

iPrimary

GLOBAL CITIZENSHIP SPECIFICATION

Pearson Edexcel International Award in Primary Global Citizenship (JGL11)

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Issue 1



About Pearson

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Contents

1	Introduction	1
	Why choose the Pearson Edexcel International Award in Primary Global Citizenship?	1
	Supporting you in planning and implementing this qualification	2
	Qualification at a glance	3
2	Subject content and assessment information	4
	Content	5
	Assessment objectives	25
3	Administration and general information	26
	Entries	26
	Access arrangements, reasonable adjustments, special consideration and malpractice	26
	Awarding and reporting	29
	Student recruitment and progression	29
	Appendices	31
	Appendix 1: Glossary	33
	Appendix 2: Command word taxonomy	39
	Appendix 3: Codes	40

1 Introduction

Why choose the Pearson Edexcel International Award in Primary 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 Primary in Global Citizenship has been developed alongside Primary in English, Mathematics, Science and Computing to ensure a consistent approach across the whole Pearson Edexcel iPrimary programme. The content and assessment approach for Primary 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 of the Pearson Edexcel International Award in Lower Secondary in Global Citizenship
- opportunities are provided to localise the content to make it more relevant for students
- achievement tests are clear and straightforward – our achievement tests are clear 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 interpreting and evaluating information.

Progression to iLower Secondary and to International GCSE

The Pearson Edexcel iPrimary programme is the ideal preparation for progression to the Pearson Edexcel iLower Secondary programme and for laying the foundation for success 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 iPrimary and iLower Secondary pages at qualifications.pearson.com

Supporting you in planning and implementing this qualification

The Pearson Edexcel iPrimary 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 six years of the iPrimary 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 iPrimary curriculum promote ‘any time, any place’ learning to improve student motivation and to encourage different ways of working.

Training and professional development

- Teacher professional development is included as part of your iPrimary subscription.
- Additional, ongoing online and interactive webinar support is also included as part of the programme.

Preparing for assessments

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 iPrimary community via our dedicated online forum.

Qualification at a glance

Content and assessment overview

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

Achievement test	(JGL11/01*)
<p>Externally assessed</p> <p>Written examination: 1 hour 15 minutes</p> <p>Availability: June</p> <p>First assessment: June 2024</p> <p>60 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.</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 aims and objectives of this qualification are to enable students to:

- consider contemporary issues 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 to different global issues and challenges
- demonstrate and apply knowledge and understanding of citizenship concepts, terms and issues
- review and evaluate information.

Content

The Pearson Edexcel International Award in Primary Global Citizenship requires students to demonstrate knowledge, understanding and application of the learning objectives drawn from the Pearson Edexcel iPrimary 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 at school and on a local, national and international level by individuals, groups and organisations to respond to these challenges. It will outline the responsibility that each of us has for the health and wellbeing of society and the world.

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 school and in a local, national and international context. It shows that inequalities can exist because of social status, power, education, ethnicity and wealth, and will consider reasons for such inequalities.

Subject content	Students should:	Curriculum reference
SJ.1 Justice and injustice	SJ.1.1 be able to distinguish between fair and unfair actions and in the process recognise the importance of truth and honesty and that dishonesty and cheating are unfair	SJE2.1A
	SJ.1.2 be able to recognise (in different settings) the negative outcomes of others' unfair actions for individuals and the community	SJE2.1A

Subject content	Students should:	Curriculum reference
	Sj.1.3 understand injustice and unfairness in a local context and the problems it may create	SJE3.1A
	Sj.1.4 be able to recognise acts of kindness by both individuals and groups in promoting and providing fairness	SJE4.1A
	Sj.1.5 know that the problems and impact of unfairness affects many countries, and know the help and support available for those who need it	SJE5.1A
	Sj.1.6 understand that different societies prioritise different aspects of social justice according to their needs and requirements.	SJE6 .1A
Sj.2 Wealth and poverty in society	Sj.2.1 understand the difference between what are described as needs in order to live, and wants as desires after needs have been met	SJE3. 1B
	Sj.2.2 understand that there is inequality in wealth in every country, and that people have basic needs which must be met	SJE2. 1B
	Sj.2.3 know that people live in different financial circumstances in society, and that some people need support	SJE2. 1B
	Sj.2.4 understand that those who are better off in society and across the globe should consider how (and whether) they should help and support those who cannot create or provide wealth for themselves	SJE4. 1B
	Sj.2.5 understand the benefits of wealth and wealth creation for all members of society	SJE5. 1B

Subject content	Students should:	Curriculum reference
	Sj.2.6 know that wealth is not a final and best indicator of a person's character and worth, and that some values are prized by many above the possession of wealth.	SJE6. 1B
Sj.3 Equality of opportunity	Sj.3.1 know that in all societies individuals experience a difference in life chances and opportunities	SJE1 1C
	Sj.3.2 understand that the concept of 'equal opportunities' has a different meaning for different sections of society and cultures, and that each country defines its own priorities in this area	SJE2 1C SJE3 1C
	Sj.3.3 know that there are barriers and limits in all societies and groups in providing equality of opportunity	SJE4 1C
	Sj.3.4 understand how equality of opportunity has been successfully overcome in the past, and understand the current challenges both locally and globally.	SJE5 1C SJE6 1C
Sj.4 Challenging injustice	Sj.4.1 understand the difference between right and wrong actions in life and society	SJE1.1D
	Sj.4.2 understand the benefit of developing confidence in promoting fairness	SJE2.1D
	Sj.4.3 know that judgments about others can only be made when all the facts are revealed	SJE3.1D
	Sj.4.4 understand that people should not be judged based on their appearance	SJE4.1D
	Sj.4.5 understand that prejudice and mistrust may arise from the danger of having stereotypes and false information about others	SJE5.1D

Subject content	Students should:	Curriculum reference
	SJ.4.6 be able to recognise that the actions of others may not always be made by free will.	SJE6.1D

Topic 2 – Identity and Diversity

This topic is about self-identity and valuing differences. It will consider equality and diversity and the factors that unite humankind. Students will consider how to recognise and challenge values and beliefs on which prejudices may be based. They will understand the work of others who have challenged discrimination, prejudice and brought about change.

Subject content	Students should:	Curriculum reference
ID.1 Who am I?	ID.1.1 know a perspective of self-identity	ID2.2A
	ID.1.2 understand the value of self-identity and promoting self-esteem	ID3.2A
	ID.1.3 understand the positive benefits and uniqueness of being different and the wonders of a diverse society and cultures	ID3.2A
	ID.1.4 understand that identity is multi-layered and that there are more aspects of identity that unite than separate	ID4.4A
	ID.1.5 know that identity and family patterns naturally vary in different cultures	1D5.5A
	ID.1.6 know that identity can unite and give a sense of direction, community and progress.	ID6.6A
ID.2 Humankind: all equal, all different	ID.2.1 know that humankind is based on a belief in universal equal worth and merit	ID1.2B
	ID.2.2 understand the value of differences in the background and identity of others, both locally and globally	ID2.2B

Subject content	Students should:	Curriculum reference
	ID.2.3 understand that diversity is a strength, and that different views and perspectives can be combined for the benefit of the community	ID3.2B
	ID.2.4 know that equality is a broad concept and covers a vast range of factors – and the importance or order will vary within and between cultures	ID4.2B
	ID.2.5 understand that despite considerable differences in humankind, there is far more that unites than divides	ID5.2B
	ID.2.6 be able to identify individuals who have stood up for and promoted equality across various cultures.	ID6.2B
ID.3 Challenging prejudice and discrimination	ID.3.1 know what constitutes prejudice and discrimination	ID1.2C
	ID.3.2 understand possible prejudice and discrimination in everyday settings such as school and community venues	ID2.2C
	ID.3.3 understand the importance of being able to hear and show tolerance for other points of view and feelings	ID3.3C
	ID.3.4 understand that prejudice and discrimination hide behind false assumptions and stereotypes and that these can harm others	ID4.4C
	ID.3.5 know that people from all sections of society may suffer prejudice and discrimination, and understand how this might feel for them	ID5.5C
	ID.3.6 understand the benefits and achievements in the work and stance of others, who have successfully challenged discrimination and prejudice and brought about change (locally and globally).	ID6.6C

Topic 3 – Globalisation and Interdependence

This topic explores connections between one’s own common values and culture which are also shared by other countries. It will investigate global trade and ethics, together with global wealth and poverty. Students will discuss information, technology and communication, together with global health, food and wellbeing.

Subject content	Students should:	Curriculum reference
GI.1 People and places around the world	GI.1.1 know their locality and home country is an integral and connected part of the wider world	GI1.3A
	GI.1.2 understand the benefits in making connections with other people and places in the wider world	GI2.3A
	GI.1.3 know common values and aspects of culture which are shared by other countries	GI3.3A
	GI.1.4 understand the benefits of common leisure activities, which reduces barriers and connects communities in the wider world	GI4.3A
	GI.1.5 know common features between different languages and similar communication patterns	GI5.3A
	GI.1.6 understand the benefits of making and recognising connections across a range of human activities – such as careers, the arts, sciences, fashion, culture and food.	GI6.3A
GI.2 Global trade, ethics production and consumption	GI.2.1 understand what global trade is and why it is important	GI1.3B
	GI.2.2 understand the effects of consumer choice and the impact of purchasers on production and sales	GI2.3B
	GI.2.3 distinguish between the need to buy items which are essential for life, and purchases which may be considered non-essential or a luxury	GI3.3B

Subject content	Students should:	Curriculum reference
	GI.2.4 understand the importance of the manufacturing process and the need for safety and fairness in how goods are produced and sold	GI4.3B
	GI.2.5 know what is meant by Fairtrade and why it is important	GI5.3B
	GI.2.6 understand the impact of consumers on the planet/environment.	GI6.3B
GI.3 Global wealth and poverty	GI.3.1 understand the use of money in all societies and that it is not evenly shared, earned or distributed	GI1.3C
	GI.3.2 be able to distinguish money from wealth and that wealth take different forms such as property, knowledge, values and culture	GI3.3C
	GI.3.3 understand what is poverty, how it arises, and how it is measured	GI4.3C
	GI.3.4 know how poverty can be tackled and reduced across the world and how we should prioritise alleviating poverty in all its forms	GI4.3C
	GI.3.5 understand the benefits in sharing wealth to individuals, groups and governments	GI5.3C
	GI.3.6 understand why empathy and kindness may be important motivators for helping to tackle poverty.	GI6.3C
GI.4 Information, technology and communication	GI.4.1 understand the uses and benefits of digital technology and its continuing evolution	GI2.3D
	GI.4.2 know the dangers to the individuals presented by digital technology – and the need for online safety	GI3.3D

Subject content	Students should:	Curriculum reference
	GI.4.3 understand the need to verify information and control forms of global communication – recognise the dangers of bias and influence on facts and events	GI4.3D
	GI.4.4 know the purpose and limitations of advertising to the global community, and the ways it can control people	GI5.3D
	GI.4.5 know the need for truth, the identification of bias and how information can be subject to human manipulation.	GI6.3D
GI.5 Global health, food and wellbeing	GI.5.1 understand the importance of a healthy lifestyle and the meaning and relevance of human wellbeing	GI1.3E
	GI.5.2 understand the human need for food as a source of nutrition and sustenance	GI2.3E
	GI.5.3 know where our food comes from, the various ways of the production and the sourcing of food supplies	GI3.3E
	GI.5.4 know the dangers which may arise in the production of food, the risks involved and resources used in production – such as over-fishing and use of chemicals	GI4.3E
	GI.5.5 understand the need to work across cultures and overcome barriers to food shortages	GI4.3E
	GI.5.6 know about the spread of diseases and infections across the world, and the problems this presents for our wellbeing	GI5.3E
	GI.5.7 be aware of initiatives to promote personal and community wellbeing.	GI6.3E

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 and why it is important to work together. This will lead on to a discussion of conflicts around the world and the impact this can have on peoples' lives. It will consider the work of organisations which seek to overcome and resolve conflict.

Subject content	Students should be able to	Curriculum reference
PC.1 Conflicts in the community	PC.1.1 understand the importance of the need to share, play and work together; and make progress through cooperation	PC1.4A
	PC.1.2 understand the benefits of working together and the importance of honesty as a key human value upon which to build trust and ensure progress	PC2.4A
	PC.1.3 understand that we are judged by both what we do and what we say; that all our actions matter and have consequences, and reflect on our character	PC3.4A
	PC.1.4 know the danger of bullying, its forms of intimidation and their negative consequences	PC4.4A
	PC.1.5 be able to recognise early tensions and possible causes of arguments and conflict	PC5.4A
	PC.1.6 understand the nature of power, the abuse of power, and why it is wrong.	PC6.4A
PC.2 Resolving conflicts peacefully	PC.2.1 understand the term 'empathy' and be able to identify that this value aids mutual understanding; recognise the value of friendship and extending friendship circles	PC1.4B

Subject content	Students should be able to	Curriculum reference
	PC.2.2 know that certain actions and words can be hurtful to others – and recognise the value of working towards a peaceful solution to disagreements	PC2.4B
	PC.2.3 understand that not all conflict can be eliminated or fully resolved – but that in order to live together, there must be respect and consideration for others	PC3.4B
	PC.2.4 understand that resolving conflict is a skill and a positive attribute	PC4.4B
	PC.2.5 be able to identify some of the skills and strategies needed for handling arguments and avoiding retaliation	PC5.4B
	PC.2.6 know that a person may not wish to take sides in a contested dispute, and understand the value of a neutral position.	PC6.4B
PC.3 Conflicts around the world	PC.3.1 understand that enemies can overcome their differences and build friendship	PC1.4C
	PC.3.2 be able to identify current situations of conflict around the world	PC2.4C
	PC.3.3 understand the plight and difficulties which people endure if they are caught up in conflict, and the impact on their lives and life chances	PC3.4C
	PC.3.4 know that conflicts can be new or have existed without resolution for many years	PC4.4C
	PC.3.5 know about the work of organisations and groups that strive to overcome and then resolve conflict – such as the United Nations (UN) and the work of the Norwegian Nobel Committee	PC5.4C

Subject content	Students should be able to	Curriculum reference
	PC.3.6 be able to identify the significant contributions of the above organisations (and any others) that seek to resolve conflicts across the world.	PC6.4C

Topic 5 – Human Rights

Human rights are the natural 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. The topic will discuss human rights violations and organisations that support those whose rights have been violated. Students will also investigate experiences of people who move between or within countries, including economic migrants, refugees and asylum seekers, and learn about those who have stood up for and defended human rights. By covering this topic, students will develop an ability and willingness to accept and welcome newcomers from different backgrounds, as well as an interest in people who have experienced different backgrounds, cultures and life opportunities.

Subject content	Students should be able to:	Curriculum reference
HR.1 Understanding rights	HR.1.1 understand what human rights are and how they have arisen	HR1.5A
	HR.1.2 recognise the benefits all children should enjoy from the promotion of universal human rights – in that they promote happiness, safety and wellbeing	HR2.5A
	HR.1.3 know about the role of the UN as a champion for the rights of children in the world as set out in the UN Convention on the Rights of the Child (UNCHRC)	HR3.5A
	HR.1.4 know how the UNCHR aims to promote a secure and happy life in school and beyond	HR4.5A

Subject content	Students should be able to:	Curriculum reference
	HR.1.5 understand that rights granted to children are universal and have no set pre-conditions; recognise that it is adults' role to secure and promote these rights	HR5.5A
	HR.1.6 know not only their own/personal individual rights but recognise that others also have rights	HR6.5A
	HR.1.7 understand that rights can conflict with each other and may need to be balanced in certain situations.	HR5.5A
HR.2 Violation of rights	HR.2.1 understand the importance of safety and security for children's' welfare and wellbeing	HR1.5B
	HR.2.2 know what constitutes an infringement of a child's right and how to prevent its occurrence	HR2.5B
	HR.2.3 understand differing situations which constitute bullying and intimidation – alongside a means to deal with the problem	HR3.5B
	HR.2.4 understand that at times some children have rights restricted or denied to ensure their overall welfare or that of the group, community or family	HR4.5B
	HR.2.5 understand that there are issues which create complex and competing rights – to which there are no instant or easy solutions	HR5.5B
	HR.2.6 know a range of organisations that act to support and inform those whose rights have been violated.	HR6.5B

Subject content	Students should be able to:	Curriculum reference
HR.3 Refugees, asylum seekers and internally displaced people	HR.3.1 understand the different definitions and classifications of people who move location both within and between countries, such as refugees, migrants, asylum seekers and internally displaced people	HR3.5C
	HR.3.2 know the factors which necessitate a move for many groups and individuals, such as economic or environmental problems	HR4.5C
	HR.3.3 know other factors which influence a move, such as a better lifestyle and a safe environment	HR5.5C
	HR.3.4 understand the benefits which differing cultures and backgrounds bring – in terms of expertise and knowledge, and how many factors can lead to this enriching their new country.	HR6.5C
HR.4 Human rights defenders	HR.4.1 know recognised defenders of human rights	HR1.5D
	HR.4.2 understand the qualities in human rights defenders such as the ability to help, assist and understand others who have experienced downward or failing life chances and been denied human rights	HR2.5D
	HR.4.3 know how others in a local context have stood up for and defended human rights	HR3.5D
	HR.4.4 know how others in a national and global context have stood up for and defended human rights	HR4.5D
	HR.4.5 understand why it is important for others to lead and set positive examples of securing human rights that show how society cares for all its members	HR5.5D

Subject content	Students should be able to:	Curriculum reference
	HR.4.6 understand why it is a benefit to respect and champion the human rights of others, and how this enhances society.	HR6.5D

Topic 6 – Power and Governance

This topic aims to develop an understanding of what is meant by good governance and its importance. It will investigate the need for participation and inclusion and the benefit of considering many views and ideas in order to represent the communities in which we live.

Subject content	Students should be able to:	Curriculum reference
PG.1 Good governance	PG.1.1 know what is meant by good governance	PG1 6A
	PG.1.2 understand the need for agreements, rules and laws in both school and society	PG2.6A
	PG.1.3 understand the value of working collaboratively with agreed regulations in order to instil fairness into rule-making	PG3.6A
	PG.1.4 know that changes in rules are made to reflect needs, and to improve the happiness and wellbeing of the group/community	PG3.6A
	PG.1.5 understand the qualities and attributes that are required in both team members and leaders	PG3.6A
	PG.1.6 understand that dialogue and constructive feedback can be valued in a local context.	PG3.6A

Subject content	Students should be able to:	Curriculum reference
PG.2 Participation and inclusion	PG.2.1 understand the need to listen to, reflect on and consider alternative viewpoints before voicing opinions	PG1.6B
	PG.2.2 understand that all views and ideas should be granted a voice – with the notion that the common good emerges	PG2.6B
	PG.2.3 understand that disagreements will arise – but that in order for good governance to prevail, others' views have to be voiced and respected	PG3.6B
	PG.2.4 understand the power and process of open and inclusive debate, which may change minds and offer new approaches	PG3.6B
	PG.2.5 understand that not everybody has the confidence or ability to express their concerns and hopes, and that a range of methods can be used to gain views.	PG3.6B

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 and appreciate 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 be able to:	Curriculum reference
SD.1 Planet Earth	SD.1.1 know that Earth is the basis of all known life and that it has unique resources	SD1.7A
	SD.1.2 know some of the vast variety of life forms on land and in the air and their habitat	SD2.7A
	SD.1.3 know some of the vast variety of life forms in water and their habitat	SD3.7A
	SD.1.4 understand our reliance upon and the importance of water as a natural resource	SD4.7A
	SD.1.5 know about the other essential elements which are key to life on earth, such as minerals and air	SD5.7A
	SD.1.6 know how humans attempt to protect our habitat by creating national parks and wildlife reserves; develop an awareness of these at local and national level.	SD6.7A
SD.2 Connecting with nature	SD.2.1 be aware of and protect the diversity and beauty of our planet	SD1.7B SD2.7B
	SD.2.2 understand that Earth is a connected organism with a complex web of interdependence and connectivity	SD3.7B
	SD.2.3 be able to recognise the fragility of life for many species	SD4.7B
	SD.2.4 understand how everyone has a part to play in providing care for our natural world	SD5.7B
	SD.2.5 understand that it is essential to respect the natural environment and not to deplete its finite resources – to preserve and conserve for generations to follow.	SD6.7B

Subject content	Students should be able to:	Curriculum reference
SD.3 Biodiversity and habitat loss	SD.3.1 know the meaning of biodiversity and the ecosystem	SD1.7C
	SD.3.2 understand the importance of habitat and the vastly different types of species which inhabit the many habitats	SD2.7C
	SD.3.3 understand that nature is diverse and adapts to habitats, and that species decline and grow	SD3.7C
	SD.3.4 understand the connections in the ecosystem	SD4.7C
	SD.3.5 know that humankind is a factor which both causes and accelerates habitat loss and a decline in biodiversity	SD5.7C
	SD.3.6 understand rewilding as a response to habitat loss and declining or threatened species.	SD6.7C
SD.4 Climate change	SD.4.1 understand what is meant by climate and weather, and how climatic conditions naturally change across the earth – by such factors as seasonal cycles	SD1.7D
	SD.4.2 understand that species have adapted to climate differences and question whether they can survive or flourish	SD2.7D
	SD.4.3 understand the impact of rapid climate change over the last two centuries and the damage that it causes to species and habitats, alongside the severe weather patterns for many countries	SD3.7D
	SD.4.4 understand the dangers caused by excess carbon and the notion of a carbon footprint, and how this is important in reducing climate change	SD4.7D

Subject content	Students should be able to:	Curriculum reference
	SD.4.5 know that climate change and the damage which it causes is a problem for all nations, and understand that everyone should be included in the solutions	SD5.7D
	SD.4.6 understand that we may all contribute to climate change and how we should modify our lifestyle and encourage others to do so.	SD6.7D
SD.5 Energy, pollution, waste and recycling	SD.5.1 understand what recycling is and why it has become more important	SD1.7E
	SD.5.2 understand the importance of recycling in order to conserve limited resources	SD2.7E
	SD.5.3 understand the different aspects of recycling, such as reusing, repairing, remodelling and refusing	SD3.7E
	SD.5.4 know the damage that waste creates in the environment on land, in rivers, seas and oceans	SD4.7E
	SD.5.5 understand that energy derives from two sources: finite and renewable	SD5.7E
	SD 5.6 understand why travelling has increased and the carbon footprint which it produces; create the need to investigate more environmentally friendly ways of travel, or not to travel at all.	SD6.7E
SD.6 The future of our planet	SD.6.1 be aware that the world has evolved over millions of years to sustain life	SD1.7F
	SD.6.2 understand that humankind has had a massive impact on our planet; especially since we have industrialised	SD2.7F

Subject content	Students should be able to:	Curriculum reference
	SD.6.3 understand that the choices made by adults now will shape the future of all children on the planet in their lifetime	SD3.7F
	SD.6.4 know that we live on a fragile Earth and that small changes make a big difference to the survival of all species – to which humankind is inevitably linked	SD4.7F
	SD.6.5 understand the work of leading environmental groups and their impact, and the growing concern of humankind about the future of our planet	SD5.7F
	SD.6.6 understand that the survival of our planet depends on cooperation and not continued conflict over limited resources.	SD6.7F

Sample assessment materials

A sample achievement test and mark scheme for this assessment can be found in the *Pearson Edexcel International Award in Primary 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 iPrimary
A01 Demonstrate knowledge and understanding of citizenship concepts, terms and issues	50
A02 Apply knowledge and understanding of citizenship concepts, terms and issues	35
A03 Interpret and evaluate information	15
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 *Suspected Malpractice Policies and Procedures*, available at www.jcq.org.uk/exams-office/malpractice.

Awarding and reporting

The Pearson Edexcel International Award in Primary Global Citizenship will be graded on a three-level scale from P1 to P3.

A pass in the Pearson Edexcel International Award in Primary Global Citizenship is indicated by one of the three levels P1, P2 and P3, of which level P3 is the highest and level P1 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 Primary 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 Award in Lower Secondary Global Citizenship.

Appendices

Appendix 1: Glossary	33
Appendix 2: Command word taxonomy	39
Appendix 3: Codes	40

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.
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.
Community	A group of people who live together in one place or share particular characteristics, interests or attitudes.
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.
Conserve	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.

Term	Definition
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.
Culture	The beliefs, way of life, art and customs that are shared and accepted by people in a particular society. 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.
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.
Environment	The surroundings or conditions in which a person, animal or plant lives or operates. An environmental disaster is human-made damage to the natural environment resulting in disease, destruction and death of living plants, animals and human beings.
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 birth .

Term	Definition
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.
Famine	Widespread food shortage , caused by crop disease, limited supplies, bans on exports, high cost or other factors.
Global	Worldwide, relating to the whole world. 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.
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.

Term	Definition
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.
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)	Rules of conduct or action that a nation or a group of people agrees to follow. Legislation is the process of making laws.
Life chances	The opportunities each person has to improve their quality of life. Life experiences are experience and knowledge gained through living.
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.
Nationality	Belonging to a particular nation or state or to a particular ethnic group within a wider community.
Nobel Prize	Any of six international prizes established in 1901 and awarded annually for outstanding work in physics, chemistry, physiology or medicine, literature and the promotion of peace.
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.

Term	Definition
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.
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.
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. <i>See also: asylum seeker and migration.</i>
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.
Society	The community of people living in a particular country or region and having shared customs, laws and organisations.
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.
Technology	Machines, equipment and ways of working based on modern knowledge about science and computers.

Term	Definition
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.
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.
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, which are animals and plants seriously at risk of extinction.

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.	JGL11
Achievement test code	This code is provided for information.	JGL11/01

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