



Rewarding Learning

General Certificate of Secondary Education  
2014

Centre Number

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Candidate Number

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## Learning for Life and Work: Modular

### Unit 3

Local and Global Citizenship



[GLW41]

\*GLW41\*

FRIDAY 9 MAY, MORNING

#### TIME

45 minutes.

#### 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.

























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**THIS IS THE END OF THE QUESTION PAPER**

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**DO NOT WRITE ON THIS PAGE**

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Question Number	Marks
1	
2	
3	
4	
5	

<b>Total Marks</b>	
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Examiner Number

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2014**

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**Learning for Life and Work: Modular**

**Unit 3**

**Local and Global Citizenship**

**[GLW41]**

**FRIDAY 9 MAY, MORNING**

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**SOURCE A**

## Insert: Local and Global Citizenship

For use with Questions 4 and 5.

### SOURCE A

Everyone should have human rights. These include the right to life and the right to privacy. In some countries these rights may be abused. For example, people could be tortured or killed by the state. People's actions could be closely watched by the police who could intercept mail and listen to private conversations.

In Northern Ireland one of the government's roles is to safeguard human rights. It can do this by passing laws and making sure authorities and public bodies have policies to promote human rights and ensure these are put into practice.

Young people have rights too. Sometimes people say that with rights come responsibilities and that society expects young people to be socially responsible. Young people can be socially responsible by thinking about how their behaviour can affect others and by helping others and their community.

*Source: Examiner's own source*