Examiners' Report
Principal Examiner Feedback

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Pearson Edexcel International GCSE
In Global Citizenship (4GL1)
Paper 1

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Introduction

Overview

To judge by the evidence, the first cohort of candidates for the new Pearson **International GCSE Global Citizenship** course have gained a well-informed understanding of key contemporary global issues. In particular, candidates wrote in an engaged and often thoughtful or critical way about the challenges and opportunities brought by cultural change and technological progress.

In the great majority of cases, a community action project had been carried out which was focused on an important issue that candidates were interested in and sometimes cared about passionately, to judge by the way they answered the questions in the examination. Topics included food waste, homelessness, the plight of refugees in local contexts, plastic pollution on beaches, the misuse of social media, obstacles to participation in education for schoolgirls and biodiversity threats.

Most candidates appeared to have experienced little difficulty completing the paper in the time allowed; there were few answer spaces left empty. A small minority of students did fail to complete **Questions 21 and 22**, however.

The multiple-choice questions were targeted at all three assessment objectives. Some took the form of straightforward recall tasks (AO1) while others require careful analysis (AO3) or applied understanding (AO2) of source material. That two questions which caused greatest difficulty for candidates were **Question 4** (the definition of a diaspora population) and **Question 7** identifying autocracy as a non-democratic system of government).

This suggests that future cohorts of candidates might benefit from spending more time revising key terms appearing in the specification.

Points

Moving forwards, the following points may help guide future teaching and learning.
Candidates would benefit from being in possession of a list of key words and definitions. This should include key concepts for citizenship studies such as identity, community cohesion, etc. It is important that candidates are aware of when a key citizenship concept plays a central role in a question (such as **Question 9(b)** in this year's paper).

There is over-reliance on a small handful of located countries almost to the point of cliché. North Korea is not the only example of a country where

citizens' rights and freedoms are restricted. Internet controls and restrictions can be found in over 40 countries worldwide, for example. Teaching and learning might embrace a slightly wider range of contexts and examples.

It is important that candidates recognise which questions are asking them to make use of source material in the answer space - and which are not. AO3- targeted short-answer questions require material to be selectively extracted from sources (such as Question 18a in this year's paper). These questions will always include a phrase such as **'Using the source...'**

Candidates require clear guidance on how to answer the 9-mark questions in a way which makes full use of their own prior knowledge and understanding. They should not be attempting to answer these questions purely by selectively rewriting the sources.

The final 15-mark question is designed to be a synoptic essay with a very broad remit thereby allowing candidates to draw on teaching and learning from all parts of the course. Narrow answers based on the candidate's own country are unlikely to reach the higher mark bands, particularly when the focus is meant to be on global issues and development (rather than national-scale issues).

Q1(a)

The specification provides a clear **'roadmap'** for students undertaking the citizenship community action project. Box 2 is titled: **'Undertaking primary and secondary research'**. It was therefore disappointing to find a large number of students making no mention of any sources at all (and very few distinguished between primary and secondary sources).

In some cases, the research source was referred to simply as **'the Internet'**. In contrast, the best answers referred to specific websites, or mentioned primary research activities such as field visits made to particular communities or places. These answers usually scored full marks. Answers which informed the reader of particular facts but neglected to make any mention at all of the research source were awarded up to 2 out of the possible 4 marks.

Q1(b)

Box 3 of the specification is titled: **'Represent their own and different points of view'**. Ideally, students will become aware of *contrasting* perspectives on the at-times controversial issues they have chosen to explore (such as poverty, hunger, FGM and other topics of concern).

The best way to approach answering a question which asks for **'different'** points of view is to provide contrasts, for example by presenting opposing views about why many people live in poverty (some observers may believe it is these people's own fault, because they have not worked harder; other observers may think structural problems in society have left certain communities trapped in a circle of poverty).
Candidates who took this approach invariably scored well on this question.

In contrast, a minority were clearly unsure what is meant by a **'point of view'** and their answers typically consisted of two facts about the issue, with no difference in viewpoint being evident.

Thus, for example, one candidate who scored no more than half marks on this question answered as followed: 'One point of view is that plastic enters the oceans because people do not recycle it. Another point of view is the plastic does not biodegrade and stays in the oceans.' Candidates need clear guidance about what is meant by a **'point of view'** in relation to their selected global issue.

Q1(c)

This question was generally well answered because most candidates were able to maintain a focus throughout on the campaign methods used when communicating to their audience.
However, careful thought was needed because the question asked candidates to specifically explain the steps that were taken to ensure the chosen methods were *persuasive*.
Answers in the middle of the attainment range typically neglected the word **'persuasive'** and provided a descriptive account of their campaign methods.

In contrast, answers towards the top of the range interpreted the question more carefully and clearly explained why their methods *had achieved the intended goal of getting an audience's attention or sympathy*.
Some responses focused on the power of particular images or stories to provoke an audience reaction.
Other responses explained practical points such as the need to deliver a presentation without interruptions in a space where an audience can concentrate.

At the very top end it was clear that some candidates had a real appreciation of the centrality of campaigning and advocacy to citizenship.

Q1(d)

In general, candidates applied themselves better to the second of the two tasks, which asked them to explain advice they might give to another student about how to avoid mistakes when carrying out the action project. Some candidates took a generic approach (for example by providing broad advice about how to deal with the general public); others offered highly specific technical advice in relation to their particular topic (for example, procedural errors that might be made when sampling water quality or pollution levels). Either approach was acceptable.

In contrast, the first task - which involved writing about the importance of *planning* - was not often well-answered. Many candidates were unable to maintain a tight focus on planning issues (such as timing, scheduling, thinking ahead) and wrote instead about the importance of working **'carefully'** (which often resulted in repetition of material used to answer the second part of the question).

Q8
This question ideally required students to apply their own technological and political knowledge to the context shown in the source booklet **(technology threats).**

At the lower end of the mark range, candidates simply copied out information from the source without adding any additional insights using their own applied understanding of the issues.
At the upper end, in contrast, good explanations were provided which drew on prior learning of specification content. For example, some candidates explained that governments in liberal democracies might be wary of introducing too much in the way of top-down controls or any kind of censorship.
Other candidates wrote about some citizens' lack of IT skills and gave reasons why unwary individuals might be vulnerable to cyber-attacks because they do not protect their computers and devices properly.

Q9(a)

Many candidates only gained half of the available marks because they did not read the question carefully enough, and provided an explanation for migration *in general* as opposed to the more specific movement of *wealthy people*. Thus, many answers wrote about natural hazards, persecution and economic troubles as possible causes of out-migration from a place. Relatively few answers focused correctly on reasons why a minority of wealthy people might move internationally (for example because of differing systems of governance and taxation).

Q9(b)

Disappointingly, very few candidates scored full marks on this question. The main reason for under-achievement was a lack of engagement with the key citizenship concept of *identity* (see, for example, the entry on **'multiple identity'** in the specification glossary).

Answers scoring 2 marks typically focused on the benefits for individuals which derive from being able to stay in touch with family and friends despite having moved overseas. However, such answers usually did not include any specific developed link with the idea of *personal identity* formation which was included in the question.

The minority of candidates who gained full marks went a step further, however, and explicitly commented on ways in which internet use might help people to maintain a traditional cultural identity over time, or develop a new multiple identity.

Q10(a)

Many candidates briefly outlined two ways of raising awareness, in each case identifying an appropriate campaigning medium such as social media, television networks or face-to-face methods including petitions and leafleting.

A minority of candidates outlined the possible messages an NGO might want to spread without identifying the exact ways in which awareness of these issues might practically be raised. While some credit was given for this approach, candidates could not gain full marks without some indication of way(s) in which awareness can be raised.

Q10(b)

This question required students to recall knowledge of nuclear power in a straightforward way (drawing directly on page 19 of the specification).

Candidates scoring full marks usually provided a fully factually correct account of nuclear power (e.g. they explained its low carbon footprint along with the safety issues; typically, evidence was provided of a past meltdown e.g. Chernobyl or Japan 2011).
Candidates scoring half marks were usually unable to provide specific developments as part of their answer or provided factually incorrect information (for example, explaining that nuclear power does not emit carbon **and therefore protects the ozone layer** - a surprisingly common misunderstanding)

Q11

At the upper end of the attainment range, some excellent answers applied a range of knowledge and understanding drawn mostly from Theme 1 of the specification (politics and governance). Prompted by the stimulus of the source material, candidates argued the need for global climate change agreements and other recalled laws and conventions (popular choices included the sustainable development goals, UN peacekeeping, the UDHR and international actions to protect refugees).

Good answers explained both the strengths and failings of global governance in relation to the welfare of *local communities*, recognising that aspirations are not always met in reality for a range of reasons. At the middle and low end of the attainment range, answers omitted specific evidence of any agreements other than those mentioned in the source material.

Some candidates fundamentally misunderstood how to tackle this and the paper's other 9-mark question.
Course support materials, including the specimen paper, have highlighted the way marks are evenly distributed across the three assessment objectives for the qualification. 3 AO1 marks and a further 3 AO2 marks are allocated for the **application** or relevant **knowledge** and **understanding** drawn from **course learning**. However, a minority of candidates simply reproduced content copied from sources A-C.

Clear guidance needs to be given to candidates about how to tackle 9-mark questions. The instruction 'study sources A, B and C and answer **Question 11'** is intended as a 'springboard' to get candidates to start thinking about the broader question which is being posed (in this case, do global agreements ever really help local communities?).

Candidates are expected to make use of their own knowledge and understanding of the issues when answering the 9-mark questions.

Q18(a)

This question was targeted at AO3 and required students to make use of source evidence. The instruction **'Using Source D...'** clearly indicates this. Many candidates correctly identified the two reasons which the source provided. Unfortunately, a minority ignored instructions given by the question and provided alternative reasons which could not be credited.

Clear guidance needs to be given to students about how to answer questions which include the instruction **'Using the source...'**

Q18(b)

This was a well-answered question insofar as most candidates provided a developed causal explanation. It was pleasing to see so many candidates demonstrating understanding of the way conflict resolution may become harder in the absence of educational frameworks which value consideration of different perspectives and beliefs.

Q18(c)

Most candidates were able to identify two basic benefits such as 'improved trade' or 'less chance of war'.

It was, however, disappointing that very few suggestions were made which included more specific benefits, such as the removal of tariffs or the free movement of workers. Multi-governmental organisations form an essential part of the global economy and are viewed by many people as essential for economic development. Based on the evidence of answers to this question, many students would have difficulty answering a higher-tariff question focused on the growth of regionalisation **(specification page 15).**

Q19

Many candidates gained one or two marks by identifying a valid possible solution and then providing a partial explanation of how it would work. For example, some answers identified recycling as a possible solution and explained its environmental benefits.
However, they only *partially* answered the question because no mention was made of how economic growth might simultaneously be maintained.

Only a minority of candidates fully answered the question by thoughtfully explaining how a solution such as recycling or carbon pricing might additionally stimulate economic growth in some way (by providing new employment or investment opportunities, for example) while at the same time reducing carbon emissions.

Q20(a)

This question was very-well answered by the majority of candidates, many of whom had clearly found the study of culture to be an interesting and engaging topic (based on the evidence seen).
Many thoughtful answers dealt with themes such as migration or the history of particular countries (where multiple ethnic / regional groups have over time become united as citizens of a particular sovereign state).

Candidates wrote about the Catalan region of Spain, the four countries of the United Kingdom, the arrival of black and white ethnic groups in the USA and the complex ethnic identity of some African states such as South Africa and Kenya.

Some candidates only gained half marks, however, because they identified the importance of migration processes but failed to make a link back to the question which had asked for an explanation of why cultural diversity is high.

Thus, the statement **'many countries are culturally diverse because they are home to migrants'** only partially answers the question - because it is possible, of course, for migrants to be culturally very similar to the rest of a country's population (for example, Australian migrants living in New Zealand).

The best answers were more explicit and explained that countries such as the UK and USA have received migrants from countries in Asia, Africa and South America where different languages are spoken and many different religions are followed. As a result, migrants have contributed to increased cultural diversity.

Q20(b)
This question was also very well-answered, with a clear majority of candidates gaining full marks. The most popular choices of country to write about were North Korea and China **('the great firewall').** Some candidates wrote about the way past French governments have tried to limit the influence of English-language popular music.

Q21

Like **Question 11,** answers at the upper end of the attainment range made good use of candidates' own knowledge and understanding of the issues. High-scoring candidates made good use of themes such as gender equality and rights for LGBT communities.

In contrast, answers in the middle of the range often relied too heavily on the source material and were apparently unaware of the assessment objective targeting of the 9-mark questions.

 Answers in the middle of the range also typically lacked focus on cultural and lifestyle changes.
Instead, too much attention was paid to the environmental impacts of economic development such as deforestation and climate change.

Q22(a)

Many excellent answers were written by candidates.
In particular, it was pleasing to see widespread use of subject-specific terminology such as interdependence, interconnectivity, shrinking world and transnational corporations.

Many candidates provided a structured or sequential account which distinguished between social and cultural aspects of globalisation, or between the global connections created by migration, trade and the internet.

It was not necessary for candidates with average-sized handwriting to fill the entire answer space in order to gain full marks. Many candidates who wrote concisely achieved full marks with just five or six lines of writing. Candidates need clear guidance to spend no more than 7 or 8 minutes when answering the 5-mark question which will always precede the final essay.

Q22(b)

Near the middle of the attainment range, candidates often wrote a rather narrow answer focused on a single country **(typically their own)** which contrasted the roles played by government and business in economic development.
In other words, they neglected the global dimension of the question. High-scoring answers, in contrast, usually took a truly global view and wrote about the role particular companies have played as global investors and agents of economic development **(and in some cases cultural change too).**

Additionally, the best answers sometimes interpreted **'government'** in varying ways. They wrote about the important role state governments can play in blocking or enabling globalisation and inward investment; but they also included material dealing with the growth of multi-governmental organisations such as the European Union. Candidates need reminding that this final essay is a synoptic assignment designed to allow them to draw on many different ideas drawn from across the entire course.

Answers which focus narrowly on the candidate's own home country are unlikely to access the higher mark bands. The mark scheme for this question shows a range of possible themes drawn from across the whole specification. Additionally, the mark scheme demonstrates the importance of blending fact with argument in a sustained way. The higher-scoring candidates were clearly well prepared for this task and were familiar with the assessment objective targeting from the sample assessment materials.