Paper 1

Question number	Answer	Mark
1(a)	In each case, award 1 mark for explaining how (AO1) they used the primary source to find what they needed to know, and the second mark for explaining how this informed the community action (AO2), for example: • we carried out a survey to work out what people thought about litter in the area (1) and this confirmed that it is a big problem, especially near the take-away restaurants (1). No credit may be given to generic material that does not relate specifically to the student's own community action.	**2 + 2** **(4)**

Question number	Indicative content	Mark
1(b)	**Choosing the community action topic** Award 1 mark for clear reference to a relevant activity/discussion that took place while deciding on their citizenship action, and 2 further marks for explaining how it was related to personal identity (AO2), up to a maximum of 3 marks; for example: • I considered a number of choices before deciding to investigate inequality between men and women in the country where I live as this interests me personally (1). In part this is due to my personal identity as a female student (1) and also my multiple identity as my parents come from two countries where gender laws are very different (1). **Deciding the investigation methods** Award 1 mark for clear reference to a relevant activity/method (etc.) that took place while carrying out their community action, and 2 further marks for explaining how it was related to personal identity (AO2), up to a maximum of 3 marks; for example: • I decided to interview people whose identity differed from mine, to discover if they had other views (1). I was very interested to hear the views of men, for instance, (1) but I always took a friend with me when carrying out interviews because young students like myself should not work alone if possible (1). No credit may be given to material that does not relate specifically to the student's own community action.	**3 + 3** **(6)**

Question number	Answer	Mark
1(c)	In each case, award 1 mark for the method that was used, such as posters of a website, and the second mark for explaining (AO1) how this medium helped communicate their view; for example: • I built a website called 'Why we need to save water' (1) and included striking images of drought, which communicated the severity of the issue to people visiting it (1). No credit may be given to generic material that does not relate specifically to the student's own community action.	**2 + 2** **(4)**

Question number	Indicative content	Mark
1(d)	**Marking instructions** 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 answers that do not relate specifically to the student's own community action (i.e. a complete absence of AO2). **Indicative content guidance** Students must consider the statement in the light of experiences and knowledge gained during their community activity. Points made will depend to a great extent on the student's own experiences, but might include some of the ideas below. Other relevant ideas must also be credited. Points can relate to any stage of the community action process from topic choice and planning to the final evaluation. • Sometimes an interesting topic is not well suited to a community action project for a range of reasons, such as shortage of information or practical issues. • There is a range of methods and skills needed to carry out an action successfully (talking to someone with experience can be helpful), for instance finding a good sampling strategy or learning how to use smartphone apps to help with the actions. • No matter how well planned an action is, unforeseeable events can and will happen and you need to be able to deal with them or the whole action could be put at risk. • Talking to someone with experience can help rule out unsuitable topics early on. • Another person's findings or views can be used as part of your own secondary research or to help identify the right research questions to ask. Putting together or combining the research from two or more projects and contexts allows more to be known. More views and contexts can be considered or local issues can be combined to provide a larger-scale overview.	**3 AO1** **3 AO2** **(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. Limited understanding of how these apply is shown by simple undeveloped comments about community action(s).
Level 2	3–4	Some knowledge is shown about the concepts, terms and issues relevant to the question. Some understanding of how these apply is shown by some developed explanation about community action(s).
Level 3	5–6	Detailed knowledge is shown about the concepts, terms and issues relevant to the question. Effective and sustained explanation is made, which shows good understanding of how these apply to community action(s).

Question number	Answer	Mark
2	B (Via customers)	**(1)**

Question number	Answer	Mark
3	C (Diaspora growth)	**(1)**

Question number	Answer	Mark
4	C (Improved internet access in African countries and cities.)	**(1)**

Question number	Answer	Mark
5	D (There are more mobile phones than people in the world.)	**(1)**

Question number	Answer	Mark
6	A (Set targets)	**(1)**

Question number	Answer	Mark
7	C (Making sure all waste is reused to make new things.)	**(1)**

Question number	Answer	Mark
8(a)	In each case, award 1 mark for identification of a way/use from the source. Also award 1 mark for a suggestion (AO2) of how the way/use is linked with the development process/goals (either economic or social). Answers might refer to: • an app helps Kenyan cattle farmers or Ugandan cleaners • healthcare is being provided by an app in Zimbabwe • people tried to help schoolgirls in Nigeria using social media. Example answer: 'An app called i-Cow helps Kenyan cattle farmers run things better (1) and helps Kenya meet its MDG poverty goal (1).'	**2 + 2** **(4)**

Question number	Answer	Mark
8(b)	Award up to 3 marks for any of the following points, showing applied understanding of the concept of inequality (AO2) in the context provided: • Inequality within Kenya is reduced because more people are getting connected than in the past (1). • The country's own digital divide is thus being reduced (1). • By selling their products globally, young people are bringing money from other countries to Kenya (1). • Global inequality is reduced as Kenya's economy grows (1). Accept any other valid suggestion that relates to inequality. Inequalities within and between countries must both be addressed for full marks.	**(3)**

Question number	Answer	Mark
9	Award 1 mark for a valid suggestion (AO2) of why there is a steep upward trend in use shown. Award 1 further mark for the application (AO2) of citizenship concepts and issues relating to economic development and/or technology, for example: • more people in poorer countries may be able to afford to buy mobiles (1), linked with the transition from low income to emerging economies (1) • falling price of phones now they are no longer an emerging technology (1) and so the lessening of the digital divide (1). Accept any other valid suggestion that relates to the rising uptake of mobile phone use.	**(2)**

Question number	Answer	Mark
10(a)	In each case, award 1 mark for a way/action (AO1). Also award 1 mark for the explanation of how this assists with the development goal of maternal health (AO1). Answers might refer to: • financial aid from high-income countries (1) that can be spent on increasing healthcare provision in rural areas (1) • education on hygiene offered by Non-Governmental Organisations (NGOs) (1), leading to higher standards of postnatal care (1) • citizen volunteers, e.g. trained doctors/midwives from high-income countries (1) share expertise with communities (1). Accept any other valid suggestion that relates to ways of helping countries improve their maternal health.	**2 + 2** **(4)**

Question number	Answer	Mark
10(b)	Award 1 mark for each possible reason up to a maximum of 2, showing application (AO2) of citizenship concepts and issues related to economic development, for example: • education means better pay/jobs for women (1) • this improves GDP/money for the country (1) • may end reliance on illegal/unsafe employment (1) • girls learn how to manage health risks, unwanted pregnancies or other barriers to employment (1) • educated women can help their children succeed (1). Accept any other valid suggestion that relates to the link between educating girls and development.	**(2)**

Question number	Indicative content	Mark
11	Arguments for: • it can strengthen democracy in areas where voting is difficult due to limited infrastructure/problems getting to the polling station, promoting normal democratic change (AO1) • social media helps build support for and against political movements, such as Nigeria's government, and citizens have coordinated protests in many states using IT - in Arab Spring nations and Indonesia (AO1) • ICT also used to recruit for different kinds of political change, not just democracy, e.g. extreme groups such as Daesh (AO2) • ICT also helps support learning and education, which can in turn help political development (AO2) • technology can be very effective in helping bring about political change both inside and outside democratic systems and at different stages of the process of change (AO3) • ICT also helps local movements spread globally/link with political movements elsewhere (AO3). Arguments against: • strong/autocratic states may not allow people to protest regardless of their use of social media (AO1) • not all people have access to ICT (it will be 2025 before half of Africa has access) (AO1) • lack of access/a digital divide therefore limits the effectiveness of ICT as a democratic/political tool (AO2) • many of the apps in the sources are more concerned with economic and social life rather than politics (AO2) • physical/visible protests may still be a more effective way of trying to bring change (AO3) • however, ICT can play an important role in helping to organise the physical/visible protests needed for change (AO3).	**3 AO1** **3 AO2** **3 AO3** **(9)**

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 comments 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	Some 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	B (Security Council)	**(1)**

Question number	Answer	Mark
13	C (Countries with large economies)	**(1)**

Question number	Answer	Mark
14	B (Democracy)	**(1)**

Question number	Answer	Mark
15	B (Some non-democratic states helped to found the UN.)	**(1)**

Question number	Answer	Mark
16	D (Colonialism)	**(1)**

Question number	Answer	Mark
17	C (A person who has parents of different ethnicities.)	**(1)**

Question number	Answer	Mark
18	Award 1 mark for a valid issue which the two cited agencies might work together to tackle (AO3). Award 1 further mark for more analysis of the evidence (AO3) such as suggested action(s): • WHO and Security Council might work together to help tackle a conflict (1) by sending medical staff along with peacekeepers to where there has been fighting (1). • IMF and WTO could work together to help a country develop (1), with the IMF providing the funding for tourist resorts (1). Accept any other valid suggestion that relates to UN agencies working together.	**(2)**

Question number	Answer	Mark
19(a)	Award 1 mark for a correctly identified way that is analysed from Source E: • The UN works hard to monitor government elections (1). • Celebrates 'International Day of Democracy' (1). • Promotes democratic governance as a universal principle (1). • Respect for human rights and freedoms (in light of democratic governance) (1).	**(1)**

Question number	Answer	Mark
19(b)	Award 1 mark for identification (AO1) of a non-democratic system. Also award 2 marks for knowledge (AO1) of its characteristics. Answers might refer to: • autocratic government/autocracy • totalitarian government/totalitarianism. Example answer: 'Autocracy (1). An unelected ruler has power (1). A change of leader may only happen if there is a revolution or the leader dies (1).'	**1 + 2** **(3)**

Question number	Answer	Mark
19(c)	In each case, award 1 mark for knowledge (AO1) of a **type** of right: • civil rights (1) • political rights (1) • economic rights (1) • social rights (1) • cultural rights (1).	**(3)**

Question number	Answer	Mark
20(a)	Award 1 mark for the suggestion of a valid benefit (AO2). Award 1 further mark for applied knowledge (AO2) of concepts, theories or issues relating to culture (language) and the global community. • A shared language helps different countries and people to understand each other's viewpoints (1), which could minimise conflict and maximise cooperation (1). • Businesses in different countries can work together more easily (1), generating more wealth for global economic development (1). • A shared language helps people communicate using social media (1), which helps the 'global village' effect (1). Accept any other valid suggestion that relates to language and the global community.	**2 + 2** **(4)**

Question number	Answer	Mark
20(b)	Award 1 mark for the suggestion of a valid objection (AO2). Award 1 further mark for applied knowledge (AO2) of concepts, theories or issues relating to language in a global context: • People in one country may not speak any of the six languages (1) and view this as a barrier to participating globally (1). • Several countries may use a shared language which they want added to the list (1) due to a shared history of trade/migration/colonialism (1). Accept any other valid suggestion that relates to language in a global context.	**(2)**

Question number	Indicative content	Mark
21	In support: • many 'ingredients' of a global culture have spread around the world, such as jeans, trainers and Disney® (AO1) • things we associate with a global culture are often Western or American in origin (AO1) • the spread of a global culture takes place particularly when promoted by industries wanting to make profits in new markets, for instance McDonald's® food (AO2) • technology also plays an important role in helping language, fashion and music to spread everywhere (AO2) • countries everywhere are gradually experiencing cultural change, as rising wealth brings diet and social changes, resulting in a truly global culture (AO3) • the spread increasingly is 'everywhere' globally, including Asia, Africa, the Middle East and South America (AO3). Opposing views: • some states have not experienced a global culture due to their physical isolation or continuing poverty (AO1) • some states also have very strong religions that are particularly resistant to change (AO1) • political decisions can affect how a state responds to global culture and some have chosen to stay cut off completely, or to limit internet access and the spread of global culture (AO2) • the spread of Indian, Chinese and other cultural influences means there is not one but many 'global' cultures (AO2) • many countries are diverse places with diverse people and global culture has therefore not affected 'everywhere' within countries in Asia and Africa for instance (AO3) • some aspects of global culture such as food and language may have spread everywhere but some aspects have not, notably religion (AO3).	**3 AO1** **3 AO2** **3 AO3** **(9)**

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 comments 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	Some 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
22(a)	Award 1 mark for knowledge (AO1) of the following outlined points, up to a maximum of 5 marks: • An NGO is a group or body that works independently of 'official' or elected government (1). • Some small NGOs have charitable status/are non-profit/are staffed by volunteers (1). • Some large NGOs have become major global players, despite being non-governmental (1). • The work of NGOs is often focused on ethical/social/environmental issues (1). Accept any other valid answer that clarifies the meaning of the term NGO.	**(5)**

Question number	Indicative content	Mark
22(b)	**Marking instructions** Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme for AO1, AO2 and AO3 below. **Indicative content guidance** The indicative content below is not prescriptive, and students are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Arguments to support the statement drawn from across the whole qualification may include the following points: • Some individuals have had a huge influence across a range of global issues through innovation, e.g. Bill Gates and his technology (AO1). • Certain individuals, including celebrities, can have a disproportionate influence over other people and the causes they support (AO1). • 'Making a difference' can be done directly (funding research or providing financial assistance) or indirectly through lobbying (AO2). • 'Making a difference' can be measured in different ways and viewed from varying perspectives (AO2). • A reasonable judgement might be that history records how many exceptional individuals have achieved goals benefiting all (AO3). • A reasonable judgement might be that pioneering individuals bring issues to the attention of organisations and governments (AO3). Arguments to counter the statement drawn from across the whole qualification may include the following points: • Governments and organisations, including businesses, have access to capital that individuals generally do not (AO1). • Governments are best placed to know which issues require intervention and so invariably make the greatest contribution (AO1). • 'Making a difference' can be done via education and governments have greater control of this than individuals do (AO2). • 'Making a difference' may involve long-term planning and long-term government commitment to key issues (AO2). • A reasonable judgement might be that history records countless examples of government actions making a difference (AO3). • A reasonable judgement might be that some global issues, e.g. climate change, are insolvable without government action (AO3).	**(15)**

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	Limited knowledge is shown of citizenship concepts, terms and issues relevant to the question. Some parts lack relevance (AO1). There is limited understanding of how this knowledge applies, shown by simple undeveloped comments about possible citizenship contexts (AO2). The evaluation is undeveloped, lacking reasoned, coherent arguments. An overall judgement is missing or asserted (AO3).
Level 2	5–8	Some knowledge is shown of citizenship concepts, terms and issues relevant to the question but may be focused on one side only (AO1). There is some understanding of how this knowledge applies, shown by simple undeveloped comments about possible citizenship contexts (AO2). The evaluation contains some reasoned, coherent arguments. An overall judgement is given but with limited substantiation (AO3).
Level 3	9–12	Some knowledge is shown of citizenship concepts, terms and issues, which is relevant to both sides of the question (AO1). There is mostly effective application of this knowledge, showing good understanding of possible citizenship contexts (AO2). The evaluation contains reasoned, coherent arguments. An overall judgement is given. Substantiation is provided, although it may not be fully evidenced (AO3).
Level 4	13–15	Wide-ranging and balanced knowledge is shown of citizenship concepts, terms and issues relevant to both sides of the question (AO1). There is effective and sustained application of this knowledge, showing good understanding of possible citizenship contexts (AO2). The evaluation contains reasoned, coherent arguments. An overall judgement is given that is well substantiated through the evidence provided (AO3).