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# Examiners' Report/ Lead Examiner Feedback

Summer 2017

NQF BTEC Level 1/Level 2 Firsts in Public  
Services

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

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### 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). The grade awarded for each unit contributes proportionately to the overall qualification grade and each unit should always be viewed in the context of its impact on the whole qualification.

### 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 is conducted to ensure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

### Variations in external assessments

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

| Grade         | Unclassified | Level 2 |    |    |
|---------------|--------------|---------|----|----|
|               |              | P       | M  | D  |
| Boundary Mark | 0            | 19      | 27 | 36 |

## Introduction

This was the third summer series for this paper and it is clear that Centres and learners are becoming increasingly comfortable with the expectations of the examination. A sound understanding of expectations continues to be demonstrated and established strategies to address the examination successfully are evident. Once again the paper was well received by learners, showing evidence of having been well prepared by centres. Learners address the Unit with confidence, indicating that many centres are understanding the expectations of the examination.

The question paper, as has been the case with the previous series draws on learning from across the unit as a whole, and did not have a focus on one specific area of the specification.

For the link to the specification please click [here](#).

## Introduction to the Overall Performance of the Unit

In cases where extended or open responses were needed, some learners gave excellent answers showing good application of their knowledge. In each series learners are showing improvements in their understanding of key terms and concepts of citizenship.

There were good examples throughout the paper where learners applied practical examples of public service activities and initiatives to illustrate an answer, this was not always the case with the questions relating to non-uniformed public services.

In questions where higher level skills were tested, there were examples of knowledge and understanding of the highest standard on display. Questions that tested their knowledge and understanding of the wider principles and concepts of citizenship and diversity often produced well balanced and thoughtful responses, indicating more than just a superficial awareness and understanding had been developed.

Learners have continued to improve their performance with regard to the final question on the paper, thus indicating that centres have taught their learners well when answering extended writing questions.

# Individual Questions

## Q1

Question 1 was worth two marks for which the learners were asked to state two ways in which people become citizens in society. Included here are two examples of answers where the learners gave model answers and achieved maximum marks. The learner who supplied the response for the second example, actually provided four correct answers, being born into society, participating in education, working and paying taxes. All four were commonly used responses, along with working and family membership were taken straight from the specification.

- 1 One way people can become citizens in society is by being members of a community, state or nation.

State **two** other ways in which people can become citizens in society.

- 1 Through place of birth
- 2 Paying taxes

**2 marks**

- 1 One way people can become citizens in society is by being members of a community, state or nation.

State **two** other ways in which people can become citizens in society.

- 1 By being born into a society and going to school, education.
- 2 By getting a job ~~and~~ working and paying tax.

**2 marks**

## Q2

Question 2 was a single mark question in which the learners were asked to state a human right included in the Human Rights Act 1998. It was good to see that most learners could correctly state a human right, with few stating 'Right to Life', which was given in the question. Common answers that gained a mark included right to education, freedom of speech /expression and the right to a family life / marriage were common responses and gained a mark.

Answers that did not gain a mark were general answers such as 'Equal Rights' or in a number of cases where pieces of legislation had been given.

2 Under the Human Rights Act 1998, individuals have certain rights and freedoms, such as the right to life.

State **one** other human right included in the Human Rights Act 1998.

The right to education.

(Total for Question 2 = 1 mark)

**1 mark**

### Q3

A multi-choice question in which the learners could gain 1 mark for identifying which one of the four areas listed of public service was not covered by the Equality Act 2010.

### Q4

Question 4 was worth 3 marks. Learners were given one reason that education is in place is to support and reinforce the rights of citizens and were asked to give three other reasons.

This first response gained a single mark for the first response. The second two responses from this first example, 'educate people and 'train people' did not gain marks as they were deemed to generic, and in the case of 'educate people' was in the question.

4 Education supports and reinforces the rights of citizens.

Identify **three** other reasons why education is in place.

1 to give people a better chance to get a better job

2 to educate people

3 to train people.

**1 mark**

The second two examples shown here were given two and three marks respectively. In the final example the learner gave three good responses and all three marks gained.

4 Education supports and reinforces the rights of citizens.

Identify **three** other reasons why education is in place.

- 1 to better the future of the country
- 2 to increase quality of living by allowing students to acquire better jobs

**2 marks**

4 Education supports and reinforces the rights of citizens.

Identify **three** other reasons why education is in place.

- 1 Teach people about our laws and how to be a good citizen
- 2 Give people the right qualifications for a job they want.
- 3 Educate people about different culture that may be found in communities.

(Total for Question 4 = 3 marks)

**3 marks**

### Q5(a)

Question 5(a) asked learners to give two responsibilities of an individual when using the National Health Service.

The first example below is a single mark answer. The mark was gained for the first point (to not discriminate), whereas the second point by the same learner was not given a mark as it refers to rights and not responsibilities.

Learners must be reminded to be clear on knowing the difference between rights and responsibilities.

5 (a) Give **two** responsibilities of an individual when using the National Health Service.

- 1 To not discriminate against member no matter height, colour, race.
- 2 The right to be given a say in your care

**1 mark**

In the second two examples both were given the maximum of two marks and between them provided the most commonly used responses.

5 (a) Give **two** responsibilities of an individual when using the National Health Service.

(2)

- 1 To turn up to a doctor's or hospital appointment on time so you don't waste their time
- 2 To treat people who work for the NHS with respect

**2 marks**

5 (a) Give **two** responsibilities of an individual when using the National Health Service.

(2)

- 1 To treat the staff with respect
- 2 To give them any information that they may need.

**2 marks**

### Q5(b)

Question 5 was worth two marks where learners were asked to describe one way that a public service employee meets their responsibility to promote diversity. Some learners made similar errors here to question 5a, in that they confused rights with responsibilities.

Others answered this question from the perspective of the public service or employer and not the employee, which resulted in no marks being gained as shown in the first two examples.

Public service employees have a responsibility to promote diversity.

(b) Describe **one** way a public service employee meets their responsibility to promote diversity.

by employing people from different  
ethnicitys and religiois backgranel.<sup>(2)</sup>

**0 marks**



Public service employees have a responsibility to promote diversity.

(b) Describe **one** way a public service employee meets their responsibility to promote diversity.

(2)

They can't do this by employing people from a different culture, skin colour and even gender.

**0 marks**

Answers where the learners kept the focus on the employee, generally gained both marks, as shown in this final example.

Public service employees have a responsibility to promote diversity.

(b) Describe **one** way a public service employee meets their responsibility to promote diversity.

(2)

A public service employee promotes diversity by communicating with different communities to promote peace and stop racism by treating everyone equally.

**2 marks**

## Q6

This question asked learners to describe a factor that limits public services in promoting good citizenship. They had been given that the behaviour of a public sector worker can have an effect. Learners who responded with answers clearly relating to the poor behaviour employee did not gain marks. This included responses such as 'an employee discriminating against a member of the public' or 'a police officer using bad language in public'.

These answers are examples of responses that gained both marks.

**6** How public services are viewed can be affected when individual public sector workers behave inappropriately. This can make it more difficult for the public services to promote good citizenship.

Describe **one** other factor that limits public services in promoting good citizenship.

When a public service employee has long houred shifts per day, may also include the weekend also makes it harder for them to get involved with the community.

**2 marks**

Describe **one** other factor that limits public services in promoting good citizenship.

Something else that limits the public services is media. They are always portraying them as bad people and only publish the things that go wrong. This makes it harder for the public services to promote being good people when they are portrayed as bad. (Total for Question 6 = 2 marks)

**2 marks**

Describe **one** other factor that limits public services in promoting good citizenship.

Other factors that limit the public services promoting good citizenship is by public attention or false information that is granted by the public. The News & social media form a strong opinion on the public services which is likely to be negative. This stops the public services from promoting citizenship as the public for negative opinions & ideas. (Total for Question 6 = 2 marks)

**2 marks**

### Q7

Answers expected for this question were listed in the specification and included a desire to improve society and the need to protect individuals, especially those who are vulnerable.

7 Give **one** public service view of citizenship.

Social services → helping and assisting vulnerable people in the community like the elderly and young children.

**1 mark**

### Q8

In this question the learner were asked to explain one approach used by public service employers to attract a more diverse workforce. Valid approaches such as targeted marketing and Positive Action were identified and extended to gain the second mark. Both examples here gained the two available marks.

8 Explain **one** approach used by public service employers to attract a more diverse workforce.

advertising ~~the~~ ethnic minorities on the police force to show the police will accept these minorities. This helps to attract that local community instead of it being white males in charge of the police.

**2 marks**

8 Explain **one** approach used by public service employers to attract a more diverse workforce.

One approach could be: Positive Action, which encourages under-represented groups in Society to join the Services, <sup>usually</sup> ~~then~~ be selective advertising and recruitment.

**2 marks**

Q9

Question 9 asked learners to explain one way that the armed services assist vulnerable citizens in the UK. The focus of the question was very much on the assisting element, so examples were expected to be ways such as supporting the civil emergency services in times of crisis and national emergencies such as flooding. Answers that related solely to the combative, military role of protecting the nation were not given marks.

This first example gained one of the two available marks. The way was identified, but there was insufficient development for the second mark.

9 Explain **one** way the armed services assist vulnerable citizens in the UK.

One way armed services assist vulnerable citizens in the UK are going out when there has been a major incidents in certain areas of the UK which has been caused through floods.

**1 mark**

In the second example the development was there and the second mark gained.

9 Explain **one** way the armed services assist vulnerable citizens in the UK.

The armed services like the army help people with in the UK in times of need like when places like Somerset flood they need as much help to rescue people from buildings so the armed services are brought in to help evacuate people from their homes to a safe location.

(Total for Question 9 = 2 marks)

2 marks

### Q10(a)

Learners were asked to state two public services, other than leisure services provided by local authorities. In most cases services such as social care and environmental services, such as collecting waste were given.

Unfortunately, a significant number stated job roles, which are not services, so were not given marks. Some stated 999 services which were also incorrect.

10 Local authorities have a responsibility to provide a range of public services, such as leisure services.

(a) State **two** other public services provided by local authorities.

(2)

1 Waste disposal technician

2 Roadworkers

0 marks

(a) State **two** other public services provided by local authorities.

(2)

1 Ambulance

2 police

0 marks

Others, as in the last two examples shown here stated public services provided by local authorities, and in the case of the final example, extended their response, to be more than a 'state' which did not gain them additional marks, but may have used up valuable time.

**10** Local authorities have a responsibility to provide a range of public services, such as leisure services.

(a) State **two** other public services provided by local authorities.

(2)

1 Social Services

2 Environmental Services

**2 marks**

**10** Local authorities have a responsibility to provide a range of public services, such as leisure services.

(a) State **two** other public services provided by local authorities.

(2)

1 Refuse collection in the streets maintain cleanliness with in the community

2 Road repairs on the roads so people are safe to use transport.

**2 marks**

### Q10(b)

Learners were asked to explain one way that leisure services meet the needs of society. Expected answers such as sports centres and the amenities within them along with parks and recreation areas were given and marks gained.

In the first example, the learner gained a single mark for stating that leisure services meet the needs of society by providing a swimming pool. There was insufficient development for the second mark to be given.

(b) Explain **one** way that leisure services meet the needs of society.

(2)

They meet the needs of society because if a swimming pool is open that means people can go swimming and in turn be satisfied with the leisure services.

**1 mark**

In this second example the extension was clearly present, so both marks were gained.

(b) Explain **one** way that leisure services meet the needs of society.

(2)

with gyms people can go to so they can ~~to~~ prevent obesity, can help with health issues. open to the public to ensure people can go some where to stay fit and healthy

**2 marks**

**Q11(a)**

Learners were asked to explain one way that public services aim to meet expectations within financial constraints.

In the two examples here, the learners gained both marks. Each one states a way in which public services aim to meet expectations within financial constraints, and then developed the point to explain it.

**11** Despite financial constraints, public services aim to meet expectations.

(a) Explain **one** way that public services aim to meet expectations within financial constraints.

(2)

the public services meet expectations within financial constraints in many ways but one is that they hire other ~~an~~ organisations to do jobs for cheaper. For ~~an~~ example they hire other people for bin collection in some areas.

**2 marks**

11 Despite financial constraints, public services aim to meet expectations.

(a) Explain **one** way that public services aim to meet expectations within financial constraints.

(2)

Volunteers may help with public services to meet their goal. This because volunteers are free but accomplish the job that needs to be done.

**2 marks**

### Q11(b)

This question was linked to the previous question and asked the learners to explain how the use of Special Constables help the police service to meet the expectations of the communities that they serve.

Learners that were aware of the role of Special Constables, could develop their answer to gain both available marks. Those learners unfamiliar with the role, did not fare so well.

In this first example both marks were gained as the learner recognises that they provide additional support by patrolling, which in turn releases officers to undertake higher priority duties / tasks.

(b) Explain how the use of Special Constables helps the police to meet the expectations of the communities they serve.

(2)

Special constables help the police by patrolling the streets/towns and making the public feel safe which meets their needs, so that the police can get on with a more serious job

**2 marks**

(b) Explain how the use of Special Constables helps the police to meet the expectations of the communities they serve.

(2)

Because they're in charge, they have authority over the other police officers, to guide them to meet the expectations.

**0 marks**

### Q12

Learners were asked to explain two ways surveillance is used to protect people from harm. Expected answers included the use of traffic surveillance cameras, plain clothes officers and the monitoring of email and social media sites. There were other responses that tended to focus on surveillance as a whole.

In this first example, a single mark was gained for stating the point only, and there was no development to enable the second mark to be given.

**12** Surveillance is used to protect people from harm.

Explain **two** ways surveillance is used to protect people from harm.

1 Deterrent for criminal activity.

**1 mark**

In the next example, the response gained two marks as the way was both identified and developed.

**12** Surveillance is used to protect people from harm.

Explain **two** ways surveillance is used to protect people from harm.

1 Surveillance is good because CCTV footage is taken and if the footage is good if there is a crime it can be evidence into this crime which will protect this person doing this to someone else.

**2 marks**

In this final example, the learner gained all four marks. Two distinct ways were identified and each one developed to gain the second mark.



- 1 Surveillance such as CCTV in shops or on the streets will ~~pe~~ keep people from ~~learn~~ harm as the CCTV will act as a deterrent from criminals.
- 2 Surveillance in the military such as drones can keep people from harm as they can see what people are doing and if they suspect something they can go and stop the threat so no one gets hurt.

**4 marks**

**Q13(a)**

This question asked learners to describe a social factor that should not limit an individual's access to public service provision. They had been given race, and a relatively low number of responses stated race.

The first example here was typical of a one mark answer. The learner has identified a valid factor, but did not extend it well enough to gain the second mark.

**13** Social factors such as race and gender should not limit an individual's access to public services.

(a) Describe **one** other social factor that should not limit access to public service provision.

(2)

Social class. ~~People~~ No matter what class a person is from, they can still have access to the public service provision.

**1 mark**

The following two answers show where learners identified a valid factor and extended it. Each one of them gained both marks.

**13** Social factors such as race and gender should not limit an individual's access to public services.

(a) Describe **one** other social factor that should not limit access to public service provision.

(2)

One other social factor would be religion. This should not stop people from getting help if they were christian, muslim or any other religion.

**2 marks**

**13** Social factors such as race and gender should not limit an individual's access to public services.

(a) Describe **one** other social factor that should not limit access to public service provision.

(2)

Another social factor is disability, people should not be discriminated against because they have a physical or mental disability.

**2 marks**

### Q13(b)

This question produced a range of good and thoughtful responses, indicating that centres had taught their learners well to understand some of the issues facing minority groups in society. There were a number of responses in which the answer focused on a transgender employee and not public service user.

In this first response, the learner identified a reason why someone who is transgender may experience problems accessing public services, so gained one mark, but did not extend it for the second mark.

(b) Explain **one** reason why someone who is transgender might experience problems accessing public services.

(2)

Because the public services might discriminate them.

**1 mark**

In the following two responses, the extension was there, so both marks were gained.

(b) Explain **one** reason why someone who is transgender might experience problems accessing public services.

(2)  
because an employee might be prejudice against transgender people, this could cause them to treat a transgender person unequally.

**2 marks**

(b) Explain **one** reason why someone who is transgender might experience problems accessing public services.

(2)  
public toilets etc where men and women are separate as the transgender may feel comfortable the public may not. Also swimming pools changing rooms etc.

**2 marks**

#### Q14

Question 14 expected to draw responses straight from the specification. Learners that made that connection usually gained both marks. Those who did not tended to produce answers ranging from government departments through to Acts of Parliament.

In both cases here, the responses gained both marks and relate directly to policies listed in the specification.

**14** Changes in government policy can affect an individual's entitlement to social welfare.

Give **two** government policies that can affect an individual's entitlement to social welfare.

- 1 Education law - Being in full time education until the age of 18 prevents the use of Social welfare.
- 2 Increased ~~Min~~ Minimum wage.

**2 marks**

**14** Changes in government policy can affect an individual's entitlement to social welfare.

Give **two** government policies that can affect an individual's entitlement to social welfare.

- 1 Child benefits - If a child no longer stays in education until 19 then benefits will stop.
- 2 Minimum wage - May stop those from affording to pay rent/bills.

**2 marks**

**Q15(a)**

Learners were asked to outline one way that the implementation of the Equality Act 2010 has affected public sector organisations. Expected answers included making physical adaptations to the workplace and having new policies and practices put in place.

It has been mentioned previously in this report that a number of learners struggled to differentiate between the organisation, the employers and employees, that was also the case with Q15(a) and Q15(b). Centres should focus on ensuring that learners understand the different responses needed when answering questions that specifically relate to employees, employers or the service(s) themselves.

These examples all gained both marks. In each case the learner identified a way in which the Equality Act 2010 has affected public sector organisations and then developed the point sufficiently well to gain the second mark.

**15 (a)** Outline **one** way the implementation of the Equality Act 2010 has affected public sector organisations.

(2)

Public sector organisations now have to cater for numerous different races, religions etc. This way policies may have to be adapted to meet the needs of people.

**2 marks**

15 (a) Outline **one** way the implementation of the Equality Act 2010 has affected public sector organisations.

(2)

That it has cost the public services more money for training and advertisement, as they have to recruit different cultural and gender based individuals within their workplace.

2 marks

15 (a) Outline **one** way the implementation of the Equality Act 2010 has affected public sector organisations.

(2)

The Equality Act meant a lot of Public Service buildings had to make special arrangements for the disabled. Such as ramps and lifts.

2 marks

### Q15(b)

Also focused on the Equality Act 2010, learners were asked to explain two ways in which it has affected public service employees. Answers were expected to relate to employees having equal pay, equal opportunities and improved motivation.

This is an example of a single mark response.

2 They all have to get equal pay.

1 mark

Here, in this example the learner has produced a response that showed a good understanding of the question and produced a really good extension to the point.

2 Employees of different genders are now both treated, and paid equally. This will give women a sense of happiness, meaning they are likely to want to complete their role to a higher, or appropriate standard.

2 marks

## Q16

The last question asked learners to discuss measures put in place to ensure the rights of those held in custody are upheld. The question was an extended writing worth up to a maximum of 8 marks.

In the first example the learner has made some good points such as, not being discriminated against and that measures are in place to enable the person in custody to be able to practice their religion.

There is also reference to the prisoners being kept safe by being put in isolation, having weapons confiscated and in the event of another prisoner acting aggressively they would be separated from the general prison population.

While in custody people have the right to be safe measures put in place to help with that is if they are not in a safe environment they can be moved to a location on their own.

The Zala act is also upheld whilst in custody they have the right not to be discriminated against and that law is upheld by receiving any one who has a problem with their religion colour or race and this also helps their right to be safe.

The right to religion is also upheld in custody if people are religious they are allowed to practice their religion, if the religion means they have to face a certain way to pray to success but to tell them which way is correct and if there is a specific time then they have to be told when the time is there to pray.

Others in custody have the right to be safe as well so when people are taken into

Custody they are checked for any ~~or~~ potentially dangerous weapons, making sure that they are safe from harm.

another way that people uphold their safety is by being aggressive. If we need to remove them or as the case to protect others from harm.

**3 marks**

The following is a good example of a level 2 answer.

Marks were gained for recognising that a Custody Officer has overall responsibility for procedures in the custody suite, a duty of care exists (measures are in place to safeguard those in custody), the IPCC has a role to play in protecting the rights of those in custody. Cameras and recording equipment is in place to ensure appropriate action is taken when interviewing those in custody. There is also reference to breaks being required when being interviewed.

Discuss the measures put in place to ensure that other rights of those held in custody are upheld.

(8)

Those held in custody have the right to be released within 24 hours if not charged, the Custody officer is responsible for ensuring the correct and proper release of those held in custody.

When held in in custody, the Police also have a duty of care to uphold the right to life, as a result they remove items that might cause harm in order to protect the ~~best~~ Custodee.

A duty Solicitor is also employed to ensure that legal representation is always on hand, so that no one will have to go without it, The Police also formed the I.P.C.C (Independent Police Complaints Commission) to handle mis-conduct or infringement of rights, Interviews are also timed and recorded to ensure they do not exceed 8 hours without break or rest, Many Police Stations use Cameras within cells / interview rooms so that reports can be confirmed if made.

**4 marks answer**

## Summary

Areas of further improvement identified in this series include:

- Understanding the difference between rights and responsibilities
- The need to respond to questions from the required perspective (public service, public service organisation, public service employer, public service employee and public service user)
- The role of individual public service organisations in citizenship related issues
- Further 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 or simply a term from the specification
- Difference between a job role and a public service, so when asked to name a service, they do not name a job role within that service.



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