



June 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	12	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.

The link to the specification and other external assessment material can be located [here](#).

Introduction to the Overall Performance of the Unit

This was the seventh 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 public services to the correct grouping. Most learners were able to correctly match Cancer Research with the voluntary sector, therefore gaining one mark. Some learners were also able to correctly match the Ministry of Defence with central government, therefore gaining the full two marks. However, many learners incorrectly matched the Ministry of Defence with the Armed Forces grouping and so were not able to gain the full marks available.

Centres are encouraged to share the specification with learners so that they are familiar with the terminology used regarding groupings.

In addition some learners did not gain any marks where they drew too many lines, indicating too many answers, therefore scoring zero marks. Learners should be reminded to read the question thoroughly, the question required them to match the public service with the group in which it sits, and therefore there should only be one line drawn for each public service not multiple lines. 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.

Example of response that received two marks;

Answer ALL questions.

1 Public services can be grouped by the type of work they do.
Draw a line to match each public service to the correct grouping.

Public service	Grouping
Ministry of Defence	Central government
	Local government
	Armed services
	Voluntary sector
Cancer Research	Emergency services

(Total for Question 1 = 2 marks)

2 marks

Example of response that received 0 marks;

Answer ALL questions.

1 Public services can be grouped by the type of work they do.
Draw a line to match each public service to the correct grouping.

Public service	Grouping
Ministry of Defence	Central government
	Local government
	Armed services
	Voluntary sector
Cancer Research	Emergency services

(Total for Question 1 = 2 marks)

0 marks

Q2

Q2 requires learners to name two countries where the RAF has worked to protect the UK and its interests. Most learners were able to score full marks showing a good understanding of the countries in which the RAF have worked. The most common correct answers were 'Afghanistan', 'Syria' and 'Iraq'. Credit was not awarded for answers that are continents, cities, counties etc., such as 'America' or 'Africa'.

Example of response that received two marks;

2 One role of the Royal Air Force (RAF) is to protect the UK and its interests.
Name **two** countries where the RAF has worked to protect the UK and its interests.

1. Afghanistan

2. Syria

(Total for Question 2 = 2 marks)

2 marks

Example of response that received 0 marks;

2 One role of the Royal Air Force (RAF) is to protect the UK and its interests.
Name **two** countries where the RAF has worked to protect the UK and its interests.

1. It worked at the London bombings.

2. works at Manchester terrorist attack.

(Total for Question 2 = 2 marks)

0 marks

The response above is an example of a response that does not answer the actual question asked. The learner has given the names of cities not countries and therefore gaining zero marks. Learners should be reminded to read all questions thoroughly to be sure they fully understand what the question is asking.

Q3

Q3 Requires learners to list **two ways** that voluntary organisations are funded, not the source of the funding. As such answers referring to the source of funding such as 'government', 'individuals' or 'public' are incorrect and gained no marks, as they are the source not the way/method of funding. To gain the mark for these sources of funding learners would need to put the way/method of funding e.g. 'government grants', 'fundraising events' or 'donations' as these are the way/method. 'Government' and 'charity' were common incorrect answers. The most common correct answers referred to 'fundraising' and 'donations'.

Example of response that received two marks;

3 Voluntary and third sector organisations are funded in a range of ways.
List **two** ways that voluntary and third sector organisations are funded.

- 1 Fundraising - Events organised where people will donate money, like fun runs.
- 2 A grant from the government.

(Total for Question 3 = 2 marks)

2 marks

Example of response that received 0 marks;

3 Voluntary and third sector organisations are funded in a range of ways.
List **two** ways that voluntary and third sector organisations are funded.

- 1 By the Government
- 2 By Charities.

(Total for Question 3 = 2 marks)

0 marks

Q4a

Q4a requires learners to identify two services provided by local authorities. Some learners were able to gain full marks showing a good understanding of the services provided by local authorities, however some learners seem to have been confused by the word authority. Many learners gave incorrect answers such as the Police or Fire and

Rescue, it is unclear if this is because they made the link to the word authority and were referring to the police and fire and rescue authorities (therefore misunderstanding the question referred to Local Authorities i.e. councils) or if they made the link to them being partly funded by council tax. The police and fire and rescue authorities are no longer in existence and were not provided by the LA, and although funding does come from the LA through council tax, the LA does not provide police or fire and rescue services. Centres are encouraged to share the specification with learners so that they are familiar with the terminology used.

Example of response that received two marks;

4 The purpose of local authorities is to 'provide public services to a specific geographical area'.

(a) Identify **two** different services provided by local authorities. (2)

1 Education

2 health environmental health

2 marks

Example of response that received 0 marks;

4 The purpose of local authorities is to 'provide public services to a specific geographical area'.

(a) Identify **two** different services provided by local authorities. (2)

1 walk-in-Centre

2 dental access

0 marks

The response above is an example of an incorrect response, the health care services listed by the learner are provided by the NHS, not local authorities. Learners should be reminded to read all questions thoroughly to be sure they fully understand what the question is asking.

Q4b

Q4b requires learners to name one type of local authority. Some learners were able to correctly identify types of local authorities, with most common answers referring to; 'city councils' and 'county councils'. However, many learners simply put the word 'council' and so were not able to gain credit as they had not specified which type of council, which the question specifically asked for. In addition, some learners responded with services provided by the local authority such as 'social housing' instead of the names of types of authorities and so were unable to gain credit. Credit was given to learners who referred to the name of specific local councils.

Centres are encouraged to share the specification with learners so that they are familiar with the terminology used.

Example of response that received 1 mark;

(b) Name one type of local authority.	(1)
Town council	
(Total for Question 4 = 3 marks)	

1 marks

Example of response that received 0 marks;

(b) Name one type of local authority.	(1)
One type of local authority is the council.	
(Total for Question 4 = 3 marks)	

0 marks

Q5a

Q5a requires learners to identify one disadvantage of partnerships working for public services, generally this question was answered well, and most learners were able to gain the maximum marks available. The most common correct answers referred to problems with communication, working as a team and disagreements.

Example of response that received 1 mark;

5 Public services are often delivered through partnerships where one public service takes the lead on its delivery.

(a) Identify **one** disadvantage of partnerships working for public services.

(1)

~~Costs can be shared. Government~~
It's too expensive to set up.

1 marks

Example of response that received 0 mark;

5 Public services are often delivered through partnerships where one public service takes the lead on its delivery.

(a) Identify **one** disadvantage of partnerships working for public services.

(1)

Unorganised

0 marks

The response above is an example of an incorrect response, 'unorganised' is too vague, the candidate would need to identify why partnerships could be unorganised to gain credit for this response.

Q5b

Q5b asks learners to explain two advantages of a partnership delivery model. There was one mark for each valid advantage, up to a maximum of two marks and one further mark for each to explain said advantage. Generally this was answered well, with most students being able to give two valid advantages, the most common correct answers referring to 'costs being shared', 'allowing services to deal with the incident quicker or more effectively' and 'sharing of workload at an incident'. However, some learners struggled to explain their response to gain the explanation marks available. This could be an area that centres wish to focus on more for delivery/revision.

Example of a response that received four marks;

(b) Explain **two** advantages of a partnership delivery model. (4)

- 1 Shared Knowledge - in partnerships other will know more about a service than another so they are able to communicate and share information
- 2 Cost effective - less money will be spent due to partnerships. They can share resources and actually consider what they are spending their money on.

4 marks

The above response scored one mark for shared knowledge, gaining the second mark by explaining that within the partnership some service may know more and can share that information. For the second response they scored one mark for identifying it can be cost effective and the second mark for explaining the reason why it can be cost effective i.e. they can share resources.

Example of a response that received two marks;

(b) Explain **two** advantages of a partnership delivery model. (4)

- 1 Working in partnership allows good communication, focus and friendship on service
- 2 If ~~they~~ there is a big scale accident one may treat the injured and another would keep the public away.

2 marks

The above response scored one mark for each response, gaining a total of two marks. For the first response good communication in partnership, they gave no explanation as to why this in the case or why it is an advantage, therefore one mark only awarded. For

the second response the learner refers to distribution of roles/workload is shared, again there is no explanation so one mark only awarded.

Example of a response that received zero marks;

(b) Explain **two** advantages of a partnership delivery model.

1. won't have to pay more taxes⁽⁴⁾

2.

0 marks

Q6

This question was answered well by some learners, but some did struggle as they were not able to give a **way** that medical care was provided. They either gave vague answers such as 'provide help', 'provide assistance or repeated the question such as 'give medical help'.

Most common correct answers referred to 'first aid', 'securing the scene' or 'providing treatment in the ambulance on the way to the hospital'. Marks were awarded where learners gave examples of ways that public services worked together to provide medical assistance such as 'the police make it safe for the paramedics to enter the scene to treat the wounded' or 'the fire service and police can help to move the casualty with the ambulance service to get them safely off to hospital'.

Learners should be reminded to read all questions thoroughly to be sure they fully understand what the question is asking.

Example of a response that received two marks;

6 State **two** different ways that public services provide emergency medical care when working together at an incident.

1. ~~First~~ First Aid to those with minor injuries

2. Triage patients in order of severity.

2 marks

Example of a response that received one mark;

6 State two different ways that public services provide emergency medical care when working together at an incident.

1 They discover the injuries, then they provide the right medical assistance to the victim.

2

(Total for Question 6 = 2 marks)

1 mark

The above response gained one mark for discovering the injuries as this refers to assessing the injuries. However, the second part of the response 'provide medical assistance' is too vague, this is not a way that medical assistance is provided and thus did not gain any marks.

Example of a response that received zero marks;

6 State two different ways that public services provide emergency medical care when working together at an incident.

1 By communicating with each other.

2 Bringing the equipment needed for the individual.

0 marks

Q7a

Q7a is a two mark question which requires learners to name two statutory public 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 statutory services with the most common correct answers being 'fire service', 'police' or 'army'.

However many learners gave incorrect answers that referred to the name of the groupings, government departments or job roles such as 'armed services', 'MOD' or 'paramedic' – the question required the name of statutory public services therefore credit was not awarded as these are not the name of the service.

In addition, some learners did not read the question fully and gave answers to referred to non-statutory services such as the 'RNLI' or 'mountain rescue'. Learners should be reminded to read all questions thoroughly to be sure they fully understand what the question is asking.

Example of a response that received two marks;

7	(a) Name two statutory public services.	(2)
1	The police service	
2	The fire and rescue service	

2 marks

Example of a response that received zero marks;

7	(a) Name two statutory public services.	(2)
1	Teacher	
2	social worker	

0 marks

The above response refers to job roles not the name of statutory services and therefore gained zero marks.

Q7b

Q7b is a two mark question which requires learners to give two ways 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 correct responses referred to government funding such as 'VAT', 'income tax' and 'government grants'.

Example of a response that received two marks;

(b) Give **two** ways that statutory public services receive funding. (2)

- 1 they get paid by the government through tax payers.
- 2 direct charges, e.g. parking, prescriptions.

(Total for Question 7 = 4 marks)

2 marks

Example of a response that received zero marks;

(b) Give **two** ways that statutory public services receive funding. (2)

- 1 They receive funding for helping protect our country.
- 2 Also, they receive funding for helping recover the injured ones.

(Total for Question 7 = 4 marks)

0 marks

Q8

Q8 requires learners to describe one advantage to the voluntary and third sector organisation of using volunteers. The vast majority of learners were able to gain at least one mark with some gaining the full two marks. The most common correct answers centered on volunteers being unpaid.

It should be noted the question asks for an advantage to the voluntary and third sector organisation not individuals so answers such as 'the volunteer gains loads of experience' or 'volunteers enjoy giving up their time to help people' are not valid.

Learners should be reminded to read all questions thoroughly to be sure they fully understand what the question is asking.

Example of a response that received two marks;

8 Voluntary and third sector organisations work with the public services and are generally staffed by volunteers.

Describe **one** advantage to voluntary and third sector organisations of using volunteers.

They won't have to pay them so they will be able to use the money for equipment etc. or anything that will improve their organisations.

2 marks

Example of a response that received zero marks;

8 Voluntary and third sector organisations work with the public services and are generally staffed by volunteers.

Describe **one** advantage to voluntary and third sector organisations of using volunteers.

The people volunteering for the job will actually enjoy what they're doing

(Total for Question 8 = 2 marks)

2 marks

For the response above the learner has focused on the individual volunteer, this could however have been tweaked to answer the question and gain marks. For example, had they said, 'people volunteering actually enjoy what they are doing and so don't need paying, they do it for free', that would have gained one mark for identifying they are unpaid. Or if they had said 'people volunteering actually enjoy what they are doing and so they may work harder for the organisation' that would also have gained one mark as linked to the advantage to the organisation i.e. hardworking personnel.

Q9

Q9 is a four mark question in which the key term is **explain** two reasons why public sector organisations keep the public away from the scene of an incident. This question was generally answered well, the vast majority of learners were able to get at least two marks, with some gaining three or four marks. The most common correct response referred to preventing escalation, preventing injury to the public and preserving evidence.

Example of a response that received four marks;

9 Public sector organisations work together at an incident to keep the public away from the scene.

Explain **two** reasons why public sector organisations keep the public away from the scene of an incident.

1 Public might destroy or contaminate evidence meaning they might not have any evidence or they might become a suspect.

2 If there is a ~~and~~ injured or deceased patient then the public services might not want family to see the patient in that state.

4 marks

Example of a response that received two marks;

9 Public sector organisations work together at an incident to keep the public away from the scene.

Explain **two** reasons why public sector organisations keep the public away from the scene of an incident.

1 to make sure no one else will get hurt

2 to make sure the evidence does not get ~~to~~ messed around with

2 marks

An example of a response that received one mark;

9 Public sector organisations work together at an incident to keep the public away from the scene.

Explain **two** reasons why public sector organisations keep the public away from the scene of an incident.

1 Depending on what the incident is if a member of the public could ruin ~~the~~ a part of evidence that they have.

2 You ~~are~~ ~~best~~

Q10a

Q10a asks learners to describe the meaning of the term public scrutiny. This refers to the process, not the outcome or consequences of scrutiny. Some learners were able to gain one mark with the most common answers referring to establishing the validity of the actions of public services such as 'checking the public services acted correctly' or 'public services explaining their actions/what they did'.

Learners did struggle with this question. Common incorrect answers referred to possible outcomes/consequences of scrutiny such as 'public services are criticised' or 'public services could gain a bad reputation'. 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.

Example of a response that received two marks;

10 Public services are often subjected to public scrutiny when explaining their actions after an incident.

(a) Describe the meaning of the term public scrutiny.

(2)

~~Scru~~ Scrutiny means thoroughly looking and nit picking at every potential detail given so they find out what happened.

2 marks

Example of a response that received zero marks;

10 Public services are often subjected to public scrutiny when explaining their actions after an incident.

(a) Describe the meaning of the term public scrutiny.

(2)

The term public scrutiny means that members of the the public discriminate the public service service based on their actions that were were taken while dealing with an incident

0 marks

Q10b

Q10b is a two mark question which requires learners to explain why public scrutiny is important. Generally, this fared better than Q10a which suggests some learners do understand the term scrutiny and therefore some were able to gain at least 1 mark. The most common correct answers referred to reasons such as, ensuring transparency, helping the public to trust public services and allowing public services to identify and learn from their mistakes. Answers that referred to public safety were not awarded marks as scrutiny does not necessarily ensure public safety

Example of a response that received two marks;

(b) Give **two** reasons why public scrutiny is important. (2)

- 1 so they know how to better their services and what to improve on.
- 2 public scrutiny is also important so the public service have a reason to justify their actions

(Total for Question 10 = 4 marks)

2 marks

Example of a response that received zero marks;

(b) Give **two** reasons why public scrutiny is important. (2)

- 1 so may the services get every bit of information that is crucial
- 2 also to see what was at the scene then why they was there fore.

(Total for Question 10 = 4 marks)

0 marks

Q11a

Q11a asks learners to give two reasons why public services establish communication pathways. This question was answered well with most learners being able to gain at least one mark and some gaining full marks. The most common correct answers included, 'to pass orders quickly', 'to deal with the incident quickly/effectively' and 'to enable each public service to understand their role at the incident'. Vague answers such as 'protect the public', 'so they know what is going on' and 'keep the public safe' have not been awarded marks as they do not answer the question.

Example of a response that received two marks;

11 Establishing communication pathways between public services is important when dealing with an incident.

(a) Give **two** reasons why public services establish communication pathways. (2)

1. KEEP TO LEADERS AND COMMANDERS INFORMED

2. ORDERS AND INSTRUCTIONS TO PASS ON ACCURATELY

2 marks

Example of a response that received zero marks;

11 Establishing communication pathways between public services is important when dealing with an incident.

(a) Give **two** reasons why public services establish communication pathways. (2)

1. IF they don't it could cause riots.

2. The main reason why public services establish communication pathways is people may die without it.

0 marks

Q11b

Q11b asks learners to explain one impact of poor communication. Some learners were able to gain at least one mark here, however some learners did struggle. The most common correct answers referred to poor communication causing conflict/arguments or leading to confusion within the service at the scene. Answers that gave examples of poor communication were not credited as the question clearly asks for the **impact** of the poor communication on public services. In addition answers that referred to individuals such as 'to stop members of the public being killed' were not awarded marks for the aforementioned reasons.

Example of a response that received one mark;

(b) Explain **one** impact on public services of poor communication at an incident. (2)

People could die which might lead to conflict within the service.

1 mark

The above response does not gain any marks for 'people could die' but they do gain a mark for saying this could lead to conflict in the service, further explanation would be required to gain the full two marks.

Example of a response that received zero marks;

(b) Explain **one** impact on public services of poor communication at an incident. (2)

if there was poor communication between the services it might lead to the police giving the ambulance service the wrong directions.

(Total for Question 11 = 4 marks)

0 marks

Q12a

Q12a asks learners to describe the meaning of the term 'means testing'. Generally, this question was not answered well. It is unclear if learners did not read the question correctly or if they did not understand the word 'testing' in the context of the question. Learners seem to have ignored the word 'means' and instead focused on the word 'testing' without applying the context.

Many incorrect answers referred to tests that public services use during selection to establish suitability to join said service or annual fitness tests undertaken by service personnel. Correct answers did show an understanding that means testing concerns a person's income being tested but few were able to gain full marks by describing why a person's income is test i.e. to determine if they qualify for financial or social aid from the government.

Example of a response that received two marks;

12 Public services are allocated to individuals in different ways. One way is by means testing.

(a) Describe the meaning of the term means testing. (2)

where the government looks at your income and sees if your aliagable for certain benefits, for example, be housing benefits.

2 marks

Example of a response that received zero marks;

(a) Describe the meaning of the term means testing. (2)

means testing is where all public services know what the rest of them are doing and they have practice tests of incidents.

0 marks

Q12b

Q12b requires learners to explain, with example, two ways that public services allocate their services. This question was generally not answered well. Learners seem to be confused with the phrase 'allocate services', perhaps because they ignored the stem which gave context i.e. 'Public services are allocated to individuals in different ways. One way is by means testing.' Those who did seem to make the connection generally scored two marks, one for each way, with the most common answers being; 'universal access', 'direct charges' and 'allocation by need', with few being able to gain the second mark for the explanation.

Some learners misunderstood the question and interpreted it as more general allocation of services such as 'sending the ambulance that is closest to the incident' or 'allocate services according to the amount of crime in the area', although this was not the type of allocation the question is asking for, given the context of the stem, they are correct if you read the question in isolation of the stem and therefore credit was awarded.

Learners should be reminded to read all questions thoroughly to be sure they understand what the question is asking.

An example of a response that received four marks;

(b) Explain, using examples, **two other** ways public services allocate their services. (4)

1 Universal access is where a service is free of charge for everyone this can be services such as GP and walk in centres.

2 Charging is when the local authority charge for a non-statutory service such as car parks and public transport.

4 marks

An example of a response that received two marks;

(b) Explain, using examples, **two other** ways public services allocate their services. (4)

1. places with high crime rate.
means that if more services are put into these places they will be able to bring down crime rate and make the place safer.
2. vulnerable places so they can help vulnerable people from crime.

2 marks

The above response gained two marks, one for identifying that the police may allocate more resources to places with a high crime rate, and explanation mark for explaining that this may be able to reduce the crime rate and make the area safer. There were zero marks awarded for the second response as this was too vague.

An example of a response that received zero marks;

(b) Explain, using examples, **two other** ways public services allocate their services. (4)

1. The police would allocate their services in different ways such as dealing with crime and its victims, they would also do talks about incidents.
2. The fire service would allocate their their service in different ways such as doing fire safety talks and putting fires out. and installing fire alarms in homes

0 marks

Q13

Q13 requires learners to explain the term tendering in relation to public service delivery.

It was pleasing to see that learners did not get confused by the word delivery. However, there was still some confusion which meant this generally was not answered well. As in

previous series learners seem to really struggle with the concept of tenders. It is unclear if they do not understand the terminology used (the same as in the specification) or if this is just an area they struggle to understand. This should be highlighted when teaching as well as when supporting learners with exam techniques.

Those who did answer correctly generally only scored 1 mark for identifying it referred to a 'bid' or 'proposal'.

The question asked learners to define the term i.e. the process therefore examples of tenders not awarded credit such as G4S work for the prison service. However, if they linked this to the process such as 'a bid or proposal for example G4S work for the prison service to escort prisoners' they have shown they understand the process and the example given is sufficient to gain the explanation mark, thus gaining full marks.

Example of a response that received two marks;

13 Explain the term tendering in relation to public service delivery.

the term tendering in relation to public service delivery is you can bid for the cheapest contract to fit your budget and they can bring different services to the organisation also they can bring more talents and new skills to the organisation. tendering means means bidding for a contract.

(Total for Question 13 = 2 marks)

2 marks

Example of a response that received zero marks;

13 Explain the term tendering in relation to public service delivery.

By tendering it means public services are working together; which means they will work effective and efficiently.

0 marks

Q14

Q14 provided an opportunity for the learner to demonstrate their ability to **discuss** what the NHS foundations could do to ensure the types of incidents given in the question are not repeated. This question was answered well by learners with the vast majority gaining 3 marks. However, examiners would like to 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.

It was very pleasing to see a variety of good techniques used by learners to structure their responses in such a way as to achieve higher marks as well as some excellent acronyms designed to help learners remember key points to discuss. For example, the FIRST TRIP acronym used below;

14 Following a number of patient deaths in one NHS Foundation, an independent review was completed. The review found that:

- not enough deaths were investigated fully *Scrutiny*
- there was a lack of leadership when reporting and investigating the unexplained deaths *Trained*
- investigations took an average of 10 months to complete *Resource(s)*
- procedures had not been followed *Trained / Scrutiny*
- the involvement of families and carers during the investigations was very limited. *Transparency*

Discuss what NHS Foundations could do to ensure these types of issues are not repeated.

*Funding
Increase staff
Resources
Scrutiny
Trained / Transparency
Reduce legal action
Improve staff morale
Public confidence*

Firstly, to prevent the issue of lack of leadership when reporting and investigating the unexplained deaths is through the use of improvement of training staff. If staff were more trained they would be better at leading/dealing with these situations. The only problem with this is that people don't like to be told their not doing their job efficiently so it could lead to workers leaving their jobs. To resolve the problem of procedures not being followed is through scrutiny. If workers were being watched over it would lead to less mistakes and all procedures being followed. On the other hand it would lead to an increase in stress within workers meaning resulting in them taking more days of and even leaving their job. One problem was lack of involvement to families during investigations, this would be solved through transparency. If the NHS are more open about what they are doing it would result in families being more involved in what is going on. To contrast to that with the NHS being

more transparent it would lead to the public being more involved and watching over what the NHS are doing and if they are doing it right this would also lead to an increase in stress within staff meaning they would ~~be~~ not be in work as often and a decrease in staff and an increase on work load. If all problems were fixed it would lead to a ~~reduct~~ reduce of legal action meaning the NHS wouldn't have ~~to~~ some hospitals closing down and workers not going to court through lack of procedures. It would also lead to an improvement in staff morale meaning they will stay in their job longer and take ~~less~~ less days off work meaning a lower work load and less stress. Finally, it would ~~lead~~ result in public confidence in the service as they would not be seen making mistakes and it would give a larger good reputation to the NHS meaning more people will use their service and rely on their service.

6 marks

The above response is an excellent upper level 2 response gaining six marks.

It is clearly linked to the question, giving appropriate suggestions for some discussing the advantages and disadvantages of those suggestions.

14 Following a number of patient deaths in one NHS Foundation, an independent review was completed. The review found that:

- not enough deaths were investigated fully
- there was a lack of leadership when reporting and investigating the unexplained deaths
- investigations took an average of 10 months to complete
- procedures had not been followed
- the involvement of families and carers during the investigations was very limited.

Discuss what NHS Foundations could do to ensure these types of issues are not repeated.

To begin with, the NHS Foundations should have strict rules and consequences about following the procedures correctly.

They should have a clear record which includes every death and if the death was investigated or not. Also make sure that every death is fully investigated otherwise they should hand out strict punishments.

On the other hand, if investigations are taking that long, that means that the staff isn't fully experienced. Meaning the NHS foundation should have 1-3 workers investigating a death however that depend on experience.

Due to lack of leadership there was lack of work. The NHS Foundation should make sure that there always is someone in charge. But they'd have to make sure that all procedures are carried out and that every death is investigated in depth.

In conclusion, the family of the victim should always be part of the investigation therefore the NHS foundations need to make sure that the victims family is involved in the investigation.

If the procedures are being carried out make sure that there are serious consequences, that also goes for the workers who aren't fully investigating the deaths.

3 marks

The above response gained 3 marks, only briefly identifying some key points, such as 'handing out punishments for not investigating', 'increased staffing need for investigations' and 'leadership need to implement procedures' the final two paragraphs repeat points already made. It does not really discuss what the NHS foundations should do in depth or give more than one viewpoint and as such is a typical level 1 response.

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.
- Spend time **reading each question thoroughly** to ensure learners know how many answers they are expected to give, paying particular attention to answers when learners are asked to make a match, for example by drawing lines. This is evidenced in Q1 of this paper, drawing multiple lines when asked to draw one will invalidate their response.
- 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.
- Clearly cross out any work they do not want examiners to mark and be aware of the rules regarding replacing answers. If learners replace a crossed-out answer with a new response, the markers can only mark the new response.

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