

# L2 Lead Examiner Report 1906

June 2019

## **L2 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, at Distinction, Merit and Pass.

### Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the external assessment. When we can see the full picture of performance, our experts are then able to decide where best to place the grade boundaries – this means that they decide what the lowest possible mark is for a particular grade.

When our experts set the grade boundaries, they make sure that learners receive grades which reflect their ability. Awarding grade boundaries is conducted to ensure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

### Variations in external assessments

Each external assessment we set asks different questions and may assess different parts of the unit content outlined in the specification. It would be unfair to learners if we set the same grade boundaries for each assessment, because then it would not take accessibility into account.

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

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

### Unit 1: The Role and Work of the Public Services

Grade	Unclassified	Level 1 Pass	Level 2		
			P	M	D
Boundary Mark	0	11	19	27	36

## Introduction

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

## Introduction to the Overall Performance of the Unit

This was the ninth examination series for Unit 1 entitled The Role and Work of the Public Services. It was pleasing to see many learners attempted most of the 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.

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

### Q1

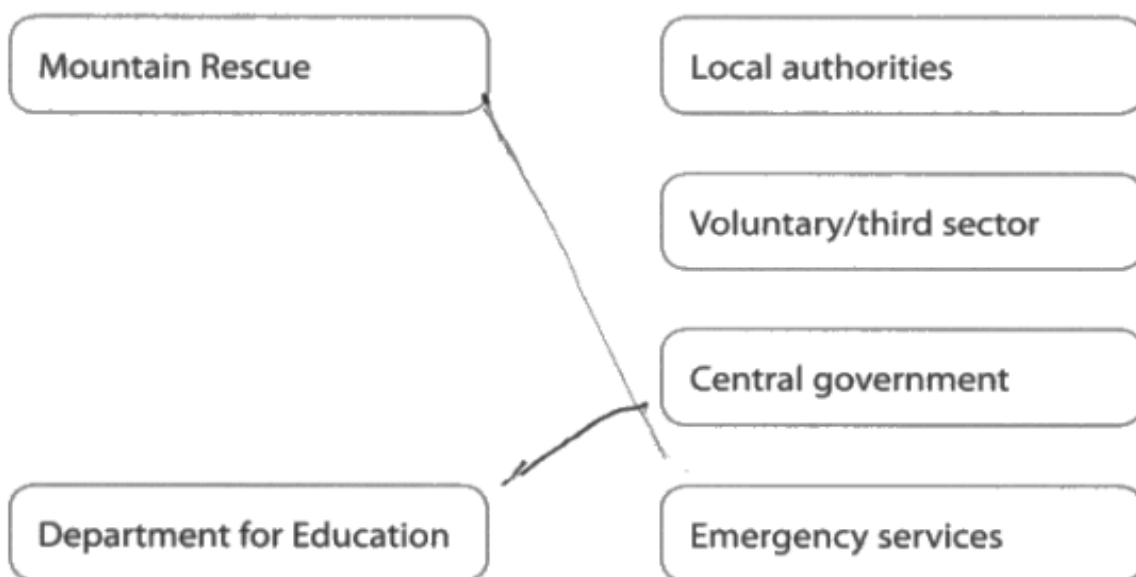
This question required learners to match the public service with the group in which it operates. The majority of learners were able to gain at least one mark usually for matching the Department of Education with central government, however some did struggle to get full marks, mistakenly thinking that Mountain Rescue was an emergency service. Centres are encouraged to share the specification with learners to ensure they are familiar with the content.

An example that received 1 mark;

1 Draw a line to match the public service with the group it operates in.

**Public service**

**Group**

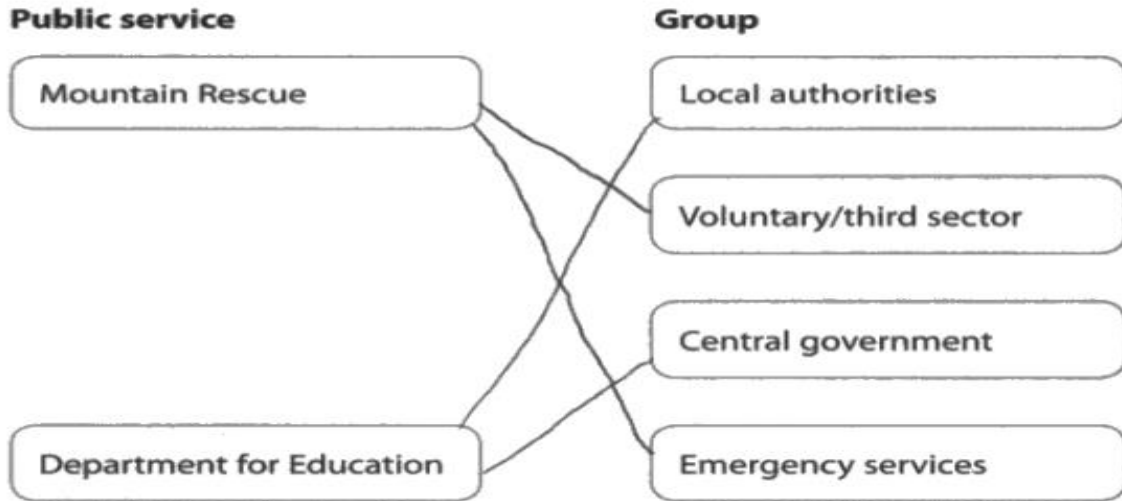


**1 mark**

The above response gained one mark only as Mountain Rescue is within the voluntary/third sector grouping. They do provide an emergency response, but they are clearly listed in topic A1 of the specification as being within the voluntary/third sector grouping.

An example that received 0 marks;

1 Draw a line to match the public service with the group it operates in.

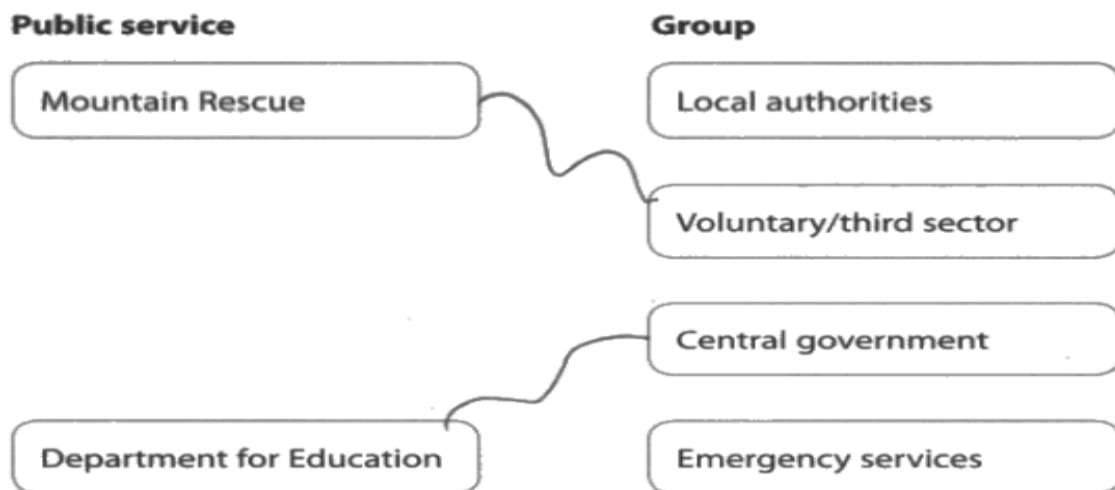


**0 marks**

The learner in the above response has drawn more than one line for each public service linking each of them to multiple groupings, therefore zero marks awarded even if there is a correct answer amongst them.

An example that received 2 marks;

1 Draw a line to match the public service with the group it operates in.



**2 marks**

The above example gained full marks for getting both correct.

**Q2 (a)**

This question concerned roles of the Red Cross. Most learners were able to get one mark but there were some learners who didn't seem to know who the Red Cross were. We also found for this question that there were a number of learners who gave vague answers, such as 'save lives' or 'help society', these were not credited as the question required them to state roles not objectives.

The most common correct answers referred to 'first aid' 'emergency response/rescue' and 'humanitarian aid'.

An example of a response that received 2 marks;

**2** There are many voluntary/third sector services, for example the Red Cross and the Royal National Lifeboat Institution (RNLI).

(a) State **two** roles of the Red Cross.

1 Supply humanitarian aid.

2 # Treat injured people.

**2 marks**

The above response scored one mark for supplying humanitarian aid and one mark for treating injured people i.e. providing first aid.

Continues on next page.

An example of a response that received 1 mark;

- 2 There are many voluntary/third sector services, for example the Red Cross and the Royal National Lifeboat Institution (RNLI).
- (a) State **two** roles of the Red Cross.

- 1 Aid for foreign countries
- 2 provide emergency supplies to war torn areas

**1 mark**

The learner scored one mark for this response as both responses refer to humanitarian aid and therefore there is a maximum of one mark available. This would be a useful example for centres to share with learners to improve exam technique.

An example of a response that received 0 marks;

- 2 There are many voluntary/third sector services, for example the Red Cross and the Royal National Lifeboat Institution (RNLI).
- (a) State **two** roles of the Red Cross.

- 1 Supports charities
- 2 help to improve peoples life and health

**0 marks**

The above response was not awarded any marks; the first response is incorrect (they are the charity) and the second is too vague, we require learners to say how they would do this, such as 'improve people's lives by supporting refugees' 'they provide clothing for refugees' 'they provide humanitarian aid such as food'.



**Q2 (b)**

This question required learners to state two roles of the Royal National Lifeboat Institution (RNLI), generally this was answered better than question 2(a).

An example of a response that received 2 marks;

(b) State **two** roles of the RNLI.

(2)

- 1 Save lives at sea
- 2 Warn people about safety at sea.

**2 marks**

The above response scored one mark for saving lives at sea and one for warning people about safety at sea i.e. safety campaigns.

An example of a response that received 1 mark;

(b) State **two** roles of the RNLI.

(2)

- 1 go out to sea and help those in danger
- 2 protect the public when near the sea.

**1 mark**

The above response scored one mark for the first response for saving lives at sea, however the second response was too vague and was therefore not credited. Had the learner said how for example 'patrol beaches' or 'provide lifeguards on beaches' this would have been credited.

### Q3 (a)

This question required learners to identify the definition of the term “tender”. Some were able to correctly identify it is ‘a bid or proposal’. However, tendering is a subject which learners struggle with, therefore centres should be mindful of this, as all of the specification can and will be tested. Centres are also reminded to share with learners that where multiple answers are provided for a question that requires only one answer, the response cannot achieve any credit, even when one of the answers is correct.

An example of a response that received 1 mark;

**3** Public services often contract out work to other services. This process involves a tender.

(a) Which **one** of the following most closely defines the term ‘tender’?

- A** The length of a contract
- B** A bid or proposal
- C** Direct charges
- D** Source of funding

**1 mark**

An example of a response that received 0 marks;

**3** Public services often contract out work to other services. This process involves a tender.

(a) Which **one** of the following most closely defines the term ‘tender’?

- A** The length of a contract
- B** A bid or proposal
- C** Direct charges
- D** Source of funding

**0 marks**

### Q3 (b)

The question required learners to build upon Q3 (a) and give one advantage of public services tendering for services, again learners struggled with this. The most common correct answers referred to 'cost saving/efficiency' or 'gaining expertise'. Credit was not given for vague answers such as 'better' or for answers such as it being 'quicker' as often tendering is a time consuming process. Similarly credit was not given for answers referring to 'gaining money' as the public service does not gain money from contracting out its work to other services.

An example of a response that received 1 mark;

(b) Give **one** advantage of public services tendering for services.

Cost less for you

**1 mark**

An example of a response that received 0 marks;

(b) Give **one** advantage of public services tendering for services.

Guaranteed money instant for the services

(1) Q03b

**0 marks**

### Q3(c)

The question required learner to build upon Q3 (a) and give one disadvantage of public services tendering for services but again learners struggled with this. The most common correct answers referred to problems with the quality of those tenders or to accountability. Unfortunately there were a number of learners who gave answers referring to contracts such as 'the contract is for a set time' or 'the contract may run out', this does show they have clearly read the stem but they have then misunderstood the question. The question focused on the process of tendering and as such these responses were not credited. See below.

An example of a response that received 1 mark;

(c) Give **one** disadvantage of public services tendering for services.

takes time to agree on  
terms on ~~the~~ a Contract.

**1 mark**

An example of a response that received 0 marks;

(c) Give **one** disadvantage of public services tendering for services.

(1)

they may need them  
eventually the contract  
has ran out.

**0 marks**

#### Q4a

This question required learners to name a regulator other than Her Majesty's Inspectorate of Prisons (HMI Prisons), as given in the stem. Learners really struggled with this question. Many gave answers that referred to names of government departments, in particular 'Treasury' was a very common incorrect answer or others such as 'Home Office' or 'MOD'. Some learners even named other public services such 'police' or 'probation service' and a number of learners gave answers which referred to the courts such as 'Court of Law' or 'Queens Court'. It is unclear why many learners gave these answers, especially given the question gives an example of an inspectorate (HMI Prisons). Centres may wish to use this question and mark scheme when teaching learners, as well as when supporting learners with exam technique. Learners who did answer correctly most commonly said 'OFSTED'.

An example of a response that received 1 mark;

4 Public services are held accountable by various bodies including regulators.

Her Majesty's Inspectorate of Prisons (HMI Prisons) is one regulator.

(a) Name **one other** regulator.

OFSTED

**1 mark**

An example of a response that received 0 marks;

4 Public services are held accountable by various bodies including regulators.

Her Majesty's Inspectorate of Prisons (HMI Prisons) is one regulator.

(a) Name **one other** regulator.

Independent agency

**0 marks**

The above response was not credited as the question required the learner to name the regulator.

#### Q4 (b)

The question required learner to build upon Q4(a) and describe the role of a regulator. Learners struggled with this question, with many repeating the stem by giving responses such as 'scrutinise' or 'regulate', which were not credited. The most common correct answers referred to checking service performance.

An example of a response that received 0 marks;

HMI Prisons regulates and scrutinises the Prison Service.

(b) Describe **one other** role of a regulator.

(2)

Deciding IF the person held responsible actually committed the crimes and how long they'll spend in prison.

**0 marks**

An example of a response that received 0 marks;

HMI Prisons regulates and scrutinises the Prison Service.

(b) Describe **one other** role of a regulator.

(2)

A regulator makes sure that everything is correct and that it is in a usual routine.

**0 marks**

Credit was not given for response like that above which referred to the regulator making sure everything is correct because regulators do not have that power. They inspect and report on their findings and it is then up to the service and/or the government to enforce changes.

In contrast the example below achieved two marks because they explained that that regulator helps to improve the service by identifying positives and negatives i.e. checking service performance. This is distinguishable from 'making sure things are correct' and so gained two marks.

An example of a response that received 2 marks;

HMI Prisons regulates and scrutinises the Prison Service.  
 (b) Describe **one other** role of a regulator. (2)

another role would be that they help to improve the staff and their facilities and everything else. also can give positives and negative feedback to the prison service itself

**2 marks**

An example of a response that received 1 mark;

HMI Prisons regulates and scrutinises the Prison Service.  
 (b) Describe **one other** role of a regulator. (2)

~~Another~~ a regulators role is to test the <sup>school</sup> ~~school~~ on their teaching within schools

**1 mark**

An example of a response that received 1 mark;

HMI Prisons regulates and scrutinises the Prison Service.  
 (b) Describe **one other** role of a regulator. (2)

Make often checks for making sure everything is right.

**1 mark**

The response above was awarded one mark for doing checks to see if things are right, there was not an appropriate extension to gain the second mark.

**Q4(c)**

This question required learners to state a definition of the term scrutiny. Learners struggled with this question, many gave incorrect answers such as 'being judged' or 'pointing out bad things'. They seemed to miss that the question required a definition of the word scrutiny i.e. the process and not a possible consequence.

An example of a response that received 1 mark;

(c) State what is meant by the term 'scrutiny'?

(1)

where something is looked at in great detail.

**1 mark**

An example of a response that received 0 marks;

(c) State what is meant by the term 'scrutiny'?

(1)

Scrutiny is ~~to be~~ a punishment when you do not do the correct thing you were asked to do

**(Total for Question 4 = 4 marks)**

**0 marks**

**Q5 (a)**

The question required learners to describe what is meant by the term "contracted out services", again learners struggled with this question. Centres are encouraged to share the specification and previous exam papers and mark schemes with learners, particularly for the areas that learner may find more difficult. However, it was pleasing to see some learners were able to define the term using appropriate examples.



An example of a response that received 2 marks;

5 (a) Describe what is meant by the term 'contracted out public services'.

(2)

It ~~means~~ means a company is paid by another company to do the job because they're more specialized. For example The prison service pay G4S to guard the inmates

**2 marks**

An example of a response that received 2 marks;

5 (a) Describe what is meant by the term 'contracted out public services'.

(2)

They services are offered to private companies for example G4S who took charge of security during the Olympics.

**2 marks**

An example of a response that received 2 mark

5 (a) Describe what is meant by the term 'contracted out public services'.

(2)

It means that local Authorities give their some duties to private companies to do it.  
For example: Bins collection, Meals on wheels and Highway maintenance.

**2 marks**

An example of a response that received 1 mark;

5 (a) Describe what is meant by the term 'contracted out public services'. (2)

when an ~~service~~ organisation hires another organisation to provide a service for them

**1 mark**

The above response scored one mark for identifying that it is where one organisation hires another service to provide a service. This was not enough to be a description and gain both marks, to gain both they would need to identify it is the public service hiring another organisation to deliver their services.

An example of a response that received 0 marks;

5 (a) Describe what is meant by the term 'contracted out public services'. (2)

This means that different services go out of their ways to help others.

**0 marks**

### Q5 (b)

The question built upon question 5(a) and required learners to give examples of contracted out public services, again learners struggled with this question. The mark scheme for this question is comprehensive so centres may find it beneficial to share with learners during teaching. This is excellent practice and will help to prepare learners for the exam. For those who answered correctly it was pleasing to see a huge range of answers covering lots of different sectors.

An example of a response that received 2 marks;

(b) Give **two** examples of contracted out public services. (2)

1. Meals on wheels

2. ICT support

**2 marks**

An example of a response that received 1 mark;

(b) Give **two** examples of contracted out public services. (2)

1. G4S

2. Police

**1 mark**

The above response gained one mark for the first response. The second response is not rewarded as the question required services that the public service such as the police contract out to other services.

An example of a response that received 0 marks;

(b) Give **two** examples of contracted out public services. (2)

1. Wake in centres, provided by the NHS.

2. ~~Spa~~ Education services, provided by the Local Authorities.

**0 marks**

**Q6 (a)**

This question required learners to give one way that the police service is funded other than council tax which was given in the stem. The majority of learners were able to give a correct answer, with the most common being 'government' or 'taxation'. The most common incorrect answers included 'donations' 'legacies' and 'fines'.

Learners should be reminded of the importance of reading the question, including the stem thoroughly, some learners missed out on marks as they gave answers referring to council tax, which is given in the stem and therefore not rewardable.

An example of a response that received 1 mark;

**6** One way the police service is funded is through council tax.

(a) Give **one other** way the police service is funded.

(1)

Government grant.

**1 mark**

An example of a response that received 0 marks;

**6** One way the police service is funded is through council tax.

(a) Give **one other** way the police service is funded.

(1)

Charity Donations.

**0 marks**

**Q6 (b)**

This question required learners to identify services funded through council tax. It was surprising to see that learners struggled with this question as it seems they either didn't read the question properly or got the term service confused. The stem gave them one thing funded by council tax i.e. the Police. The question asked for three other services funded through council tax. Unfortunately, many learners seem to have thought the question was asking for the names of public services and so gave answers such as 'fire/ambulance/NHS' or 'army, navy, fire', and as such learners mostly overlooked any services provided by the local council. Those who did read the question properly sometimes referred to job titles instead of the names of the services e.g. 'binmen' and so were not awarded marks.

An example of a response that received 3 marks;

(b) Identify **three other** services that are funded through council tax. (3)

- 1 Fire and Rescue Service
- 2 Rubbish ~~is~~ Collection
- 3 ~~Good~~ Road maintenance

**3 marks**

Continues on next page.

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An example of a response that received 2 marks;

(b) Identify **three other** services that are funded through council tax. (3)

1 libraries

2 public transport

3 NS PCC

**2 marks**

The above response scores two marks in total, one for libraries and one for public transport.

An example of a response that received 1 mark;

(b) Identify **three other** services that are funded through council tax. (3)

1 police force

2 fire service

3 Ambulance service.

**1 mark**

The above response scored one mark for fire service, they cannot gain credit for the police as that was given in the stem and ambulance service is incorrect.

An example of a response that received 0 marks;

(b) Identify **three other** services that are funded through council tax.

(3)

1 Local Authority.

2 Prison.

3 Police.

**0 marks**

**Q7**

This question required learners to explain one way that a change in funding could affect the Fire and Rescue Services. Generally, this was answered well with most learners gaining at least 1 mark. The most common correct answers referred to resources such as, 'less staff' 'less equipment', however some found it difficult to extend their answer to gain full marks. Centres are advised to use past papers with learners to familiarise them with the style of the questions and specifically the command verbs so that learners understand the level of detail required.

An example of a response that received 2 marks;

7 Explain **one** way that a change in funding could affect the Fire and Rescue Services.

They won't be able to buy equipment so they can't do their job making them look bad.

**2 marks**

An example of a response that received 1 mark;

7 Explain **one** way that a change in funding could affect the Fire and Rescue Services.

~~Funding~~ would allow them to have more valuable gear and more people employed

**1 mark**

The above response gives two valid answers, more valuable equipment and more staff employed. It only scores one mark as the question requires them to explain one rather than identify two. This would be a good example for centres to use with learners to improve exam technique i.e. to highlight the importance of fully understanding what the question requires.

An example of a response that received 0 marks;

7 Explain **one** way that a change in funding could affect the Fire and Rescue Services.

Could mean not alot of money has been given to the ~~fire~~ emergency services.

**0 marks**

The above response is an example of a learner simply re-stating the question, therefore responses like this were not credited. Learners should be reminded to read all questions thoroughly to be sure they fully understand what the question is asking.

## Q8

This question was generally answered well, with most learners gaining at least one mark. It was particularly pleasing to see a good variety of responses. The most common correct responses were 'Cancer Research Race for Life' 'Comic Relief' 'Children in Need'. Unfortunately, some learners simply gave the names of fundraising activities in general such as 'sponsored run' 'bake sale', without any reference to a charity/national campaign so these were not credited.



An example of a response that received 2 marks;

**8** Charities often rely on national campaigns to raise awareness and generate income, for example the Alzheimer’s Society organises an annual Memory Walk.

Give **two other** examples of national campaigns used by charities.

1 Race for life (Cancer research)

2 Dressing up (Children in need)

**2 marks**

An example of a response that received 1 mark;

**8** Charities often rely on national campaigns to raise awareness and generate income, for example the Alzheimer’s Society organises an annual Memory Walk.

Give **two other** examples of national campaigns used by charities.

1 ~~Charities~~ Cancer research do a Fun Run to raise money.

2

**1 mark**

The above response gained one mark, fun run was allowed as it was linked to a specific charity/campaign, not just a fundraising activity in general.

Continues on next page.

An example of a response that received 0 marks;

- 8 Charities often rely on national campaigns to raise awareness and generate income, for example the Alzheimer's Society organises an annual Memory Walk.

Give **two other** examples of national campaigns used by charities.

- 1 One could be a Marathon  
2 ~~one~~ another one is a Sports event like Football

**0 marks**

The above response is an example of a learner giving responses that were fundraising activities in general and not linked to any campaign and so therefore it was not credited.

## Q9

This question required learners to identify the name of public service objectives. This provided a mixed response, some learners were able to answer correctly, and others struggled.

An example of a response that received 1 mark;

- 9 Public services have objectives they must meet.

Which **one** of the following best describes public service objectives?

- A An object they must provide
- B Facts or figures
- C Organisational targets
- D Uninfluenced views

**1 mark**

An example of a response that received 0 marks;

**3** Public services often contract out work to other services. This process involves a tender.

(a) Which **one** of the following most closely defines the term 'tender'?

~~A~~ The length of a contract

B A bid or proposal

C Direct charges

D Source of funding

**0 marks**

The above response is a good example of a learner who has followed the instructions on the paper for crossing out an answer they do not want marked (A) and replaced with an answer they do want marking (D). Unfortunately D was incorrect so they did not gain any marks.

Continues on next page.

**Q10 (a)**

This question required learners to explain two examples of public services working together to achieve their objectives, most learners were able to give examples of them working together, however they struggled with linking it to public service objectives to achieve the second marks available.

An example of a response that received 4 marks;

10 In order for a public service to meet its objectives it often works with other services.

(a) Explain **two** examples of public services working together to achieve their objectives. (4)

1. The public services work together to prevent crimes and accidents e.g. police and ambulance would work together in car accidents, the ambulance would treat the patients police arrest.

2. The police and fire service work together in a fire case. The police would investigate and fire service would prevent the fire from spreading.

**4 marks**

The above response scored full marks. One mark for the police and ambulance working together as a car accident (police arrest, ambulance treat the patient) with a valid extension/link to their objectives i.e. in order to prevent crimes and accidents, to gain the second mark. For their second response they gained one mark for the police and fire service working together with a fire, with a valid extension/link to their objectives 'to prevent the fire spread' i.e. prevent escalation to gain the second mark.

An example of a response that received 3 marks;

10 In order for a public service to meet its objectives it often works with other services.

(a) Explain **two** examples of public services working together to achieve their objectives.

(4)

- 1 The police service often work along side the fire and rescue service as there may be an incident where somebody may be injured.
- 2 The police and social workers also work along side each other as they monitor certain things to ensure the public are safe in the community and in their own homes.

**3 marks**

The above response scored one mark for the police and fire service working together at an incident where somebody is injured but the response was not linked to their objectives, therefore the second mark was not available. In the second response they gained one mark for the police and social service working together to monitor things, with a valid extension/link to their objectives 'to ensure Public safety' i.e. protecting the public, for the second mark.

Continues on next page.

An example of a response that received 2 marks;

**10** In order for a public service to meet its objectives it often works with other services.

(a) Explain **two** examples of public services working together to achieve their objectives. (4)

1. ~~at an~~ protecting the citizens when there is danger so when there was a terrorist attack all the services will be there to protect the citizens but also at a football game etc

2. save lives is an objective they be doing all so to achieve that goal the public services will need to work together for example if there is a crash the police will do the roads and sort the situation while the ambulance service patch up the injuries.

**2 marks**

The above response has no rewardable content in first response because it is not linked to any specific Public Services or their roles. For the second response they gained one mark for 'at an RTC the police will close the roads and the ambulance attend the injured' with a valid extension/link to their objectives i.e. in order to save lives gaining the second mark.

Continues on next page.

An example of a response that received 0 marks;

**10** In order for a public service to meet its objectives it often works with other services.

(a) Explain **two** examples of public services working together to achieve their objectives.

(4)

1. to manage incidones together  
by sharing information to one  
another

2. to make sure communication pathways  
are compatiabile so orders can be  
given.

**0 marks**

### Q10 (b)

This question required learners to identify two reasons why public services should work together. It was pleasing to see learners answer this question well, with the vast majority giving correct answers. The most common correct answers included 'saves money' 'saves time' 'quicker/more efficient' 'saves lives'.

Continues on next page.

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An example of a response that received 2 marks;

(b) Identify **two other** reasons why public services should work together. (2)

1 to reduce crime and incidents from ~~trapping~~ happening which reduce casualties

2 to share resources and equipment when needed as one service may need it more than another

**2 marks**

An example of a response that received 1 mark;

(b) Identify **two other** reasons why public services should work together. (2)

1 So it gets done faster

2 And so everything runs smoother

**1 mark**

The above response has two valid answers, however they are part of the same point 'provide a more efficient/quicker service' and therefore gains one mark only.



## Q11

This question required learners to explain two advantages of a public sector delivery model. Learners always struggle with questions on delivery models and this was no exception. Centres may wish to use this question and mark scheme, along with questions on the same topic in previous papers, with learners to ensure full understanding of delivery models. The most common correct answers referred to 'faster' 'prevents confusion if the service does it itself'.

An example of a response that received 4 marks;

11 Public services use a wide range of delivery models. These delivery models include public sector delivery, where a public service provides the service itself.

Explain **two** advantages of a public sector delivery model.

1 Public sector delivery models are better because it means that they are going to get it done straight away as it is them doing it, they won't have to wait for any other services.

2 Another advantage is that because it is a public sector delivery they are going to be organised themselves they won't be clashing any objectives with any other services making it less expensive for them.

**4 marks**

An example of a response that received 4 marks;

11 Public services use a wide range of delivery models. These delivery models include public sector delivery, where a public service provides the service itself.

Explain **two** advantages of a public sector delivery model.

- 1 IF THE PUBLIC SERVICE IS PROVIDING THE SERVICE ITSELF THERE IS LESS CHANCE OF ERROR THIS IS BECAUSE THEY ARE PERFORMING THE TASK THEMSELVES AND KNOW WHAT THEY ARE DOING.
- 2 ~~THESE~~ IT COULD SAVE MONEY BECAUSE THEY MAY ALREADY HAVE THE RESOURCES NECESSARY TO PROVIDE THIS SERVICE EFFECTIVELY.

4 marks

An example of a response that received 2 marks;

11 Public services use a wide range of delivery models. These delivery models include public sector delivery, where a public service provides the service itself.

Explain **two** advantages of a public sector delivery model.

- 1 An advantage of a public sector delivery model is that the services know whos delivering what so they are insured that nothing will get lost.
- 2 Another advantage is that they don't have to ~~also~~ use another external business meaning that they save money

2 marks

The above response scores two marks in total. The first response has no rewardable content and gains no marks. The second response gains one mark for the advantage that they don't have to rely on external business i.e. public service remains in charge, with a valid extension 'saves money' for the second mark available.

An example of a response that received 0 marks;

**11** Public services use a wide range of delivery models. These delivery models include public sector delivery, where a public service provides the service itself.

Explain **two** advantages of a public sector delivery model.

1 Everyone gets their orders on time that are delivered to your door so you don't have to rush to collect it.

2 Another advantage would be that people can get letters sent to them from across the world.

**0 marks**

The above response is a clear example of a learner not understanding the topic area and not reading the question properly. The stem provides a definition of the public sector delivery model, the question then requires advantages of this model. The learner has completely missed this and has given responses relating to the delivery of goods and letters, therefore there is no rewardable content. Centres may wish to use this an example with learners, highlighting that, in the context of this specification, delivery models are not connected in any way to the delivery of goods or letters.

## Q12

This question required learners to give two examples of public health campaigns. The question performed well with learners being able to give a variety of correct answers. The most common correct answers referred to healthy eating advice and stop smoking campaigns. Credit was not given for names of conditions or for fundraising activities.

An example of a response that received 2 marks;

Give **two other** examples of public health campaigns.

- 1 Skyballs
- 2 Stoptember

**2 marks**

An example of a response that received 2 marks;

Give **two other** examples of public health campaigns.

- 1 campaigns against smoking, the affect on your lungs and heart.
- 2 Campaigns against drug and drink misuse.

**2 marks**

An example of a response that received 1 mark;

**12** Public health services are designed to educate the public and improve their health, for example cancer awareness campaigns educate the public on the importance of regular check-ups.

Give **two other** examples of public health campaigns.

- 1 Screening for breast cancer.
- 2 Self check for testicular cancer.

**1 mark**

The above response does not gain any marks for the first response i.e. screening because this is a regular check-up, which is given in the stem and

therefore not rewardable. The second response 'self-check' although still about cancer is a campaign in its own rights and so was awarded one mark.

An example of a response that received 0 marks;

**12** Public health services are designed to educate the public and improve their health, for example cancer awareness campaigns educate the public on the importance of regular check-ups.

Give **two other** examples of public health campaigns.

1 Mental Health.

2 Alzheimers.

**0 marks**

The above response gives names of health conditions, these alone are not rewardable, and responses must be linked to campaigns to gain credit.

### Q13

This question required learners to explain two ways St John Ambulance supports health service, most learners were able to gain some marks here for identifying the way, although many did not full extend their answers to gain the explanation marks.

Continues on next page.

An example of a response that received 4 marks;

13 Voluntary services support many public services.

Explain **two** ways St John Ambulance supports health services.

1 Can transport patients in major accidents to hospitals when the ambulance service is all backed up

2 attend public events to provide first aid so the ambulance service doesn't have to waste its resources waiting around all day.

**4 marks**

In the above response, the first response scores one mark for transporting patients to hospital and a second mark for explaining that this supports health services when they are backed up. The second response scored one mark for attending public events to provide first aid, and a second mark for explaining that this saves health services 'wasting resources waiting around all day'.

Continues on next page.

An example of a response that received 2 marks;

**13** Voluntary services support many public services.  
 Explain **two** ways St John Ambulance supports health services.

- 1 They provide transport so that the Ambulance don't need go pick somebody and wait for a bigger emergency
- 2 They educate health to public so the public can eat and be healthier so prevent disease

**2 marks**

The above response score two marks for the first response and nothing for the second as it is not a role of St John Ambulance. For the first response it scores one mark for “provide transport” with a second mark for explaining that this supports the ambulance service when it’s too busy.

An example of a response that received 0 marks;

**13** Voluntary services support many public services.  
 Explain **two** ways St John Ambulance supports health services.

- 1 By showing other people, demonstrating how to use all the equipments
- 2 by funding the health services as we know the St John Ambulance is in the Third Sector

**0 marks**

The above response did not gain any marks. The first response 'demonstrating equipment' was too vague to achieve any credit, however had they linked it to first aid equipment i.e. 'demonstrating first aid equipment' they would have been able to achieve one mark as St John teach first aid and as such would demonstrate equipment such as bandages/slings. The second response has no rewardable content.

## Q14

This question required learners to discuss the impact of the issues raised in the report on the prison service. Most learners were able to provide a level 1 response and gain up to three marks, few learners were able to provide a level 2 response and gain between four and six marks.

An example of a response that received 6 marks;

Continues on next page.



- FIRST AID -

14 A report by Her Majesty's Inspectorate of Prisons (HMIP) has described one prison as violent, unsafe and one of the most overcrowded in Britain.

The report found:

- 91% of cells at the prison were used to hold more inmates than they were designed to hold. Overall, the prison held 1,127 inmates when its normal certified capacity is 669 inmates *Funding*
- about a third of inmates failed drugs tests and 20% reported developing a drug problem in jail *Increase Staff*
- levels of violence and self-harm were far too high *Training/increase staff*
- several staff had been suspended or dismissed for misbehaviour when using force. *Scrutiny*

Discuss the impact on the prison service of dealing with the issues raised in the report.

(8)

The impact on ~~the~~ <sup>the</sup> prison service of dealing with the issues raised in the report could be improved by increasing the funding for more cells at the jail. This could improve public confidence by making them feel safe. However, there could be a huge funding bill and it ~~there~~ <sup>would</sup> be hard to get money. The prison could increase staff members to check for drug misuse against the inmates. This could improve staff morale as it would make the staff happy and safe. However, increasing the staff could eventually make staff go on strike if they are being under paid.

~~The~~ ~~prison~~ The prison could again increase the staff and provide extra training for the levels of violence and self-harm.

Doing this could reduce the legal action and reducing the chances of them being sued for having an unsafe prison environment. However, providing extra training could take up the staff's free time.

Lastly the staff could improve the scrutiny for them being suspended and misbehaving. Doing this could also improve staff morale as it would make them feel happy about working here.

~~However~~ However, improving the scrutiny could make the staff feel pushed around and not wanting to come into work.

In conclusion, doing all these things could improve the prison, and it would be a safe place for inmates.

### 6 marks

The above response is an upper level 2 response that is clearly linked to the question. It identifies several different points (funding, staffing checks for substance miss-use, public confidence and staff morale) and describes two points (staff levels, reducing legal action and scrutiny of staff), all of which are relevant to the question with some attempt to consider more than one view point (staff morale, financial constraints, limited time of staff). In the first paragraph it identifies funding for cells as an issue, which is then linked to the impact on public confidence and the learner also considers another viewpoint i.e. difficulty in raising funds. The second point discussed is the need for more staff to check for substance miss-use and how this may improve staff morale, with an attempt to consider another viewpoint i.e. impact on pay. The next

point concerning additional staff and training is well described, linked to reducing legal action and consideration is given the practical issues with additional training i.e. taking up staff time. Lastly the learner suggests improving scrutiny of staff to deal with the issues raised, they also link this to staff morale and the impact on staffing levels.

An example of a response that received 5 marks;

Continues on next page.

14 A report by Her Majesty's Inspectorate of Prisons (HMIP) has described one prison as violent, unsafe and one of the most overcrowded in Britain.

The report found:

- 91% of cells at the prison were used to hold more inmates than they were designed to hold. Overall, the prison held 1,127 inmates when its normal certified capacity is 669 inmates
- about a third of inmates failed drugs tests and 20% reported developing a drug problem in jail
- levels of violence and self-harm were far too high
- several staff had been suspended or dismissed for misbehaviour when using force.

Discuss the impact on the prison service of dealing with the issues raised in the report.

Reduce legal aid  
Impact stay moved  
Public confidence

Funding  
Increase staff numbers  
Reduce  
Security Training Transparency

(8)

First of all the prisons should use funding to build more or bigger cells blocks so that prisoners are not crowded, this could also reduce violence because it will be less crowded, however to do that they should take funding out of food and catering so more money is spent for more or bigger cell blocks.

They should also train these staff significantly so that the staff know how to deal with inmates without using force, they should also increase staff ~~numbers~~ numbers so they can reduce the amount of violence in the prisons and sort out self-harm. Although this may cost money and it may be hard to find good staff due to the bad reputation.

Also public scrutiny will help the prison service see what's wrong with the prison and hopefully that will help reduce legal action, however public scrutiny may reduce staff morale however work levels. So therefore all of these points should help reduce legal action, improve staff morale and allow the public to be more confident in the service.

(Total for Question 14 = 8 marks)

TOTAL FOR PAPER = 50 MARKS

**5 marks**

The above is an example of a middle level 2 response with a few key points described and consideration of more than one viewpoint relevant to the question. The learner considered overcrowding would lead to violence and the impact of addressing this on funding, with consideration that increasing funding would impact on other areas of financial responsibility. The learner discussed the need to train staff and increase staff numbers in order to reduce violence, with consideration that this will cost money and may be hard to find staff due to reputational damage. They also considered potential legal action and increased public scrutiny affecting staff morale.

An example of a response that received 4 marks;

**14** A report by Her Majesty's Inspectorate of Prisons (HMIP) has described one prison as violent, unsafe and one of the most overcrowded in Britain.

The report found:

- 91% of cells at the prison were used to hold more inmates than they were designed to hold. Overall, the prison held 1,127 inmates when its normal certified capacity is 669 inmates
- about a third of inmates failed drugs tests and 20% reported developing a drug problem in jail
- levels of violence and self-harm were far too high
- several staff had been suspended or dismissed for misbehaviour when using force.

Discuss the impact on the prison service of dealing with the issues raised in the report.

(8)

When prisons holding more inmates than what it designed for you can put prisoners into another prison or build an extension into prison by doing that you will have enough inmates to control.

If inmates are failing the drugs test be more tight on security like what goes in and out of the prison also make sure they have someone there to support them if they need to talk by doing this the rate of drug problems will go down.

If there a lot of violence and self harm make sure they have regular

Check up in the cell so they do not get anything to self harm. If there's a lot of violence employ more prison guards to reassure the prisoners they're safe and also make the rules stricter in prison.

When staff being dismissed for mistakes when using force make sure that they go on training courses so it keeps it fresh in their heads also employ more prison guards so they do not feel the pressure as they might think if I don't restrain him I'm going to get hurt so therefore when you employ more prison guards it gives reassurance to other prison guards even the prisoners.

(Total for Question 14 = 8 marks)

TOTAL FOR PAPER = 50 MARKS

**4 marks**

The above response scores four marks. This is a lower level two response with two points identified and two points described. The learner identifies that adherence to capacity is an issue, suggesting they move prisoners to another prison or build an extension. They identify the need to improve security and counselling services and cells checks on vulnerable inmates. The learner goes on to describe the impact of self-harm/suicide, that because of violence the prison may need to employ more staff in order to make inmates feel safer,

suggesting they should also have stricter rules. Finally, they describe the need to train staff, so it stays fresh in their mind and employ more staff so that staff feel they have more support/back up.

An example of a response that received 3 marks;

**14** A report by Her Majesty's Inspectorate of Prisons (HMIP) has described one prison as violent, unsafe and one of the most overcrowded in Britain.

The report found:

- 91% of cells at the prison were used to hold more inmates than they were designed to hold. Overall, the prison held 1,127 inmates when its normal certified capacity is 669 inmates
- about a third of inmates failed drugs tests and 20% reported developing a drug problem in jail
- levels of violence and self-harm were far too high
- several staff had been suspended or dismissed for misbehaviour when using force.

Discuss the impact on the prison service of dealing with the issues raised in the report.

(8)

F: funding  
 I: Increase staff  
 R: Resources  
 S: Scrutiny  
 T: Transparency  
 T: Training

R: Reduce Legal action  
 I: Improved staff morale  
 P: Public are informed.

- Funding to build ~~for~~<sup>more</sup> cells and better supplies. eg food / drinks.
- Increase staff so ~~there~~ its more



Controllable in the prison. And less risks of injuries

- Resources like gyms/equipment./education.
- Scrutinise what they're doing wrong. And help what they're doing correct.
- Transparency so it's clear and safe.
- Training so staff are more capable of pinning people down and less harm to staff or other inmates.
- Reduce legal action so there's no drugs or harmful weapons.
- Improved staff morale so people feel more confident and happy with more cheerful staff. And make inmates feel happy.
- Public are in better hands and ~~know~~ know what's going on in the prison.

(Total for Question 14 = 8 marks)

TOTAL FOR PAPER = 50 MARKS

**3 marks**

The above response is an upper level 1 response gaining three marks, the learner has identified many valid points but there is no expansion and it considers only one viewpoint.

An example of a response that received 1 mark;

14 A report by Her Majesty's Inspectorate of Prisons (HMIP) has described one prison as violent, unsafe and one of the most overcrowded in Britain.

The report found:

- 91% of cells at the prison were used to hold more inmates than they were designed to hold. Overall, the prison held 1,127 inmates when its normal certified capacity is 669 inmates
- about a third of inmates failed drugs tests and 20% reported developing a drug problem in jail
- levels of violence and self-harm were far too high
- several staff had been suspended or dismissed for misbehaviour when using force.

Discuss the impact on the prison service of dealing with the issues raised in the report.

(8)

The impact of overcrowding would be the violence and drug problems in jail as an increase because how much the prison can hold is only 669 inmates whereas the prison has 1,127 inmates. The impact would also be the more staff that gets suspended or dismissed for misbehaving when using force would increase because there is not enough staff to handle the overcrowding of inmates and to control the level of violence and self-harm that are already far too high also there would be an increase of inmates failing drug tests more the 20% reported with the drug problem in jail.

The misbehaviour when using force from the staff members is from lack of training for them to deal with inmates. 91% of cells in the prison were used to hold more inmates than they were designed to hold this would

impact the HMIP with problems with funding, with food, accommodation and fulfilling everyone of the inmates basic human rights.

1 mark

This gains one mark for the last sentence, the rest is a repeat of the stem and therefore not rewardable. Centres should remind learners not to repeat the stem as it will not be rewarded, this example could be used to illustrate this.

## 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. Therefore 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.

Areas for improvement identified in this series include:

- Practice examination technique to ensure learners fully understand what the question requires. Questions mostly focus on public services, public service personnel, service users and the general public, it is vitally important learners understand which is the focus of each question to be able to successfully gain marks.
- Ensure students are familiar with terminology, for example, in question 6(b) many learners misunderstood the word service, and this negatively affected their ability to gain marks.
- Use past papers such as this to ensure learners understand the definitions and concepts of scrutiny and regulation, including the public service inspectorates listed in the specification.
- Highlight the meaning of the term delivery with regards to public service delivery models. It is vitally important to read the stem and question thoroughly, this was particularly evidenced in question 11, where learners did not read the stem, and as such missed the definition of the delivery model that was provided.
- Ensure that all elements of the specification are covered including the non-uniformed elements. Ensure revision focused on the areas of the specification the learners find difficult such as contracted out services.

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Welsh Assembly Government



