

L2 Lead Examiner Report 1906

June 2019

L2 BTEC First in Public Services

Unit 6 – Citizenship, Society and the Public
Services

20537G

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June 2019

Publications Code 20537G_1906_ER

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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.

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Unit 6: Citizenship, Society and 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 Unit 6, Citizenship, Society and the Public Services. The aim of the report is to give an overview of the unit and act as an aid to preparing both learners and centres for future examinations. It includes examples of responses of Pass, Merit and Distinction work. This paper like all previous papers in this qualification draws on learning from across the unit as a whole, and did not focus on any one particular section of the specification.

Introduction to the Overall Performance of the Unit

This was the fifth summer series examination for this qualification, the ninth overall. It is clear from the responses given in this series that both centres and learners are becoming increasingly confident in both preparing for and sitting this examination, Unit 6 – Citizenship, Society and the Public Services.

In cases where extended or open responses were needed, some learners gave excellent answers showing good application of their knowledge of citizenship, society and the public services. In each series learners are showing improvements in their understanding of the public services as a whole and not just the uniformed services.

There were good examples throughout the paper where learners applied practical examples of events in society to illustrate an answer.

In questions where higher level skills were tested, there were examples of knowledge and understanding of the highest standard on display. Questions that tested their knowledge and understanding of the wider principles and concepts of citizenship and diversity often produced well balanced and thoughtful responses, indicating more than just a superficial awareness and understanding had been developed.

Learners have continued to improve their performance overall with regard to this unit, thus indicating that centres have taught their learners well when answering extended writing questions.

Individual Questions

Q1

This was a question worth two marks in which the learners were asked to state two pieces of legislation that relate to the rights of individuals in the UK. There are two main pieces of legislation included in the specification, the Human Rights Act 1998 and the Equality Act 2010. In most cases learners who gave the correct response stated either or both of these Acts.

1 State **two** pieces of legislation that relate to the rights of individuals in the UK.

1 Equality act 2010

2 Human rights act 1998

(Total for Question 1 = 2 marks)

2 marks

There were a significant number of responses such as the one shown below in which fundamental human rights and freedoms such as the Right to Life and freedom of expression were given along with the right to vote and the right to a fair trial.

1 State **two** pieces of legislation that relate to the rights of individuals in the UK.

1 Right to vote

2 Right to free speech

(Total for Question 1 = 2 marks)

0 marks

Q2

This was a three mark question in which the learners were asked to give three characteristics of an individual that should not affect their civil rights. Despite being given gender in the question a number of responses included gender. This was generally a well answered question in which common answers that were awarded marks came straight from the specification such as race, religion and disability. There were a number of examples of learners confusing gender with sexual orientation.

2 The gender of an individual should not affect their civil rights.

Give **three other** characteristics of an individual that should not affect their civil rights.

- 1 disability
- 2 Age
- 3 RACE

(Total for Question 2 = 3 marks)

3 marks

2 The gender of an individual should not affect their civil rights.

Give **three other** characteristics of an individual that should not affect their civil rights.

- 1 Sexual orientation
- 2 age
- 3 Culture / Religion

(Total for Question 2 = 3 marks)

3 marks

Q3

This was a multiple choice question worth one mark. The learners were asked to select which one of four options was a responsibility of a public service user. This question was well answered with most learners identifying the correct responsibility.

3 Which **one** of the following is a responsibility of a public service user?

- A Vote in a democratic election
- B Respect human rights
- C Promote diversity
- D Volunteer in the community

(Total for Question 3 = 1 mark)

1 mark

A number of learners confused the responsibility of the public service user with that of public service employees.

3 Which **one** of the following is a responsibility of a public service user?

- A Vote in a democratic election
- B Respect human rights
- C Promote diversity
- D Volunteer in the community

(Total for Question 3 = 1 mark)

0 marks

Q4

This was a question worth two marks. Learners were asked to give ways that the police use technology when carrying out surveillance. Most learners successfully gave ways such as using CCTV (Closed circuit television) cameras and scanning systems such as ANPR (Automatic Number plate Recognition).

7

4 Give **two** ways the police use technology when carrying out surveillance to protect and defend the public.

1 The Police uses CCTV as a way to protect and defend the public.

2 The police uses technology such as face recognition on their computers and databases to detect criminals.

(Total for Question 4 = 2 marks)

2 marks

4 Give **two** ways the police use technology when carrying out surveillance to protect and defend the public.

1 CCTV so that they can catch burglaries and other crime)

2 ANPR (Automatic Numberplate Recognition) to see the status of a car, i.e. stolen

(Total for Question 4 = 2 marks)

2 marks

There were some who, as in the case of the answer shown below, spoke about surveillance and not the use of technology in surveillance.

4 Give **two** ways the police use technology when carrying out surveillance to protect and defend the public.

1 They have neighbourhood watches to make sure that the public is safe

0 marks

4 Give **two** ways the police use technology when carrying out surveillance to protect and defend the public.

1 Social media as if someone is missing they can post it and others in the community can share it. So it is easier to get information.
 2 Sharing information with the community so they know what is going on.

(Total for Question 4 = 2 marks)

0 marks

Q5

This question asked the learners to explain two rights, other than being treated with dignity, that an individual using health and welfare services should have. This was generally answered well with a significant number of learners displaying a good understanding of the question. Marks were awarded for answers such as being treated without discrimination and being treated equally.

In the response shown below a single mark for each answer was given as in none of the answers had sufficient development to award the second mark.

5 Citizens have a right to be treated with dignity when they use public services.

Explain **two other** rights of an individual who uses health and welfare services.

1 Individuals in the UK have a right to free healthcare

2 They also have the right of their information being private and kept confidential.

(Total for Question 5 = 4 marks)

2 marks

5 Citizens have a right to be treated with dignity when they use public services.

Explain **two other** rights of an individual who uses health and welfare services.

1 The rights to free NHS

2 The rights to say yes or no to having health care help.

2 marks

In this next example three marks were awarded. The learner had correctly identified two valid rights, but only managed to extend one sufficiently in order to gain the second mark.

The single mark responses were the right to have access to high quality service and the right to see a doctor (also the right to access high quality services).

5 Citizens have a right to be treated with dignity when they use public services.

Explain **two other** rights of an individual who uses health and welfare services.

1 have the access to high quality service which means to receive ~~at~~ a service that meet their needs as citizens.

2 to be treated without discrimination, which means that to be treated fairly even though ~~a person~~ ~~can have~~ regardless of people age, race or gender ~~and~~, and all the other factors

3 marks

5 Citizens have a right to be treated with dignity when they use public services.

Explain **two other** rights of an individual who uses health and welfare services.

1 right to see a doctor and for it to be kept confidential.

2 The right to be treat equally and not discriminated on because of there skin, gender, age, sexuality

3 marks

In this final group of answers the learners not only identified valid rights, but also extended each one and gained the maximum of four marks.

5 Citizens have a right to be treated with dignity when they use public services.

Explain **two other** rights of an individual who uses health and welfare services.

- 1 Individuals have the right for consent when receiving treatments from healthcare services as it's for themselves. This is important as individuals would want to know what treatments have been given to them and it's purpose.
- 2 Individuals when using health and welfare services are entitled to higher quality services as they want the services to have a ~~high~~ professional standards. They do this as they want the best service provided.

(Total for Question 5 = 4 marks)

4 marks

5 Citizens have a right to be treated with dignity when they use public services.

Explain **two other** rights of an individual who uses health and welfare services.

- 1 They have the right not be discriminated against. They cannot receive a lesser amount of help or be treated differently because of their race, religion, gender, e.t.c.
- 2 They have the right to refuse treatments. If someone has cancer, they have the right to refuse chemotherapy, for example.

(Total for Question 5 = 4 marks)

4 marks

Q6(a)

This question asked the learners to explain one right, other than to be treated humanely, that an individual suspected of committing an offence is entitled to. Expected answers including reasonable grounds for arrest, having legal representation and having a fair trial were generally given.

In these first examples the learners had given a valid right and gained one mark, sadly they had not sufficiently developed their answers to gain the second mark.

6 It is a right of individuals suspected of committing an offence to be treated humanely.

(a) Explain **one other** right of an individual suspected of committing a criminal offence.

(2)

the suspected has the right to a fair trial to
proclaim there innocence.

1 mark

6 It is a right of individuals suspected of committing an offence to be treated humanely.

(a) Explain **one other** right of an individual suspected of committing a criminal offence.

(2)

They also have the right to have
legal help / representation.

1 mark

In these next examples both marks were awarded as the learners had identified the right and then extended it.

6 It is a right of individuals suspected of committing an offence to be treated humanely.

(a) Explain **one other** right of an individual suspected of committing a criminal offence.

(2)

Another right is a right to a fair trial.
This is where the opinions of a judge can not
affect their decision and it is purely based on
evidence.

2 marks

6 It is a right of individuals suspected of committing an offence to be treated humanely.

(a) Explain **one other** right of an individual suspected of committing a criminal offence.

(2)

They have the right to a fair trial. This means a court of law must ~~hand~~ investigate and decide guilt in the courts, not before. The courts cannot be corrupt. The suspect will be allowed to make their case.

2 marks

6 It is a right of individuals suspected of committing an offence to be treated humanely.

(a) Explain **one other** right of an individual suspected of committing a criminal offence.

(2)

They have a right to a fair trial. This is so that the system isn't biased and the suspect can gather a defence to prove he didn't do the crime.

2 marks

In this last example no marks were given as the answer relates to humane treatment.

6 It is a right of individuals suspected of committing an offence to be treated humanely.

(a) Explain **one other** right of an individual suspected of committing a criminal offence.

(2)

They also have access to food, water and use of a toilet. They ~~are~~ also have the right to ~~the~~ first aid kits if necessary.

0 marks

Q6(b)

This question asked the learners to identify two ways that a public service organisation ensures that a detainee is treated with dignity.

Learners did quite well on this question giving answers such as having access to toilet and washing facilities and having their need to worship being met.

(b) Identify **two** ways that a public service organisation ensures that an individual being detained is treated with dignity.

(2)

- 1 going them a religious place to pray.
- 2 giving them the right to use toilet or washing facilities

2 marks

(b) Identify **two** ways that a public service organisation ensures that an individual being detained is treated with dignity.

(2)

- 1 The individual will have food water and a toilet. In their prison cell which they may have a roommate.
- 2 The individual will have their rights explained to them.

2 marks

There were some learners who unfortunately failed to read the entire question and therefore answered it without making reference to the individual being detained.

(b) Identify **two** ways that a public service organisation ensures that an individual being detained is treated with dignity.

(2)

1. to ask ~~be~~ general public to move away from the incident
2. also if someone is ill then to cover the incident up.

0 marks

Q7(a)

This question asked the learners to name two public services whose main role is to protect citizens. They had been given the armed services in the question so any answers from that grouping of public services were not awarded marks.

7 The armed services protect citizens.

(a) Give **two other** public services whose main role is to protect citizens.

(2)

1. The police service.
2. The fire and rescue service.

2 marks

There were a significant number of learners who gave answers along the lines of the example shown below, where they either named individual armed public services or outlined how the armed services protect citizens.

7 The armed services protect citizens.

(a) Give **two other** public services whose main role is to protect citizens.

(2)

- 1 providing relief for natural disaster impacts
- 2 assisting other countries militaries

0 marks

7 The armed services protect citizens.

(a) Give **two other** public services whose main role is to protect citizens.

(2)

- 1 Police services and royal Air forces (R.A.F)
- 2 Royal marine.

0 marks

Q7(b)

This was a question worth two marks in which the learners were asked to explain one way that the armed services provide support to communities during peacetime. The most frequently given response related to the support given to communities during natural disasters such as flooding.

(b) Explain **one** way the armed services provide support to communities during peacetime.

Giving humanitarian aid to people in need and provide resources.

1 mark

The example shown above was given a single mark, whereas those below had been developed and both gained two marks each.

(b) Explain **one** way the armed services provide support to communities during peacetime.

(2)

The armed service supports towns and villages that have been flooded with aid and help rebuild barrier so it doesn't flood again.

2 marks

(b) Explain **one** way the armed services provide support to communities during peacetime.

(2)

Armed Services not only protect UK from terror attack but also support the citizen during disasters e.g. by providing food and medical care during floods.

2 marks

Q8

This question in which the learners were asked to explain one benefit to a public service organisation of having a trained workforce. Most learners gave good responses to this question.

It was anticipated that answers would include factors such as improved levels of service provision and improved efficiency. The first response shown below had identified a valid benefit (improved performance) but there was no rewardable development so only awarded a single mark.

8 Explain **one** benefit of a trained workforce to a public service organisation.

They can ~~be~~ understand more on how to handle a situation.

1 mark

In the examples shown below were awarded maximum marks as the learners had identified some of the benefits of a trained workforce and then extended their answer to explain the benefit and in so doing gained the second mark.

8 Explain **one** benefit of a trained workforce to a public service organisation.

A benefit of a trained workforce is that they have the correct knowledge of a specific job meaning they would know exactly what to do in a bad situation.

(Total for Question 8 = 2 marks)

2 marks

8 Explain **one** benefit of a trained workforce to a public service organisation.

Having a trained workforce means that there will be minimal mistakes and a high standard of work being done.

2 marks

8 Explain **one** benefit of a trained workforce to a public service organisation.

allows crimes to be solved quicker
and easier. can reduce rate of crime.

2 marks

8 Explain **one** benefit of a trained workforce to a public service organisation.

It means that the workers
will be better at their jobs
and more efficient. This means
that the public services
will be able to help more people.

2 marks

Q9(a)

This was a four mark question in which learners were asked to explain two ways public services prevent discrimination towards service users. It was expected that answers such as enabling service users to report discrimination and having codes of practice in place would be given.

A significant number of learners could not provide either two ways that discrimination towards service users is prevented or adequately extend their answers.

In this first example the learner gained a single mark as their response clearly infers that public services have disciplinary policies in place for staff found to discriminate.

9 (a) Explain **two** ways public services prevent discrimination towards service users.

(4)

1 One way public services prevent discrimination is that if anyone was to discriminate anyone they could lose their job.

1 mark

In this second example a single mark as both responses relate to having a diverse workforce.

9 (a) Explain **two** ways public services prevent discrimination towards service users.

(4)

1 They allow male, female and to work together as one so it's not seen as a bias workforce

2 They allow people of different race and background to join so they look multicultural.

1 mark

In the first example three marks were awarded. The first response gained both marks, but the extension of the second response was not strong enough to gain the second mark.

9 (a) Explain **two** ways public services prevent discrimination towards service users.

(4)

1. They make sure that everyone in the public services are educated on discrimination and know how to use the correct terminology.
2. They also have a very diverse team, so that the public feel comfortable and that their services are on their side.

3 marks

In the following examples all four marks were given, as both the way was identified, and had been sufficiently developed to explain the way.

9 (a) Explain **two** ways public services prevent discrimination towards service users.

(4)

1. They include whistle blowing policies meaning if someone sees something negative such as discrimination in the work place they are required to report them immediately.
2. They now have a more diverse and open minded work force meaning that they will be more understanding.

4 marks

9 (a) Explain **two** ways public services prevent discrimination towards service users.

1 They follow Professional Standards so that everyone is treated the same ⁽⁴⁾

2 They create a diverse work force what allows colleges to get a sense of different cultures and beliefs.

4 marks

9 (a) Explain **two** ways public services prevent discrimination towards service users.

1 By following the Human Rights Act 2010. An example of this is when a member of the public services can't understand a language. They would call in a language expert to break down the language barrier to get the correct info ⁽⁴⁾

2 By having an ethnic background (workforce) to show the public that they treat everyone with respect no matter belief/religion/they have.

4 marks

9 (a) Explain **two** ways public services prevent discrimination towards service users.

(4)

1. By having whistleblowing, they can deal with ^{problems} ~~situations~~ that are mentioned ~~about~~ and ~~any problems~~ deal with the people responsible.
2. By training, they can make sure that they know how to respect all faiths and backgrounds. And procedures and rules are set up to make sure that there is no discrimination.

4 marks

Q9(b)

This question continued with the theme of discrimination and asked the learners to explain an impact that discrimination might have on the use of public services. The stem gave one example that of discrimination undermining confidence in public services.

The majority of learners correctly stated a reason, but did not extend their answer to gain the second mark.

In these first examples no marks were awarded as the answers focussed on employees and not on the use of public services.

(b) Discrimination towards service users undermines confidence in public services.

Explain **one other** impact that discrimination might have on the use of public services.

(2)

another impact that discrimination might have is that they could be scared to do there job because of who they are or what they look like

0 marks

(b) Discrimination towards service users undermines confidence in public services.

Explain **one other** impact that discrimination might have on the use of public services.

(2)

one other impact is that they can start to be self-conscience about themselves and may not want to do the job anymore

0 marks

In this next example no marks were awarded as the answer given relates to the loss of confidence in public service which was given at the beginning of the question.

(b) Discrimination towards service users undermines confidence in public services.

Explain **one other** impact that discrimination might have on the use of public services.

(2)

People won't trust the public services resulting in chaos and riots.

0 marks

In this next responses one mark was awarded for fewer people using the service. In both cases the second mark was not awarded as there was insufficient development.

(b) Discrimination towards service users undermines confidence in public services.

Explain **one other** impact that discrimination might have on the use of public services.

(2)

~~It~~ It might make people not want to use them any more, or they might take ~~the~~ the public service to court.

1 mark

(b) Discrimination towards service users undermines confidence in public services.

Explain **one other** impact that discrimination might have on the use of public services.

(2)

~~Users~~ Users are less likely to use the public service because they can't trust the public service anymore

1 mark

In these next examples the extensions were clearly present, so both marks were awarded.

(b) Discrimination towards service users undermines confidence in public services.

Explain **one other** impact that discrimination might have on the use of public services.

(2)

They might not want to use the services, so it means money won't be coming in for people, to keep the services running still.

2 marks

(b) Discrimination towards service users undermines confidence in public services.

Explain **one other** impact that discrimination might have on the use of public services.

(2)

If people feel like the public services discriminate against them they might not use them in a situation where they need to which can be dangerous

2 marks

(b) Discrimination towards service users undermines confidence in public services.

Explain **one other** impact that discrimination might have on the use of public services.

(2)

People will not feel as safe knowing that the public services are discriminating against people meaning less people are likely to go to them if they are in need of help

2 marks

(b) Discrimination towards service users undermines confidence in public services.

Explain **one other** impact that discrimination might have on the use of public services.

(2)

People won't use a public service as much if they feel discriminated against by it. This means a public service won't be able to help those in need.

2 marks

(b) Discrimination towards service users undermines confidence in public services.

Explain **one other** impact that discrimination might have on the use of public services.

(2)

It can mean that people may be against the Police and take incidents in their own hands.

2 marks

Q10(a)

This was a two mark question. The learners were asked, other than an ageing population, to give two examples of demographic change in society. Learners did seem to struggle to provide one or two examples.

It was anticipated that most answers would be recalled straight from the specification. This would include responses such as patterns of health / illness, the structure of the family, immigration and social inequality.

In the first example shown below a single mark was given as they only identified one valid factor.

10 One example of demographic change is an ageing population.

(a) Give **two other** examples of demographic change in society.

(2)

1 Social inequality.

2 Change of expectations.

1 mark

In this next example both marks were awarded and were as expected taken straight from the specification.

10 One example of demographic change is an ageing population.

(a) Give **two other** examples of demographic change in society.

(2)

1 The structure of the family

2 Immigration

2 marks

In the following examples learners were awarded no marks.

10 One example of demographic change is an ageing population.

(a) Give **two other** examples of demographic change in society.

(2)

1 ~~the~~ the weather

2 ~~water~~ change in population.

0 marks

10 One example of demographic change is an ageing population.

(a) Give **two other** examples of demographic change in society.

(2)

1. Technology increasing and getting better. ~~that~~ people

2. _____

0 marks

Q10(b)

This was a four mark question that kept with the theme of demographic change. Learners were asked to explain two effects on public service provision of an increasingly elderly population.

(b) Explain **two** effects on public service provision of an increasingly elderly population.

(4)

1. The ^{NHS} ~~AtSHC~~ hospitals would most likely be treating elderly has most frequ frequent ~~po~~ patients.

1 mark

In this next example two marks were awarded for the first response. The learner identified that the elderly may feel more at risk and as a consequence draw on support from the police service. The second response could have gained marks if it had linked to the NHS as opposed to the police service.

(b) Explain **two** effects on public service provision of an increasingly elderly population.

(4)

- 1 One affect it has on the public services is the elderly population feel at most risk so they need constant attention from the police, (taking up alot of their time)
- 2 onther one would be the recovery time of an older person, taking up to 3 times longer causing the police to deal with more of time with the ageing population

2 marks

In these next examples each of the learners gained two marks by stating that there would be an increased demand for care homes which would come at a cost, and in the second example there would be increased demand on the ambulance service as the elderly are more vulnerable to falls and accidents.

(b) Explain **two** effects on public service provision of an increasingly elderly population.

(4)

- 1 That there isn't enough care homes to support the elderly, which means the government must spend more money building them.

2 marks

(b) Explain **two** effects on public service provision of an increasingly elderly population.

(4)

1 AS the elderly population increases the ambulance services end up being called out more to help elderly people who are not stable and fall ill

2 marks

This next example was awarded three marks. The learner gained a single mark for the first response which simply identified the effect and two marks for the second one in which there was sufficient development.

(b) Explain **two** effects on public service provision of an increasingly elderly population.

(4)

1 More health care needed to support their needs.

2 May need more voluntary services such as age UK to stop the elderly from feeling lonely.

3 marks

In this next three mark answer, one mark was awarded for the first response and two marks for the second by stating a Fire and Rescue service initiative, showing excellent application of knowledge.

(b) Explain **two** effects on public service provision of an increasingly elderly population.

1. There will be a higher need for the NHS and resources required to look after the elderly. (4)

2. The fire service has a larger number to deal with for programmes such as 'Keep Warm', a directive to make sure the elderly have heating during winter.

3 marks

The next responses all gained all four marks. In all cases valid impacts had been identified and extended enough to gain the second extension mark.

(b) Explain **two** effects on public service provision of an increasingly elderly population.

1. NHS - will have to care for more elderly putting more and more stress on the NHS because elderly are more likely to get illness - dementia or cancer. (4)

2. Social services are gonna have to put more support in place for elderly - installing stairlifts more money spent on elderly.

4 marks

(b) Explain **two** effects on public service provision of an increasingly elderly population.

(4)

1 One effect is that 60-90% of calls for an ambulance is for an elderly person which has fallen or hurt them self which could be waasting the ^{ambulance services} ~~paramedics~~ time where they could have been sent to a more serious incident

2 Another ~~et~~ effect that it has if is that the police get called quite alot because of people breaching in the elder persons home and they couldn't do anything because they can't move quick enough

(Total for Question 10 = 6 marks)

4 marks

(b) Explain **two** effects on public service provision of an increasingly elderly population.

(4)

1 Higher Strain on the NHS as an older population means more health issues to deal with causing more work, more staff and potentially an increase of beds.

2 Potential Strain on the Police force as more elderly people can mean more crime as elderly are found venerable to criminals meaning higher theft and fraud rates.

4 marks

Q11

This was a two mark question in which learners were asked to explain one way that public service organisations prevent bullying and harassment. The focus of this question was primarily on the responsibility that public service organisations has to their employees.

It was anticipated that answers would include having policies and procedures in place, employee representatives and zero tolerance policies.

11 Explain one way public service organisations prevent bullying and harassment.

they provide ~~an~~ bullying and harassment policies to prevent it.

(Total for Question 11 = 2 marks)

1 mark

11 Explain one way public service organisations prevent bullying and harassment.

If a worker has been bullied or harassed, they can write a complaint to ~~other~~ the head boss.

(Total for Question 11 = 2 marks)

1 mark

In the next examples, the responses were awarded two marks as there was clear development. In this first example the first mark was given for codes of practice and the extension for making reference to consequences for breaching the codes of practice.

11 Explain **one** way public service organisations prevent bullying and harassment. - codes of practise.

Public services to prevent bullying and harassment as they have codes of practise which gives out warnings and punishments if identified. They also have values and standards.

(Total for Question 11 = 2 marks)

2 marks

This approach was commonly used and below are further examples of both identifying valid approaches and effective extensions.

11 Explain **one** way public service organisations prevent bullying and harassment.

Public services organisations they make posters about bullying and harassment to tell you to stop and to show you how much you can get into trouble for doing it.

(Total for Question 11 = 2 marks)

2 marks

11 Explain **one** way public service organisations prevent bullying and harassment.

They enable whistleblowing. This lets employees tell somebody if they or someone else are being bullied/harassed. If higher ups know about it, they can solve it. The knowledge of this also ~~deters~~ deters employees from such behaviour.

(Total for Question 11 = 2 marks)

2 marks

Q12

This question focused on ways that public services improve a citizen’s quality of life. They were asked to explain one way that an emergency service and one way that a non-emergency service improve the quality of citizens lives.

The first example here was typical of a one mark answer. They have identified a valid way in which the Fire and Rescue service improve a citizen’s quality of life, but did not extend it well enough to gain the second mark. They were not awarded any marks for the second response as the Police service are an emergency service.

12 Explain one way each service improves a citizen's quality of life.

Use **one** emergency service and **one other** type of public service.

1 Emergency service

Fire service
~~Emergency services~~ improves citizen's quality of life by educating the public on fire safety.

2 Other type of public service

police services improves citizens quality of life by protecting and defending the public.

(Total for Question 12 = 4 marks)

1 mark

The following answer shows where the learner has identified a valid factor and extended it and each response was adequately explained. In this particular example they had related both their answers to non emergency services so could only be awarded two of the four available marks.

12 Explain **one** way **each** service improves a citizen's quality of life.

Use **one** emergency service and **one other** type of public service.

1 Emergency service

NHS - Access to free medical help keeps disease and illness in the UK down and with NHS vouchers for glasses & hearing aids for example, make it easier for people to live & work.

2 Other type of public service

Local council - local councils use public money to improve the economy and stability of an area. This is done with renovations of properties and areas & investments into businesses to create jobs.

(Total for Question 12 = 4 marks)

2 marks

In this next example the learner gained three marks. Two marks were awarded for stating that the police service improve the quality of life by preventing crime and then extending that by referring to doing crime prevention talks in schools and supporting Neighbourhood Watch. The second response only gained one mark as the extension was too generic.

12 Explain **one** way **each** service improves a citizen's quality of life.

Use **one** emergency service and **one other** type of public service.

1 Emergency service

Police service- by prevent crime in
local areas, they do this;
- by doing talks in schools
- neighbourhood ~~watch~~ watch.

2 Other type of public service

Social Services- by helping vulnerable
people in need.
- by getting people out of
horrible surcomstances.

(Total for Question 12 = 4 marks)

3 marks

In these final examples of this question each learner gained the maximum four marks. They had identified valid ways that the named services or service type improve a citizen's quality of life, explained the way and related it to the two contrasting services.

12 Explain one way each service improves a citizen's quality of life.

Use **one** emergency service and **one other** type of public service.

1 Emergency service

~~The emergency services~~ The ambulance services helps get people to the hospital so they may be helped with their problem or help those at an incident with injuries helping them live longer resulting in the increase of life expectancy

2 Other type of public service

The armed services help protect countries from war by participating in national peacekeeping which helps their home country and other countries, this means the less chance of a war happening so nobody will have to go to war or die improving the countries safety

(Total for Question 12 = 4 marks)

4 marks

12 Explain one way each service improves a citizen's quality of life.

Use **one** emergency service and **one other** type of public service.

1 Emergency service

The police ~~can~~ arrest criminals and prevent crime. This improves quality of life because people don't have to worry about crime as much and it is less likely to be committed against them.

2 Other type of public service

The army improve quality of life by keeping our borders safe. This stops people invading and going to war with us on our home turf. This improves quality of life because there isn't war fought within our borders and people don't suffer the horrors of war.

(Total for Question 12 = 4 marks)

4 marks

Q13

This question was worth two marks. This question was answered reasonably well with a significant number of learners gaining at least half of the available marks.

In this first example the learner gained one mark by stating that young people up to the age of 18 are entitled to access education and in the second example the learner gained a mark by stating that education promotes equality by having a curriculum accessible to both male and female learners.

13 Explain **one** way that education promotes equality.

Promotes equality by giving individuals the chance to a free education up to the age of 18.

(Total for Question 13 = 2 marks)

1 mark

13 Explain **one** way that education promotes equality.

Education promotes equality by allowing male or female to state ~~stude~~ ~~stude~~ what they want and have the correct assest to do so.

(Total for Question 13 = 2 marks)

1 mark

You can see from the next examples clear signs of development. In both instances the learners had provided good examples and extended their answer accordingly.

13 Explain one way that education promotes equality.

Education promotes equality in many ways for example Education is free in most of the countries which means that if the child does not have the economic status to study, it can still change his life, and provide him better Lifestyle in the future if he use the free Education in a good way; everyone has the same opportunities to success in life and can' change their Lifestyle and have better future. (Total for Question 13 = 2 marks)

2 marks

13 Explain one way that education promotes equality.

Because no matter who you are, what you believe in, what gender you are - you will all be given the same opportunity and the same amount of help and assistance. The fact that this all works in education means and promotes the fact equality is a must. (Total for Question 13 = 2 marks)

2 marks

In this final example the learner gained both marks. Their answer was not entirely expected nevertheless the case for the wearing of school uniform is often one referred to as a way to encourage equality.

13 Explain **one** way that education promotes equality.

When students all wear the same colour uniform,
this promotes equality as that we are all equal,
"He hasn't got better clothes than him" because they
are wearing the same thing, it also helps bullying which
treats people equality and that they are all the same.

(Total for Question 13 = 2 marks)

2 marks

Q14

The last question in the examination asked the learners to discuss the extent to which a number of factors such as financial constraints, growth of technology, social inequality and changes of expectations and attitudes impact on how public services promote good citizenship. This was an extended writing question worth up to a maximum of 8 marks.

It was expected that learners would discuss the impact financial constraints have on public services have on public service employment levels and morale which may in turn lead to public service or its employees being unable to commit time and resources to supporting voluntary activities. Other factors could include increased use of technology in surveillance could cause concerns over privacy and have an adverse impact on the reputation of public service organisations.

In this first example the learner produced a level 1 response and was awarded a single mark. The mark was awarded for recognising that financial constraints could have a damaging effect on the morale of public service employees and in so doing reduce the likelihood of them being seen as good role models.

14 Many factors can impact on how public services promote good citizenship. For example, these might include:

- financial constraints
- growth of technology
- social inequality
- changing attitudes
- changing expectations.

Discuss the extent to which factors such as these impact on how public services promote good citizenship.

Financial constraints impact how public services promote good citizenship because if the workers aren't being well paid they will start losing the will to work and that's how they will start being arrogant and annoyed toward any and everything that happens. This will cause change on their attitude because they will start acting up to their superiors and then their superiors will have no expectations for them.

1 mark

This second response also gained a single mark. On this occasion the learner recognised that having a diverse workforce improves the image of public service organisations.

Discuss the extent to which factors such as these impact on how public services promote good citizenship.

These can majorly impact how public services promote good citizenship ~~by~~ because the growth of technology can have an effect as most things are done online and through ~~the~~ technology.

Social inequality is a big one because everyone is treated differently down to gender, ^{and} sexuality, ^{and} nationality. ~~and~~ Sometimes it's not always the best citizenship but the public services are very diverse and can help promote good citizenship.

1 mark

This next answer gained an additional mark because the learner talks about how public services do not discriminate, educate society on equality and use new technology to promote ways in which people can become good citizens. If the learner had given an example, such as crime reduction initiatives or those used by the British Transport Police (See it, Say it, Sorted) they would have gained extra marks

Discuss the extent to which factors such as these impact on how public services promote good citizenship.

These factors impact on how the public services promote good citizenship by teaching that everyone is equal no matter what class you are from or country you were born in.

The public services change people's attitude and opinions towards people's races and religions.

Also with the growth of technology the public services can use media platforms to get their point across and teach people about being a good citizen.

2 marks

This next example is a level one response and was awarded three marks. There is more development than the previous example. Technology is briefly outlined and there is significant development of how the public services provide equality of service and do not discriminate.

14 Many factors can impact on how public services promote good citizenship. For example, these might include:

- 3. financial constraints
- 1. growth of technology
- 2. social inequality
- 2. changing attitudes
- changing expectations.

Discuss the extent to which factors such as these impact on how public services promote good citizenship.

with the world being so modern now, technology is everywhere we look from such things as smartphones, electric cars to CCTV cameras. When the public services use technology it helps them watch over people know they are safe, when on the scene, police will be equipped with body cams to give the correct data when required in court. Technology help promote good citizenship, by allowing everyone being safe at all times.

Social inequality has a big affect on public services because when arresting someone at a different background the police might seem bias and that bias bad on them, so the police tackle social inequality by allowing people

with different backgrounds to join the police force making them look better.

A lot of people deal with financial constraints and when the police deal with someone with little next to nothing, they must show the same level of respect as they would to a person who is very high in leadership for example the prime minister.

When showing the same level of respect it allows people to keep calm and happily to let them know they see that the police are not the bad people. Showing good citizenship.

3 marks

This next example also gained three marks. Marks were awarded for the learner identifying that an effect of financial constraints is that public services have to focus on core or statutory duties and as a consequence there is insufficient time or resources to promote good citizenship and that despite budget cuts they still endeavour to do the best they can to promote good citizenship.

14 Many factors can impact on how public services promote good citizenship. For example, these might include:

- financial constraints
- growth of technology
- social inequality
- changing attitudes
- changing expectations.

Discuss the extent to which factors such as these impact on how public services promote good citizenship.

The public services are adapting ~~to~~ to the growth of technology, and changing attitudes, ~~while~~ ~~the~~ ~~public~~ ~~services~~ ~~are~~ ~~adapting~~ in many different ways. ^{From} The government making laws to help promote good citizenship ~~to~~ as a requirement to become a citizen, to local authorities ~~to~~ promoting empathy and ~~to~~ participating in voluntary activities to the police preventing crime to promote good citizenship the list goes on.

However ~~the~~ financial constraints prevent the public services from participating in or encouraging good citizenship in many ways ~~to~~ as they have to prioritise their resources towards their legal duties.

So in conclusion, the public services

try their best to adapt to changes in technology, attitudes among society etc, ~~and~~ and continue to promote good citizenship but are ~~unable~~ ^{do} limited in how much they can do due to financial constraints as a result of budget ~~cuts~~ cuts among other things.

3 marks

The following is a good example of a level 2 answer. On this occasion the learner was awarded five marks.

You will see in this answer, there is a more singular focus, it is more detailed and in depth. The learner has linked a number of the factors listed in the question to the discussion.

14 Many factors can impact on how public services promote good citizenship. For example, these might include:

- financial constraints
- growth of technology
- social inequality
- changing attitudes
- changing expectations.

Discuss the extent to which factors such as these impact on how public services promote good citizenship.

No matter what, ^{all} public services must be able to show and promote good citizenship. Financially, many of the public services, especially the police and NHS, receive an incredibly low wage for their roles they fulfil. No matter how hard they work or how long they work for, they will still receive a very low income. However, ~~nevertheless~~ having financial constraints doesn't stop them from being focused, determined and ~~so~~ eager to do their jobs helping and caring for their communities as well as keeping everyone safe and protected.

Growth of technology ~~has~~ in the public services has impacted how they promote good citizenship. This is because their use of CCTV, and body cams makes people feel more safe as well as to know they will always get caught if they have been breaking the law. It enables the services to find out more information and to collect more evidence if it is required. The NHS benefit hugely from the growth in technology as they are then able to

help more citizens better from what they have been suffering with for a long time. it makes patients more appreciative of what the NHS does for people. In addition, changing ~~attitudes~~ attitudes and expectations within the public services impacts their promotion of good citizenship as people are going to be either worried for the consequences or happy that people can be changed and helped to become a better person for themselves and others around them. Social inequality makes people realise how unfair and miss-treated people are because of their race, gender, age or disability. People should be able to feel happy and confident in the communities in which they are living in. So having the public services improve on the way citizenship is presented is very important.

5 marks

This next response gained 5 marks. The majority of the marks were awarded for the first two paragraphs in which the learner explained that financial constraints could restrict public services ability to promote good citizenship and in the second paragraph that they could use information and communications technology to promote it.

The fifth and final mark was given for recognising that public services may not be seen as being sufficiently diverse in order to counter social inequality.

14 Many factors can impact on how public services promote good citizenship. For example, these might include:

- financial constraints
- growth of technology
- social inequality
- changing attitudes
- changing expectations.

Discuss the extent to which factors such as these impact on how public services promote good citizenship.

• Financial Constraints

Financial constraints will affect the promotion of good citizenship because workplaces would not be able to pay for their staff to be trained properly on how to promote good ~~citizen~~ citizenship this will impact the public service a lot.

• Growth of technology

Growth of technology will affect the promotion of good citizenship by they would be able to promote it to a wider audience and it would help the public service to promote good citizenship day or night for from their office or station.

• Social inequalities
Social inequalities can affect the promotion of good citizenship because some people might believe they are not diverse enough.

5 marks

This final example gained 6 marks and was at the top end of level 2.

This started really well the learner begins by discussing how financial constraints affect the ability of the police service to be active in the community and therefore restrict the opportunity to promote good citizenship. They discuss how technology can cause people to feel their privacy is being invaded. They then discuss aspects of social inequality and changing expectations, but sadly did not link those latter points back to how they impact on the ability for public services to promote good citizenship.

14 Many factors can impact on how public services promote good citizenship. For example, these might include:

- financial constraints
- growth of technology
- social inequality
- changing attitudes
- changing expectations.

Discuss the extent to which factors such as these impact on how public services promote good citizenship.

The Public Services are impacted by financial constraints as they have had funding cuts for a long time now. This impacted on the level of Police Officers on the streets and the PCSOs who could work with the public to promote citizenship. They do not have the money to provide a level of service ^{that} is required to keep the citizens safe.

The growth of technology such as CCTV, social media, number plate recognition and monitoring of texts and phones is making people feel as though ^{they} are being watched. It is also causing people to distrust neighbours and other citizens who may use pictures, information and put out to the world.

Social inequality is causing problems as the Police Stations are closing and more areas are experiencing social inequality. These areas are vulnerable to ~~something~~

Crimes - as jobs / employment and housing can cause people to commit crimes. This is also impacted by the level of public services that are not available now because of cuts - eg youth centres and communities centres that helped to build relationships.

There has been a big change in attitudes from the older days when people used to be polite, thank others and cared about each other. But now people do not meet in the same way and have different ways of viewing people because social media and access to up to date information on the internet - eg News - causing fear within communities.

People expectations have ~~not~~ changed towards public services - where older people would use the public services when they really had to - the generation now view them as easy to access, = such as A+E at hospitals and ambulances are used when they are not necessary. - This is putting a strain on Public Services

(Total for Question 14 = 8 marks)

6 marks

Summary

- 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.
- 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. Similarly, if there are lists of factors or things to consider aim to include some or most of them in the response.
- With **'Discuss'** questions try and include as many viewpoints or perspectives as possible. This may be from different public service organisations or from the perspective of public service users, employees, etc.
- 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.

Areas of further improvement identified in this series include:

- Where questions relate to the responsibilities of public service employers the answer should focus on the relationship between the employer and the employee
- Understand the difference gender and sexual orientation.
- Questions that relate to public service users the focus should be on those using the service through choice or need.
- Develop skills and techniques to answer multi part questions.
 - The stem at the beginning of the question will apply to all the questions in that group
 - The stem may give an indication of what is expected in the answer
- Practice examination techniques to ensure that learners read the question carefully and do not repeat the question in their answer e.g. Q2 included gender in the question, so answers relating to gender were not awarded marks
- Difference between a job role and a public service, so when asked to name a service, do not name a job role within that service
- When asked to name a service, do not use public service groupings
- When naming service organisations or initiatives, unless it is otherwise specified, you can use local or regional examples. In these instances it is good practice to put (local or regional) in brackets next to the organisation.

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