L2 Lead Examiner Report 1801





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: <u>http://qualifications.pearson.com/en/support/support-topics/results-</u> <u>certification/grade-boundaries.html</u>

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

Grade	Unclassified	Level 1		Level 2					
Grade	Unclassifieu	Pass	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** <u>here</u>.

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 particular 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 translater if the induvidual is not english and cont speak engush 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 dischilling

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.

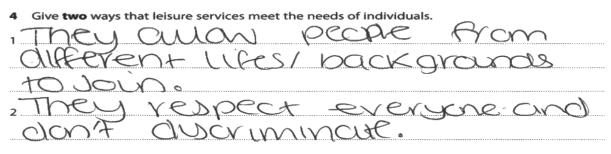
Centres are reminded that when a question is asked about a way that a particular service provides its services, that the learners need to relate their answer to that named service. They also need to ensure that they include a way in their answer, rather than making generic statements.

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

1 They help people treep St A gym helps people story fit and healthy 2 A Ibary gives people the oppartnity 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.



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	Sennce	as mey	are her	FUG PUT
OUL	•				5
					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.
 - 🛛 🗛 To provide training
 - B To respect them
 - C To guarantee promotion
 - 🔀 D To consult them
 - E To provide meals

2 marks

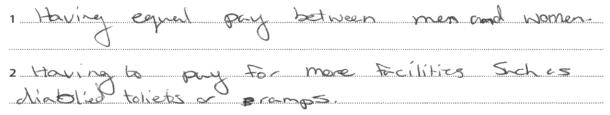
Q7

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

This answers 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.



2 marks

Q5

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 one will get the same opportunites success You wont be discominating

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.

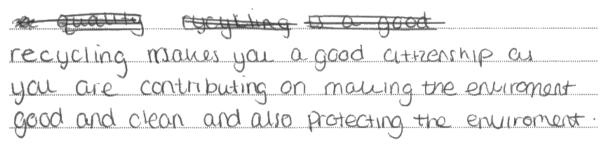
8 Explain one quality of good citizenship.

good citizen would be abiding by all of the lowe 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.



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 inter posative citizens that can benefit society. 2 the prison service also meet the need of Society by locking up people who could cause areas haven 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. By allowing to free Good to all prisoniers 2 By allowing TU 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.

Q9

- 10 Individual rights within the criminal and civil justice systems are important.
 - (a) Describe one aspect of 'reasonable grounds for arrest'.

								(2)	
Making	Sure	yo J	have	Qr.	apool	reason	Gr	arrietine	2
\mathcal{J}		0			0			-	,
Someone		*****					*****	***	p.e.e.p

1 mark

(2)

(2)

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'.

			(=)
They need to u		f or	a strong
saspition for exam	ple they	could	get
a description so M	~y make	Sure	its that
person They have to			

2 marks

(2)

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'

Reasonalble grounds for arrest mean that the police atticar/etticer's have Seen it fit that there is a good reason why you should be accested. These ushally are carring suspicious items near where arrives been committed eg Carning a crewbar wit new where theres just been a burgelow.

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)

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.

WAM

1 mark

(2)

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) Cu Stuc human 13 Mak needs trented 10 be way Cla food Merk brea ING less N files human (Total for Question 10 = 4 marks)

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

(2)ope held in custody have to that have pacilitys e.g. a norking toilet, clean the resources to clean themselfs, wett wate-

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 that, they need to Event evenyone as & inacent until proven quilty.

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.

ying which can lead to someone SUCIde .

1 mark

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

can make People lazy therefor the 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. sulation 2 family structure 2 marks

Q13

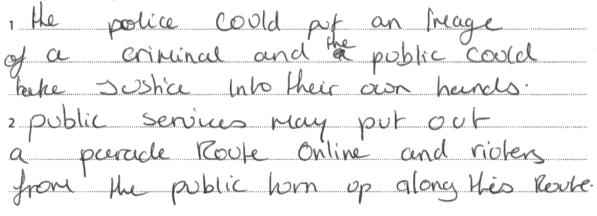
This question asked the learners to give two examples of how sharing information can have a negative impact on the public services.

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 Gharing	informo	tion	Could	leød	L fo	riots	as i	he
right	informal	ion	hos 1	been	giver	- out	and 1	evere
arent								
2 Also	9							
up an	_						•	
tie 1								

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



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	rumou	s of	the	public	Ser	vices
may	be	Sprea	6	quicker	to r	nore
people	z on	the		soset.		,,,,,,,, .
			************************************	*****		

1 mark

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

portray the entire story and may be 1 1k not mach could lead to the public services Seen in

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 Someones Sha	res private or confidential
Files over the	internet Someone are could
recrue that	infor mation

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'.

			(=)
where	someone	15 Deir	ng treated
differenti	compaire	d to	another
person.	1		

1 mark

(2)

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 disabinity 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.

	-/
for flueir intormation to be kept private.	

1 mark

(2)

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

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)

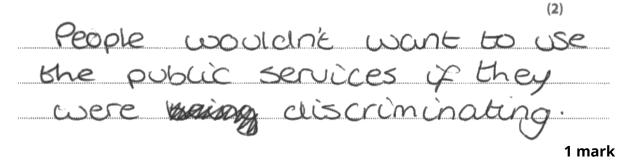
To be kreated without discrimination by ments

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.



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.

Is people were discriminated against by the Public
services are public would lose saith in one
services and restain from using them.

2 mark

(2)

(c) Explain one impact that discrimination might have on the use of public services.								(2)
People	e Mau	Feel	that	the	Police	servi	Ce is	(4)
discr	iminatin	y aya	inst a	Cer	HOIN	People	and	01s
a re	esuct	habour	hate	tor	Jaids	the	Eervi CL	and
		herp						
						J		

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 survices.

0 marks

(c) Explain **one** impact that discrimination might have on the use of public services. (2)public Services will have to spend more to discriminate nplayees about

0 marks

(2)

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.

whist Enable whistleblowing SO an whistle blow on a dangerous traini know might harm other íf # redress e ah employee 2 worge than empi lover other estion 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.

56	they	won't	vet	Injured	(2)			
5			\bigcirc					
		***************************************	***************************************					

1 mark

(2)

(2)

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.

Ig	the r	orbers	du	not	fret	our)dru	n)	oney	ا الملين	ryt war	t to	Let Q.
-						<u> </u>					Series	1.1.1.1	
	ويدغلنه				<i>a</i>	0	1						đ
3	J	+11411+++++9494+9949									9 - 1 P I - 1 - 4 - 4 - 4 - 1 - 9 - 9 - 9 P P - 1 P P - 1 - 9 - 9 - 9 - 9 - 9 - 9 - 9 - 9 - 9	****	*****
.,													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.

So that not one has an accident or seriously							
injures 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 & effect all public services employers, and could reflect badly on mem.

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) MIBLOKOB CON OCCUR LUNICH COULD a bo replacted onto the public guing them a reputation.

2 marks

(2)

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.

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. They recieve intelligence on potential hazards such km, which they then poss on to the police is intelligence monitor suspicious material on the interne up Ví 15 deemed as a potential

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.

cameras the for momitoring wave CON 1 They the public and have evidence to of any crime Pattoling the sheets to check onlyone sus or 2... Suppicious anything

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.

errorism. 1

16 State two ways that the security services protect society.

1 They sceep peop le Sate ary and prevent things 2 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.

ps in sucrety

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 Kublic Service as Rositive and a good Sarivice.

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 it they don't they could get complemes and having different groups of prophe will allow people to inderstand ad they can be used for some who is the (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 contribu rality of life for someone, for example, poor healthcare or no access to die (ADM) they had 0 eir realthca éx because it her Keeps£dt... them or present improves the quality them e it aves ce. 20 care also 20 aro p_{Γ} can. because they ane ea m how

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.

1he health care public services have many jobs to keeping someone alive or improving their quality of life The Ambulance/ Paramedics Service go or everyday to can are for minor inness 2 tobby te mogor liness or injunies and they risk Evendning for People to Impove their lives Their are also voluntary health Care services too such as st. John ampliance and red cross Charities that work to help the Statutory Services In-e healthcare Services also the guality of leaples lives impore remaring tumors or repairing brokes bones rather than just lowing them.

Also they improve peoples live by life Changing Secgerry to improve life and allowing the Patient to complete their daily tasks withat a struggle or warrying something bad will happen like theyn neraic hoter in the heart or do transplants to improve the patients quality of Is fr Also knowing that the NHS IS their allaws people to relax a little as they have If ever they are In medical difficulty no matter hav big or small that their

15 always someone in their corner

Who will help them to the pest of that

ablity.

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 <u>here</u>.

BTEC L2 First Lead Examiner's Report Template Prepared by VQ Assessment Jan 18. Issue 1





Rewarding Learning

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