

Examiners' Report/ Lead Examiner Feedback

June 2016

Pearson BTEC Level 1/Level 2 First
Certificate, Extended Certificate and
Diploma in Public Services

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

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General Comments

This was the third sitting of this examination and it was noted that in a number of areas the performance of the learners had improved regarding some of the core content of the specification. Unfortunately this did not necessarily flow through to the application of this knowledge. It was also clear in the responses from learners that progress has been made to improve the teaching of this unit which ensured there was generally good coverage of the unit content.

There were good examples in the responses to most questions, and some learners used clear and current examples to support their answers. This was the case in the answers of questions relating to the uniformed public services, where the better answers were expanded, even when it was not necessarily needed. It was not so evident with answers relating to the non-uniformed services. The good application to the public services as a whole was particularly strong in the responses from the more able learners, where a clear understanding of the relationship between citizens, society and the public services was often displayed.

In the questions designed to test the higher order skills of the learners, some of the answers showed good knowledge and understanding of the key concepts which, as stated above, were often supported by practical examples.

However, further areas that continue to need work on when teaching this unit and preparing the learners for the examination is the understanding of key terms and concepts within the specification, as well as the application to non-uniformed public services.

Examination Technique

When preparing learners for this examination it is suggested time is spent on developing their understanding of the command words. One example here is with regard to Question 13a. The learners were asked the learner to outline two ways the fire and rescue service ensure the safety of their employees.

The first response was given no marks as it was a simple statement, albeit valid, but had not been developed.

One Mark was awarded for the second response as the outline showed that they knew that equipment was needed and then stated the sort of equipment (PPA) needed.

13 (a) Outline **two** ways fire and rescue services ensure the safety of their employees. (2)

1 Provide training

2 Provide the right equipment for the right purpose
Eg. Fire proof suit and breathing aparators.

13 (a) Outline **two** ways fire and rescue services ensure the safety of their employees.

1. Correct equipment

2. Correct training

(2) In much the same way here the learner simply stated two ways, which if they had been developed would have gained both marks.

Question 1

Learners were asked to state two pieces of legislation that relate to the rights of individuals in the UK. Those learners who could state one piece of legislation could usually go on to name both, unfortunately a significant number could not name either.

1 State **two** pieces of legislation that relate to the rights of individuals in the UK.

1. Human Rights Act 1998

2. Equality Act 2010

2 Marks awarded

(Total for Question 1 = 2 marks)

1 State **two** pieces of legislation that relate to the rights of individuals in the UK.

1. Freedom of Speech

2. you are allowed a trial ^{In court} to fight before you go to prison

0 Marks awarded

1 State **two** pieces of legislation that relate to the rights of individuals in the UK.

1. being in the UK for 5 years

2. doing a in the UK test

(Total for Question 1 = 2 marks)

Question 2

Learners were asked to select from a list of four which public service was responsible for the safeguarding of vulnerable adults. Most learners selected the correct public service.

Question 3

Learners were asked to provide a definition of the term State. This was a single mark question and few managed to provide a clear definition of this term, often providing definitions of the verb state and not with regard to the term in the context of citizenship. In future, learners should be encouraged to ensure that they put their answer in the context of the question.

3 Key terms used in citizenship include society, state and community.

Define the term 'state'.

a certain territory that is under the control
of one government

1 Mark awarded

(Total for Question 3 = 1 mark)

0 Marks awarded

3 Key terms used in citizenship include society, state and community.

Define the term 'state'.

A group of people joined together by
politics

3 Key terms used in citizenship include society, state and community.

Define the term 'state'.

State of health

(Total for Question 3 = 1 mark)

(Total for Question 3 = 1 mark)

Question 4

Learners were expected to recall 2 approaches that public sector organisations use to prevent discrimination. Expected answers included:

- whistle-blowing
- equal pay policy
- inclusion policies
- awareness training
- increasing employee diversity.

A wide range of answers were given, including *amending policies and procedures to accommodate religious beliefs, having a diverse workforce, equal pay for men and women, promoting equality, raising awareness in both the community and the public service*, etc. It was noted by the examiners that whilst a significant number of learners could identify one approach, few could provide two examples.

4 Identify **two** approaches public sector organisations use to prevent discrimination.

1 Education (teaching about other cultures)

2 Whistleblowing (reporting problems)

(Total for Question 4 = 2 marks)

2 Marks awarded

4 Identify **two** approaches public sector organisations use to prevent discrimination.

1 The Army allow anyone to join such as muslims, they are still allowed to wear their turbans.

2 The police force also by training officers for non-discriminatory behavior.

(Total for Question 4 = 2 marks)

0 Marks awarded

4 Identify **two** approaches public sector organisations use to prevent discrimination

1 The police

2 Social Services

4 Identify **two** approaches public sector organisations use to prevent discrimination

1 Human rights act 1998

2 Equality act 2010

Question 5

Learners were asked to state two ways that citizenship may be viewed from the perspective of a local authority. Expected answers to this question were expected to include:

- recycling of household waste
- voting in elections
- supporting the local community (being neighbourly, volunteering, etc.)
- obeying the law
- paying council tax.

2 Marks awarded

5 State **two** ways local councils might view citizenship.

1. Paying council taxes

2. Volunteering in the community.

(Total for Question 5 = 2 marks)

5 State **two** ways local councils might view citizenship.

1. Volunteering by citizens

2. Litter being picked up.

(Total for Question 5 = 2 marks)

Question 6a

Learners were expected to identify and state one public service organisation responsible for ensuring an individual being detained is treated humanely. This question was generally well answered with most learners correctly stating a public service organisation, with the *police service* being the most popular response.

Learners who failed to gain a mark generally either stated a public service job role or stated a way in which an individual being detained is treated.

6 One right of an individual detained within the criminal justice system is to be treated humanely.

(a) Give **one** public service organisation responsible for ensuring an individual being detained is treated humanely.

(1)

police force have a duty of care to those whom they have detained

1 Mark awarded

6 One right of an individual detained within the criminal justice system is to be treated humanely.

(a) Give **one** public service organisation responsible for ensuring an individual being detained is treated humanely.

(1)

HM Prison services.

6 One right of an individual detained within the criminal justice system is to be treated humanely.

(a) Give **one** public service organisation responsible for ensuring an individual being detained is treated humanely.

(1)

0 Marks awarded

By feeding them and ~~giving~~ giving them water.

6 One right of an individual detained within the criminal justice system is to be treated humanely.

(a) Give **one** public service organisation responsible for ensuring an individual being detained is treated humanely.

G4S

6 One right of an individual detained within the criminal justice system is to be treated humanely.

(a) Give **one** public service organisation responsible for ensuring an individual being detained is treated humanely.

Prison officer

This question did bring one surprising response!

6 One right of an individual detained within the criminal justice system is to be treated humanely.

(a) Give **one** public service organisation responsible for ensuring an individual being detained is treated humanely.

(1)

SACRAMENTO SPCA

(Sacramento Society for the Prevention of Cruelty to Animals)

Question 6b

This was the second of three linked questions and learners were asked to identify two ways that a public service organisation ensures an individual being detained is treated with dignity.

Expected answers here included:

- access to washing facilities
- access to toilet facilities
- provision of appropriate clothing
- access to worship
- suitable treatment when being strip searched.

Learners who got either one or both available marks for this question tended to be from this expected range.

(b) Identify **two** ways that a public service organisation ensures that an individual being detained is treated with dignity.

(2)

2 Marks awarded

1. Making sure they have clean facilities.

2. Making sure they are clothed.

(b) Identify **two** ways that a public service organisation ensures that an individual being detained is treated with dignity.

(2)

1 Mark awarded

1. In the police force they may require a 'strip search' they would need to do this at a station not in a public place.

2.

A significant number incorrectly stated general rights of those individuals being detained, such as:

- right to a fair trial
- right to remain silent
- right to have legal representation.

(b) Identify **two** ways that a public service organisation ensures that an individual being detained is treated with dignity.

(2)

0 Marks awarded

1. they have the right to make no comment

2. the right to ~~a~~ have a solicitor speak on their behalf

Question 6c

This question was the third and final part of this section and generally was answered better than the previous part (6b). Learners were expected to state two other rights of individuals detained in the criminal justice system.

(c) State **two other** rights of individuals detained in the criminal justice system.

(2)

1 No punishment without law

2 right to a fair trial

2 Marks awarded

(Total for Question 6 = 5 marks)

(c) State **two other** rights of individuals detained in the criminal justice system.

(2)

1 They have the right to a fair trial in the court of law.

2 They have the right to have a lawyer with them in a interview or a court.

2 Marks awarded

(Total for Question 6 = 5 marks)

There were a number of learners who stated that an individual should be *treated with dignity/humanely*. Marks were not given for these responses as the right had been stated in the question, so learners should be reminded to ensure that they read and understand the question, especially if it is one such as this i.e. linked.

(c) State **two other** rights of individuals detained in the criminal justice system.

(2)

1 They have the right to have a lawyer or someone to help them.

2 They have the right to be treated with respect and dignity.

1 Mark awarded

(c) State **two other** rights of individuals detained in the criminal justice system.

(2)

1 dignity

2 humanly

0 Marks awarded

(Total for Question 6 = 5 marks)

Question 7

Learners were expected to state two ways that an individual can become a citizen in society.

This question was answered well, with most learners gaining both marks.

The learners generally gave the expected responses, such as:

- being an active member of the community
- through place of birth
- family membership
- residency
- elements of the process of becoming a UK citizen.

2 Marks awarded

7 State **two** ways that an individual can become a citizen in society.

1 live in the uk for 5 years

7 State **two** ways that an individual can become a citizen in society.

1 marriage

2 Take the life in the uk test

2 Place of birth

Both of these answers relate to being an active member of the community so just a single mark was awarded.

7 State **two** ways that an individual can become a citizen in society.

1 By engaging in community events.

2 Contributing to the community.

1 Mark awarded

(Total for Question 7 = 2 marks)

Question 8a

Learners were expected to apply their knowledge of the responsibilities public service organisations have toward their users, in this case how an emergency service supports vulnerable individuals. Expected responses included:

- working in partnership with other agencies
- the fire and rescue service providing safety guidance
- raising awareness
- arranging for a responsible person to support the vulnerable individual.

A significant number of learners provided very generic responses and did not relate them to ways an emergency service support needs of vulnerable people, as a consequence few learners gained both marks.

8 The emergency services and health and welfare services often deal with vulnerable individuals.

(a) State **two** ways that an emergency service supports vulnerable individuals.

(2)

- 1 They create awareness for the type of vulnerability.
- 2

1 Mark awarded

8 The emergency services and health and welfare services often deal with vulnerable individuals.

(a) State **two** ways that an emergency service supports vulnerable individuals.

(2)

- 1 they offer privacy with the individual
- 2 make any referrals to specialised areas for the best for that individual

0 Marks awarded

8 The emergency services and health and welfare services often deal with vulnerable individuals.

(a) State **two** ways that an emergency service supports vulnerable individuals.

- 1 The police help people
- 2 The ambulance service save people

8 The emergency services and health and welfare services often deal with vulnerable individuals.

(a) State **two** ways that an emergency service supports vulnerable individuals.

- 1 takes care of them.
- 2 Treat them the same.

Question 8b

The learners fared significantly better with this question than 8a. This question expected learners to explain two other rights of an individual using health and welfare services. They had been given access to high quality in the question, so no marks were given for accessing health and welfare services.

A significant number of learners recognised a range of rights of individuals including:

- being treated without discrimination
- treated with dignity
- confidentiality when disclosing personal and private information
- individual choice when using services.

(b) One right of an individual when using health and welfare services is to have access to high quality services.

Explain **two other** rights of an individual when using health and welfare services. (4)

1 Right to consent, meaning they aren't forced to have further treatment & have a choice to what happens to them.

2 Right to confidentiality, so if the person doesn't want certain people to know about the incident, it can be kept private.

4 Marks awarded

Explain **two other** rights of an individual when using health and welfare services. (4)

1 Consent to living, for example a Jehovah's witness does not take blood transfusions or other organs due to their religion, therefore doctors can not bring them back to life if needed, because they did not have the person's consent.

2 They also have right to dignity for example when at the hospital if a person was getting changed nurses put a long curtain around them, so a person has their dignity.

2 Marks awarded

(b) One right of an individual when using health and welfare services is to have access to high quality services.

Explain **two other** rights of an individual when using health and welfare services. (4)

1 patient confidentiality

2 we have perception if feeling unwell

(b) One right of an individual when using health and welfare services is to have access to high quality services.

Explain **two other** rights of an individual when using health and welfare services. (4)

1 ~~to have~~ To have professional support.

2 Has to be treated equally no matter if he's old or young or has different religious beliefs.

(b) One right of an individual when using health and welfare services is to have access to high quality services.

Explain **two other** rights of an individual when using health and welfare services.

(4)

0 Marks awarded

1 The right to free care - with the NHS (national health service) with in the UK it is free health care

Question 9

Learners were asked to give two examples of demographic change. The expected answers were straight from the specification.

Expected responses included:

- growth of an ageing population
- patterns of health/illness
- the structure of the family
- immigration.

9 Give **two** examples of demographic change in society.

1. ageing population because people have small families just 1.5 children.

2. Secondary ageing population due to longer months in health care. Issues in being to pay more state pensioners.

(Total for Question 9 = 2 marks)

2 Marks awarded

(for structure of the family in the first response and an ageing population in the second response).

9 Give **two** examples of demographic change in society.

1 Increase in ageing population.

2 Discrimination.

(Total for Question 9 = 2 marks)

1 Mark awarded

9 Give **two** examples of demographic change in society.

1 men and women being allowed to vote.

2 Everyone can have their say.

(Total for Question 9 = 2 marks)

0 Marks awarded

Question 10

This question was answered reasonably well, with most learners being able to clearly identify a way that education promotes equality, with a significant number of those being able to extend their response to gain the second mark.

10 Explain one way that education promotes equality.

Education promotes equality in multiple ways one of which is the fact that you are learning about it with many other cultures which means you can see them as a person and not just an example. Another way it promotes equality is that by learning the history and skills of other cultures people begin to understand and respect them for it, that is because they see the things that another person's culture has achieved or does and it makes people think.

(Total for Question 10 = 2 marks)

2 Marks awarded

10 Explain one way that education promotes equality.

If people are educated, they will have more knowledge on other races, religions & cultures & so are less likely to be racist or to discriminate which promotes equality.

(Total for Question 10 = 2 marks)

Question 11

This question focused on the costs of implementing equal opportunity measures. Expected answers here included:

- increased cost of adapting working environments
- increased cost of recruitment
- increased bureaucracy of reporting.

1 Mark awarded

11 Give one negative impact of implementing equal opportunity measures in public sector organisations.

Its expensive as they have to build accommodations like a religion prayer room or different toilets based on what it is.

(Total for Question 11 = 1 mark)

11 Give one negative impact of implementing equal opportunity measures in public sector organisations.

Training cost

(Total for Question 11 = 1 mark)

1 Mark awarded

11 Give one negative impact of implementing equal opportunity measures in public sector organisations.

they could put a man or a woman in a situation where only a man could cope like if there was a flat, because women might get scared and catch water Prester.

(Total for Question 11 = 1 mark)

Some learners did not get the concept of equal opportunities at all.

Question 12a

This question asked the learners to explain one way in which the armed services support communities during peacetime.

2 Marks awarded

12 The primary role of the armed services is to defend the UK and its interests at home and abroad.

(a) Explain **one** way the armed services provide support to communities in the UK during peacetime.

(2)

During Peacetime the Armed forces provide flood assistance when UK has been hit by bad weather. This means Air lifting Sandbags and generators to areas to be flood that area.

2 Marks awarded

12 The primary role of the armed services is to defend the UK and its interests at home and abroad.

(a) Explain **one** way the armed services provide support to communities in the UK during peacetime.

(2)

The armed forces will work with the public services to prevent floods or save lives during flood or lend equipment to the public services that they could not afford or do not own themselves.

In the example below the learner had correctly identified a way in which the armed services support communities but unfortunately did not develop their answer to gain the second mark.

1 Mark awarded

12 The primary role of the armed services is to defend the UK and its interests at home and abroad.

(a) Explain **one** way the armed services provide support to communities in the UK during peacetime.

(2)

They help out with natural disasters e.g. Flooding

Question 12b

For this question, learners were expected to explain the benefits to communities of public service employees volunteering. This question proved quite challenging for the learners with relatively few gaining the full 4 marks, and a significant number stating the generic benefits of volunteering rather than the specific benefits of a public service employee volunteering.

(b) Explain **two** benefits to communities that result from public service employees volunteering.

(4)

1. Experience. Having public service employees bring great experience into the community and by doing so we will be able to build and make a better/safer community.
2. Knowledge. Their knowledge will help find the best way into helping/growing the community into making it a happier and more fun place to be.

4 Marks awarded

(b) Explain **two** benefits to communities that result from public service employees volunteering.

(4)

1. ~~we~~ persuade others to join in a help the community which will help to bring everyone closer together, and also help one another and inspire others to make a positive change.
2. Sets a good example and they are showing that they do want to help others which proves to the community how much the service does and they can talk and explain their role.

4 Marks awarded

Many public service employees are involved in volunteering outside of their normal work.

(b) Explain **two** benefits to communities that result from public service employees volunteering.

(4)

1. One benefit to the community is that it will help them for example picking litter up this will make the ~~comm~~ communities feel good because their surroundings are clean.
2. Another way is by doing leaflet drops to the houses which says about how to keep your house safe for example apply CCTV.

0 Marks awarded

Question 13a

For this question, learners were expected to apply their knowledge. This was a 2 mark question in which they were asked to outline two ways that the fire and rescue service ensure the safety of their employees.

13 (a) Outline **two** ways fire and rescue services ensure the safety of their employees. (2)

2 Marks awarded

- 1 By providing them with high end fire proof gear.
- 2 By arranging regular fire drills and training to ensure communication is ok and equipment isn't faulty.

13 (a) Outline **two** ways fire and rescue services ensure the safety of their employees. (2)

- 1 fire retardant clothing, to protect fire fighters from the flames and heat from fire.
- 2 training, so they know what to do and how to do it safely instead of fire fighters just attempting to make an area safe not knowing how to do so.

2 Marks awarded

The example below is a typical response that was awarded 1 mark as the learner had outlined their answer in the second response, whereas in the first response they had just stated a generic responsibility.

13 (a) Outline **two** ways fire and rescue services ensure the safety of their employees. (2)

1 Mark awarded

- 1 Provide training
- 2 Provide the right equipment for the right purpose
eg. Fire proof suit and breathing aparators.

In the response below, the learner was not awarded any marks as they had simply stated two generic responsibilities.

13 (a) Outline **two** ways fire and rescue services ensure the safety of their employees. (2)

- 1 correct equipment
- 2 correct training

0 Marks awarded

Question 13b

This question stayed with the theme of the fire and rescue service and focused on the responsibility that a fire and rescue service employee has towards the public. This question produced a good range of answers with most learners identifying the responsibility and a significant number explaining the responsibility.

(b) Explain **one** responsibility that a fire and rescue service employee has towards the public.

(2)

Maintain professional standards and give help to people when they are in danger. Protect people's property in some way by attending to burning buildings getting people out as well as in car crashes

2 Marks awarded

(b) Explain **one** responsibility that a fire and rescue service employee has towards the public.

(2)

Ensuring ~~that~~ that he keeps the public safe, in the way of preventing fires ^{through} and giving presentations to be more aware of fires and what to do in case of a FIRE

1 Mark awarded

(b) Explain **one** responsibility that a fire and rescue service employee has towards the public.

(2)

They must protect the public from fires or injury.

(b) Explain **one** responsibility that a fire and rescue service employee has towards the public.

(2)

To save lives.

0 Marks awarded

Question 14a

In this question learners were expected to state two ways that the impact of public services can be measured.

Some learners included the level of crime as a response, which as that was included in the question did not attract any marks. As in the case of Q13a, this was an 'outline' question so the learner needed to do more than just a simple statement.

Expected answers included:

- data from the Coroner's Office would show a reduction in the number of deaths in fire incidents
- data from government departments would show how health and social care affects life expectancy
- reduced morbidity rates would show research and treatment for diseases leads to people living longer
- Education success rate /employment data would show the effect the education service has on the lives of individuals.

14 The impact of public services on the lives of citizens can be measured in a number of ways. One way is by measuring the level of crime.

(a) Outline **two other** ways that the impact of public services on the lives of citizens can be measured.

(2)

2 Marks awarded

1. Exam in school or college - how effective the teacher are by teaching in
2. How long people live so age of people died - how the Health system is effective.

14 The impact of public services on the lives of citizens can be measured in a number of ways. One way is by measuring the level of crime.

(a) Outline **two other** ways that the impact of public services on the lives of citizens can be measured.

(2)

1 Mark awarded

1. a questionnaire on how people think their health care was handled ~~on it~~
- 2.

14 The impact of public services on the lives of citizens can be measured in a number of ways. One way is by measuring the level of crime.

(a) Outline **two other** ways that the impact of public services on the lives of citizens can be measured.

(2)

0 Marks awarded

1. One way is to use a crime survey to see what crime is happening the most in areas.
2. another way is to provide support to the local citizens, for high quality service.

14 The impact of public services on the lives of citizens can be measured in a number of ways. One way is by measuring the level of crime.

(a) Outline **two other** ways that the impact of public services on the lives of citizens can be measured.

(2)

1. Surveys

2. questionnaires.

Question 14b

Learners were expected to apply their knowledge by means of explaining two ways that the quality of life of citizens can be improved by one public service. A significant number of learners managed to identify at least one valid way that the quality of life can be improved by a public service organisation.

(b) Explain **two** ways that the quality of life of citizens can be improved by **one** public service organisation.

(4)

4 Marks awarded

1. Police - help to protect the environment and catch criminals. Protect people if their in danger. Support families and make sure that the area is safe.

2. They take all the dangerous drivers of the road so it makes it alot safer and decreases the amount of accidents that drive could of caused.

(b) Explain **two** ways that the quality of life of citizens can be improved by **one** public service organisation.

(4)

2 Marks awarded

The police force help improve the ~~the~~ ~~of~~ quality of life for citizens by doing regular patrols in ~~the~~ ^{certain} areas. This will help citizens feel safe in their own area.

Public service organisations improve the quality of life of citizens.

(b) Explain **two** ways that the quality of life of citizens can be improved by **one** public service organisation.

(4)

1. Patrol the streets more often by the police.

1 Mark awarded

people may be against surveillance and they also have a right to privacy & confidentiality ~~but~~ but are still under constant surveillance. This could cause citizens to believe that they don't really have their rights and are not in control. ~~It~~ Also it creates the idea that the public aren't trustworthy or that crime is surmountable due to all the cameras.

However, surveillance is in place to protect citizens and create a safe environment as it causes criminals to become paranoid & makes it much harder for them to commit a crime without being caught.

Surveillance allows public services like the police & other services to catch & arrest criminals quickly as they can always see ~~what~~ what is going on. This creates a safe environment for citizens as they have a right to high quality service which can be provided due to surveillance.

(Total for Question 15 = 8 marks)

TOTAL FOR PAPER = 50 MARKS

15 The security services, such as MI5, protect citizens by carrying out a range of activities, including surveillance.

Discuss the impact of surveillance on the rights and beliefs of citizens.

Surveillance is very important because that is the main role of gathering intelligence. Surveillance helps the MI5 to gather knowledge about the public and see who is an enemy or who is just the public.

For this particular piece to gain additional marks, the learner could have added more depth to each point.

For example, individuals feeling they are being persecuted/ targeted and/or a more detailed consideration of the impact of different types of surveillance.

On the opposite end of the scale is this response, which was not unusual, in that it talks about surveillance in a general sense, but makes no reference to the impact and beliefs of citizens.

Summary

Based on their performance on this paper, in future learners should:

- Remember that there is an hour to complete this paper and plan time accordingly. The lengthier questions come towards the end of the paper so more time should be allocated for later questions.
- Spend time reading each question thoroughly to ensure the question asked is the question answered, underline key words or instructions from the question.
- Be aware that all parts of the specification will be tested during the life of the qualification.
- Study the specification to ensure key aspects and terms within the specification are known.
- When a specific public service being named in the question to focus the answer on that particular service/group of services.
- Look at the command word in the question – e.g. outline, describe, explain, discuss. These words provide information on the type of response required and how the answer should be phrased. For example, 'outline' requires a basic response, whereas 'explain' will require an initial idea or way, to be identified followed by expansion and/or examples to apply and illustrate why this idea or way is suitable.
- If two explanations are required half the marks will be awarded for the first response and the other half will be awarded for the second response. So if only one explanation is made then half the marks allocated for the question will be lost.
- Plan the response to the last question. This will require a number of different aspects to be addressed, with reasoning, for higher marks to be awarded.
- Exam techniques are important and appropriate preparation will ensure that learners approach the exam more confidently and with knowledge of how to respond to different types of questions.

Grade Boundaries

Unit	Max Mark	Distinction	Merit	Pass	Level 1	U
<i>20537 Unit 6: Citizenship, Society and the Public Services</i>	50	38	28	19	10	09 and below

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 learner 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 learners receive grades which reflect their ability. Awarding grade boundaries ensures that a learner who receives a 'Distinction' grade next year, will have similar ability to a learner who has received a 'Distinction' grade this year. Awarding grade boundaries is conducted to make sure learners 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 learners 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.

Ofqual



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



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