



# Mark Scheme (Results)

Summer 2023

Pearson Edexcel International GCSE  
In Global Citizen (4GL1)  
Paper 01

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question number	Indicative content	Mark
1 (a)	<p><b>How you carried out primary research</b></p> <p>Award 1 mark for a basic explanation/statement and 1 additional mark for further explaining how research was done, for example:</p> <ul style="list-style-type: none"> <li>• I interviewed homeless people at the local shelter <b>(1)</b> using a semi-structured questionnaire <b>(1)</b></li> <li>• I took photographs of litter on the beach <b>(1)</b> in those areas which are most popular with tourists <b>(1)</b></li> </ul>	2
	<p><b>How you used primary research</b></p> <p>Award 1 mark for a basic explanation/statement and 1 additional marks for further explaining how the research was used:</p> <ul style="list-style-type: none"> <li>• Afterwards I typed up their answers <b>(1)</b> before studying their viewpoints carefully for with quotations I would use <b>(1)</b></li> <li>• I cropped and edited the photographs <b>(1)</b> before copying them with labels into my PowerPoint presentation <b>(1)</b></li> </ul>	2
	<p><b>Marking notes</b></p> <p>Credit a wide interpretation of 'primary' research, including online data collection and polls. Reading books cannot be credited, as this is secondary research. But 2 marks may be awarded for the 'how you used' answer (when secondary research is explained).</p>	(4)

Question number	Answer	Mark
1 (b)	<p><b>One difficulty</b></p> <p>Award 1 mark for a basic explanation/statement and 1 additional mark for further explaining the difficulty, up to a maximum of 2 marks. For example:</p> <ul style="list-style-type: none"> <li>• Homeless people at the local shelter may not want to talk to you <b>(1)</b> because they have been treated badly by other local people and have become suspicious <b>(1)</b></li> <li>• It is hard to find much information about cyber-bullying online in our country <b>(1)</b> because until recently many young people have not had access to phones <b>(1)</b></li> </ul>	2
	<p><b>One way to deal with this difficulty</b></p> <p>Award 1 mark for a basic explanation/statement and 1 additional mark for further explaining how the difficulty can be overcome, up to a maximum of 2 marks. For example:</p> <ul style="list-style-type: none"> <li>• It is very important to think beforehand about ways of gaining their trust <b>(1)</b> and you can prepare a statement which explains clearly who you are and why you want to speak to them <b>(1)</b></li> <li>• Use reports about cyber-bullying in other countries where mobiles have been in use for longer <b>(1)</b> because the basic issues are the same regardless of where you live <b>(1)</b></li> </ul>	2
	<p>Credit any valid explanations linked with any stage of the action project (from planning through to delivery).</p>	(4)

Question number	Indicative content	Mark
1 (c)	<p>In each case, award 1 mark for a basic explanation/statement of the method's strength and up to 2 additional marks for further explaining this strength, up to a maximum of 3 marks. For example:</p> <ul style="list-style-type: none"> <li>• My posters were very eye-catching <b>(1)</b> because I was careful to conclude strong images of wildlife which had been harmed by plastic <b>(1)</b> and which I knew that would provoke an emotional response from many of my classmates. <b>(1)</b></li> <li>• We asked people in the local café if we could talk to them about why homelessness is such a big problem here. <b>(1)</b> By taking time to carefully explain the issues to someone, it can change their views <b>(1)</b> and hopefully contribute to making our community more supportive of refugees <b>(1)</b></li> </ul> <p>No credit may be given for simply naming a method ('poster') without some accompanying assertion of the strength/value.</p>	<p><b>3 + 3</b></p> <p><b>( 6 )</b></p>
Question number	Answer	Mark
1 (d)	<p>In each case, award 1 mark for a goal, and 2 additional mark for further explanation of what the action hoped to achieve, up to a maximum of 3 marks. For example:</p> <ul style="list-style-type: none"> <li>• We wanted the local beaches to be cleaner for visitors <b>(1)</b> because this will improve our local economy. <b>(1)</b> This is important because it is a vital source of income for many local people <b>(1)</b></li> <li>• We wanted to change the way students at my school think about refugees <b>(1)</b> in order to promote more empathy and understanding <b>(1)</b> for people who have the same universal human rights as the rest of us <b>(1)</b></li> </ul> <p>No credit may be given to answers that say no more than raising awareness of the issue mentioned in the community action title. Responses should explain tangible outcomes such as behavioural changes.</p>	<p><b>3 + 3</b></p> <p><b>(6)</b></p>

Question number	Answer	Mark
2	d) Representative democracy  a and b – no, both clearly wrong; no mention of monarchy in Source A c – no, this is what a referendum is d - KEY (voting for representative)	(1)

Question number	Answer	Mark
3	c) Long-term planning and stability may become harder to achieve. a – no, this idea (referendum) is neither stated nor inferable b – no, this would be true whatever the frequency of elections c – KEY [the focus throughout is chaos due to regular changes in direction; the author implies that the result will be poor long-sighted governance] d – this is an advantage, not a disadvantage	(1)

Question number	Answer	Mark
4	a) gas and oil Nuclear and wind are not fossil fuel power sources; this rules out b, c and d	(1)

Question number	Answer	Mark
5	b) developed countries  a – no, they are not middle-income / emerging countries b – KEY, they are entirely/all developed / high-income c – no, they are a mix of Europe, N America and Asia d – no, they are a mix of Europe, N America and Asia	(1)

Question number	Answer	Mark
6	d) Increased flooding a – no, it's projected to decrease b – no, this is not clearly a climate change threat (but rather a result of consumer culture). C – no, this is a response to a threat D – KEY – rising sea levels are expected	(1)

Question number	Answer	Mark
7	b) Helping to tackle an issue of public concern. A – no, not the role of a typical NGOs; and this is achieved in countless other ways, so not the <b>best</b> description of NGO work b – KEY - NGOs campaign of act directly across a range of issues C – no, not the role of a <b>typical</b> single issue NGO D – no, this is not the role of any NGO	(1)

Question number	Answer	Mark
8	<p>In each case, award 1 mark for a basic explanation linked with ideas or issues wholly or partly derived from Source A (AO3). Award 1 additional mark for the application (AO2) of citizenship concepts, ideas or issues to further explain the benefit or change.</p> <p><b>One way in which some individuals could benefit:</b></p> <ul style="list-style-type: none"> <li>• Change in government/leader might lead to tax cuts <b>(1)</b> This could benefit individuals who are high-earners <b>(1)</b>.</li> <li>• Change in government/leader might bring new polices for health or education <b>(1)</b> targeted at poorer groups <b>(1)</b>.</li> </ul> <p><b>One way in which global politics could be affected</b></p> <ul style="list-style-type: none"> <li>• Change from Trump to Biden means USA can re-join Paris Agreement (1) and the USA's brings great power and influence to the global political drive to tackle climate change (1).</li> <li>• Changes in leadership might increase or decrease the likelihood of international conflict (1) for example a future US president might avoid conflict in the Middle East (1).</li> </ul> <p><b>Marking notes</b></p> <ul style="list-style-type: none"> <li>• Accept any other valid suggestion which relates to a change in a country's government.</li> <li>• For the first answer, award 1 mark for a generalised statement about the impact of change on people in general ('people will be happier with a new government that treats them better')</li> </ul>	<p><b>2</b></p> <p><b>2</b></p> <p><b>(4)</b></p>

Question number	Answer	Mark
9 (a)	<p>In each case, award 1 mark for a basic explanation of why some issues need international laws to deal with them. Award 1 additional mark for the application (AO2) of citizenship concepts, ideas or issues to further demonstrate why this need arises:</p> <ul style="list-style-type: none"> <li>• Issue: climate change. It affects the whole world so requires international agreement/action <b>(1)</b> The severity/danger of climate change requires that actual laws are needed, not just promises/pledges. <b>(1)</b></li> <li>• Issue: refugees. It's something that can affect any country and so needs agreements. <b>(1)</b> Laws have been introduced to ensure that refugees have rights protected <b>(1)</b></li> <li>• Issue: war. Any country can get pulled into war, so rules have been created to manage conflict <b>(1)</b> e.g. laws are essential to prevent the mis-use of chemical weapons <b>(1)</b></li> </ul> <p><b>Marking notes</b></p> <ul style="list-style-type: none"> <li>• No credit may be given to answers that state/name an issue but say nothing more.</li> <li>• Accept any other valid suggestion which relates to a valid issue and the need for international laws. For 2 marks, expect and answer that explains why the issue cannot be dealt with by individual national governments acting unilaterally.</li> </ul>	<p><b>2 + 2</b></p> <p><b>(4)</b></p>

Question number	Answer	Mark
9 (b)	<p>Award 1 mark for any valid international law-making institution. Also credit specific institutions that uphold the law. For example:</p> <ul style="list-style-type: none"> <li>• European Union</li> <li>• International Criminal Court (ICC)</li> <li>• International Court of Justice</li> <li>• European Court of Human Rights (ECtHR)</li> <li>• Court of Justice of EU / European Court of Justice (ECJ)</li> </ul> <p><b>Marking notes</b></p> <ul style="list-style-type: none"> <li>• Accept any valid suggestion which might legitimately be viewed as an <u>institution</u> that makes/upholds international laws (credit the EU, for example).</li> <li>• Do not credit treaties / agreements such as the Paris Agreement (because this is not an <u>institution</u>).</li> <li>• Do not credit institutions whose primary purpose is not making/upholding laws/rules (such as WHO, UNICEF).</li> <li>• Do not credit UN (this lacks specificity - a named law-making UN institution is required).</li> </ul>	<p><b>1 + 1</b></p> <p><b>(2)</b></p>

Question number	Answer	Mark
10 (a)	<p>Award 1 mark for a valid example of bias or untruthful reporting in a media context (other than social media coverage of climate change). Award up to 2 additional marks for the application (AO2) of citizenship concepts, ideas or issues to further explain how the reporting was misleading. For example</p> <ul style="list-style-type: none"> <li>• Negative stories about refugees appear in social media feeds <b>(1)</b> but some are entirely made-up stories created by people who oppose immigration <b>(1)</b> and they do not represent the feelings and beliefs of people who support refugees <b>(1)</b>.</li> <li>• Much of the US media support the Republican Party <b>(1)</b> but this is not representative of public opinion as a whole <b>(1)</b> which is far more evenly balanced <b>(1)</b>.</li> </ul> <p><b>Marking notes</b></p> <ul style="list-style-type: none"> <li>• Fully credit any other valid suggestion which relates to a context other than social media coverage of climate change.</li> <li>• Another example of misleading reporting about climate change can be awarded a maximum of 1 mark.</li> </ul>	<p><b>(3)</b></p>

Question number	Answer	Mark
10 (b)	<p>Award 1 mark for a basic statement of what CCS technology achieves (capture/removal of atmospheric carbon). Award 1 additional mark for further explanation of how CCS works, up to a maximum of 2 marks. For example:</p> <ul style="list-style-type: none"> <li>• It takes/reduces carbon/greenhouse gas from the air/ atmosphere <b>(1)</b> and stores it below ground / in rocks <b>(1)</b>.</li> <li>• It acts to reduce climate change / carbon in the atmosphere <b>(1)</b> by trapping and removing it <b>(1)</b></li> </ul> <p>Accept any other valid explanation.</p>	<p><b>(2)</b></p>



Question number	Indicative content	Mark
11	<p>Possible points and views in support:</p> <ul style="list-style-type: none"> <li>• Carbon capture &amp; storage can help tackle climate change. (AO1)</li> <li>• Wind and solar (renewables) can replace fossil fuels and reduce future global warming. (AO1)</li> <li>• CCS may allow carbon already in the atmosphere to be removed, making it the best technology to develop. (AO2)</li> <li>• There are other benefits from using cleaner energy, such as less air pollution, so is a good way to manage this issue. (AO2)</li> <li>• In summary, we already have the technology needed to deal with climate change provided it is properly funded. (AO3: evaluation)</li> <li>• However, all of this is dependent on citizens and governments being prepared to adopt the new technologies. (AO3: evaluation)</li> </ul> <p>Possible points and views in opposition:</p> <ul style="list-style-type: none"> <li>• Not all technologies are available or affordable, especially by poorer communities and countries. (AO1)</li> <li>• New technologies will not be adopted if people do not believe that climate change is a problem due to fake news in media. (AO1)</li> <li>• Changes in people's behaviour, such as saving energy, might be a better way to limit greenhouse gas emissions. (AO2)</li> <li>• Changing to a vegetarian diet might be a better way to make a difference, as this helps cut down greenhouse emissions from cattle. (AO2)</li> <li>• In summary, it is better to address people's behaviour rather than rely on technology to solve problems. (AO3: evaluation)</li> <li>• Furthermore, technology cannot be rolled-out without good governance, and so a combination of technology and sustainable thinking is the best way to deal with issues. (AO3: evaluation)</li> </ul>	<p><b>3 AO1</b></p> <p><b>3 AO2</b></p> <p><b>3 AO3</b></p> <p><b>(9)</b></p>

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 (environment, governance). [AO1] Limited understanding of how this knowledge applies, shown by simple undeveloped comment 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 (environment, governance). [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	Sustained knowledge is shown of citizenship concepts, terms and issues relevant to the question (environment, governance). [AO1] Effective and sustained application of this knowledge, showing good understanding of the citizenship context. [AO2] Well-balanced and sustained evaluation of relevant viewpoints, making use of reasoned, coherent arguments. [AO3]

Question number	Answer	Mark
12	c) Billionaire wealth grew by US\$6,000 billion during 2020. A – no, the number <b>rose by 700</b> so there were 2000 at the start B – no, the chart shows <b>%</b> of national wealth owned by billionaires, not their number C – KEY - wealth rose from 7000 to 12000 bn i.e. 6000 bn rise D – no, chart shows Germany and France too	(1)

Question number	Answer	Mark
13	D) wealth disparities A - no, although the source relates to money, we do not know whether countries are developing economically or not, or what link there might be between billionaires and development. B – no, there is no explicit or implied link with the idea of states being mutually reliant C – no, there is no explicit or implied link with the idea of states being self-determining D – KEY - source focused on <b>unequal shares of national wealth</b> . The evidence <b>most clearly</b> relates to disparities.	(1)

Question number	Answer	Mark
14	a) Improved rights for women around the world. A – KEY, gender attitudes are an aspect of culture and tradition B – no, this is an environmental change, and negative C – no, this is a negative change (albeit linked to culture and diet) D – no, this is an <b>economic</b> change	(1)

Question number	Answer	Mark
15	c) The shrinking world process A – no, these are global environments (oceans, atmosphere) B - no, the HDG measures development, it's not a cause of global cultural change C - KEY - this refers to communications bringing distant places and societies closer together, hence the growth of a global culture D – no, living longer is not a <b>key cause</b> of global cultural change	(1)

Question number	Answer	Mark
16	d) It should also be about what you can do for that country. A – no, this is a factual statement about the schemes. B - no, this is also a fact, phrased as a caveat. C - no, this statement, at face value, is also a fact (it is reporting what different people's views are) D – KEY this is an assertion of belief ('it should also be...')	(1)

Question number	Answer	Mark
17	b) diaspora A – no, Italy has no colonies B – KEY – defined as globally dispersed population of common ancestry C - no, they are not refugees D – no, people cannot be part of a country's ecological footprint	(1)

Question number	Answer	Mark
18	<p>In each case, award 1 mark for a basic reason for the presence of very wealthy people in low-income countries. Award 1 additional mark for the application (AO2) of citizenship concepts, ideas or issues to further explain this reason. For example:</p> <ul style="list-style-type: none"> <li>• Low-income countries can have profitable industries whose owners grow very rich <b>(1)</b> perhaps thanks to cheap labour <b>(1)</b></li> <li>• Wealth may be owned by a powerful elite / class <b>(1)</b> who have established autocratic / totalitarian rule <b>(1)</b></li> <li>• Rich citizens of high-income countries may have migrated there <b>(1)</b> because of low tax rates <b>(1)</b></li> <li>• Inherited wealth makes a minority very wealthy <b>(1)</b> and this system has persisted through time. <b>(1)</b></li> </ul> <p><b>Marking notes</b></p> <ul style="list-style-type: none"> <li>• Accept any other valid reason for the presence of very wealthy people in low-income countries.</li> <li>• Credit material that implies wealthy people have migrated there for a particular reason (e.g. 'they are there to invest') but which does not explicitly use the word migration/migrant.</li> <li>• Multiple reasons for migration gain a maximum of 3 marks.</li> </ul>	<p>2 + 2</p> <p><b>(4)</b></p>

Question number	Answer	Mark
19 (a)	<p>In each case, award 1 mark for a basic reason why there is opposition to globalisation. Award 1 additional mark for the application (AO2) of citizenship concepts, ideas or issues to further explain this reason.</p> <p><b>developing countries</b></p> <ul style="list-style-type: none"> <li>• People may oppose the free trade which globalisation promotes <b>(1)</b> and the negative way global corporations have exploited workers in their own country <b>(1)</b>.</li> <li>• People may oppose the cultural changes which large companies such as McDonald's have brought to their country <b>(1)</b> which they blame for the younger generation losing touch with traditional diet and traditions <b>(1)</b>.</li> </ul> <p><b>developed countries</b></p> <ul style="list-style-type: none"> <li>• People may blame globalisation for the loss of employment in their country <b>(1)</b> linked with the relocation of industries to emerging economies like China <b>(1)</b>.</li> <li>• People may oppose the international migration which accompanies globalisation <b>(1)</b> and which they view as a cause of cultural change in their own country and cities <b>(1)</b>.</li> </ul> <p><b>Marking notes</b></p> <ul style="list-style-type: none"> <li>• Accept any other valid reasons for opposition to globalisation.</li> <li>• Do not double-credit entirely identical answers (which therefore demonstrate limited application of understanding).</li> </ul>	<p>2</p> <p>2</p> <p><b>(4)</b></p>

Question number	Answer	Mark
<b>19 (b)</b>	<p>Award 1 mark for each benefit identified (AO3: analysis) in Source E, up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> <li>• traditional cultures sometimes provide expert local knowledge and skills that can support creativity and sustainable development (1)</li> <li>• creates the conditions for better understanding of different viewpoints (1)</li> </ul> <p><b>Marking notes</b> Accept alternative phrasing, expression and abbreviation, provided the benefit is clearly rooted in the source material.</p>	<p><b>1 + 1</b></p> <p><b>(2)</b></p>

Question number	Answer	Mark
<b>20 (a)</b>	<p>Award 1 mark for a basic explanation of how a person's sense of identity could change. Award 1 additional mark for the application (AO2) of citizenship concepts, ideas or issues to further explain this reason.</p> <p>Examples answer:</p> <ul style="list-style-type: none"> <li>• Identity becomes more complex when you are citizen of two countries <b>(1)</b> and this is an example of someone with multiple identities <b>(1)</b>.</li> <li>• The person now possesses dual citizenship <b>(1)</b> so they are officially recognised as a citizen of two different states <b>(1)</b>.</li> <li>• It gives official recognition to both national identities <b>(1)</b> which makes them feel they are now a global citizen <b>(1)</b>.</li> <li>• They are now a citizen of two countries <b>(1)</b> and also a member of a diaspora <b>(1)</b></li> </ul> <p>a</p> <p>Accept any other valid suggestion /explanation.</p>	<p><b>(2)</b></p>

Question number	Answer	Mark
20 (b)	<p>Award 1 mark for a basic explanation of how migration has helped the development of the named country. Award additional marks for the application (AO2) of citizenship concepts, ideas or issues to further explain this reason, up to a maximum of 3 marks.</p> <p>Possible ways &amp; development themes include:</p> <ul style="list-style-type: none"> <li>• Selective migration of medical professionals and their role in helping a country develop.</li> <li>• Selective migration of labourers needed to undertake work where there are labour shortages and the importance of this work for national income and growth.</li> <li>• The role of remittances in helping the economic and social development of a source country for migration groups.</li> </ul> <p>For example:  <i>Nepal</i>. Millions of Nepali citizens work in India and send remittances home <b>(1)</b> and so they help the GDP of Nepal <b>(1)</b> which in turn pays for hospitals and education <b>(1)</b>.</p> <p>For example:  <i>Qatar</i>. Many Indian workers do work that local people will not do and this helps the economy of Qatar <b>(1)</b>.</p> <p>For example:  <i>USA</i>. People from many countries have migrated to the US, giving it a workforce of 300 million people <b>(1)</b>. Over time this has helped US businesses to grow into TNCs that make huge profits <b>(1)</b> and pay taxes that help the US grow its economy even more <b>(1)</b>.</p> <p><b>Marking notes</b></p> <ul style="list-style-type: none"> <li>• While no mark is available for naming a country, answers which do not specify a named country are unlikely to provide the level of detail needed for the award of all 3 marks.</li> <li>• Accept any valid explanation which relates to national development (economic and/or social).</li> </ul>	<b>(3)</b>

Question number	Indicative content	Mark
21	<p>Possible points and views in support:</p> <ul style="list-style-type: none"> <li>• Many citizens of poorer countries learn about global issues through mobile phones and other media (AO1).</li> <li>• Many citizens of poorer countries learn about global issues through improved education as SDGs targets are met (AO1).</li> <li>• Some citizens of poorer countries are personally affected by global issues and therefore care the most about them (AO2)</li> <li>• Citizens of wealthier countries may not really care about tackling global issues if it threatens their wealth (AO2)</li> <li>• In summary, there are some issues and contexts that affect LICs most and which their citizens care greatly about. (AO3)</li> <li>• Plus, the distinction between 'wealthier' and 'poorer' is too simple as there is a development spectrum. (AO3: evaluation)</li> </ul> <p>Possible points and views in opposition:</p> <ul style="list-style-type: none"> <li>• Education systems in wealthy countries teach children about global issues. (AO1)</li> <li>• Poorer countries may have less access to media and so learn less about the wider world. (AO1)</li> <li>• As a result, citizens of wealthier countries may have greater knowledge of global issues e.g. conflict and the climate. (AO2)</li> <li>• Some wealthy countries are highly affected by certain global issues e.g. Germany has taken in many refugees. (AO2)</li> <li>• On balance, it is no surprise many key global movements, NGOs and institutions are based in HICs. (AO3: evaluation)</li> <li>• Finally, it is also over-general to say all citizens of wealthier countries feel the same way. (AO3: evaluation)</li> </ul>	<p><b>3 AO1</b></p> <p><b>3 AO2</b></p> <p><b>3 AO3</b></p> <p><b>(9)</b></p>

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 (culture, migration, technology). [AO1] Limited understanding of how this knowledge applies, shown by simple undeveloped comment 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 (culture, migration, technology). [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	Sustained knowledge is shown of citizenship concepts, terms and issues relevant to the question (culture, migration, technology). [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]

	<b>Answer</b>	<b>Mark</b>
<b>22 (a)</b>	<p>Award 1 mark for knowledge (AO1) of the following or other outlined points up to a maximum of 5 marks.</p> <ul style="list-style-type: none"> <li>• Human rights are inalienable / fundamental / basic / key / global rights to which everyone is entitled. <b>(1)</b></li> <li>• Norms / principles / standards for people / countries to protect. <b>(1)</b></li> <li>• They are universal, regardless of gender, nation, language, religion or other aspects of identity. <b>(1)</b></li> <li>• Protected as legal rights in national and international law <b>(1)</b></li> <li>• The 1948 Universal Declaration of Human Rights provides a global framework for human rights. <b>(1)</b></li> <li>• Examples include the right to life and freedom from torture. <b>(1)</b></li> <li>• There is some cultural and national disagreement over which rights should be established and protected. <b>(1)</b></li> <li>• Human rights are contested / argued over in different local / national contexts <b>(1)</b></li> </ul> <p><b>Marking notes</b> Accept any other valid outlining of what is meant by human rights. A list of rights which does not outline general principles should receive a maximum of 2 marks.</p>	<b>(5)</b>

	<b>Indicative content</b>	
<b>22 (b)</b>	<p><i>Knowledge, applied understanding and arguments in support:</i></p> <ul style="list-style-type: none"> <li>• A wide range of human rights need to be protected, as set out by the UDHR and national human rights acts. (AO1)</li> <li>• Media and social media can draw attention to human rights abuses or be used to campaign for the protection of human rights. (AO1)</li> <li>• Many governments have failed to protect all their citizens equally, as movements like #BlackLivesMatter has shown. (AO2)</li> <li>• The power of traditional media and social media can be immense, as shown by the way #MeToo reports went viral. (AO2)</li> <li>• In summary, media campaigns have done more to spotlight abuses of power than some governments have managed to do. (AO3: evaluation)</li> <li>• Furthermore, a free press can speak truth to power in states with populist leaders who do not always respect human rights. (AO3: evaluation)</li> </ul> <p><i>Knowledge, applied understanding and arguments in opposition:</i></p> <ul style="list-style-type: none"> <li>• National governments are primarily responsible for making the laws that protect people’s laws and freedoms. (AO1)</li> <li>• 179 national governments have agreed to ratify the UDHR. (AO1)</li> <li>• The media often reports on abuses only after they’ve happened, which does not stop them from happening. (AO2)</li> <li>• Law enforcement and education are the best way to make sure rights are not abused in the first place, and these are managed by government. (AO2)</li> <li>• Therefore, there is strong evidence governments have the key role here. (AO3: evaluation)</li> <li>• Moreover, a free press cannot operate without government consent. (AO3)</li> </ul>	<p><b>AO1</b> <b>AO2</b> <b>AO3</b></p> <p><b>(15)</b></p>

<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
	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] Limited understanding of how this knowledge applies, shown by simple undeveloped comment 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] Some understanding of how this knowledge applies, shown by simple undeveloped comment 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	Sustained knowledge is shown of citizenship concepts, terms and issues, which is relevant to both sides of the question. [AO1] 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] 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 which is well substantiated through the evidence provided. [AO3]



