Examiners' Report

Summer 2013

International GCSE Global Citizenship (4GL0)

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Introduction

Learners effectively applied their knowledge in the range of situations presented to them in the examination questions.

In questions which tested the higher level skills, there were some very well-argued points of view which were often supported with interesting and original examples.

The examiners would like to draw attention to strategies which will enable learners to gain marks:
- claims, especially those which are contentious, should be supported with evidence, which might include references to statistics or reports
- questions can be answered using several different approaches and the mark scheme indicates what some of these could be
- the mark scheme is designed to support teaching and learning
- candidates should not use slang or informal terminology
- candidates should explain any abbreviations which they use
- candidates should ensure that their writing is legible.

Choice of Community Action and relevance to global issues:

Candidates are asked to indicate the community action which they undertook and its relevance to a global issue of their choosing.

The Examiners were very pleased to see the range of community actions chosen and the clear attempts by candidates to link these to a specific global issue. Some community actions were more ambitious and more organised than others. They ranged from displaying posters to organising donations to schools to contacting and working with speakers from UNICEF. Candidates who carried out pilot-research about their chosen community action [to test its viability] should be strongly encouraged to continue such good practice.

The examiners were also impressed by the many candidates you explored alternative views and challenged cultural norms.

In this series, community actions included:
• raising awareness about the United Nations World Food Programme
• promoting education for girls
• providing mosquito nets
• raising awareness of deforestation in the Amazon
• promoting gender equality
• promoting Lesbian/Gay/Bisexual/Transgender [LGBT] equality
• organising a sponsored walk for those affected by civil war in Syria
• raising a petition to change the law relating to homeless people in Houston, Texas
• parks and recreation: making a dry area more sustainable
• holding a 'meat –free Monday' to reduce levels of meat consumption [because the meat industry makes a significant contribution to global warming]
• holding a Fair-trade event
• persuading people to use bicycles rather than cars
• recycling bicycles through a local bicycle club which are then sent to developing countries to be adapted as ambulances.

Most candidates were able to clearly link their community action to a global issue. There were some general statements here including 'poverty' and 'hunger' or 'health'. Candidates are advised to be more specific: 'rural poverty'; 'reducing child mortality rates' or 'hunger in country x' would be more suitable. Weaker statements included 'providing toys and love at Christmas'. These are not specifically global issues. Some candidates did not appear to know what is meant by the term 'global issue'.

Candidates are advised to consider the use of geographical terms for continents such as Asia and Africa. Some candidates assume that there is a cultural homogeneity in these vast land masses and that everyone who lives there is poor. Such candidates are advised to refer to specific countries.

Overall, the weakest responses repeated information submitted in answer to one question in the answers to the following questions. Candidates are reminded that the questions are discrete and require different information in each case.

The examiners were concerned that some candidates had not undertaken a community action and were therefore unable to answer the question.

Q1

a) Nearly all candidates gained full marks and there were some very intelligent contributions. However, the examiners remind candidates that their contributions to the community action must be their own. A number of candidates all seemed to have made the same contribution. Course Tutors are asked to ensure that this does not happen in future series.

Comment: This answer clearly shows what contribution the candidate made (contacting UNICEF and the Red Cross) and they gained 1 mark for this and a further mark for expanding their reasons.

1 (a) Describe **one** idea you contributed during the planning of your community action.

(2)
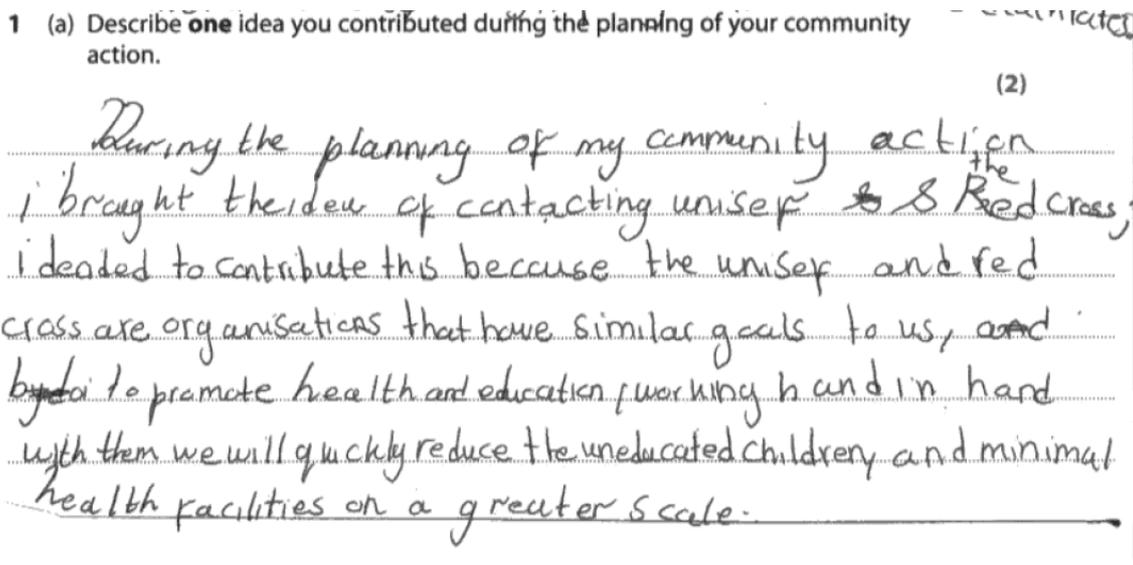
During the planning of my community action i brought the idea of contacting unisef & & Red cross; I deaded to contribute this because the unisef and red cross are organisations that have similar goals to us, and by doi to promote health and education, working hand in hand with them we will quickly reduce the uneducated children and minimal health facilities on a greater scale.

b) Some answers tied their community actions very closely to the relevant global issue and made the connections very clear. Others failed to make any connection to a global issue and were awarded no marks.

c)(i) Most answers could articulate why their chosen global issue is important.

Comment: This answer gains full marks because it demonstrates very clear knowledge and reasons are tied to documents (The UN

Convention on the Rights of a Child and the Millennium Goals) which are concerned with the specific issue chosen by the candidate.

(c) (i) Outline why you think your chosen global issue is important.

(2)

I think my chosen global issue is important because education is for children allows them to grow up get job's, feed themselves rather than relying on an orphanage all the time, Using education i help teach children to fish for a lifetime rather than me just giving them food and leaving them to fish for a day, Education has produced great people that give back to their communities e.g Bill gates i hope one day they to will give back.

c)(ii) Many answers explained a different view but the examiners noted tones of anger, frustration and intolerance in some answers.

d) Whilst weaker answers made simple assertions *(e.g. their community action would 'bring joy'), the most effective responses integrated their arguments and claims with facts, evidence and well-chosen examples.   Such candidates are highly commended.

Comment: This answer does not indicate anything specific which would improve the lives of citizens

(ii) Explain a different view that might be held about your chosen global issue.

(2)

Some people from different nations or country might not cooperate for we might not have given helped to them and people from their home countries Another example might be that Syria might be in war against others' home countries.

e) Examples of community actions which happen in other countries included: humanitarian work carried out by the Red Cross [it was interesting to note that there were few references to the Red Crescent]; the opening of an all-girl school in Saudi Arabia; 'Obama care'; rainforest projects amongst miners in Peru and International Women's Day.

Where candidates referred to organisations such as Voluntary Service Overseas [VSO] they were awarded marks but they are reminded that the question did require them to refer to specific countries.

Q2

a)   Most candidates gave the correct answer to this question.

b)   Most candidates gave the correct answer to this question.

c)   Candidates were aware about the extent to which governments have access to personal information about their citizens and the issues regarding personal privacy.

Sophisticated answers referred to:

- the ways which control of the internet enables certain governments to broadcast party rhetoric and block minority groups from publishing their views
- the restrictions placed on books and newspapers in Tsarist Russia
- the ways in which governments monitor hacking
- attempts to regulate the internet.

Candidates are asked to always indicate the countries to which they refer.

Some answers recognised more benevolent uses such as the provision of information to UK citizens on the www.gov.uk web site.

Comment: Four clear points made for full marks. The final sentence clearly connects the answer to Source A.

(c) Using **Source A** and your own knowledge, explain how control of the internet can be used by governments.

(4)

The Chinese government & se controls the access that citizens of China have to the Internet. It censors the Internet domains that its citizens can access, and monitors all Internet activity in the country. The government do this to stop citizens from reading any information online criticizing that critisizes their totalitarian regime, or that they deem to gives them access to ways of thinking that are threatening to the regime. In this way the totalitarian government are able to stay in power.

d) A number of answers interpreted the question incorrectly as referring to personal identity and gained no marks. Few answers referred to specific communities. Candidates are advised that communities are not always based in a specific location. Answers could have referred to religious communities; the gay community; people who live with disabilities.

Other answers referred to the ways in which the internet can challenge stereotypes.

Comment: There are appropriate points made. The answer could refer to a specific local community if the candidate wished to do so.

(d) Explain the role of the internet in changing the identity of local communities.

(4)

Internet has helped increase the rate of globalisation worldwide. This has allowed the free flow of information that a impacts how people think, and view life. ~~The identity of people~~ People thus begin to loose the cultural identities as they are influenced by ~~k~~celebrities on what they should where how the talk etc. People also begin following other religions due to internet, thus bringing about change in local communities

e) (i) Most candidates provided two correct examples.

e) (ii) Most answers gained marks. The most thoughtful responses pointed out that communication technologies can make protests more effective because they:

- encourage those with no previous political interests to become participants, especially younger people
- promote expertise.

One very astute response pointed out that television reaches people who can't read and thus enables them to participate.

These sorts of responses gained full marks for the insight which they revealed.

f) (i) Most candidates provided suitable examples and many answers were extended with brief explanations. It is very pleasing that many candidates took notice of the mark allocation here and did not write excessive amounts. Examples included MPESA, Telecentres in Kenya, and the availability of computers in UK public libraries.

f) (ii) Some answers considered more than one way but most developed to include specific information about the ways that the lives of people living in poverty improved. The most frequently seen answer referred to the use of ICT and how this enabled people to be better educated, to gain qualifications and employment, and ideas on how to sell produce.

There were some excellent answers about the impact of mobile phones on the livelihoods of Kenyan farmers and on the work of Non-Government Organisations [NGOs] including BRAC, which have used technology to improve the lives of those living in poverty. Reference to the work of specific organisations is highly commendable.

Weak answers simply stated that lives could be improved and left it at that whilst others did not refer to those living in poverty.

A few responses did not refer to communication technology at all and were unable to gain marks and others repeated information they had included in their previous answer. Candidates are advised against such an approach.

Comment: This answer refers to the work of a specific organisation in a specific country and for these reasons is more convincing.

(ii) With reference to **any** country you have studied, explain **one** way in which communication technology has been used to improve the lives of people who live in poverty.

(3)

Plan International have organised events in South Africa where children can discuss issues of importance to them on the radio. This has enabled the children to directly influence ~~the ways in which~~ change in their local communities, in relation to the issues they discuss.

Q3

a) Nearly all candidates gave the correct answer to this question.

b) Some answers showed understanding of the concept of globalisation. Whilst there were a few very sophisticated responses, these were written by candidates who did not notice that only two marks were available.

There were answers which showed little or no awareness of the concept. Candidates are reminded that it is a key element of the specification.

Comment: This answer shows no familiarity with the usual definitions of the concept of globalisation.

(b) Explain the term **globalisation.**

(2)

Involving all countries around the world to help other countries.

c) Most candidates provided three correct examples. Explanations were not required.

d) The examiners were very pleased to see that most candidates could use their own knowledge to explain one impact and provide supporting comments. Whilst many were of the 'if the rich take lots then the poor will suffer' argument, some excellent responses referred to:

- the lack of money available for education in poorer countries
- the likely outcomes and the impact of carbon footprints on global warming
- the impact of farming on the world's forests
- damage to eco-systems.

Weaker responses re-wrote information from Source C and did not gain marks for doing so.

Candidates are advised to avoid statements such as 'The rich spend a lot of money on useless things' or 'the rich take their wealth for granted' as a) such claims do not answer the question and b) involve judgements which are very difficult to support. Candidates could more reasonably claim that the wealthy have higher disposable incomes, a claim which could be supported with evidence should they choose to do so.

Comment: A clear, focused response which creates impact and gains full marks.

(d) Using **Source C** and your own knowledge, explain **one** impact of the over-consumption of resources by the rich.

(3)

Over-consumption of cars by the rich has contributed significantly to rising carbon emmissions. Cars are made up of many different materials, which are synthesised from natural resources, such as metals, that are obtained from the ground. When cars are produced in factories, carbon dioxide is emitted, which contributes to the growing change in the Earth's climate.

e) Answers referred to charitable donations, Fairtrade products and the approach of socialist government policy as a means of redistributing wealth. Outcomes often included raising standards of education, reducing disease and infant mortality rates.

Issues of tax were not explored, and could have been used in this instance.

Comment: A clear reason given with two further marks for explaining the point made.

(e) According to **Source C**, redistributing wealth is the most effective way of reducing poverty.

Explain **one** way that redistributing wealth could reduce poverty.

(3)

Redistributing wealth from the rich to the poor would enable ~~more poor families to afford~~ to be able to to educate their children. ~~Children who have~~ more schools to be built in poor countries, and ~~the~~ so more children would be able to go to school. Completion of Primary education has been shown to ~~increase~~ correlate with a higher income later in life, so more people could work their way out of poverty.

f) Answers considered gender and race equality issues; the impact of the growth of communication technologies; religious intolerance; the introduction of the minimum wage in the UK; the lack of global human rights; the impact of cultural diversity; the need for the wealthy to accept a lower standard of living; why corruption reduces the effect of measures designed to reduce inequality/address unfairness; communism; Millennium Development Goals; living standards in South Korea compared to those in its northern neighbour; world population growth; writing-off loans to developing economies (which Brazil did in May 2013). The range and diversity of these answers is highly commendable.

This question was also testing candidates' own understanding of the concept of citizenship: to what extent are they willing to tolerate unfairness/inequality in their own or other societies?

A few answers which argued convincingly that reducing unfairness would not benefit human beings were also rewarded.

Some weaker answers simply suggested that unfairness should be reduced because it was unfair; whilst others considered that an unfair world was the outcome of human nature but did not explain why.

Most answers considered a different point of view, as required by the question.

The mark scheme gives an indication of the sorts of responses that were expected.

Comment: This candidate answers the question and gives contrasting viewpoints. It is well-argued and factual. It refers to a specific country (Ghana). The language and terminology are sophisticated.

(f) Use examples from the sources and your own knowledge to answer the following question.

Do you think it is possible to reduce the degree of unfairness which exists across the world?

Explain your answer, showing how you have considered more than one point of view.

(8)

I do think it is possible to reduce the degree of unfairness in the world, and I believe that this is possible by redistributing wealth and through development interventions. Evidence from 30 years of research has proven that redistributing wealth is effective in lessening poverty, and ~~grassroots~~ I also believe that ~~grassroots~~ development interventions, where money is channeled into interventions that help people in developing countries to become economically self-sufficient, are also effective in reducing poverty in the longer term.

It is possible, however, that money that a developed country gives to the government of a developing country is misused, and channelled into jobs that keep a handful of high-earning workers in their positions (Lucas, 2009) instead of using the money to create ~~po~~ economic growth for ~~people~~ their citizens who are living in poverty or have unstable employment. However, I believe that a well-implemented government level intervention, such as ~~creating~~ making primary education free and supplying a small bursary to ~~keep~~ those with children in school, can ~~help those children to later~~ increase numbers of children in education who ~~Can~~ work their way out of poverty in future.

(Total for Question 3 = 20 marks)

Q4a)

Answers indicated that candidates recognised the benefits of a diverse society and most identified disadvantages.

References were made to immigration to the UK in the 1950s; the impact of the ubiquity of MacDonalds on diversity and conflict between the diverse sectors of Indian society. Other answers considered the concept of tolerance.

Some answers made claims which candidates did not substantiate with evidence and the same answers sometimes resorted to stereotypes e.g. 'foreigners taking our jobs'.

Most answers did not make a distinction between national and local communities.

Candidates are advised to refer to specific communities in particular countries.

The examiners suggest that candidates need more support in this aspect of the specification.

Q4b)

The question asked about the fairness of democracy. Some candidates who offered a definition of the concept of democracy were rewarded.

Candidates could also consider what is meant by the concept of fairness. This is not an absolute and answers which showed that notions of fairness can be determined by particular countries gained marks.

Candidates had knowledge of a wide range of countries.
There were some very competent answers from candidates in countries where absolute monarchies are in place and how such systems are fair and how individual rights are respected. There was less on the possible degree of unfairness in such systems e.g. whether all people who live in such countries enjoy the same rights.

Some answers noted the discrepancy between the rights of men and women for example, and candidates should, as far as they can, consider these possibilities.

Where other systems such as those in the USA or China were considered for comparison, candidates are reminded that they are not asked to make moral judgements about political systems.

As far as possible, candidates should stick to facts. It is possible to protest in China (the artist Ai Wei Wei is an example) but the Chinese government are able to control the extent of such protest e.g. through control of the internet, as Q2 indicated.

Explanations of how democracy makes a government accountable to its electorate are also relevant when considering the notion of fairness.

Where a candidate alleges that a government is corrupt, this must be supported with relevant and recognised examples. Otherwise, it is simply an assertion on their part.

The few candidates who suggested that the UK Royal Family did no actual work did not gain marks. Those that considered the fairness of a constitutional monarchy did.

Candidates are advised to provide more detail about the political systems which are in place in their own countries. Examples included:

- consideration of the ways that tribal allegiances affect the outcomes of elections and the possible impact of this on Kenyan democracy
- well-researched knowledge and understanding of the impact of coups on Nigerian democracy
- an explanation of the impact of the Great Leap Forward
- the cause and progress of the Arab Spring (but with relatively little about the influence and impact of religions such as Islam).

There were other insights including the claim that democracies respond to negotiations and democratic processes that exist internationally. Such insights demonstrate excellent teaching and learning.

There were some conclusions which contained evaluations which would have been awarded high marks at A Level.

This makes for a very encouraging first series and candidates and their Course Tutors are commended for this.

Candidates should ensure they apply terminology correctly (double-checking their work will help). There was, for example, occasional confusion between anarchy and monarchy.

Candidates should not rely entirely on anecdotal evidence. Unsupported assertions about countries and their polity were not rewarded.

Some answers, regretfully, did not take the issue seriously and others were mere personal opinion with no supporting evidence. Such answers gained very few marks.

General Recommendations:

Learners should:
- practice exam technique using past papers, mark schemes and examiners' reports available at www.edexcel.com
- read all the questions carefully before they begin answering
- careful note should be made of the number of marks for each question as this gives an indication of the level of detail required in the response
- read their answer script through carefully before the end of the examination
- support their responses with evidence as far as possible

Course Tutors should:
- refer learners to past papers, mark schemes and examiners' reports available at www.edexcel.com
- ensure all the content of the specification is fully covered and understood
- encourage learners to read all the questions carefully before they begin answering
- give learners practice writing responses to the different levels

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