

# Examiners' Report/ Lead Examiner Feedback

January 2017

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

Unit 6: Citizenship, Society and Public  
Services

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## **Unit 6: Citizenship, Society and the Public Services - January 2017**

### **General Comments**

This was the fourth sitting of this examination and it was noted that once again, in a number of areas the performance of the learners had improved, showing good understanding of some of the core content areas of the specification. In particular the learners showed a greater understanding of the protected characteristics as listed in the specification. It was also clear in the responses from learners that progress has been made to improve the teaching of this unit, this was evident as knowledge across all areas of unit content tested in this examination was displayed.

There were good examples in the responses to most questions, and some learners used clear and current examples to illustrate their answers. This was the case in the answers of questions relating to the uniformed public services, where the better answers were expanded. 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. This was generally well demonstrated in Question 18, in which a number of strong responses made clear reference to both uniformed and non-uniformed services.

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, although some learners struggled to extend their answer when an explanation is called for.

However, further areas that continue to be worked on when teaching this unit and preparing the learners for the examination is the understanding of key terms and concepts within the specification.

### **Examination Technique**

- Emphasise to the learners that when asked to name a public service they name the service and not the job roles within it.
- Read the question carefully, if they are given an example in the question and asked for another example, they must provide one. They should not attempt to re-write the given example.
- Develop the skills of the learners to develop answers, in particular those in which they are asked to 'explain'. This applies to both the application of knowledge and understanding and simply a term from the specification.

## Question 1

Learners were asked to provide two characteristics, other than age that should not restrict someone from obtaining employment. Most learners who could give one characteristic could usually go on to name both.

1 Individuals have the right to obtain employment. Age should not stop individuals from obtaining employment.

Give **two** other characteristics of an individual that should not prevent them obtaining employment.

1 another characteristic is Gender

2 another characteristic is Religion

**2 Marks awarded**

**2 Marks awarded**

Give **two** other characteristics of an individual that should not prevent them obtaining employment.

1 A Certain characteristic could be 'disability'. This should not prevent them from obtaining employment.

2 Another characteristic could be their gender, which also shouldn't prevent them from working.

**(Total for Question 1 = 2 marks)**

## Question 2

Learners were asked to select from a list of four the meaning of the term harassment. Most learners selected the correct option.

### Question 3

Learners were asked to provide two reasons why the public services are in place.

This was a question worth 2 marks and the majority of learners managed to correctly identify two reasons, in some cases using the exact terms used in the specification.

3 Public services are in place to protect and assist vulnerable people.

State **two** other reasons why public services are in place.

1 To protect the environment

2 to meet the needs a diverse society

**2 Marks awarded**

(Total for Question 3 = 2 marks)

**2 Marks awarded**

3 Public services are in place to protect and assist vulnerable people.

State **two** other reasons why public services are in place.

1 Public services are in place to meet the needs of a diverse society

2 Public services are in place to support and reinforce the rights of individuals.

(Total for Question 3 = 2 marks)

**0 Marks awarded**

3 Public services are in place to protect and assist vulnerable people.

State **two** other reasons why public services are in place.

1 Protect the public

2 Assist those in need

(Total for Question 3 = 2 marks)

Some learners did not read the question properly and re-stated the two reasons given in the question. Learners should be encouraged to ensure that where an example is given in the question, it should not be included in the answer.

## Question 4

Learners were expected to outline 2 ways that a public service employee can demonstrate good citizenship. Expected answers included:

- undertaking voluntary work at a youth club / scouting organisation
- doing a sponsored walk to raise funds for local community project / charitable cause

**2 Marks awarded**

4 Outline **two** ways that people who work in the public services can demonstrate good citizenship.

1. Volunteering taking part in a part-time job to help others which is unpaid e.g. St. John's.

2. charity work working with other people to raise money for a good cause.

(Total for Question 4 = 2 marks)

A wide range of answers were given, of which a significant number were not an outline.

**0 Marks awarded**

This was typical of a number of responses, in which they made simple statements and not extended them to be an outline.

4 Outline **two** ways that people who work in the public services can demonstrate good citizenship.

1. Volunteering

2. Challenge Injustice

(Total for Question 4 = 2 marks)

## Question 5

Learners were asked to name two public services, other than the Fire and Rescue Service that routinely support individuals in their homes. Expected answers to this question were expected to include:

- Police
- Social Services
- Ambulance Service
- NHS

5 The fire and rescue service support individuals by visiting them in their homes and offering advice on fire safety.

Name **two** other public services that routinely support individuals in their homes

1 Police

2 Ambulance Service.

**2 Marks awarded**

**0 Marks** - as this response stated a way in which the Fire and Rescue Service supports individuals in their homes.

5 The fire and rescue service support individuals by visiting them in their homes and offering advice on fire safety.

Name **two** other public services that routinely support individuals in their homes.

1 check their smoke detector to see if they work

5 The fire and rescue service support individuals by visiting them in their homes and offering advice on fire safety.

Name **two** other public services that routinely support individuals in their homes.

1 PCSOs regularly check up on the elderly and disabled

2 Paramedics do talks on resuscitation

(Total for Question 5 = 2 marks)

**0 Marks** - this response was typical of a number that stated job roles within the service and not the service itself.

## Question 6

Learners were expected to identify and state two ways in which the need for equal opportunities has affected public service.

6 State **two** ways in which the need for equal opportunities has affected public sector organisations.

- 1 they have been making their employment schemes open up to a wider audience.
- 2 They have been putting into place ~~the~~ rules to ensure everyone has an equal chance in their job.

**2 Marks awarded**

**1 Mark awarded**

6 State **two** ways in which the need for equal opportunities has affected public sector organisations.

- 1 more people from different ethnicities are joining the public sector.

6 State **two** ways in which the need for equal opportunities has affected public sector organisations.

- 1 People now tend to get away with more criminal acts.
- 2 The police are not as harsh on the community.

**0 Marks Awarded**

(Total for Question 6 = 2 marks)

## Question 7

This was a single mark question designed to assess the understanding of simple terms used in the specification, in this case they were asked to provide a definition of the term 'multiculturalism'.

7 Define the term 'multiculturalism':

Having a mix of different cultures - a diverse society with ~~people~~ people from all backgrounds.

(Total for Question 7 = 1 mark)

**1 Mark awarded**

7 Define the term 'multiculturalism':

people from different backgrounds with different ages, races and religion living in a diverse community.

(Total for Question 7 = 1 mark)

7 Define the term 'multiculturalism':

When ~~there~~ <sup>there</sup> are lots of cultures in one area.

(Total for Question 7 = 1 mark)

7 Define the term 'multiculturalism':

multiculturalism is where there are different cultures that people have.

(Total for Question 7 = 1 mark)

**0 Marks awarded** - as in these cases the responses are little more than a restating of the question.



## Question 8

This question asked the learners to state three responsibilities other than obeying the law of employees working in central government

**3 Marks awarded**

8 One responsibility of employees working in central government is that they must obey the law.  
State **three** other responsibilities of employees working in central government.

- 1 promote diversity
- 2 obey harassment and bullying and other policies
- 3 Maintain a professional standard in the workplace

(Total for Question 8 = 3 marks)

**2 Marks awarded**

8 One responsibility of employees working in central government is that they must obey the law.  
State **three** other responsibilities of employees working in central government.

- 1 Promote equality
- 2 Prevent discrimination
- 3 Respect towards the public and co-workers

(Total for Question 8 = 3 marks)

There were a number of learners who included legal responsibilities in their answers, so learners should be reminded to ensure that they read and understand the question, especially if it is one such as this, where they are given an example in the question.

**0 Marks awarded**

8 One responsibility of employees working in central government is that they must obey the law.  
State **three** other responsibilities of employees working in central government.

- 1 Stick to all legislation
- 2 Stick to any fire safety laws
- 3 To uphold the law and not break it

(Total for Question 8 = 3 marks)

**0 Marks awarded**

8 One responsibility of employees working in central government is that they must obey the law.  
State **three** other responsibilities of employees working in central government.

- 1 Have to be a UK citizen
- 2 It's their responsibility to get what is needed to be done
- 3 To listen to others when working with other employees

(Total for Question 8 = 3 marks)

## Question 9

Learners were expected to outline 2 ways public services are provided to different groups in society. This question was not very well answered, with few learners gaining both marks.

**1 Mark awarded**

9 Outline **two** ways public services are provided for different groups in society.

- 1 Fire service educates people, especially the young.
- 2 Fire service assists the elderly with helping to test, fix, install ect fire alarms ect.

(Total for Question 9 = 2 marks)

9 Outline **two** ways public services are provided for different groups in society.

- 1 By central government
- 2 By local authorities

(Total for Question 9 = 2 marks)

**0 Marks awarded**

9 Outline **two** ways public services are provided for different groups in society.

- 1 RSPCA for children in need
- 2 charity charities for people who cant afford help

(Total for Question 9 = 2 marks)

## Question 10a

Learners were expected to explain one aspect of a fair trial. A significant number of learners provided good responses regarding the initial identification of aspects of a fair trial. Unfortunately, few could extend this in order to gain the second mark.

10 Rights are an important aspect of citizenship.

(a) Explain **one** aspect of a fair trial.

To have a non-biased jury, which means your peers judging you have no previous thoughts about you in any way, so they can make a fair judgement.

**2 Marks awarded**

10 Rights are an important aspect of citizenship.

(a) Explain **one** aspect of a fair trial.

A fair trial is when someone has a lawyer present and evidence must be presented to convict them in front of an unbiased group of their peers (the jury).

**1 Mark awarded**

10 Rights are an important aspect of citizenship.

(a) Explain **one** aspect of a fair trial.

One aspect would be having the right to obtain a lawyer during a court case.

## Question 10b

This question, like Question 10a focused on the rights of individuals. This question expected learners to explain one aspect of the right to respect for a private and family life.

As in the previous question, a significant number could state an aspect of the right, but relatively few could explain it.

(b) Explain **one** aspect of the right to respect for a private and family life.

**2 Marks awarded**

The family have the right to keep their private life enclosed and confidential and for example a doctor isn't allowed to tell people their private information without consent.

(Total for Question 10 = 4 marks)

(b) Explain **one** aspect of the right to respect for a private and family life.

You have the right to keep what happens in your family confidential

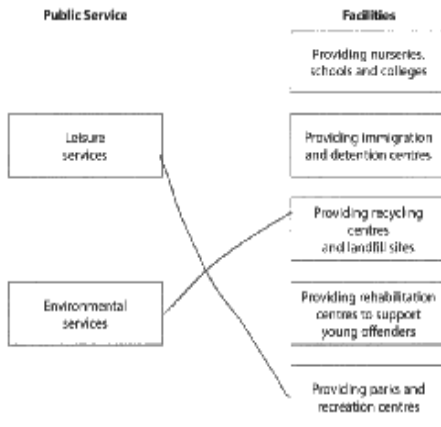
**1 Mark awarded**

## Question 11

Learners were asked to link two public services with the facilities they provide to society.

**2 Marks awarded**

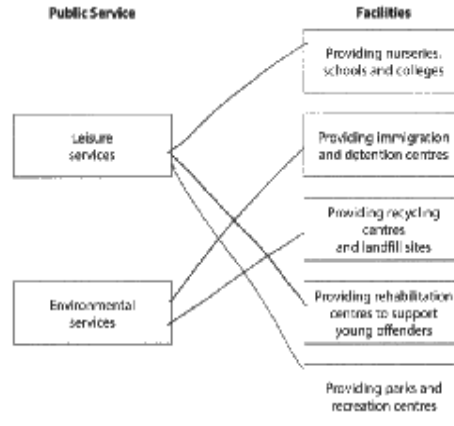
11 Public services support communities by providing a range of facilities.  
Draw a line to match each public service to the facilities it provides.



(Total for Question 11 = 2 marks)

**0 Marks awarded** - This scatter gun approach resulted in no marks being awarded

11 Public services support communities by providing a range of facilities.  
Draw a line to match each public service to the facilities it provides.



(Total for Question 11 = 2 marks)

## Question 12

This question was answered reasonably well, with most learners being able to clearly identify at least one way that the growth in ICT has affected how individuals interact with public services. A significant number of those being able to extend their responses to gain the additional mark(s).

**4 Marks awarded** - in each of these examples the learners have both identified ways in which the growth in ICT has affected how individuals interact with public services, but also extended their answers and gained maximum marks.

12 Explain two ways that the growth of information and communication technology (ICT) affects how individuals interact with public services.

- 1 They're able to request assistance faster. Eg. People can phone the emergency services via mobile so the alert comes through a lot faster.
- 2 Their records are stored. E.g. When someone goes to the GP a different GP, all their medical reports would've been sent over. This means that despite it's a different person, they will still be able to treat them.

(Total for Question 12 = 4 marks)

12 Explain two ways that the growth of information and communication technology (ICT) affects how individuals interact with public services.

- 1 It's a lot easier to report information with technology as all you have to do is either email or phone the stations to report your information.
- 2 It can make individuals with public services interacting strained as they might feel unsafe because of videos they have seen on social media e.g. police dealing with a citizen in a bad way or what seems to be a bad way.

(Total for Question 12 = 4 marks)

12 Explain two ways that the growth of information and communication technology (ICT) affects how individuals interact with public services.

- 1 Positive: Every public service group has their own website which has the other numbers instead of calling 999. These websites show all the positive things they've done so you know them.
- 2 Negative: There are a lot of videos on the internet and social media of public services behaving badly e.g. police brutality. This could make you scared and not want to contact them when need be.

(Total for Question 12 = 4 marks)

**2 Marks awarded** - 2 valid ways identified but no expansion to gain the additional marks

12 Explain two ways that the growth of information and communication technology (ICT) affects how individuals interact with public services.

- 1 People can now ask for help on social media.
- 2 Can also see what the public services have been upto.

(Total for Question 12 = 4 marks)

## Question 13a

This question asked the learners to outline two reasons why information supplied to public services should be verifiable and accurate. Expected answers here included:

- to enable public services to deploy the appropriate resources
- to confirm the identity of an individual

13 One responsibility of individuals when using public services is to supply information that should be verifiable and accurate.

(a) Outline **two** reasons why information supplied by individuals should be verifiable and accurate.

(2)

1. To identify the individual e.g. Benefits, assessing individuals income to see if their <sup>income</sup> is <sup>liable</sup> for it.
2. To ensure the individual is not trying to commit ~~benefit~~ fraud e.g. Benefits

**2 Marks awarded**

13 One responsibility of individuals when using public services is to supply information that should be verifiable and accurate.

(a) Outline **two** reasons why information supplied by individuals should be verifiable and accurate.

(2)

1. show so the public services know what equipment to bring to the incident.
2. so they know whether it is an emergency or not.

**2 Marks awarded**

13 One responsibility of individuals when using public services is to supply information that should be verifiable and accurate.

(a) Outline **two** reasons why information supplied by individuals should be verifiable and accurate.

(2)

1. So that more important incidents are dealt with first.
2. Correctly trained officers can be dispatched for example.

## Question 13b

This question asked the learners to explain one way in which public services use information supplied to them by individuals.

(b) Explain **one** way in which public services use information supplied to them by individuals.

**2 Marks awarded**

The Police Force for example use information supplied by them ~~by using it~~ <sup>as evidence for a</sup> case to catch someone who's broken the law. (2)

(Total for Question 13 = 4 marks)

(b) Explain **one** way in which public services use information supplied to them by individuals.

**2 Marks awarded**

Public services use information supplied by individual because it could be important evidence that solved a serious situation e.g video evidence in a crime, the police can use it for evidence to solve it. (2)

(Total for Question 13 = 4 marks)

## Question 14

For this question, learners were expected to explain one way that a public service employee may seek redress. This question proved quite challenging for the learners with relatively few gaining both marks.

14 Public sector organisations have a responsibility to enable their employees to seek redress.

Explain **one** way in which a public service employee may seek redress.

A public service employee may seek redress by talking to the higher ranking officers and trying to get the redress that they want.

**1 Mark awarded**

(Total for Question 14 = 2 marks)

14 Public sector organisations have a responsibility to enable their employees to seek redress.

Explain **one** way in which a public service employee may seek redress.

**0 Marks awarded**

They can use ICT to see where the redress is and the easiest and fastest route to it is.

## Question 15

This was a straightforward recall question from the specification, in which they were asked to identify a type of responsibility people have when working in public. The specification lists three types of responsibility, legal, cultural and professional. They were given 'Legal' in the question, but relatively few stated either cultural or professional.

15 People working in public services have a responsibility to obey the law. This type of responsibility is a legal one.

**1 Mark awarded**

Identify **one** other type of responsibility people have when working in public services.

professional responsibility

(Total for Question 15 = 1 mark)

## Question 16a

This question asked the learners to outline two ways that the fire and rescue service could attract more women to apply to join the service. This question produced a good range of answers with most learners outlining at least one approach.

16 Female operational staff constitute a small percentage of the fire and rescue service.

(a) Outline **two** ways in which the fire and rescue services or other emergency services could attract more women to apply.

1 They could advertise it better <sup>on</sup> behalf of women. (2)

2 They could go to schools, colleges and universitys and promote younger <sup>Female</sup> people so they have time to think.

**2 Marks awarded**

16 Female operational staff constitute a small percentage of the fire and rescue service.

(a) Outline **two** ways in which the fire and rescue services or other emergency services could attract more women to apply.

1 by promoting women fire fighters in advertisement. (2)

2 by talking about women's roles in the services at community events.

**2 Marks awarded**

16 Female operational staff constitute a small percentage of the fire and rescue service.

(a) Outline **two** ways in which the fire and rescue services or other emergency services could attract more women to apply.

1 By advertising it. (2)

2 By ~~training~~

**0 Marks awarded** - as this was not an outline. It could have been extended into an outline, by stating that the advertising could be focused at women.



## Question 16b

In this question learners were expected to explain one way public service organisations to promote equality.

This question was generally well answered with most learners identifying the way and gaining the first of the two available marks. Fewer learners went on to fully explain the approach and gain the second mark.

(b) Explain **one** other way public service organisations try to promote equality.

(2)

Another way they try and promote equality is having people of all backgrounds work for them and therefore there is no ~~disc~~ discrimination.

**1 Mark awarded**

(b) Explain **one** other way public service organisations try to promote equality.

(2)

they employ people with different races, religions, cultures etc. to show people that no matter what colour of skin we get etc. we get the same chances, opportunities

**2 Marks awarded**

(Total for Question 16 = 4 marks)

(b) Explain **one** other way public service organisations try to promote equality.

(2)

They would enable ~~thing~~, encouragement of different cultures, genders, race, religions to feel welcome but ensure they would have confidence to join, by using positive action or advertisements, new roles, facilities for everyone to use and suit their needs within the workforce.

(Total for Question 16 = 4 marks)

## Question 17

Learners were expected to apply their knowledge by means of explaining two ways that police protect individuals and communities. A significant number of learners managed to identify at least one valid way that the police protect individuals and communities, a significant proportion of those went on to identify the second way and to effectively extend their answer.

17 Explain two ways in which the police protect individuals and communities.

1. The police patrol streets and areas where there is a high crime rate to ~~prevent any other crimes~~ prevent any <sup>more</sup> other crimes happening.

4 Marks awarded

2. The police have CCTV cameras put in place so they can get information easily. The police have a camera in the police cars that detects if a car is stolen or if has any (Total for Question 17 = 4 marks)

insurance to prevent crashes or crimes happening that way, the camera can see that by the number plate. Police also pull people over to ensure there's no drink drivers or drivers on drugs.

17 Explain two ways in which the police protect individuals and communities.

2 Marks awarded

1. They do regular patrols around a known crime area in hope to minimise the amount of crime.

## Question 18

This question proved challenging for most learners with most learners gaining 1-3 marks. Learners were expected to discuss the impact of a changing demographic on public services, including factors such as:

- additional resources are needed to cope with the demand
- ways in which particular services are affected
- the overall impact on public service provision as a whole

A significant number of learners recognised the impact on the services as a result of the elderly being more vulnerable. There were a some learners that wrote about the impact on the individuals rather than public services.

18 Discuss the impact of demographic change, such as the growth of an ageing population, on public services.

(8)

The demographic change would have an ~~positive~~ impact on a ageing population on the public services. It would be that they would have to protect them more as they are more vulnerable. e.g. a old person would need their pre alarm system more because they might live alone and not know how to deal. Also they might not be able to get to hospital appointments so they would need the ambulance service to make sure they get there, others would need their medication given to them as they forget so the ambulance service would also do that for them so ageing has an impact on the public services because they are more vulnerable.

### 2 Mark Response

This is a good example of a typical 2 mark response.

The learner has recognised that the elderly are more vulnerable and as a result there is an impact on the ambulance service, which they have briefly described.

18 Discuss the impact of demographic change, such as the growth of an ageing population, on public services.

(8)

An ageing population is on the increase now and this has many impacts on the public services. For firstly the NHS and the ambulance services are probably the biggest costs when it comes to the elderly. They are in the hospital every single day with minor issues to some very serious like heartening issues, this puts pressure on our health service because they have to deal with all the other population to this costs a lot of money for the health service because the elderly are the most prone of illness and death, the NHS have to spend more money on equipment and medicine for the elderly, the elderly also population also have the most prescription overall and with them needing all the medication this is costing the health service millions paying for them. The police also feel the pressure from the ageing population because the elderly are probably the most vulnerable people to all sorts of things such as crime and also the cold winters we have

## 6 Mark Response

This a good 6 mark response

The learner recognises the impact on the NHS and Ambulance Service. They identify that the elderly are more vulnerable to accidents and ill health than other groups and that this puts the NHS under financial pressure, paying for additional things such as equipment and medication.

They then discuss the impact on the police service who may be affected by the elderly being more vulnerable to crime.

They make reference to the impact on the Fire and Rescue Service, as they too have to deal with the vulnerability of the elderly.

and what ~~24~~ the elderly are extremely vulnerable to the ~~the~~ burglars and the police will have to respond to this and with the cars being made to the police they will really feel the pressure and this will also cost lots of time and money because like the health services they also have to deal with the cost of the ~~ambulance~~ so the police will struggle to get to the elderly the fire services are also having to deal with the elderly because many are weak and frail they will struggle to put their own fire alarms up so the fire services give fire ones out especially to the elderly and giving fire alarm with cost a lot of money so this is also putting a strain on the fire service which is an ambulance service being put down hard they struggle to respond to the other emergencies because the elderly are prone to heart attacks and strokes so the ambulances will have to respond to them too this could create a bad reputation if the ambulances can't reach to members of the public in some ways it is a huge problem

(Total for Question 18 = 8 marks)

They conclude their work by stating that as the ambulance service are needed to attend to the elderly, other aspects of their service provision are impacted, and that elements such as reputation of public services are affected.

## 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 could 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**

<b>Unit</b>	<b>Max Mark</b>	<b>Distinction</b>	<b>Merit</b>	<b>Pass</b>	<b>Level 1</b>	<b>U</b>
<i>20537 Unit 6: Citizenship, Society and the Public Services</i>	50	37	28	19	10	9 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.

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