



**January 2018**

**Level 1/2 BTEC First in Public  
Services**

**Unit 6: Citizenship, Society and the  
Public Services**

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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, at Distinction, Merit and Pass.

### Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the external 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 is 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

Each external assessment 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 for each assessment, because then it would not take accessibility into account.

Grade boundaries for this, and all other papers, are on the website via this link:  
<http://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

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

Grade	Unclassified	Level 1 Pass	Level 2		
			Pass	Merit	Distinction
Boundary Mark	0	15	22	29	36

## Introduction

This was the third winter series for this examination 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 in 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.

The link to the specification and other external assessment material can be located [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. It was particularly pleasing to see that the key term of discrimination was clearly understood and explained by a significant majority of learners.

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 a lot of cases learners could identify key ways in which the fundamentals of citizenship are applied, however, centres do need to now build on this and develop examination techniques so that learners can gain the additional marks available for explain and describe type questions.

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, although in this particular examination few learners managed to gain the higher marks.



# Individual Questions

## Q1

This was a question worth two marks in which the learners were asked to identify which two ways from a list of five options that people can become citizens. In most cases learners identified both correct answers.

1 Identify **two** ways people can become citizens.

- A Through residency
- B Through consultation
- C Through retirement
- D Through marriage
- E Through diplomacy

2 marks

## Q2

This was a two mark question in which the learners were asked to identify two ways public services support different groups in society. Common answers that were awarded marks included having a diverse workforce, providing translators and liaison officers.

Answers that did not gain a mark were general answers such as 'not discriminating' and providing services.

2 Identify **two** ways public services support different groups in society.

1 They provide lifts or ramps in buildings for those who have a disability

2 They provide a ~~team~~ translator if the individual is not english and cant speak english when arrested.

2 marks

## Q3

This question asked the learners to state two types of discrimination covered by the Equality Act 2010. This question was well answered with most learners naming at least

one, and significantly more learners giving two characteristics

**3** The Equality Act 2010 legally protects people from discrimination in the workplace.

State **two** types of discrimination that are against the law.

1 race

2 disability

**2 marks**

#### Q4

This was a question worth 2 marks. Learners were asked to give two ways that leisure services meet the needs of individuals. The majority of learners did not relate their answers to leisure services, instead providing generic responses that are more applicable to public services as a whole rather than a specific service.

Centres are reminded that when a question is asked about a way that a particular service provides its services, that the learners need to relate their answer to that named service. They also need to ensure that they include a way in their answer, rather than making generic statements.

**4** Give **two** ways that leisure services meet the needs of individuals.

1 ~~They help people keep fit~~ A gym helps people stay fit and healthy

2 A library gives people the opportunity to read new books and learn new things

**2 marks**

The next example shown below is the type of response that could apply to any public service, so as it did not state a way or relate to leisure services, no marks were awarded.

**4** Give **two** ways that leisure services meet the needs of individuals.

1 They allow people from different lives/backgrounds to join.

2 They respect everyone and don't discriminate.

**2 marks**

### Q5

This question asked the learners to give one way that a public service organisation protects the environment. This question brought a variety of good answers including recycling, waste and refuse collection, issuing fines for litter dropping and using low emission vehicles.

**5** State **one** way that a public service organisation protects the environment.

The fire service as they are helping put out fires.

**1 marks**

### Q6

This was the second multiple choice in the paper and learners were asked to select two responsibilities that public service employers have to their employees.

**6** Identify **two** responsibilities that public service employers have to their employees.

- A** To provide training
- B** To respect them
- C** To guarantee promotion
- D** To consult them
- E** To provide meals

**2 marks**

### Q7

This question asked the learners to identify two costs of implementing equal opportunity measures.

This answer is an example of a response that gained both marks.

**7** Implementing equal opportunity measures can affect public service budgets.

Identify **two** costs of implementing equal opportunity measures.

1 Having equal pay between men and women.

2 Having to pay for more facilities such as disabled toilets or ramps.

**2 marks**



In a significant number of cases learners did not seem to understand what the question was asking, so just made general comments on equal opportunities.

**7** Implementing equal opportunity measures can affect public service budgets.

Identify **two** costs of implementing equal opportunity measures.

- 1 Everyone ~~and~~ will get the same opportunities  
succeeded
- 2 You wont be discriminating

**0 marks**

**Q8**

This question asked the learners to explain one quality of good citizenship. A number of learners identified two qualities, which, as neither point was extended, meant that they could only gain one mark.

In this first example, there is simply an identification of a quality of good citizenship, on this occasion being law abiding.

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

A good citizen would be abiding by all of the laws  
that are set.

**1 mark**

In this second example the learner has recognised that protecting the environment is a good quality and then extended their answer by stating that recycling aids that process.

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

~~the quality~~ ~~recycling is a good~~  
recycling makes you a good citizenship as  
you are contributing on making the environment  
good and clean and also protecting the environment.

**2 marks**

## Q9

In this question the learners were asked to give two ways that the prison service meets the needs of society. A number of learners focused on how the service supports / protects those inside a custodial environment, so were unfortunately not awarded marks.

Popular answers included rehabilitating offenders and in so doing making society safer and keeping those convicted of serious crimes away from society.

9 Give two ways that the prison service meets the needs of society.

- 1 The prison service meets the needs of society by trying to rehabilitate prisoners into positive citizens that can benefit society.
- 2 The prison service also meet the need of society by locking up people who could cause great harm to society.

2 marks

The example below was typical of a number of learners whose answer focused on how the prison services meets the needs of those held in custody, rather than society.

9 Give two ways that the prison service meets the needs of society.

- 1 By allowing to free food to all prisoners
- 2 By allowing TV in prison

0 marks

## Q10a

This question continued with the theme of the criminal justice system and asked the learners to describe one aspect of reasonable grounds for arrest.

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

10 Individual rights within the criminal and civil justice systems are important.

(a) Describe **one** aspect of 'reasonable grounds for arrest'.

(2)

Making sure you have a good reason for arresting someone.

1 mark

In the following examples there is clear development and the second mark was awarded. In the first of these examples a mark was awarded for proof / suspicion and the second mark given for having a description.

10 Individual rights within the criminal and civil justice systems are important.

(a) Describe **one** aspect of 'reasonable grounds for arrest'.

(2)

They need to have proof of a strong suspicion for example they could get a description so they make sure its that person. They have to be sure its that person otherwise its not grounds to arrest

2 marks

Similarly, in this example the first mark was for the police officer having a good reason. The second mark was gained for the clear and full amplification of the reason.

10 Individual rights within the criminal and civil justice systems are important.

(a) Describe **one** aspect of 'reasonable grounds for arrest'.

(2)

Reasonable grounds for arrest mean that the police officer/officers have seen it fit that there is a good reason why you should be arrested. These usually are carrying suspicious items near where a crime has been committed eg carrying a crowbar ~~at~~ near where there's just been a burglary.

2 marks

In this final example the response was not awarded any marks as the learner wrote about other rights within the criminal justice system as opposed to the one asked in the question.

**10** Individual rights within the criminal and civil justice systems are important.

(a) Describe **one** aspect of 'reasonable grounds for arrest'.

(2)

by giving them the opportunity to say  
no comment and a right to  
a solicitor.

**0 marks**

**Q10(b)**

The learners were asked to describe one aspect of humane treatment of individuals held in custody.

In this first example a single mark awarded for stating that food and water should be provided.

(b) Describe **one** aspect of 'humane treatment' of individuals held in custody.

(2)

giving them food and water when they  
want

**1 mark**

In the following examples there is clear development for the second mark to be awarded. The development could link to human rights or by stating other characteristics of humane treatment as listed in the second example.

(b) Describe **one** aspect of 'humane treatment' of individuals held in custody.

(2)

the person in custody is still human  
so needs to be treated that way with  
clean water clothes food they cannot  
be given anything less or it is breaking there  
human rights

**(Total for Question 10 = 4 marks)**

**2 marks**

(b) Describe **one** aspect of 'humane treatment' of individuals held in custody.

(2)

people held in custody have to ~~not~~ have basic facilities e.g. a working toilet, clean sheets, the resources to clean themselves, food and ~~with~~ water

2 marks

Similar to question 10a, learners often gave answers relating to rights within the criminal justice system.

(b) Describe **one** aspect of 'humane treatment' of individuals held in custody.

(2)

They must do a fair trial, they need to treat everyone as ~~a~~ innocent until proven guilty.

0 marks

### Q11

This question asked the learners to outline one aspect of the growth of social media on the lives of individuals. Answers such as people being more susceptible to cyber bullying and the impact on the health of individuals were frequently given.

11 Outline **one** aspect of the growth of social media on the lives of individuals.

cyberbullying which can lead to someone committing suicide.

1 mark

11 Outline **one** aspect of the growth of social media on the lives of individuals.

It can make people lazy therefore they can become obese leading to ~~a~~ them not having a better quality of life.

1 mark

## Q12

The learners were asked to give two aspects of demographic change.

It was anticipated that most answers would be recalled straight from the specification. This indeed was the case, however, few learners managed to produce these answers.

**12 Give two aspects of demographic change.**

1 Aging Population

2 Family Structure

**2 marks**

## Q13

This question asked the learners to give two examples of how sharing information can have a negative impact on the public services.

The focus of the question was generally well understood with most learners being able to give one example of how the sharing of information can negatively impact on public services.

**13 Give two examples of how sharing information on the internet can have a negative impact on the public services.**

1 Sharing information could lead to riots as the right information has been given out and people aren't happy about it.

2 Also this could lead to stuff being made up on social media meaning this would make the public services look bad.

**2 marks**

13 Give **two** examples of how sharing information on the internet can have a negative impact on the public services.

- 1 The police could put an image of a criminal and ~~the~~ public could take justice into their own hands.
- 2 public services may put out a parade Route Online and rioters from the public horn up along this Route.

2 marks

A significant number of learners gave just one example, and as was generally the case the focus of their answer was on the reputation of the public services.

13 Give **two** examples of how sharing information on the internet can have a negative impact on the public services.

- 1 Bad rumours of the public services may be spread quicker to more people on the internet.

1 mark

13 Give **two** examples of how sharing information on the internet can have a negative impact on the public services.

- 1 It may not portray the entire story and may be one sided and this could lead to the public services seen in a negative way.

1 mark

A number of learners answered this from the perspective of the individual, rather than the how the sharing of information can negatively impact on the public services.

**13** Give **two** examples of how sharing information on the internet can have a negative impact on the public services.

1. If someone shares private or confidential files over the internet someone else could receive that information

**0 marks**

**Q14(a)**

This group of 4 questions focused on discrimination. This first question asked the learners to explain the meaning of the term discrimination. The majority of learners could provide a good explanation of the term.

In this first example, a single mark was awarded for stating that it is when someone is treated differently compared to another. There was no development to enable the second mark to be given.

**14** It is important that a person using public services should be treated without discrimination.

(a) Explain the meaning of the term 'discrimination'.

(2)

where someone is being treated differently compared to another person.

**1 mark**

In the next example, the response was awarded two marks as there is clear development.

**14** It is important that a person using public services should be treated without discrimination.

(a) Explain the meaning of the term 'discrimination'.

(2)

Making treating one individual different to another because of their race, gender, disability.

**2 marks**



### Q14(b)

In the stem to this group of questions the learners were told that a person using public services had a right to be treated without discrimination. In this question they were asked to explain one other right of a person accessing public services.

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

(b) Explain **one other** right that a person should have when accessing public services. (2)

for their information to be kept private.

1 mark

The following answer shows where learners identified a valid factor and extended it, and was therefore awarded the second mark.

(b) Explain **one other** right that a person should have when accessing public services. (2)

The right to be protected because if the user of the service doesn't feel protected, they might not want to use that service again.

2 marks

A number of learners used without discrimination as a right so did not gain marks. Centres should ensure that learners take into account the full question, including the stem, when attempting their answers.

(b) Explain **one other** right that a person should have when accessing public services. (2)

to be treated without discrimination by members of the public service

0 marks

### Q14(c)

This question continued the theme of discrimination, and on this occasion focused on the impact that discrimination would have on the use of public services.

In this first example the learners have identified an impact, but not developed their answer sufficiently to gain the additional mark.

(c) Explain **one** impact that discrimination might have on the use of public services.

(2)

People wouldn't want to use the public services if they were ~~being~~ discriminating.

1 mark

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

(c) Explain **one** impact that discrimination might have on the use of public services.

(2)

If people were discriminated against by the public services the public would lose faith in the services and refrain from using them.

2 mark

(c) Explain **one** impact that discrimination might have on the use of public services.

(2)

People may feel that the police service is discriminating against a certain people and as a result harbour hate towards the service and not seek help from them when they should.

2 mark

In the following examples the learners gained no marks as their responses did not relate to the use of public services.

(c) Explain **one** impact that discrimination might have on the use of public services.

(2)

It may stop some people from trying to work in the public services.

0 marks

(c) Explain **one** impact that discrimination might have on the use of public services.

(2)

The public services will have to spend more money training employees about how not to discriminate everyone.

0 marks

#### Q14(d)

The final question of this group asked the learners to give two ways that public services prevent discrimination towards their employees. Learners were expected to draw responses straight from the specification. The learners that made that connection usually gained both marks, and most learners identified at least one.

(d) Give **two** ways that public services prevent discrimination towards their employees.

(2)

1. ~~whist~~ Enable whistleblowing so an employee can whistle blow on a dangerous training that they know might harm other employees
2. Enable redress if ~~the~~ an employee is getting lower wage than other employees then the employer should redress it by paying them compensation.

(Total for Question 14 = 8 marks)

2 marks

#### Q15(a)

The learners were told that one reason why public services have to provide a safe working environment was to comply with the law. They were asked to explain one other reason why it is important to provide a safe working environment. Expected answers included reducing accidents at work and employees feeling safe.

In this first example the learner has identified a valid reason, but not extended their answer to explain the point and gain the second mark.

**15** Public service employers have a legal obligation to provide a safe working environment for their employees.

(a) Explain **one other** reason why it is important for public service employers to provide a safe working environment for their employees.

(2)

so they won't get injured

**1 mark**

The following two examples were each awarded both marks. In each case the learner identified a reason and then developed the point sufficiently well to gain the second mark.

**15** Public service employers have a legal obligation to provide a safe working environment for their employees.

(a) Explain **one other** reason why it is important for public service employers to provide a safe working environment for their employees.

(2)

If the workers do not feel safe, then they will not want to work.  
This could lead to less jobs being taken in the Public Services area  
by existing workers.

**2 marks**

**15** Public service employers have a legal obligation to provide a safe working environment for their employees.

(a) Explain **one other** reason why it is important for public service employers to provide a safe working environment for their employees.

(2)

So that ~~no~~ one has an accident or seriously  
injuries themselves and are left unable to work for  
some time or at all.

**2 marks**

**Q15(b)**

This question asked the learners to explain one negative impact on a public service of not having suitably trained employees. Answers were expected to relate to the service getting a poor reputation and incurring additional costs to rectify mistakes made by the employees.

This is an example of a single mark response where the learner has identified a negative impact, but has not developed the answer.

(b) Explain **one** negative impact on a public service of not having suitably trained employees.

(2)

This could ~~to~~ effect all public services employers, and could reflect badly on them.

**1 mark**

Here, in this next example the learner has produced a response that showed a good understanding of the question and produced a solid extension to the point to gain the second mark.

(b) Explain **one** negative impact on a public service of not having suitably trained employees.

(2)

Mistakes can occur which could be reflected onto the public services giving them a negative reputation.

**2 marks**

This final example gained no marks as the answer relates to the employee or user of a service rather than the service itself.

(b) Explain **one** negative impact on a public service of not having suitably trained employees.

(2)

they could be putting themselves or others in danger.

**0 marks**

## Q16

This question asked the learners to state two ways that the security services protect society. It was anticipated that the majority of answers would relate to surveillance activities such as monitoring of communication and the gathering of intelligence.

In the first example both marks were awarded.

16 State **two** ways that the security services protect society.

- 1 They receive intelligence on potential hazards such as terrorism, which they then pass on to the police who will raid properties linked to this intelligence.
- 2 They monitor suspicious material on the internet, and put and alert up if it is deemed as a potential threat.

2 marks

In this next example a single mark was awarded for the first point, that of carrying out surveillance.

16 State **two** ways that the security services protect society.

- 1 They have CCTV cameras ~~to~~ for monitoring the public and have evidence ~~of~~ of any crime.
- 2 Patrolling the streets to check anyone ~~and~~ or anything suspicious.

1 mark

In these final examples, no marks were awarded as the learners had not given ways that the security services protect society, they are just generic statements.

16 State **two** ways that the security services protect society.

- 1 by stopping terrorism.

0 marks

16 State **two** ways that the security services protect society.

- 1 They keep people safe
- 2 They try and prevent things from happening.

## Q17

This question asked the learners to explain one reason why it is important for public services to represent different groups in society.

In these first two examples the learners have identified a benefit, but not extended the point sufficiently to gain the second.

**17** Explain **one** reason why it is important for public services to represent different groups in society.

So that all groups in society  
feel safe to use it.

1 mark

**17** Explain **one** reason why it is important for public services to represent different groups in society.

This important so the society will view the  
public service as positive and a good  
service.

1 mark

In this next example the extension is there and the second mark awarded.

**17** Explain **one** reason why it is important for public services to represent different groups in society.

It's important as if they don't they  
could get complaints and having  
different groups of people will allow  
people to understand and they can be  
used for someone who is the same as them.

(Total for Question 17 = 2 marks)

2 marks

## Q18

The last question in the examination asked the learners to discuss the extent that healthcare provision contributes towards improving the quality of life for individuals. A

number of learners extended their response to services in general, and not those providing healthcare. The question was an extended writing question worth up to a maximum of 8 marks.

In this first example the learner was awarded 2 marks.

A mark was awarded for recognising that healthcare can prevent and treat individuals for diseases and illnesses which results in a better and longer life. The second mark was for the reference to prevention.

**18** The public services provide healthcare to individuals.

Discuss the extent that this public service provision contributes towards improving the quality of life for individuals.

Healthcare is very important and contributes a lot to the quality of life for someone. For example, if someone had poor healthcare or no access to it they are more likely to die from diseases. Furthermore, if they had healthcare they could be treated for their disease and live a longer happier life. Having healthcare extends ~~the~~ the life of individuals because it keeps ~~at~~ them healthier and cures/helps them or prevents illnesses and diseases. This improves the quality of life for individuals because it gives them a happier and longer life. Healthcare also educates people on how to be healthy and prevent illness and disease. This can help individuals live a better life because they are educated on how to stay well.

**2 marks**

This answer is a typical example of a level 2 answer. In this instance the learner gained 4 marks.

Marks were awarded for the role that the variety of public service health care organisations play in improving the quality of life and the range of provision from emergency to major and minor illnesses. They talk about the scale of health care



provision including major surgery. They conclude with the point that the effect of knowing that health care provision is available when needed reassures society.

18 The public services provide healthcare to individuals.

Discuss the extent that this public service provision contributes towards improving the quality of life for individuals.

The health care public services have many jobs to keeping someone alive or improving their quality of life.

The Ambulance/ Paramedics service go out everyday to call out for minor illness/ ~~injuries~~ to major illness or injuries and they risk everything for people to improve their lives.

There are also voluntary health care services too such as St. John Ambulance and Red Cross ~~and~~ charities that work to help the statutory services.

The healthcare services also improve the quality of people's lives by removing tumors or repairing broken bones rather than just leaving them.

Also they improve peoples lives by life changing surgery to improve life and allowing the patient to complete their daily tasks without a struggle or worrying something bad will happen like they repair holes in the heart or do transplants to improve the patients quality of life.

Also knowing that the NHS is there allows people to relax a little as they know if ever they are in medical difficulty no matter how big or small that there is always someone in their corner who will help them to the best of their ability.

4 marks

# Summary

Based on their performance on this paper, centres/ learners should:

- Ensure learners are aware of the difference between public service users, employees and employers
- Practice examination techniques with regard to 'explain' and 'describe' questions so that the necessary extensions are there to maximise the opportunity of gaining all available marks
- Ensure learners read the question paper thoroughly so that when answering questions that have an introductory statement (stem) they take that into account when giving their answers
- Where questions ask about a way that a particular service operate, they must ensure that their answer relates to that service
- Avoid making generic statements when a more focused answer is asked for
- Understand the difference between the needs of the individual and the needs of society
- Know the difference between rights and responsibilities
- Be familiar with key terms in the specification, such as demographic change
- Access past papers, SAMs and the unit specification located on the BTEC First qualification webpage located [here](#).

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