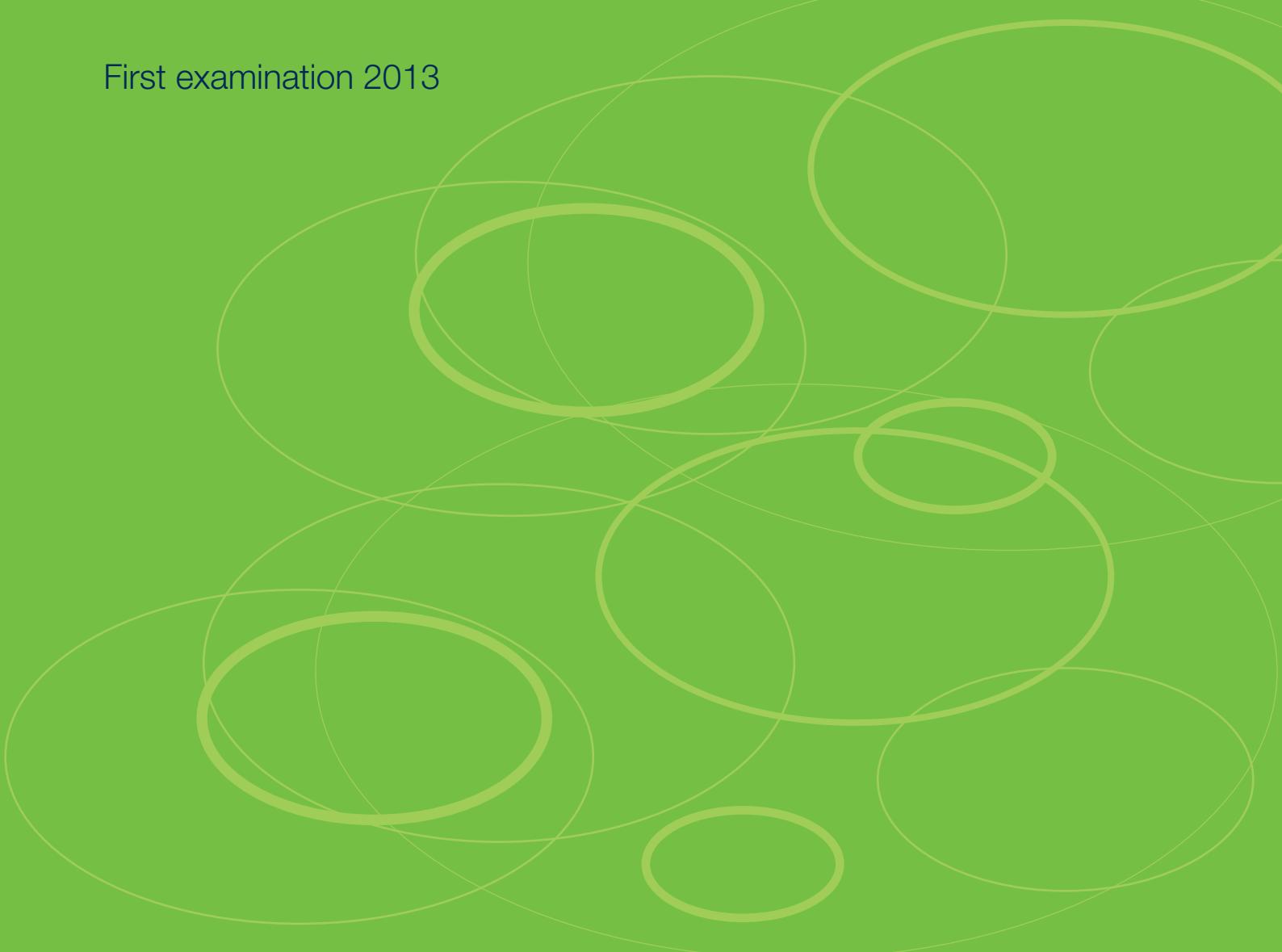edexcel

INTERNATIONAL GCSE
Global Citizenship

Specification and Sample Assessment Material

Edexcel International GCSE in Global Citizenship (4GL0)

First examination 2013

PEARSON

International GCSE

Global Citizenship (4GL0)

Specification

First examination 2013

PEARSON

Introduction

The Edexcel International General Certificate of Secondary Education (International GCSE) in Global Citizenship is designed for use in schools and colleges. It is part of a suite of International GCSE qualifications offered by Edexcel.

Key subject aims

The Edexcel International GCSE in Global Citizenship qualification aims to:

- Introduce and develop student understanding of key issues affecting the global community
- Develop student's understanding of how communities interact locally, nationally and globally
- Enable students to participate in local community actions and understand its impact on a range of scales
- Develop student skills of analysis and evaluation of different perspectives in relation to global issues.

The specification focuses on five key questions which enables the skills, knowledge and understanding required to be delivered in a structured format.

About this specification

Key features and benefits of the specification

Key features and benefits are:

- Linear untiered assessment
- Opportunity for students to undertake their own community action on a global issue
- Opportunities for students to consider local, national and global issues
- Meaningful and accessible subject content, focusing on political, technological, environmental and social aspects

Contents

Specification at a glance

This International GCSE qualification comprises one written external examination

Paper 1	Paper code 4GL0/01
• Externally assessed • Availability: June series • First assessment: June 2013	
Overview of content: • How do communities develop? • Does democracy work? • How does technology change communities? • Can we create a fairer world? • Can I make a difference?	
Overview of assessment: • One externally assessed paper • Two hours duration • 80 marks in total • Grades A* - G available	

Qualification content

Knowledge, skills and understanding

This Edexcel International GCSE in Global Citizenship requires students to demonstrate:

- Understanding of the global community and the impact of power and politics.

- Analysis and evaluation of the political, environmental, social and technological aspects of key issues

- Understanding of rights and responsibilities through participation in a local issue and associated actions that they can take

- Comparison of issues that affect communities locally, nationally and globally

Paper 1

Content overview

Key question one: How do communities develop?

- Identity and diversity
- Rights and freedoms
- Multiculturalism and integration
- How sport and culture impact on communities
- Migration

Key question two: Does democracy work?

- Government systems across the world
- Representation
- Perspectives on democracy

Key question three: How does technology change communities?

- Using technology in different communities
- Impact of technology
- Rights, freedoms and technology
- Politics and technology
- Technology and climate change

Key question four: Can we create a fairer world?

- Patterns of wealth and poverty
- Economic relationships
- Sustainable economies
- Individual and business responsibilities
- Roles of different organisations in creating a fairer world
- Rights and freedoms in creating a fairer world

Key question five: Can I make a difference?

- Community action

Assessment overview

- One externally assessed paper
- Two hours duration
- 80 marks in total
- Grades A* - G available

Detailed content

Key question 1: How do communities develop?

Content	Clarification
The origins and implications of identity and diversity in local and national communities in different countries	• Different identities including ethnicity, gender, age, sexuality and religion • Understanding that many individuals have multiple identities • The effects of changing patterns of identity and diversity on local and national communities

The development of rights and freedoms in a global context	• International governance, including the main functions of the United Nations
	
	• The origins and main features of:
	
	  – The Universal Declaration on Human Rights
	
	  – Convention on the Rights of the Child
	
	  – Regional agreements on Human Rights
	
	• Ways in which the above offer protection to people in changing local and national communities

The impact of multiculturalism and integration on local and national communities	• The benefits and challenges of different approaches to diverse societies. • How local and national communities change because of national government policy on multiculturalism and integration, referring to an example from two countries.
The role of sport and cultural activities in communities	• Understanding that sport and cultural activities can change communities referring to one local and one national example • The ways in which culture and sport bond and divide local, national and international communities
The causes and effects of migration on the global community	• Patterns of migration and the interrelated nature of the global community • The effect of migration and inter-dependency on the global community.

Key question 2: Does democracy work?

Content	Clarification
The range of different types of government systems used across the world	- Understanding the main features of democracy, totalitarian regimes and monarchy (constitutional or absolute monarchy) - Understanding the effect of different types of government systems on communities - Comparison between own national system and another national system, including how the systems vary and the impacts on the local communities
The impact of changes on representation: age, gender and race	- Understanding the struggle for representation in a specific country - The effect of differences in representation on wellbeing in the country
Local, national and global perspectives on democracy	- International patterns of representation in different parts of the world - The connection between the system of government and human rights in a range of countries - The role of the United Nations as representative body for all countries (General assembly etc).

Key question 3: How does technology change communities?

Content	Clarification
The uses of communications technology in developing and developed countries	• Uses of communications technology including the internet, telecommunications and broadcasting technology in two contrasting countries
The impact of technologies on communities	• The role of communications technology in creating and maintaining local communities and communities across national boundaries • The changes in communities that have taken place as technology has developed • The link between wealth and poverty and access to communications technology
Rights and freedoms related to technology	• Freedom of access in relation to human rights • The impact of censorship and bias in relation to communications technology
Political uses of technology	• How local communities are accessed during elections and how people use technology in protest • The effect on democracy when technology is used in elections by electors and representatives
The uses of technology as a climate change solution	• Forms of energy production developed in response to climate change • Changes to types of transport as a response to climate change • The impact of wealth and poverty on attitudes and responses to climate change.

Key question 4: Can we create a fairer world?

Content	Clarification
Global patterns of wealth and poverty	- Definitions of globalisation - Definitions of development - How wealth is divided across the world and why some people are in poverty - The degree of unfairness which exists across the world - Different types of development interventions
The role and impact of the United Nations	- The origin of Millennium Development Goals and their content - Whether the Millennium Development goals have been achieved and reasons for lack of progress
Economic relationships between rich and poor	- Trade, aid and international trade agreements such as the EU and NAFTA - The value of trade and aid to rich and poor countries and effects of international trading agreements on local producers - The growth of emerging economies and the impact on economic relationships
Developing sustainable economies	- The need for economic and environmental sustainability - The role of international agreements and development programmes - Ways in which poor countries can be helped to grow including through education and trade
Individual responsibility in creating a fairer world	- The role of consumers' purchasing decisions in helping the development of sustainable economies - The impact of fair trade on producers and consumers.

Content	Clarification
Business responsibility in creating a fairer world	• The range of businesses' attitudes to ethical sourcing and production. The impact on costs and sales • The extent to which business is to blame for poverty across the world • Ways in which businesses can assist in the development of a fairer world, while meeting the objective of making a profit
The role of charities and non governmental organisations in creating a fairer world	• Charities and NGOs' contribution to fair trade and economic development • The role of the International Humanitarian Law and international organizations eg the International Committee of the Red Cross, in creating a fairer world
Rights and freedoms	• The connection between economic development and human rights • The extent to which economic development leads to greater democracy.

Key question 5: Can I make a difference?

Content	Clarification
Students must undertake a **local community action** which connects with a global issue. They will answer examination questions on the contribution of their action.	This action, which highlights the importance of personal participation, will require students to demonstrate: • **Research** into an issue that has global connections. • **The stages of planning** a relevant action. • **Knowledge** of relevant different viewpoints on an issue - and other actions that are being undertaken globally to address the issue. • **Understanding** the outcomes of an action locally, and how the actions link to global issues. • **Communication** of their own views and perspectives about the issue studied. • Taking **action** which relates to the issue. • **Review** of the outcomes of the action. The action that students could undertake could focus on: • Their responsibilities as citizens locally, nationally and in the wider world. • The value of the earth as a precious resource and the significance of sustainability. • The importance of tolerance, diversity and a respect for others. • The meaning and practice of justice.

Detailed qualification assessment

The examination consists of the following sections.

Section A: Assesses the activity undertaken by the student in response to key question 5 using a series of short answer questions.
This section has 20 marks.

Sections B and C: Will include some context based source material which focuses on one or more of key questions 1-4.
Questions will assess the student's understanding of the core issues presented in source material, the core concepts and students own study of local, national and international issues.
Students answer both questions.
Each question has 20 marks.

Section D: Will assess student's perspectives on a key question from the specification through extended writing.
There are two questions. The student must answer one.
Each question has 20 marks.

Assessment

Assessment summary

Paper 1 is externally assessed through an examination paper lasting 2 hours.

Summary of table of assessment

Paper: International GCSE Global Citizenship	Paper code: 4GL0/01
Overview of assessment:	
• One external paper	
• 80 marks available	
• Two hours duration	
• Grades A* - G available	

Assessment Objectives and weightings

	% in International GCSE
AO1: Knowledge of concepts, theories and models relating to global issues	30-35%
AO2: Application of global concepts, theories and models in local, national and global contexts	30-35%
AO3: Analysis and evaluation of global issues and perspectives in local, national and global contexts	30-35%
TOTAL	**100%**

Relationship of Assessment Objectives to paper for International GCSE

	Assessment Objective			
	AO1	**AO2**	**AO3**	**Total for AO1, AO2 and AO3**
Total for International GCSE	30-35%	30-35%	30-35%	100%

Entering your students for assessment

Student entry

Details of how to enter students for this qualification can be found in Edexcel's *International Information Manual*, copies of which are sent to all active Edexcel centres. The information can also be found on Edexcel's international website.

Combinations of entry

There are no forbidden combinations.

Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE, International GCSE, and Entry Level qualifications aims to enhance access to the qualifications for students with disabilities and other difficulties without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Edexcel website (www.edexcel.org.uk/sfc) for:

- the JCQ policy *Access Arrangements and Special Considerations, Regulations and Guidance Relating to Students who are Eligible for Adjustments in Examinations*

- the forms to submit for requests for access arrangements and special considerations

- dates for submission of the forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements
Edexcel
One90 High Holborn
London WC1V 7BH

Assessing your students

The first assessment opportunity will take place in the June 2012 series and in each following June series for the lifetime of the specification.

Your student assessment opportunities

Paper	June 2013	June 2014	June 2015
Paper 1	✓	✓	✓

Awarding and reporting

The grading, awarding and certification of this qualification will comply with the requirements of the current GCSE/GCE Code of Practice, which is published by the Office of Qualifications and Examinations Regulation (Ofqual). The International GCSE qualification will be graded and certificated on an eight-grade scale from A* to G.

The first certification opportunity for the Edexcel International GCSE in Global Citizenship (4GL0) will be June 2013.

Students whose level of achievement is below the minimum judged by Edexcel to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

Language of assessment

Assessment of this qualification will be available in English only. Assessment materials will be published in English only and all work submitted for examination must be produced in English.

Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications *Suspected Malpractice in Examinations: Policies and Procedures* document on the JCQ website www.jcq.org.uk/

Student recruitment

Edexcel's access policy concerning recruitment to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

Progression

This qualification supports progression to:

- Qualifications, training and employment which require understanding of global issues

Grade descriptions

Grade A

Candidates recall, select and communicate detailed knowledge of a range of perspectives on global issues. They make perceptive observations about global issues as they explore and analyse the links between their actions and global issues. They use and explain terminology appropriately and accurately.

They select appropriate theories and models and sources of information to develop responses to enquiry questions. They make meaningful, timely and effective contributions to decision-making. They evaluate the success of the actions they have taken, drawing conclusions about the extent to which the aims were achieved and the course of action was appropriate. They make the links between their action and global issues.

They discuss, analyse and evaluate questions and issues, using a critical approach to distinguish facts, opinions and bias. They make reasoned and persuasive arguments to represent their own and other viewpoints to substantiate conclusions, selecting a range of appropriate evidence. They discuss, interpret and evaluate different perspectives on issues, including those they may not agree with themselves.

Grade C

Candidates recall, select and communicate knowledge of a range of perspectives on global issues. They describe the impact of global issues on different communities. They explain these in relation to their own experience and those of other people. They use appropriate terminology.

They apply their knowledge and understanding as they take actions to address issues of concern. They use different research methods and develop questions to investigate issues. They plan, carry out and explain the actions they take. They address issues of concern and make relevant contributions to decision-making. They consider some of the links between their action and global issues.

They discuss and analyse issues. They demonstrate an appreciation of different points of view and draw their own conclusions, supporting them with evidence.

Grade F

Candidates recall and communicate some relevant knowledge of global perspectives. They describe global issues in relation to their own and other people's lives, and make some comments about the impact on different communities. They use everyday language to explain their answers with some references to appropriate terminology.

They use their knowledge when they participate in action to address issues of concern. They undertake research to explore questions on the issues they are investigating. They plan and make decisions, and begin to contribute suggestions and ideas to influence the type of actions they and others take.

They discuss issues and express opinions based on what they know. They recognise that there are different points of view and begin to draw conclusions, supporting them with some simple reasons.

Support and training

Edexcel support services

Edexcel has a wide range of support services to help you implement this qualification successfully.

ResultsPlus – ResultsPlus is an application launched by Edexcel to help subject teachers, senior management teams, and students by providing detailed analysis of examination performance. Reports that compare performance between subjects, classes, your centre and similar centres can be generated in 'one-click'. Skills maps that show performance according to the specification topic being tested are available for some subjects. For further information about which subjects will be analysed through ResultsPlus, and for information on how to access and use the service, please visit www.edexcel.org.uk/resultsplus

Ask the Expert – To make it easier for you to raise a query with us online, we have merged our **Ask Edexcel** and **Ask the Expert** services.

There is now one easy-to-use web query form that will allow you to ask any question about the delivery or teaching of Edexcel qualifications. You'll get a personal response, from one of our administrative or teaching experts, sent to the email address you provide.

We'll also be doing lots of work to improve the quantity and quality of information in our FAQ database, so you'll be able find answers to many questions you might have by searching before you submit the question to us.

Examzone – The Examzone site is aimed at students sitting external examinations and gives information on revision, advice from examiners and guidance on results, including re-marking, re-sitting and progression opportunities. Further services for students – many of which will also be of interest to parents – will be available in the near future. Links to this site can be found on the main homepage at www.examzone.co.uk.

Training

A programme of professional development and training courses, covering various aspects of the specification and examination, will be arranged by Edexcel. Full details can be obtained from our website: www.edexcel.com

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International GCSE

Global Citizenship (4GL0)

Sample Assessment Material

First examination 2013

Edexcel
International GCSE

Centre Number

Candidate Number

Global Citizenship

Sample Assessment Material
Time: 2 hour

Paper Reference
4GL0/01

You do not need any other materials

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
  – *there may be more space than you need*.

Information

- The total mark for this paper is 80.
- The marks for **each** question are shown in brackets
  – *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

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Answer ALL questions

Section A: Can I make a difference?

Some questions must be answered with a cross in a box ⊠. If you change your mind about an answer, put a line through the box ⊠ and then mark your new answer with a cross ⊠.

During your course of study you will have undertaken a community action focussed on a global issue.

1 (a) Give an outline of your community action.

(2)

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(b) Explain **two** reasons why you undertook your action.

(4)

Reason 1 ....

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Reason 2 ....

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(c) Describe the stages of your plan for this action.

(4)

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(d) (i) Describe the outcome of your action on your local community.

(3)

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(ii) Explain how the outcomes could make a difference to the local community.

(3)

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(e) Explain **two** examples of actions taken in other countries to deal with your chosen issue.

(4)

Action 1 ....

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Action 2 ....

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(Total for Question 1 = 20 marks)

TOTAL FOR SECTION A = 20 MARKS

2 Read Source A.

Globalisation—An unstoppable force?

The world is used to McDonald's selling hamburgers in Moscow, Beijing and Karachi and Sony televisions having a place in homes across the world.

Markets are now more global and many multinational companies are richer and more powerful than some small countries.

It is not just the multinationals that have benefited from globalisation. Instant information and communication have allowed people in Guyana to market handmade hammocks through the Internet. The remote Pitcairn Islanders sell their handicrafts across the world.

While many have gained from the communications explosion, there are also many losers.

• Half the world's population does not have access to the Internet or the skills they need to take part in this new economic world.

• In more traditional societies, globalisation threatens people's culture and religion.

• In industrialized countries, many people feel threatened because their jobs may be moved overseas.

The backlash is very real. After the last international trade talks, thousands of demonstrators caused major disruptions. They were made up of trade unions, environmentalists and human rights protestors who all questioned further globalisation.

http://cyberschoolbus.un.org/briefing/globalization/index.htm

(a) According to source A, which of the following is a **benefit** of globalisation?

(1)

☒ **A** Half the world's population is without access to the internet

☒ **B** People's jobs may be moved overseas

☒ **C** Big companies dominate the explosion in globalisation

☒ **D** People can be put in contact with global markets

(b) According to Source A, what is a **disadvantage** of globalisation?

(1)

☒ **A** Televisions have a central position in homes worldwide

☒ **B** Globalisation threatens peoples' cultures and religion in traditional societies

☒ **C** Human rights protesters question further globalisation

☒ **D** Multinational companies are richer than before

(c) Using Source A, give **two** ways in which instant information and communication have helped local communities to trade.

(2)

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2 ....

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(d) Using your own knowledge, describe how people can be helped to learn the skills they need to take part in this new economic world.

(2)

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(e) Using your own knowledge and Source A, explain **two** ways in which people may be disadvantaged by the spread of information technology.

(4)

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(f) (i) Using your own knowledge, explain how international trade can sometimes disadvantage local producers.

Use an example to support your answer.

(3)

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(ii) Explain **one** way that local producers can act to improve the deal that they receive from international trade.

Use an example to explain your answer.

(2)

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(g) (i) Give **two** examples of when communication technology has been used in protests.

(2)

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(ii) Explain how **one** type of communication technology could make protests more effective.

(3)

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(Total for Question 2 = 20 marks)

TOTAL FOR SECTION B = 20 MARKS

Section C

3 **Read Sources C, D and E.**

Source C:

Percentage of world religions 2005
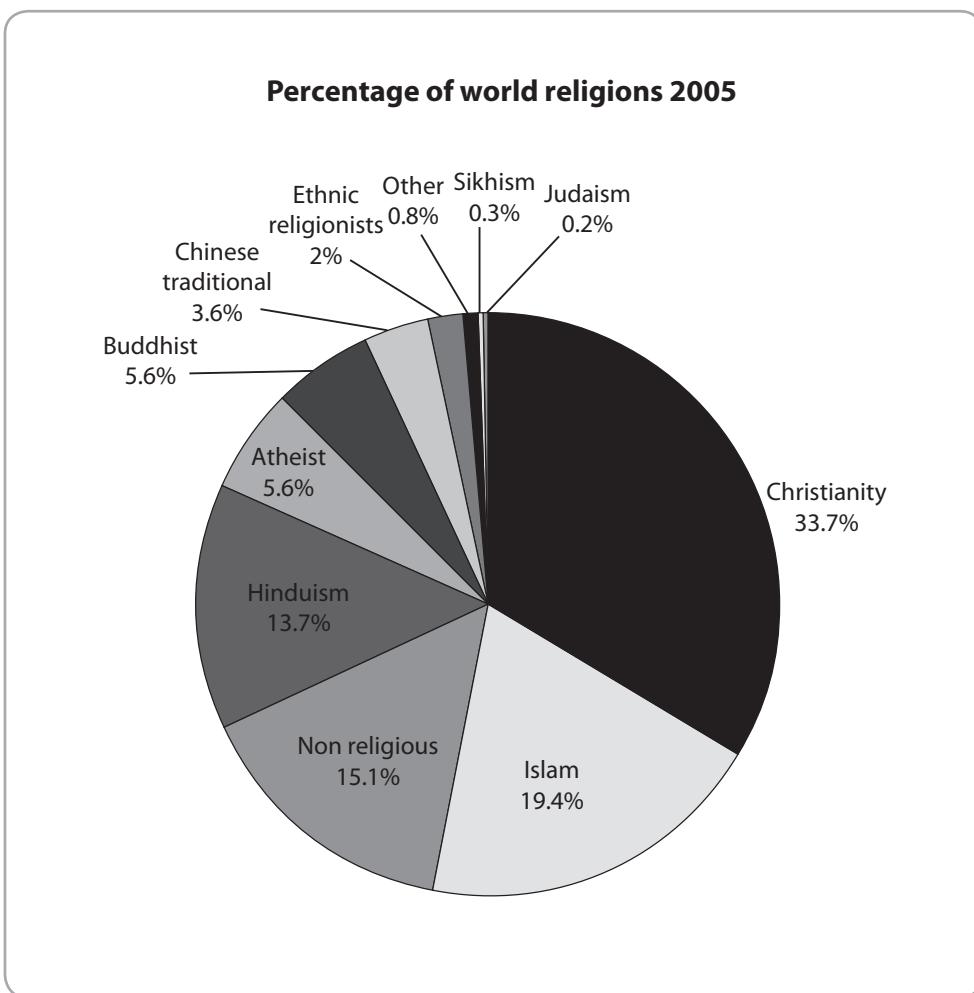
Source D:

Universal Declaration of Human Rights

Freedom of Thought. We all have the right to believe in what we want to believe, to have a religion, or to change it if we want.

http://www.youthforhumanrights.org/what-are-human-rights/universal-declaration-of-human-rights/
articles-16-30.html

Source E:

France votes for veil ban

While many people oppose banning face-covering Islamic veils, most western Europeans questioned in a new global poll say the garments should be forbidden—especially in France, where a ban may soon be a reality.

Several European countries have been considering bans on such veils.

A survey found that 82% of French respondents support a ban. The poll found 71% support in Germany, 62% in Britain and 59% in Spain.

The French government has insisted it supports multiculturalism and that the bill is not about religion but has called it a way to promote equality between the sexes, to protect oppressed women and to ensure security in public places.

(a) Using the data from Source C, which are the **two** largest religious belief groups in the world?

(2)

☒ **A** Hinduism

☒ **B** Atheist

☒ **C** Islam

☒ **D** Christianity

☒ **E** Judaism

☒ **F** Sikhism

(b) Religion is often an important factor in people's identities.

Identify **two** other factors that affect people's identities.

(2)

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2 ....

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S 4 0 0 9 9 A 0 1 0 1 6

(c) Using Source E, identify the freedoms that France wants to protect by introducing a ban on veils.

(3)

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(d) Describe how the ban might be against the freedom in Source D (from the Universal Declaration on Human Rights).

(2)

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(e) Explain the basic differences between integration and multiculturalism.

(3)

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(f) Use evidence from the sources and your own knowledge.

Do you think it is possible for members of different religions to live peacefully together?

Explain your answer, showing how you have considered another point of view.

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(Total for Question 3 = 20 marks)

TOTAL FOR SECTION C = 20 MARKS

Section D

Answer EITHER question 4(a) OR question 4(b).

If you answer question 4(a), place a cross in this box. ⊠

4 (a) 'Sport and cultural activities divide rather than unite people'

Do you agree with this view?

In your answer you should consider:

• Ways in which culture and sport unite or divide communities
• Whether cultural activities help people to understand each other
• Do sporting activities cause conflict?

(20)

If you answer question 4(b), place a cross in this box. ⊠

(b) 'Democracy is the best way of governing a country'

Do you agree with this view?

In your answer you should consider:

• What are the other ways that countries are run?
• Does everyone take part in a democracy?
• Does democracy always lead to increased individual wellbeing?
• Does democracy always lead to a sustainable economy?

(20)

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(Total for Question 4 = 20 marks)

TOTAL FOR SECTION D = 20 MARKS
TOTAL FOR PAPER = 80 MARKS