



Mark Scheme (Results)

Summer 2025

Pearson Edexcel International GCSE
In Global Citizenship (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	Answer	Mark
1 (a)	In each case, award 1 mark for identification of an opinion, and 1 mark for further linked explanation or development. For example: - Some people think that refugees in our local area need to be given as much help as possible (1) because everybody has human rights that need to be respected. (1) - Other people think there are already not enough jobs or housing in the local area (1) and they worry about the additional costs of providing shelter for refugees. (1) - Some people think we shouldn't pollute our local river (1) because it feeds trash into the oceans (1) - Whereas others think we shouldn't worry about our own waste (1) because it's only a small % of the global amount (1) <u>Marking guidance</u> - The two answers may mirror one another to some degree - as shown above. - No credit may be given to material that does not relate in any way to the candidate's own stated community action title.	2+ 2 (4)

Question number	Indicative content	Mark
1 (b)	In each case award 1 mark for identification of a strength / weakness of the method and 1 mark for further linked explanation or development, up to a maximum of 2 marks. One strength of this research method. For example: - I used a questionnaire as it was a good way of finding out what people think about beach pollution (1) and I was able to ask many questions including what they think needs to be done. (1) - I researched information about climate change at the UN website (1) as this is a trustworthy source of secondary information (1) - I used secondary data because primary data collection is sometime challenging (1) as it involves being out of school (1) - I used convenience / random / stratified / other sampling method to help me choose who to ask (1) and be representative (1) One weakness of this research method. For example: - Many people I spoke to didn't want to spend time answering the questions (1) and this means that the overall results are not as trustworthy as I wanted them to be. (1) - The internet website was hard to use when it came to finding specific information (1) and there was nothing detailed about where I live / it was biased / unreliable (1) - The information from the sample was poor quality (1) because people were rushing in their survey response. (1) There are no marks for the statement for the method.	2 2

Question number	Answer	Mark
1 (c)	In each case, award 1 mark for a stated goal of the action plan, and up to 2 marks for further explanation or development of why the goals were needed and important e.g.: • 'One goal was to make sure that all primary school students are informed about the danger of vaping and e-cigarettes. (1) Our goal was to deliver a presentation as part of a school assembly. (1) This is important because the children are near an age when they may be tempted to try vaping, and we can warn them.' (1) • 'Make sure that my findings about traffic speeds are read by the local council. (1) I think it is important that they understand the issues and hear from people who have been negatively affected. (1) For my action to be meaningful I need to make sure it influences people who have the power to make a difference.' (1) • 'Make a PowerPoint presentation to all the teachers in our school about the issues facing female students. (1) For me personally this was an important goal because I have never been confident about speaking in public. (1) In the end I prepared carefully and was really proud of what I achieved.' (1)	3 + 3 (6)

Question number	Indicative content	Mark
1 (d)	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. How to identify what the issue should be. For example: • 'Firstly, make sure that the global issue is something that is particularly important for people in your local area. (1) You might be able to do that using secondary research and reading local newspapers. (1) Or you could do it by talking to local people and finding out what worries them most for example a lot of people where I live are concerned with the beach pollution.' (1) • 'Look online for an issue that seems to be neglected and needs more exposure. (1) Then check with your friends or people in your class that they agree this is an important issue they would like to be involved with. (1) But also make sure it's something you can find out facts about locally.' (1) How to identify who the audience should be. For example: • 'You might want to talk to everyone where you live if the issue affects them all. (1) But you may need to focus on changing the behaviour of people who are creating a problem. (1) It might be that some people don't realise the impact their pollution has on wildlife and you need to target them and show them what's happening with your presentation' (1) • 'If you want to bring about change then find out who has most power and authority. (1) For example, if you want to help raise awareness about food waste in your local area (1) you could ask a local supermarket who is the regional manager that you need to write to.(1)' No credit may be given to material that does not relate specifically to the candidate's own community action.	3 3 (6)

Question number	Answer	Mark
2	(d) A large world audience watched the competition in 2023. KEY – this is the definition of a global culture ie a world audience A - France hosting does not support the view this is global culture B - China hosting does not support the view this is global culture C – The past does not tell us anything about today	(1)

Question number	Answer	Mark
3	c) Gender equality (Goal 5) KEY – The source makes repeated mention of how the women’s sport used to be ignored but over time progress has been made towards equality A Playing sport can make people healthy but there’s no suggestion women would be unhealthy otherwise B Education might play a role but it is not the focus of the source D Women footballers might be paid a salary but payments not mentioned	(1)

Question number	Answer	Mark
4	d) NGOs are encouraging museums to act voluntarily. KEY – The source tells us that there are no laws in place for complex historical issues and instead NGOs are advocating for more returns. A All we know is that the bronzes were returned, not everything. B All we know is some objects were returned to DRC C Existing international laws do not cover historical issues	(1)

Question number	Answer	Mark
5	(a) The International Court of Justice KEY – This court deals with disputes between countries B This was the 1992 environmental meeting C This deals with international crimes D This deals with health and disease	(1)

Question number	Answer	Mark
6	b) global participation KEY – This phrase captures what’s in the 3rd box, which looks at global governance and organisations. A The source states this is the opposite of soft power. C Wealth is not one of the three boxes D TNCs are not in any of the boxes explicitly	(1)

Question number	Answer	Mark
7	b) Every citizen has a say in how they are governed. KEY – this is democracy. A – rights can be respected in non-democratic settings C – freedom of speech is not the same thing as democracy D – This is true of any country, democratic or not	(1)

Question number	Answer	Mark
8	In each case, award 1 mark for a suggested reason linked with ideas or issues from Source A (AO3). Award 1 further mark for the application (AO2) of citizenship concepts, ideas or issues to further explain the change. Other combinations of AO3 and AO2 are also acceptable (one detailed source-based answer and one detailed own knowledge answer). • More countries can afford the costs (1) now they have developed / become emerging economies. (1) • Countries want to showcase their culture / traditions (1) as this attracts tourists (1) • Women's football has grown in popularity (1) so even more countries want to join an important part of global culture. (1) • As attitudes to gender change, more women want their country to join in (1) this is supported by initiatives run by NGOs or the SDGs. (1) • Shrinking world / technology helps sports spread around the world (1) attracting more countries / populations as sporting participants (1) Accept any other valid suggestion relating to participation by countries or women or other groups of people in sports.	2+2 (4)

Question number	Answer	Mark
9 (a)	In each case, award 1 mark for a suggested reason linked with ideas or issues from Source A (AO3). Award 1 further mark for the application (AO2) of citizenship concepts, ideas or issues to further explain the return of items: • NGOs / other countries say it's wrong / must change (1) and if not, it might bring negative publicity on social media. (1) • The (governments of the) countries the items were taken from want them back (1) and have asked governments in Europe to put pressure on their museums. (1) • The items were taken during colonialism (1) and attitudes are now changing towards recognising how wrong this was. (1) • Since Black Lives Matter, there is much greater EDI awareness (1) and museums are decolonising their collections. (1) Accept any other valid suggestions.	2 + 2 (4)

Question number	Answer	Mark
9 (b)	Award 1 mark for a way in which the UN works and award 1 mark for further linked explanation, development or located example, up to a maximum of 2 marks. • Peacekeeping forces (1) protecting right to security/life. (1) • Peacekeeping (1) in DR Congo / Bosnia (or other e.g.) (1) • UDHR (1) sets out rights / principles for all conflicts (1) • The UNHCR / UN refugees agency (1) protects conflict refugees' right to asylum / shelter (1) • UN / WHO provide food/aid/resources in conflict zones (1) thus upholding right to food/life/shelter (1) • UN sets up meetings / mediation (1) to solve issues / make peace in ways that will protect rights of civilians (1) • Geneva Convention (1) uphold the rights of soldiers (1). Accept any other valid suggestion. <u>Marking guidance</u> 1 mark only for "UN provides emergency aid to people who are in areas of conflict like Sudan". There must be link to human rights.	(2)

Question number	Answer	Mark
10 (a)	Award 1 mark for any of the following up to a max of 2 marks: • Autocracy or autocratic rule • Totalitarian • Dictatorship • Absolute monarchy / 'Total' monarchy / monocracy • Credit other valid suggestions and synonyms. Examiners are expected to establish the validity of unfamiliar terminology used by centres in different international contexts. <u>Additional marking guidance</u> • Do not credit 'monarchy' or 'constitutional monarchy' as this may have / has strong democratic elements.	1 + 1 (2)

Question number	Answer	Mark
10 (b)	Award 1 mark for each point that is made and additional marks for further development. Possible themes include: • A country's TNCs - and some details of the brands, foods, music, ideas and culture they export globally. (Typical example – McDonald's spreading US food culture.) • A country's music artists (may name examples) - and explanation of how this is done (social media etc) or helps spreads specific language or traditions. (Typical example – K-Pop music spreading Korean language) • A country's TVs / films – with named examples and explanation of how this spreads language or traditions. (Typical example – Bollywood spreading Indian music styles.) • A country's migrants and diaspora - and details of the culture or businesses/restaurants that spreads with them. (Typical example – Chinatown / restaurants spreading Chinese food) • A country's media or dominance of internet / social media platforms - helping spread its ideas, language and norms. (Typical example – Instagram spreading US English language.) • Spending by a country's government for example on sports events that showcase its culture and encourage tourism. (Typical example – Chinese culture display at 2008 Olympics.) • Spending by a country's government on cultural missions or other overseas activities. <u>Marking guidance</u> 3 marks can be gained via the detailed development of one single idea, or through three brief explanations. For example: • McDonald's is a US company (1) that has introduced American fast-food tastes to the world (1). McDonald's has also helped to spread English words like 'fries' and 'burgers'. (1) • South Korea makes K-pop and K-drama (1) and this exposes the world to the Korean language (1). Korea is also famous for Kimchi food which has spread globally. (1) • The British spread their culture by colonialism. (1) The British spread their culture today with the BBC. (1) The British are also known for things like fish and chips, James Bond, and The Beatles. (1) • 1 mark for a list of famous national things (see point above). There are no marks for the naming of the country.	(3)

Question Number	Indicative content	Mark
11	Possible points and views in support: - It is unfair / unjust when a particular group of people are discriminated against or suffer human rights abuses (AO1) - For example, discrimination against women, LGBTQ+ or other minority, including lack of representation in sports (AO1) - National / international laws might protect equality or make hate crimes an offence, or make museums return relics (AO2) - International laws might require countries to tackle certain unfair outcomes, for example giving shelter to refugees (AO2) - Laws can make hate crimes or discrimination punishable in criminal or civil courts which is an effective deterrent (AO3) - Making something punishable by law sends a strong signal to everyone that social norms about fairness are changing (AO3) Possible points and views in opposition: - Campaigns run by civil society or non-governmental organisations are another way of bringing change (AO1) - Media, including films and television, and increased representation in sport can help change attitudes (AO1) - Advocacy, influencing and seeking to change people's minds in positive ways can be more effective than punishment (AO2) - Laws can be ignored so it is important to work at changing how people think as well, e.g. using soft power (AO2) - It can take a long time or several generations to bring about lasting social change however (AO3) - One argument might be that a combination of methods is the best way to tackle unfair issues and outcomes (AO3)	3 AO1 3 AO2 3 AO3 (9)

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	Wide 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	b) Their incomes vary greatly. Key – we are told there are both low income and high income countries in the global south A Not true – see above C Untrue – see map and text D Untrue – see map and text	(1)

Question number	Answer	Mark
13	a) Divide each country's GDP figure by its population size KEY – this is the correct way. B Land size is not part of the equation C See above D No, you divide	(1)

Question number	Answer	Mark
14	c) countries are becoming interdependent Key – Interdependence is when two countries rely on one other in this case through a trade relationship A No, it shows the opposite B There is no mention of local communities in the passage. D There is no mention of global Commons in the passage.	(1)

Question number	Answer	Mark
15	d) They are sure to become Morocco's biggest solar power customers. KEY – 'they are sure to' is an assertion of opinion or speculation A – fact B – fact, 'just one of' is not an opinion D – fact, this can be evidenced.	(1)

Question number	Answer	Mark
16	c) improve the health of rural women KEY – This is the focus – the passage is clear. We are told that charges are there to cover costs so no inference of any other motive such as profit. A See above. B This is neither stated nor implied. D Neither stated nor implied.	(1)

Question number	Answer	Mark
17	b) Shrinking world KEY – this is the very essence of the shrinking world concept as defined in the specification glossary. A, B and C are in no way illustrated by the statement.	(1)

Question number	Answer	Mark
18 (a)	In each case, award 1 mark for a valid challenge. Award 1 further mark for the application (AO2) of citizenship concepts, ideas or issues to further explain or develop the challenge, up to a maximum of 4 marks. • Under colonialism, Global S resources / people were removed / migrated (1) and this slowed down development / growth (1) • Free trade has left workers in the Global S with very low incomes (1) creating long term challenges for development for example lack of taxes for infrastructure (1) • Global N countries want Global S populations to work as low-paid factory workers (1) and take profits for themselves (1) • Migration has caused a brain drain from the Global S (1) The result being a lower GDP for some countries (1) Accept any other valid answers.	2 + 2 (4)

Question number	Answer	Mark
18 (b)	Award 1 mark for mostly accurate knowledge of the three HDI components. • The HDI includes life expectancy data, with (per capita) GDP/GNI/income, and (years of) education. Award up to 2 marks for explanatory and/or development points: • Combined, the 3 components give a development overview. • A number is calculated between 0 and 1 (accept 0-100) • A high score means a more developed country, and vice versa. • All the world's countries can be ordered / ranked. • For example, high scores of 0.9 or more are often found in Scandinavian countries that are highly developed. • Can also be used to compare past and present development of the same country. Example answers: • First, the HDI combines GDP, education and health (1) Next, each country is given a final score out of 100 (1) and this allows countries to be compared / ranked (1) • The HDI takes income, education and life expectancy (1) which combine to show overall development. (1) According to HDI scores Norway is very high but Haiti is low score. (1) <u>Further guidance</u> A statement of HDI components, some of which are incorrect, can be credited if 2/3 components are broadly correct. "The HDI combines GDP ✓, happiness (X) and the environment (X)" would score 0 marks. But "It combines life expectancy ✓, GDP ✓ and happiness (x)" would score 1 mark.	1 + 2 (3)

Question number	Answer	Mark
19	In each case, award 1 mark for a valid explanation and 1 mark for the further application (AO2) of knowledge, up to a maximum of 2 marks. In each case, only one reason can be credited. one reason why governments want to stop using fossil fuels • Reduce carbon emissions / footprint / reach net zero / stop climate change / stop global warming (1) which is leading to melting ice / rising sea levels / extreme weather (1) • Paris Agreement or national reduction targets require this (1) to reduce greenhouse gas use / be more sustainable (1) • Fossil fuels are a source of toxic air pollution / acid rain (1) with harmful effects for biodiversity / respiratory health (1) • European countries want to stop using Russian gas (1) because of the war in Ukraine. (1) • Fossil fuels are non-renewable and will run out (1) so it makes sense to move / transition to renewables. (1) <u>Additional guidance:</u> • No credit for 'Burning fossil fuels harms the environment' without some basic explanation eg global warming. • 1 mark only for 'Fossil fuels cause air pollution, which harms animals and people's health' without some detail of the harm. • 1 mark only for 'Fossil fuels release carbon, which leads to climate change' without some detail of the issue. one reason why some governments are not developing alternative energy sources • Developing alternatives is expensive / time-consuming / needs technology (1) and developing countries may prioritise other goals such as transport infrastructure / education. (1) • Some countries use fossil fuels as a main income source (1) for example Middle Eastern countries. (1) • May lack the climatic conditions needed for renewables (1) e.g. sufficient sun for solar or wind for turbines. (1) • Some politicians are sceptical about climate change, (1) and they have the power to decide energy policies. (1) • Local communities have complained about wind turbines (1) and this is called Nimby attitudes. (1) <u>Additional guidance:</u> • 1 mark only for 'It is too expensive and time consuming, and developing countries want to spend money on other things' without some explanation of the other things e.g. schools.	2 2 (4)

Question number	Answer	Mark
20 (a)	Award 1 mark for any of the following, up to 2 marks total. • Vaccinations/medicines/treatment (usually in partnership) • Medical staff e.g. doctors (typically advisory / emergency) • Medical equipment (long-term) • Information / education about diseases (e.g. HIV, Ebola) • Advice and guidance on health standards / rules (Covid-19) • Carry out important / new medical / health research • Medical/health aid (need not specify) in rural areas • Medical/health aid (need not specify) targeted at minorities / women / migrants / refugees / other marginalised group • Accept any other valid or plausible health/medical answers. <u>Marking guidance</u> • Do not credit 'Gives medical aid/help to countries.' • Do not credit international aid actions that are beyond the remit of the WHO - it does <i>not</i> distribute food, water, tents, or other survival items (it is WFP / Red Cross that do this) • Credit 2 two similar ways provided the health focus differs (advises measles vaccination + Covid vaccination = 2 mark) • Do not credit 'build hospitals' or other national infrastructure.	1 + 1 (2)

Question number	Answer	Mark
20 (b)	Award 1 mark for a basic explanation of a negative impact and 1 mark for further explanation up to a maximum of 2 marks. • Cyberbullying online / on social media (1) results in depression, anxiety, wellbeing, mental health, or worse. (1) • Hate speech online (1) leads to depression / anxiety (1) • Hackers can steal information and people's money online (1) which could leave people in debt / poverty / owing large amounts of money they cannot pay back. (1) • Fake news / disinformation about issues (1) e.g. people refuse to be vaccinated / use unsafe medication. (1) • Adults gain trust of children (1) which puts them at risk. (1) • Online purchasing of illegal drugs / weapons / pornography (1) so overdose / injury / mental health issues / arrest. (1) • The costs of technology are too high for people on lower incomes (1) leading to debt / greater inequality (credit as welfare / quality of life issue). (1) • Social media / TikTok use is addictive (1) and may have harm people's work / education / relationships. (1) • Life online reduces real-world confidence (1) linked with introversion / socialisation issues. (1) • Accept any other valid answers and developments. <u>Marking guidance</u> • Award 0 mark for "People are exposed to risk, danger and mental stress" because the role of technology is unclear. • Award 1 mark only if the impacts on people's welfare are underdeveloped e.g. ○ "Cyberbullying has negative impacts on people's health." ○ "Hackers get into your account, so you have less money." ○ "TikTok is highly addictive resulting in people spending hours online, which harms their welfare."	(2)

Question number	Indicative content		Mark
21	Possible points and views in support: • Modern technologies include social media, artificial intelligence, drones, and much more (AO1) • Inequality can be measured by income GDP, but also gender, race and other identity issues and inequalities (AO1) • Modern technologies have resulted in job losses e.g. the automation of production - making some people poorer (AO2) • The growth of technology companies such as Apple have helped make rich countries like the US even richer (AO2) • Modern technologies can therefore be seen as a major cause of inequality at a global scale (AO3) • They are a cause of inequality at local scales, e.g. when rural areas have poor internet and so a 'digital divide' grows (AO3) Possible points and views in opposition: • There are many other causes of inequality including poor governance or lack of access to markets or resources (AO1) • Inequality can be measured in ways other than money, including protection of rights and freedoms (AO1) • Technology has been used to reduce inequalities for example increased health care in rural Pakistan, solar in Sahara (AO2) • Technology has been used in support of human rights for example social media campaigns such as #BLM (AO2) • Technology is therefore a mixed blessing, or two-edged sword, that can both help and hinder poverty reduction (AO3) • Technology contributes to inequality in combination with many other factors such as governance and tax regimes (AO3)		3 AO1 3 AO2 3 AO3 (9)
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	Wide 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]	

	Answer	Mark
22 (a)	Award 1 mark for knowledge (AO1) of the following or other outlined points and examples of sovereignty, up to a maximum of 5 marks. <i>The features do not need to be exclusive to sovereign states</i> (some are shared by non-sovereign territories e.g. state of California makes laws and has borders) • A country's independence / own power / self-rule (1) • Own government / parliament (1) • Law-making (1) • Own currency (1) • Own passport (1) • UN member (1) • Clear / recognized international borders (1) • Takes unilateral military action (1) • Independently negotiated trade deals (1) • Can join intergovernmental organisation (1) e.g. Poland joined EU (1) • Free from interference by other countries (1) e.g. Ukraine's fight to remain free of Russian interference (1) • Takes decisions without approval of an intergovernmental organisation (1) e.g. UK after exit from the European Union (1) • A breakaway region may claim sovereignty for itself (1) e.g. when South Sudan broke away from Sudan (1) • Sovereignty in a wider sense could mean controlling flows of information or migrants across borders (1) e.g. China's internet restrictions (1) Accept any other valid points, ideas and developed examples. <u>Marking guidance</u> ○ Award a maximum of 4 marks for an answer lacking examples. ○ Do not award marks for the mere naming of countries. The list above gives guidance for the award of marks through exemplification. ○ Do not credit material that is focused on a country's cultural or religious identity without some link to sovereignty / autonomy / borders. ○ Do not credit answers that conflate state sovereignty with a sovereign monarch e.g. Charles III. <u>Example answers and scores</u> "Sovereignty is when a country has its own government (1) and is in control of its own rules and laws (1) and does not let other countries tell it what to do (1) as happened when countries in Africa were colonised (1). Globalisation and ideas spread by the internet make it harder for countries to protect full sovereignty (1) TOTAL: 5 "A country's sovereignty means it has power over itself (1) and cannot be told what to do by other countries. (1) China and India are good examples of countries that have sovereignty. (0) A country's culture and religion are part of its sovereignty too, so K-Pop music from South Korea gives the country its influence in the world." (0) TOTAL: 2	(5)

	Indicative content		
22 (b)	<i>Knowledge, applied understanding and arguments in support:</i> - A record number of economic migrants is on the move today along with very large numbers of refugees (AO1) - Society and culture changes include: people's language ethnicity, diets, aspirations, life expectancy, health and much more (AO1) - Migration has always caused places to change historically, with many countries absorbing different people and their languages (AO2) - Examples include colonised nations whose languages and religions changed, and present-day global hubs e.g. Germany, Nigeria, Singapore, US (AO2) - Many social changes are linked to migration including populist social movements in Western countries e.g. rise of Trump, Brexit (AO3c) - In conclusion, strong evidence suggests migration is a main cause of both progressive and reactionary changes in many countries but not all (AO3c) <i>Knowledge, applied understanding and arguments in opposition:</i> - The internet and globalisation are key causes of social-cultural change (AO1) - Transnational corporations and intergovernmental organisations are external forces that affect most countries today (AO1) - Some countries restrict migration and so it becomes a lesser cause of social and cultural change whereas other countries are open to migration (AO2) - Countries have always changed internally over time, for example increases in life expectancy and the growth of new social movements (AO2) - Historically migration has linked with other forces to drive change, for example migrants bring ideas and science that drive development (AO3c) - More barriers may now be rising to migration and globalisation, meaning that it could become a less important cause of change in the future (AO3c)		AO1 AO2 AO3
			(15)
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] 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	Wide 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. Overall judgement given. Substantiation 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]	

