

iLowerSecondary

GLOBAL CITIZENSHIP SPECIFICATION

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

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Issue 1



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1 Introduction

Why choose the Pearson Edexcel International Award in Lower Secondary Global Citizenship?

We have listened to feedback from all parts of the international school subject community, including a large number of teachers. This qualification has been developed to ensure that it will engage students and give them skills that will support progression to further study in citizenship and a range of other subjects. Our content and assessment approach to Lower Secondary in Global Citizenship has been developed alongside Lower Secondary in English, Mathematics, Science and Computing to ensure a consistent approach across the whole Pearson Edexcel iLower Secondary programme.

The content and assessment approach for Lower Secondary in Global Citizenship has been designed to meet students' needs in the following ways:

- content is interesting and engaging, and is designed to ensure good preparation for further study at International GCSE level
- opportunities are provided to localise the content to make it more relevant for students
- our achievement tests are clear, straightforward and accessible for students of all ability ranges and for all learning styles; our mark schemes are straightforward so that the assessment requirements are clear
- students' skills are broadly developed – the skills developed will be assessed through questions in written examinations – by demonstrating and applying knowledge and understanding of citizenship concepts and principles, as well as by analysing, interpreting and evaluating information.

Progression to International GCSE

The Pearson Edexcel iLower Secondary programme is the ideal preparation for progression to study at International GCSE level.

Through our World Class Qualification development process, we have consulted with international teachers and examiners to validate the appropriateness of the qualification, including its content, skills development and assessment structure.

More information on all our qualifications can be found on our Pearson Edexcel iLower Secondary pages at qualifications.pearson.com

Supporting you in planning and implementing this qualification

The Pearson Edexcel iLower Secondary programme is more than just a curriculum and specification – it is a complete toolkit for teachers comprising the following elements to improve student outcomes.

Planning

- Full, editable schemes of work are supplied for all three years of the iLower Secondary curriculum.

Teaching and learning

- Subject-specific teacher guides at each level provide support for specialist and non-specialist teachers, and also cover teaching techniques, pedagogy and short-, medium- and long-term planning.
- Example schemes of work and lesson plans are provided to help teachers with their planning.
- Print and digital learning and teaching resources mapped to the iLower Secondary curriculum promote ‘any time, any place’ learning to improve student motivation and to encourage different ways of working.

Preparing for exams

Exam support

We will provide you with resources to help you prepare your students for their assessments, for example: examiner commentaries following each examination series.

ResultsPlus

ResultsPlus provides the most detailed analysis available of your students’ exam performance. It can help you identify the topics and skills where further learning would benefit your students.

Get help and support

Get support from both Pearson and the wider iLower Secondary community via our dedicated online forum.

Qualification at a glance

Content and assessment overview

The Pearson Edexcel International Award in Lower Secondary Global Citizenship consists of one externally set achievement test.

| Achievement test | (LGL11/01*) |
|---|--------------------|
| <p>Externally assessed</p> <p>Written examination: 1 hour 30 minutes</p> <p>Availability: June</p> <p>First assessment: June 2024</p> <p>80 marks</p> | |
| <p>Content overview</p> <ul style="list-style-type: none">• Topic 1 – Social Justice• Topic 2 – Identity and Diversity• Topic 3 – Globalisation and Interdependence• Topic 4 – Peace and Conflict• Topic 5 – Human Rights• Topic 6 – Power and Governance• Topic 7 – Sustainable Development | |
| <p>Assessment overview</p> <p>The test consists of closed-response and short open-response questions. The final question is a 6-mark synoptic question.</p> <p>Students must answer all questions.</p> | |

*See *Appendix 3: Codes* for a description of this code and all other codes relevant to this qualification.

2 Subject content and assessment information

Qualification aims and objectives

Most of us identify primarily with the country, language and culture into which we are born or perhaps a new home where we may choose to settle. Yet we cannot and should not be isolated from other people, cultures or regions of our world. Globalisation has been a dominant feature of the latest stages of the twentieth century and increasingly throughout the twenty-first century. This process has been driven by visual and print media and more recently through all forms of information and communication technology.

We cannot escape the influence and impact of other peoples, values, cultures and belief systems. It is vital, if we are to be effective citizens of the twenty-first century, that we understand and appreciate the different forces that are shaping our lives and will shape our futures. The purpose of this programme of study is to inform, raise awareness and, where appropriate, question these varied factors. At the end of the course students should have a better understanding of the world in which we live and what it means to be a global citizen. The course will provide a sound foundation for any who wish to follow to Pearson Edexcel International GCSE in Global Citizenship.

The aims and objectives of this qualification are to enable students to:

- build on work undertaken in the iPrimary Global Citizenship course (where this has been followed)
- consider contemporary issues, changes and challenges faced by peoples in all parts of the globe and develop awareness and understanding of how they are affected by them
- understand that communities interact locally, nationally, regionally and internationally and that this has an impact on all individuals and societies
- develop and apply skills of enquiry, analysis and evaluation to different global issues and challenges
- demonstrate and apply knowledge and understanding of citizenship concepts, terms and issues
- analyse, interpret and evaluate information.

Content

The Pearson Edexcel International Award in Lower Secondary Global Citizenship requires students to demonstrate knowledge, understanding and application of the learning objectives drawn from the Pearson Edexcel iLower Secondary Curriculum in Global Citizenship.

The Glossary (Appendix 1) is an expansion of this content and should be referred to in conjunction with it.

Overview

Global Citizenship is the exercise of rights, responsibilities and values in a world which we all share and in which we are in ever closer contact. There are different definitions and expectations of the meaning of global citizenship, but it embraces the recognition of the interdependence of all sections of society and of different societies with each other. The course will consider some of the challenges faced by our world and the actions taken on a local, regional, national and international level by individuals, groups and organisations to respond to these challenges. It will examine the responsibility that each of us has for the health and wellbeing of society and the world in which we live. It will encourage students to become active in seeking change for the common good.

The course builds on the foundations laid in the iPrimary Global Citizenship course and offers a sound preparation for older students to progress to the International GCSE in Global Citizenship.

Students will study key, interconnected themes including: Social Justice; Identity and Diversity; Globalisation and Interdependence; Peace and Conflict; Human Rights; Power and Governance and Sustainable Development.

Topic 1 – Social Justice

This topic will investigate the meaning of a just society and the importance of equality of opportunity. Students will understand aspects of equality and inequality, fairness and unfairness, and justice and injustice in a local, national and international context. The principle of social justice recognises the role of dominant groups in establishing inequalities, and that historically inequalities have been created by dominant groups that have subordinated and exploited others. It shows that inequalities can exist because of social status, power, education, ethnicity and wealth, and will consider reasons for such inequalities. Students should discuss inequalities that may exist in society and for individuals, and will recognise that such inequalities can be challenged.

| Subject content | Students should: | Curriculum reference |
|--------------------------------------|---|----------------------|
| SJ.1.1 Justice and injustice | SJ.1.1.1 know what a just society is and barriers to the establishment of a just society; identify changes needed to create a fairer society both locally and globally | SJE7.1A |
| | SJ.1.1.2 understand the meaning of the terms 'dominant' and 'minority culture'; how dominant cultures can, and have, unfairly discriminated against minority cultures | SJE8.1A |
| | SJ.1.1.3 know the impact and legacy of colonisation, which made some people/countries rich while exploiting and degrading others. | SJE9.1A |
| SJ.1.2 Wealth and poverty in society | SJ.1.2.1 understand some of the effects of and problems created by inequalities of wealth in societies, including life chances, opportunities, marginalisation and the stereotyping of people | SJE7.1B |
| | SJ.1.2.2 describe different types of poverty and understand that the causes and nature of poverty can be complex | SJE7.1B |
| | SJ.1.2.3 know the meaning of the cycle of poverty and describe ways in which it can be overcome | SJE8.1B |
| | SJ.1.2.4 know the work of and name different initiatives, groups or individuals seeking to address problems of poverty in their own or another country, area or region | SJE9.1B |
| | SJ.1.2.5 be able to assess the effectiveness (strengths and weaknesses) of such attempts. | SJE9.1B |
| SJ.1.3 Equality of opportunity | SJ.1.3.1 understand the meaning and importance of equal opportunities for all | SJE7.1C |

| Subject content | Students should: | Curriculum reference |
|------------------------------|--|----------------------|
| | Sj.1.3.2 understand how barriers to equal opportunities can be dismantled to achieve this | SJE8.1C |
| | Sj.1.3.3 know some causes of and impacts of inequality of opportunity facing women across the globe, and some attempts made to address them | SJE8.1C |
| | Sj.1.3.4 identify people who have led the fight against such inequalities (see list of names in topic HR.5.4 Human rights defenders) | SJE9.1C |
| | Sj.1.3.5 understand the causes, impacts and complexities of global inequalities of opportunity, and some attempts to address such inequalities. | SJE9.1C |
| Sj.1.4 Challenging injustice | Sj.1.4.1 understand what is meant by cultural capital and that not everyone's cultural capital (experiences) or cultural heritage is given equal value as well as the implications of this for society | SJE7.1D |
| | Sj.1.4.2 know that there may be injustices in their own local area as well as regionally, nationally and globally; and provide examples | SJE8.1D |
| | Sj.1.4.3 know some of the causes of injustice, and be aware of different ways in which such injustice can be challenged | SJE8.1D |
| | Sj.1.4.4 understand the benefits and challenges of investigating such local injustices, and how individuals and groups can help to bring about change. | SJE9.1D |

Topic 2 – Identity and Diversity

This topic is about the nature and formation of identity. It will consider the factors which contribute to an individual’s identity and how it can adapt to different circumstances, situations and times. It recognises the importance of maintaining good physical and mental health. Students will consider how the construction of historical accounts is selective and helps to shape our own identity and perception of the identity of others. Stress is placed on the concept of ‘equal but different’ and the necessity of learning to interpret media and historical reports to identify reasons for different types of prejudice and discrimination. Students will consider how to recognise and challenge values and beliefs on which prejudices may be based, and to empathise with people who are treated unfairly.

| Subject content | Students should: | Curriculum reference |
|--|---|----------------------|
| ID.2.1 Who am I? | ID.2.1.1 know why and how it is important to keep well mentally and physically | ID7.2A |
| | ID.2.1.2 know why a positive sense of ‘self’ is crucial to personal wellbeing | ID7.2A |
| | ID.2.1.3 understand how a person arrives at and may subsequently amend their own identity | ID8.2A |
| | ID.2.1.4 understand the meaning of the term ‘positionality’ and how it helps form identity, including the effect this can have on how we view and understand the world | ID9.2A |
| | ID.2.1.5 understand the meaning of identity; how and why a person can have different identities under different circumstances; how and why identity can be fluid and complex; why some may choose to change their identity; and the multiple identities an individual can have at any one time. | ID9.2A |
| ID.2.2 Humankind: all equal, all different | ID.2.2.1 know that reporting, recording and learning historical events is subjective and selective | ID7.2B |

| Subject content | Students should: | Curriculum reference |
|---|---|----------------------|
| | ID.2.2.2 understand that some peoples' histories have been, and sometimes still may be, ignored or misrepresented | ID7.2B |
| | ID.2.2.3 know how to learn about the different life experiences and choices of others in an open-minded and non-judgemental way | ID9.2B |
| | ID.2.2.4 know how to use research skills to critically evaluate (in an unbiased manner) stories in the media about people who are trying to gain equality and respect for who they are. | ID9.2B |
| ID.2.3 Challenging prejudice and discrimination | ID.2.3.1 explain what is meant by discrimination and prejudice, and understand the causes and impacts of prejudice and discrimination | ID7.2C |
| | ID.2.3.2 recognise that unfair treatment can influence feelings, life opportunities, social attitudes and an individual's sense of belonging | ID8.2C |
| | ID.2.3.3 know how to recognise, understand and challenge structures that cause such unfair treatment to some people in society | ID8.2C |
| | ID.2.3.4 recognise the nature and significance of the core values and beliefs of dominant groups in a society, and how they may help to create and perpetuate prejudice and/or discrimination | ID9.2C |
| | ID.2.3.5 understand how to actively question such 'truths' when they cause prejudice and discrimination. | ID9.2C |

Topic 3 – Globalisation and Interdependence

This topic considers reasons for and the varying effects of globalisation, showing that it has led to increased interdependence between peoples and countries. This can have both positive and negative effects. It is often beneficial for the wealthy but less so for the poor because it makes possible exploitation and reinforces inequalities. Students should consider how these may be addressed. The topic will examine regional and international trade agreements, and consider reasons for ethical trade. It will examine how the media and information technology have helped increase interdependence. Students will discuss reasons for inequalities in access to food and medicines and some aspects of modern farming methods. In a globalised world, we should learn from each other, be concerned with the wellbeing of our fellows and be prepared to challenge inequalities in their various forms.

| Subject content | Students should: | Curriculum reference |
|---|---|----------------------|
| GI.3.1 People and places around the world | GI.3.1.1 know the meaning of culture as it relates to society and understand how to be sensitive to different cultures when travelling to a place where their own culture is not dominant | GI7.3A |
| | GI.3.1.2 know how to recognise and challenge stereotypical assumptions | GI7.3A |
| | GI.3.1.3 know some of the reasons why people travel, including holidays, work and migration; cultural experiences | GI8.3A |
| | GI.3.1.4 know different reasons why some people move to and settle in different countries, including economic, social and political | GI8.3A |

| Subject content | Students should: | Curriculum reference |
|---|---|----------------------|
| | GI.3.1.5 know about different forms of migration, including: internal and external migration, seasonal migration, economic migration; retirement; refugees escaping war and religious, political or ethnic persecution; asylum seekers (see also topic HR.5.3 Refugees, asylum seekers and internally displaced people) | GI9.3A |
| | GI.3.1.6 understand that we can all learn from each other and that knowledge, skills and cultural experiences can flow in all directions between communities and countries. | GI9.3A |
| GI.3.2 Global trade, ethics, production and consumption | GI.3.2.1 know about the complexity of economic and ethical arguments affecting own and other people's purchasing habits | GI7.3B |
| | GI.3.2.2 understand how global trade and global economy work; be able to identify examples of commodities that are sent to or from their own country or from other countries | GI7.3B |
| | GI.3.2.3 understand the process of negotiating trade rules and agreements and examples of world trade blocks, including: the European Union (EU), the Association of Southeast Asian Nations (ASEAN), the South Asian Free Trade Area (SAFTA), the Common Market for Eastern and Southern Africa (COMESA), the Indian Ocean Rim Association (IORA), the United States-Mexico-Canada Agreement (USMCA), the Union of South American Nations (UNASUR) | GI8.3B |

| Subject content | Students should: | Curriculum reference |
|--|--|----------------------|
| | GI.3.2.4 know how global trade and global economy benefit some people but can be detrimental for others, including Fairtrade and Free Trade | GI8.3B |
| | GI.3.2.5 understand what it means to be an ethical entrepreneur | GI9.3B |
| | GI.3.2.6 know how and why the wellbeing of people and the planet should be a key consideration. | GI9.3B |
| GI.3.3 Global wealth and poverty | GI.3.3.1 know different types of poverty (see also topic SJ.1.2 Wealth and poverty in society) and the characteristics of the UN Sustainable Development Goals (SDGs) | GI7.3C |
| | GI.3.3.2 understand the work and effectiveness of organisations, initiatives, charities and non-government organisations (NGOs) whose aim is to alleviate poverty such as some listed in topic PC.4.3 Conflicts around the world, Organization for Poverty Alleviation and Development (OPAD), End Poverty Now (EPN), Care International, Muslim Hands, BRAC | GI8.3C |
| | GI.3.3.3 know reasons for and describe the methods used by people or groups who wish to challenge financial inequality and encourage efforts to eradicate poverty. | GI9.3C |
| GI.3.4 Information, technology and communication | GI.3.4.1 understand how technology has brought people and places closer together, leading to greater connections and communication | GI7.3D |
| | GI.3.4.2 understand the positive and negative impacts of such technological developments | GI8.3D |

| Subject content | Students should: | Curriculum reference |
|--|--|----------------------|
| | GI.3.4.3 know some of the threats posed to the global community by the misuse of the internet by hackers, trolls and cyberbullies – and how to combat them | GI8.3D |
| | GI.3.4.4 know about the threats of cyber-terrorism and the different ways to combat the dangers posed | GI9.3D |
| | GI.3.4.5 understand the power and role of the media in influencing and shaping people’s lives. | GI9.3D |
| GI.3.5 Global health, food and wellbeing | GI.3.5.1 know some reasons for unequal access to and distribution of food globally as well as within and between countries | GI7.3E |
| | GI.3.5.2 know reasons for famines and food shortages in some countries and actions taken by national and international organisations to provide help | GI8.3E |
| | GI.3.5.3 understand the role of the pharmaceutical industry | GI8.3E |
| | GI.3.5.4 understand the benefits of and problems associated with the global production of, access to, sale and distribution of medicines; differences in access to patented and non-patented medicines | GI9.3E |
| | GI.3.5.5 know how some farming practices can damage ecosystems; including their impact on animal welfare, land degradation, biodiversity and species, and habitat loss. | GI9.3E |

Topic 4 – Peace and Conflict

This topic will consider the causes of conflict between individuals, in communities and between nations. It will examine some of the methods that can be used to resolve conflict. This will lead on to a discussion of the role of the United Nations as an agency for maintaining and restoring peace between nations. Examples of historical conflict will be studied to identify the causes and resolution of such conflicts. It will consider the causes of twenty-first century conflicts and identify the role of humanitarian organisations which seek to alleviate the effects of global conflicts. This topic will include the part played by multi-national and security companies.

| Subject content | Students should: | Curriculum reference |
|---------------------------------------|---|----------------------|
| PC.4.1 Conflicts in the community | PC.4.1.1 understand how conflict differs from arguments and how it can arise within families, schools and communities; the effects conflict can have on individuals and groups; ways in which conflicts can be resolved | PC7.4A |
| | PC.4.1.2 know about some conflicts or disputes between individuals and how they have been resolved peacefully | PC8.4A |
| | PC.4.1.3 understand how some education programmes aim to help children who have become involved with violence, and can help them to choose a different path and enjoy better lives. | PC9.4A |
| PC.4.2 Resolving conflicts peacefully | PC.4.2.1 know about the role of the United Nations (UN) in maintaining international peace and security, including recent examples of the UN's peacekeeping role both within a country and between countries | PC7.4B |
| | PC.4.2.2 understand the importance of UN's work to bring about justice for all | PC8.4B |
| | PC.4.2.3 know about different strategies for conflict resolution and how these may be applied in own lives | PC9.4B |

| Subject content | Students should: | Curriculum reference |
|-----------------------------------|---|----------------------|
| | PC.4.2.4 understand how historical conflicts in the twenty-first century have been resolved peacefully; using examples of local, national and international conflicts. | PC9.4B |
| PC.4.3 Conflicts around the world | PC.4.3.1 understand the causes of some current conflicts around the world and the role and activities of humanitarian organisations, such as: United Nations Educational, Scientific and Cultural Organisation (UNESCO); Médecins Sans Frontières, Oxfam International; International Refugee Organisation (IRO); Women for Women International, working to alleviate the effects of global conflicts | PC7.4C |
| | PC.4.3.2 understand that conflict can lead to both positive and negative structural and political changes | PC8.4C |
| | PC.4.3.3 know about the impact of defence and security companies in global conflict. | PC9.4C |

Topic 5 – Human Rights

Human rights are the natural and inalienable rights of all individuals throughout the globe, including the rights of the child. This topic considers the meaning and importance of human rights and will show that they may be viewed, interpreted and applied differently in different cultural contexts. Students will learn about the development of the various human rights documents and treaties, and will understand that these exist to protect individual rights and freedoms. They should recognise and understand the basic rights of children which include the rights to: special protection for physical, medical and social development; a name and nationality; adequate nutrition, housing and medical treatment as well as education that meets their mental, physical, social, emotional and intellectual needs. They will consider reasons for and effects of historic and recent violations of human rights, and will be aware of the role of the United Nations, groups and individuals in seeking to defend human rights. The topic will discuss examples of modern human rights violations and show how these have contributed to global population movement in the form of economic migrants, refugees and asylum seekers.

| Subject content | Students should: | Curriculum reference |
|-----------------------------|---|----------------------|
| HR.5.1 Understanding rights | HR.5.1.1 know what is meant by the term 'human rights' and explain their worth, value and scope | HR7.5A |
| | HR.5.1.2 understand that the term 'human rights' has a different meaning in different cultural settings; and that some issues concerning human rights may be viewed in different ways in different settings so that they may be contested | HR8.5A |
| | HR.5.1.3 know the background to various international human rights treaties, conventions, legislation and documents, and changes which have taken place over the years in such documents – including the UN Convention on the Rights of the Child (UNCRC) and the Universal Declaration of Human Rights (UNDHR) | HR9.5A |
| | HR.5.1.4 understand how and why these documents are designed and intended to protect people's rights and freedoms. | HR9.5A |
| HR.5.2 Violation of rights | HR.5.2.1 know factors that can support or undermine human rights in different circumstances, including examples of how people's rights have been denied or violated in the past – locally, nationally and internationally | HR7.5B |
| | HR.5.2.2 understand the long-term implications and resulting injustice in societies today of historic rights violations and discrimination, such as: genocide, slavery, racial and ethnic discrimination and sexual discrimination | HR8.5B |

| Subject content | Students should: | Curriculum reference |
|---|---|----------------------|
| | HR.5.2.3 understand the role of the UN in tackling the violation of rights globally, define crimes against humanity and explain the role of the International Criminal Court (ICC). | HR9.5B |
| HR.5.3 Refugees, asylum seekers and internally displaced people | HR.5.3.1 know about economic migrants, refugees, asylum seekers and internally displaced people settled in or leaving their own locality (see also topic GI.3.1 People and places around the world) | HR7.5C |
| | HR.5.3.2 know how society can act to support such groups and individuals | HR8.5C |
| | HR.5.3.3 know the role and work of the UN Refugee Agency (UNHCR) | HR9.5C |
| | HR.5.3.4 know about how people and communities have benefitted from the experiences of refugees and other groups (as listed above). | HR9.5C |
| HR.5.4 Human rights defenders | HR.5.4.1 know about people who have discussed, defended or have been denied human rights in different times, cultures and places | HR7.5D |
| | HR.5.4.2 know about some individual human rights defenders – both historical and contemporary, including but not exclusively: Sergei Kovalyov, Dalai Lama, Malcolm X, Martin Luther King, Nelson Mandela, Mother Theresa, Rosa Parkes, Andrei Sakharov, Desmond Tutu, Harry Wu, Lyudmila Alexeyana, Aung San Suu Kyi, Benazir Bhutto, Obiageli Ezekweli, Asma Jahangir, Tawakkol Karman, Nadir Murad, Alexya Salvador, Greta Thunberg, Malala Yousafzai | HR8.5D |

| Subject content | Students should: | Curriculum reference |
|-----------------|--|----------------------|
| | HR.5.4.3 know about NGOs, charities and organisations that highlight rights violations and support the most vulnerable; working towards the prevention of people trafficking and other types of modern slavery | HR9.5D |
| | HR.5.4.4 be able to suggest what a community where everyone has their rights protected might look like. | HR9.5D |

Topic 6 – Power and Governance

This topic aims to develop an understanding of the local, national, international and global dimensions of political activity. It will identify different systems of government which exist worldwide and recognise the different ways that individuals can participate in and influence decision-making. Participation involves an understanding of the benefits of working with others and that all people are of equal worth. Consideration is given to the ways that historically and contemporarily power has been used to discriminate against groups but also that individuals, organisations and nations do collaborate to deal with global challenges and injustices.

| Subject content | Students should: | Curriculum reference |
|------------------------|--|----------------------|
| PG.6.1 Good governance | PG.6.1.1 know different systems of government locally, regionally, nationally and globally | PG7.6A |
| | PG.6.1.2 recognise the difference between various systems of government including: aristocracy, autocracy, constitutional, democracy, despotic, dictatorship, elitist, meritocracy, monarchy, oligarchy, parliamentary, plutocracy, republic, theocratic, totalitarian | PG8.6A |

| Subject content | Students should: | Curriculum reference |
|------------------------------------|--|----------------------|
| | PG.6.1.3 know both historical and current examples of when laws and power have been used to discriminate against people and deny some social benefits (see also topic SJ.1.1 Justice and injustice) | PG9.6A |
| | PG.6.1.4 understand how countries and organisations around the world collaborate to tackle global challenges and injustices (both natural and caused by human activity) such as: terrorism, environmental and humanitarian disasters. | PG9.6A |
| PG.6.2 Participation and inclusion | PG.6.2. 1 know about different systems which exist within and outside school for young people to be heard, and how they can participate in decision-making | PG7 6B |
| | PG.6.2.2 recognise the advantages and disadvantages of different methods of consulting and establishing opinions as a method of guiding decision-making such as: discussion, mediation, consultative committee, focus groups, interviews, questionnaires, social media | PG8.6B |
| | PG.6.2.3 know about different models of local, regional, national and international participation from around the world that demonstrate the belief that everyone is of equal value and worth | PG8.6B |
| | PG.6.2.4 understand the value and importance of working collaboratively as part of a team, at the local, regional, national or international level | PG9.6B |

| Subject content | Students should: | Curriculum reference |
|-----------------|---|----------------------|
| | PG.6.2.5 identify local and national issues of unfairness and steps that have been taken to increase inclusion and to challenge unfairness. | PG9.6B |

Topic 7 – Sustainable Development

This topic is based on the reality that we only have one world and that we all have a responsibility to maintain it for the benefit of future generations. It will emphasise global interdependence since actions and events in one part of the world inevitably impact others. Students should be aware of the world in which we live, its place in our universe and the diversity of life that it supports. It will show that in many ways our world is under threat as a direct result of human activity and that we all have a responsibility to work together to combat and reverse these threats, but that this depends on changed attitudes and sustained international collaboration to reverse the wasteful use of Earth's resources. Students should consider what is meant by sustainable living and what type of healthy world they would want for their future.

| Subject content | Students should: | Curriculum reference |
|---------------------|--|----------------------|
| SD.7.1 Planet Earth | SD.7.1.1 know about how individuals and groups are working to conserve endangered wildlife, plant species and habitats, locally, nationally and globally – including examples of such individuals and groups | SD7.7A |
| | SD.7.1.2 understand the self-regulating systems of the planet, recognising that events in one place can impact other areas | SD8.7A |
| | SD.7.1.3 understand how to learn sustainable practices from First Nation and indigenous peoples; how to learn to emulate such practices to live in sustainable ways. | SD9.7A |

| Subject content | Students should: | Curriculum reference |
|--------------------------------------|--|----------------------|
| SD.7.2 Connecting with nature | SD.7.2.1 know about the geology of the Earth and of the region in which they live; about the three main types of rocks (igneous, metamorphic and sedimentary) and examples of specific rocks (including: basalt, chalk, flint, gritstone, granite, limestone, marble, quartz, slate) | SD7.7B |
| | SD.7.2.2 know about the role of rocks in forming the immense diversity of landscapes on our planet, with particular reference to the rocks and landscape of the country or region in which they live | SD8.7B |
| | SD.7.2.3 know about the stars and be able to identify the planets in our solar system | SD9.7B |
| | SD.7.2.4 understand the importance of bees and other pollinators in the fertilisation and reproduction of plants, how such pollinators can be endangered by pesticides and human behaviour, and how a decline in the number of pollinators can adversely affect agriculture. | SD9.7B |
| SD.7.3 Biodiversity and habitat loss | SD.7.3.1 understand different reasons for the crisis of species and habitat loss globally, and how humankind can address such loss | SD7.7C |
| | SD.7.3.2 know how to assess the biodiversity of a local area, and how and why it should be improved | SD8.7C |
| | SD.7.3.3 understand how the illegal wildlife trade together with habitat destruction is responsible for endangering and causing the decline or extinction of some species | SD9.7C |
| | SD.7.3.4 know how humankind is trying to combat this impact on habitats. | SD9.7C |

| Subject content | Students should: | Curriculum reference |
|---|---|----------------------|
| SD.7.4 Climate change | SD.7.4.1 understand what is meant by climate change | SD7.7D |
| | SD.7.4.2 know how to critically consider information from a variety of sources; how to identify reliable scientific data concerning climate change | SD8.7D |
| | SD.7.4.3 understand some of the most serious impacts of the climate crisis (such as: extreme weather, floods, droughts and wildfires, water shortages, food security, degradation of soils and migration of populations) | SD8.7D |
| | SD.7.4.4 know that climate change is not only an environmental issue but also one of social justice and human rights | SD9.7D |
| | SD.7.4.5 know about significant UN agreements, initiatives and actions designed to reduce harmful emissions and combat climate change, including individuals, groups and individual states that are working to this effect. | SD9.7D |
| SD.7.5 Energy, pollution, waste and recycling | SD.7.5.1 know that societies used to be less consumer-driven | SD7.7E |
| | SD.7.5.2 understand the terms 'throwaway society' and 'consumer driven society', and recognise how much of humankind has been encouraged to adopt such a culture | SD8.7B |
| | SD.7.5.3 understand the detrimental impact this throwaway culture continues to have on people and the planet because of its wasteful use of the Earth's resources; know about actions that individuals and groups can take to avoid causing further harm to the environment | SD8.7E |

| Subject content | Students should: | Curriculum reference |
|---------------------------------|---|----------------------|
| | SD.7.5.4 know how damaging many manufacturing and disposal processes are to people and environments which service the resource-rich lifestyles of others, including problems associated with the space race and space junk | SD8.7E |
| | SD.7.5.5 understand the personal and policy changes necessary in some countries and among some groups in society to achieve a more sustainable transport system, including the use of wasteful and expensive forms of transport when cheaper and more sustainable methods are available | SD9.7E |
| | SD.7.5.6 understand the personal consequences of adopting more sustainable transport systems and problems created by lack of adequate public transport in some areas | SD9.7E |
| | SD.7.5.7 identify different actions that individuals can take to help reduce some of the harmful effects on the environment of life in the twenty-first century. | SD9.7E |
| SD.7.6 The future of our planet | SD.7.6.1 know and be able to name and identify wildlife at risk of extinction in own local area and recognise the benefits of working on a local project to protect wildlife in danger of extinction | SD7.7F |
| | SD.7.6.2 understand what sustainable living is in different contexts, including cities and sustainable communities | SD8.7F |

| Subject content | Students should: | Curriculum reference |
|-----------------|--|----------------------|
| | SD.7.6.3 understand what a 'healthy world' might look like in the future and the importance of being prepared to act as individuals and communities in ways that will achieve such a future. | SD9.7F |

Sample assessment materials

A sample achievement test and mark scheme for this assessment can be found in the *Pearson Edexcel International Award in Lower Secondary Global Citizenship Sample Assessment Materials (SAMs)* document.

A full list of command words that will be used in the assessment can be found in *Appendix 2: Command word taxonomy*.

Assessment objectives

| Students must: | % in iLower Secondary |
|--|--------------------------------------|
| A01 Demonstrate knowledge and understanding of citizenship concepts, terms and issues | 45 |
| A02 Apply knowledge and understanding of citizenship concepts, terms and issues | 35 |
| A03 Analyse, interpret and evaluate information | 20 |
| Total | 100 |

3 Administration and general information

Entries

Details of how to enter students for the examinations for this qualification can be found in our *International Information Manual*. A copy is made available to all examinations officers and is also available on our website: qualifications.pearson.com.

Access arrangements, reasonable adjustments, special consideration and malpractice

Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the UK Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Language of assessment

Assessment of this qualification will be available in English only. All student work must be in English.

Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a student with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular student may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, including:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, timeframes or affects the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

Special consideration

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate their level of attainment in an assessment.

Further information

Please see our website for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration please refer to the JCQ website: www.jcq.org.uk.

Candidate malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in examinations **must** be reported to Pearson using a *JCQ Form M1* (available at www.jcq.org.uk/exams-office/malpractice). The form should be emailed to candidatemalpractice@pearson.com. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report candidate malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2(a)* (available at www.jcq.org.uk/exams-office/malpractice).

The form, supporting documentation and as much information as possible should be emailed to pqsmalpractice@pearson.com. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

Detailed guidance on malpractice can be found in the latest version of the document *JCQ General and vocational qualifications Suspected Malpractice in Examinations and Assessments*, available at www.jcq.org.uk/exams-office/malpractice.

Awarding and reporting

The Pearson Edexcel International Award in Lower Secondary Global Citizenship will be graded on a four-level scale from S1 to S4.

A pass in the Pearson Edexcel International Award in Lower Secondary Global Citizenship is indicated by one of the four levels S1, S2, S3 and S4, of which level S4 is the highest and level S1 the lowest. Students whose level of achievement is below the minimum judged by Pearson to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

The first certification opportunity for the Pearson Edexcel International Award in Lower Secondary Global Citizenship will be in August 2024.

Student recruitment and progression

Pearson follows the JCQ policy concerning recruitment to our qualifications in that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

Prior learning and other requirements

There are no prior learning or other requirements for this qualification.

Progression

Students can progress from this qualification to the:

- Pearson Edexcel International GCSE in Global Citizenship.

Appendices

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| Appendix 3: Codes | 43 |

Appendix 1: Glossary

| Term | Definition |
|-------------------------|--|
| Asylum seeker | A person who leaves their own country because they are in danger, especially for political or religious reasons, and who asks the government of another country to grant them asylum or permission to live there in safety. |
| Autocracy | A system of government where one person (an autocrat) has absolute power. |
| Belief | Something that is held to be true, even where proof may be lacking; a firmly held opinion or conviction, either philosophical or religious. |
| Bias | Inclination or prejudice for or against one person or group, especially in a way considered to be unfair. 'Unbiased' is being impartial and not showing prejudice for or against something. |
| Biodiversity | The variety of plants and animals in a particular place. The ecosystem refers to all the animals and plants in a particular area, and the ways they are related to each other and to their environment. |
| Carbon footprint | The amount of carbon dioxide that a person or organisation produces by what they do; used to measure the amount of harm they do to the environment. |
| Climate | The general weather conditions experienced in an area over a long period of time. Climate change refers to the large shifts in weather patterns, both natural and, more recently, produced by human activity through the emissions of greenhouse gases. Weather is the state of the atmosphere at a particular place and time as regards heat, cloudiness, dryness, sunshine, wind and rain. |
| Colony | A country or area under the political control and rule (colonial rule) of a different country and occupied by settlers from that country. The process of establishing such political control and settlement is colonisation . |
| Community | A group of people who live together in one place or share particular characteristics, interests or attitudes. |

| Term | Definition |
|-------------------------------|---|
| Conflict | A state of disagreement or argument between people, groups or countries. In extreme cases this may lead to armed conflict or war . Conflict resolution is the process of bringing an end to disputes between individuals, armed groups, countries or states through negotiation and peaceful means. |
| Conservation | The prevention of wasteful use of a resource; preservation, protection, or restoration of the natural environment and of wildlife; preservation and repair of archaeological, historical and cultural sites and objects. |
| Constitution | The set of rules (formal and informal) by which a state, institution or organisation is governed. A constitutional monarchy is one in which the ruler's powers are limited by rules and rule is shared with a constitutional government . |
| Consumer | A person who buys and uses products and services for personal use; the act of using such products and services is consumption . |
| Convention | A formal (international) agreement between countries, defining particular rules and behaviour. A treaty is a formally concluded and ratified agreement between states. |
| Crime against humanity | A deliberate act of cruelty, typically as part of a systematic campaign often carried out during armed conflict, that deliberately causes human suffering or death on a large scale. |
| Culture | The beliefs, way of life, art and customs that are shared and accepted by people in a particular society. Cultural capital refers to an individual or society's wealth in the form of knowledge or ideas rather than linked to finance or economic means. Cultural heritage refers to evidence of ways of life in the past inherited from previous generations. A dominant culture (sometimes majority culture) is one whose values, language and behaviours are imposed on other cultures through economic or political power, using legal or political methods or control of the media to suppress other values, beliefs or behaviours. A minority culture (or minority group) refers to smaller population groups with certain beliefs and customs (culture) distinguishing them from the dominant (or majority) group in their community. |

| Term | Definition |
|---------------------------|---|
| Cyber | Relating to or characteristic of the culture of computers, information technology and virtual reality. Cyberbullying is the use of forms of electronic communication to frighten another person by sending messages of an intimidating or threatening nature. Cybercrime is the carrying out of criminal activities using computers or the internet. Cyberterrorism is the politically motivated use of computers and information technology to cause severe disruption or widespread fear in society. |
| Democracy | A system of government or rule by the whole population or by all entitled citizens. Direct democracy is when the people vote directly on laws or policies (as in a referendum). Representative democracy is when the electors choose people to take such decisions on their behalf (as in a parliament). |
| Dictatorship | A system of government where absolute power is held by a single leader or group of leaders (see autocracy). |
| Digital technology | An umbrella term for computer-based products and solutions; a broad term since so many different aspects of life are dependent on computer-based technology. |
| Discrimination | Treating one person or group differently from another in an unfair, unjust or hurtful way; treating different groups of people differently on the grounds of ethnicity, sex, age or disability. It is often based on prejudice , which is the unreasonable dislike and distrust of people who differ from you in some way. |
| Empathy | The ability to understand and share the feelings of another. |
| Endangered species | In line with a definition from National Geographic, a species is classified as endangered when its population has declined between 50 and 70 per cent. This decline is measured over 10 years or three generations of the species, whichever is longer. |
| Entrepreneur | Someone who sets up a business and takes on financial risks in the hope of profit. |
| Environment | The surroundings or conditions in which a person, animal or plant lives or operates. An environmental disaster is caused by human activity. |

| Term | Definition |
|---------------------|---|
| Equality | When all people are treated in the same way and have the same opportunities. Equal opportunity is a state of fairness in which individuals are entitled to be treated without discrimination, especially on the grounds of race, sex, age or disability. Inequality (of opportunity) describes an unfair situation in which some groups in society have more money, opportunities and power than others and where a person's potential to succeed in life is determined by the accident of birth. |
| Ethical | Relating to principles of what is (morally) right and wrong. |
| Ethnic | Of or belonging to a population group or subgroup consisting of people who share a common cultural background or descent. Ethnicity is about belonging to a group having a shared cultural or national tradition. First Nation is a name given specifically to some indigenous peoples of Canada. |
| Exploitation | Treating someone unfairly to benefit from their labour; making use of and benefiting from resources or people |
| Famine | Widespread food shortage , caused by crop disease, limited supplies, bans on exports, high cost or other factors. |
| Food miles | The distance food is transported from its production until it reaches the consumer. This is one factor used to test and calculate the environmental impact of food. |
| Global | Worldwide, relating to the whole world. The global community is the people or nations of the world who are closely connected by modern telecommunications and are economically, socially or politically interdependent. The global commons include the Earth's shared natural resources, such as the high oceans, the atmosphere and outer space, and the Antarctic. The global economy comprises the economies of the world's individual countries considered together as a single economic system. Global trade refers to international trade and includes the import and export of goods and services across international boundaries. Global warming describes the gradual increase in the overall temperature of the Earth's atmosphere generally attributed to the greenhouse effect caused by increased levels of carbon dioxide, CFC gases and other pollutants. |

| Term | Definition |
|----------------------|---|
| Globalisation | The process by which businesses or other organisations develop international influence or start operating on an international scale. |
| Governance | The action or manner of governing a state or organisation; the operation of rules that are clearly understood and benefit everybody. |
| Habitat | The natural home of a plant or animal (flora or fauna). |
| Humanitarian | Having concern for or helping to improve the welfare and happiness of people; saving human lives or easing suffering by providing humanitarian aid in the form of material or logistic assistance to those who need help, often because of the effects of humanitarian disasters – events or a series of events that threaten the health, safety and wellbeing of a community or large group of people. |
| Human rights | Rights inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion or any other status. The Universal Declaration of Human Rights (UDHR) is an international document adopted by the United Nations General Assembly in 1948 that enshrines the rights and freedoms of all human beings. It has been the foundation for many national laws, international laws and treaties protecting and promoting human rights. |
| Identity | The qualities and attitudes that a person or group of people have that make them different from other people. Multiple identity means having different identities according to circumstance, time, place and companionship. |
| Indigenous | People or things that have always been in the place where they are, rather than being brought there from somewhere else. |
| Justice | Fairness in the way people are treated. Injustice is when people are treated unfairly and not given their rights. Judicial relates to the practice of law and administration of justice. |
| Just society | A type of society that promotes the wellbeing of everyone in that society. |
| Laws | Rules of conduct or action that a nation or a group of people agrees to follow. Legislation is the process of making laws. |

| Term | Definition |
|--|--|
| Life chances | The opportunities each person has to improve their quality of life. Life experiences are experience and knowledge gained through living. |
| Manufacture | The process of making or producing something, often assembling components or using raw materials on a large-scale using machinery. |
| Marginalisation | Treating someone or a group of people as though they are not important. |
| Media | The communication channels which disseminate news, music, movies, education, promotional messages and other data. |
| Migration | The movement of people to a new area or country in order to find work or improve their living conditions. Economic migration is movement from one region to another or to a different country in search of an improved standard of living because of insufficient conditions or job opportunities in the home region. External migration is when people move from one country or region to a different destination country. Internal migration is the movement of people within a national state. Seasonal migration is the movement of people from one place to another on a seasonal basis; often because of agricultural and farming demands. Migrants are people who move to a different area or country. |
| Modern slavery | The exploitation of others for personal or commercial gain; often based on people trafficking, the illegal movement of people from one country to another without their consent, usually to profit from their labour. |
| Nationality | Belonging to a particular nation or state or to a particular ethnic group within a wider community. |
| Non-governmental organisation (NGO) | A non-profit organisation (either national or international) that operates independently of a government, typically one whose purpose is to address a social or political issue. |
| Nobel Prize | Any of six international prizes established in 1901 and awarded annually for outstanding work in physics, chemistry, physiology or medicine, literature, economics and the promotion of peace. |
| Objective | Not influenced by personal feelings or opinions in considering and representing facts. |

| Term | Definition |
|--------------------------------------|---|
| Peacekeeping | Creating or maintaining a truce between armed groups, countries or states, often through the use of military personnel from countries not involved in the conflict or United Nations peacekeepers. |
| Persecution | Cruel or unfair treatment of someone over a period of time, especially because of their religious or political beliefs. |
| Pesticides | Substances used for destroying insects or other organisms harmful to cultivated plants or to animals. |
| Pharmaceuticals | An industry consisting of private or public organisations that work to discover, develop, manufacture and sell drugs and medications. |
| Pollinators | Insects or other agents that carry pollen to a plant and so allow fertilisation. |
| Positionality | Having or adopting a particular position in relation to others, usually with reference to issues of culture, ethnicity or gender. |
| Poverty | The situation or experience of being poor. Relative poverty is when a person or household's income is below 60 per cent of the mean (average) household's income. Absolute poverty means not having sufficient income or material possessions to meet basic human needs. The cycle of poverty is when a family, society or state is trapped in a state of poverty for several generations. |
| Prejudice | A preconceived opinion that is not based on reason or actual experience. Prejudicial means something that is harmful, detrimental or that influences people unfairly. See also: bias. |
| Public transport | Buses, trains or other forms of transport operated by local authorities or private companies that are available to the public, charge set fares and usually operate on fixed routes. |
| Recycle | The process of converting waste materials into new materials and objects. The recovery of energy from waste materials is often included in this concept. To reuse is to use something again or more than once. To remodel is to change the structure or form of something. |
| Refugee (or displaced person) | Someone forced to leave their country, especially during a conflict, or for political or religious reasons. See also: <i>asylum seeker</i> and <i>migration</i> . |

| Term | Definition |
|--|---|
| Refuse (waste or trash) | Food that is discarded, garbage, scraps; waste material or waste product; any unused materials that are rejected as worthless or unwanted. |
| Resolution | A formal decision or statement agreed on by a group of people, especially after a vote. |
| Self-identity | A person's perception or recognition of their own characteristics as an individual, especially in relation to social context and role in life. |
| Self-respect | A person's proper regard for themselves and their status as a human being. |
| Society | The community of people living in a particular country or region and having shared customs, laws and organisations. |
| Solar System | The planets, moons, asteroids and other objects that are in the gravitational orbit of the Sun. |
| Space race | The competition between nations to explore space. Space junk is the disused satellites and other debris produced by humans left in orbit around the Earth. |
| Species | A group of animals or plants whose members are similar and can breed together to produce young animals or plants. |
| Subjective | Based on or influenced by personal feelings, tastes or opinions. |
| Sustainability | The ability to continue without causing damage to the environment. Sustainable development is economic development that is conducted without lessening natural resources. Sustainable Development Goals (SDGs) were set out by the United Nations (UN) in 2015. They are a collection of 17 global goals aimed to improve the planet and the quality of human life around the world by the year 2030. |
| Technology | Machines, equipment and ways of working based on modern knowledge about science and computers. |
| Terrorism | The unlawful use of violence and intimidation, especially against civilians, in the pursuit of political aims. |
| Throwaway society (or consumer society) | The tendency for society to use items once only, using disposable packaging and products that are not designed for reuse or lifetime use. |
| Tolerance | Allowing, permitting or accepting an action, idea, object or person that you dislike or disagree with. |

| Term | Definition |
|------------------------------|--|
| Trade | Buying and selling goods and services. Fairtrade is making, buying and selling goods in a way that is morally right; for example, by making sure that international labour laws are obeyed, that the environment has not been damaged by making the goods and that the people who grow or make a product have been paid a fair price for it. Free trade is a trade policy that does not restrict imports or exports by imposing tariffs (taxes), quotas or restrictive regulations. A trade agreement is an international agreement on conditions of trade in goods and services. Trade bloc(k)s are groups of countries in specific regions that manage and promote trade activities. |
| United Nations (UN) | An international organisation of countries set up to promote international peace, security and cooperation. It has many agencies and declarations concerned with peacekeeping economic matters and human rights, including: UDHR (Universal Declaration of Human Rights), UNICEF (United Nations Children’s Fund), UNESCO (UN Education, Scientific and Cultural Organization), FAO (Food and Agriculture Organisation), WHO (World Health Organization) and IMF (International Monetary Fund). |
| Violation | Any action that breaks a law, agreement or principle. |
| Wildlife | Animals and plants growing in natural conditions. Wildlife trade is the commerce in non-domesticated animals or plants and has contributed to the increase in endangered species . |
| World Trade Agreement | The legal framework for international trade agreed by the World Trade Organization. |
| World view | Someone’s opinions and attitudes relating to the world and life in general. |

Appendix 2: Command word taxonomy

The following table lists the command words used in the external assessments.

| Command word | Definition |
|--------------------------|--|
| Explain | Requires identification of a point and linked explanation/exemplification of that point. |
| Give//Name/State/Suggest | All of these command words are synonyms. They all require recall of one or more pieces of information. |
| Identify | Requires a selection of key information from a given stimulus/resource in the question. |

Appendix 3: Codes

| Type of code | Use of code | Code |
|-----------------------|--|----------|
| Subject code | The subject code is used by centres to enter students for a qualification. | LGL11 |
| Achievement test code | This code is provided for information. | LGL11/01 |

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