



Rewarding Learning

General Certificate of Secondary Education
January 2014

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Candidate Number

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Learning for Life and Work: Modular

Unit 3

Local and Global Citizenship

[GLW41]

ML

WEDNESDAY 8 JANUARY, MORNING

TIME

45 minutes, plus your additional time allowance.

INSTRUCTIONS TO CANDIDATES

Write your Centre Number and Candidate Number in the spaces provided at the top of this page.

Write your answers in the spaces provided in this question paper.

Complete in blue or black ink only. **Do not write in pencil or with a gel pen.**

The insert (containing **Source A**) is to be used for Questions 4 and 5 in **Section B**.

Answer **all** questions in this paper.

INFORMATION FOR CANDIDATES

The total mark for this paper is 40.

Quality of written communication will be assessed in Questions 4 and 5.

Figures in brackets printed down the right-hand side of pages indicate the marks awarded to each question or part question.

This question is about rights and responsibilities in local, national and global issues.

2 (a) Write down the name of **one** human right.

_____ [1]

(b) Identify and explain **one** benefit of living in a country that supports human rights.

_____ [2]

(c) Identify and explain **one** example of how a person's human rights can be limited by the government.

_____ [2]

Examiner Only

Marks Remark

Total Question 2

[Turn over

(c) Identify and explain **two** ways that working with a Non-Governmental Organisation (NGO) can help a young person to become socially responsible.

1. _____

_____ [2]

2. _____

_____ [2]

Examiner Only

Marks Remark

Total Question 3

[Turn over



THIS IS THE END OF THE QUESTION PAPER

DO NOT WRITE ON THIS PAGE

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DO NOT WRITE ON THIS PAGE

| For Examiner's use only | |
|-------------------------|-------|
| Question Number | Marks |
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |

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| Total Marks | |
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Examiner Number

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[GLW41]

WEDNESDAY 8 JANUARY, MORNING



GLW41

SOURCE A

Insert: Local and Global Citizenship

For use with Questions 4 and 5.

SOURCE A

The Northern Ireland government has a role to play in preventing discrimination in society. For example, people could face discrimination because of their gender or age. The government can help to prevent discrimination by promoting equality. It can do this by passing laws, supporting the work of the Equality Commission and by raising citizens' awareness about equality.

Promoting equality can help to reduce racism. People can also help to reduce racism in their communities. For example, they could set up a group to promote diversity and inclusion. This group could include people from the different ethnic minorities who live in the community. The group could work together to organise shared cultural events.

The school can make young people aware of racism. Youth clubs also give young people from different cultures the chance to meet and learn about each other.

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