

Edexcel IGCSE

Global Citizenship

Sample Assessment
Material (SAMs)

Edexcel IGCSE in Global Citizenship (4GL0)
First teaching from September 2011

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Write your name here

Surname					Other names				
Centre Number					Candidate Number				
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Edexcel IGCSE									
<h1>Global Citizenship</h1>									
Sample Assessment Material Time: 2 hour							Paper Reference 4GL0/01		
You do not need any other materials								Total Marks	
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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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Turn over ►

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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

Section B

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 protestors 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 disadvantageded by the spread of information technology.

(4)

1

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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)

(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)

(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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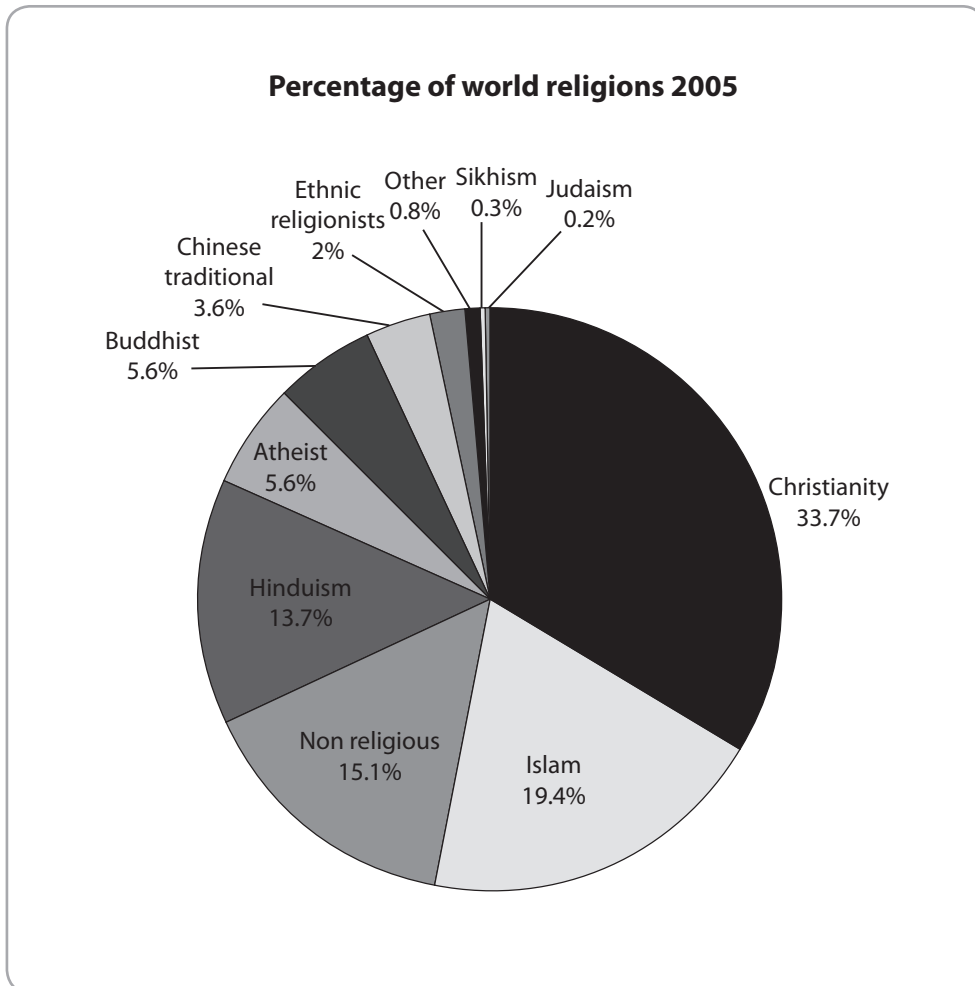
(Total for Question 2 = 20 marks)

TOTAL FOR SECTION B = 20 MARKS

Section C

3 Read Sources C, D and E.

Source C:



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

(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.

(8)

A series of horizontal dotted lines for writing an answer.

(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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Large area with horizontal dotted lines for writing.

(Total for Question 4 = 20 marks)

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

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, ie 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.

Section A

Question Number	Answer	Mark
1(a)	<p>1 mark for action point 2 marks for a developed description of the action</p> <p>Example: We organised a fair trade awareness day which involved local businesses and schools.</p>	(2 AO2)

Question Number	Answer	Mark
1(b)	<p>1 mark for each reason identified</p> <p>1 mark for each explanation for action</p> <p>Example: we wanted to help raise consumer awareness (1) of the need to help producers overseas who sometimes don't get the money they deserve for the goods they produce.(2)</p> <p>Example: we wanted to involve local businesses and shops to get them to sell more fair-trade produce (1) so that they play their part in helping overseas producers and also make some money too. (2)</p> <p>Maximum 4 marks</p>	(4 AO2)

Question Number	Answer	Mark
1(c)	<p>1 mark for basic statement of what they did</p> <p>2 marks for at least two stages outlined, potentially not logically connected or developed</p> <p>3 marks for clear planning stages logically connected or developed</p> <p>4 marks for detailed planning stages with clear logical progression</p>	(4 AO2)

Question Number	Answer	Mark
1(d) i	<p>1 mark for a limited description of outcomes with few links to the local community</p> <p>2 marks for a clear description of outcomes with some links to the local community</p> <p>3 marks for a developed description of outcomes with clear links to the local community.</p> <p>Example: we sold some fair-trade goods, and we found out by asking people who came to the fair we organised that people had learnt alot about the issues. We also raised awareness amongst local businesses including some shops in the local high street. (3)</p>	(3 AO2)

Question Number	Answer	Mark
1(d) ii	<p>1 mark for a limited description of how outcomes could make a difference to the local community</p> <p>2 marks for a clear description of how outcomes could make a difference to the local community</p> <p>3 marks for a developed description of how outcomes could make a difference to the local community</p> <p>Example: Our outcomes could lead to more people buying fair-trade goods and perhaps to businesses considering stocking fair-trade goods in their shops. (3)</p>	(3 AO2)

Question Number	Answer	Mark
1(e)	<p>1 mark for each action identified</p> <p>1 mark for each explanation for action</p> <p>The candidate will have to name a similar global action, they will also have to be knowledgeable on the related global issue.</p> <p>Example: In Kenya, co-operatives have been set up which are part owned by coffee growers, this means that growers take a share of the profits that is fairer than when they sell directly to a distributor. As a co-operative working with other growers, they have more influence.</p> <p>(2)</p> <p>Maximum 4 marks</p>	(4 A02)

Section B

Question Number	Answer	Mark
2(a)	D	(1 A01)

Question Number	Answer	Mark
2(b)	B	(1 A01)

Question Number	Answer	Mark
2(c)	<p>1 mark for each correct answer:</p> <ul style="list-style-type: none"> • Allowing people in Guyana to trade hammocks • Allowing remote Pitcairn islanders to sell handicrafts worldwide. 	(2 A01)

Question Number	Answer	Mark
2(d)	<p>1 mark for each point</p> <p>2 marks for two points or for a developed point</p> <p>Example: through education programmes such as NGO projects and capacity building (1) that help them to develop skills to make things to sell.(1)</p>	(2 A01)

Question Number	Answer	Mark
2(e)	<p>1 mark for identification</p> <p>2 marks for explanation</p> <p>Four marks in total</p> <p>Examples:</p> <p>E-mail (1) because of a lack of infrastructure, some people may not be connected to the internet.(1)</p> <p>Lack of hardware (1) there may be a lack of hardware computer resources which means some people can't access information or software.(1)</p>	(4 A03)

Question Number	Answer	Mark
2(f) (i)	<p>1 mark for appropriate example</p> <p>2 marks for a example and implication</p> <p>3 marks for a example, implication and outcome</p> <p>Responses may include:</p> <p>Local producers may not be able to compete internationally because:</p> <ul style="list-style-type: none"> • they do not have entrepreneurs who know an opportunity when they see one • distribution and logistics may be a problem for selling goods worldwide • they may not be able to access raw materials or access customers. <p>Accept any other reasonable response</p>	(3 A03)

Question Number	Answer	Mark
2(f) (ii)	<p>1 mark for action</p> <p>2 marks for action and outcome</p> <p>Responses may include:</p> <ul style="list-style-type: none"> • Local producers can bring pressure on their governments to help them (1) improve trader links, local conditions (2) • The local businesses need to make sure that the products they make are what the international community wants to buy (1) to increase income and trade (1) <p>Accept any other reasonable response</p>	<p>(2 AO3)</p>

Question Number	Answer	Mark
2(g) (i)	<p>1 mark for each to a maximum of 2 marks</p> <p>Examples:</p> <ul style="list-style-type: none"> • Mobile phones in protests in Iran following 2009 elections • Online social networks in protests in Thailand in 2010 • Mobile video at the G20 summit protests in London <p>Accept any other reasonable response</p>	(2 AO1)

Question Number	Answer	Mark
2(g) (ii)	<p>1 mark for identifying type of communication technology</p> <p>2 marks for what the technology does</p> <p>3 marks for how this helps make protests more effective</p> <p>Any of the following could be stated:</p> <ul style="list-style-type: none"> • Mobile phones used to communicate between protests to organise things more quickly and effectively (3) <p>Accept any other reasonable response.</p>	(3 AO3)

Section C

Question Number	Answer	Mark
3(a)	C and D	(2 A01)

Question Number	Answer	Mark
3(b)	<p>Factor that affect people's identities</p> <ul style="list-style-type: none"> • Sexuality • Gender • Age • Ethnicity <p>1 mark each to a maximum of 2</p>	(2 A01)

Question Number	Answer	Mark
3(c)	<p>1 mark for each freedom stated.</p> <ul style="list-style-type: none"> • To promote equality between the sexes, • To protect oppressed women • To ensure security in public places. 	(3 A01)

Question Number	Answer	Mark
3(d)	<p>1 mark for each point. 2 marks for two points or for a developed description</p> <p>Example: The freedom states that we have the right to believe in what we want to believe- but the ban infringes on this as it means that people can't express their religion. (2)</p>	(2 A01)

Question Number	Answer	Mark
3(e)	<p>1 mark for definition of multicultural 1 mark for definition of integrated 1 mark for differences</p> <p>Example: A multicultural community is a community made up of people from many different cultural backgrounds (1) who maintain their distinct identities whilst an integrated community is one in which a dominant culture takes precedence (1). Multicultural societies encourage differences, and integrated societies don't maintain differences.(1)</p>	(3 A01)

Question Number	Answer	Mark
3(f)	<p>Indicative content</p> <p>Candidates can argue yes or no but must consider the opposing point of view in their answer</p> <p>Example: yes because, if people of differing religions are to live peacefully together.</p> <ul style="list-style-type: none"> • Communities can integrate themselves into the country they are living in and participate in the society and the local community • They can still practice their chosen religion as that is their right • Integration does not mean that these groups will lose their identity but it may help to give more choice to others, eg food, music, literature all of which benefit in a two way integration • Integration is not just about what individuals do but also about what governments and civil society does too. <p>Example: no because, if people of differing religions are to live peacefully together they:</p> <ul style="list-style-type: none"> • Would never put aside past conflicts or cultural differences • Would have to put aside territorial claims • Would have to have equal numbers and equal powers in territories • Would have to admit there is more than one point of view and they are not “right” • Religions control the governments of some countries and want there to be conflict to establish wider control or divisions between people. 	<p>(8 AO3)</p>

Level	Mark	
0	0	No rewardable material
Level 1	1-2	<ul style="list-style-type: none"> • Basic and/or very brief approach • Little evidence of relevant evidence • Likely to be opinionated with basic knowledge and little understanding/sense of strategy
Level 2	3-4	<ul style="list-style-type: none"> • An approach which demonstrates some realism, • Uses some relevant evidence/interpretation • Some understanding of issues and ideas <p>Students who do not indicate another point of view are limited to a maximum of 4 marks</p>
Level 3	5-6	<ul style="list-style-type: none"> • An approach covering own point of view and a clear statement of other ideas which have been rejected • Uses some supporting evidence/interpretation or evaluation to develop limited arguments • Demonstration of sound knowledge and understanding of issues and ideas
Level 4	7-8	<ul style="list-style-type: none"> • A balanced approach indicating favoured and rejected strategies • Uses convincing evidence and interpretation/evaluation to support arguments • Demonstrates perceptive knowledge and understanding

Section D

Question Number	Indicative content
4(a)	<p>Ways in which culture and sport unite or divide communities</p> <ul style="list-style-type: none"> • Sport is a powerful way to cultivate national pride. When we excel in regional and international games, we are filled with a sense of pride for our nation, culture and religion • Communities can benefit from sports initiatives designed to engage and inspire young people in countries around the world • People from different cultures can understand and appreciate the cultural achievements of that community, and this can increase understanding and respect between countries • Links across different cultural backgrounds can be demonstrated, and how different cultures have impacted on the development of a society • Cultural divides relating to race or religion or tradition can amplify differences between different countries or cultures and lead to stereotyping. <p>Whether cultural or sporting activities help people to understand each other</p> <ul style="list-style-type: none"> • Sport transcends all segments of society which, in a multi-racial society, helps build strong community bonds. Regardless of our ethnicity, we band together to watch and participate in sporting events. Sometimes rival teams can be aggressive towards one another • You can participate in sports even if you do not speak the language of your team, sports can encourage friendships • Racism can be eradicated through enabling role models, who are predominately but not exclusively footballers, to present an anti-racist message to young people. Sports people from ethnic and cultural minorities raise the profile of that group through being a role model. <p>Whether sporting or cultural activities cause conflict</p> <ul style="list-style-type: none"> • Taking part in competitive sports can inflame aggressive feelings amongst both participants and spectators • Sporting allegiances can lead to bigotry and racism • Cultural differences can highlight different beliefs or traditions and lead to bigotry.

Level	Mark	5AO1, 5AO2, 10AO3
0	0	No rewardable material
Level 1	1-4	<ul style="list-style-type: none"> • Candidate shows a limited knowledge of global citizenship concepts, theories and models • Application of concepts, theories and models to specific contexts is basic • Skills of analysis and evaluation of concepts, theories and models is limited • There are limited contextual examples offered in support
Level 2	5-8	<ul style="list-style-type: none"> • Candidate shows basic knowledge of global citizenship concepts, theories and models • There is some application of concepts, theories and models to specific contexts • Skills of analysis and evaluation of concepts, theories and models are basic • There some contextual examples offered in support
Level 3	9-12	<ul style="list-style-type: none"> • Candidate shows sound knowledge of global citizenship concepts, theories and models • There is some sound application of concepts, theories and models to specific contexts • Skills of analysis and evaluation of concepts, theories and models are clearly evident • There are clear contextual examples offered in support <p>Students who do not indicate another point of view are limited to a maximum of 12 marks</p>
Level 4	13-16	<ul style="list-style-type: none"> • Candidate shows thorough knowledge of global citizenship concepts, theories and models • There is a convincing application of concepts, theories and models to specific contexts including competing points of view • Candidate shows convincing skills of analysis and evaluation of concepts, theories and models • There are clear and relevant contextual examples offered in support
Level 5	17-20	<ul style="list-style-type: none"> • Candidate shows discriminating use of knowledge of global citizenship concepts, theories and models • There is a perceptive application of concepts, theories and models to specific contexts including competing points of view • Candidate shows sophisticated skills of analysis and evaluation of concepts, theories and models • There are perceptive and relevant contextual examples offered in support

Question Number	Indicative content
4(b)	<p>Democracy is a political form of government in which the governing power resulting from the people, this can be either by direct referendum or by means of electing representatives of the people.</p> <p>People may not trust democracy because they think it will be harmful to the economy.</p> <p>There may not be a total freedom of expression, it depends on what kind of democracy you live in.</p> <p>Diversity is important as if everyone has the same views and they are negative, then the people may not benefit from anything.</p> <p>There can be freedom of speech.</p> <p>Everyone gets a voice.</p> <p>People's views could be acted on.</p> <p>Higher economy.</p>

Level	Mark	5AO1, 5AO2, 10AO3
0	0	No rewardable material
Level 1	1-4	<ul style="list-style-type: none"> • Candidate shows a limited knowledge of global citizenship concepts, theories and models • Application of concepts, theories and models to specific contexts is basic • Skills of analysis and evaluation of concepts, theories and models is limited • There are limited contextual examples offered in support.
Level 2	5-8	<ul style="list-style-type: none"> • Candidate shows basic knowledge of global citizenship concepts, theories and models • There is some application of concepts, theories and models to specific contexts • Skills of analysis and evaluation of concepts, theories and models are basic • There some contextual examples offered in support.
Level 3	9-12	<ul style="list-style-type: none"> • Candidate shows sound knowledge of global citizenship concepts, theories and models • There is some sound application of concepts, theories and models to specific contexts • Skills of analysis and evaluation of concepts, theories and models are clearly evident • There are clear contextual examples offered in support. <p>Students who do not indicate another point of view are limited to a maximum of 12 marks</p>

Level 4	13-16	<ul style="list-style-type: none"> • Candidate shows thorough knowledge of global citizenship concepts, theories and models • There is a convincing application of concepts, theories and models to specific contexts including competing points of view • Candidate shows convincing skills of analysis and evaluation of concepts, theories and models • There are clear and relevant contextual examples offered in support
Level 5	17-20	<ul style="list-style-type: none"> • Candidate shows discriminating use of knowledge of global citizenship concepts, theories and models • There is a perceptive application of concepts, theories and models to specific contexts including competing points of view • Candidate shows sophisticated skills of analysis and evaluation of concepts, theories and models • There are perceptive and relevant contextual examples offered in support

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Acknowledgements

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