

L2 Lead Examiner Report 1806



June 2018

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

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

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications website at <http://qualifications.pearson.com/en/home.html> for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at <http://qualifications.pearson.com/en/contact-us.html>

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson. Their contact details can be found on this link:

<http://qualifications.pearson.com/en/support/support-for-you/teachers.html>

You can also use our online Ask the Expert service at <https://www.edexcelonline.com>
You will need an Edexcel Online username and password to access this service.

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your learners at: www.pearson.com/uk

June 2018

Publications Code 20537G_1806_ER

All the material in this publication is copyright

© Pearson Education Ltd 2018

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, 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	14	21	28	36

Introduction

This was the fourth summer series for this examination and it is good to see 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. 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 this series it was good to see that some of the key concepts of citizenship, such as the qualities of a good citizen were well understood by the learners. This was also the case with regard to the principles of the Human Rights Act, 1998, and a good understanding of key terms was evident.

Centres need to remind learners that when asked about the individual rights of service users, the type of rights listed in the specification should be given and not Human Rights such as Right to Life, etc.

Centres do need to continue to remind learners to fully read and understand the introduction to the question, as well as the question itself. It is a key part of the question, and often puts the question into context, so as in the case of Q2, the stem to the question used the terms 'dignity' and 'without discrimination' in relation to service users. This provided the focus of the question to relate to the rights of public service users, and not human rights. Additionally, when asked to name a public service learners should be reminded that job roles such as paramedics and police officers, or grouping such as emergency services, should not be given.

It was good to see that with each passing series, learners are becoming more able to draw their answers from the specification. This was particularly evident with question 7, in which they were asked to give two ways in which public services improve the lives of individuals. There were also some excellent responses in the extended and open response questions where learners had applied their knowledge.

Most learners appear to understand the different rights and responsibilities of public service employers, employees and service users, but there are still a significant number of learners who still seem confused over the difference between the three groupings.

It was good to see that there was a further improvement in how learners responded to the describe/explain questions, so centres need to consolidate this for future series.

Individual Questions

Q1

This was a question worth one mark in which the learners were asked to identify that being offered legal representation was an appropriate form of treatment for someone being held in prison. In most cases learners identified the correct response, with very few being unable to correctly identify it.

1 Individuals being held in custody have the right to humane treatment.

Identify which **one** of the following is a suitable treatment in prison.

- A** receiving corporal punishment
- B** being tortured during detention
- C** subjected to capital punishment
- D** being offered legal representation

(Total for Question 1 = 1 mark)

1 mark

Q2

This was a two mark question in which the learners were asked to state two individual rights of public service users. They had been given 'being treated with dignity' and 'without discrimination' in the question, which are public service users' rights as listed in the specification. Common answers that were expected and awarded marks included access to high quality services, confidentiality, consent and individual choice in relation to public services. It must be remembered that questions of this type, i.e. where the rights of individual **service users** is needed, the response should not relate to the general human rights principles.

Answers that did not gain marks were generally answers such as 'not discriminating' and in most cases giving answers relating to the principles of the Human Rights Act, such as being given a fair trial. Learners should be reminded to read a question fully before answering it.

Examples of responses that received two marks;

2 Being treated with dignity and without discrimination are individual rights of public service users.

State **two other** individual rights of public service users.

1 The user have the right to consent for a treatment

2 Other right is to access high quality services without being discriminated.

2 Being treated with dignity and without discrimination are individual rights of public service users.

State **two other** individual rights of public service users.

1 Right to high quality services

2 Right to confidentiality when dealing with personal information/materials

2 marks

The following responses were not awarded marks as the responses were articles of the Human Rights Act and do not relate specifically to public service users and therefore considered too generic, or, an answer was given in the question.

2 Being treated with dignity and without discrimination are individual rights of public service users.

State **two other** individual rights of public service users.

1 Right to a fair trial.

0 marks

2 Being treated with dignity and without discrimination are individual rights of public service users.

State **two other** individual rights of public service users.

1 NOT to be discriminated against as it is against the law.

2 A right to education.

0 marks

Q3

This question asked the learners to state two qualities of good citizenship. It was anticipated that the majority of learners would answer by giving qualities such as being respectful, volunteering, voting and engaging in community activities. Other good answers given included challenging injustice, respecting the environment and donating to charity.

This question was well answered with a high number of learners naming at least one, and significantly more learners giving two characteristics and gaining both marks.

In this first example, the learner gained 1 mark for stating that volunteering is a quality of good citizenship. They did not gain the second mark for 'not discriminating against people from different country or origin' as that is against the law and was given in the question.

3 One quality of good citizenship is obeying the law.

State **two other** qualities of good citizenship.

1 Volunteering in your community such as the Mountain Rescue

2 Not discriminating against people for different country or origins

1 mark

Examples of responses that received two marks;

3 One quality of good citizenship is obeying the law.

State **two other** qualities of good citizenship.

1 voting in elections.

2 Supporting warable people.

2 marks

3 One quality of good citizenship is obeying the law.

State **two other** qualities of good citizenship.

1 Volunteering for community

2 Challenging against injustice

2 marks

Q4

This was a question worth two marks. Learners were asked to give two ways that public service organisations use technology in surveillance. The majority of learners gave the expected answers of CCTV (closed circuit television) and ANPR (automatic number plate recognition).

Other learners gave more detailed and interesting responses which were equally credible and correct. These included body cameras, drones and monitoring phone calls and e-mails.

Examples of responses that received two marks;

4 Give **two** ways that public service organisations use technology in surveillance.

1 Closed Circuit television (cctv) is used to catch criminal activity.

2 Drones are used to spy on enemy operations to prevent attacks.

(Total for Question 4 = 2 marks)

2 marks

4 Give **two** ways that public service organisations use technology in surveillance.

- 1 use cameras to watch suspicious people or determine a crime.
- 2 ~~use~~ Recording mobile phones' calls which can help to find a criminal or give important information.

(Total for Question 4 = 2 marks)

2 marks

In the following example no marks were awarded as neither response relate to ways that public service organisations use technology in surveillance.

4 Give **two** ways that public service organisations use technology in surveillance.

- 1 to prevent ~~and~~ any type of danger to the society from any other country
- 2 also to protect the country.

0 marks

Q5

This question asked the learners to state two ways that the need for equal opportunities has affected public services. This question was expected to bring responses that included having a more diverse workforce, approaches to anti-discrimination and the costs of implementing equal opportunities. Most learners could give at least one correct way in which the need for equal opportunities has affected public services.

Examples of responses that received two marks;

5 State **two** ways that the need for equal opportunities has affected public services.

- 1 By hiring more people of different faces and religions makes the public services like the police more diverse.
- 2 The public services may need to change certain things for other religions. For example ~~to~~ muslims ^{must} wear hijabs so the police may need to change their uniform policy.

(Total for Question 5 = 2 marks)

2 marks

5 State **two** ways that the need for equal opportunities has affected public services.

1 There are more different ethnic groups inside the public services

2 equal pay

(Total for Question 5 = 2 marks)

2 marks

This is a typical example of where the learner had no understanding of the term equal opportunities and how it has affected public services, resulting in no marks being awarded.

5 State **two** ways that the need for equal opportunities has affected public services.

1 Struggling struggling to get staff.

2 not enough spaces for people to join.

(Total for Question 5 = 2 marks)

0 marks

Q6

This question asked the learners to state two ways that the armed services protect citizens. This question was expected to bring responses that included defending the country from attack, providing security at major national events such as the Olympic Games and providing support to other public services at times of national emergency, which were the type of responses produced by most learners.

Examples of responses that received two marks;

6 State **two** ways that the armed services protect citizens.

1 By going of to other countries where a war has broken out to protect us.

2 By filling in - when other services are to go on strike.

(Total for Question 6 = 2 marks)

2 marks

6 State **two** ways that the armed services protect citizens.

- 1 They protect them by being overseas and providing a barrier between enemies and the UK.
- 2 They provide support to the emergency services for example in a natural disaster.

(Total for Question 6 = 2 marks)

2 marks

This question used the term armed services, which within this qualification does not include the police service as they are classified as an emergency service. Unfortunately, a number of learners provided answers that clearly related to the police service. So in the case of the example below, which clearly relates to the traditional policing, no marks were given.

6 State **two** ways that the armed services protect citizens.

- 1 Police officers are being situated in areas with high crime in order to reduce it.
- 2 The NHS supply doctors, hospitals, A+E and walk in centres.

0 marks

Q7

This question asked the learners to give two ways that public services improve the lives of individuals. It was anticipated that factors listed in the specification such as increased life expectancy, reduced infant mortality rates and reduction in crime levels would feature, and this proved to be the case for the majority of learners, with most being able to give at least one correct response.

Examples of responses that received two marks;

7 Give **two** ways that public services improve the lives of individuals.

- 1 ~~extend~~ increase life expectancies
- 2 Reduce crime rates

2 marks

7 Give **two** ways that public services improve the lives of individuals.

- 1 by making certain areas a better place by reducing crime rates.
- 2 by ensuring that everybody has good health by providing free NHS treatment

2 marks

In this example no marks were awarded as neither response relates to a way in which public services improve the lives of individuals.

7 Give **two** ways that public services improve the lives of individuals.

- 1 education
- 2 Healthcare

0 marks

Q8

This question asked the learners to identify one service, other than education that improves the quality of life for citizens. It was expected that learners would give the NHS and this proved to be the case, although the significant majority of learners correctly named a relevant service.

Examples of responses that received one mark;

8 Education services aim to improve the quality of life for citizens.

Identify **one** other service whose main role is to improve the quality of life for citizens.

The NHS is a free health care system to help improve the quality of life for citizens.

(Total for Question 8 = 1 mark)

1 mark

8 Education services aim to improve the quality of life for citizens.

Identify **one** other service whose main role is to improve the quality of life for citizens.

Social Services

1 mark

In the following examples no marks were awarded as the answers given were service groupings and job roles.

8 Education services aim to improve the quality of life for citizens.

Identify **one** other service whose main role is to improve the quality of life for citizens.

emergency Services

0 marks

8 Education services aim to improve the quality of life for citizens.

Identify **one** other service whose main role is to improve the quality of life for citizens.

Teachers

0 marks

Q9

In this question the learners were asked to describe one way that the police service support the right of a citizen to not be a victim of crime, such as patrolling areas and in so doing deterring criminal behaviour / activity. A number of learners focused on how the service supports victims of crime or those accused of it, so were unfortunately not awarded marks.

Popular answers included patrolling areas in order to reduce criminal activity and arresting those suspected of committing a crime.

Examples of responses that received two marks;

9 Citizens have a right not to be victims of crime.

Describe **one** way that the police service supports this right.

The police support this by implementing crime prevention advice to members of the public, in order for them to be educated and know how to spot signs of potential crime.

2 marks

9 Citizens have a right not to be victims of crime.

Describe **one** way that the police service supports this right.

The way the police prevent crime from happening is by putting things in place such as amnesty boxes this would allow people of the public to drop in any illegal things in at the police station anonymously.

2 marks

The examples below were typical of a number of learners whose answer focused on the offender and victim of crime, and not preventing criminal activity.

9 Citizens have a right not to be victims of crime.

Describe **one** way that the police service supports this right.

by letting them know their rights and tell them what they might be getting convicted on.

0 marks

9 Citizens have a right not to be victims of crime.

Describe **one** way that the police service supports this right.

they provide victim support who help ~~get~~ victims with their problem.

0 marks

Q10

The learners were given two key principles of the Human Rights Act 1998, the right to life and the right to private life and family. This question asked the learners to state two other principles of the Act. A significant number of learners could give two correct examples, with very few being unable to give any.

Example of responses that received two marks;

10 Principles of the Human Rights Act 1998 include the right to life and the right to private life and family.

State **two other** principles of the Human Rights Act 1998.

1 the right to freedom of speech

2 the right to an education.

2 marks

10 Principles of the Human Rights Act 1998 include the right to life and the right to private life and family.

State **two other** principles of the Human Rights Act 1998.

1 Right to marriage

2 Right to fair trial

2 marks

In the following example, this learner failed to gain a second mark by not fully reading the question. Unfortunately, this was not an isolated case, so learners need to ensure that they avoid this sort of error.

10 Principles of the Human Rights Act 1998 include the right to life and the right to private life and family.

State **two other** principles of the Human Rights Act 1998.

1 Right to life

2 Right to fair trial

1 mark

Q11

The learners were told that one responsibility of public service employees was to follow anti-discrimination policies. The question asked them to state two other responsibilities of public service employees such as maintaining professional standards, following anti-bullying and harassment policies and promoting diversity. Generally, learners who could give one responsibility, gave two right answers.

An example of a response that received two marks;

11 One responsibility of public service employees is to follow anti-discrimination policies.

State **two other** responsibilities of public service employees.

- 1 Follow anti-bullying policies
- 2 Follow health and safety policies.

2 marks

In the following example the learner gained one mark for the first response. No marks were given for their second response as that was given in the question.

11 One responsibility of public service employees is to follow anti-discrimination policies.

State **two other** responsibilities of public service employees.

- 1 To follow all ~~health~~ health and safety regulations.
- 2 To not judge someone on their ability just because of their gender.

(Total for Question 11 = 2 marks)

1 mark

In this next example it is clear that the learner gave answers relating to the responsibilities of the employer and not the employee.

11 One responsibility of public service employees is to follow anti-discrimination policies.

State **two other** responsibilities of public service employees.

- 1 provide training.
- 2 provide PPE

0 marks

Q12

This question was generally well answered. The learners were asked to explain why it is important for citizens to vote in elections. Answers such as it gives people the chance to decide how the country is governed were expected and given.

In these first responses learners had identified a valid reason, but not provided sufficient development for the second mark to be awarded.

Examples of responses that received one mark;

12 Explain **one** reason why it is important for citizens to vote in elections.

It is important for citizens to vote as they are expressing and using their right to vote.

(Total for Question 12 = 2 marks)

1 mark

12 Explain **one** reason why it is important for citizens to vote in elections.

Because this makes you a good citizen for taking part in an activity such as a election.

(Total for Question 12 = 2 marks)

1 mark

In these next examples there is sufficient development and both marks were awarded.

Examples of responses that received two marks;

12 Explain **one** reason why it is important for citizens to vote in elections.

It is important for citizens to vote in elections as their individual vote could make an impact on what is elected. If they vote for what they believe in and they have their own say on what they want, it would result in better quality of life.

(Total for Question 12 = 2 marks)

2 marks

12 Explain **one** reason why it is important for citizens to vote in elections.

So that people can choose what ~~government~~ government will be in charge of a country.

(Total for Question 12 = 2 marks)

2 marks

This example is a typical response of where the question was completely misunderstood.

12 Explain **one** reason why it is important for citizens to vote in elections.

To show that they are from the United Kingdom from either place of birth, family membership and residency.

(Total for Question 12 = 2 marks)

0 marks

Q13

In this question the learners were told that one responsibility of a public service user is to participate in a review of their entitlement to public service provision. The learners were asked to give two further responsibilities of public service users.

It was anticipated that most answers would be recalled straight from the specification. This indeed was the case, as few offered answers not stated in the specification. However, very few learners managed to recall more than one correct answer.

Examples of responses that received two marks;

13 One responsibility of a public service user is to participate in a review of their entitlement to public service provision.

Give **two other** responsibilities of public service users.

1 supply accurate information

2 Don't discriminate against workers.

2 marks

13 One responsibility of a public service user is to participate in a review of their entitlement to public service provision.

Give **two other** responsibilities of public service users.

1 give correct information to the services they are using

2 treat the public services with respect and not abuse public service staff.

2 marks

A significant number of learners stated the rights of public service users and not their responsibilities or the responsibilities of the service as opposed to the service user.

Examples of responses that received zero marks;

13 One responsibility of a public service user is to participate in a review of their entitlement to public service provision.

Give **two other** responsibilities of public service users.

1 being treated with dignity

2 being treated with out discrimination.

0 marks

13 One responsibility of a public service user is to participate in a review of their entitlement to public service provision.

Give **two other** responsibilities of public service users.

1. The Ambulance have an responsibility to treat and save the lives of the public when they are in ~~at~~ a critical position.
2. The Police Service have an responsibility to protect the public from crimes and from certain social behaviours.

0 marks

Q14

This question asked the learners to describe one way that **social welfare services** meet the needs of a diverse society. It was expected that answers would include examples of the way that they support looked after children, elderly and individuals with mental health and physical needs.

The majority of learners did not relate their answers to social welfare services, instead providing generic responses that are more applicable to public services as a whole rather than the specific service.

Examples of responses that received two marks;

14 Describe **one** way that social welfare services meet the needs of a diverse society.

They can help kids get away from disfunctional families and set them on the right path

2 marks

14 Describe **one** way that social welfare services meet the needs of a diverse society.

respecting disabled men and women by providing carers or installing adjustments to the disabled persons home for easier access.

2 marks

The next examples 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 social welfare services, no marks were awarded.

14 Describe **one** way that social welfare services meet the needs of a diverse society.

They meet the needs of a diverse society by providing good quality of services

0 marks

14 Describe **one** way that social welfare services meet the needs of a diverse society.

Employing staff from different backgrounds to help meet the needs of the public

0 marks

Q15(a)

This was a 2 mark question in which the learners were asked to state two approaches to reduce discrimination used by public service organisations. It was expected that the learners would be able to give answers direct from the specification such as awareness training, having a diverse workforce, equal pay, grievance procedures and enabling whistle-blowing. The majority of learners could not state one approach.

Examples of responses that received two marks;

15 One Chief Constable was quoted as being in favour of using positive discrimination.

(a) State **two other** anti-discrimination approaches used by public service organisations.

(2)

1 They educate ~~the~~ ~~the~~ people on ~~the~~ discrimination

2 Get people from different races/religion to join to have a diverse workforce

2 marks

15 One Chief Constable was quoted as being in favour of using positive discrimination.

(a) State **two other** anti-discrimination approaches used by public service organisations.

(2)

1 give people equal opportunities

2 be more diverse

2 marks

In this next example no marks were awarded as the learner made two statements that do not relate to an approach. If they had qualified either statement by stating 'not discriminating on the grounds of age / sexual orientation when employing people' a mark would have been given.

15 One Chief Constable was quoted as being in favour of using positive discrimination.

(a) State **two other** anti-discrimination approaches used by public service organisations.

(2)

1 Someones age

2 Someones sexuality

0 marks

Q15(b)

This question asked the learners to explain the meaning of the term prejudice, and it was generally well answered.

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 the meaning of the term prejudice.

(2)

when some one is being bias towards some thing or some one.

1 mark

The following answers were developed and gained both available marks.

Examples of responses that received two marks;

(b) Explain the meaning of the term prejudice.

(2)

The term means to judge someone before you meet them. You are pre-judging them. or before you get to know them. You judge them purely by what you see about their outer characteristics.

2 marks

(b) Explain the meaning of the term prejudice.

(2)

Prejudice is when you judge someone on their looks @ gender face without actually talking to them or knowing them

2 marks

In this final example for this question, no marks were given as this learner had little or no understanding of the term.

(b) Explain the meaning of the term prejudice.

(2)

to be on board with something

0 marks

Q16

This question asked the learners to explain one reason why it is important for public service employers to enable whistleblowing. It was expected that answers would include reasons such as enabling the employers to resolve any inappropriate or illegal practices in the workplace and their reputation would be improved if inappropriate practices were stopped, rather than ignored.

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

16 Explain **one** reason why it is important for public service employers to enable whistleblowing.

So that they know if anything bad is happening like if someone is getting abused.

1 mark

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

Examples of responses that received two marks;

16 Explain **one** reason why it is important for public service employers to enable whistleblowing.

Employers may need to report certain situations to a senior member as it may be affecting their quality of life in the workplace.

(Total for Question 16 = 2 marks)

2 marks

16 Explain **one** reason why it is important for public service employers to enable whistleblowing.

It gives the employees a chance to report any disclosure anonymously therefore, they feel safer in the working environment.

2 marks

In the following example the learners gained no marks as their responses did not relate to the use of whistleblowing in the context of this unit.

16 Explain **one** reason why it is important for public service employers to enable whistleblowing.

to know when to ~~stop so that they~~ ^{get called out} to a job so that they can respond to the incident fastly and efficient.

0 marks

Q17

In this question the learners were asked to describe one way that public service employees meet their professional responsibilities. Anticipated answers were expected to include not letting their personal opinion influence their judgement, maintaining their skills / expertise and ensuring that they follow policies and procedures in the workplace. This question was generally well answered with most learners being able to identify a way in which a public service employee meets their professional responsibilities.

In this first example they had identified a valid way, but have not sufficiently developed their answer to gain the second mark.

17 Describe **one** way that public service employees meet their professional responsibilities.

public services employees meet their professional responsibilities by always training hard

1 mark

In this next example, there is development, so the second mark was awarded.

An example of a response that received two marks;

17 Describe **one** way that public service employees meet their professional responsibilities.

by personal improvement. Going on courses in which you can harness your skills as a employee. Also by sticking to procedures.

2 marks

In this next example it is clear from the response that the learner has misunderstood the question. The answer relates more to the employer / service responsibility and not on the responsibilities of the employee / individual

17 Describe **one** way that public service employees meet their professional responsibilities.

One way is by setting policies and standards. By doing this, it allows the service to work towards them, in order to carry out the responsibilities.

0 marks

Q18(a)

This was the first of a pair of questions focused on changes in society. The first question, worth four marks, asked the learners to explain two ways that immigration may affect society. Expected answers included increases in the level of immigration could affect employment, housing and demand for public services, whereas reduced immigration levels could result in skills and labour shortages.

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

Examples of responses that received four marks;

18 (a) Explain **two** ways that levels of immigration may affect society.

(4)

1 more people in the country, not enough houses for people to live in resulting in people being on the streets.

2 more less jobs available so people will find it harder to make a living

4 marks

18 (a) Explain **two** ways that levels of immigration may affect society.

1. The positive of immigration is that jobs that ⁽⁴⁾ unwanted can be taken by those who need like the NHS needing more doctors or nurse.

2. The negative is that some right wing parties may use this to spread negative things about immigrants so the public start to believing that's to true

4 marks

In this next example three marks were awarded. The first response was given two marks for recognising there could be increased tension, which could lead to civil unrest. In the second response one mark was given for recognising that funding would be needed for increased housing.

18 (a) Explain **two** ways that levels of immigration may affect society.

1. There will be a lot of hatred between two different religions which could lead to riots

2. More funding will need to go into house building more house for everyone

3 marks

In this next answer one mark for each response was given, as neither point had been sufficiently extended to gain the second mark. In the first response the mark was given for increased demand for public services and in the second response the mark was given for the potential impact on employment.

18 (a) Explain **two** ways that levels of immigration may affect society.

(4)

1 Public services will have to work harder because of the level of immigration.

2 there will be less jobs going around for people.

2 marks

In the final example for this question, no marks were awarded as the learner has not answered the question.

18 (a) Explain **two** ways that levels of immigration may affect society.

(4)

1 There might be an increase in living wages

0 marks

Q18(b)

This question asked the learners to explain two ways that public services have adapted their service delivery as a result of changes in society. Answers were expected to relate to the services having a more diverse workforce in order to reflect the society that they serve and changes as a result of the growth in the use of ICT / social media.

Here, in this next example the learner produced responses that showed a good understanding of the question and two good examples, both with a solid extension to the point to gain all four maximum marks.

An example of a response that received four marks;

(b) Explain **two** ways that public services have adapted their service delivery as a result of changes in society.

(4)

1. The NHS and Hospitals now use computers to make documentation easier. This helps them to see their patients record and how they should treat them and what kind of service they should provide to them.

2. The armed services now accept people from different backgrounds as long as they had undergone naturalisation, to be in the army since diversity level is rising massively. It shows transparency in the armed services and shows that there is no discrimination.

4 marks

In this next example the learner gained two marks as a valid way was identified and adequately extended.

(b) Explain **two** ways that public services have adapted their service delivery as a result of changes in society.

(4)

1. Started employing more people of different ethnic and religious backgrounds to bridge the gap between the services and society.

2 marks

In this next example a single mark was awarded as the learner had given a valid answer, but there was insufficient development to warrant the awarding of the second mark.

(b) Explain **two** ways that public services have adapted their service delivery as a result of changes in society.

(4)

1. The public service has become more diverse and equal.

1 mark

In the remaining examples for this question no marks were awarded. This is because none of the responses related to ways that public services have had to adapt their service delivery.

(b) Explain **two** ways that public services have adapted their service delivery as a result of changes in society.

(4)

1. one way would be the amount of ~~beats~~ force emergency calls they receive, this will cost services money.

2. another way would be the ~~features~~ ~~and~~ ~~amount~~ increase of crime is rising.

0 marks

(b) Explain **two** ways that public services have adapted their service delivery as a result of changes in society.

(4)

1. Without police there would be crime everywhere.

2. Without local authority, our cities would be a mess.

0 marks

Q19

The last question in the examination asked the learners to discuss the impact on public services in ensuring that the rights of individual service users are met. The question was an extended writing question worth up to a maximum of eight marks. Most learners kept their responses to services in general, with some using specific services as examples to illustrate their answers.

Two marks were awarded for this response in which the learner talks about the impact on the reputation of the service by providing high quality services and not discriminating. There is some limited development, but this is still very much a clear level 1 response.

19 Individuals expect to have their rights respected and met when they access public services. This can range from being able to access high quality services, to being treated without discrimination and with dignity.

Public services need to ensure the rights of individual service users are met. Discuss how this impacts on public services

If the public services treat the individuals with high quality services then their reputation on public services as well as the feedbacks from citizens are going to be great. It does not only make them happy as individuals and it gives the public services a good image based on the service they provide.

If the public services manage to treat people without ~~not~~ discriminating them, then they are not going to gain bad feedback based on the service provided and not only the public services are not going to be treated with discriminant based either on their race, colour, religion so this makes everyone equal.

2 marks

This next answer is a typical example of a level 2 answer. In this instance the learner gained 4 marks. It is clearly a more developed response in which they recognise the impact of not ensuring an individual's rights are not met. In the first instance it could result in court cases and the subsequent damage to their reputation. The payment of damages and fines could reduce the money available for service provision. They have also spoken about the need for training and consequences of not having a suitably trained workforce.

19 Individuals expect to have their rights respected and met when they access public services. This can range from being able to access high quality services, to being treated without discrimination and with dignity.

Public services need to ensure the rights of individual service users are met. Discuss how this impacts on public services.

If the rights of public service users aren't met, it could lead to court cases against specific public services, this could make them look bad as the end they want ~~is~~ to keep that they can't lose them. Another way this impacts the public services is that the services have to spend more and more money on certain things to make sure they meet the rights of users. This can impact the services because this money could be spent elsewhere.

Another way this impacts the public services is employees have to take extra precaution when handling with their customers to make sure their rights are being met. If an employee isn't trained properly they could accidentally void a right of a user and get in big trouble with their employer. The employer would then look bad as they haven't trained their employees properly and taught them about customers rights.

4 mark

In this final example the learner gained 6 marks, so was at the top of the second mark band. The answer is well developed with the learner focused on both the negative aspects such as the cost and that with the increase in reputation that delivering high quality services will come increased demand, which will in turn add pressure to the service. The learner has also used language and terms that indicate a good understanding of the qualification.

19 Individuals expect to have their rights respected and met when they access public services. This can range from being able to access high quality services, to being treated without discrimination and with dignity.

Public services need to ensure the rights of individual service users are met. Discuss how this impacts on public services.

Making sure that the rights of individuals are always implied and are met is crucial. One positive about meeting the users rights is that it provides a good reputation for the service as the user will be happy with the service that they have been giving and could possibly result in them using the service again. However the downside to this is that the services will be used more regularly which puts pressure on the public service to meet the rights as well as maintaining a professional standard throughout the whole service providing process. One negative for the public services being required to meet the users rights is that the overall cost of the case could dramatically increase. Public service employees are paid to do their jobs. If the case they are working on requires more people, more/better equipment it will cost the public service a lot of money to make sure that these types of things become available to all.

employees. Now because it is crucial that the users rights are met such as the right to access a 'high quality' service, the service has to make these items accessible if they required. A positive to this however is that everybody has the same equal service and equal ability to access the public services. Also another positive is if the public services can always ensure that they meet the needs needs of the user, it will result in the user being happy with the service they have ~~being~~ been provided with and it could also ~~make~~ make them sure that they had to the best service available delivered and given to them throughout the whole process. An Another negative to this is that the user could possibly always believe they are right no matter what and if they do, the public service will have to agree with the user until a certain point where it becomes to dangerous. Another disadvantage is that if the user is disrespectful to the service employee, the employee who still have to deliver the service to the correct standard.

(Total for Question 19 = 8 marks)

TOTAL FOR PAPER = 50 MARKS

6 marks

Summary

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

- 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.
- 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.
- 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 and do not repeat examples given in the stem
- Ensure learners are aware of the difference between public service users, employees and employers
- 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](#).

For more information on Pearson qualifications, please visit
<http://qualifications.pearson.com/en/home.html>

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual




Llywodraeth Cymru
Welsh Assembly Government

