



General Certificate of Secondary Education  
2016

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]

**FRIDAY 13 MAY, 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.

**You must answer the questions in the spaces provided.**

**Do not write outside the boxed area on each page or on blank pages.**

Complete in blue or black ink only.

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.

## Section A

Answer **all** questions in this section.

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

- 1 (a) Write down the name of **one** source of information where a young person can find out about human rights.

\_\_\_\_\_ [1]

- (b) Explain what the Universal Declaration of Human Rights is.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [2]

- (c) Explain **one** reason why people need human rights.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [2]

This question is about key democratic institutions and their role in promoting inclusion, justice and democracy.

2 (a) Write down the name of **one** way of contacting a Member of the Legislative Assembly (MLA).

\_\_\_\_\_ [1]

(b) Write down and explain **one** role of the Department of Education for Northern Ireland.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [2]

(c) Write down and explain **one** role of the Executive Committee of the Northern Ireland Assembly.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [2]

[Turn over

**This question is about Non-Governmental Organisations (NGOs).**

**3 (a)** Write down the names of **two** resources that a Non-Governmental Organisation (NGO) needs to do its work.

1. \_\_\_\_\_ [1]

2. \_\_\_\_\_ [1]

**(b)** Write down and explain **two** benefits to a young person of working as a volunteer with a Non-Governmental Organisation (NGO).

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [2]

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [2]

**(c)** Write down **and** explain **two** ways that Non-Governmental Organisations (NGOs) can help people during a natural disaster, e.g. flooding, earthquake, famine.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [2]

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [2]

## Section B

Answer **all** questions in this section.

4 Read **Source A** and use it to help you answer this question.

(a) Explain **two** reasons why equality laws are important in Northern Ireland's society.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [2]

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [2]

[Turn over





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

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**DO NOT WRITE ON THIS PAGE**

<b>For Examiner's use only</b>	
<b>Question Number</b>	<b>Marks</b>
1	
2	
3	
4	
5	

<b>Total Marks</b>	
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Examiner Number

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*Rewarding Learning*

General Certificate of Secondary Education

2016

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# Learning for Life and Work: Modular

Unit 4  
Personal Development

[GLW51]

FRIDAY 13 MAY, AFTERNOON

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GLW51

**SOURCE A**

## Insert: Personal Development

For use with Questions 4 and 5.

### SOURCE A

#### Setting Goals

If a young person sets a personal goal and achieves this goal this will help to make the young person feel good about themselves. This may increase their self-confidence. If you know what you want to achieve in life you may not be put off.

Many young people are involved in teams working together to achieve something. For example, to raise money for charity or play as a member in a sports team. The young person can learn many new skills including how to play an important role in a team.

Some of the strategies used for dealing with exam stress may not work for every young person who studies for GCSE exams. A young person may draw up a revision plan, organise notes in a particular way, play sport or keep a healthy mind and body to help deal with the stress of examinations. Young people may take advice and listen to people who have experience.



Source: Chief Examiner