

**iLowerSecondary**

# **GLOBAL CITIZENSHIP**

## **SAMPLE ASSESSMENT**

### **MATERIALS**

**Pearson Edexcel International Award in Lower Secondary  
Global Citizenship (LGL11)**

**For first teaching September 2021**

**First examination June 2024**

**Issue 1**



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Publication code GQ000004

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# Introduction

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The Pearson Edexcel International Award in Lower Secondary Global Citizenship is designed for use in international schools. It is part of a suite of *iLowerSecondary* qualifications offered by Pearson.

These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take.



# General marking guidance

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- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved. 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/indicative content will not be exhaustive. However, different examples of responses will be provided at standardisation.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.

## Marking guidance for levels-based mark scheme – Question 23(c)

### How to award marks

The indicative content provides examples of how students will meet each skill assessed in the question. The levels descriptors and indicative content reflect the relative weighting of each skill within each mark band.

### Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

### Placing a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance. Statements relating to the treatment of students who do not fully meet the requirements of the question are also shown in the indicative content section of each levels based mark scheme. These statements should be considered alongside the levels descriptors.

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements fully, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only barely meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a reasonable match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.



Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

## Pearson Edexcel International Award in Lower Secondary

Sample assessment material for first teaching September 2021

Time 1 hour 30 minutes

Paper  
reference

**LGL11/01**

# Global Citizenship

## Achievement test

**You do not need any other materials.**

Total Marks

### Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

### Information

- The total mark for this paper is 80.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

### Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- It is recommended that you spend:
  - approximately 15 minutes each on the questions in Sections A and B
  - approximately 25 minutes each on the questions in Section C
  - approximately 35 minutes each on the questions in Section D.
- Check your answers if you have time at the end.

Turn over ►

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## SECTION A

### The Wider Community and Myself

Answer ALL questions.

It is recommended that you spend approximately 15 minutes on the questions in this section.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

For other questions, write your answers in the spaces provided.

1 A 'just society' is where:

- A a dominant group makes decisions in their own interests.
- B rules and regulations do not limit the behaviour of poor people.
- C stricter punishments are applied to protect wealthy people's property.
- D the rights and wellbeing of everyone are valued and defended equally.

(Total for Question 1 = 1 mark)

2 Historical accounts of the past are mostly:

- A accurate.
- B objective.
- C selective.
- D unbiased.

(Total for Question 2 = 1 mark)

3 A law that states who a landlord may or may not rent property to is best described as:

- A impartial.
- B judicial.
- C partial.
- D prejudicial.

(Total for Question 3 = 1 mark)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

4 Which statement best explains why a person on a business trip might visit a foreign country?

- A Look for a new experience.
- B Meet an important, new customer.
- C Rest or enjoy a holiday away.
- D Visit an interesting, famous historical site.

**(Total for Question 4 = 1 mark)**

5 What is the most effective way to resolve conflict between two people?

- A Discuss the causes of the dispute and agree an outcome.
- B For them to disagree and ignore each other.
- C One of them to give in because they do not like arguing.
- D One of them to insist they are right and their view must be accepted.

**(Total for Question 5 = 1 mark)**

6 How might the United Nations (UN) try to resolve conflict between two member states?

- A Impose a fine on either state that ignores UN rules.
- B Pay compensation for any damage caused.
- C Remove both states from the UN unless they compromise.
- D Send UN advisors to negotiate a compromise.

**(Total for Question 6 = 1 mark)**

7 What is a 'violation of human rights'?

- A Introducing a higher rate of income tax for very rich people.
- B Providing support in a natural disaster to residents and migrants alike.
- C Reducing the opening hours of shops during an economic crisis.
- D Stopping teenage girls from going to secondary school.

**(Total for Question 7 = 1 mark)**

8 What is a system of government where one person has total power called?

- A Aristocratic
- B Autocratic
- C Democratic
- D Meritocratic

(Total for Question 8 = 1 mark)

9 What is 'biodiversity'?

- A All of the different forms of life found in a single area.
- B A new species evolved to respond to the flora of an area.
- C The organic matter used to create habitats for different species.
- D The variety of organic matter used to produce energy.

(Total for Question 9 = 1 mark)

10 When will an animal become an endangered species?

- A It has adjusted to a habitat damaged by human activity.
- B Its population has declined by 50–70 per cent over 10 years or three generations.
- C Its population is scattered over more than three geographical regions.
- D It shows a fast-growing genetic variation.

(Total for Question 10 = 1 mark)

11 Give **two** examples of discrimination.

1 .....

.....

2 .....

.....

(Total for Question 11 = 2 marks)

12 (a) Name **one** famous defender of human rights.

(1)

.....

.....

(b) Give **one** way in which they defended human rights.

(1)

.....

.....

**(Total for Question 12 = 2 marks)**

13 State what the letters 'NGO' stand for and give **one** example of an NGO.

NGO stands for:

.....

.....

Example of an NGO:

.....

.....

**(Total for Question 13 = 2 marks)**

**TOTAL FOR SECTION A = 16 MARKS**

**SECTION B**

**Myself and My Community**

**Answer ALL questions. Write your answers in the spaces provided.**

**It is recommended that you spend approximately 15 minutes on these questions.**

**14** (a) Give **one** benefit of working as a team rather than on your own. (1)

.....  
.....

(b) The people who are in charge of schools and communities have methods to find out student or member opinions.

State and explain **two** different methods they use to find out opinions. (4)

1 .....

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.....  
.....

2 .....

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.....  
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**(Total for Question 14 = 5 marks)**

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

15 (a) Name **one** factor that a child has no control over, but which can shape their identity.

(1)

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(b) A person's identity can sometimes change.  
Explain **two** reasons why this might happen.

(4)

1 .....

.....

.....

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2 .....

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**(Total for Question 15 = 5 marks)**

16 Read this passage about famine in Madagascar.

In July 2021 the United Nations (UN) Food Agency warned that 1.14 million people in southern Madagascar were struggling to feed their families. The worst droughts in forty years led to food sources almost disappearing completely, pushing communities to the brink of starvation.

(Source: adapted from Charlotte Rodrigues, The Independent, 22.07.21 <https://www.Independent.co.uk/climate-change/madagascar-famine-climate-crisis-b1888058.html>)

(a) Name **two** international organisations, other than the UN Food Agency, that provide help for countries experiencing famine.

(2)

1 .....

2 .....

(b) Explain **two** reasons, other than drought, why a country may experience food shortage.

You will need to use your own knowledge to answer this question.

(4)

1 .....

2 .....

(Total for Question 16 = 6 marks)

TOTAL FOR SECTION B = 16 MARKS



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

**SECTION C**

**Myself as a Citizen in the Country Where I Live or Study**

**Answer ALL questions. Write your answers in the spaces provided.**

**It is recommended that you spend approximately 25 minutes on these questions.**

**17 (a) State and explain **one** benefit of internal migration (within your country). (2)**

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**(b) Explain **two** ways that people or goods from other countries influenced the lifestyle change in your own country. (4)**

1 .....

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.....

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2 .....

.....

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.....

**(Total for Question 17 = 6 marks)**

18 Read the passage and answer the questions that follow.

We have developed into a throwaway or consumer-driven society. Ever-increasing waste, produced from high consumption of commodities is damaging the environment. This is the result of the growing variety of items we think we need every day. We must take proper actions promptly to avoid more serious damage to the environment.

(a) Explain what a 'throwaway' or 'consumer-driven' society means.

(2)

.....

.....

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(b) Increasingly high food consumption and use of a range of commodities could damage the environment.

Give **two** examples of how the environment could be damaged in the country where you live.

(2)

1 .....

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2 .....

.....

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(c) Suggest **two** actions that people living in your country could take to prevent more serious damage to the environment.

You will need to use your own knowledge to answer this question.

(4)

1 .....

.....

.....

2 .....

.....

.....

.....

**(Total for Question 18 = 8 marks)**

19 Read the passage and answer the questions which follow.

Children can inherit advantage or disadvantage from their parents' situation. If parents are wealthy, the child is more likely to be wealthy. If parents are poor, the child is more likely to be poor and may become part of a cycle of poverty.

(Source: adapted from [https://povertycycle.weebly.com/What is the Poverty Cycle? - Poverty Cycle \(weebly.com\)](https://povertycycle.weebly.com/What is the Poverty Cycle? - Poverty Cycle (weebly.com)))

(a) What does 'cycle of poverty' mean? (2)

.....

.....

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.....

(b) (i) Identify **one** organisation or group that is working to deal with problems of poverty in your local community or country. (1)

.....

.....

(ii) State **one** method this organisation has used and explain how it has helped people living in poverty. (3)

Method:

.....

.....

Explanation:

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**(Total for Question 19 = 6 marks)**

**TOTAL FOR SECTION C = 20 MARKS**

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

**SECTION D**

**Myself as a Global Citizen**

**Answer ALL questions. Write your answers in the spaces provided.**

**It is recommended that you spend approximately 35 minutes on these questions.**

**20** (a) (i) Name **one** armed conflict of the 21st century. (1)

.....

.....

(ii) Give **one** reason why that conflict started. (1)

.....

.....

(b) (i) Name **one** humanitarian organisation involved in dealing with the effects of that armed conflict. (1)

.....

.....

(ii) Explain the work it did. (3)

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**(Total for Question 20 = 6 marks)**

21 Read the passage and answer the questions that follow.

Human rights may be at risk during a natural disaster. Such events require the active protection and promotion of human rights. During a disaster, the usual social standards and legal protections may break down. Humanitarian aid can reduce human rights violations. It can provide immediate relief and assistance. It can also work to see that the international human rights standards are enforced. These standards can promote accountability, restore the rule of law and support measures to prevent exploitation, ill-treatment and violence.

(a) Identify **two** benefits of humanitarian assistance during a natural disaster.

(2)

1 .....

2 .....

(b) (i) Name **two** human rights which might be threatened during a natural disaster.

(2)

1 .....

2 .....

(ii) Explain how human rights may be threatened during a natural disaster.

(2)

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**(Total for Question 21 = 6 marks)**

22 Read the passage and answer the questions that follow.

A report published in 2022 claimed that gender equality achievements such as equal pay and equal opportunities for education have been threatened in recent years. Since 2020, 26% of women lost employment compared to 20% of men around the world. In eastern Europe and central Asia, women dropped out of education four times more often than men. Also, they were more likely to experience gender-based violence. In many countries, there has been an increase in the expectations of women to work without compensation. Urgent action is required to maintain and increase improvements in gender-based equality.

(Source: <https://www.theguardian.com/world/2022/mar/02/Covid-has-intensified-gender-inequalities-global-study-finds> | Gender | The Guardian accessed March 2 2022)

- (a) Give **one** example of a recent improvement in gender equality not indicated in the passage. (1)

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.....

- (b) What does the expression 'work without compensation' mean? (2)

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.....

.....

.....

(c) According to the passage, women are more likely than men to lose their jobs.

State and explain **two** different reasons why women are generally more likely to lose their jobs than men.

(4)

1 .....

because:

.....

2 .....

because:

.....

**(Total for Question 22 = 7 marks)**



23 Look at the image of a sedimentary rock formation and landscape and answer the questions that follow.



(Source: © Avalon/Getty Images)

(a) Sedimentary is one of the three main types of rock.

Name **one of the other two main** rock types.

(1)

.....

.....

(b) Explain **one** way in which sedimentary rocks can help shape a landscape.

Use the image and your own knowledge.

(2)

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.....

(c) Modern farming practices have had a greater impact on shaping the landscape than the geology of the area in the country/area where you live.

How far do you agree with the above statement?

In your answer, you should consider:

- how modern farming methods have helped shape the landscape
- how the geology of an area has helped shape the landscape.

(6)

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**(Total for Question 23 = 9 marks)**

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**TOTAL FOR SECTION D = 28 MARKS**  
**TOTAL FOR PAPER = 80 MARKS**

Pearson Edexcel International Award in Lower Secondary Global Citizenship  
Achievement test mark scheme

Section A: The Wider Community and Myself

Question number and reference	Answer	Mark
1 SJ.1.1	<b>D is correct because it is about fairness to everybody.</b> A is not correct because it removes the responsibility for thinking of others and behaving fairly. B is not correct because this is unfair to minority groups. C is not correct because it is unfair to those who do not own (much) property.	(1)

Question number and reference	Answer	Mark
2 ID.2.2	<b>C is correct because historical accounts have to choose what to include and what to omit.</b> A, B and D are not correct because historical accounts are usually written with an agenda and from a particular viewpoint.	(1)

Question number and reference	Answer	Mark
3 ID.2.3	<b>D is correct because it involves a form of discrimination.</b> A is not correct because impartiality is the reverse of discrimination. B is not correct because it is about legal decisions and will come after an event, whereas such a law would come before the event. C is not correct because it is the reverse of impartiality and is one-sided.	(1)

Question number and reference	Answer	Mark
4 GI.3.1	<b>B is correct because a businessperson (as opposed to ordinary travellers or holidaymakers) is most likely to visit a foreign country to meet a new customer.</b> A, C and D are not correct because they all cite general reasons, and do not relate specifically to business reasons.	(1)

Question number and reference	Answer	Mark
5 PC.4.2	<b>A is correct because it is about reaching a solution that is satisfactory to both parties.</b> B is not correct because it makes no effort to find a resolution. C is not correct because it might appear to stop the argument, but it leaves the conflict unresolved. D is not correct because it attempts to establish a solution on the basis of force rather than agreement.	(1)

Question number and reference	Answer	Mark
6 PC.4.2	<b>D is correct because the role of the UN is to promote international peace, security and cooperation.</b> A is not correct because the UN might encourage member states to impose sanctions but does not have the power to impose fines. B is not correct because the UN would not use its finances to compensate for damage caused C is not correct because the UN is about seeking to negotiate resolutions between members, not stopping states from being members - this would decrease UN influence.	(1)

Question number and reference	Answer	Mark
7 HR.5.1	<b>D is correct as it is based on discrimination because of age and gender.</b> A is not correct as there is no automatic right for one person to pay more or less tax than another. B is not correct as supporting any people in a natural disaster is not a violation of human rights - quite the contrary. C is not correct as all shops and customers are being treated the same, and there is no discrimination directed against any individuals or groups.	(1)

Question number and reference	Answer	Mark
8 PG.6.1	<b>B is correct as it is rule by a dictator or authoritarian power.</b> A is not correct because it means power is held on the basis of birth. C is not correct because it means power is held by those selected by the people. D is not correct because it means power is held by people selected on the basis of merit.	(1)

Question number and reference	Answer	Mark
9 SD.7.3	<b>A is correct because it is inclusive of all living forms in an area.</b> B is not correct because it only refers to a single species, and not to the variety of animal and vegetable life. C is not correct because the organic matter is not used to create habitats. D is not correct because it is an alternative definition of biomass.	(1)

Question number and reference	Answer	Mark
10 SD.7.6	<b>B is correct because this is one of the main criteria for being included on the endangered species list.</b> A is not correct because one of the criteria for inclusion is loss of natural habitation through human or other. activity. C is not correct because one of the criteria for inclusion is a geographically restricted population. D is not correct because one of the criteria for inclusion is a limited genetic variation.	(1)

Question number and reference	Answer	Mark
<b>11</b> <b>ID.2.3</b>	Responses might include: bullying, favouritism, name-calling, prejudice against colour/race/wealth/ability/dress/appearance.  Award 1 mark for each of two different but credible options. There is no need for development or explanation.	<b>(2)</b>

Question number and reference	Answer	Mark
<b>12 (a)</b> <b>HR.5.4</b>	Responses might include: Andrei Sakharov Desmond Tutu Mahatma Gandhi Malala Yousavzai Martin Luther King Rosa Parks  Award 1 mark for naming an individual. The question asks for a famous defender. Do not reward for naming obscure local figures.	<b>(1)</b>

Question number and reference	Answer	Mark
<b>12 (b)</b> <b>HR.5.4</b>	Responses might include: He used his position and influence to campaign against the discriminatory policy of apartheid in South Africa.  Award 1 mark for a simple statement about an action they took to defend human rights.	<b>(1)</b>

Question number and reference	Answer	Mark
<b>13</b> <b>GI.3.3</b> <b>HR.5.4</b>	Responses might include: NGO stands for a non-governmental organisation. (1), e.g. Greenpeace (1). Some common examples are as follows: Greenpeace, Amnesty International, Mercy Corps, Médecins sans Frontières, Oxfam, Save the Children.  Award 1 mark for stating that 'NGO' stands for 'non-governmental organisation' and 1 mark for naming an example.	<b>(2)</b>

## Section B: Myself and My Community

Question number and reference	Answer	Mark
<b>14(a)</b> <b>PG.6.2</b>	<p>Responses might include:  more people to share work out  range of different skills, knowledge-sharing and discussing ideas  different perspectives  easier to absorb team member dropping out  mutual support and encouragement.</p> <p>Award 1 mark for one benefit.  Do not credit answers that give disadvantages.</p>	<b>(1)</b>

Question number and reference	Answer	Mark
<b>14(b)</b> <b>PG.6.2</b>	<p>Responses might include:</p> <ol style="list-style-type: none"> <li>1 A consultative committee/school council (1) might be elected/chosen by members or selected at random (1).</li> <li>2 Questionnaires (1) could be issued to all students/members and answers analysed (1).</li> </ol> <p>For each of the 2 responses, award 1 mark for identifying a method of consultation, and 1 mark for development.  No transfer of marks between responses.</p>	<b>(4)</b>

Question number and reference	Answer	Mark
<b>15(a)</b> <b>ID.2.1</b>	<p>Responses might include:  family  birth order  family income  school attended  hair/eye colour  height  skin colour  ethnicity  place of birth  biological gender.</p> <p>Award 1 mark for one factor.  No development is required.  Do not credit answers that refer to factors which children can control, such as the games they choose to play or the friends they mix with.</p>	<b>(1)</b>

Question number and reference	Answer	Mark
<b>15(b)</b> <b>ID.2.1</b>	<p>Responses might include:</p> <ol style="list-style-type: none"> <li>1 We associate with many different people or groups (1) so I might have one identity as a member of a cheer team, and a different identity in class (1).</li> <li>2 Over time, we have different experiences (1). This means that the things that interest me and make me who I am can change (1).</li> </ol> <p>For each of the two different responses, award 1 mark for a simple reason, and 1 mark for development. No transfer of marks between responses. The key idea here is fluidity; none of us have a single identity but many identities that can change according to what we are doing or who we are with, or good or bad experiences.</p>	<b>(4)</b>

Question number and reference	Answer	Mark
<b>16(a)</b> <b>GI.3.3</b> <b>GI.3.5</b>	<p>Responses might include:</p> <ul style="list-style-type: none"> <li>Hunger Plus</li> <li>Red Cross</li> <li>Red Crescent</li> <li>Mercy Corps</li> <li>Oxfam</li> <li>Relief International</li> <li>Save the Children</li> <li>World Vision International</li> </ul> <p>Award 1 mark for each of the 2 different responses. They should be international agencies, and not national or local organisations.</p>	<b>(2)</b>

Question number and reference	Answer	Mark
<b>16(b)</b> <b>GI.3.5</b>	<p>Responses might include:</p> <ul style="list-style-type: none"> <li>Flood (1) can destroy crops, causing food shortages (1).</li> <li>Disease (1) can reduce or kill the workforce so that crops are not planted or harvested (1).</li> <li>Disease can destroy crops (1), meaning that there is a low yield (1).</li> <li>Corrupt governments (1) may sell essential foods overseas, rather than making them available to the population (1).</li> </ul> <p>The most likely responses are: flood, war, disease, natural disaster, fire, difficulties with trader routes/transport links, high prices, corrupt governments, suppliers restricting supply to raise prices.</p> <p>Award 1 mark for each of the 2 different responses, and 1 mark each for explanation or development. No transfer of marks between responses.</p>	<b>(4)</b>



### Section C: Myself as a Citizen in the Country Where I Live or Study

Question number and reference	Answer	Mark
<b>17(a)</b> <b>GI.3.1</b>	<p>Responses might include:</p> <p>People may want to achieve a better quality of life (1) by moving to a warmer part of the country (1). People may move to take up a new job (1) because there is high unemployment where they live (1).</p> <p>Others may include: to be near relatives, to secure cheaper housing, to escape external danger, to escape natural or fabricated disasters, to make a new start.</p> <p>Award 1 mark for identifying a benefit, and 1 mark for development and explanation. No transfer of marks between responses. Do not credit disadvantages. Do not credit benefits to the country rather than to individuals.</p>	<b>(2)</b>

Question number and reference	Answer	Mark
<b>17(b)</b> <b>GI.3.1</b> <b>SD.7.5</b>	<p>Responses might include:</p> <p>One of the main influences has been food (1). McDonalds, a US food chain, has made burgers a standard food item (1). Different styles of western music have become popular (1) so American pop stars like Taylor Swift lead the music charts (1).</p> <p>Others may include examples of: food, dress, music, art, entertainment, language, education.</p> <p>Answers may deal with economic influences, such as: capital investment, favourable trade agreements, capital dependency (economic imperialism), creation/encouragement of consumer society, consumer goods, technology.</p> <p>Award 1 mark for identifying each of two different influences, and 1 mark each for development and explanation. No transfer of marks between responses. These can be positive or negative influences.</p>	<b>(4)</b>

Question number and reference	Answer	Mark
<b>18(a)</b> <b>SD.7.5</b>	<p>Responses might include:</p> <p>A society in which people use an item only once (1) because goods are cheap and are not designed to be reused (1).</p> <p>Award 1 mark for a simple definition, and 1 mark for development.</p>	<b>(2)</b>



Question number and reference	Answer	Mark
<b>18(b)</b> <b>SD.7.3</b> <b>SD.7.4</b>	<p>Responses might include: wastefulness of resources (1) loss of biodiversity (1).</p> <p>Other responses might include: deforestation, change of land use, erosion, over-exploitation of resources, harmful farming/extraction/manufacturing methods, increased carbon output, excess transport, land degradation, shortage of food/resources/manufactured goods in poorer states.</p> <p>Award 1 mark for each of the two different valid answers. There is no need for development or explanation.</p>	<b>(2)</b>

Question number and reference	Answer	Mark
<b>18(c)</b> <b>SD.7.5</b> <b>SD.7.6</b>	<p>Responses might include: The passage suggests we should reduce our consumption (of food) (1). This could reduce the energy needed to grow and process food (1). We could change our travel habits (1). If we walk rather than drive, we would reduce pollution and save fuel (1).</p> <p>Passage suggests or implies: reusing goods rather than throwing them away after single use, reducing consumption, changing priorities and wants/needs, the need for awareness that we can each make a contribution to reduce damage to the environment.</p> <p>Other possible responses include: campaign to change attitudes, change travel/transport habits, eat sustainably, reduce waste, buy essentials only, recycle as much as possible, protect wildlife and habitats, reduce printing, save energy, save water.</p> <p>For each of the two different answers, award 1 mark for a simple point, and 1 mark for development or explanation. No transfer of marks between responses.</p>	<b>(4)</b>

Question number and reference	Answer	Mark
<b>19(a)</b> <b>SJ.1.2</b>	<p>Responses might include: It is when people or countries are trapped in poverty (1). In families, children who grow up in poverty are disadvantaged and may be less able to use opportunities to escape from poverty (1).</p> <p>Award 1 mark for a simple definition (perhaps just a recycling of the term), and 1 mark for development or explanation. Credit explanations that deal with countries or individuals.</p>	<b>(2)</b>

Question number and reference	Answer	Mark
<b>19(b)(i)</b> <b>SJ.1.2</b>	<p>Responses might include: Local Chamber of Commerce a regional football club.</p> <p>Award 1 mark for naming an organisation. This may be an international body or one that is local to the community (use discretion).</p>	<b>(1)</b>

Question number and reference	Answer	Mark
19(b)(ii) SJ.1.2	<p>Responses might include: Every month members contribute an agreed amount of money to a central fund (1). This fund is used to buy surplus food from local shops (1). This enables a daily food distribution to families in poverty (1).</p> <p>Award 1 mark for an appropriate example of a method used. Award up to 2 marks for development and explanation. The first mark may be a simple explanation of the method. The second mark should only be awarded if there is a clear link to how this method helped people living in poverty.</p>	(3)

## Section D: Myself as a Global Citizen of the World

Question number and reference	Answer	Mark
20(a)(i) PC.4.3	<p>Responses might include:            Somalia (1991)            Balkans (1990s)            Afghanistan (2001–2021)            Yemen (2014–)            Tigray (2020–)            Maghreb (2002–)            Darfur (2008)            South Sudan (2011)            Central African Republic (2012)            Libya (2011)</p> <p>Award 1 mark for naming a conflict.            Even though the question specifies the 21st century, credit conflicts that took place entirely or in part in the 1990s.            Credit answers that refer to civil wars as well as conflicts between nations.</p>	(1)

Question number and reference	Answer	Mark
20(a)(ii) PC.4.3	<p>Responses might include:            Marginalised groups rose against a corrupt and unpopular regime.</p> <p>Award 1 mark for a simple reason.            Development is not needed.</p>	(1)

Question number and reference	Answer	Mark
20(b)(i) PC.4.3	<p>Responses might include:            UNESCO            Médecins sans Frontières            Oxfam International            IRO            Women for Women            Save the Children            Red Cross            Red Crescent</p> <p>The organisation must be humanitarian but does not have to be funded voluntarily; nor must it be exclusively international.</p> <p>Award 1 mark for identifying a relevant humanitarian organisation.</p>	(1)

Question number and reference	Answer	Mark
20(b)(ii) PC.4.3	<p>Responses might include:            Is involved in Syria because the civil war has devastated the health service (1). It supports hospitals and health centres (1), provides medical treatment and hygiene/sanitation support in those areas where it is allowed to operate (1).</p> <p>Award 1 mark for explaining the role of the organisation selected, and 2 further marks for describing that role in providing humanitarian relief.</p>	(3)

Question number and reference	Answer	Mark
<b>21(a)</b> <b>PG.6.1</b> <b>PC.4.1</b>	<p>Responses might include:</p> <ul style="list-style-type: none"> <li>reduces human rights violations</li> <li>provides relief and assistance</li> <li>restores/enforces international human rights standards</li> <li>promotes accountability</li> <li>restores rule of law</li> <li>prevents exploitation.</li> </ul> <p>Award 1 mark for each of the 2 separate points taken from the passage. Do not credit answers based on own knowledge but not referenced in the passage.</p>	<b>(2)</b>

Question number and reference	Answer	Mark
<b>21(b)(i)</b> <b>HR.5.1</b> <b>HR.5.2</b>	<p>Responses might include: food, shelter, life, liberty, freedom, happiness, control of what happens to your own body, to make medical decisions for yourself, protection (under law) from exploitation, a fair trial, due process of law, freedom from cruel and unusual punishments, freedom from torture, freedom of speech, freedom of association, freedom of thought.</p> <p>Some others might include: freedom from discrimination, freedom to practise religious beliefs, freedom from prejudice, to grow old, freedom from slavery.</p> <p>The key to this question is that at times of natural disaster, the normal social values and legal protections may break down and those in positions of power may want to exploit the vulnerable.</p> <p>Award 1 mark for each of the 2 separate human rights which might be threatened during a natural disaster. There is no need for development or explanation.</p>	<b>(2)</b>

Question number and reference	Answer	Mark
<b>21(b)(ii)</b> <b>HR.5.1</b> <b>HR.5.2</b>	<p>Responses might include:</p> <ul style="list-style-type: none"> <li>In many natural disasters, such as floods or earthquakes, there may be a breakdown in law and order (1). This gives some people the opportunity to loot the property of others that have become vulnerable (1).</li> <li>In natural disasters, relief workers may take advantage of vulnerable people (1).</li> <li>A disaster may result in shortages of essentials, such as food (1). This may encourage powerful people to seize control of supplies (1).</li> <li>In a disaster, there may be chaos and confusion (1). This may lead to fighting / theft / exploitation of vulnerable people (1).</li> </ul> <p>Award 1 mark for a simple plausible statement, and 1 mark for development or explanation.</p>	<b>(2)</b>

Question number and reference	Answer	Mark
<b>22(a)</b> <b>SJ.1.3</b>	<p>Responses might include: types of occupation, dress, right to vote, right to hold political office, sexual freedom, divorce, legal identity.</p> <p>Credit any reasonable answer. Be aware of local variations. Do not credit equal pay, employment, education. Development or explanation is not required.</p>	<b>(1)</b>

Question number and reference	Answer	Mark
<b>22(b)</b> <b>SJ.1.3</b>	<p>Responses might include: Work that is done without financial or other reward (1). Work done in the home or for family or other dependents not based on a contract of employment (1).</p> <p>Award 1 mark for definition, and 1 mark for development. Accept any appropriate example, such as: caring, emotional support, domestic chores: e.g. cooking and cleaning, childcare and child rearing, domestic health provision. Accept any appropriate response, reserving 1 mark for a credible example.</p>	<b>(2)</b>

Question number and reference	Answer	Mark
<b>22(c)</b> <b>SJ.1.3</b> <b>SJ.1.4</b>	<p>Responses might include:</p> <p>1. Many women, especially mothers, take part-time employment (1) and when the economy is weak, these are the type of jobs where workers can be easily dismissed (1). 2: In many societies, women are regarded as primary carers (1). If a family member becomes ill or is old, it is usually women who are expected to give up work to provide care (1).</p> <p>In many countries, women are less well educated than men. (1) This means that they are less likely to have influential jobs. (1) In many societies, men are regarded as bread-winners. (1) This means that some employers think it is fairer to dismiss women than men. (1)</p> <p>Award 1 mark for each suggested reason, and 1 mark for development and explanation. To get all 4 marks, answers must give at least 2 credible reasons with development.</p>	<b>(4)</b>

Question number and reference	Answer	Mark
23(a) SD.7.2	EITHER igneous OR metamorphic  Award 1 mark for a correct answer. Question is about rock types and not specific rocks such as limestone or granite.	(1)

Question number and reference	Answer	Mark
23(b) SD.7.2	Responses might include: Erosion can wear away sedimentary rocks (1). The picture shows that the eroded sediment has formed a sandy beach (1). Limestone is porous so the water sinks through it (1). This means that there are no permanent streams on the surface (1).  Award 1 mark for naming a way, and 1 mark for development and explanation.	(2)

Question number	Indicative content	Mark
23(c) SD.7.2 GI.3.5	<b>Farming practices</b> Answers may refer to any of the following, although the list is neither exhaustive nor prescriptive: Intensive farming resulting in removal of natural vegetation Destruction of habitats Loss of biodiversity Irrigation and water transfer Straightening/dredging or introduction of water channels Levelling effect of ploughing Soil erosion Draining swamps and marshes  <b>Geology</b> Answers may refer to any of the following, although the list is neither exhaustive nor prescriptive: Rock formations and water courses Drainage Nature of soil Rock types determine soil type Effects of erosion and climatic influences Different influences of harder and softer or permeable and impermeable rocks Vegetation and animal life supported  Mark as a whole, using the level descriptors provided in the following table.	(6)

Level	Mark	Descriptor for AO1, AO2 and AO3
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> <li>• Demonstrates simple knowledge and understanding, focused on only one of the two topics. Provides no or little relevant supporting evidence of the topic.</li> <li>• Provides no or little application of the topic - answer may ignore reference to their own location.</li> <li>• Provides a general conclusion that will be in the form of an unsupported assertion, i.e. showing no or little analysis and evaluation.</li> </ul>
Level 2	3–4	<ul style="list-style-type: none"> <li>• Demonstrates knowledge and understanding of both topics but is more heavily focused on one. Makes an attempt to support the response with relevant examples.</li> <li>• Provides some plausible reference to the landscape of the country in which they live.</li> <li>• Provides a simple, sometimes unsupported, conclusion, i.e. showing some analysis and evaluation.</li> </ul>
Level 3	5–6	<ul style="list-style-type: none"> <li>• Demonstrates knowledge and understanding of both topics in a balanced way and recognises the contribution of both to the formation of the landscape. A range of evidence will be used to illustrate both topics.</li> <li>• Provides a range of plausible evidence which will be mainly drawn from their own locality.</li> <li>• The answer will have a clear and substantiated conclusion, including logical analysis and well-developed evaluation of the points concerned.</li> </ul>

February 2023

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