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In Global Citizenship (4GL1) Paper 01

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Introduction	<p>The small cohort of candidates who sat this examination performed well in light of the disruption and distress many will have experienced during 2020. Several students sitting the exam produced substantial answers to the extended writing questions (1, 11, 18 and 22b). They are to be congratulated for showing such resilience during what has been a very difficult academic year.</p> <p>Compared with previous examinations, there was some evidence of:</p> <ul style="list-style-type: none"> • improved focus on most (though not all) question key words • good use of contemporary case studies and examples, including the Brexit vote, the Trump administration's policies, and the Covid-19 pandemic • improved time management. <p>Fewer than 35 candidates sat this examination, however. As a result, all conclusions reached about individual questions and paper-wide performance are tentative on account of the limited amount of available evidence.</p>
1a	<p>Candidates who scored full marks on this question were able to develop their chosen reasons. For example, a few candidates had carried out an action project on the need for improved sanitation in schools. In addition to asserting that hygiene is important, they provided a developed explanation by making links with the sustainable development goals and efforts to increase the participation of girls in education (which is jeopardised when schools are unable to provide adequate facilities and provisions). At the lower end of the mark range, candidates were only able to provide two simple statements, neither of which explained the issue in any details at all.</p>
1b	<p>Around one-third of candidates did not read the question carefully enough and described two research sources. As a result, very little credit could be awarded to them. Answers at the upper end of the mark range were properly focused on the individuals, groups or businesses which candidates had spoken to or had researched online, and the rationale for this. For example, several candidates carried out a project about refugees. They correctly explained their decision to interview members of their local community and also the refugees themselves.</p>
1c	<p>Answers in the middle of the mark range paid little attention to the phrase 'how far' and simply listed several outcomes of the community action project. At the upper end, candidates additionally explained possible weaknesses in their work and were therefore able to fully apply their recalled knowledge of their project to this question. For example, some candidates explained the range of ways in which they had hoped to raise awareness about their issue while acknowledging they could not be sure whether their audience had been truly persuaded or not.</p> <p>Some candidates appeared to misunderstand the purpose of their own individual action project; some went as far as to claim credit for global poverty reduction on account of the fact that they had personally carried out some research into the issue.</p>

1d	This was the least well-understood question in Section A. Most candidates appeared to have stopped reading the question after the word “student”. They did not focus their answer on any lessons learned about how to persuade an audience effectively. Instead, they unselectively provided a long list of advice relating to every aspect of the action project from inception to completion. In some cases, no marks were awarded because none of the advice offered was related to audience persuasion and advocacy.
2-7	The majority of candidates correctly answered several of these multiple choice questions (MCQs). Question 4 was the only item which the majority answered incorrectly. Very few candidates correctly understood the distinction between mitigation and adaptation. The former describes actions to stop climate change from happening while the latter deals with the changes society must make in order to cope with a changing climate and higher sea levels.
8a	Disappointingly, very few candidates scored full marks on this question. While some candidate correctly identified one example, such as the Sustainable Development Goals or the Kyoto Agreement, it was rare to see two valid examples.
8b	Many candidates briefly explained one valid way of influencing governments, typically citing an appropriate campaigning medium such as petitions, marching or social media use. Candidates scoring 1 mark only typically named a campaign method but were not able to explain why it might influence the campaigners’ government. Candidates scoring 2 marks provided some reasoning. For example, they explained that a government might be required to debate the issue if a sufficiently large number of people sign on online petition. Equally, mass protests may simply become too large for a democratically elected government to ignore.
9a	Many candidates only gained half of the available marks because they did not read the question carefully enough, and described two benefits of peacekeeping without further explanation of how this might assist the long-term development process. Disappointingly, therefore, a large majority of candidates were unable to score full marks on this question due to lack of engagement with the key citizenship concept of development (see, for example, the entry on ‘development’ in the specification glossary). The minority of candidates who gained full marks explicitly commented on ways in which peacekeeping may assist with economic or social development. For example they were able to make links between the cessation of violence and the peacetime stability needed for sustainable economic growth and trade; or they made a logical connection between the end of conflict and resumed schooling of children.
9b	This question required students to recall knowledge of two key terms - refugee and referendum - in a straightforward way (drawing directly on the specification). Candidates scoring half marks were usually unable to explain referendum and left the space blank (or wrote that it was a type of election - a surprisingly common misunderstanding). The majority of candidates correctly; explained that a refugee is someone forced to migrate to another country due to war, persecution or life-threatening hazards. Some candidates only scored 1 mark because they wrote

	carelessly that 'people are forced to leave their homes' – but they did not stress that the migrants cross international borders rather than becoming internally displaced.
10	This was a well-answered question insofar as most candidates provided a developed causal explanation. The best answers went further than saying 'not enough jobs for local people' and provided a more sophisticated explanation, such as 'wages fall because there are so many people looking for work, and so local people either cannot find work or could have to take a pay cut'. Some high-scoring candidates provided place-based evidence, such as the economic issues linked with legal and illegal immigration into the USA. Candidates who did badly on this question typically failed to pay heed to the word 'economic' in the question, and the restriction this imposes on answers. Instead, they wrote about cultural concerns and religious intolerance.
11	<p>At the upper end of the attainment range, some excellent answers applied a range of knowledge and understanding drawn mostly from Theme 3 of the specification (Economic development and the Environment). Prompted by the source material, candidates argued that global climate change agreements brings a range of risks for developing countries and threatens their sustainable development. The best answers included candidates' own knowledge of climate change projections and hazards. This was good to see, because candidates are expected to make use of their own knowledge and understanding of the issues when answering the 9-mark questions.</p> <p>Good answers explained other development challenges, such as conflict and unfair terms of trade: they properly understood the instruction to "provide reasoned arguments to support and oppose this statement". At the very top of the mark range, a few candidates argued that the statement may be more applicable to some countries than others - due to their own local circumstances.</p>
12-17	The majority of candidates correctly answered several of these multiple choice questions (MCQs). Weaker candidates scored more poorly on AO1-targetted questions which required conceptual understanding (14 and 15) but were likely to gain credit for the AO3-targetted and evidence-based question 16.
18a	This question was targeted at AO3 and required students to make use of source evidence. The instruction 'Using Source D...' clearly indicates this. The large majority of candidates correctly identified the two ways in which Indian culture is changing, 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...'
18b	This question ideally required students to apply their own knowledge and understanding of the concept of culture to the context asked about (national changes over time). At the lower end of the mark range, candidates made simple assertions that 'culture' is becoming more diverse due to migration and mixing. At the upper end, in contrast, good explanations were provided which drew on prior understanding of the concept of cultural, and the different traits which contribute to a place's cultural

	<p>identity. Thus, some high-scoring candidates carefully explained ways in which two separate traits had changed, for example language and music. They were able to explain how and why some local languages have all but disappeared due to the continued use of English or Spanish. They were also able to explain how music tastes have changed, often becoming more westernized, due to global social media and streaming services.</p>
19a	<p>Most candidates were able to identify the problem which fake news creates of not being able to tell which news reports are truthful and which are not, thereby allowing injustices to go unnoticed unchallenged. It was, however, disappointing that very few answers were written which explicitly linked this concern with the issues of human rights. In many cases, candidates did not mention human rights at all in their answers and so only scored 1 or 0 marks. The best answers took a far more direct approach in answering and often used citizenship concepts to good effect. For example, some candidates noted that autocratic rule may allow the state to manipulate the media to hide or deny human rights abuses such as the persecution of minority ethnic groups.</p>
19b	<p>Many candidates gained one or two marks by identifying a valid social issue and then providing a partial explanation of how a named technology could help tackle this issue. For example, some answers explained the value of phone apps in places where education or health services have been inadequate. However, these responses were relatively rare. Disappointingly, too many candidates produced an unimaginative and generalized account of ways in which 'the internet' has helped communities to find out about 'important things'.</p>
20	<p>This question was answered well by the majority of candidates who were able to provide two logical reasons for slow movement towards the adoption of renewable energy. The most popular themes were lack of financial resources and the availability of traditional fossil fuel resources.</p>
21	<p>Like question 11, answers at the upper end of the attainment range made good use of candidates' own knowledge and understanding of the issues. In particular, 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.</p>
22a	<p>The cohort as a whole answered this question poorly. Only a small handful of candidates correctly recalled the three elements of the human development index and none were able to outline how HDI scores are actually calculated. This was disappointing given the centrality of the HDI to development studies. Some limited credit was given to answers which outlined a breadth of development measures</p>

	(economic and social indicators or targets) without providing much accurate detail of the actual HDI indicators.
22b	<p>Most candidates had managed their time wisely thereby allowing them to produce a substantial piece of extended writing. A handful of excellent essays gained full marks, or close to it. As is expected, the thoroughly debated the statement using a range of evidence prior to arriving at a final conclusion. It was pleasing to see candidates making good use of contemporary evidence drawn from the news headlines of 2020, including the ability of national governments to manage the Covid-19 pandemic, or the UK's decision to leave the European Union, an international organization.</p> <p>Towards the lower end of the mark range, candidates were less well-versed in the demands of this extended writing question. They tended to either fully agree or fully disagree the statement (rather than providing a balanced evaluation), often using the example of their own country. The weakest answers asserted that their own countries were self-sufficient and thus able to support their citizens, a view which is arguably at odds with large parts of the course's teaching and learning.</p>
Paper summary	<p>Moving forwards, the following points may help guide future teaching and learning.</p> <ul style="list-style-type: none"> • It is important that candidates fully understand the meanings of key citizenship terms and phrases. It is sound practice to provide a brief definition of each key term as they are introduced in a piece of extended writing (questions 11, 21 and 22b). This helps examiners understand the candidate's intended scope of usage for each important term. This should include key concepts for citizenship studies such as identity, community cohesion, etc. • It is vital 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 and 15-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 analysing 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).

