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**COLOURPOINT
EDUCATIONAL**

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Publisher's Note

This book has been written to help students preparing for the GCSE Level Learning for Life and Work specification from CCEA. While Colourpoint Educational and the author have taken every care in its production, we are not able to guarantee that the book is completely error-free. Additionally, while the book has been written to closely match the CCEA specification, it is the responsibility of each candidate to satisfy themselves that they have fully met the requirements of the CCEA specification prior to sitting an exam set by that body. For this reason, and because specifications change with time, we strongly advise every candidate to avail of a qualified teacher and to check the contents of the most recent specification for themselves prior to the exam. Colourpoint Creative Ltd therefore cannot be held responsible for any errors or omissions in this book or any consequences thereof.

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Introduction

Exercises



Activity

These exercises are designed to improve skills such as the use of ICT, thinking, problem solving, decision making and being creative.



Teamwork

These exercises are designed to encourage group participation and debate. They aim to improve skills such as communication and working with others.



Further thinking

These extended exercises are designed to encourage research and wider learning. They aim to improve skills such as the use of ICT, managing information, thinking, problem solving and decision making.



Think about

These exercises are designed to encourage personal reflection on a topic or issue studied.



Assessment for learning

These are examples of the types of questions that could be found on a GCSE exam paper. They aim to test knowledge, understanding and evaluation skills. This book uses the following colour code to identify the assessment objectives for GCSE LLW:

Communicating knowledge and understanding

These questions usually begin with the following command words:

- Write down...
- Name...

They require a short answer, which might be a word, phrase, name or sentence. They are worth 1 mark.

Applying knowledge and understanding

These questions usually begin with the following command words:

- Describe one/two...
- Explain one/two...

They require a slightly longer answer, where a point is made followed by a short description or explanation. They are worth 2 marks (if one point with development is needed) or 4 marks (if two points with development are needed).

Analysing and evaluating information, making judgements and presenting conclusions

There are three types of longer questions in this section:

1. Source-based questions

These questions include the command word 'analyse'.

They require a paragraph answer and expect students to use the information provided plus their own knowledge. It is important to use the source to *support* their answer, not just restate the information in the source. The questions are worth 6 marks.

2. Discussion questions

These questions begin with the command word 'Discuss'.

They require a paragraph answer using knowledge and understanding relevant to the question as the basis for discussion. Students should aim to make at least two developed points in their arguments. These questions are worth 6 marks.

3. Evaluation through extended writing

These questions include the command word 'Evaluate'.

They require an extended answer that identifies and comments on issues relevant to the question. Evaluation questions must also have a conclusion at the end of the answer, linking to the points made previously in the answer. The questions are worth 10 marks.

Assessment

CCEA GCSE Learning for Life and Work is assessed through three external written examinations and a controlled assessment task.

UNIT 1: Citizenship	1 hour examination	20%
UNIT 2: Personal Development	1 hour examination	20%
UNIT 3: Employability	1 hour examination	20%
UNIT 4: Controlled Assessment	Investigation task from either Unit 1, 2 or 3	40%

CHAPTER 1A

Diversity and Inclusion: Challenges and Opportunities

Chapter Summary

In this chapter you will be studying:

- The benefits and challenges associated with expressions of cultural identity.
- The influences on a young person's sense of cultural identity.
- The causes and consequences of prejudice and discrimination.
- The benefits and challenges of immigration.
- The causes and consequences of conflict at local, national and global levels.
- Ways to resolve conflict peacefully.
- Ways to promote inclusion in society.

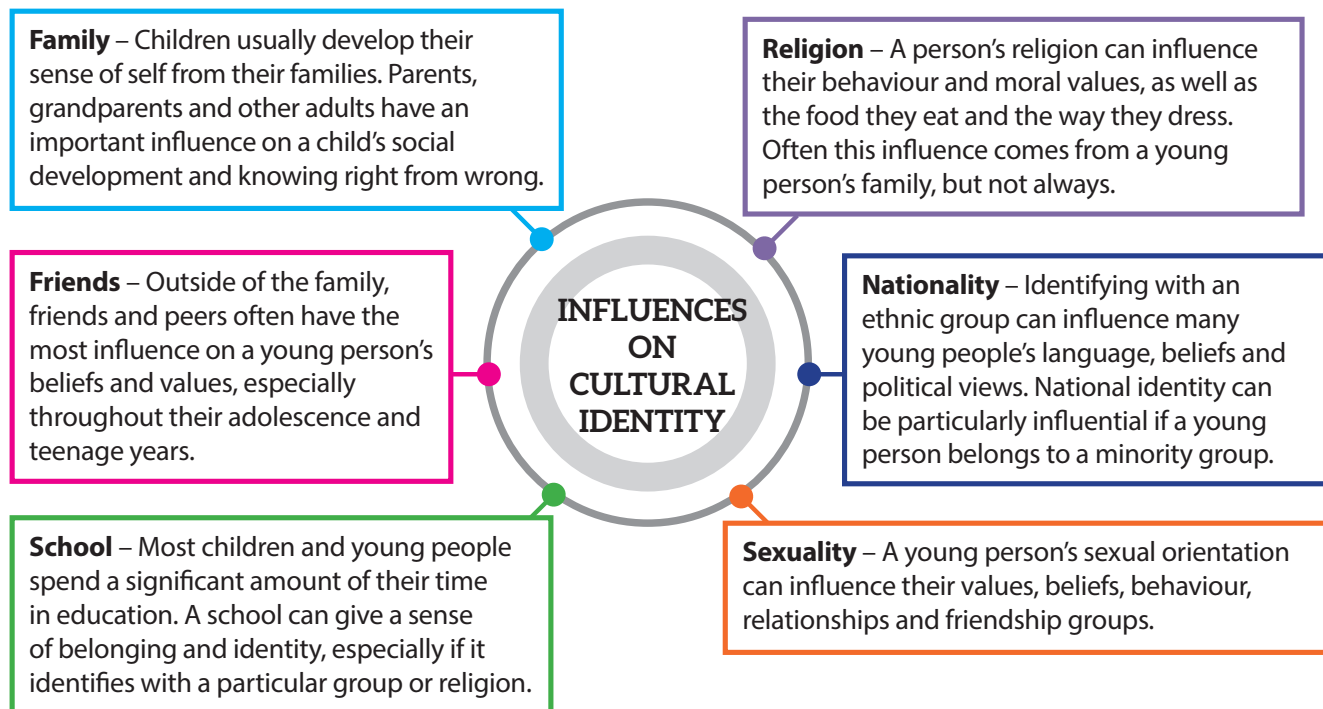
Cultural identity

Cultural identity is the sense of belonging to a group. There are many different types of group that someone can relate to, such as race, religion, nationality, language, gender, age and social class. Cultural identity is important as people like to feel that they can identify with others or share a common background.

Influences on a young person's cultural identity

Cultural identity doesn't just involve belonging to one group. Most people will identify with a variety of groups and there are many different factors that can influence a person's cultural identity.





Think about

What things have an influence on your identity, beliefs and values? Have these influences changed as you have grown older? If so, in what way?

Expressions of cultural identity

Many people consider it important to show their cultural identity. If this is done in a positive way, it can create a strong sense of identity and belonging with a particular group. It can also be an effective way of showing others in the community something of their background and traditions. People express their cultural identity in many different ways. Here are some examples:

- **Music and dance** – Many people in Northern Ireland enjoy traditional Irish music and dance as a way of showing cultural identity. Dance is important for people of many different ethnic backgrounds. The Indian Community Centre in Belfast organises displays of traditional Indian dance for visiting school children and members of the public.
- **Food** – Some foods have a connection with religious worship or celebrations. For example, for Hindus, food is an important part of temple worship and sweet treats called Prasad (meaning 'edible gift') are given to worshippers at festival times.
- **Clothes** – Many people choose to express their cultural identity through their clothing. Some will express themselves daily, others only on special occasions, such as at a wedding. For some, it is also an important religious obligation, such as a Muslim woman wearing a hijab or a Sikh man wearing a turban.
- **Language** – For many people, language is an important way of showing cultural identity. For example, in Northern Ireland, many children are educated through Irish and the Ulster-Scots Agency promotes the use of Ulster-Scots as a living language. For Muslims, Arabic is an essential part of their religious identity, as all worship is carried out in this language.
- **Lifestyle** – All families have different ways of doing things. Cultural differences in lifestyle can include the food that is eaten, what languages are spoken at home and the activities that families take part in.
- **Sport** – Sport may be used as an expression of cultural or social identity. For example, Gaelic

football, hurling, camogie, rugby and soccer may all be identified with different cultural groups. Sport can also unite different cultural groups when a local person or team is competing at national or global level.

- **Political symbols** – Some cultural groups choose to express their political beliefs by displaying political symbols. In Northern Ireland, this includes the display of flags, paintings and murals.

Celebrating cultural identity

Joining in with a festival or celebration can be fun and interesting, as well as being a good way to break down barriers and increase understanding. Here are some examples of how cultural identity can be celebrated in a positive way:

- **St Patrick's Day** – This is a cultural and religious celebration held on 17th March to remember St Patrick, the patron saint of Ireland. In many parts of Ireland, and even worldwide, the day is celebrated with processions and parades.
- **Twelfth of July** – Some people in the Protestant community celebrate the Twelfth with marches led by bands. This marks the victory of King William of Orange at the Battle of the Boyne.
- **Belfast Mela** – is a unique summer festival, held in Botanic Gardens in Belfast. This Indian celebration has become a large multi-cultural event, and it attracts tens of thousands of people from all communities living in Northern Ireland.
- **Chinese Welfare Association** – promotes the largest Chinese New Year celebrations annually and the Dragonboat Festival. These events are enjoyed by all communities.
- **Belfast Pride Festival** – This is one of the largest festivals in Northern Ireland and it is a cross-community event. It is both a celebration of the LGBTQ+ community and a protest to demand equality for LGBTQ+ people in Northern Ireland.



St Patrick's Day parade in Dublin



Twelfth of July Parade, Belfast



Chinese New Year



Belfast Pride Festival

Activity

Produce a diversity calendar listing the celebrations of various cultural groups. You will find there are a lot of events happening so you might need to limit the number of groups you decide to include.

Think about

- What is your cultural identity?
- Do you identify with more than one cultural group?
- What influences your cultural identity?

Activity

'Just a minute'

Take it in turns to speak for one minute. Your topic is how the group you identify with expresses cultural identity. Only positive methods are allowed!

Benefits of expressing cultural identity

There are benefits to the whole community when cultural identity is expressed in a positive way, for example:

- **Sense of belonging** – Cultural identity can provide a sense of belonging to a particular group. This can help to form stronger relationships with others and offer a network of support.
- **Promoting mutual understanding** – Making the effort to learn about another person's customs, lifestyle and religious beliefs can lead to more tolerant attitudes.
- **Multiculturalism** – Different cultural groups bring their own traditions, language and beliefs. For example, if a community is made up of people from different cultural backgrounds, then there will be a wider variety of food, entertainment and shops available to cater for them. Expressions of cultural identity can lead to a more interesting and diverse society.



Activity

Organise an assembly celebrating different cultural groups living in the local community or in Northern Ireland today. You might decide to make this a lunchtime event and have some food available from the different groups represented.

Challenges of expressing cultural identity

Some expressions of cultural identity don't always lead to a positive outcome, for example:

- **Isolation and exclusion** – Expressions of cultural identity can make some individuals feel isolated if they are not part of that cultural group. Sometimes cultural identity is used to threaten or intimidate others, and so increases the feelings of exclusion.
- **Division and conflict** – Sometimes having a strong cultural identity can make it difficult for people to relate to other cultural groups. This can lead to division in the community between people of different cultural identities. In a divided community, the mutual understanding and respect needed between different groups is often lacking. In a situation such as this, conflict is more likely to arise and can be more difficult to resolve. The result is even greater division and mistrust, resulting in prejudice and stereotyping. Sectarianism and racism quickly develop in situations such as these. This is shown in the following diagram:



Division in Northern Ireland

Northern Ireland has traditionally been seen as two distinct groups defined by religion and politics. Members of one group tend to consider themselves Protestant and British, either 'Unionist' or 'Loyalist'. Members of the other group tend to consider themselves Catholic and Irish, either 'Nationalist' or 'Republican'. Particularly during the Troubles, displays of cultural identity often caused conflict in the community.



Causes of prejudice and discrimination in society

Prejudice

The word 'prejudice' literally means to 'pre-judge' someone. It is when someone makes up their mind about a person, or group of people, without knowing anything about them. Prejudice is therefore a judgement based on ignorance. Prejudice concerns a person's thoughts rather than their actions.

Where does prejudice come from?

- **It is a natural instinct** – People tend to feel safe with others who are from a similar background and share the same views. Therefore, anyone who is outside this group can appear strange or threatening.
- **It is learnt from an early age** – Children might develop racist or sectarian views because they learn them from their parents or the community they grow up in. As children grow older, their friends

and peer group may influence their attitudes towards others.

- **It is the result of experience** – If a person receives bad treatment from someone from a different cultural group, this could make them think negatively of other people from the same background.
- **It is the result of strongly felt views** – Many people have firm opinions about politics or religion. Sometimes this can lead to intolerance of others who don't share their views. Some people feel it's important to express these opinions or even send out a message to anyone who doesn't share their views. This belief may be used to justify certain actions.

Discrimination

Discrimination occurs when a person puts their prejudiced thoughts into action. It involves treating a person or group of people less favourably because of culture, race, religion, gender, sexual orientation or disability. There are laws in place in our society to try to ensure that discrimination doesn't affect a person's right to be treated fairly in education, employment and society.

Racism

Racism is the belief that one race of people is superior or inferior to another (prejudice). As a person's race might influence their skin colour, language, nationality and culture, racism can involve discrimination because of any of these factors. Racial harassment is a form of racism. It can involve verbal abuse, graffiti and damage to property.

Sectarianism

Sectarianism is the belief that one religious or political group (or sect) is superior or inferior to another (prejudice). It involves a dislike of the other group and discrimination against them. Sectarian tensions can be seen between some Sunni Muslims and Shi'a Muslims, or some Catholic and Protestant groups in Northern Ireland.

Sexism

Sexism is discrimination based on a person's gender. It is often caused by stereotyped views about the different roles of men and women, or the belief that one gender is superior or inferior to the other.

Activity

Stereotyping

A stereotype is a crude mental picture that a person might have of someone from another culture. Like prejudice, stereotypes are usually based on ignorance. If you assume that everyone in a particular cultural group is the same, then you probably don't know many people from that group!

- Write (or draw) a stereotyped view of yourself.
- This means you have to imagine that everyone with the same first name as you is exactly the same – likes and dislikes, physical characteristics, character, abilities, and so on. For example, 'All people called Sean are good at football, have blond hair and hate Brussels sprouts.'
- Compare your stereotype with others in your class – especially those who have the same name as you! What does this show about stereotypes?



Think about

Have you ever been a situation where you or someone you know felt discriminated against? How did this make you feel?

Consequences of prejudice and discrimination on society

Prejudice and discrimination can have a negative effect on individuals. It can lead to people feeling:

- marginalised, isolated and alone, with no one to support them.
- frightened in their own community.
- undervalued by the society in which they live.
- stressed and anxious.

Discrimination can have a negative impact on an individual's employment, accommodation and the contribution they can make to society. It can also affect their right to a relationship, such as marriage, or to raise a family. All of these things can have a negative effect on an individual's health and well-being.

Prejudice and discrimination don't just affect the individual discriminated against, they affect society as a whole. A society is supposed to be a group of people living and working together. However, in a society where prejudice and discrimination are tolerated, certain groups may be more vulnerable to abuse (for example, because of their race, gender or sexual orientation). They might also be denied equal protection under the law and feel excluded by society. This all leads to an atmosphere of distrust and intolerance, prevents people from living peacefully alongside each other, and stops society from working as it should.



Teamwork

Working in a group:

- Choose either racism or sectarianism.
- Discuss the causes and consequences of this belief for the whole of society and for individual people.
- Produce two spider diagrams on a large sheet of paper, one for causes and one for consequences.

Immigration

Migration is the movement of people from one country to another. Immigration is when people move into a country from another country. This can be permanent or temporary, and take place over long or short distances.

Reasons for immigration

People immigrate for a variety of economic, social, political and environmental reasons. Some people choose to immigrate, while others are forced to do so.

- **Economic** – Many people choose to immigrate to another country for financial reasons. This might be an exciting new job opportunity or pay rise.
- **Social** – Many people move country to ensure a better life for themselves and their family. This might be the chance of a better education for their children, improved healthcare, a higher standard of living or the chance to experience living in a different culture, perhaps with a more pleasant climate.
- **Safety** – Some people are forced to leave their home country as they fear for their safety and that of their family. They may be escaping from political unrest, conflict, war or a situation where they face persecution for their beliefs or cultural background.
- **Environmental** – Some people are forced to leave their home due to natural disasters, such as hurricanes or earthquakes. Perhaps rebuilding their home and way of life in their home country is impossible or too daunting.

Benefits of immigration

If cultural diversity is celebrated in a positive way, then this will create many benefits for the whole of society. Here are some examples:



- **Understanding other cultures** – Living beside, working with or going to the same school as people from different backgrounds can bring an understanding of different cultures that doesn't come from watching television or reading a book! This understanding is important today, as people are far more likely than in the past to have contact with people from different cultures and beliefs.
- **Sense of community spirit** – Shared cultural experiences can be a very effective way of creating community spirit. Some of the examples on pages 7 and 8 are excellent ways of doing this.
- **Economic benefit** – Many of the people who immigrate to another country want a better life for themselves and their families, and they are determined to work hard to achieve this. These immigrants often ease work and skills shortages in their destination country. Some set up their own businesses, boosting the economy and creating more jobs for the local community.



Think about

Can you think of any other ways that society could benefit if immigrants were welcomed and valued?