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Mark Scheme (Results)

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In Global Citizenship (4GL1) Paper 01

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question number	Answer	Mark
1 (a)	<p>In each case, award 1 mark for a valid reason, and the second mark for explaining its importance, e.g.:</p> <ul style="list-style-type: none"> • Plastic pollution is killing marine life throughout the oceans (1) and this threatens global sustainability (1) <p>No credit may be given to material that does not relate in any way to the candidate's own stated community action title.</p>	<p>2+ 2</p> <p>(4)</p>

Question number	Answer	Mark
1 (b)	<p>In each case, award 1 mark for a planning decision, and 1 mark for further explanation/justification of why it was made, e.g.:</p> <ul style="list-style-type: none"> • I decided that I needed to talk to male and female students (1) in order to get their differing views about #MeToo. (1) • I thought it was important to find people in a position of authority to speak to (1) which made me think of approaching the local government (1) <p>No credit may be given to generic material that does not relate specifically to the candidate's own community action.</p>	<p>2+2</p> <p>(4)</p>

Question number	Indicative content	Mark
1 (c)	<p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance (page 3) and the qualities outlined in the mark scheme for AO2. Credit can be given to any explanation of why a project failed or succeeded, or both.</p> <p>Indicative content guidance</p> <p>Candidates must consider the statement in the light of experiences and knowledge gained during their own community activity. Points made will depend to a great extent on the candidate's own experiences but might include some of the ideas below.</p> <p>Credit all relevant ideas about intentions, outcomes, successes, failures etc. such as whether:</p> <ul style="list-style-type: none"> • people's views were changed • different viewpoints were understood • awareness was raised • other people's lives were affected positively • participants benefited from taking part <p>For level 3, expect an explicit comment about how far goals were achieved. An account of a 'complete success' or 'utter failure' could gain full marks if well-explained.</p>	(6)

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	Limited knowledge is shown of concepts, terms and issues relevant to the question (i.e. intended effects). Limited understanding of how these apply is shown by simple undeveloped comment about community action(s).
Level 2	3-4	Some knowledge is shown about the concepts, terms and issues relevant to the question (i.e. intended effects). Some understanding of how these apply is shown by some developed comment about community action(s).
Level 3	5-6	Detailed knowledge is shown about the concepts, terms and issues relevant to the question (i.e. intended effects). Effective and sustained comment is made, which shows good understanding of how these apply to community action(s).

Question number	Indicative content	Mark
1 (d)	<p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance (page 3) and the qualities outlined in the mark scheme for AO2. No marks may be awarded for generic answers that do not relate specifically to the candidate's own community action.</p> <p>Indicative content guidance</p> <p>Candidates must consider the statement in the light of experiences and knowledge gained during their own community activity. Points made will depend to a great extent on the candidate's own experiences but might include some of the ideas below.</p> <p>Credit all relevant ideas about methods used to persuade an audience about the issues in ways which have impact, evoke sympathy, highlight key issues, etc.</p> <ul style="list-style-type: none"> • strengths and weaknesses of different campaigning methods such as posters, leaflets, websites • strengths and weaknesses of different presentation methods such as school assemblies, films, etc. • issues to do with engagement (e.g. some school age groups may be more receptive than others to new information) <p>Credit other relevant points.</p>	(6)

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	Limited knowledge is shown of concepts, terms and issues relevant to the question (i.e. persuasive methods). Limited understanding of how these apply is shown by simple undeveloped comment about community action(s).
Level 2	3-4	Some knowledge is shown about the concepts, terms and issues relevant to the question (i.e. persuasive methods). Some understanding of how these apply is shown by some developed comment about community action(s).
Level 3	5-6	Detailed knowledge is shown about the concepts, terms and issues relevant to the question (i.e. persuasive methods). Effective and sustained comment is made, which shows good understanding of how these apply to community action(s).

Question number	Answer	Mark
2	<p>The only correct answer is C - help prevent a rise of more than 2°C. Source says many agreed to this at Paris</p> <p><i>A is not correct because source says they need to adapt, not that they will</i></p> <p><i>B is not correct because source says many have agreed to help not ignore</i></p> <p><i>D is not correct because source says this is needed but has not been done</i></p>	(1)

Question number	Answer	Mark
3	<p>The only correct answer is A - all the different types of life found somewhere</p> <p><i>B is not correct because it's to do with species numbers</i></p> <p><i>C is not correct because it's to do with species numbers</i></p> <p><i>D is not correct because it's to do with species numbers</i></p>	(1)

Question number	Answer	Mark
4	<p>The only correct answer is C - country building new sea defences. This involves adapting to rising GHG emissions (not stopping them)</p> <p><i>A is not correct because that is mitigation / encourages less GHG</i></p> <p><i>B is not correct because that is mitigation / encourages less GHG</i></p> <p><i>D is not correct because that is mitigation / encourages less GHG</i></p>	(1)

Question number	Answer	Mark
5	<p>The only correct answer is D - help prevent any further conflict</p> <p><i>A is not correct because that not a legitimate UN action</i></p> <p><i>B is not correct because UN may do this but not peacekeeping forces</i></p> <p><i>C is not correct because not the MAIN objective of ANY operation</i></p>	(1)

Question number	Answer	Mark
6	<p>The only correct answer is B – globalisation. People are scared of its impacts on their culture i.e. way of life</p> <p><i>A is not correct because they ARE the populist movement</i></p> <p><i>C is not correct because they don't BELIEVE the mainstream media (not what Q asks)</i></p> <p><i>D is not correct because they like and use Facebook</i></p>	(1)

Question number	Answer	Mark
7	<p>The only correct answer is C – independence</p> <p><i>A is not correct because it's to do with autonomy/independence/power</i></p> <p><i>B is not correct because it has nothing to do with migration</i></p> <p><i>D is not correct because it's to do with autonomy/independence/power</i></p>	(1)

Question number	Answer	Mark
8 (a)	<p>In each case, award 1 mark for a valid example. For example:</p> <ul style="list-style-type: none"> • MDGs/SDGs • Rio conference, 1992 • UNCLOS • UNECSO sites • There are many other possibilities <p>Accept any other valid suggestion.</p>	<p>1 + 1</p> <p>(2)</p>

Question number	Answer	Mark
8 (b)	<p>Award 1 mark for a valid suggestion (AO2) of a possible way. Award 1 further mark for the application (AO2) of citizenship concepts, ideas or issues to demonstrate why this might be influential, for example:</p> <ul style="list-style-type: none"> • Don't vote for political parties which lack green policies. (1) This will encourage more parties to adopt green policies. (1) • Launch an email petition (1) linked with the need to make sure the SDGs are met (1) <p>Accept any other valid suggestion which relates to influencing government and climate change/the environment.</p>	<p>(2)</p>

Question number	Answer	Mark
9 (a)	<p>Award 1 mark for a valid way the actions are helpful. Award 1 further mark for the application (AO2) of citizenship concepts, ideas or issues to explain the links with long-term development:</p> <ul style="list-style-type: none"> • disarming will take away the threat of serious violence so people will feel safer outdoors (1) meaning parents will let children complete their education at school (1) • supporting elections helps democracy take root (1) which may result in more government support for health and welfare (1) • <p>Accept any other valid suggestion which makes links between Source B and development processes.</p>	<p>2 + 2</p> <p>(4)</p>

Question number	Answer	Mark
9 (b)	<p>Award up to 2 marks in each case for explanation of the term.</p> <p>Refugee</p> <ul style="list-style-type: none"> Someone who has been forced to leave their home (1) and has fled across a border into another country (1) When conflict threatens people's lives (1) and they seek refuge in another country (1) <p>Referendum</p> <ul style="list-style-type: none"> A national vote on an issue (1) so people decide the outcome directly, not through their elected representatives (1) When the people vote on an important decision (1) such as the UK leaving the EU (1) <p>Accept any other valid suggestion or phrasing.</p>	<p>2</p> <p>2</p> <p>(4)</p>

Question number	Answer	Mark
10	<p>Award 1 mark for a valid <i>challenge</i>. Award up to 2 further marks for the application (AO2) of citizenship concepts, ideas or issues to explain aspects of the economic problem (e.g. for source/host/migrants):</p> <ul style="list-style-type: none"> <i>Some countries lose their workers (1)</i> This is worrying if they are trained doctors or teachers (1) on whom the source country's long-term health and education depends (1) <p>Accept any other valid suggestion which relates to the economic challenge of international migration.</p>	<p>1 + 2</p> <p>(3)</p>

Question number	Indicative content	Mark
11	<p>Possible points and views in support:</p> <ul style="list-style-type: none"> • Climate change involves harmful warming of the planet (AO1) • It may also lead to extreme events like wildfires (AO1) • Damage done to agriculture in developing countries could harm their development (AO2) • Water shortages could lead to conflict between groups, thus harming development (AO2) • Climate change will amplify other problems such as conflict and diseases, making it the greatest threat overall (AO3) • Extreme scenarios show large regions becoming uninhabitable so it may be the greatest threat (AO3) <p>Possible points and views in opposition:</p> <ul style="list-style-type: none"> • Climate change may still be prevented (AO1) • Climate change may be beneficial in some ways (AO1) • A warmer climate could help tourism and development (AO2) • Countries may be able to adapt and so keep developing (AO2) • Population growth may be a far more serious threat because it could create resource shortages (AO3) • Climate change is less threatening than the exploitation of developing countries by TNCs (AO3) 	<p>3x AO1 3x AO2 3x AO3</p> <p>(9)</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	Limited knowledge is shown of citizenship concepts, terms and issues relevant to the question. [AO1] Limited understanding of how this knowledge applies, shown by simple undeveloped comment about the citizenship context. [AO2] Little evaluation of viewpoints relevant to the question, lacking reasoning or coherence. [AO3]
Level 2	4-6	Some knowledge is shown of citizenship concepts, terms and issues relevant to the question. [AO1] Some understanding of how this knowledge applies, shown by simple undeveloped comment about the citizenship context. [AO2] Unbalanced evaluation of relevant viewpoints, containing some reasoned, coherent arguments. [AO3]
Level 3	7-9	Sustained knowledge is shown of citizenship concepts, terms and issues relevant to the question. [AO1] Effective and sustained application of this knowledge, showing good understanding of the citizenship context. [AO2] Well-balanced and sustained evaluation of relevant viewpoints, making use of reasoned, coherent arguments. [AO3]

Question number	Answer	Mark
12	<p>The only correct answer is A – all members of a society feel a sense of belonging</p> <p><i>B is not correct because it's to do with sense of community</i></p> <p><i>C is not correct because it's to do with sense of community beyond purely religion</i></p> <p><i>D is not correct because it's to do with sense of community</i></p>	(1)

Question number	Answer	Mark
13	<p>The only correct answer is C – Belonging to two cultures</p> <p><i>A is not correct because it's to do with mixed heritage/identity in a far broader sense</i></p> <p><i>B is not correct because it's to do with mixed heritage/identity in a far broader sense</i></p> <p><i>D is not correct because it's to do with mixed heritage/identity not homes</i></p>	(1)

Question number	Answer	Mark
14	<p>The only correct answer is C – democracy. source says fake news could undermine elections</p> <p><i>A is not correct because we cannot infer from source there are impacts on oceans, etc.</i></p> <p><i>B is not correct because source says AI is the fix, not the impact</i></p> <p><i>D is not correct because we cannot infer from source there are environmental impacts</i></p>	(1)

Question number	Answer	Mark
15	<p>The only correct answer is B – censorship</p> <p><i>A is not correct because it's to do with censorship</i></p> <p><i>C is not correct because it's to do with censorship</i></p> <p><i>D is not correct because it's to do with censorship</i></p>	(1)

Question number	Answer	Mark
16	<p>The only correct answer is C – Geothermal energy has the third-highest potential. it is the smallest of the three figures and relates to all Africa</p> <p><i>A is not correct because this is aspiration not reality</i></p> <p><i>B is not correct because the figure relates to all of Africa</i></p> <p><i>D is not correct because we don't know the relative contribution made by Burkina Faso</i></p>	(1)

Question number	Answer	Mark
17	<p>The only correct answer is B – nuclear</p> <p><i>A is not correct because this is a fossil fuel</i></p> <p><i>C is not correct because this is a fossil fuel</i></p> <p><i>D is not correct because this is a fossil fuel</i></p>	(1)

Question number	Answer	Mark
18 (a)	<p>Award 1 mark for each way which is correctly identified through analysis of Source D, up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Decriminalising / accepting of homosexuality (1) • Accepting /allowing interfaith relationships (1) • Respecting freedoms / rights of younger people (1) <p>Credit alternative phrasing if the meaning is clear.</p>	<p>1 + 1</p> <p>(2)</p>

Question number	Answer	Mark
18 (b)	<p>Award 1 mark for a valid cultural/social change and award 1 further mark for applied knowledge (AO2) of concepts, theories or issues supporting <u>explanation</u> of this change.</p> <p>Answers might refer to either positive or negative changes:</p> <ul style="list-style-type: none"> • Spread of languages e.g. English - explained by the influence of powerful countries over time • Changing diets/ food choices - explained by the influence of global businesses and their advertising • Changing attitudes/norms e.g. gender roles - explained by the influence of global media representations, or UN initiatives <p>Example answer: 'Cultures around the world are changing by giving equal rights to women (1) perhaps due to media portrayals of equality in some countries inspiring women elsewhere (1)'</p> <p>Accept any other valid suggestions of cultural changes.</p>	<p>2 + 2</p> <p>(4)</p>

Question number	Answer	Mark
20	<p>In each case, award 1 mark for the suggestion of a valid reason and award 1 further mark for applied knowledge (AO2) of concepts, theories or issues explaining uneven use of energy technologies:</p> <ul style="list-style-type: none"> • Differences in economic development and government wealth (1) because some technologies are expensive to develop (1) • Some governments may want to stick with oil and gas (1) due to the financial benefits this brings (1) • There could be physical reasons why some countries cannot make much use of renewables (1) due to insufficient sun/wind/geothermal activity (1) <p>There may be other political/conflict/ developmental reasons. Accept any valid suggestion.</p>	<p>2+2</p> <p>(4)</p>

Question number	Indicative content	Mark
21	<p>Possible points and views in support:</p> <ul style="list-style-type: none"> • Smartphones (AO1) • Telecoms and fibre optics (AO1) • Social media has led to cultural understanding (AO2) • Positive cultural changes are promoted online by the UN (AO2) • On balance the cultural/social benefits of connectivity greatly outweigh any negatives (AO3) • All technologies create problems at first but history shows progressive ideas will spread eventually (AO3) <p>Possible points and views in opposition:</p> <ul style="list-style-type: none"> • Social media and the 'dark web' (AO1) • Drones and AI (AO1) • Languages are disappearing at an alarming rate (AO2) • Social media and spread of negative cultural attitudes (AO2) • There is insufficient online protection and the problems are worsening e.g. grooming and online jihadists (AO3) • In time all cultures will lose their distinctiveness because of global media (AO3) 	<p>3x AO1 3x AO2 3x AO3</p> <p>(9)</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	<p>Limited knowledge is shown of citizenship concepts, terms and issues relevant to the question (culture, lifestyles, development). [AO1]</p> <p>Limited understanding of how this knowledge applies, shown by simple undeveloped comment about the citizenship context. [AO2]</p> <p>Little evaluation of viewpoints relevant to the question, lacking reasoning or coherence. [AO3]</p>
Level 2	4-6	<p>Some knowledge is shown of citizenship concepts, terms and issues relevant to the question (culture, lifestyles, development). [AO1]</p> <p>Some understanding of how this knowledge applies, shown by simple undeveloped comment about the citizenship context. [AO2]</p> <p>Unbalanced evaluation of relevant viewpoints, containing some reasoned, coherent arguments. [AO3]</p>
Level 3	7-9	<p>Sustained knowledge is shown of citizenship concepts, terms and issues relevant to the question (culture, lifestyles, development). [AO1]</p> <p>Effective and sustained application of this knowledge, showing good understanding of the citizenship context. [AO2]</p> <p>Well-balanced and sustained evaluation of relevant viewpoints, making use of reasoned, coherent arguments. [AO3]</p>

Question number	Answer	Mark
22 (a)	<p>Award 1 mark for knowledge (AO1) of the following outlined points up to a maximum of 5 marks.</p> <ul style="list-style-type: none">• Includes life expectancy (1)• Takes literacy into account (1)• Includes measure of income (1)• Presents the data as a total score out of 100 (1)• Presents data in way which allows comparisons to be made between countries (1) <p>Accept any other valid outlining of HDI features.</p>	(5)

Question number	Indicative content	Mark
22 (b)	<p>Knowledge, applied understanding and arguments in support:</p> <ul style="list-style-type: none"> • Some countries may lack resources they need. (AO1) • Some governments are ineffective or corrupt. (AO1) • International organisations can provide aid and assistance when governments fail. (AO2) • Other international organisations promote trade (EU, ASEAN). (AO2) • Ultimately, citizens of all countries need a sustainable future and no government can deliver this alone. (AO3c) • The UN has a vital role to play dealing with issues like climate change and globalisation in an interdependent world; this is the key to meeting citizens' needs in the long-term. (AO3c) <p>Knowledge, applied understanding and arguments in opposition:</p> <ul style="list-style-type: none"> • Governments are the main providers of most vital services. (AO1) • Governments are elected by people and so meet their needs. (AO1) • Governments of large countries with many resources could in theory be self-sufficient. (AO2) • Technology and businesses are more important for development than international organisations are (AO2) • Ultimately, governments may find international organisations create more problems than they solve, which is why there is opposition to the EU in some European countries (AO3c) <p>National governments, not the UN, have real power, - military and economic - which is what really makes a difference for protecting citizens and meeting their needs. (AO3c)</p>	<p>3x AO1 3x AO2 3x AO3</p> <p>(15)</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-4	<p>Limited knowledge is shown of citizenship concepts, terms and issues relevant to the question. Some parts lack relevance. [AO1]</p> <p>Limited understanding of how this knowledge applies, shown by simple undeveloped comment about possible citizenship contexts. [AO2]</p> <p>The evaluation is undeveloped, lacking reasoned, coherent arguments. An overall judgement is missing or asserted. [AO3]</p>

Level 2	5-8	<p>Some knowledge is shown of citizenship concepts, terms and issues relevant to the question, but may be focused on one side only. [AO1]</p> <p>Some understanding of how this knowledge applies, shown by simple undeveloped comment about possible citizenship contexts. [AO2]</p> <p>The evaluation contains some reasoned, coherent arguments. An overall judgement is given, but with limited substantiation. [AO3]</p>
Level 3	9-12	<p>Sustained knowledge is shown of citizenship concepts, terms and issues, which is relevant to both sides of the question. [AO1]</p> <p>Mostly effective application of this knowledge, showing good understanding of possible citizenship contexts. [AO2]</p> <p>The evaluation contains reasoned, coherent arguments. An overall judgement is given. Substantiation is provided, although it may not be fully evidenced. [AO3]</p>
Level 4	13-15	<p>Wide-ranging and balanced knowledge is shown of citizenship concepts, terms and issues relevant to both sides of the question. [AO1]</p> <p>Effective and sustained application of this knowledge, showing good understanding of possible citizenship contexts. [AO2]</p> <p>The evaluation contains reasoned, coherent arguments. An overall judgement is given which is well substantiated through the evidence provided. [AO3]</p>