

L2 Lead Examiner Report 2001

January 2020

L2 BTEC First in Public Services

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

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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		
			Pass	Merit	Distinction
Boundary Mark	0	12	20	28	36

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.

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

Introduction to the Overall Performance of the Unit

This was the fifth winter series examination for this qualification, the tenth 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. Series after series learners are consistently 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 as reported in the media 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 one mark and was generally well answered. Learners were asked to identify which of four options was a principle of the Human Rights Act 1998. Most learners selected the correct answer, the right to education, although a significant number selected option D, the right to free healthcare.

1 Identify which **one** of the following is a principle of the Human Rights Act 1998.

- A** The right to volunteer
- B** The right to welfare benefits
- C** The right to education
- D** The right to free healthcare

(Total for Question 1 = 1 mark)

1 mark

Q2

This was a two mark question in which the learners were asked to give two responsibilities of public service employees. They had been given obeying the law in the question.

The expected answers included responsibilities such as maintaining professional standards, following codes of practice and promoting diversity. The question was not targeted at a specific service or group of services, so answers that related to a specific type of employee were not awarded marks. The answers that were awarded marks were for responsibilities that apply to all types of public service employees whether front line staff or support staff or whether they are uniformed or non-uniformed.

In these first examples both marks were awarded.

2 One responsibility of public service employees is to obey the law.

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

1 To maintain professional standards & be trained properly to keep community safe.

2 To Follow the health & safety rules or other rules that their employers make for them.

2 marks

2 One responsibility of public service employees is to obey the law.

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

1 To act professional at all times

2 To encourage diversity

2 marks

2 One responsibility of public service employees is to obey the law.

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

1 To treat everyone equally and dont discriminate.

2 To do their job / follow rules given

2 marks

There were a number of examples of learners confusing the responsibilities of employees with that of the responsibilities of the service itself. Similarly, some learners gave responsibilities of public service employers, such as enabling whistleblowing.

2 One responsibility of public service employees is to obey the law.

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

- 1 To provide a ^{high quality service} safe working environment
- 2 To enable Whistleblowing

0 marks

2 One responsibility of public service employees is to obey the law.

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

- 1 To keep citizens safe from harm
- 2 To make sure everyone obeys the law

0 marks

2 One responsibility of public service employees is to obey the law.

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

- 1 To be role models for the younger generation
- 2 To protect the country

0 marks

Q3

This was a two mark question and kept with the theme of responsibilities, in this case those of public service employers. The learners were asked to give two responsibilities that public service employers have to their employees. In this question the majority of learners successfully recalled the main responsibilities listed in the specification.

3 Give **two** responsibilities that public service employers have for their employees.

1 to make sure there working environment is safe

2 to have a whistle blowing system

2 marks

3 Give **two** responsibilities that public service employers have for their employees.

1 To ensure that the employees have the right usable equipment.

2 Ensure that they're trained properly.

2 marks

3 Give **two** responsibilities that public service employers have for their employees.

1 To enable redress

2 To allow whistle blowing

2 marks

A number of learners confused the responsibilities of the public service employers with those of the public service employees.

3 Give **two** responsibilities that public service employers have for their employees.

1 be on time

2 follow instructions

0 marks

3 Give **two** responsibilities that public service employers have for their employees.

1 ~~work for the whole the~~

work there whole shift

2 Do what the employers say

0 marks

Q4

This was a question worth two marks. Learners were asked to give ways that public services use technology other than when carrying out surveillance. Most learners successfully gave ways such as using technology to communicate, gathering data and gathering evidence.

4 Public service organisations use technology for surveillance.

Give **two other** ways public service organisations use technology.

1 for communication

2 for navigation

2 marks

4 Public service organisations use technology for surveillance.

Give **two other** ways public service organisations use technology.

1. They use it to keep documents a confidential information about an individual e.g. Medical records.

2 They use it to give notices about appointments or ~~medication~~ medication for those who are unable.

(Total for Question 4 = 2 marks)

2 marks

There were some who, as in the case of the answers shown below, gave answers relating to surveillance methods, as opposed to **two other** ways that public service organisations use technology.

4 Public service organisations use technology for surveillance.

Give **two other** ways public service organisations use technology.

1 CCTV

2 ANPR

0 marks

4 Public service organisations use technology for surveillance.

Give **two other** ways public service organisations use technology.

1 having security guards patrol there area.

2 CCTV

0 marks

Q5

This question asked the learners to give two ways that the armed services provide support to communities during peacetime. This was generally answered well with a significant number of learners displaying a good understanding of the role of the armed services.

In the first responses shown below both marks were awarded as the learners had given two good answers. This was a straightforward 'give' question so learners were not expected to show any significant development, although some did develop their answers.

5 The main role of the armed services is to defend the UK and its interests at home and abroad.

Give **two** ways the armed services provide support to communities in the UK during peacetime.

1 The armed services can give support in case of a terror attack.

2 They also support ~~their~~ Emergency Services when it's not possible for them to access the terrains or if the emergency services don't have the equipment but the armed services do.

(Total for Question 5 = 2 marks)

2 marks

5 The main role of the armed services is to defend the UK and its interests at home and abroad.

Give **two** ways the armed services provide support to communities in the UK during peacetime.

- 1 They carry out presentations in communities to show people what they do/how they protect the UK
- 2 The army would help out during a flood by building bridges/flood defenses and escorting people to safety

2 marks

5 The main role of the armed services is to defend the UK and its interests at home and abroad.

Give **two** ways the armed services provide support to communities in the UK during peacetime.

- 1 help in incidents like floods
- 2 will be called up to do a standby role for example firefighters went on strike and the army was called in

2 marks

5 The main role of the armed services is to defend the UK and its interests at home and abroad.

Give **two** ways the armed services provide support to communities in the UK during peacetime.

- 1 they provide security at major events like the Olympics 2012.
- 2 they provide fire and rescue cover if they were ever to go on strike.

(Total for Question 5 = 2 marks)

2 marks

The following are examples of responses that were not awarded any marks. Unfortunately, there were learners who did not understand the type of activities that the armed services undertake in peacetime.

5 The main role of the armed services is to defend the UK and its interests at home and abroad.

Give **two** ways the armed services provide support to communities in the UK during peacetime.

1 United Nations

2 North Atlantic Treaty Organisation

0 marks

5 The main role of the armed services is to defend the UK and its interests at home and abroad.

Give **two** ways the armed services provide support to communities in the UK during peacetime.

1 They do different types of fund raising

2 They open charities.

0 marks

Q6(a)

This question asked the learners to state one way that a public service organisation protects the environment. They were given the recycling of domestic household waste in the question. The question did not specify a particular public service, so any actions that a named or inferred public service organisation could have been used to illustrate their answer was accepted.

These first examples show the wide range of answers given ranging from street cleaning to litter fines and protecting the environment by reducing crime

6 Local authorities protect the environment by collecting domestic waste material for recycling.

State **one other** way that a public service organisation protects the environment.

Street cleaning.

1 mark

6 Local authorities protect the environment by collecting domestic waste material for recycling.

State **one other** way that a public service organisation protects the environment.

By Arresting or Fining People who ~~tip~~ fly tip.

(Total for Question 6 = 1 mark)

1 mark

6 Local authorities protect the environment by collecting domestic waste material for recycling.

State **one other** way that a public service organisation protects the environment.

By arresting people who cause damage and violence.

1 mark

6 Local authorities protect the environment by collecting domestic waste material for recycling.

State **one other** way that a public service organisation protects the environment.

They protect the environment by extinguishing fires so they don't spread cause more damage and so the fire does not ^{pollute} the air.

(Total for Question 6 = 1 mark)

1 mark

This question was generally well answered although there were some learners, like in this example who seemed to completely miss the point of the question.

6 Local authorities protect the environment by collecting domestic waste material for recycling.

State **one other** way that a public service organisation protects the environment.

Police force.

0 marks

Q7

This question asked the learners to give two ways that the education service improves the quality of people's lives.

Learners did quite well on this question giving the anticipated answers such as improving career opportunities and gaining life skills.

7 Give **two** ways the education service improves people's quality of life.

1 one way that education improves the quality of life because a good education leads to good jobs.
 2 Another way it improves is by giving a good education can also teach them the right morals.

(Total for Question 7 = 2 marks)

2 marks

7 Give **two** ways the education service improves people's quality of life.

1 It allows people to further their knowledge and pursue better careers or future education.
 2 It informs people of other religions and if styles encouraging you to treat them equally.

2 marks

There were a number of learners who gave 'because it is free' type answers. This was not awarded a mark as this in itself does not lead to an improvement in the quality of life. In the following example the only difference of note between the two responses is the reference to it being 'free'. The mark was awarded for the improved chances of getting a job / better job.

7 Give **two** ways the education service improves people's quality of life.

1 gives people more chances of getting a good job.

2 as it's free, more and more people would take the chance of ~~the~~ getting a better job role.

(Total for Question 7 = 2 marks)

1 mark

Q8

This question asked the learners to outline two ways that the Prison Service protects citizens. This question was quite well answered with most learners making reference to keeping offenders in prison and rehabilitating offenders and in so doing hoping to reduce reoffending rates.

Whilst most learners had a good understanding of this question, there were some who, like the first response of this answer spoke about the Prison Service 'taking criminals off the streets'. If the learner had stated that they 'keep criminals off the streets' they would have gained the second mark.

8 Outline **two** ways that the Prison Service protects citizens.

1 They protect citizens by taking criminals off the streets, which means crime will decrease.

2 they help criminals better themselves, so when they come out of prison they aren't dangerous towards other citizens.

1 mark

In these next examples both marks were awarded.

8 Outline **two** ways that the Prison Service protects citizens.

1 The prison service protects us by keeping dangerous people locked up so they can't harm anyone.

2 They also ~~keep~~ protect us trying to get ~~the prisoners~~ to ~~get out of prison~~ and rehabilitate the prisoners.

2 marks

8 Outline **two** ways that the Prison Service protects citizens.

- 1 By keeping dangerous people away from citizens by having them kept in prison.
- 2 Rehabilitating the prisoners so that when they are released they are no longer a threat.

2 marks

Q9

This was a question worth two marks in which the learners were asked to outline two ways that an emergency service supports vulnerable people. Answers that were anticipated and were often given included responses such as the Fire and Rescue service providing guidance and advice on fire safety or by the person being referred to specialist services such as counselling or homeless agencies.

9 The emergency services and health and welfare services often deal with vulnerable people.

Outline **two** ways that an emergency service supports vulnerable people.

- 1 Patient ^{Ambulance service} transport, eg giving them free transport to the hospital if needed.
- 2 Fire and rescue service goes to the elderly's homes and helps them change smoke alarm ect to make sure they are safe because they might not be able to do it themselves.

(Total for Question 9 = 2 marks)

2 marks

9 The emergency services and health and welfare services often deal with vulnerable people.

Outline **two** ways that an emergency service supports vulnerable people.

- 1 ~~Emergency services always~~ The Police can get social services involved if a child is not getting treated well.
- 2 The emergency services are also trained different ways of how to deal with different vulnerable groups.

2 marks

The following examples were not awarded any marks for a variety of reasons, some of which with some minor additions would have gained marks.

The example below would have gained a mark if they had developed the simple statement into an outline by adding 'The police referring a vulnerable child to social services'.

9 The emergency services and health and welfare services often deal with vulnerable people.

Outline **two** ways that an emergency service supports vulnerable people.

- 1 Through social services
- 2 meals on wheels

0 marks

In this next example a mark would have been awarded if the learner had developed the first response by adding 'by referring them to a homeless shelter / local authority'.

9 The emergency services and health and welfare services often deal with vulnerable people.

Outline **two** ways that an emergency service supports vulnerable people.

- 1 helping the homeless.
- 2 families that are struggling.

0 marks

In these final examples it is evident that the learners had not read or understood the question.

- 9 The emergency services and health and welfare services often deal with vulnerable people.

Outline **two** ways that an emergency service supports vulnerable people.

1. St. Cathrines Hospice
2. The Salvation Army

0 marks

- 9 The emergency services and health and welfare services often deal with vulnerable people.

Outline **two** ways that an emergency service supports vulnerable people.

1. The Welfare Service will give them money to help them
2. The ~~own~~ ^{services} ~~health~~ ^{can} provide free housing

0 marks

Q10

This was a two mark question in which the learners were asked to give two negative impacts of implementing equal opportunities . It was anticipated that answers would give answers that included the increased costs relating to the recruitment process, costs of adapting premises and procedures and increased time needed in the recruitment and selection process.

The majority of learners gave answers based on the example shown below and gained just a single mark.

- 10 Give **two** negative impacts of implementing equal opportunity measures in public service organisations.

1. cost of implementing the measures

1 mark

The example below is a good example of a 2 mark response.

10 Give **two** negative impacts of implementing equal opportunity measures in public service organisations.

- 1 it will take longer when recruiting because there is a large number of applicants.
- 2 They will have to spend longer supporting and mentoring employees.

2 marks

These next examples were also awarded both marks as they gave two very straightforward and clear answers.

10 Give **two** negative impacts of implementing equal opportunity measures in public service organisations.

- 1 Costs Money
- 2 Time consuming

2 marks

10 Give **two** negative impacts of implementing equal opportunity measures in public service organisations.

- 1 Money must be spent to provide training for current staff.
- 2 Money ~~must~~ ^{must} be spent on ~~and~~ refurbishment to ^{the} make building more accessible if they are not so already.

2 marks

A significant number of learners gave answers along these lines, which as false statements were not awarded marks.

10 Give **two** negative impacts of implementing equal opportunity measures in public service organisations.

1 Someone who is not as good of an employee could get the job because of equal opportunity's.

0 marks

10 Give **two** negative impacts of implementing equal opportunity measures in public service organisations.

1 Someone might not be as good in the job role as the others.

0 marks

Q11(a)

This was a two mark question in which learners were asked to name two public services that regularly support vulnerable people in the community. It was expected that answers such as the Police service, Fire and Rescue service and the National Health Service (NHS) including the Ambulance Service would be commonly given answers. Named organisations from the voluntary and not for profit sector who work closely with social welfare services were also awarded marks.

A significant number of learners could give two services.

In the first two examples both marks were awarded.

11 Social welfare services support vulnerable people in society by visiting them in their homes and providing cleaning services and help with meals.

(a) Name **two other** public services that regularly support vulnerable people in the community.

(2)

1 The ambulance service
2 The police service.

2 marks

11 Social welfare services support vulnerable people in society by visiting them in their homes and providing cleaning services and help with meals.

(a) Name **two other** public services that regularly support vulnerable people in the community.

(2)

- 1 The Ambulance service
- 2 ~~The police~~ ~~fire~~ ~~social~~ victim support

2 marks

In the following examples no marks were given, as in the first response both the responses related to service groupings / classifications and in the second job roles were given.

11 Social welfare services support vulnerable people in society by visiting them in their homes and providing cleaning services and help with meals.

(a) Name **two other** public services that regularly support vulnerable people in the community.

(2)

- 1 Emergency services
- 2 ~~Police~~ ~~service~~ ~~charities~~

0 marks

11 Social welfare services support vulnerable people in society by visiting them in their homes and providing cleaning services and help with meals.

(a) Name **two other** public services that regularly support vulnerable people in the community.

(2)

- 1 Nurses to check up on vulnerable babys.
- 2 Doctors to see how vulnerable old people are doing.

0 marks

Q11(b)

This question asked the learners to give two responsibilities of a user of social welfare services.

The expectation was that answers would include supplying information that is verifiable and accurate, willingness to participate in a review of entitlement to public service provision and respecting the human rights of those involved in service provision.

In these first examples both marks were awarded as the answers focused on clear responsibilities of public service users. Marks were awarded where there was a direct inference of it relating to those using social welfare services as shown in the first example and also for a more generic responsibility of public service users.

(b) Give **two** responsibilities of a person who uses social welfare services.

(2)

1. respect the rights of social welfare service personnel.
2. give honest information about their current situation.

2 marks

(b) Give **two** responsibilities of a person who uses social welfare services.

(2)

1. To not discriminate against employees
2. To provide correct and reliable information

2 marks

In the following example the learner only gained one mark. This was given for the first response in which the learner correctly stated that a responsibility of a service user is to provide accurate information.

In their second example they spoke about the rights of a service user. This confusion between rights and responsibilities was frequently seen.

(b) Give **two** responsibilities of a person who uses social welfare services.

(2)

1. ~~Being self so~~ Always saying the truth and, for example ~~always saying what~~ if something happens they need to say what really happened.
2. They have the right to have ~~access~~^{access} to high quality services and if they don't, they have to complain.

1 mark

In these last two examples no marks were given as the first answer relates to someone who may have a need to use social welfare services and in the second example the learner is clearly not talking about the responsibilities of service users.

(b) Give **two** responsibilities of a person who uses social welfare services.

(2)

- 1 A victim in a abusive relationship
- 2 Someone who has ~~been~~ been in an attack.

0 marks

(b) Give **two** responsibilities of a person who uses social welfare services.

(2)

- 1 They have to make sure everyone in the community is okay.
- 2 To keep the person happy by talking to them.

0 marks

Q11(c)

This was a two mark question. The learners were asked to explain, other than having access to high quality services, one other right of a person who uses social welfare services.

It was anticipated that most rights would be recalled straight from the specification. This would include responses such as being treated without discrimination, consent when receiving treatment, individual choice and confidentiality when disclosing personal and private information.

As in the case of the previous question a significant number of learners gave answers relating to the rights of service users and not their responsibilities.

One right of a person who uses social welfare services is to have access to high quality services.

(c) Explain **one other** right of a person who uses social welfare services.

(2)

The right to feel safe when using the social welfare service.

1 mark

One right of a person who uses social welfare services is to have access to high quality services.

(c) Explain **one other** right of a person who uses social welfare services.

(2)

Another right ~~was~~ would be not to be discriminated against because that's a basic human right

1 mark

One right of a person who uses social welfare services is to have access to high quality services.

(c) Explain **one other** right of a person who uses social welfare services.

(2)

The right to have information be kept private within the welfare services.

1 mark

In these next examples the right had been identified and then extended it sufficiently to gain the second mark.

One right of a person who uses social welfare services is to have access to high quality services.

(c) Explain **one other** right of a person who uses social welfare services.

(2)

confidentiality for their details not to be shared with others if not needed or without consent to do so.

2 marks

One right of a person who uses social welfare services is to have access to high quality services.

(c) Explain **one other** right of a person who uses social welfare services.

(2)

The protection from risk at all times, they must be kept in a safety environment without danger for example if you can't provide the needs controls measures to be in place to prevent risks like stair & lifts, ramps.

(Total for Question 11 = 6 marks)

2 marks

One right of a person who uses social welfare services is to have access to high quality services.

(c) Explain **one other** right of a person who uses social welfare services.

(2)

One right of a person who uses social welfare services is that they are entitled to confidentiality. They have the right to say who their information goes to and to what they say to be kept in confidence and not spread to everyone. For example, your private information should not be told to your neighbour as that is a break in confidentiality.

(Total for Question 11 = 6 marks)

2 marks

One right of a person who uses social welfare services is to have access to high quality services.

(c) Explain **one other** right of a person who uses social welfare services.

(2)

To be need to asked consent before any procedures or operations take place. To breach this is to go against human rights as well. If a person is unable to give consent due to being unconscious etc. A next of kin must be asked instead.

(Total for Question 11 = 6 marks)

2 marks

The answer below was not given any marks. It is one of a number who despite being given access to high quality services in the question stem, gave answers directly relating to access to services.

One right of a person who uses social welfare services is to have access to high quality services.

(c) Explain **one other** right of a person who uses social welfare services.

(2)

The one other right is a person who uses social welfare services is they get access to all the care they need.

(Total for Question 11 = 6 marks)

0 marks

Q12

This was a two mark question in which the learners were asked to describe one other benefit of equality in society. They had been given the same rights under the law as one benefit in the introduction to the question. It was anticipated that answers such as reduced level of discrimination and equality of access to services and employment would be given.

In these first three examples the learners had correctly identified the additional benefit but had not provided sufficient development to gain the second mark.

12 One benefit of equality in society is that all people have the same rights under the law.

Describe **one other** benefit of equality in society.

Everyone is treated fairly and without discrimination.

1 mark

12 One benefit of equality in society is that all people have the same rights under the law.

Describe **one other** benefit of equality in society.

Everyone has the same chances at getting certain jobs meaning it is not unfair on anyone.

1 mark

12 One benefit of equality in society is that all people have the same rights under the law.

Describe **one other** benefit of equality in society.

Everyone has the same opportunities that other people have.

1 mark

In the next group of answers there was clear development and the second mark was given.

12 One benefit of equality in society is that all people have the same rights under the law.

Describe **one other** benefit of equality in society.

You have the same opportunities, like a rich person they will have access to high education but also a working class person will have access to high education.

2 marks

12 One benefit of equality in society is that all people have the same rights under the law.

Describe **one other** benefit of equality in society.

It prevents Discrimination & improves quality of life - It helps people be more tolerant & respectful towards others, learn new values and become more social & multicultural.

2 marks

12 One benefit of equality in society is that all people have the same rights under the law.

Describe **one other** benefit of equality in society.

Everyone is treated the same no matter age, disability or belief. This also prevents discrimination and lowers the rate of hate crime.

2 marks

12 One benefit of equality in society is that all people have the same rights under the law.

Describe **one other** benefit of equality in society.

Answer A benefit of equality in Society is that everyone is given the same opportunities regardless of income, class, race, etc. For example a man and woman can both be soldiers and can both be offered the same job.

2 marks

Q13

This question was worth two marks and learners were asked to explain one quality of good citizenship. They had been given volunteering in the question stem. It was good to see that on this occasion that most of the learners did not make reference to volunteering in their answers.

These first examples each gained a single mark. The learners had correctly given the quality. In this first example they simply stated protecting the environment. However, there was no development so the second mark was not given.

13 One quality of good citizenship is volunteering.

Explain **one other** quality of good citizenship.

another quality of a good citizen
is they protecting the environment.

1 mark

In this next example once again there was insufficient development for the second mark. They had identified two very different qualities, neither of which were developed.

13 One quality of good citizenship is volunteering.

Explain **one other** quality of good citizenship.

Helping the environment and giving
fairness and respect to other citizens.

1 mark

In the following examples the maximum of 2 marks was awarded for each answer. The learners had identified the qualities and developed them sufficiently well enough to gain the second mark.

13 One quality of good citizenship is volunteering.

Explain **one other** quality of good citizenship.

looking after the environment
so like for example littering picking
litter up, using public transport.

2 marks

13 One quality of good citizenship is volunteering.

Explain **one other** quality of good citizenship.

Donating money ~~or~~ to the local charity ~~or~~ or food to food banks so people who are less fortunate can put a meal on the table for themselves and family.

2 marks

13 One quality of good citizenship is volunteering.

Explain **one other** quality of good citizenship.

Putting ~~less~~ vulnerable people in the community before yourself such as buying things for a homeless person in your community.

2 marks

13 One quality of good citizenship is volunteering.

Explain **one other** quality of good citizenship.

A good quality of citizenship is protecting the environment by recycling, picking up litter and using public transport.

2 marks

Q14(a)

This was a two mark question in which learners were asked to explain one aspect of a fair trial. They had been given legal representation in the question stem.

It was anticipated that answers would include answers such as being considered innocent until proven guilty, the accused having time to prepare a defence and the case being heard by an impartial judge / jury. The majority of learners correctly identified valid factors with a fair number of those managing to then extend their answers to gain the second mark.

14 One aspect of a fair trial is the right to legal representation.

(a) Explain **one other** aspect of a fair trial.

(2)

For the Judge to beke no sides and be non-biased

1 mark

14 One aspect of a fair trial is the right to legal representation.

(a) Explain **one other** aspect of a fair trial.

(2)

You get to say what you want and your side of the story, in your own words.

1 mark

14 One aspect of a fair trial is the right to legal representation.

(a) Explain **one other** aspect of a fair trial.

(2)

To be considered innocent until proven guilty.

1 mark

In the next example, the response was awarded two marks as there was clear development. It relates to being considered as innocent until proven guilty. In the example the reference to the facts of the case are shown was a suitable extension.

14 One aspect of a fair trial is the right to legal representation.

(a) Explain **one other** aspect of a fair trial.

(2)

the right to be innocent until you are proven guilty this means until facts are shown that you have done a crime you are innocent.

2 marks

There were a concerning number of learners who gave answers along these lines. It was evident that those particular learners had not either read the question fully or understood the term 'legal representation'.

14 One aspect of a fair trial is the right to legal representation.

(a) Explain **one other** aspect of a fair trial.

(2)

another aspect is the right to a lawyer

0 marks

Q14(b)

This question asked the learners to state two other rights people have when detained in the criminal justice system. They had been given fair trial and to have legal representation in the question stem.

The following answer was a typical response given by a significant number of learners. The right to a phone call, rest and food were expected and commonly given. The second and third examples were also commonly given and awarded marks.

(b) State **two other** rights people have when they are detained in the criminal justice system.

(2)

1. The right to a phone call

2. The right to be offered food

2 marks

(b) State **two other** rights people have when they are detained in the criminal justice system.

(2)

- 1 the have the right to be free of torture and to be treated like a human being
- 2 have the right to toilet / food / water
Basic requirements.

2 marks

(b) State **two other** rights people have when they are detained in the criminal justice system.

(2)

- 1 the right to Pray, employees must respect the detainees Praying time allowing quite zones for them
- 2 the right to food and water, all detainees have the right to eat and drink when in a criminal Justice system.

2 marks

Q15

This question asked the learners to explain one way that security services such as counter-terrorism units and MI5 protect society. Expected answers included carrying out surveillance such as monitoring e-mails, social media posts and mobile phone traffic to prevent terrorist attacks or to warn society.

In this first example a single mark was awarded as the learner had stated that they gather intelligence of a possible threat. The second mark was not awarded as they had not developed their answer to state what they used the information for, i.e. protect society.

15 Explain **one** way that security services, such as counter-terrorism units or MI5, protect society.

They Gather intell ~~about a possibl~~ or evidence of a possible threat that's going to be made.

1 mark

15 Explain **one** way that security services, such as counter-terrorism units or MI5, protect society.

They monitor terrorist activity through surveillance.

1 mark

In these next examples each learner gained both marks. They had identified valid ways that the security services protect society. In all cases they identified what the services do, such as identifying possible threats, watching and listening to suspects and then extending their answers by stating what they do as a result of their findings.

15 Explain **one** way that security services, such as counter-terrorism units or MI5, protect society.

by identifying possible threats to society and stopping them before they can happen and cause harm to people

2 marks

15 Explain **one** way that security services, such as counter-terrorism units or MI5, protect society.

MI5 protects society from watching and listening to people (who are suspected terrorists) to make sure that they are of good behaviour; and if not the counter-terrorism units will be deployed to prevent the attack or to prevent more harm from the attack.

(Total for Question 15 = 2 marks)

2 marks

15 Explain **one** way that security services, such as counter-terrorism units or MI5, protect society.

By making sure people who are suspected of terrorism are always being watched and are captured before they can commit their act of terrorism.

2 marks

15 Explain **one** way that security services, such as counter-terrorism units or MI5, protect society.

They are constantly watching people who may be a threat to society and can stop an attack before it happens.

2 marks

There were a number of learners who, despite being given examples of the type of security services targeted in this question, gave answers relating to commercially focused security.

15 Explain **one** way that security services, such as counter-terrorism units or MI5, protect society.

They put up CCTV's in every store to ensure no criminal activity is taken place and that everyone around them are safe.

0 marks

Q16a

This question was worth two marks. Learners were asked to give an impact that discrimination might have on the use of public services.

It was expected that the majority of responses would give answers that relate to a reduction in service usage, with people from those affected groups likely to look for alternatives and demand for certain services to fall.

In these first two examples the learners had identified that demand for services may fall but did not develop their answers to gain the second mark.

16 Discrimination towards service users undermines confidence in public services.

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

(2)

Public services might be used less because of the discrimination.

1 mark

16 Discrimination towards service users undermines confidence in public services.

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

(2)

People may not use it as much

1 mark

In this next group of examples the learners stated that there would be a reduction in use of the service. In the first case they state that discrimination could lead to certain groups, i.e. those that had been discriminated against, no longer accessing the service despite there being a need to do so.

16 Discrimination towards service users undermines confidence in public services.

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

(2)

Discrimination could create a lack of trust towards the public services, for example if a public service was reserved to a Serbian race or homophobic race, that race might not trust the service and not use it in times of need.

2 marks

In these two next examples the learners correctly identified that discrimination could lead to fewer people wanting to work for a public service and this in turn could lead to staff shortages and a resultant reduction in service levels.

Question 16 . Some people may not want to work for the services anymore, so the services start to lose employees and then will be short on people being able to cover certain areas.

2 marks

16 Discrimination towards service users undermines confidence in public services.

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

(2)

less people want to work in the public service meaning the public service wont look friendly or welcoming, have enough people to provide care or safety

2 marks

In these final two examples the learners stated that discrimination could lead to employees not wanting to work in that service or that their motivation may fall, but as they did not state that it would lead to staff shortages and therefore impact on service delivery no marks were awarded.

16 Discrimination towards service users undermines confidence in public services.

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

(2)

People could leave there job because of it

0 marks

16 Discrimination towards service users undermines confidence in public services.

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

(2)

They might not want to do there job because they might feel like they are getting bullied

0 marks

16 Discrimination towards service users undermines confidence in public services.

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

(2)

TO not perform there job as well as usalt

0 marks

Q16(b)

Learners were asked to explain the term 'direct discrimination'. 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 whilst the learner referred to discrimination in their answer they had recognised that it related to the protected characteristics which is a key aspect of discrimination so a single mark was awarded.

(b) Explain the term 'direct discrimination'.

(2)

Direct discrimination is where you discriminate them ~~best~~ for a certain characteristic. For example, discriminating them because of there race.

(Total for Question 16 = 4 marks)

1 mark

In these two responses both marks were awarded as the learners had explained that direct discrimination is targeted at a person or group based on a protected characteristic.

(b) Explain the term 'direct discrimination'.

(2)

Discrimination used directly towards a person or community. Direct Discrimination is Targeting someone / community for their skin colour, race or beliefs.

2 marks

(b) Explain the term 'direct discrimination'.

(2)

Treating somebody less favourably because of their race, religion, age, gender, disability, sexual orientation, beliefs.

2 marks

The following example gained no marks.

(b) Explain the term 'direct discrimination'.

(2)

Direct discrimination is discrimination that is directly said to your face between one person to another person.

0 marks

Q17(a)

This question asked the learners to give two benefits to society of public services having a diverse workforce. It was worth two marks, a mark for each benefit. It was expected that answers would range from minority groups feeling represented through to increased trust between the minority groups and the public service. This question was answered reasonably well with the majority of learners producing one and in a lot of cases both correct answers.

In this first example a single mark was awarded. The mark was awarded for the first response 'Have more people with a better understanding and knowledge'. The second response 'Having more help' was far too broad and generic a statement.

17 (a) Give two benefits to society of public services having a diverse workforce.

(2)

- 1 Have more people with a better understanding and knowledge
- 2 Having more help

1 mark

In these next examples the learners gave two correct answers.

17 (a) Give **two** benefits to society of public services having a diverse workforce.

(2)

- more
 1 ↓ people will want to join as they can see everyone's equal.
 2 They will get relied on more by the public

2 marks

17 (a) Give **two** benefits to society of public services having a diverse workforce.

(2)

- 1 it brings people closer and allows them to understand each other more like their background life.
 2 the public will see a more diverse workforce then put more trust into the service.

2 marks

17 (a) Give **two** benefits to society of public services having a diverse workforce.

(2)

- 1 It improves public confidence to that workforce
 2 It appeals out to more members of society to join that workforce.

2 marks

17 (a) Give **two** benefits to society of public services having a diverse workforce.

(2)

- 1 People will feel represented
 2 People may feel more inclined to join or use the public services

2 marks

This next answer was not awarded any marks as the answer relates to having a larger workforce rather than a diverse workforce.

17 (a) Give **two** benefits to society of public services having a diverse workforce.

(2)

1 They can attend to many or lots of distress calls at once

2

0 marks

Q17(b)

This question asked the learners to explain one positive impact for public service organisations of employing female staff in an ever increasing wider range of roles. It was worth two marks. This question was answered reasonably well with a significant number of learners producing correct answers such as improving the reputation of the service and increasing numbers of females joining the service.

In these first examples the learners identified that it would lead to increased numbers of female applicants looking to work in the public services. In both instances there was insufficient development to be given the second mark.

(b) Explain **one** positive impact for public service organisations of employing female staff in a wider range of roles.

(2)

So it makes more female people feel comfortable to trying to join the organisation.

1 mark

(b) Explain **one** positive impact for public service organisations of employing female staff in a wider range of roles.

(2)

If they have female workers in differen roles this will motivate other females to join the public services

1 mark

In this next series of answers there is clear signs of development resulting in both marks being awarded.

(b) Explain **one** positive impact for public service organisations of employing female staff in a wider range of roles.

(2)

Employing female staff in a wider range of roles may encourage more women to apply for these roles. This means that they can have more people to choose from.

2 marks

(b) Explain **one** positive impact for public service organisations of employing female staff in a wider range of roles.

(2)

Improves the reputation of the public service and may encourage more women to join

2 marks

(b) Explain **one** positive impact for public service organisations of employing female staff in a wider range of roles.

(2)

Shows the diversity of the public service and it also gives confidence to the public to trust the public services because they are able to deal with more things as some things are better done by a woman.

(Total for Question 17 = 4 marks)

2 marks

There were some responses, such as the one shown below, in which the learners did not appear to fully understand the concept of equality.

(b) Explain **one** positive impact for public service organisations of employing female staff in a wider range of roles.

(2)

They can check to see if the organisation needs more equipment such as first aid kits.

0 marks

Q18

The last question in the examination asked the learners to discuss how the impact of ICT on the lives of people affects the way public services are delivered. This was an extended writing question worth up to a maximum of 8 marks.

It was expected that learners would discuss the impact of aspects of ICT, such as the trends in people feeling isolated or becoming physically inactive, would have on public service delivery. Other factors could include the growth of online crime and fraud as well as the speed in which incidents could be escalated on social media platforms and how that impact on service delivery.

There were a number of responses where the learners focused all of their efforts on the impact of ICT on the lives of people and not, as the question asked how it affects public service delivery.

In this first example the learner produced a level 1 response and was awarded a single mark. The mark was awarded for recognising that the impact on public service delivery was that there would be increased demand on the NHS for the treatment of mental health issues.

18 Information and communications technology (ICT) has a large impact on people and how they interact with public services.

These impacts include:

- faster and easier communication
- a rise in the number of people suffering with poor physical and mental health
- an increase in the number of people feeling isolated
- a growing threat of online fraud and crime.

Discuss how the impact of ICT on the lives of people affects the way public services are delivered.

(8)

The impact that the faster the communication
between PS and the public means that
the quicker an incident is resolved.
A rise in poor mental health would
mean hospitals would be filled up.

1 mark

This next answer gained an additional mark. The learner produced a good description of the problems and concluded that the services would need to adapt to new challenges and increased demand resulting in a need to learn new skills.

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These impacts include:

- faster and easier communication
- a rise in the number of people suffering with poor physical and mental health
- an increase in the number of people feeling isolated
- a growing threat of online fraud and crime.

Discuss how the impact of ICT on the lives of people affects the way public services are delivered.

(8)

One good impact is that there's better communication, meaning more and more lives are saved as there's always someone you can contact if in danger. A bad impact would be that mental health has increased because there's more online bullying done through ICT, because of ~~the~~ ICT being a lot easier to use, more people isolate themselves. Most public services can look bad if there's more underage people illegally using ICT. Online fraud and crime has a big impact on the public services as it's hard to catch someone doing it but there's more complaints coming in about how they aren't doing anything to stop it. It affects how they are delivered because there's more reports coming in for each of these problems the harder it is for the public services to manage. meaning they would need more well trained employees.

2 marks

In this next example 2 marks were awarded as the learner spoke about how negative stories such as allegations of police brutality could be made available to large numbers of people. This could lead to a loss in confidence and subsequent reduction in the demand for services.

18 Information and communications technology (ICT) has a large impact on people and how they interact with public services.

These impacts include:

- faster and easier communication
- a rise in the number of people suffering with poor physical and mental health
- an increase in the number of people feeling isolated
- a growing threat of online fraud and crime.

Discuss how the impact of ICT on the lives of people affects the way public services are delivered.

(8)

ICT has had a massive impact on the public services. This is because everyone has access to it. So people who have a negative perception ~~on~~ on the services are free to share their thoughts and exaggerated stories of the services. This is not helped by videos where "police brutality" is shown. As it can instill fear in to people which could stop them from accessing the services at all.

2 marks

This next example is a level one response and was awarded three marks. There is more development than the previous example. Valid points such as mental health, physical health and on-line crime were identified and in the health related issues developed.

Increased demand for mental health and physical health related issues will put increased strain on the NHS, this will require more funding from the government and may lead to increases in taxation.

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- a growing threat of online fraud and crime.

Discuss how the impact of ICT on the lives of people affects the way public services are delivered.

(8)

Faster & easier communication - It can help people to be informed about dangers such as high crime areas, missing people etc. It might help public services with their work and take some pressure of them since community is more safe. It prevents from larger amount of incidents happening and save somebody's life.

Poor physical and mental health - It will put more pressure on organisations such as NHS, mental health clinics etc. Also government might would need to put more money in it which means higher taxes for everyone.

Feeling Isolated - It might lead to mental health issues & not very good quality of life which again puts more pressure on NHS & National Health England. They would have to provide more support for these people and make them more educated that they are harming themselves.

Threat Online - It puts more pressure on Police service & preventing crime. Vulnerable & young people might be in danger especially.

3 marks

This next response was a strong band 2 with a balanced response and gained 5 marks.

They spoke about how the use of ICT made the communication process faster and more efficient, how it impacts on the storage and retrieval of data. They then countered the positive

aspects and considered issues such as how the growth in on-line crime and fraud can divert resources from other aspects of policing. They continued with the negative side and discussed the impact of health on service provision.

18 Information and communications technology (ICT) has a large impact on people and how they interact with public services.

These impacts include:

- faster and easier communication
- a rise in the number of people suffering with poor physical and mental health
- an increase in the number of people feeling isolated
- a growing threat of online fraud and crime.

Discuss how the impact of ICT on the lives of people affects the way public services are delivered.

(8)

ICT has impacted in a positive and negative ways. With ICT it's meant a faster and easier communication instead of written communication which has help speed up process of cases for the police, getting treatment for ambulance which is positive. It's help with keeping data and records of appointments, cases, evidence, ^{treatment} which the public services can easily keep hold of and not use, which helps when reference with problems. that's the positive but the negatives are that it's causes restrain on police has theres new ways to cause crime and grief like online fraud and identify theft which means they have to focus on multiple things like knife crime and that, where there isn't much time to do all of them and instead focus on important, other negative is people are

more isolated, lazy and poor health which puts stress on other public services like the NHS with social services, ambulance, hospitals and more. As people don't go out as often they want to stay in which increase risk of health problems and diseases and with rise of social media and cyber-bullying which causes more people suffering anxiety and depression which means it takes up all social services, ambulance putting stress so in sense ICT has been a benefit and negative at the same time.

5 marks

The following is a second good example of a level 2 answer. On this occasion the learner was also awarded five marks. This response was more descriptive than the previous example, but did not have the same degree of balance as the previous example.

Marks were awarded for the learner having identified four valid points, most of which were developed. They had identified that ICT had meant that public service staff could provide guidance and support to people in remote locations. They also identified that there would be increased demand for health services which would require additional staff training and funding. They also recognised that health services were responding to some of these new demands with the advent of Apps and on-line support.

They recognised that people becoming isolated could lead to radicalisation and increased pressure on the police service to monitor those individuals at risk.

Finally, they spoke about the growth of online fraud and how the police may look to recruit staff with new skill sets to meet this demand for new service provision.

18 Information and communications technology (ICT) has a large impact on people and how they interact with public services.

These impacts include:

- faster and easier communication
- a rise in the number of people suffering with poor physical and mental health - more demand NHS.
- an increase in the number of people feeling isolated
- a growing threat of online fraud and crime.

Discuss how the impact of ICT on the lives of people affects the way public services are delivered.

(8)

The impact of ICT effects in both a positive and negative way on society and public services.

ICT created a faster and easier way to communicate to public services in time of use, for example if someone is having a cardiac arrest you would call 999, the call would go straight through and an ambulance would get sent, whilst that ambulance is on its way the call handler would be giving you instructions for CPR, giving you the chance to save that life. However on the other hand phones could run out of battery or lose signal.

ICT and social media are both linked, with the increase of social media people are experiencing mental health issues and physical health issues. An increase of mental and physical health creates a strain on the NHS, as it creates a demand for more staff trained with on that circuit. Due to this strain the NHS would need more funding to support and help with mental and physical health.

However there are now apps and websites that can help with mental health, these websites can be used with people suffering from any issues.

A increase of people feeling isolated caused by ICT could create a number of issues within the public services, as people feeling isolated could create suspicion and changes in behavior. When people become isolated they can turn to activities or find groups online that could create a negative change in behavior, thus making the police suspicious about that person and then having to watch them.

Fraud and online crime has been increasing as more and more websites ask for details for bank cards and other personal data, these websites could be fake or hold scams with in them, creating more online fraud and crime, this makes the police focus on online crime more than street street crime as the internet is a much bigger problem, as it is world wide. However because today's population are used to phones and online web sites, the younger population could be interested in a job with the police but working in online crime.

5 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
- When questions do not have a named service or service grouping you need your answer to relate the sector as a whole, not a specific service. You will be told if a service specific response is required
- Understand the difference between rights and responsibilities
- Questions that relate to public service users the focus should be on those using the service through choice or need
- The question stem sets the context for the question, always refer back to it when answering the questions that the stem is connected to
- 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
- 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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