

Pearson Edexcel Level 1/Level 2 GCSE

May–June 2022 Assessment Window

Syllabus
reference

4GL1

Global Citizenship

Advance Information

You are not permitted to take this notice into the examination.
This document is valid if downloaded from the [Pearson Qualifications website](https://www.pearsonqualifications.co.uk).

Instructions

- Please ensure that you have read this notice before the examination.

Information

- This notice covers all examined components.
- The format/structure of the assessments remains unchanged.
- This advance information details the focus of the content of the exams in the May–June 2022 assessments.
- There are no restrictions on who can use this notice.
- This notice is meant to help students to focus their revision time.
- Students and teachers can discuss the advance information.
- This document has 4 pages.

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General advice

- In addition to covering the content outline in the advance information, students and teachers should consider how to:
 - manage their revision of parts of the specification which may be tested in lower mark questions
 - manage their revision of other parts of the specification which may provide knowledge that helps with understanding the areas being tested in 2022.
- For specifications with synoptic questions, topics not explicitly given in the Advance Information may appear, e.g. where students are asked to bring together knowledge, skills and understanding from across the specification.
- For specifications with optional papers/topics/content, students should only refer to the advance information for their intended option.
- For specifications with NEA, advance information does not cover any NEA components.

A link to the Joint Council for Qualifications guidance document on advance information can be found on the Joint Council for Qualifications website or [here](#).

Advance Information

Subject specific section

- The specification content is presented in numerical order as set out in the specification, and not reflecting the question order of the examination papers.
- Some questions may be answerable using more than one area of specified content.
- Any content listed may appear in an examination paper as a MCQ (multiple choice question) but only where also being assessed in another question style.

The following advance information document lists areas of the International GCSE Global Citizenship course specification which will appear in the May–June 2022 examination series. By informing candidates of the inclusion of the below listed areas, we are providing information about the topics of the higher tariff questions. Specific to this subject qualification, this advance information does not include:

- advanced notice of areas assessed through multiple choice questions
- advanced notice of areas assessed relating to the Citizenship Community Action Project (Section A).

Sections B and C

Topic	Students should know and understand the following:
Systems of government	<ul style="list-style-type: none">a) Existing political systems and their impact on communities and individuals for one high, one medium and one low Human Development Index (HDI).b) Differences between democratic and autocratic countries, and the concept of democracy and totalitarian regimes.
International law	<ul style="list-style-type: none">d) Recognising the importance of social movements, charities and non-governmental organisations (NGOs) in raising awareness and campaigning for change to international law or the introduction of new elements of international law.
The process of economic development	<ul style="list-style-type: none">a) Three Human Development Index countries (one high, one medium, one low), giving an overview of global wealth disparities; education and health disparities in each nation; new emerging economies.
The role of international organisations	<ul style="list-style-type: none">a) The main international organisations supporting economic development and dealing with human welfare, including the WHO, UNICEF and UNHCR.
Protecting the environment	<ul style="list-style-type: none">a) Climate change, its causes, consequences and the response of the global community and individual citizens (including adaptation to a changing natural environment).b) The impact of global economic development on the Global Commons, including rainforest removal, biodiversity loss and ocean pollution.c) Ways of promoting the protection of the environment and supporting growth, including the circular economy.

Topic	Students should know and understand the following:
The United Nations Sustainable Development Goals	<ul style="list-style-type: none"> a) Prior work of the UN in support of global development, including the 1992 Earth Summit and the Millennium Development Goals (2000). b) The 2015 Sustainable Development Goals (SDG) framework and the importance of its different elements for local communities and the global community. c) Progress made towards meeting SDG targets in two contrasting world regions.
Global and national cultures	<ul style="list-style-type: none"> a) Growth towards a global culture, including increased worldwide adoption of common foods, languages, media and fashion. b) The rejection of globalised cultural change, including national identity and resistance against the spread of global culture, using two countries as examples. c) The protection and promotion of national culture as an economic development strategy, using one country as an example.
Identity and migration	<ul style="list-style-type: none"> a) The main economic, political, cultural and environmental reasons for increased international migration. c) The effects of migration on patterns of identity and diversity in local and national communities, including community cohesion and growing numbers of people with multiple identities.
Social attitudes and changing lifestyles	<ul style="list-style-type: none"> c) Lifestyle changes, including global increases in longevity (ageing) and obesity (malnutrition).
Global language and communication	<ul style="list-style-type: none"> b) Communications technology, and the shrinking world and its effects on language and communication.
Cultural change in emerging economies	<ul style="list-style-type: none"> b) Cultural changes linked with income rises, including increased consumption of different foods, media and consumer goods.
Technology and communities	<ul style="list-style-type: none"> b) New opportunities and threats for communities, including differing views on developments such as artificial intelligence or bionics, healthcare and/or other support services.
Technology, politics and citizenship	<ul style="list-style-type: none"> a) Communications technology and campaigning, including the use of social media to raise awareness about issues.
Social media identities and freedoms	<ul style="list-style-type: none"> a) Positive and negative ways in which personal identities can be affected by the growth of social media communities in local and global contexts.

Section D

Advanced notice of areas assessed through the synoptic essay in Section D which by design can draw on any content from across the whole course.

END OF ADVANCE INFORMATION