



Mark Scheme (Results)

Summer 2024

Pearson Edexcel International GCSE
In Global Citizenship (4GL1/01)

Paper 01

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2024

Question Paper Log Number P74330A

Publications Code 4GL1_01_2406_MS

All the material in this publication is copyright

© Pearson Education Ltd 2024

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.

Paper 1

Question number	Answer	Mark
1 (a)	<p>In each case, award 1 mark for identification of a reason, and 1 mark for further linked explanation or development. For example:</p> <ul style="list-style-type: none"> • I chose the issue of sustainable fishing because thousands of marine species are being pushed to extinction (1) many of which local communities depend on for a living (1) • If key species become extinct it can have knock-on effects for other species (1) because they are part of the same ecosystem food chain (1) • It's important for people to know more about this issue and how to tackle it (1) especially younger generations (1) <p>No credit may be given to material that does not relate in any way to the candidate's own stated community action title. Do not award a mark for mere re-stating of the title issue.</p>	<p>2+ 2</p> <p>(4)</p>

Question number	Indicative content	Mark
1 (b)	<p>In each case award 1 mark for identification of a valid primary method and up to 2 marks for further linked explanation or development, up to a maximum of 3 marks.</p> <p>Which primary research</p> <p>For example:</p> <ul style="list-style-type: none"> • I used a questionnaire with the shop owners I met with (1) because I was interested in finding out and recording their views about food waste. (1) I also took photographs of food waste in the bins so that I could add them into my presentation (1) <p>Where to carry out</p> <p>For example:</p> <ul style="list-style-type: none"> • Many people in my local area depend on fishing for a living because it is a coastal town (1). In recent years, more people have been unable to work due to over-fishing in this area (1) making it a good choice of place to find out about the different views of locals who've been affected (1) • I chose to study the views of migrants locally in (named local area) for practical reasons (1) as our teachers wanted us working close to the school to reduce any risks (1). Also, my town is near the border so many migrants have settled here (1) • <p>Marking notes</p> <p>Award up to 3 marks in total for an answer focused wholly on secondary research. Answers focused on primary and secondary can score full marks if the criteria for primary research are met.</p>	<p>3</p> <p>3</p>

	No credit may be given to material that does not relate specifically to the candidate's own community action.	(6)
--	---------------------------------------------------------------------------------------------------------------	--------------

Question number	Answer	Mark
1 (c)	<p>In each case, award 1 mark for a basic step taken, and 1 mark for further explanation of how/why impact was achieved, e.g.:</p> <ul style="list-style-type: none"> • I made sure that the photographs I used really emphasized the severity of the beach pollution (1) because I wanted the presentation to make our audience think deeply about what we are doing to our environment (1) • We chose to deliver the event to younger classes in the school (1) because younger children are not so set in their ways / we have more chance of making a long-term change in how they think about this (1) 	<p>2+2</p> <p>(4)</p>
Question number	Indicative content	Mark
1 (d)	<p>In each case award 1 mark for each simple explanation and up to 2 marks for further explanation or development, up to a maximum of 3 marks.</p> <p>Plan a project carefully For example:</p> <ul style="list-style-type: none"> • Good planning is essential if you are working in a large group because everyone has different timetables. (1) In order to allow a team to work together you need to give people plenty of advance warning so that they can prioritise the work. (1) We were also interviewing busy people who work with the city council and they needed to be told about this weeks in advance, you can't just turn up uninvited, you need to plan it carefully (1) <p>Learn more about the views of other people For example:</p> <ul style="list-style-type: none"> • Before we started I had no idea that the reasons why some people would care so little about the sustainability issues is because there is no other work they feel they can do apart from fishing (1). It's important that I have got to hear these views as it's made me realise that the issues are more complex than I realised (1) We can't find a solution that will work for everyone unless we are prepared to put ourselves in the position of other 	<p>3</p> <p>3</p>

	<p>people (1)</p> <p>No credit may be given to material that does not relate specifically to the candidate's own community action.</p>	(6)
--	----------------------------------------------------------------------------------------------------------------------------------------	-------

Question number	Answer	Mark
2	<p>(c) A UN military force which prevents conflict.</p> <p>A lawyers are not peacekeepers</p> <p>B peace treaties are not the same thing</p> <p>D court is not the same thing</p>	(1)

Question number	Answer	Mark
3	<p>b) Universal Declaration of Human Rights</p> <p>A MDGs don't cover freedom to protest</p> <p>C ECJ does not cover whole world</p> <p>D This measured development not rights</p>	(1)

Question number	Answer	Mark
4	<p>d) the growing interdependence of the world's countries</p> <p>A sustainability is not globalisation</p> <p>B This is very narrow in focus, D is better answer</p> <p>C This is very narrow in focus, D is better answer</p>	(1)

Question number	Answer	Mark
5	<p>(a) emerging economies</p> <p>KEY is correct as the source mentions India, China, Brazil (nb S Korea is developed country)</p> <p>B No - in fact the opposite</p> <p>C No - although languages are mentioned</p> <p>D No - although languages are mentioned</p>	(1)

Question number	Answer	Mark
9	<p>In each case, award 1 mark for a reason for the global spread of culture and award 1 further mark for developed ideas about <i>Western</i> culture , up to a maximum of 4 marks.</p> <ul style="list-style-type: none"> • Transnational corporations influence global culture (1) and many have their HQs in Western countries like the US (1) • The English language is used globally (1) which makes it easier for the US/UK to spread their ideas about culture (1) • Many people with high incomes in Western countries can afford to travel (1) and they spread their culture / ideas (1) • Colonial rule by Western countries in the past (1) led to the imposition of cultural changes in Africa, Asia (1) • Western countries e.g. US, UK, France dominate world decision-making (1) which allows them to spread their ideas about issues like gender (1) <p>Accept any other valid suggestion.</p> <p><u>Marking notes</u> For full marks, the answer must explain the spread of Western culture, as opposed to cultural in general. Award 1 mark only to: 'The growth of the internet means that people everywhere around the world can watch TV programmes from different places including Western countries.' Award 2 marks to: 'The big media companies like Netflix and Apple are based in the US, which means people around the world are watching Western shows.'</p>	<p>2+2</p> <p>(4)</p>

Question number	Answer	Mark
10 (a)	<p>Award 1 mark for any of the following:</p> <ul style="list-style-type: none"> • Shrinking labour force • Higher healthcare costs <p><u>Do not credit:</u></p> <ul style="list-style-type: none"> • New ideas (in the Source, this relates to politics, not economics) • \$600 billion (in the Source, this is a value/profit, not a cost) 	<p>(1)</p>

Question number	Answer	Mark
10 (b)	<p>Award 1 mark for a reason, such as diet, medicine. Award 1 further mark for the application (AO2) of citizenship concepts, ideas or issues to explain the increase. For example:</p> <ul style="list-style-type: none"> • Better healthcare / medicine (1) because WHO is helping to spread important knowledge and treatments globally (1) • Improved diet (1) especially in middle-income countries / due to income rising / due to development / higher HDI scores (1) • New technologies (1) due to more spending on research (1) • New treatments (1) e.g. early screenings for cancer (1) • Global access to information online (1) makes it easier to share knowledge of lifestyle changes, medical treatments (1) <p>Accept any other valid reason / explanation.</p> <p><u>Marking notes</u> Award 1 mark maximum for a description of improved healthcare based on the Source that is not developed with own knowledge.</p>	<p>(2)</p>

Question number	Answer	Mark
10 (c)	<p>Award 1 mark for a suggested impact based on Source C. Award 1 mark for the application (AO2) of citizenship concepts, ideas or issues to further explain or develop a <u>cultural</u> impact. Possible impacts from Source C include:</p> <ul style="list-style-type: none"> • Idea of power / influence / numbers of older people • Idea of young people not being heard / in opposition. <p>For example:</p> <ul style="list-style-type: none"> • 'With more older people (1) a country's traditional culture may become less likely to change' (1) • 'Older people might suppress ideas of younger people (1) resulting in a clash of cultures' (1) <p><u>Marking notes</u> The focus should be culture or cultural issues. Only award 1 mark for:</p> <ul style="list-style-type: none"> • 'Older people who run things are less likely to want to use AI.' • 'The older government do not pass laws than help the young.' 	(2)

Question number	Indicative content	Mark
11	<p>Possible points and views in support:</p> <ul style="list-style-type: none"> National politics has a key influence on people's lives through taxes, health, education, rights etc. (AO1) People are citizens of a country and must abide by its laws or face consequences. (AO1) Thus, any change in political direction can have a profound impact on wealth and welfare. (AO2) As a result of regime changes, highly negative or positive impacts can occur e.g. oppression or liberation of minorities. (AO2) In summary, it is hard to sustain an argument other than the one presented – we are all citizens of sovereign states at the end of the day. (AO3) While global influences can be important (directly or indirectly) they are ultimately of less importance. (AO3) <p>Possible points and views in opposition:</p> <ul style="list-style-type: none"> Global cultural changes are affecting language, food, music and fashion around the world. (AO1) A global culture has developed over time which is strongly Western-influenced though increasingly diverse in its elements (Source B). (AO1) Many cultures have changed enormously over the last 50 years, thereby proving how influential globalisation is. (AO2) Movements for gender equality and the promotion of diversity demonstrate the power of global ideas to change lives. (AO2) In summary, there are too many factors and countries involved for us to think that further losses can be prevented. (AO3) Furthermore, it depends what aspect of 'the lives of citizens' we are talking about – their lived culture, or their basic rights and freedoms? (AO3) 	<p>3 AO1 3 AO2 3 AO3</p> <p>(9)</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	Detailed 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	<p>a) Global inequalities are likely to increase because of AI.</p> <p>Key – China and US will benefit while 'while some developing countries will be suffering increased inequalities'</p> <p>B No – opposite is true</p> <p>C Neither stated not implied</p> <p>D Neither stated not implied</p>	(1)

Question number	Answer	Mark
13	<p>d) Lacking enough income to meet basic needs.</p> <p>A too vague – could still be a millionaire compared to billionaire</p> <p>B this is unemployment</p> <p>C This is a digital divide</p>	(1)

Question number	Answer	Mark
14	<p>b) About 60</p> <p>Key – difference between 35 and 93 = c. 60</p> <p>All others are wrong</p>	(1)

Question number	Answer	Mark
15	<p>c) ecological footprint size</p> <p>KEY – ecological footprint measures resource use</p> <p>A – this is an economic criterion</p> <p>B – this is an economic criterion</p> <p>D – this relates to the environment but not linked with plastic in any way</p>	(1)

Question number	Answer	Mark
16	<p>c) The TNCs used 40 million tonnes of new plastics in 2018.</p> <p>KEY – 8 million is one-fifth so the whole amount must be 40 million</p> <p>A Neither stated not implied</p> <p>B not a TNC, but an NGO</p> <p>D Neither stated not implied</p>	(1)

Question number	Answer	Mark
17	<p>d) Designing a washing machine that consumes less electricity.</p> <p>KEY – this is a technology designed to operate with less energy A No – this is using an existing technology less B No – this is using an existing technology less C No – this is substituting one source for another</p>	(1)

Question number	Answer	Mark
18 (a)	<p>Award 1 mark for a valid UN-established organisation that has a role in helping human welfare (health, education, security).</p> <ul style="list-style-type: none"> • WHO • UNICEF • UNHCR • UNESCO • Security Council • IMF / World Bank <p>Accept any other valid answer.</p>	(1)

Question number	Answer	Mark
18 (b)	<p>In each case, award 1 mark for a basic benefit. Award 1 further mark for the application (AO2) of citizenship concepts, ideas or issues to further explain or develop the answer, up to a maximum of 4 marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • AI can provide people in developing countries with access to healthcare (1) thanks to the way AI can help answer medical queries or be used by doctors to identify conditions (1) • AI can provide more people in developing countries with access to remote-learning (1) through interactive learning opportunities (1) • AI innovation is creating profits / jobs (1) which can help boost the GDP of countries (1) <p>Accept any other valid answers. Do not credit 'it reduces global inequalities' (must specify health, education or other focus).</p> <p><u>Marking notes</u> Candidates may also score full marks by providing one reason based wholly on the source, and one developed reason based wholly on their own knowledge. For example: AI can help the development of countries (1) by improving healthcare and remote learning (1). Also, AI can be used by people to assist with their writing (1) because Chat GPT is a website that generates ideas for you. (1)</p>	<p>2+2</p> <p>(4)</p>

Question number	Answer	Mark
19 (a)	<p>Award 1 mark for a valid way. Award 1 further mark for the application (AO2) of citizenship concepts, ideas or issues to further explain or develop the answer.</p> <p>Example answers:</p> <ul style="list-style-type: none"> • Fewer people gaining skills needed for growth (1) for example high value sectors like banking, technology (1) • Fewer people with education needed for high-paid jobs (1) so government collects fewer taxes (1) • Out-migration of the better-educated (1) resulting in a 'brain drain' which affects growth negatively (1) <p>Accept any other valid suggestion.</p> <p><u>Marking notes</u> Question uses the phrases 'economic growth' and 'disparities' - so do not credit these ideas as extension points. Award 1 mark only to: 'In lower income countries, fewer people are educated as shown by the country's HDI scores. As a result, very few people are developing the skills that are needed for work and as a result the country's economic growth is lower than it might have been.' (The only explanation given is the idea that less education / skills means less economic growth.)</p>	(2)

Question number	Answer	Mark
19 (b)	<p>Award 1 mark for a valid explanation of how the SDGs can help / provide guidance. Award 1 further mark for the further application (AO2) of knowledge of the SDGs, up to a maximum of 2 marks.</p> <p>End hunger</p> <ul style="list-style-type: none"> • The SDGs provides national governments with goals/aims (1) such as improving food distribution (1) • Charities and NGOs work to support the SDGs (1) for example increasing food aid for countries where it's needed (1) <p>Achieve gender equality</p> <ul style="list-style-type: none"> • The SDGs are an important global framework (1) which then encourages businesses to pay men and women equally (1) • The SDGs help influence/change global attitudes/norms about gender (1) by asking governments to improve female access to education (1) <p><u>Marking notes</u> Credit answers that show countries being helped by other players such as charities - provided they are linked to the SDGs. Credit answers showing governments making changes (where it is implied, not explicit, that they are motivated by SDGs).</p> <p>Do not award full credit to answers that imply the SDGs are an agency with unlimited powers to give monetary or other aid. For example, only award 1 mark to: 'The SDGs help to identify the countries where most help is needed to improve food supply, and then they send food aid there to solve the problem.'</p>	<p>2</p> <p>2</p> <p>(4)</p>

Question number	Answer	Mark
20	<p>In each case, award 1 mark for identification of a strength/limitation. Award 1 further mark for the application (AO2) of circular economy ideas, up to a maximum of 4 marks.</p> <p>Strength</p> <ul style="list-style-type: none"> • Products/components can be reused/recycled instead of being thrown away (1) which means there is less demand for new resources / more sustainable use of resources (1) • Less use of new resources / no more single-use or throwaway products (1) means environmental harm caused by waste / carbon emissions from manufacturing (1) <p>Limitation</p> <ul style="list-style-type: none"> • It could be hard to design out waste altogether (1) because not all products / materials can be re-used (1) • Not all businesses will adopt a more expensive / less profitable process (1) without regulation / laws (1) • Not all countries will make businesses follow expensive rules (1) because they want to develop / grow the economy (1) <p>Accept any other valid answers.</p> <p><u>Marking notes</u> For the award of the full 4 marks, the answer must show some knowledge of the circular economy. For example, award max 3 marks to this answer: 'It reduces waste and so this helps to reduce plastic pollution in the oceans. However, it is expensive to introduce so businesses will not use it unless the law forces them.'</p>	<p>2</p> <p>2</p> <p>(4)</p>

Question number	Indicative content	Mark
21	<p>Possible points and views in support:</p> <ul style="list-style-type: none"> • There are many challenges, including refugees, human rights, equality, diversity and the environment. (AO1) • Social media is used by billions of people in countries at all levels of development. (AO1) • Social media has a proven record of helping to drive change e.g. BLM and MeToo. (AO2) • Without social media, these important issues might have stayed hidden from view. (AO2) • Taking an overview of managing challenges, awareness-raising is the essential starting point. (AO3) • On balance, there is no easier way of raising awareness on a global scale and engaging citizens, especially when traditional media are censored / biased. (AO3) <p>Possible points and views in opposition:</p> <ul style="list-style-type: none"> • Not everyone has access to social media, including poor and marginalised groups. (AO1) • There are other ways to manage challenges including national and global governance / formal political channels. (AO1) • Powerful interests dominate social media and marginalised groups may not be able to get their voices heard. (AO2) • People often use social media in 'echo chambers' and are not exposed to other viewpoints. (AO2) • Furthermore, social media may raise awareness but for change to happen there must also be real-world action by governments, not all of whom will pay attention to social media campaigns. (AO3) • In summary, social media has a role to play but cannot be viewed as the best way to actually deliver changes / outcomes even though it can be easy to use. (AO3) 	<p>3 AO1 3 AO2 3 AO3</p> <p>(9)</p>

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

	Answer	Mark
<p>22 (a)</p>	<p>Award 1 mark for knowledge (AO1) of the following or other points up to a maximum of 5 marks.</p> <ul style="list-style-type: none"> • Resources too large for any one country to own/control/manage (1) • Resources/environments on which all countries/people depend (1) • Requiring collective management (1) • For example, the atmosphere (1) which supports all life on Earth (1) • For example, the oceans (1) which all countries can use for transport, fishing, resources. (1) • For example Antarctica (1) which is protected by global agreements (1) • Some people view the Amazon rainforest as a GC (1) due to its essential role regulating the atmosphere / carbon sink ideas (1) <p>For example: "The Global Commons are parts of the global environment that are way bigger than any country, (1) like the oceans (1) and the atmosphere (1). Everyone depends on them (1) so it is up to everyone to do their bit (1) to make sure they are not destroyed."</p> <p>Accept any other valid explanation of the Global Commons.</p> <p><u>Marking notes</u> Award a maximum of 4 marks for an answer that explains the value of forests/oceans but does not include any overview of the GC concept (a shared resource for humanity). Award a maximum of 2 marks for a list with no explanation: 'Oceans, atmosphere, forests, Antarctica.'</p>	<p>(5)</p>

Indicative content		
22 (b)	<p><i>Knowledge, applied understanding and arguments in support:</i></p> <ul style="list-style-type: none"> • International laws and agreements could help limit carbon emissions (AO1) • Agreements and targets are already in use e.g. Paris Agreement (AO1) • Governments have the power to make changes in the behavior of citizens and businesses e.g. carbon taxes. (AO2) • Strong international laws have sometimes worked in the past e.g. dealing with the ozone hole, rights of refugees etc. (AO2) • Therefore, the best way to deal with the issues is strong 'top down' long-sighted governance rather than relying on individuals who may be more concerned with day to day living costs. (AO3c) • Moreover, the failure to date of introducing and abiding by binding targets underlines the need for even stronger laws / mechanisms. (AO3c) <p><i>Knowledge, applied understanding and arguments in opposition:</i></p> <ul style="list-style-type: none"> • Businesses and homes are primarily responsible for emissions, not governments. (AO1) • There are many players/stakeholders that must act to reduce emissions, not just governments. (AO1) • Governments often say one thing and do another, not always abiding by the laws they have agreed to follow. (AO2) • Governments may fear loss of voter support if they are seen to be following someone else's rules (threat to sovereignty argument). (AO2) • Therefore, it is important that national governments can act independently too, and can also empower citizens and businesses to act too. (AO3c) • However, a strong international framework can be helpful context/frame within which national governments can set their own targets (AO3c) 	<p>AO1:5 AO2:5 AO3:5</p> <p>(15)</p>
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-4	<p>Limited knowledge is shown of citizenship concepts, terms and issues relevant to the question. Some parts lack relevance. [AO1]</p> <p>Limited understanding of how this knowledge applies, shown by simple undeveloped comment about possible citizenship contexts. [AO2]</p> <p>The evaluation is undeveloped, lacking reasoned, coherent arguments. An overall judgement is missing or asserted. [AO3]</p>
Level 2	5-8	<p>Some knowledge is shown of citizenship concepts, terms and issues relevant to the question, but may be focused on one side only. [AO1]</p> <p>Some understanding of how this knowledge applies, shown by simple undeveloped comment about possible citizenship contexts. [AO2]</p> <p>The evaluation contains some reasoned, coherent arguments. An overall judgement is given, but with limited substantiation. [AO3]</p>
Level 3	9-12	<p>Some knowledge is shown of citizenship concepts, terms and issues, which is relevant to both sides of the question. [AO1]</p> <p>Mostly effective application of this knowledge, showing good understanding of possible citizenship contexts. [AO2]</p> <p>The evaluation contains reasoned, coherent arguments. An overall judgement is given. Substantiation is provided, although it may not be fully evidenced. [AO3]</p>
Level 4	13-15	<p>Wide-ranging and balanced knowledge is shown of citizenship concepts, terms and issues relevant to both sides of the question. [AO1]</p> <p>Effective and sustained application of this knowledge, showing good understanding of possible citizenship contexts. [AO2]</p> <p>The evaluation contains reasoned, coherent arguments. An overall judgement is given which is well substantiated through the evidence provided. [AO3]</p>

