

# **International GCSE (9-1) Global Citizenship**

**Paper 1**

**Examiner marked student exemplars with  
commentaries**

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## Introduction

This guide has been put together to help you understand the requirements of International GCSE Global Citizenship Paper 1. It includes examiner-marked student responses to the sample assessment materials (SAMs).

In this examination, students will develop their knowledge and understanding of global issues involving the interplay between states, communities, economies and cultures, the environment and technology. They will also write about the Community Action Project they have undertaken as part of the course.

The examination will include a resource booklet containing information about six contemporary issues relating to the main taught themes of the course.

- The six issues in the resource booklet will be arranged in two groups of three.
- Each group of resources will link together **two** of the course's four main taught themes, for example: *Economic Development and the Environment* (Theme 2) with *Technology* (Theme 4); or *Politics and Governance* (Theme 1) with *Culture and Community* (Theme 3).

The exam consists of the following sections:

Section A: Community Action Project	This section is marked out of 20. Students must answer all questions.
Section B: Theme 1 and Theme 2 (pairing of themes will vary from year-to-year)	This section is marked out of 25 and includes 6 MCQs and one 9-mark extended response question. Students must answer all questions.
Section C: Theme 3 and Theme 4 (pairing of themes will vary from year-to-year)	This section is marked out of 25 and includes 6 MCQs and one 9-mark extended response question. Students must answer all questions.
Section D: Synoptic Assessment	This section is marked out of 20 and includes one 5-mark question and one 15-mark essay.
Total marks	100 marks.

In Section D, the 15-mark essay requires students to apply knowledge and understanding from the whole specification in relation to Citizenship in Action. The response should include consideration of alternative viewpoints and options in order to provide a supported argument and judgement.

## Contents

1a.....	4
1b .....	5
1c.....	6
1d .....	7
8a.....	10
8b .....	11
11 .....	12
18 .....	15
20a .....	17
21 .....	18
22a .....	22
22b .....	23

1a	Q	Explain how you used <b>two</b> primary sources in the research for your local community action. (4)							
	MS	<table border="1"> <thead> <tr> <th data-bbox="406 324 566 392">Question number</th> <th data-bbox="566 324 1396 392">Answer</th> <th data-bbox="1396 324 1508 392">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="406 392 566 660">1(a)</td> <td data-bbox="566 392 1396 660"> <p>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:</p> <ul style="list-style-type: none"> <li>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).</li> </ul> <p>No credit may be given to generic material that does not relate specifically to the student's own community action.</p> </td> <td data-bbox="1396 392 1508 660">2 + 2          <b>(4)</b></td> </tr> </tbody> </table>	Question number	Answer	Mark	1(a)	<p>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:</p> <ul style="list-style-type: none"> <li>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).</li> </ul> <p>No credit may be given to generic material that does not relate specifically to the student's own community action.</p>	2 + 2          <b>(4)</b>	
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	Ans	<p><b>Community action:</b> I helped poor people with disabilities by giving them things they mostly needed.</p> <p><b>Global issue:</b> Most people with disabilities don't have money for the treatment they need.</p> <p><b>Answer:</b></p> <ol style="list-style-type: none"> <li>First of all, I looked online to find the worst global issues for me to research. I chose disability as it was more interesting for me.</li> <li>I continued researching the places where it was happening, and it was obvious for me to decide what my community action was going to be after knowing that most people with disabilities are poor.</li> </ol>							
	Com	<ol style="list-style-type: none"> <li>1 mark is awarded for the basic idea of carrying out online research, but the focus is not quite right because they are talking about <i>selecting</i> a topic rather than <i>researching</i> their chosen topic.</li> <li>No credit is awarded here, as we are provided of no further detail of primary sources supporting an investigation into disability.</li> </ol> <p>Overall, this gains 1/4 mark.</p>							
	Ans	<p><b>Community action:</b> Taking part in the Oxford Surplus Café as volunteers.</p> <p><b>Issue:</b> Food wastage</p> <p><b>Answer:</b></p> <ol style="list-style-type: none"> <li>I looked up for the facts on the internet. From these sources I found out that about two millions tons of food is wasted every year across the world.</li> <li>I also used academic journals and books. These told me that bread, eggs and apples are products that people waste the most. I realised I could campaign to make people think twice about wasting these foods in particular.</li> </ol>							
	Com	<ol style="list-style-type: none"> <li>Credit is given for use of the internet - and the extended explanation which includes a useful fact.</li> </ol>							

		<p>2. The second source is also credited - and it is clear to see how the information was used as part of the community action. Overall, this answer gains the full 4/4 marks.</p>							
<b>1b</b>	Q	<p>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:</p> <ul style="list-style-type: none"> <li>• community action topic</li> <li>• investigation methods. (6)</li> </ul>							
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  ||  | Ans | **Community action:** Promotion of the United Nations charity supporting gender equality.  **Issue:** Gender equality for both men and women.  **Answer:** Community Action Topic - Personally I believe that women and men are equals and that discrimination is common even if men and women are equals. Investigation Methods - Last year I visited the UN headquarters in Geneva. There I was able to inform myself about how the UN tackles gender issues by talking to the tour guide and an employee from the UN. I was able to do this easily while working on my own because I have family in Geneva who let me stay with them. | | |
|  | Com | The first answer gains 1 mark for demonstrating how the student's own personal beliefs have informed their choice of topic. However there is no development of the basic assertion that all people are equal. | | |

		<p>The second answer gains 3 marks. An investigation method is explained (1 mark) and clear explanation is provided of how the student's own personal circumstances (their family) informed and supported this choice of method (2 marks). Overall, this gains 4/6 marks in total.</p>									
	Ans	<p><b>Community action:</b> The collection of shoes for refugees in Croatia with a local charity.</p> <p><b>Issue:</b> The refugee crisis.</p> <p><b>Answer:</b>          Community Action Topic - I believe that it was important to carry out this community action because this is something very important that is going on right now. I also live in a country where I have seen how refugees are lacking basic things like coats and shoes. The action we carried out was important because it helped refugees straight away by giving them what they needed and that made it really special. They need urgent help.          Investigation Methods - My parents work with an NGO that has people working all over the world, and they have a close friend who volunteers in a refugee camp on the border of Macedonia and Greece. I knew the information I would get from him was a reliable source and I asked him questions about the camps which he answered using his first hand experiences as a volunteer.</p>									
	Com	<p>Overall, this is an excellent answer which gains the full 6/6 marks.</p> <p>The first answer clearly explains how the student's identity as a citizen in a country experiencing the arrival of refugees has led to empathy with those who are lacking basic items like shoes. The answer is well developed in terms of how it explains the urgency of the citizenship action.</p> <p>The second answer provides clear detail of an investigation method i.e. talking to a refugee camp worker. The point is well linked to the student's own circumstances and family connection.</p>									
<b>1c</b>	Q	Explain two ways in which you communicated your views on your global issue. (4)									
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	Ans	<p><b>Community action:</b> We provided sanitary pad dispensers in the senior school bathroom in my school in Nigeria for girls to use.</p>									

		<p><b>Issue:</b> Sustainable Development Goals - Gender Equality and Proper Sanitation.</p> <p><b>Answer:</b></p> <ol style="list-style-type: none"> <li>1. During a class lesson I led an interactive discussion where we shared ideas and I explained why we had installed the dispensers. Everyone was allowed to give feedback about the idea and discuss it as a group, which helped people think deeply.</li> <li>2. We organised a fundraiser to gain money for the pad dispensers. We made sure there were posters in every classroom to make sure we communicated with the whole school and not just one or two classes.</li> </ol>
	Com	<p>Both points are well explained and there is a sustained focus on communication. The first idea explains that time was needed to help people understand the issues and discuss them. The second answer highlights the importance of communicating the message as widely as possible.</p> <p>Overall, this gains the full 4/4 marks.</p>
	Ans	<p><b>Community action:</b> Created Posters To Identity and Acknowledge Racism in Schools and Workplace.</p> <p><b>Issue:</b> Racism.</p> <p><b>Answer:</b></p> <ol style="list-style-type: none"> <li>1. One way I was able to communicate was through posters that talked about the effects of racism.</li> <li>2. Another way I was able to communicate was through a PowerPoint presentation. It was all about the effects of racism and how it affects people.</li> </ol>
	Com	<p>In both cases a mark is gained for the method used but in neither case is there any explanation of how the medium <i>helped communicate a message</i> to the intended audience. To gain the extension marks, the student might have explained where the posters were put (perhaps in highly visible places), or who the audience for the presentation was.</p> <p>Overall, this gains 2/4 marks only.</p>
<b>1d</b>	Q	<p>Imagine a student in another country is about to carry out a community action focused on the same global issue you chose.</p> <p>Explain the possible benefits this student might gain from talking to you about your community action project. (6)</p>
	MS	<p><b>NB Marks are wrong in published MS - should be 6 marks AO1 + AO2 only</b></p>



		<p><b>Answer:</b>          Another student could learn about who benefited from my action if they talked to me. My community action benefited firstly the people suffering hunger as it solved, temporarily, their issue. In second place it hugely benefited the volunteers attending the kitchen to help people, as they learned from this life experience.          At the beginning it can surprise them, but seeing this situation can increase their consciousness about how lucky they are in this world, comparing them to this extreme situation. Another thing volunteers including myself can learn is to be empathetic with people and help them get through a difficult moment by giving them food to survive.</p>
	Com	<p>The student has misunderstood the question.          Instead of explaining <i>different ways someone else could benefit from learning about the action</i>, this answer talks about <i>all the people who benefitted from the action</i>. However, several valid citizenship ideas and issues are touched upon which have some relevance. It is also the case that an external student might benefit from knowing all of this. Overall, though, it is a narrow answer for the question set. The best fit is a low level 2 mark (3/6).</p>
	Ans	<p><b>Community action:</b> Reducing Plastic Use In The Local Area.  <b>Issue:</b> Plastic pollution which affects wild life.  <b>Answer:</b>          My community action may benefit other students. If I could talk to students at other schools I might get them interested in recycling and then they could take part too. They would then be part of an important movement. We would all benefit as a result because we would all be contributing to cutting the use of plastic which is important for our wildlife.          As a result of the project, the topic could also be discussed in Citizenship lessons in other schools about what we can do to reduce the problem in the future. Therefore this could lead to an improvement in the education of other students.          I made mistakes along the way and wish I had presented my ideas at a whole school assembly when the junior school were there too but unfortunately they were not. This is because it is important to get the message out to people when they are still young. The student who talked to me could learn from this mistake and think about how to get his message out to as many people as possible.</p>
	Com	<p>This answer explains three possible benefits and in each case there is some effective and sustained development.          The final paragraph is very strong, because it focuses on lessons learned when it comes to judging the effectiveness of the action.          The first two paragraphs are perhaps a little repetitive (by asserting that everybody benefits from learning more about the plastic pollution problem).          Overall this is a low level 3 answer that gains 5/6 marks.          For full marks, we might expect to see one other distinctive idea (for example, another student might benefit from learning about potentially useful data sources).</p>



		<p>2. 2 marks.</p> <p>The full 4 marks are awarded.</p> <p>In both cases, a technology has been correctly identified and an explicit suggestion is made about how this might promote economic or social development (there are creditable references to GDP and life expectancy for example).</p>						
8b	Q	<p>Source A states: 'More of Kenya's youth are connecting globally, allowing them to buy and sell music and fashion.'</p> <p>Suggest how this statement provides evidence of technology being used to reduce economic inequality within and between countries. (3)</p>						
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	Ans	<p>1. within Kenya</p> <p>The people won't feel left out and it could be the start of the development of Kenya as it could increase the adult literacy, life expectancy, GDP per capita and the overall <sup>HDI</sup> overall.</p> <p>2. between Kenya and other countries</p> <p>It will build relationships and improve their communications between foreign countries and could help them trade between other countries and cities.</p>						
	Com	<p>1. 0 mark.</p> <p>2. 1 mark.</p> <p>Overall, a total of 1 mark has been awarded.</p> <p>The first answer does not relate to inequalities <i>within</i> Kenya in a clear enough way. The phrase "The people won't feel left out" does not go far enough to recognising possible inequalities within Kenya.</p> <p>The second answer correctly identifies that trade might be promoted between Kenya and other countries but does not go far enough towards suggesting <i>how this might affect international inequality</i>.</p>						

	Ans	<p>1. within Kenya</p> <p><del>If</del> People within Kenya are learning new skills. This increases literacy rates which will improve the economic &amp; inequality. More people will trade so more people are generating an income. Which means less people are unemployed.</p> <p>2. between Kenya and other countries</p> <p>* The younger generations are trading with other countries. Means that they are bringing money from other countries to Kenya. This results in economic growth by increasing their GDP.</p>
	Com	<p>1. 2 marks. 2. 2 mark. Overall, this gains 4/4 marks.</p> <p>The first answer recognises that connectivity could bring new skills and improved literacy. By suggesting that fewer people are unemployed in Kenya, there is recognition that it could become a less unequal society.</p> <p>The second answer recognises that technology could boost trade. There is an implied idea here that inequalities between countries might lessen - money from other countries is brought to Kenya, raising GDP.</p>
11	Q	<p>Communications technology gives citizens greater power to bring about political change in the country where they live.</p> <p>Examine the arguments for and against this statement. (9)</p>



<p>Ans</p>	<p>Communication technology is <del>a key concept</del> <del>the</del> one of the most important and frequently used in modern-day society. Almost everything can be accessed <del>to</del> by communication technologies. Some citizens cannot travel long distances, due to poor infrastructure or if they are abroad. Communication technology <del>help</del> allows those people to vote online. Communication technology is also widely accessed and used. Thus it is easier to share news and increase awareness about certain topics. For example ICT now used to show the whole world what was happening in the Middle East during the Arab Spring. People can report images and use hashtags to pressurise their government into doing things for a better cause. <del>Protests can be</del> Peaceful marches can be organised. For example the Teachers' <del>March</del> <sup>strike</sup>, where <del>pe</del> teachers demanded for a higher wage and other benefits. People in Britain are also protesting to not leave <del>to</del> the EU. This all gives citizens greater power <del>to</del> to bring political change. However, some autocratic states do not allow their citizens to go on such revolts <del>but</del> regardless of their use of social media. In addition to that rulers <del>can</del> censor the media, creating an ideology between the locals that the outside world isn't what it looks like.</p> <p style="text-align: right;">(Total for Question 11 = 9 marks)</p>
<p>Com</p>	<p>Overall this is a good answer that reaches level 3. There is good knowledge (AO1) - for example, references to the Arab Spring and autocracy. Furthermore, there is sustained application and understanding of the citizenship context the question is focused on (AO2), with all points tied explicitly to links between technology and possible political change. It is a pity however that there is not a greater balance between arguments and counter-arguments. Only the last four lines look at the alternative view point. This limits AO3 attainment a little. Overall, a mark of 7 is awarded.</p>

	Ans	<p>Some say they agree with the statement because, if people are not treated <del>is</del> correctly and not have full rights then they can share their story on social media. Last week a Saudi Arabian girl ran away and sought asylum in Thailand because she was forced to do things and didn't have a right to speak. Her parents controlled who she marries and what job she does. She shared her story on social media and <del>post</del> encouraged other girls like her <del>to</del> to speak out and not stay silent.</p> <p>Some disagree because they say that they can't do anything because of the government. Governments have access to our privacy which breaks one of our human rights and can <del>is</del> delete anything and censorship. They basically control what we can and can't see daily.</p> <p style="text-align: right;">(Total for Question 11 = 9 marks)</p>
	Com	<p>This answer is placed at the bottom of level 2 with 4 marks. The second paragraph is only very weakly linked to the question and is very generalised. Most of the credit is awarded for the first paragraph where there is some limited knowledge about the plight of a Saudi Arabian girl. Overall, there is some knowledge though quite limited (AO1), some understanding of the context of the question (AO2) and some reasoned argument, though at times lacking coherence (AO3).</p>
18	Q	<p>According to Source D, United Nations organisations sometimes work together to tackle important global or local issues.</p>

		Suggest how <b>two</b> of the organisations could work together to tackle an issue. (2)								
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18	<p>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).</p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• IMF and WTO could work together to help a country develop (1), with the IMF providing the funding for tourist resorts (1).</li> </ul> <p>Accept any other valid suggestion that relates to UN agencies working together.</p>	(2)								
Ans		<p><u>Security Council</u></p> <p>Second organisation</p> <p><u>Organisation for the Prohibition of Chemical Weapons.</u></p> <p>Issue</p> <p><u>Security Council tackles some of the most sensitive issues, including those of chemical weapons. Both the SC and the Organisation for the Prohibition of Chemical Weapons can work together to resolve the issue of the use of chemical weapons. Countries Members of both the organisations are able to vote for and against a resolution. decide on a resolution.</u></p> <p>(Total for Question 18 = 2 marks)</p>								
Com		<p>This is a valid answer using 2 organisations from the source; however, the focus is not quite right. Most of the answer is devoted to telling us <i>who</i> the organisations are and what they do. There is not a very clear suggestion of <i>how</i> the organisations might work together in practice.</p> <p>Overall, 1 mark is awarded.</p>								
Ans		<p>First organisation</p> <p><u>Security Council</u></p> <p>Second organisation</p> <p><u>World Health Organisation</u></p> <p>Issue</p> <p><u>The Security Council and the World Health Organisation can tackle a conflict by sending peace keeping forces and trained medical staff like doctors to help victims in the area.</u></p>								
Com		<p>This is a valid answer using 2 organisations from the source.</p> <p>Compared with the previous answer, here we have a much clearer suggestion of <i>how</i> the organisations might practically work in partnership. We are told that peacekeepers could accompany trained medical staff when entering a conflict zone.</p>								



	Com	<p>1. The basic benefit of the ease of doing business is stated. Additionally, the benefit of increased revenue for countries and the world as a whole is explained - 2 marks.</p> <p>2. The benefit of shared understanding is stated. Additionally, the benefit of conflict minimisation is explained - 2 marks.</p> <p>Overall full marks are awarded.</p>
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<b>21</b>	Q	<p>‘A single global culture is gradually being adopted by people everywhere.’ Provide reasoned arguments to support and oppose this statement. (9)</p>							
	MS	<table border="1"> <thead> <tr> <th data-bbox="432 656 576 712">Question number</th> <th data-bbox="576 656 1305 712">Indicative content</th> <th data-bbox="1305 656 1441 712">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="432 712 576 1532"><b>21</b></td> <td data-bbox="576 712 1305 1532"> <p>In support:</p> <ul style="list-style-type: none"> <li>many ‘ingredients’ of a global culture have spread around the world, such as jeans, trainers and Disney® (AO1)</li> <li>things we associate with a global culture are often Western or American in origin (AO1)</li> <li>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)</li> <li>technology also plays an important role in helping language, fashion and music to spread everywhere (AO2)</li> <li>countries everywhere are gradually experiencing cultural change, as rising wealth brings diet and social changes, resulting in a truly global culture (AO3)</li> <li>the spread increasingly is ‘everywhere’ globally, including Asia, Africa, the Middle East and South America (AO3).</li> </ul> <p>Opposing views:</p> <ul style="list-style-type: none"> <li>some states have not experienced a global culture due to their physical isolation or continuing poverty (AO1)</li> <li>some states also have very strong religions that are particularly resistant to change (AO1)</li> <li>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)</li> <li>the spread of Indian, Chinese and other cultural influences means there is not one but many ‘global’ cultures (AO2)</li> <li>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)</li> <li>some aspects of global culture such as food and language may have spread everywhere but some aspects have not, notably religion (AO3).</li> </ul> </td> <td data-bbox="1305 712 1441 1532"> <p><b>3 AO1</b> <b>3 AO2</b> <b>3 AO3</b></p> <p><b>(9)</b></p> </td> </tr> </tbody> </table>	Question number	Indicative content	Mark	<b>21</b>	<p>In support:</p> <ul style="list-style-type: none"> <li>many ‘ingredients’ of a global culture have spread around the world, such as jeans, trainers and Disney® (AO1)</li> <li>things we associate with a global culture are often Western or American in origin (AO1)</li> <li>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)</li> <li>technology also plays an important role in helping language, fashion and music to spread everywhere (AO2)</li> <li>countries everywhere are gradually experiencing cultural change, as rising wealth brings diet and social changes, resulting in a truly global culture (AO3)</li> <li>the spread increasingly is ‘everywhere’ globally, including Asia, Africa, the Middle East and South America (AO3).</li> </ul> <p>Opposing views:</p> <ul style="list-style-type: none"> <li>some states have not experienced a global culture due to their physical isolation or continuing poverty (AO1)</li> <li>some states also have very strong religions that are particularly resistant to change (AO1)</li> <li>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)</li> <li>the spread of Indian, Chinese and other cultural influences means there is not one but many ‘global’ cultures (AO2)</li> <li>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)</li> <li>some aspects of global culture such as food and language may have spread everywhere but some aspects have not, notably religion (AO3).</li> </ul>	<p><b>3 AO1</b> <b>3 AO2</b> <b>3 AO3</b></p> <p><b>(9)</b></p>	
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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).

<p>Ans</p>	<p><sup>Partially</sup>  I support this statement as its promoting globalisation and the world is slowly becoming interconnected. It's supporting diversity and the spreading of cultures. People will now be able to communicate with each other easily and will have stronger connections eg. having similar backgrounds and identities.</p> <p>However I oppose this statement as people will no longer be unique and have different identities. It will erode culture and history. It will not promote global diversity as all the people will be the same and share similar cultures.</p>
<p>Com</p>	<p>This is a level 1 answer and only scores 2 marks. The first paragraph shows some limited knowledge of concepts and terms (by mentioning interconnections). However, the second paragraph does not answer the question that has been asked. The candidate has drifted into discussing the costs of a single global culture, <i>rather than arguing whether or not a single global culture is actually developing</i>. This answer therefore contains no valid counterarguments, thereby limiting both AO1 and AO3 attainment.</p>

<p>Ans</p>	<p>A single global culture is <del>is</del> gradually being adopted by people everywhere as more people can communicate easily as mostly everyone knows how to speak English and due to globalisation the world is becoming more interconnected and cultures are getting influence and becoming more westernised. This means that more people are starting to lose their culture to obtain one global culture which is the western culture. For example, western shops opening all over the world such as H&amp;M, H&amp;M, Mango, McDonald's, KFC, etc. This means that this is changing daily lifestyles and cultures of people as they are wearing more western clothes and eating junk food rather than their local food.</p> <p>However, in some countries <del>they</del> stay away from getting influenced by other cultures and don't want to adopt a global culture. For example, France doesn't want to get influenced by the western culture so its education system is in French and they don't have a lot of international brands and shops in their country which prevents them from getting influenced. Very less amount of people speak English in France and they mostly speak French. This means that there are still some countries that are not adopting the global culture as they don't want to lose their culture and identity.</p> <p>In conclusion, a single global culture is being adopted by people in most countries but not everywhere as there are still some countries that don't want to adopt the global culture (Total for Question 21 = 9 marks) and want to reserve their own culture.</p>
<p>Com</p>	<p>This is a very strong level 3 answer that scores 8/9 marks. It is a well-structured evaluation with roughly equal consideration of both argument and counterargument. While a conclusion is not strictly necessary it does help raise the quality of the evaluation here. Both of the main paragraphs are extremely well-detailed and evidenced (AO1), and also maintain a strong focus on the context (AO2). There are one or two points where detail or accuracy are lacking, for example it is not true that there is an absence of international brands in France.</p>

22a	Q	Using examples, outline the characteristics of non-governmental organisations.(5)							
	MS	<table border="1"> <thead> <tr> <th data-bbox="432 304 571 353">Question number</th> <th data-bbox="571 304 1310 353">Answer</th> <th data-bbox="1310 304 1442 353">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="432 353 571 667">22(a)</td> <td data-bbox="571 353 1310 667">           Award 1 mark for knowledge (AO1) of the following outlined points, up to a maximum of 5 marks.           <ul style="list-style-type: none"> <li>• An NGO is a group or body that works independently of 'official' or elected government (1).</li> <li>• Some small NGOs have charitable status/are non-profit/are staffed by volunteers (1).</li> <li>• Some large NGOs have become major global players, despite being non-governmental (1).</li> <li>• The work of NGOs is often focused on ethical/social/environmental issues (1).</li> </ul>           Accept any other valid answer that clarifies the meaning of the term NGO.         </td> <td data-bbox="1310 353 1442 667">(5)</td> </tr> </tbody> </table>	Question number	Answer	Mark	22(a)	Award 1 mark for knowledge (AO1) of the following outlined points, up to a maximum of 5 marks. <ul style="list-style-type: none"> <li>• An NGO is a group or body that works independently of 'official' or elected government (1).</li> <li>• Some small NGOs have charitable status/are non-profit/are staffed by volunteers (1).</li> <li>• Some large NGOs have become major global players, despite being non-governmental (1).</li> <li>• The work of NGOs is often focused on ethical/social/environmental issues (1).</li> </ul> Accept any other valid answer that clarifies the meaning of the term NGO.	(5)	
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	Ans	<p>NGO's is a Non-governmental organisation that helps the countries with healthcare, education, poverty etc. eg Oxfam charity helps many countries with poverty and healthcare. Red cross <del>creasent</del> cross also helps many great in funding. However, it does increase economic pressure but it help LEDC to improve economic scale also, Allow children to get higher education without working.</p>							
	Com	<p>This is awarded 3 out of 5 marks in line with the points-based mark scheme. The answer tells us about the focus of NGOs, provides examples of large NGOs and conveys an idea of the way NGOs work in partnership with governments.</p>							

	Ans	<p>There are various <del>charate</del> characteristics of non-governmental organisations such as that they don't help people as they don't want anything in return from the people they help. For example, The Red Crescent helps Syrian people that are stuck in conflict with medical service <del>for</del> and basic needs and they don't want anything in return. NGOs don't help people so they can <del>to</del> earn profit as they do it so the people are happy <del>some</del> NGOs also campaign for issues to raise awareness amongst people such as the 'Greenpeace' campaign for a greener world and to keep the environment safe. People working in NGOs don't get paid as it is voluntary work. NGOs fund their projects by donations from people.</p>
	Com	<p>This answer scores full marks in line with the points-based mark scheme, despite the fact that the first sentence is self-contradictory. In the spirit of positive marking, sufficient correct points are made to attain maximum marks. We are told that NGOs are altruistic, non-profit, staffed by volunteers, funded by the public. Examples of large NGOs are also provided.</p>
22b	Q	<p>'One individual can make more of a difference than any organisation or government can.' How far do you agree with this view?</p> <ul style="list-style-type: none"> <li>• Consider how this statement might apply to your own and other countries.</li> <li>• Use evidence from different Global Citizenship contexts to help support your argument.</li> <li>• Give reasons for your opinion, showing you have considered different points of view. (15)</li> </ul>

MS	<b>Question number</b>	<b>Indicative content</b>	<b>Mark</b>
	<b>22(b)</b>	<p><b>Marking instructions</b></p> <p>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.</p> <p><b>Indicative content guidance</b></p> <p>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.</p> <p>Arguments to support the statement drawn from across the whole qualification may include the following points.</p> <ul style="list-style-type: none"> <li>• Some individuals have had a huge influence across a range of global issues through innovation, e.g. Bill Gates and his technology (AO1).</li> <li>• Certain individuals, including celebrities, can have a disproportionate influence over other people and the causes they support (AO1).</li> <li>• 'Making a difference' can be done directly (funding research or providing financial assistance) or indirectly through lobbying (AO2).</li> <li>• 'Making a difference' can be measured in different ways and viewed from varying perspectives (AO2).</li> <li>• A reasonable judgement might be that history records how many exceptional individuals have achieved goals benefiting all (AO3).</li> <li>• A reasonable judgement might be that pioneering individuals bring issues to the attention of organisations and governments (AO3).</li> </ul> <p>Arguments to counter the statement drawn from across the whole qualification may include the following points.</p> <ul style="list-style-type: none"> <li>• Governments and organisations, including businesses, have access to capital that individuals generally do not (AO1).</li> <li>• Governments are best placed to know which issues require intervention and so invariably make the greatest contribution (AO1).</li> <li>• 'Making a difference' can be done via education and governments have greater control of this than individuals do (AO2).</li> <li>• 'Making a difference' may involve long-term planning and long-term government commitment to key issues (AO2).</li> <li>• A reasonable judgement might be that history records countless examples of government actions making a difference (AO3).</li> <li>• A reasonable judgement might be that some global issues, e.g. climate change, are insolvable without government action (AO3).</li> </ul>	<b>(15)</b>

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).
Ans		

In my opinion, I ~~think that~~ partially agree that 'one individual can make more of a difference than any organisation or government can,' but only to a certain extent. Of course, every awareness starts small, with one person and eventually grows. However, with larger organisations, more people are aware of the cause than making a difference.

An individual is able to make a difference through the use of social media. With the increasing number of people who use social media and/or communication technology, people are able to spread awareness of the cause despite being just an individual. For example, a culture in one particular country is confined to that particular country only but if one shares to the world their culture, everyone is likely to follow this tradition and culture.

Human rights is another example of how an individual can make a difference. † Nelson Mandela is a South African political activist who opposed the apartheid. The apartheid was a government regime in which people are segregated depending on their race.

	<p>Nelson Mandela campaigned against this and was eventually arrested for doing so. However, despite being the only one who campaigned against this regime, his efforts to stop the apartheid is still felt all over the world. This is an example of how an individual can make a greater difference than an organization or government.</p> <p>Another example could be Pia Wurtzbach who won Miss Universe 2015 from the Philippines. She aimed to raise awareness to <del>the</del> certain causes like HIV/AIDS. Since the Philippines <del>is one</del> holds one of the most cases of HIV in Asia, it is timely and relevant to my country. Since then, more and more people have been encouraged to get themselves tested.</p> <p>Despite the huge difference an individual could make, the UN is also a huge organisation and its influence can be felt by almost anyone in the world. By enforcing the Universal Declaration of Human Rights, people all over the world are prevented from being discriminated with their human rights being violated. Also, the SDGs and MDGs is another factor, because their effects are felt by nations all over the world.</p> <p>In conclusion, although people can make a difference, it is large organisations who ensures that the difference can be felt by anyone. (Total for Question 22 = 20 marks)</p>
Com	<p>This is a low level 3 answer that scores 9 out of 15 marks. This is based on the three assessment objectives as follows:-</p> <p>Paragraph 1 - establishes a clear focus but contains little AO1 information.</p> <p>Paragraph 2 - again, this is focused on the issue (AO2) but the details are vague and generalised, therefore limiting AO1 attainment.</p> <p>Paragraph 3 - the mention of Nelson Mandela gains AO1 credit (although he was not "the only one" who campaigned against Apartheid, of course).</p> <p>Paragraph 4 - is well-detailed and well-argued, and makes a good point about celebrities.</p>

Paragraph 5 - this is the only counterargument provided, which is a pity. There is good knowledge of UN initiatives and it is a shame these ideas are not developed prior to the brief conclusion.

Overall, AO1 evidence is not sustained or balanced, though all points are applied directly to the question. The overall evaluation is unbalanced and not fully evidenced. It is a competent piece of work though.

There are many individuals around the world who made a difference. Nelson Mandela was an anti-apartheid revolutionist who was imprisoned for 27 years. However, he became the first black president in South Africa in 1994 and ended the apartheid. Bill Gates is a revolutionary person who transformed the technology era and helped many struggling inventors to reach to their potential by investing in them through his program. Mahatma Gandhi gave India its independence with his life. All these revolutionary and iconic moments in history are all due to one individual and not an organisation.

An idea, an investment can bring a significant change in someone's life. Doctors that take a risk and experiment are making a difference by providing solutions to treat, to cure deadly diseases. This can save many lives. Making a difference can be evaluated in different ways. It does not have to be revolutionary.

In history, Stresemann, a German, brought Germany out of her hyperinflation by creating a new currency and improving the economic climate in Germany. This is also a way of making a difference.

To make a difference, you do not have to make drastic changes to your life. One easy way of making a difference can be by promoting and spreading awareness about issues you strongly care about. By doing so, people cannot deny the fact that these issues such as violation of human rights in Syria and Palestine exist. This can make them ponder and think about helping these people.

Spreading awareness is the first step of making a difference. Because this allows for people to become united. A united front will give effective and better results in making a difference.

Also, celebrities have a greater chance at making a difference because they have many fans who will follow and support all the causes the celebrity supports in. For example many people started to adopt due

		<p>On the other hand, individuals lack the capital, or finance to make an impact. Businesses and governments have larger funds to make a proper difference. The United Nations is an organisation that aims to maintain and promote peace. As an organisation, they have made many impacts in our world today. For example, the United Nations implemented the Millennium Development Goal in 2000. They aimed to reduce mortality rate of children, improve maternal health etc. The UN was successful in completing them in 2015. They then implemented the Sustainable Development Goals. This encourages cooperation from the MEDEs to ensure that the MEDEs were capable of achieving these goals. This shows that organisations make a greater difference by uniting larger forces under a common goal.</p> <p>Sometimes individuals require and depend on the government for a difference to be made. For example, citizens who care about the environment have to depend on the government to pass legislations that protect the environment.</p> <p><del>Therefore</del> In conclusion, an individual can make a great difference when they put their heart and mind into it. <del>However, it is</del> This is because with their persistence and determination, <sup>the</sup> governments have to listen to them and change. So in reality, <del>the</del> for a change to occur in a country, <del>it</del> it takes an individual to convince the government or an organisation to provide assistance. And a greater difference is seen when organisations and an individual work together to solve an issue.</p>
	Com	<p>This is an outstanding answer that gains full marks. The level of detail is exemplary - the richly evidenced arguments span many global contexts including South Africa, India, Germany and the United Nations. In addition to maintaining a strong focus on the context, this answer also shows heightened critical understanding of what the phrase "making a difference" might mean. The result is a very strong AO2 performance. With respect to AO3, there is a good balance between argument and counterargument leading to a well-substantiated final judgement that is grounded in evidence.</p>