



Centre Number

71	
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Candidate Number

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General Certificate of Secondary Education  
January 2014

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## Learning for Life and Work: Modular

Unit 3

Local and Global Citizenship

[GLW41]

MV18
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WEDNESDAY 8 JANUARY, MORNING

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### 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.

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 at the end of each question indicate the marks awarded to each question or part question.

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**(Questions start overleaf)**

## Section A

Answer **all** questions in this section.

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

1 (a) Name **one** Northern Ireland government department. [1]

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(b) Explain **one** role of the Police Ombudsman's Office. [2]

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(c) Explain **one** role of the Northern Ireland Human Rights Commission. [2]

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

**2 (a) Name **one** human right. [1]**

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**(b) Identify and explain **one** benefit of living in a country which supports human rights. [2]**

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**(c) Identify and explain **one** example of how a person's human rights can be limited by the government. [2]**

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

**3 (a) Name two Non-Governmental Organisations (NGOs).**  
[1]/[1]

1. \_\_\_\_\_
2. \_\_\_\_\_

**(b) Identify and explain two ways that a Non-Governmental Organisation (NGO) can make young people aware of its work.** [2]/[2]

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(c) Identify **and** explain **two** ways that working with a Non-Governmental Organisation (NGO) can help a young person to become socially responsible. [2]/[2]

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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** examples of different types of discrimination. [2]/[2]

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_











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

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# Sources

Insert Source A: Text re. Discrimination in society: © Dr A McMurray / CCEA

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

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*Rewarding Learning*

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# 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.