



Examiners' Report/ Lead Examiner Feedback

June 2015

NQF BTEC Level 1/Level 2 Firsts in
Public Services

Unit 6: Citizenship, Society and the Public
Services (20537G)

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January 2015

Publications Code BF041008

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General Comments

This was the first time that this exam was sat. All questions were attempted, with some students demonstrating a strong understanding of a number of the key terms in the specification. Responses from the students generally showed good coverage of the unit specification and that good use of the Sample Assessment Materials had been made. There were numerous examples of students applying their knowledge of citizenship throughout the paper, indicating a good level of understanding and its importance to society and the public services.

In questions which tested higher level skills, there were very well-argued points of view, often supported with interesting and original examples. Where students did well, they had a good understanding of key terms and were able to relate these throughout the paper. The most able candidates had a wider awareness of citizenship and its relationship with society and the public services.

With questions requiring an extended response most able students could develop good and balanced answers. This was not the case throughout and it is recommended that students be given additional support to recognise the demands of command words such as "Discuss" or "Assess". Students should also understand the key terms in the specification, ensuring that they are able to define these terms and to relate to them to a range of examples, both to individual public service organisations and the public services as a whole. They should also clearly understand the difference between rights and responsibilities. Similarly, they need to be able to understand the difference between public service employers, employees and users. This is particularly important when considering elements such as responsibilities. Finally, students need to be encouraged to avoid colloquial language, Americanisation and inappropriate comment in their responses.

Question 1

Students were asked to state the key features of society. There were a wide range of features identified and indicated that most students understood the concept of society.

Features that were being looked for included:

- democracy
- multiculturalism
- security
- the ways in which people are organised and live

1 State **one** key feature of a society.

1 Mark awarded

a community of a mixture of people.
eg. race/gender/age.

(Total for Question 1 = 1 mark)

Question 2

Students were expected to recall two principles of the Human Rights Act 1998, the right to an education and the right to freedom of thought.

Most students identified these principles, although some need to be reminded that the right to welfare benefits is not part of the Human Rights Act 1998.

2 Identify **two** principles of the Human Rights Act 1998.

2 Marks awarded

- A the right to volunteer
- B the right to education
- C the right to welfare benefits
- D the right to freedom of thought
- E the right to free healthcare

(Total for Question 2 = 2 marks)

Question 3

Students were expected to recall and state 2 different types of discrimination prevented under the Equality Act 2010.

2 Marks awarded

- 3 State **two** different types of discrimination prevented under the Equality Act 2010.
- 1 One is discrimination against race.
- 2 Another is discrimination against gender.

(Total for Question 3 = 2 marks)

0 Marks awarded

- 3 State **two** different types of discrimination prevented under the Equality Act 2010.
- 1 Right to be Educated
- 2 Right to have a Shelter

(Total for Question 3 = 2 marks)

Whilst most students responses referred to gender, race, age, etc. Some students produced responses that indicated a deeper level of knowledge and understanding.

- 3 State **two** different types of discrimination prevented under the Equality Act 2010.
- 1 Direct discrimination

2 Marks awarded

- 2 Indirect discrimination

(Total for Question 3 = 2 marks)

Question 4

Students were expected to recall and state two reasons why the public services exist.

This question as in the case of Question 1 produced a wide range of responses. There was a tendency to relate their response to specific public service organisations, rather than the public services as a whole.

2 Marks awarded

- 4 One reason public services exist is to meet the needs of a diverse society.
State **two** other reasons why public services exist.
- 1 Protect the environment.
- 2 ~~Protect~~ Protect the vulnerable groups.

(Total for Question 4 = 2 marks)

Question 5

Students were expected to state 2 responsibilities of public service employees.

Responses were varied, with some students restating the requirements of those working in the public services to obey the law. Students need to understand the difference between the public services as an entity or a whole and those that work for them.

Students need to be clear on the difference between a right and a responsibility.

5 One responsibility of a public service employee is to obey the law.

State **two** other responsibilities of people who work in the public services.

2 Marks awarded

1 To respect other people's ~~ideas~~ beliefs.

2 To do their job professionally.

(Total for Question 5 = 2 marks)

Question 6

Students were expected to recall 1 quality of good citizenship and apply that knowledge to explain the identified quality.

Students identified the qualities of good citizenship, such as respecting their neighbours, obeying the law, participating in community activities, protecting the environment, volunteering, etc. It was noted by the examiners that while most students could identify the quality, few could expand their answer to explain the quality.

6 Explain **one** quality of good citizenship.

by recycling you are helping but the environment,
this is a trait of a good citizen as to make
sure that not only the environment is protected but
also ~~the atmosphere~~ the atmosphere

2 Marks awarded

(Total for Question 6 = 2 marks)

This example is a typical example of a 1 mark answer, in that both being law abiding and volunteering are qualities of a good citizen, but neither are sufficiently explained.

6 Explain **one** quality of good citizenship.

To be a good citizen it means that you
should be a good person, to stick with
the law. Also you should be a volunteer
to help poor people.

1 Mark awarded

(Total for Question 6 = 2 marks)

A number of responses stated that paying tax was a quality of a good citizen. This was not awarded a mark. People are not given a choice with regard to paying income tax, failure to do so is against the law.

Question 7

Students were expected to recall 2 individual rights of people accessing the public services. There was some confusion between rights and responsibilities. Generally, when students identified the rights of those using public services, answers were good and well presented.

2 Marks awarded

7 One right that people have when using public services is to be protected from risk.
State **two** other individual rights of public service users.

1 To be treated with respect and when using the services

2 To have there say and not be discriminated

Incorrect answers ranged from students stating the responsibilities of public service users to the rights of public service organisations.

0 Marks awarded

| | |
|---|---|
| <p>7 One right that people have when using public services is to be protected from risk. State two other individual rights of public service users.</p> <p>1 to provide the correct and accurate information.</p> <p>2 not to be threathful and cause harm to the public services.</p> <p>(Total for Question 7 = 2 marks)</p> | <p>7 One right that people have when using public services is to be protected from risk. State two other individual rights of public service users.</p> <p>1 Police have the rights to arrest.</p> <p>2 Ambulance have the rights to report someone who hurt somebody.</p> <p>(Total for Question 7 = 2 marks)</p> |
|---|---|

Question 8a

Students were expected to identify and describe a change in government policy that has had an impact on the lives of individuals. There were a range of responses here, including a number of relatively recent changes in government policy for which students and their course tutors and teachers should be commended.

2 Marks awarded

8 Some changes in society are a result of government policy, others are a result of the growth in information and communications technology (ICT).
(a) Describe **one** change in government policy that has had an impact on the lives of individuals. (2)

one policy would be health care and numbers growth for the N.H.S. (National Health Service) the open hours have to adapt to flexibility for the public.

1 Mark awarded

8 Some changes in society are a result of government policy, others are a result of the growth in information and communications technology (ICT).
(a) Describe **one** change in government policy that has had an impact on the lives of individuals. (2)

The Equality Act states that we are all the same and should be treated equally.

0 Marks awarded

8 Some changes in society are a result of government policy, others are a result of the growth in information and communications technology (ICT).
(a) Describe **one** change in government policy that has had an impact on the lives of individuals. (2)

government policy - The government protect the welfare country by setting up public services which mostly do their job to protect the citizens.

Question 8b

This question was aimed at testing the students knowledge and understanding of the impact on individuals of the growth in information and communication technology. Students generally identified the impact such as lifestyle, access to news and information, etc. Those who successfully expanded the impact gained both marks.

The following response identifies an impact on the mental health and physical health of the individual, resulting in the associated health issues, and in both cases awarded 2 marks. In the 1 mark response, the student has correctly identified an impact, but has not developed it.

2 Marks awarded

(b) Explain **one** impact that the growth of ICT has had on the lives of individuals. (2)

one impact that the growth of ICT has had on the lives of individuals is that they became addicts to gaming as the ICT has become a lot more advanced. This puts a strain on the NHS as people are coming a lot more unwell and can cause more heart problems.

(b) Explain **one** impact that the growth of ICT has had on the lives of individuals. (2)

Because of ICT there are loads of social networking sites that people go on to chat to their friends, but some people decide to bully others on social networking sites that then lead to victims with depression or maybe suicide.

(b) Explain **one** impact that the growth of ICT has had on the lives of individuals. (2)

1 Mark awarded

The Impact that ICT has on individuals is that people are starting to only communicate through the likes of social media

In the final example here, the student has not identified an impact on the lives of the individual, and consequently no marks were awarded.

(b) Explain **one** impact that the growth of ICT has had on the lives of individuals. (2)

0 Marks awarded

CCTV-
There are a lot more CCTV as they are easier and smaller, they can watch street corners while the police are elsewhere.

Question 9

Students were expected to recall and apply their knowledge of how public services are provided for different groups in society. Expected responses included:

- Translators / Translation services
- Employing a diverse workforce
- Liaison officers

1 Mark awarded

9 Identify **one** way public services are provided for different groups in society.

The public services provide for different groups in society in many ways one example of this would be the police would provide interpreters for someone who spoke a different language

(Total for Question 9 = 1 mark)

9 Identify **one** way public services are provided for different groups in society.

public service employees are multiethnic which can bring diversity to different groups in society

(Total for Question 9 = 1 mark)

0 Marks awarded

9 Identify **one** way public services are provided for different groups in society.

Public services are provided for different groups in society by helping out in society.

(Total for Question 9 = 1 mark)

9 Identify **one** way public services are provided for different groups in society.

public services are used for different groups e.g. the police protect people and also prosecute offenders.

(Total for Question 9 = 1 mark)

Question 10

This question expected students to recall and apply knowledge of how individuals who are being held in a custodial environment have their individual human rights protected. Valid measures included:

- Reasonable grounds for arrest
- Humane treatment
- Fair trial
- Right to representation

Identifying the measure gained the first mark of each pairing, however, of these the majority did not adequately develop the measure to gain the second mark.

4 Marks awarded

Explain **two** measures that are in place to protect the rights of an individual suspected of breaking the law.

- 1 One measure that is in place to protect the rights of an individual suspected of breaking the law is that he is ~~allowed to have~~ ^{the right to a} fair trial and both sides of the story is heard and if there isn't enough evidence against the suspect he is let off.
- 2 Another measure that is in place to protect the rights of an individual suspected of breaking the law is that he has the right to solicitors to help him prove that he isn't the suspect and he hasn't done anything wrong.

0 Marks awarded

10 The law protects the human rights of all individuals.

Explain **two** measures that are in place to protect the rights of an individual suspected of breaking the law.

1. People who are suspected of breaking the law can be sued by the victim to gain justice.
2. If the law is broken the individual who breaks the law will be arrested by the Police and then convicted in court.

Question 11a

This question required the students to provide an explanation of the term 'whistleblowing'. Whilst most students recognised that the term related to the reporting of suspected wrong-doing, few managed to expand it sufficiently to gain both marks.

2 Marks awarded

Caroline - D. Nurse to staff to assist

11 One responsibility of public service employers is to enable whistleblowing.
(a) Explain the term 'whistleblowing'. (2)

Whistleblowing is a term which refers to an employee spotting unprofessional or illegal behavior within their workplace and reporting it to a higher member of staff to deal with it. An example of this could be: A care home where there is one member of staff who abuses the elderly and another member of staff notices the abuse and reports it.

0 Marks awarded

11 One responsibility of public service employers is to enable whistleblowing.
(a) Explain the term 'whistleblowing'. (2)

Whistleblowing is when somebody gives information to the police in bank in case of incident and the police need to keep it a secret so knowledge can find out who sent the information for the persons safety.

Question 11b

Students were given one responsibility of a public service employer, to enable whistleblowing and were asked to explain another responsibility. Most students could identify a second responsibility, but few managed to extend this adequately to gain the second mark.

Expected responsibilities included:

- providing safe working environments for employees
- provide training
- enable redress

2 Marks awarded

(b) Explain **one** other responsibility of a public service employer. (2)

provide a safe working environment
to treat everyone in the workplace

this means they must provide and facilitate the employees needs and provide the most basic services e.g. toilets, fire alarms, fire doors.

There were examples, where students had confused the responsibilities of the employer with that of the service. The example below being such a response.

0 Marks awarded

(b) Explain **one** other responsibility of a public service employer. (2)

to keep society safe from bad people by making sure they catch them before they commit another crime.

Question 12

This question looked at the other side of the coin to Question 11, with a focus on the responsibilities of public service users. Expected answers here included:

- Supplying information that should be verifiable and accurate
- not attempting to defraud public service providers
- not discriminating against those working for the public services
- respecting the human rights of those involved in service provision

2 Marks awarded

12 One responsibility of public service users is to willingly take part in a review of their entitlement to public service provision.

Explain **one** other responsibility of public service users.

If you have a service come to you and one member of the team is not 'English' you can't refuse not to have the help you have to be respectful towards the member.

12 One responsibility of public service users is to willingly take part in a review of their entitlement to public service provision.

Explain **one** other responsibility of public service users.

Another responsibility of Public Services users is to supply the correct information when it is needed. Such as when reporting a crime.

Most students identified a valid responsibility, but did not then go on to explain the responsibility.

12 One responsibility of public service users is to willingly take part in a review of their entitlement to public service provision.

Explain **one** other responsibility of public service users.

**1 Mark
awarded**

Public service users must also respect and treat equally the public service employees and the other users around them.

This response confuses the responsibility of the user with a perceived responsibility of those employed by the public services.

12 One responsibility of public service users is to willingly take part in a review of their entitlement to public service provision.

Explain **one** other responsibility of public service users.

**0 Marks
awarded**

To put the ~~other~~ people they have bin called out to help life before there's.

Question 13

Students were expected to state how inequality is measured in society, by providing simple factors such as wealth, income, gender, race, etc.

**2 Marks
awarded**

13 State **two** ways that inequality can be measured.

- 1 Inequality can be measured by looking at the wages of men and women doing the same job
- 2 It can also be measured looking at the difference of white people getting hired and people of other skin colours/ Religions vice versa

(Total for Question 13 = 2 marks)

This response gained 1 mark for 1 measure (point 1), whilst not being sufficiently specific and clear in their answer (point 2).

**1 Mark
awarded**

13 State **two** ways that inequality can be measured.

- 1 If someone is declined a job due to their ethnicity.
- 2 If someone is refused their rights because of their situation or circumstances.

(Total for Question 13 = 2 marks)

In other cases, responses suggested ways in which inequality can be addressed.

**0 Marks
awarded**

13 State **two** ways that inequality can be measured.

- 1 By providing each individual with a more of a balanced out background
- 2 to train the people to let them understand about equality.

(Total for Question 13 = 2 marks)

Question 14a

This question focused on equal opportunities and asked the students to explain the term. Most students understood that equal opportunities relate to the equal access to services and employment, and this was developed in better answers.

14 Public service organisations are required to have equal opportunities policies in place.

(a) Explain the term 'equal opportunities'.

2 Marks
awarded

(2)

it means that when two people apply for a job they can not be treated differently because of their gender, race, religion, sexuality

This response is too general and re-words the question.

14 Public service organisations are required to have equal opportunities policies in place.

(a) Explain the term 'equal opportunities'.

0 Marks
awarded

(2)

everyone should have the right to have the same opportunities.

Question 14b

For this question students were expected to apply their knowledge of the benefits to a public service organisation of applying equal opportunity legislation. They were asked to assess the benefits to public service organisations of following equal opportunity policies. Most students identified benefits such as confidence in the public services, improved staff recruitment and retention.

4 Marks
awarded

This response is worth 4 marks because it identified a valid benefit in that there will be increased trust (1) in the public service organisation, as they have a diverse workforce (1) which reflects the local community (1) who are more likely to use the

(b) Assess ~~one~~ benefit to public service organisations of following equal opportunities policies.

(4)

as public service organisations diversify they start to reflect on the local community. as this happens people trust public service workers more and find them easy to relate to. meaning that they are more likely to report crimes, this means crime statistics will be more accurate

service (1).

3 Marks awarded

This response was awarded 3 marks as it identified the benefit, improved public perception (1), by employing more female officers (1) and having a more diverse workforce (1).

(b) Assess **one** benefit to public service organisations of following equal opportunities policies.

(4)

One benefit to public service organisations following equal opportunities policies is that the equal opportunities enhance female recruitment. For example, many of the PSNI's officers are now female due to equal opportunities policies. The rise of female officers shows a positive level of diversity amongst the PSNI therefore appealing to the public & winning "hearts & minds".

2 Marks awarded

This 2 mark answer just identifies the benefit (improved public image) which gains 1 mark and the second mark being awarded for recognising that having a diverse workforce contributes to that benefit.

(b) Assess **one** benefit to public service organisations of following equal opportunities policies.

(4)

One benefit could be that they have a ~~no~~ wider range of people which would have a positive impact on how members of the public view the service.

1 Mark awarded

In this answer, the student identified a valid benefit, but did not develop it sufficiently enough to gain

(b) Assess **one** benefit to public service organisations of following equal opportunities policies.

(4)

It could encourage more people to join the public services. This means that there would be more public service employees meaning a safer society.

a second mark.

0 Marks awarded

(b) Assess **one** benefit to public service organisations of following equal opportunities policies.

(4)

If all public service organisations were following equal opportunities than life would be easier for everyone

This response did not identify a valid benefit.

Question 15a

Students were expected to apply their knowledge, by means of stating the practical ways in which the public services use technology when carrying out surveillance. More able students managed to identify valid ways in which public service organisations use technology. The most common ways stated included, cctv, ANPR and drones.

2 Marks awarded

15 Public service organisations use technology for surveillance.

(a) Explain **one** way public service organisations use technology for surveillance.

In both examples here, both the students identified one way in which public service organisations.

One way in which public service organisations use ⁽²⁾ technology for surveillance is at a football game. If there is a big crowd and something is happening in the middle the camera can see it rather than an officer getting hurt trying to get in to see.

They both then provided an explanation to gain the second mark.

15 Public service organisations use technology for surveillance.

(a) Explain **one** way public service organisations use technology for surveillance.

(2)

The Police force especially use technology for surveillance by installing CCTV cameras in busy, high crime areas to reduce the rate of crime by showing their presence.

15 Public service organisations use technology for surveillance.

(a) Explain **one** way public service organisations use technology for surveillance.

(2)

1 Mark awarded

The police often use CCTV cameras

Question 15b

Answers were expected here to identify and state 2 ways in which technology is used in surveillance (e.g. to improve efficiency, reduce crime rates, reduce risk of injury / harm, increase security, etc.).

They were awarded 1 mark for identifying each way in which technology is used in surveillance and a further mark if each point is adequately developed.

This is a good example of a four mark answer. In the first example, the response shows that technology is used in surveillance to deter individuals from committing a crime by the use of cctv.

In the second example, technology is used in surveillance to improve road safety by the use of cameras.

This is a second example of a good 4 mark answer.

In this case, the response identifies the use of technology in surveillance is as a deterrent, again by the use of cctv.

In the second example, increased efficiency is the way in which technology is used in surveillance.

In this example, the response states that the way in which technology is used in surveillance here is to reduce the risk of fatalities by the use of drones, so 2 marks were awarded.

1. Technology is used in surveillance by having technology such as CCTV, which you can operate in places such as high streets, which can identify criminals, ~~this~~ this is a very effective way of stopping crime from happening.

2. Technology is also used in surveillance in catching cars that are speeding. They have built smart cameras which are not visible to catch people off guard that are speeding. This has helped stop road accidents.

⁽⁴⁾
1. Technology is used in surveillance by a method of CCTV. CCTV is primarily in public areas such as shopping centres in order to both frighten of thieves & also identify offenders.

2. The PSNI use helicopter camera technology for surveillance. This form of technology & surveillance allows the PSNI to watch "On the run" offenders from an aerial view & therefore assistance officers on the ground as to where the offenders are going or what they are currently doing.

(b) Explain **two** ways technology is used in surveillance.

⁽⁴⁾
1. Another way technology is used for surveillance is ~~via~~ via drones. Drones are fairly new but help with surveillance because they are controlled by remote meaning lives are not at risk.

This response gained a mark for stating that surveillance is used in technology to make the public feel safer as a result of the presence of cctv, which earned the second mark.

In this final example, the response has been awarded both marks, as they have stated that technology is used here in traffic surveillance.

(b) Explain two ways technology is used in surveillance.

⁽⁴⁾
1 CCTV is used so that they can see what's happening in day to day life. For example they would use it in car parks so that people will feel their car is safe and won't get broken into because it's ~~being~~ being watched.

2 Traffic control measure: they use it to control ~~heavy~~ heavy traffic, so that the traffic can flow freely with-out any problems.

Question 16

Responses were expected to include judgements on ways in which the public services promote good citizenship, including a range of perspectives and views.

It was expected that answers would include reference to the level of public service involvement in volunteering, community projects and engagement, public service personnel acting as role models, etc.

Shown below is an extract from a response that was awarded 7 marks. The student demonstrated good knowledge and application throughout and whilst the focus was very much on the Police Service and 'Blue Light Discos', the response had good depth and balance, as shown below.

A positive point, well presented regarding Blue Light discos

of PCSO'S going around preventing crime
My second point is that the police do "Blue
light Discos" to make sure that kids are being
fun and not going out causing trouble. The third
point would be that Police Officers
can go and speak to people in the
communities and then then know that there is

A negative aspect of the Blue
Light discos, again well made by
the candidate

papers to stop people from criminal damage.
My second point would be that some "Blue
light Discos" don't go so well because some
kids like to mess it up for other kids
and that they need to do something for their
older people, aged 14-17, so then kids will

In this answer the student raised some good points and articulated them well. There was good depth to what had been presented. It was therefore awarded 6 marks, which, if there had been some balance to it, would have been awarded or the maximum 8 marks.

16 Discuss the extent to which public services promote good citizenship.

(8)

Public services promote good citizenship by ~~both~~ launching campaigns targeted to the public that makes us aware of what currently is happening. The Public services provide information such as taxes, leaflets, information in newspapers and on line. Public services also promote good citizenship by encouraging you to volunteer for them, so that you can have experience of working for the public services which will make you smarter for certain scenarios and therefore you can help others by teaching them what you know. The Police have a campaign which is called the Neighbourhood Watch, this encourages you to work with your neighbourhood and will help the country by saving the Police time as you are more educated and will have a better understanding if a situation occurred. The Army encourage people to join the TA which is the Reserves so you will be able to help your country if a war broke out. Public services promote good citizenship by treating everyone equally and fairly. They encourage the public to do this as well.

This final example only gained 2 marks. There was very little rewardable material related to the question, i.e. the extent to which the public services promote good citizenship.

| | | |
|---|--|---|
| <p>16 Discuss the extent to which public services promote good citizenship. (8)</p> <p>Fire and rescue like to promote the fire safety by going door-to-door in that community and give in people new fire alarms. They will talk to people about escape routes, how often do they check their fire alarm and general questions to try and make people more alert about fire safety.</p> <p>The police are funded out of public taxation which means they try to gain public confidence by making the service more transparent by showing what they're spending public's money on. They always have to have a good reason to telling the public that if the goods they're buying are necessary.</p> <p>The armed services would promote good citizenship by defending the UK and supporting the national peacekeeping duties.</p> | | <p>The fire service promote good citizenship by being heavily involved in the community, going to schools and promoting being a fireman/women and not saying to stay in education so young people can get the qualification they need to become a fireman.</p> <p>volunteering in the community defending UK support national peacekeeping duties increase transparency promote public confidence education health.</p> <p>(Total for Question 16 = 8 marks)</p> <p>TOTAL FOR PAPER = 60 MARKS</p> |
|---|--|---|

Grade Boundaries

| Unit | Max Mark | D | M | P | L1 | U |
|--|----------|----|----|----|----|-----------------|
| 20537 Unit 6: Citizenship, Society and the Public Services | 50 | 38 | 29 | 21 | 13 | 12 and under |

External assessment

The suite of 'next generation' NOF BTECs include an element of external assessment. This external assessment may be through a timetabled paper-based examination, an onscreen, on demand test or a set-task conducted under controlled conditions.

What is a grade boundary?

A grade boundary is where we 'set' the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade (Distinction, Merit, Pass and Level 1 fallback).

Setting grade boundaries

When we set grade boundaries, we look at the performance of every student who took the assessment. When we can see the full picture of performance, our experts are then able to decide where best to place the grade boundaries - this means that they decide what the lowest possible mark should be for a particular grade.

When our experts set the grade boundaries, they make sure that students receive grades which reflect their ability. Awarding grade boundaries ensures that a student who receives a 'Distinction' grade next year, will have similar ability to a student who has received an 'Distinction' grade this year. Awarding grade boundaries is conducted to make sure students achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

Variations in externally assessed question papers

Each exam we set asks different questions and may assess different parts of the unit content outlined in the specification. It would be unfair to students if we set the same grade boundaries year on year because then it wouldn't take into account that a paper may be slightly easier or more difficult than the year before.

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