectives for the qualification
- To understand the question types for the qualification
- To understand the mark schemes for the qualification
- To practise using the mark schemes with exemplar student work
- To learn about the support provided by Pearson around assessment and exemplars
- Networking and sharing ideas with other teachers



Getting to know you

Polls

- ❖ Are you already teaching the course?
- ❖ Did your students sit last year's exam?
- ❖ Are you thinking of starting the course in the near future?
- ❖ Where do you teach the course?



About Pearson Edexcel

Pearson is the world's leading learning company.

Our mission is to help people make progress in their lives through learning – because we believe that learning opens up opportunities, creating fulfilling careers and better lives.

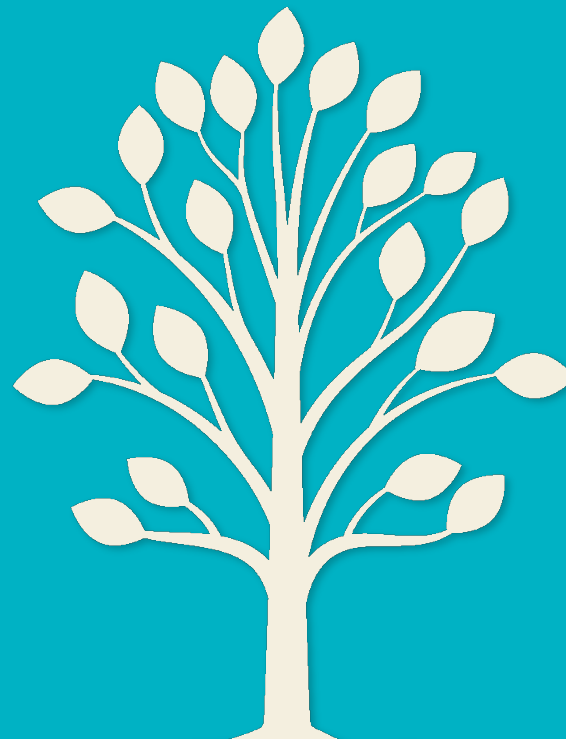
- ❖ **Qualifications:** our qualifications and assessments help to educate millions of people worldwide.
- ❖ **Support:** we provide innovative textbooks, curriculum materials, multimedia learning tools, IT platforms, professional development.
- ❖ **Impact:** at the core of everything we do is the desire to make a measurable impact on improving people's lives through learning.

Edexcel is part of Pearson Education and is the UK's largest awarding body.

- ❖ **Worldwide recognition:** over 150 years of international education experience; more than 3.4 million learners in 70+ countries; over 9 million scripts marked annually, with exceptionally reliable results.



Assessment structure



The exam

- One paper
- Externally assessed
- Two and a half hours
- The paper is separated into four sections.
- Many questions are based on source material from the Source Booklet which is given out at the start of the exam.



The sections

Section A: Citizenship Community Action Project

Sections B and C: Politics and Governance, Economic Development and the Environment, Culture and Community, Technology.

These are assessed in two paired combinations – and the pairings may change each year.

Section D: Synoptic assessment

The total number of marks for the paper is 100,



Understanding Assessment Objectives



Assessment Objectives

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

38%

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

44%

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%



AO1: Some command words and phrases

- ❖ Define
- ❖ Give
- ❖ Describe
- ❖ Identify
- ❖ Name
- ❖ Outline
- ❖ Give
- ❖ State
- ❖ What is meant by...



A02: Some command words and phrases

- ❖ Explain why
- ❖ Suggest
- ❖ Apply
- ❖ How



A03: Some command words and phrases

- ❖ Assess
- ❖ Consider
- ❖ Discuss
- ❖ Examine
- ❖ How far do you agree...
- ❖ To what extent...



Activity

What teaching strategies can you use to help students understand the meaning of these words?

Enter your ideas in Chat.



Question types



Multiple choice questions

Based on source material

Computer marked – because there is only one right answer

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.

This tests AO3.

Teaching point: According to Source E – means that the response must come from the source. Students sometimes think they are being extra clever by providing another answer!



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

This tests AO1.

Teaching point: This question tests students own knowledge about the source material.



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.

This tests AO2.

Teaching point: Some questions ask students to work things out from the information in the source material.



Activity

How can you help students answer multiple choice questions?



Short questions

Between 1 and 5 marks available

Q19a Using Source E, identify one way in which the principle of democracy is supported by the work of the United Nations. (1) AO3

Q10b Give two possible reasons why educating girls can help the economic development of a country. (2) AO1

Q19c Source E mentions the Universal Declaration of Human Rights (UDHR). Give three important types of right that the UDHR protects. (3) AO3



Q8 Using Source A, suggest two ways in which the use of communications technology is helping community development in sub-Saharan countries.

AO2 (4)

Q22a Using examples, outline the characteristics of non-governmental organisations.

AO1 (5)

Activity

Look at the mark scheme for these questions.

Have you any questions about the required responses?



Longer answer questions

Sections B and C end with a 9 mark question which ask students to examine both sides of an argument.

Q11 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.

Q21 'A single global culture is gradually being adopted by people everywhere.'

Provide reasoned arguments to support and oppose this statement.

NO conclusion is required for these questions.



Section D concludes with a 15 mark question which asks students to argue a case **and also come to a conclusion**. This question is synoptic, so can draw on material from **throughout** the course.

‘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.



Activity

Look at the levels mark scheme for these questions and consider how to apply it, and the indicative content, to a student response.

Make your suggestions in Chat.



Assessing the Community Action Project

All students must carry out a community action project.

- ❖ It is best done in groups – but this is not compulsory.
- ❖ Their experience must be related to the content of the course.
- ❖ Their work is assessed in Section A of the exam paper.



Activity

Look at page 16 of the specification (about the Action) and compare it with the type of questions (from page 16) in the exam.

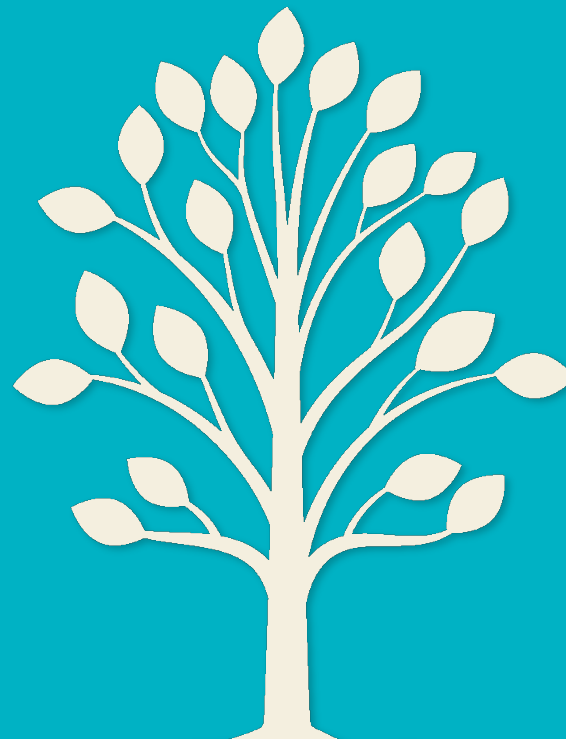
Do you have any questions?



Break – 5 minutes



The exemplars



Using the exemplars

- ❖ They show how the mark scheme is applied.
- ❖ They show how the second mark is achieved in a 2 mark question.
- ❖ They show how students build up marks through the levels.
- ❖ They show how arguments are built up to achieve a top grade.



Activity – Q22b

- ❖ Look at the question and mark scheme and work out what mark you would have given.
- ❖ Then look at the comments to see if your marks are the same. If not, why is there a difference?



Using Results Plus

- ❖ All results recorded on Results Plus.
- ❖ Compare with other centres.
- ❖ Look for students' strengths and weaknesses.
- ❖ Are there some areas where you need to strength teaching?
- ❖ What changes would you make?

The Chief Examiner's Report is another very important contribution to understanding how the exam is marked.



Support from Pearson

You will find support for teaching the course at:

<https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses-and-edexcel-certificates/international-gcse-global-citizenship-2017.html>

including:

- ❖ Scheme of work
- ❖ transferable skills mapping
- ❖ transferable skills definitions for Global Citizenship.



Support overview for International GCSE in Global Citizenship

Getting Started
Guide & Scheme
of Work

Getting Ready to
Teach Events

Subject
interpretation of
transferable skills

Subject Advisor

Results Plus

Regional Support
Manager

Exam Wizard

Exemplar Marked
Responses

Lesson Plans



ALWAYS LEARNING