

General Certificate of Secondary Education
January 2014

## **Learning for Life and Work: Modular**

Unit 3

Local and Global Citizenship



[GLW41]

\*GLW41\*

**WEDNESDAY 8 JANUARY, 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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		Section A	Examin Marks	er Only Remark	
		Answer all questions in this section.			
		estion is about key democratic institutions and their role in ing inclusion, justice and democracy.			
1	(a)	Name one Northern Ireland government department.			
		[1]			
	(b)	Explain <b>one</b> role of the Police Ombudsman's Office.			
		[2]			
	(c)	Explain <b>one</b> role of the Northern Ireland Human Rights Commission.			
		[2]			
			Total Qu	estion 1	
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		estion is about rights and responsibilities regarding local, national	Examin Marks	er Only Remark
2	(a)	Name <b>one</b> human right.		
		[1]		
	(b)	Identify and explain <b>one</b> benefit of living in a country which supports human rights.		
		[2]		
	(c)	Identify and explain <b>one</b> example of how a person's human rights can be limited by the government.		
		[2]		
			Total Qu	uestion 2
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Th	is qu	estion is about Non-Governmental Organisations (NGOs).	Examine Marks	er Only Remark
3	(a)	Name two Non-Governmental Organisations (NGOs).		
		1[1]		
		2[1]		
	(b)	Identify and explain <b>two</b> ways that a Non-Governmental Organisation (NGO) can make young people aware of its work.		
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(c)	Identify <b>and</b> explain <b>two</b> ways that working with a Non-Governmental Organisation (NGO) can help a young person to become socially responsible.	Examin Marks	er Only Remark
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	[2]		
	2		
	[2]		
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		Section B	Examin Marks	er Only Remark
		Answer all questions in this section.	Marko	roman
4	Rea	ad <b>Source A</b> and use it to help you answer this question.		
	(a)	Explain <b>two</b> examples of different types of discrimination.		
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		[2]		
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(b)	Explain the role of the Northern Ireland government in promoting equality.	Examii Marks	ner Only Remark
	[6	·]	
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5	With reference to <b>Source A and</b> your own knowledge evaluate the role your community could have in helping combat racism.	Exam Marks	Remark
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Extra page if required	Examir Marks	ner Only Remark
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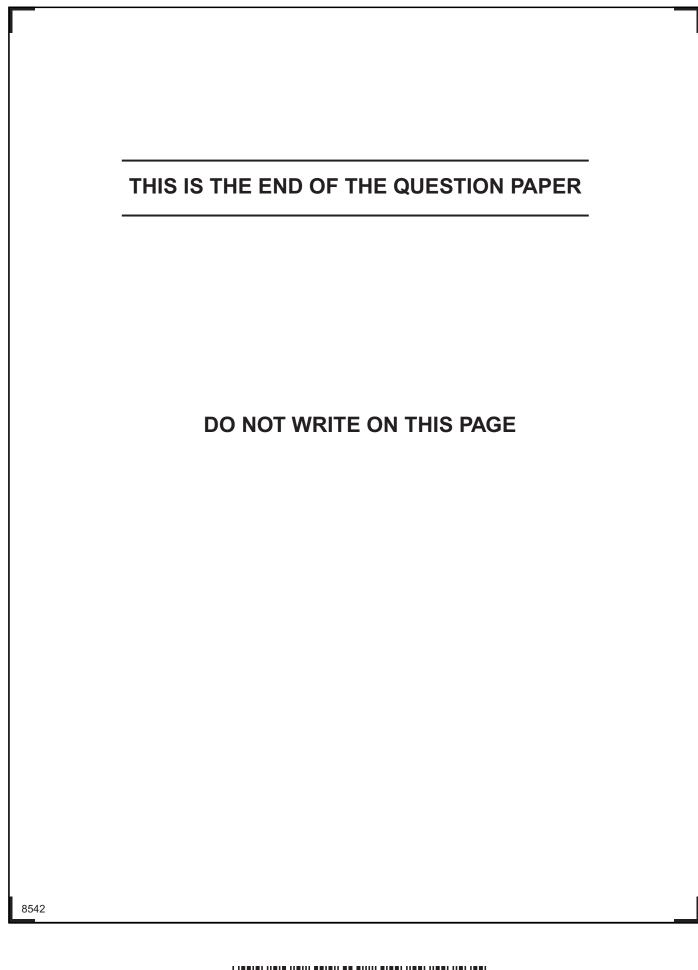
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## DO NOT WRITE ON THIS PAGE

	For Examiner's use only	
Question Number	Marks	
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Total Marks

**Examiner Number** 

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### General Certificate of Secondary Education January 2014

## **Learning for Life and Work: Modular**

Unit 3

Local and Global Citizenship

[GLW41]

**WEDNESDAY 8 JANUARY, MORNING** 



# **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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