



January 2018

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

**Unit 1: The Role and Work of the
Public Services (21484F)**

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Grade Boundaries

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 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 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

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 test, because then it would not take into account that a test might be slightly easier or more difficult than any other.

Grade boundaries for this, and all other papers, are on the website via this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Unit 1 The Role and Work of the Public Services

Grade	Unclassified	Level 1 Pass	Level 2		
			P	M	D
Boundary Mark	0	13	20	27	35

Introduction

This report has been written by the Lead Examiner for the BTEC unit entitled The Role and Work of the Public Services. It is designed to help you understand how learners performed overall in the exam. For each question there is a brief analysis of learner responses. You will also find example learner responses from Level 2 Pass, Merit and Distinction learners. We hope this will help you to prepare your learners for future examination series.

Introduction to the Overall Performance of the Unit

This was the sixth examination series for Unit 1 entitled The Role and Work of the Public Services. It was pleasing to see many candidates attempted the majority of questions. In general examiners were encouraged by the range and application of responses to some of the more challenging questions. These items tested both the higher order command words and Merit and Distinction grade descriptors.

Learners were able to show an understanding of the role and work of the public services. However, it should be noted that their examination technique is still not as effective as it could be. Appropriate practice and preparation for external examinations should be a priority for tutors and centres using all of the information available.

The paper was wide ranging in terms of grades to be awarded. Often questions asked learners to explain **two** ways, or state **two** examples, but many learners limited the number of marks they could be awarded by only providing one example or limited explanations.

Learners found some difficulty with the terminology used within the examination although the same terminology is used within the specification.

Centres are encouraged to give learners copies of the specifications to support them in becoming familiar with the terminology that will be used during teaching, learning and assessment.

Individual Questions

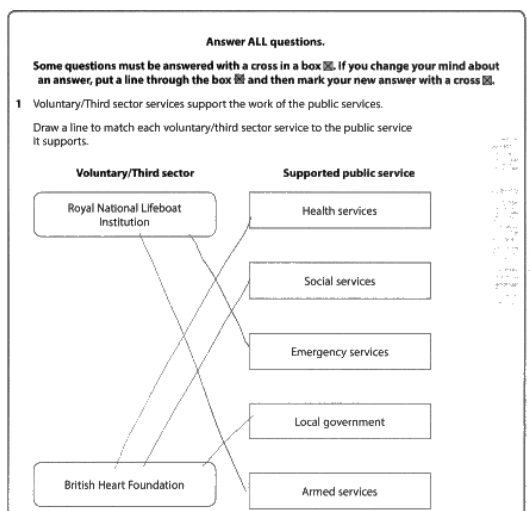
Exam

Learners are reminded that the use of offensive and derogatory terms is unacceptable. Tutors must ensure that this does not happen in future series.

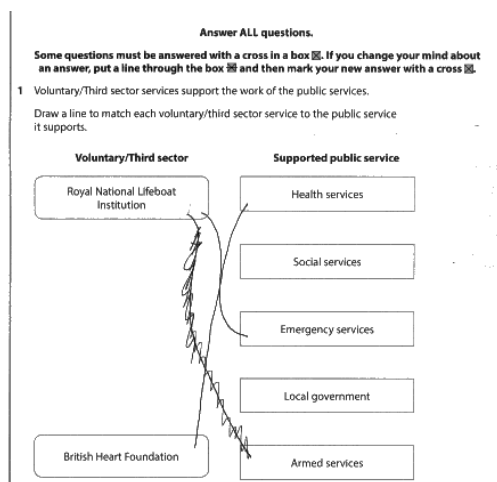
Q1

Q1 requires learners to match two voluntary/third sector services to the public service each supports. Many learners were able to correctly match the RNLI as supporting emergency services and the British Heart Foundation as supporting health services, therefore gaining full marks. However some learners did not gain any marks where they drew too many lines, indicating too many answers, therefore scoring 0 marks. Where learners make a mistake or change their mind they must make this clear by crossing out the answer they do not want to be marked.

An example that received 0 marks;



An example that received 2 marks;



2 marks

Q2

Q2 requires learners to state two different types of incidents the police try to prevent. Most learners were able to state two different types of incidents, popular answers included 'injury', 'accident', 'terrorism' and other criminal offences such as 'theft'. Learners were not awarded marks for making references to things that are not incidents such as, 'discrimination' or 'noise complaints'.

Learners should be reminded that they do not need to repeat the stem in their response, for example they do not need to write 'the police try to prevent' before their answer. This is the same for all questions and the reason is that it is unnecessary and does not gain them any marks.

An example of a response that received two marks;

2 One role of the police is to prevent criminal incidents happening.
State **two different** types of incident the police try to prevent.

1 Road traffic collisions

2 Robbery

2 marks

An example of a response that received 0 marks;

2 One role of the police is to prevent criminal incidents happening.
State **two different** types of incident the police try to prevent.

1 Police prevent criminal incidents by going round to schools having talks with students so that know what's good and bad

2 Police prevent criminal incidents by getting involved within the community and having social networks so the public can see what they are doing

0 marks

The response above is an example of a response that does not answer the actual question asked. Learners should be reminded to read all questions thoroughly to be sure they understand what the question is asking.

Q3

Q3 is a straightforward question that requires learners to name two public services that would work together following a major flooding. Many learners were able to gain full marks on this question with responses naming public services from emergency and voluntary services most common. Popular answers included 'RNLI', 'Ambulance Service', 'Fire Service'.

Answers such as 'Emergency Services' or 'Armed Services' refer to the grouping of public services, not the name of the actual service, were not awarded marks. Similarly the

question requires the service to be named, not a role within a service, therefore marks were not awarded for job roles within public services such as 'paramedic', 'nurse', 'firefighter'.

An example of a response that received two marks;

3 Major incidents require the involvement of public services.
Name **two** public services that would work together following a major flooding.

1 RNLi

2 Royal Navy

2 marks

An example of a response that received 0 marks;

3 Major incidents require the involvement of public services.
Name **two** public services that would work together following a major flooding.

1 The Armed services

2 The Emergency services.

(Total for Question 3 = 2 marks)

0 marks

Q4a

Q4a requires learners to give two ways the armed services meet their purpose 'supporting international peacekeeping'. This question elicited a mixed response from learners. Some learners were able to gain full marks, some only gained one mark and some did not answer the question at all. The question was taken directly from the specification (A1 bullet point 7) which lists 'supporting international peacekeeping' as one purpose of the armed services. Centres should encourage learners to answer all questions and may find the armed services websites useful for gaining examples of ways the armed forces meet their purpose.

Most common correct answers referred to 'giving humanitarian aid', 'disaster relief', 'giving resources'. Vague answers such as 'working with other countries' and 'serve and protect' were not awarded marks, neither were answers that referred to the UK such as 'defend the UK'.

An example of a response that received two marks;

4 One purpose of the armed services is to 'support international peacekeeping'.
(a) Give **two** ways the armed services meet this purpose. (2)

1 Armed Services will give food and supplies to help areas affected by war internationally to show peace.

2 Transport civilians or locals away from dangerous areas e.g. Refugees.

2 marks

An example of a response that received 0 marks;

4 One purpose of the armed services is to 'support international peacekeeping'.
(a) Give **two** ways the armed services meet this purpose. (2)

1 to defend the UK

2 to get rid of terrorism

0 marks

Q4b

Q4b requires learners to state one **other** purpose of the armed services. Therefore learners are required to state a purpose that is different to supporting international peacekeeping. Significant numbers of learners were able to answer this correctly. Typical responses included referred to defending the UK such as, 'Defend the UK borders' and 'Protect the UK from attack/threats'. Other common correct responses included, 'fight wars' and 'help out in floods in the UK'

An example of a response that received one mark;

(b) State **one other** purpose of the armed services. (1)

Defend the United Kingdom and its isles

1 mark

An example of a response that received 0 marks;

(b) State **one other** purpose of the armed services. (1)

to support international peace keeping

(Total for Question 4 = 3 marks)

0 marks

Q5a

Q5a requires learners to name one **sector** involved in partnership delivery models. This was either answered incorrectly by most learners or was left blank. It is unclear if learners misunderstood the word sector, or did not read the question fully. Common incorrect answers referred to companies that deliver products such as 'Amazon' or 'Royal Mail' or simply named public services such as 'Police Service'. The term sector is taken directly from the specification (B1 bullet point 3). Centres are encouraged to share the specification with learners so that they are familiar with the terminology used.

An example of a response that received two marks;

5 Public services use a range of delivery models.

(a) Name **one** sector involved in a partnership delivery model. (1)

third sector organisations.

2 marks

An example of a response that received 0 marks;

5 Public services use a range of delivery models.

(a) Name **one** sector involved in a partnership delivery model. (1)

fire and rescue

0 marks

Q5b

Q5b asks learners to describe one **way** a partnership deliver model support its customers. This was either answered incorrectly by most learners or was left blank. The question is asking for something that a partnership delivery model can do/has (way/method) that would support customers. For example one way is that it allows skills or resources to be shared between partners, which could provide a better quality service to the public.

Many learners gave answers that were too vague and were not a **way** that a partnership deliver model support its customers, such as 'deliver work effectively' or 'meeting the customer's needs', therefore no marks were award. Learners seem to struggle with questions on partnership delivery models, this could be an area that centres wish to focus on more for delivery/revision.

An example of a response that received two marks;

<p>(b) Describe one way a partnership delivery model supports its customers. (2)</p> <p>It helps support customers as it gets a certain job done much quicker and efficiently due to knowledge being shared between people.</p>
--

2 marks

An example of a response that received one mark;

<p>(b) Describe one way a partnership delivery model supports its customers. (2)</p> <p>by allowing the service to quickly and instantly come to help</p>
--

This response received one mark for 'quickly', proving a quick service. It was not sufficiently described to get two marks.

1 mark

Q5c

Q5c leads on from the previous question and requires an **explanation** of one disadvantage of partnership delivery model. Again this was either answered incorrectly by most learners or was left blank. Most correct answers focused on problems with communication or disagreements between those in the partnership. Of those learners who correctly identified a disadvantage, some were able to explain that to get full marks.

Many incorrect answers referred to the delivery of products and were not related to public service delivery models, with responses such as 'the delivery will be late', 'they might be late because of the delivery driver', and 'things may take time to be delivered'. The specification gives disadvantages at B1 bullet point 5, centres may wish to share the specification with learners to aid their understanding.

An example of a response that received two marks;

(c) Explain **one** disadvantage of a partnership delivery model. (2)

They may not work well together or have a lack of communication which leads to things going wrong.

2 marks

An example of a response that received one mark;

(c) Explain **one** disadvantage of a partnership delivery model. (2)

it will be hard to manage the partnership.

This response received one mark for it being difficult to manage the partnership, to gain the full two marks the learner needed to explain this point, this could be by use of an example or explaining why the partnership may be difficult to manage.

1 mark

An example of a response that received 0 marks;

(c) Explain **one** disadvantage of a partnership delivery model. (2)

you score

Then relying on the other company,
either to get the delivery in or delivered.

(Total for Question 5 = 5 marks)

0 marks

Q6

Q6 is a straightforward 2 mark question which asks learners to state two different ways that public services maintain the security of an incident scene. Responses should focus on maintaining the physical security of the scene and maintain security of evidence at the scene. This question was answered well with most learners gaining at least one mark and some learners gaining the full two marks. Common responses included 'cordon off the scene', 'restrict access to the scene' 'create diversion'. It was clear many learners related this question to road traffic incidents, generally showing good knowledge of methods to maintain security, however some learners missed the second mark as they gave two answers that were too similar such as 'close the road' and 'cordon off the scene', so only 1 mark was awarded. Other learners missed marks because they gave generic responses that did not refer to maintaining the security of the scene such as 'by working together to provide a quick response'.

An example of a response that received two marks;

6 State **two** different ways public services maintain the security of an incident scene.

1 police maintain the security at a scene by blocking off the area, not letting others pass.

2 The services would also make everyone show their ID before entering the area.

(Total for Question 6 = 2 marks)

2 marks

An example of a response that received 0 marks;

6 State **two** different ways public services maintain the security of an incident scene.

1 Police asses the area to check if it suitable to pass through
make away for ambulances to get to casualties.

2 Ambulances and paramedics get to the scene, help those
injured

(Total for Question 6 = 2 marks)

0 marks

This response refers to allowing access to the scene to treat casualties, whilst this is a role of the police/ambulance service this does not maintain the security of the scene. However it could have been linked to the question, for example 'the police will ask the ambulance service to only touch essential things at the scene to preserve evidence', would be a correct answer.

Q7a

Q7a is a 2 mark question which requires learners to name two non-statutory services. This question was answered well with most learners gaining at least one mark and some learners gaining the full two marks. Responses included many different voluntary/third sector services including 'RNLi' and 'St John Ambulance'. Other correct responses referred to non-statutory services provided by statutory services, with common answers including 'walk in centres' and 'libraries' which are provided by the NHS and Local authority. Marks are awarded for answers such as these as they are non-statutory services that could be cut/reduced by the statutory providers.

An example of a response that received two marks;

7 Non-statutory services support the work of statutory services.

(a) Name **two** non-statutory public services.

(2)

1 RNLi

2 Red cross

2 marks

An example of a response that received 0 marks;

7 Non-statutory services support the work of statutory services.

(a) Name **two** non-statutory public services.

(2)

1 Fire Service

2 Army

0 marks

Q7b

Q7b is a 2 mark question which requires learners to give two ways non-statutory services receive funding. This question was answered well with most learners gaining at least one mark and some learners gaining the full two marks. Common responses included 'fundraising', 'wills' 'donations'. Charitable donations is acceptable but 'charities' and 'charity work' are too vague, and do not refer to funding, therefore marks were not awarded.

An example of a response that received two marks;

(b) Give **two** ways non-statutory public services receive funding.

(2)

1 through fundraising/charity events for example.
fun run.

2 another way by private donations

(Total for Question 7 = 4 marks)

2 marks

An example of a response that received 0 marks;

(b) Give **two** ways non-statutory public services receive funding.

(2)

1 The help out in their own time and when

2 They help when there needed

(Total for Question 7 = 4 marks)

Q8

Q8 requires learners to describe one function of government other than putting policy into practice. This question has a mixed response, some learners answered correctly, some left it blank, and others put responses that were incorrect.

Common incorrect responses referred to the names of government departments instead of their functions, for example 'Home office' or 'MOD' or referred to roles of central government instead of individual departments responsibilities. Other incorrect responses show the learners have not read the question properly as they have repeated the stem of the question, for example responses included 'put policy into practice' or 'carry out policies in their department'.

Correct responses mostly referred to the departments responsibilities for a specific area such as education or health. Where these responses were given most learners gained one mark and some learners were able to gain full two marks. Some learners gave two examples which were not described and as such only gained one mark. They were required to give one example and extend by describing it.

An example of a response that received two marks;

8 One function of government departments is to put government policy into practice.
Describe **one other** function of government departments.

another function is they see
whats going well and whats not
so they can cut the things that are not working
so they can save money

(Total for Question 8 = 2 marks)

2 marks

An example of a response that received 0 marks;

8 One function of government departments is to put government policy into practice.

Describe **one other** function of government departments.

The government needs to follow the needs of the public.

(Total for Question 8 = 2 marks)

0 marks

Q9

Q9 is a 4 mark question in which the key term is **explain** two ways public sector organisations work together to ensure the continuity of business and day to day life after a major incident. This was taken directly from the specification A3 bullet point 2 however overall few learners gained marks on the question.

The question asks for ways public sector organisations work together to ensure continuity. There were two key elements that seemed to confuse learners with this question. Firstly it requires learners to make reference to more than one public sector organization. This could be by using the word they (which implies more than one) or by naming the organisations. Many learners did not pick up on this and either failed to mention any organisations and gave answers such as 'clear the road to let the public get to work' (focusing on the ensuring continuity) or mentioned one public sector organisation only and as such gained no marks.

Secondly it required learners to explain the way those public sector organisations actually worked together, many learners ignored the working together part and failed to gain marks because of this. Response included things such as 'the Police close the road and the ambulance service treat the injured' this does not refer to collaborative work or how it ensures continuity of day to day life and so no marks were gained. Responses where learners did gain marks referring to similar things were 'they work together to clear the road and create diversions so the public can get to work'.

Examiners were unsure if this was because learners did not understand the language used or because they did not read the stem and question fully. This should be highlighted when teaching learners as well as when supporting learners with exam techniques.

An example of a response that received four marks;

9 Public sector organisations work together during and after a major incident to ensure the continuity of business and day-to-day life.

Explain **two ways** public sector organisations work together to ensure the continuity of business and day-to-day life after a major incident.

- 1 If there's been a major fire in a block of flats fire and police would work together to make sure that the area is safe and that the building doesn't collapse and cause more harm.
- 2 Social workers and police officers work together if someone has been left vulnerable after an attack, they would give help and advice on ~~what~~ what to do.

4 marks

An example of a response that received 0 marks;

9 Public sector organisations work together during and after a major incident to ensure the continuity of business and day-to-day life.

Explain **two ways** public sector organisations work together to ensure the continuity of business and day-to-day life after a major incident.

- 1 Secure the area ^{quickly and efficiently} the accident/ incident was in, so no further problems occur.
- 2 Make a new route for people going to work to ensure people's day to day life carries on as ~~as~~ normal.

0 marks

Q10a

Q10a asks learners to name two agencies (other than the government) that public services are accountable to. Learners struggled with this question, it is not clear if they did not read this question properly or did not understand the word agencies, as such few gained marks. Common responses referred to names of government departments (no credit as in the stem), the public or the monarch (neither are agencies) as such no marks were awarded.

The specification in B4 bullet point three lists who public services are accountable to, correct responses mainly focused on regulators or inspectorates such as OFSTED or CQC.

An example of a response that received two marks;

10 Public services are accountable to the government for their actions.

(a) Name **two other** agencies that public services are accountable to. (2)

1 I P C C - Independant Police Complaints Commission for the Police

2 HMIP - Her Majesty's Inspectorate of Prisons for the Prisons

2 marks

An example of a response that received 0 marks;

10 Public services are accountable to the government for their actions.

(a) Name **two other** agencies that public services are accountable to. (2)

1 Police service.

2 Ambulance service.

0 marks

Q10b

Q10b is a 2 mark question which requires learners to state two ways in which public services are accountable to the public. Responses suggest learners have not read the question properly or did not understand the question. Instead of giving ways public services are accountable to the public (i.e. ways/methods of accountability) they gave reasons why the public services were accountable or things they were accountable for (B4 bullet point 2 in the specification). Many learners' responses showed a good knowledge of accountability but unfortunately these did not answer the question asked therefore were not award marks. This should be highlighted when teaching learners as well as when supporting learners with exam techniques.

An example of a response that received one mark;

(b) State **two** ways public services are accountable to the public.

(2)

- 1 They are accountable to the public because if they don't feel safe they will complain about it.
- 2 The public services have to make the public feel welcome into their country.

(Total for Question 10 = 4 marks)

1 marks

An example of a response that received 0 marks;

(b) State **two** ways public services are accountable to the public.

(2)

- 1 Because more funding comes from public taxes.
- 2 They are here to serve the public.

(Total for Question 10 = 4 marks)

0 marks

Q11a

Q11a asks learners to state two reasons why it is important that orders and instructions are passed quickly and accurately between public services working at an incident. Many learners were able to gain full marks here, showing they clearly understood why it is important to pass orders and instructions accurately between public services working at an incident. Common responses included things such as 'preventing the incident getting worse', 'to prevent mistakes' or 'to deal with the incident quickly'.

An example of a response that received two marks;

11 (a) State **two** reasons why it is important that orders and instructions are passed quickly and accurately between public services working at an incident.

(2)

- 1 so that the situation is resolved quicker
- 2 so that the situation does not escalate

2 marks

An example of a response that received 0 marks;

11 (a) State **two** reasons why it is important that orders and instructions are passed quickly and accurately between public services working at an incident.

(2)

1. Because they need to know whether how it happen and why it happened
2. Just incase it is taken to Court because they need the right information

0 marks

Q11b

Q11b asks learners to explain consequence for an organisation of not working effectively during incidents. The key element of this question was to explain a consequence to the organisation. Some learners ignored the word organisation and gave consequences to individuals within the organisation or more commonly the public, such as 'if they don't work effectively someone may die'. Therefore few learners achieved marks on this question, but they did show a good understanding of the impact on individuals/public.

An example of a response that received two marks;

(b) Explain **one** consequence for an organisation of not working effectively during incidents.

(2)

The could get a complaint from the public and it would put a bad name on the service, which could then lead to mistrust and disregards towards the services -

(Total for Question 11 = 4 marks)

2 marks

An example of a response that received 0 marks;

(b) Explain **one** consequence for an organisation of not working effectively during incidents. (2)

The organisation who is not working effectively during incidents, may consequence in getting the sack, because if the incident is serious and you dont co-operate with other services your putting ^{there} your life at Risk.

(Total for Question 11 = 4 marks)

0 marks

Q12a

Q12a asks learners to describe the meaning of the term 'conflicting priorities'. Some learners were able to secure 1 mark here but fewer achieved the full 2 marks available. Some learners struggled with understanding the word priorities and as such answers referred to the conflict only and not the cause of the conflict and so did not achieve the full two marks. Typical correct responses were things such as 'disagreements between organisations', gaining 1 mark but failing to mention differing priorities, so not achieving the full two marks.

An example of a response that received two marks;

12 When working in partnerships there are often conflicting priorities between public and private sector organisations.

(a) Describe the meaning of the term 'conflicting priorities'. (2)

conflicting priorities means, when two different organisations have different views on what they should focus/priorities meaning they want different things but have to work together.

2 marks

An example of a response that received 0 marks;

12 When working in **partnerships** there are often conflicting **priorities** between public and private sector organisations.

(a) Describe the meaning of the term '**conflicting priorities**'

(2)

It is when you share with each other.
It is another word for partnership.

0 marks

Q12b

Q12b requires learners to explain two ways public and private sector organisations could overcome conflicting priorities. This question has a mixed response, some learners answered correctly, some left it blank, and others put responses that were incorrect or gave vague answers which were not awarded marks.

An example of a response that received four marks;

(b) Explain **two** ways public and private sector organisations could overcome conflicting priorities.

(4)

1 They could compromise and bridge the gap so that both of their priorities are met and therefore no more separate priorities.

2 Communication as to which priority needs to be met first means that both sides can see objectively what needs to be done.

4 marks

An example of a response that received 0 marks;

(b) Explain **two** ways public and private sector organisations could overcome conflicting priorities.

(4)

1 by working together and sorting stuff out. Even calling other services to help them

2 Supporting each other out

0 marks

Q13

Q13 requires learners to explain the term transparency in relation to public service delivery. Some learners were able to gain marks in this question but many left it blank. Most correct answers focused on public services being clear, open and honest in their work, with response such as 'public services are honest about what they do'. Some of the learners were also able to extend this to explain how or why they do this, for example it then allows the public to understand how services are being delivered.

An example of a response that received two marks;

13 Explain the term 'ensuring transparency' in relation to public service delivery.

A Public Service needs to make sure the general public and government authorities understand their actions and decisions. So they need to make these actions clear.

(Total for Question 13 = 2 marks)

2 marks

An example of a response that received 0 marks;

13 Explain the term 'ensuring transparency' in relation to public service delivery.

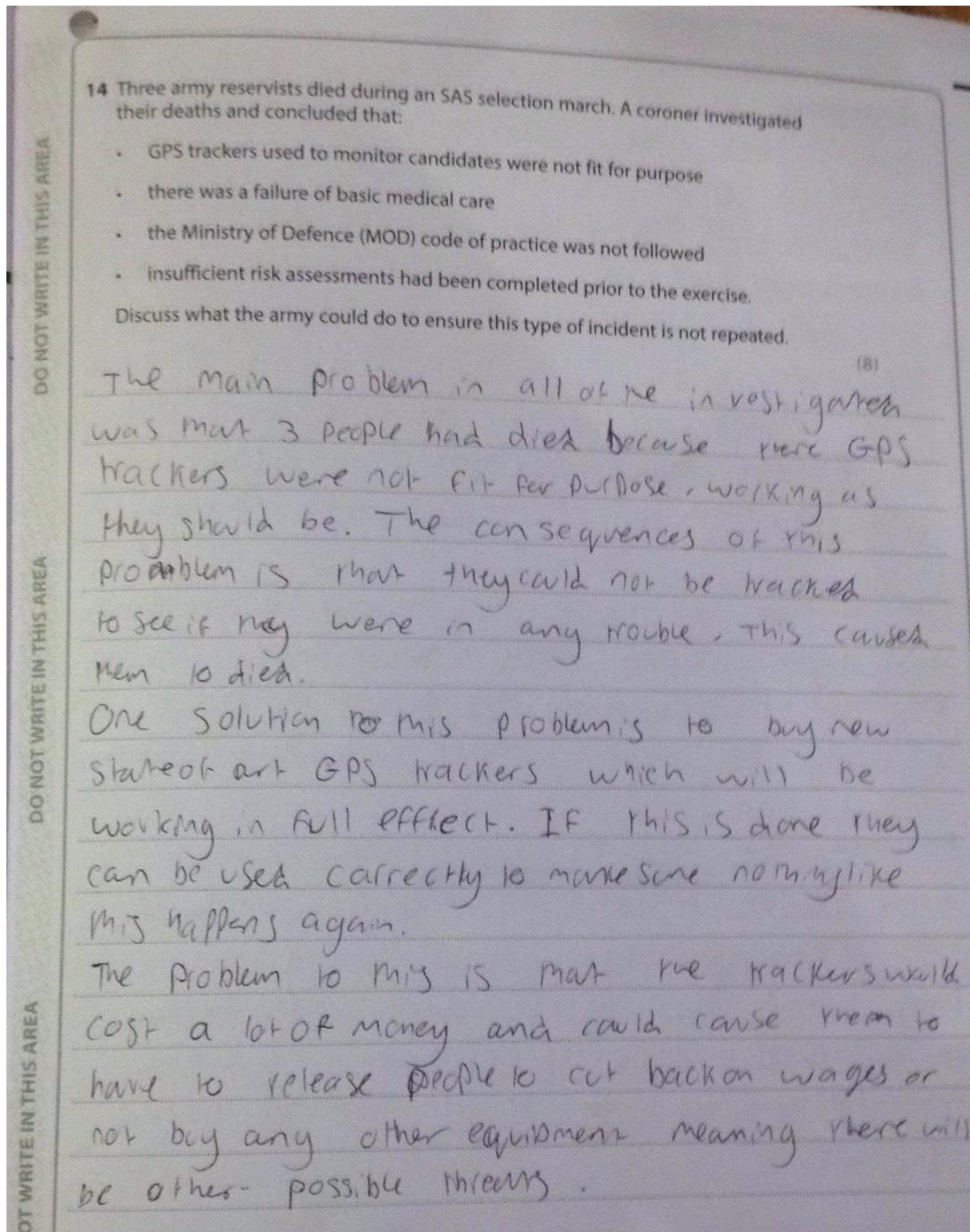
This means that making sure
every thing is well and done
properly.

(Total for Question 13 = 2 marks)

0 marks

Q14

Q14 provided an opportunity for the learner to demonstrate their ability to **discuss** what the army could do to ensure that types of incident given in the question are not repeated. This question was answered well by learners with the vast majority gaining 3 marks. It was great to see more level 2 responses (4-6marks). This could be due to the incident used in the question being well publicised and also some centres preparing students much better for this type of question. Examiners saw a variety of good techniques used by learners to structure their responses in such a way as to achieve higher marks. For example;



The examiners remind learners that marks will not be awarded where responses:

- simply restate the findings of the report
- look at one aspect of the report but fail to consider other issues

The response below gained 3 marks, only briefly identifying ways the Army can manage the issues raised. It does not really discuss what the Army should do in depth or give more than one viewpoint and as such is a typical level 1 response. It suggests checking everything (equipment) works, checking medicines and medical staff qualifications and

not participating without a risk assessment.

(8)

They should follow instructions ~~to~~ first and check if there is everything work. To have ^{good} ~~more~~ medical care ~~of~~ ^{they} they should check medicines and doctors ~~job~~ ~~re~~ ~~o~~ check doctor's GCSE's if they ~~are~~ are good at medical care. Ministry of Defence soldiers should learn ~~o~~ more how to do this and always make sure that they ~~are~~ listening ~~and~~ and follow instructions. The assessments should be passed before they go for operation but if ~~it's~~ it's assessments not passed they shouldn't take ~~they~~ them.

The response below is a level 2 response of seven marks, it is clearly linked to the question, giving appropriate suggestions and discussing the advantages and disadvantages of those suggestions.

14 Three army reservists died during an SAS selection march. A coroner investigated their deaths and concluded that:

- GPS trackers used to monitor candidates were not fit for purpose
- there was a failure of basic medical care
- the Ministry of Defence (MOD) code of practice was not followed
- insufficient risk assessments had been completed prior to the exercise.

Discuss what the army could do to ensure this type of incident is not repeated.

(8)

So this type of incident doesn't happen again the army should check all their GPS trackers are working to the best standard and if any don't work they should replace them with new ones. An advantage of this is it'll ensure if anything was to happen to one of the men on route they would be able to see straight away that they've stopped and he/she could be found quickly to prevent anyone dying. The disadvantage is it will cost money for replacing them when they could be paying for more training. They should also check their medical staff are doing their job properly, they should pay for them to have more training so their knowledge is fresh in their mind. The advantage of this is it will improve their knowledge and ensure that they are doing the checks on the men properly to make sure they're medically fit. The disadvantage

of this is that it will cost more money to send staff on extra training courses and even though you've given them extra training it still might not help stop the men dying, as they could've died from something you checked and said it was fine but it could still affect them. When new members arrive they should ensure the Ministry of Defence code is practiced with them and showed how to follow it properly. The advantage is more of the men will know how to do it and this will show when they're working. The disadvantage is some men may not think they'll need to use this and may not remember it which when they are out working and something happens and they don't remember the ministry of defence code practice, it won't look good on them. Before the exercise ensure the correct risk assessments have been done properly. The advantage of this is that they could find any problems and fix them before the men do it this way it could've saved lives. A disadvantage is something could've happen and you may not see which is unsafe.

(Total for Question 14 = 8 marks)

Summary

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

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

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