

L2 Lead Examiner Report 2001

January 2020

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 6: Citizenship, Society and the Public Services

Grade	Unclassified	Level 1 Pass	Level 2		
			Pass	Merit	Distinction
Boundary Mark	0	14	21	28	35

Introduction

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

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

Introduction to the Overall Performance of the Unit

This was the ninth examination series for Unit 1: 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 where 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.

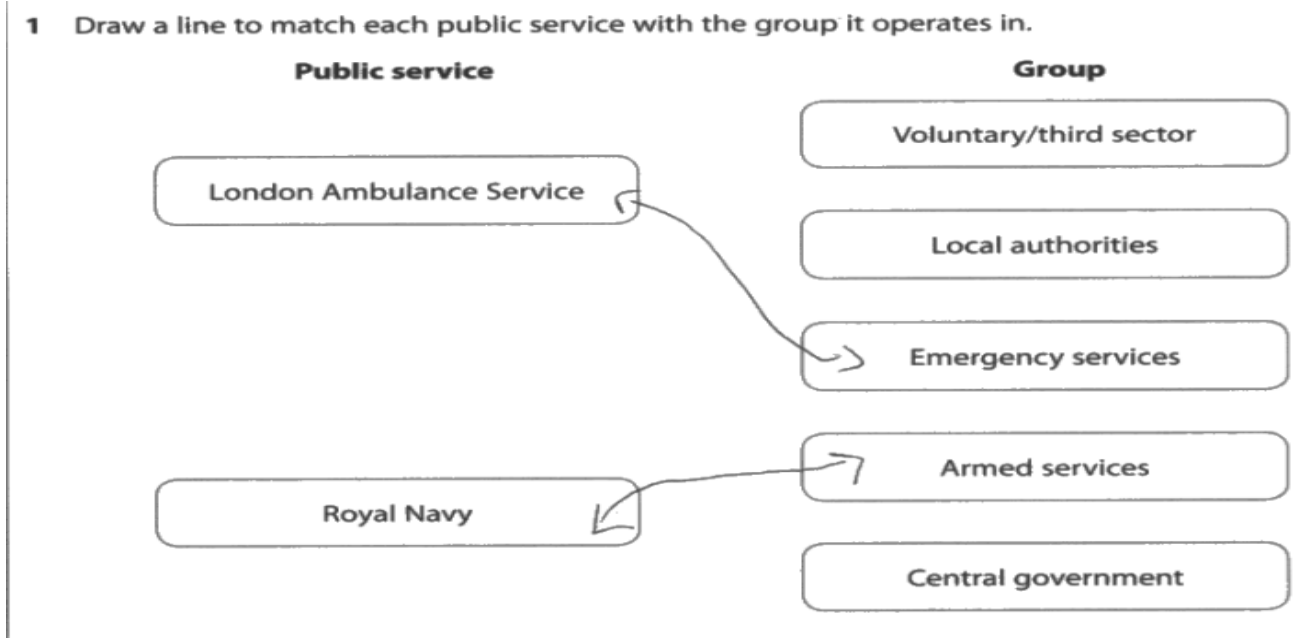
Centres are encouraged to give learners copies of the specifications to support them in becoming familiar with the terminology that will be used during teaching, learning and assessment.

Individual Questions:

Q1

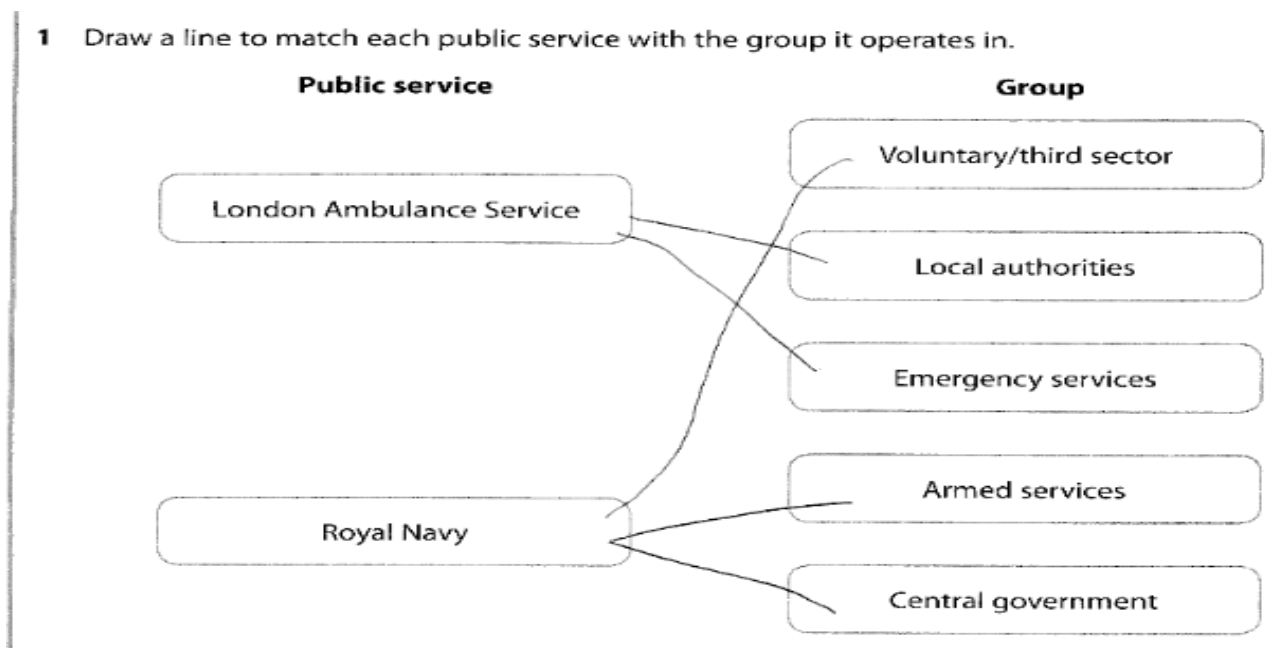
This question required learners to match the public service with the group in which it operates. It was pleasing to see that the majority of learners were able to gain full marks.

An example that received 2 marks;



2 marks

An example that received 0 marks;



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 are awarded even if there is a correct answer amongst them. This simple mistake will prevent learners gaining marks, so centres are encouraged to highlight this to learners when discussing exam technique.

Q2 (a)

This question required learners to name two voluntary/third sector services that support social services. The vast majority of learners were able to name two voluntary/third sector services but these were only awarded marks if they support the role of social services and therefore some learners missed out on marks. This highlights the importance of reading the question in full, to ascertain the focus of the question.

The most common correct answers referred to; Red Cross, NSPCC, ChildLine.

The most common incorrect answers referred to; Mountain Rescue, RNLI, St John.

An example of a response that received 2 marks;

2 Voluntary/third sector services support public services.
 (a) Name **two** voluntary/third sector services that support social services. (2)

1 NSPCC

2 Childline

2 marks

An example of a response that received 1 mark;

2 Voluntary/third sector services support public services.
 (a) Name **two** voluntary/third sector services that support social services. (2)

1 RNLI

2 Red Cross

1 mark

The above response scored one mark for Red Cross, RNLI was not credited as they do not support social services.

An example of a response that received 0 marks;

2 Voluntary/third sector services support public services.

(a) Name **two** voluntary/third sector services that support social services. (2)

1 ~~the~~ mountain Rescue

2 ~~the~~ british heart foundation

0 marks

The above response was not awarded any marks as neither of these voluntary/third sector services support social services.

Q2 (b)

This question required learners to state two ways that mountain rescue can support emergency services. The key focus here was the 'way' in which they provide support, learners needed to give a specific example of what mountain rescue do that supports emergency services. Most learners were able to get at least one mark for this question. Unsurprisingly the most common correct response referred to rescuing people stranded on mountains. However some learners struggled to get the second mark, mostly because they gave a response that was too vague, such as 'rescue people' or 'provide back-up/additional staff', in addition some simply repeated the same point and so could not achieve the second mark. Centres are encouraged to share this with learners when practicing exam technique, to avoid vague and duplicate responses.

An example of a response that received 2 marks;

(b) Outline **two** ways that mountain rescue can support the emergency services. (2)

1 They can help with searching for lost people with the police

2 They can help the Ambulance services get to anyone injured on mountains / areas that the Ambulance service can't get to.

2 marks

An example of a response that received 1 mark;

(b) Outline **two** ways that mountain rescue can support the emergency services. (2)

1 IF ~~there~~ there was a emergency ~~at~~ on the mountain then the mountain rescue would be able to use the skills to help ~~the~~ ~~par~~ at the emergency

2

(Total for Question 2 = 4 marks)

1 mark

The above response scored one mark as mountain rescue do have specialist equipment, skills and experience that emergency services may not have; therefore examiners accepted responses that referred to mountain rescue using their own equipment to support emergency services. For example, 'they use their specialist equipment that emergency services don't have to help people', 'they have experience on the mountains so can help emergency services find/retrieve a casualty' would both be rewardable.

Credit was not given for responses referring to mountain rescue supplying equipment for emergency services to use.

An example of a response that received 1 mark;

(b) Outline **two** ways that mountain rescue can support the emergency services. (2)

1 Mountain rescue can support the emergency services as if someone was in trouble on a mountain they have more resources.

2 Another way they can support emergency services as if there are more people helping the job is done sufficiently. (Total for Question 2 = 4 marks)

1 mark

The above response scored one mark for the first response only. Learners were not credited for answers like the second response as these are too vague.

Q3 (a)

This question required learners to name the central government department responsible for the environment. This question was generally not answered well, with few learners gaining marks. The most common incorrect responses referred to local councils, the environment agency and environment protection.

It is likely that most learners are familiar with the more obvious departments such as the Ministry of Defence or the Home Office, but it is important they are familiar with all of those listed in the specification, as all of the specification can and will be tested. Centres are encouraged to share the specification with learners to ensure they are confident on all aspects of it prior to the exam, this can also be particularly useful in identifying areas learners find difficult and therefore can inform topics to highlight in exam revision.

Learners were credited for giving the full name of the department or using its correct acronym.

An example of a response that received 1 mark;

3 The government has many departments and agencies with different functions.

(a) Name the central government department that is responsible for the environment. (1)

DEFra

1 mark

The above response scored one mark for DEFRA the correct acronym for the Department for Environment, Food, and Rural Affairs.

An example of a response that received 0 marks;

3 The government has many departments and agencies with different functions.
 (a) Name the central government department that is responsible for the environment. (1)

environment agency

0 marks

The above response was a very common response given by learners, this is however not the name of the department and therefore could not be credited. The Environment Agency is an executive non-departmental public body, sponsored by the Department for Environment, Food and Rural Affairs.

Q3 (b)

The question required learners to state one responsibility of Her Majesty's Revenue and Customs (HMRC). Unfortunately many candidates struggled with this question as it appears learners have the roles of HMRC confused with Border Force, which is part of Home Office. The most common responses therefore referred to preventing illegal substances coming into the country or immigration checks, so candidates were unable to gain any marks.

Where candidates did answer correctly the most common responses referred to collecting taxes.

An example of a response that received 1 mark;

(b) State **one** responsibility of Her Majesty's Revenue and Customs (HMRC). (1)

collect tax

1 mark

An example of a response that received 1 mark;

(b) State **one** responsibility of Her Majesty's Revenue and Customs (HMRC). (1)

One responsibility of the HMRC is that they are collecting taxes of the public

(Total for Question 3 = 2 marks)

1 mark

The above response gained one mark for collecting taxes, however learners should be reminded they do not need to repeat the question, i.e. 'one responsibility of HMRC is....'.

An example of a response that received 0 marks;

(b) State **one** responsibility of Her Majesty's Revenue and Customs (HMRC). (1)

To stop people in airports if they could be drug smuggling.

0 marks

The above response is an example of where a learner has the roles of HMRC confused with Border Force, the response is therefore incorrect and not rewardable.

Learners were credited for correctly identifying that HMRC collect customs and excise duty.

Q4a

This question was multiple choice, requiring learners to identify which statement best describes how contracted out services are funded. The vast majority of learners answered incorrectly as it appears they have interpreted contracted out services as public services themselves being contracted by private companies. For example the police being paid for supervision at football matches. This is not what is meant by contracted out services.

We had a similar issue in the 1906 series which was highlighted in the examiner's report on page 15 with a definition of contracted out services; *'it is the public service hiring another organisation to deliver their services'*. This point was reiterated on page 16 for a question requiring learners to give examples of contracted out services. The report states that the candidate was not awarded marks for 'police' because *'the question required services that the police contract out to other services'*. Centres are encouraged to share this definition and examples of contracted out services given in the relevant mark schemes, these are particularly useful in helping learners to understand that it is services that the public services themselves contract out to other organisations and therefore it would be the public service that funds the service.

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;

4 Public services are funded in a variety of ways.

(a) Which statement below best describes how contracted out services are funded?

(1)

- A** By the public directly
- B** By the public service
- C** By the private sector
- D** By donations

1 mark

An example of a response that received 0 marks;

4 Public services are funded in a variety of ways.

(a) Which statement below best describes how contracted out services are funded?

(1)

- A** By the public directly
- B** By the public service
- C** By the private sector
- D** By donations

0 marks

Q4 (b)

The question required learners to outline the meaning of the term will, it was generally answered well, with most learners gaining the mark. Where learners successfully gained the mark, many did not show an understanding of a will being a legal document, most simply understood it dictated who received property after death. This was still accepted and rewarded.

It was however unexpected to see that a number of learners gave answers referring to donations in general such as 'giving donations to public services' or 'it means donations from the public'. These are not rewardable.

An example of a response that received 1 mark;

Voluntary/third sector services are often funded by wills.

(b) Outline the meaning of the term 'will'.

(1)

a will is somebody's private words after death stating who get their money and other belongings.

1 mark

The above response clearly states that it refers to someone's wishes regarding distribution of assets after their death.

Examiners did however also credit responses that were not as clear, as long as they specified it concerns distribution of property after death as seen in the following response:

An example of a response that received 1 mark;

Voluntary/third sector services are often funded by wills.

(b) Outline the meaning of the term 'will'.

(1)

MONEY LEFT FROM A FAMILY WHO HAS DIED

1 mark

An example of a response that received 0 marks;

Voluntary/third sector services are often funded by wills.

(b) Outline the meaning of the term 'will'.

(1)

It means donations from the public

0 marks

The above response refers to donations in general and makes no reference to a will thus is not rewardable.

Q4(c)

This question required learners to describe one way that a change in funding can impact on the armed services. This was generally answered well with the vast majority of learners being able to gain at least one mark. The most common correct responses referred to the impact on resources such as staff and equipment. These included responses such as 'it will mean they have less staff', 'if they have less money, they won't be able to buy equipment'. These impacts would be credited one mark for identification of an impact on the service. Some learners were able to develop their response to gain the second mark, however a number of learners gave expansions that would impact the community not the armed service so these were not rewardable.

Correct expansions included, 'the service has less staff, which means extra pressure on existing staff'. This would be awarded two marks, one for identification of the impact of a change in funding on staffing levels and one for developing this point by saying how less staff would affect the service.

Incorrect expansions included, 'the service has less staff so they cannot help the public'. The expansion does not relate to the impact on the service and is therefore not rewardable. Note that had the learner said 'the service has less staff, so they cannot help the public, which means the service will get a bad reputation' this would have been rewarded for two marks due the extension being linked back the impact on the service itself.

An example of a response that received 2 marks;

(c) Describe **one** way that a change in funding can impact on the armed services.

(2)

is the army had a lack of funding they could make soldiers redundant and this could lead to the army to ~~be~~ being unable. In future ~~attacks~~ attacks.

2 marks

An example of a response that received 2 marks;

(c) Describe **one** way that a change in funding can impact on the armed services.

(2)

It can effect them because they ~~can't~~ can't recruit anymore people. The reason why they can't recruit is because they wouldn't be able to afford more things, like uniform, Food ect for the new recruits.

(Total for Question 4 = 4 marks)

2 marks

An example of a response that received 1 mark;

(c) Describe **one** way that a change in funding can impact on the armed services.

14c

If funding is increased then the armed services could receive better equipment. If the armed services loose funding then they won't be able to buy new equipment.

(Total for Question 4 = 4 r

14_T

1 mark

The above response can only achieve one mark as the learner has provided two polar opposite answers, i.e. one that states the impact of more funding and direct equivalent impact of less funding, therefore there is a maximum of one mark available. Centres are encouraged to share this example with learners when practicing exam technique to highlight the importance of knowing what the question requires. If a question is worth two marks and asks for one example, there will be one mark available for the example and one for a valid extension, therefore giving multiple points. No expansion will mean they cannot achieve more than one mark.

Learners should also avoid repeating the stem, as this is not rewardable, this may only take a few seconds but if learners do this on multiple questions in the exam, they are wasting valuable time, writing something they will not receive any credit for. For example, this question asks for the impact of a change in funding, a change of funding is therefore given in the question, so learners do not need to make references to this. The learner is being asked to give an impact only, therefore learners do not need to start their response with things such as, 'if funding is increased this will impact the service because...'. Instead they should simply state the impact, for example 'they can buy better equipment'. This again could be useful to highlight to learners when discussing exam technique.

An example of a response that received 0 marks

(c) Describe **one** way that a change in funding can impact on the armed services. (2)

If the government pays the armed services enough money, it might impact the service because it's costs a lot of money to call the armed services out.

0 marks

The above response does not actually give any impact, it does state it costs money to call the armed services out but does not state any impact of a change in funding.

Q5

The question required learners to explain a consequence of ineffective performance. Generally, this was not answered well, as many learners gave responses that referred to consequences to the public such as 'people could die', which could not be rewarded. Some candidates also gave examples of ineffective performance instead of the consequences to the public service, again these were not awarded. Learners should be reminded to read the question thoroughly to ensure they understand the focus of the question.

Most common correct responses referred to scrutiny.

An example of a response that received 2 marks;

5 Public services need to work together. If public services do not work effectively together, this can lead to ineffective performance.

Explain **one** consequence for the public service of ineffective performance.

people having bad views on that public service. This could then affect people ^{now} wanting to join that service because they don't want a bad name for themselves.

2 marks

Although the above response does mention the public, it is clear the impact this would have on the service itself. It was rewarded one mark for the impact of reputational damage and one for

development of this impact, i.e. explaining the impact this could have on public service staffing levels/recruitment.

An example of a response that received 0 marks;

5 Public services need to work together. If public services do not work effectively together, this can lead to ineffective performance.

Explain **one** consequence for the public service of ineffective performance.

If there was a stabbing and then there was a chase both happening and the police and ambulance both go to the stabbing then the guy who committed would get away.

0 marks

The response above is an example of an example of ineffective performance with no identification of any impact on the public service as such it is not rewardable.

Q6 (a)

This question required learners to give two reasons why it is important that public services make the best use of tools and equipment. Learners generally answered this question well, giving a variety of correct responses, the most common referring to; cost implications, saving lives, or public services being publicly funded.

An example of a response that received 2 marks;

6 Public services use a variety of resources such as tools and equipment.

(a) Give **two** reasons why it is important that public services make the best use of tools and equipment.

(2)

1 it helps get the job done more quickly and efficiently

2 the tools and equipment ~~##~~ provides safety

2 marks

The above response gives two clear reasons: efficiency (1) and safety (1).

An example of a response that received 1 mark;

6 Public services use a variety of resources such as tools and equipment.

(a) Give **two** reasons why it is important that public services make the best use of tools and equipment. (2)

1 because using tools and equipment
not to the best means they could brake

2 and by not using them to the best of
their ability means it can cost more money.

1 mark

The above response scores one mark as it gives one reason i.e. cost implications.

An example of a response that received 0 marks;

6 Public services use a variety of resources such as tools and equipment.

(a) Give **two** reasons why it is important that public services make the best use of tools and equipment.

1 so they can see how good they are

2 it benefits if they help

0 marks

Q6 (b)

This question required learners to state two things that public service staff can do to make sure that resources are used effectively and not wasted. Most candidates were able to gain one mark with some getting full marks. Those who score full marks usually repeated the same point and so could didn't only gain one mark.

An example of a response that received 2 marks;

(b) State **two** things that public service staff can do to make sure that resources are used effectively and not wasted.

- 1 Public service staff could use resources for ~~bring~~ training to make sure their not wasted.
- 2 Public service staff should always use resources for the right thing so they don't get broken or used effectively.

(Total for Question 6 = 4)

206

Q06
2 marks

The above response scored one mark for using resources for training and one for using resources properly.

An example of a response that received 1 mark;

(b) State **two** things that public service staff can do to make sure that resources are used effectively and not wasted.

- 1 They can be taught when to do something, as example if a police officer is gonna ~~attest~~ base someone a don't do it if not needed.
- 2 They can also stop sending out people / ^{sc} r for prank calls.

(Total for Question 6 = .

6

Q06
1 mark

The above response scored one mark for training. The second response was not rewardable as public services would not know it is a prank call until arrival and so would attend as normal.

An example of a response that received 0 marks;

(b) State **two** things that public service staff can do to make sure that resources are used effectively and not wasted.

(2)

1. So nothing bad happen in the country.

2.

(Total for Question 6 = 4 marks)

0 marks

Q7 (a)

This question required learners to state one role of the Crown Prosecution Service (CPS). This was question had a mixed response, some learners showed a good understanding of the role of the CPS, whilst others showed no understanding.

The most common correct response referred to them prosecuting offenders.

There were a number of candidates that gave answers referring to sentencing of the offender, such as 'they sentence the offender' or 'they provide a sentence for those convicted' this is the role of a judge/magistrate and is therefore incorrect. Where the learner specified that the CPS produced sentencing reports this would be accepted, as they along with the defence, do prepare these.

Other learners simply guessed based on the word crown and gave answers referring to the royal family.

An example of a response that received 1 mark;

7 In the UK, justice services are provided by a range of organisations such as the Crown Prosecution Service (CPS) and the courts.

(a) State **one** role of the Crown Prosecution Service (CPS).

(1)

To prosecute those who have broken the law

1 mark

An example of a response that received 0 marks;

7 In the UK, justice services are provided by a range of organisations such as the Crown Prosecution Service (CPS) and the courts.

(a) State **one** role of the Crown Prosecution Service (CPS). (1)

to ensure the right sentence is being made for the crime they have been found guilty of.

0 marks

The above responses refers to ensuring the right sentence, the CPS do not decide the sentence so this is not rewardable.

An example of a response that received 0 marks;

7 In the UK, justice services are provided by a range of organisations such as the Crown Prosecution Service (CPS) and the courts.

(a) State **one** role of the Crown Prosecution Service (CPS). (1)

To direct the crown with CCTV.

0 marks

The above response is incorrect.

Q7 (b)

This question required learners to name one civil court, this generally was not answered well, with very few learners gaining a mark. The responses given show that candidates most likely struggled because they were asked to provide a civil instead of a criminal court.

The most common answer given was 'crown court' this could not be awarded as it is a criminal court.

For those who did answer correctly they gained the point for Magistrates' Court due to its civil function.

An example of a response that received 1 mark;

(b) Name **one** civil court in England and Wales.

(1)

supreme courts

1 mark

An example of a response that received 0 marks;

(b) Name **one** civil court in England and Wales.

(1)

Her majestys crown court

0 marks

Q7 (c)

This question required learners to describe an advantage for citizens of having criminal courts and a good number of learners were able to score one mark. The most common correct responses referred to; the public feeling more secure or the courts providing justice. Learners were not credited for giving functions of the court such as sentencing, as the question required an advantage of having criminal courts.

However, examiners did accept references to sentencing where they were clearly linked or used to describe an advantage to citizens as in the example below.

An example of a response that received 2 marks;

(c) Describe **one** advantage for citizens of having criminal courts.

(2)

By having criminal courts, offenders can receive a custodial sentence depending on the severity of the crime. This means there are less criminals in society, allowing citizens to be safe.

(Total for Question 7 = 4 marks)

2 marks

The above response gained two marks, the first was awarded for the public feeling safer, the second for the extension to this i.e. the reason the public will feel safer, because courts can issue custodial sentences which means there are less criminals on the streets.

An example of a response that received 1 mark;

(c) Describe **one** advantage for citizens of having criminal courts.

(2)

It will act as a det deterrent
to those going down the
crime path of crimes.

1 mark

The above response scored one mark for giving the advantage of the courts acting as a deterrent.

An example of a response that received 0 marks;

(c) Describe **one** advantage for citizens of having criminal courts.

(2)

So if you are a manager of a business
and you are looking for new staff you
can see if someone has a criminal record
then you know to be careful when hiring.

0 marks

The above response is not rewardable.

Q8

This question required learners to identify one area of responsibility the Home Office has for the Police. Many learners were able to gain a mark, with the most common correct answer relating to giving/supplying funding. Learners were not given credit for responses that stated the Home Officer provides equipment, as the Home Office provides funding for the police, who then decide how to spend the funds.

There were a number of learners who gave responsibilities of the Home Office in general that were not responsibilities for the police, such as, issuing passports or visas, these were not credited.

An example of a response that received 1 mark;

8 The Home Office is the government department that has overall responsibility for the police.
Identify **one** area of responsibility the Home Office has for the police.

to make ~~sure~~ sure they have enough money to keep running

1 mark

The above response gained one mark for providing funding.

An example of a response that received 0 marks;

8 The Home Office is the government department that has overall responsibility for the police.
Identify **one** area of responsibility the Home Office has for the police.

cost guards

0 marks

The above response is an example of a learner not understanding the role of the Home Office.

Q9

This question required learners to outline one way to improve coordination within a partnership. Overall some learners were able to gain a mark, with the most common correct responses referring to collaborative training exercises, identifying roles in advance or constant/regular communication. Learners were not credited for simply stating 'communication', this alone is not an outline and so is not rewardable.

An example of a response that received 1 mark;

9 One problem in a partnership delivery model can be coordinating the different organisations involved in the partnership.
Outline **one** way to improve coordination within a partnership.

Have training days where everyone is together having a practice go so when it comes to the real thing they all know their jobs and responsibilities.

(Total for Question 9 = 1 mark)

1 mark

An example of a response that received 1 mark;

9 One problem in a partnership delivery model can be coordinating the different organisations involved in the partnership.

Outline **one** way to improve coordination within a partnership.

Rotas. Therefore each organisation knows where they are and what they should be doing.

(Total for Question 9 = 1 mark)

1 mark

An example of a response that received 0 marks;

9 One problem in a partnership delivery model can be coordinating the different organisations involved in the partnership.

Outline **one** way to improve coordination within a partnership.

Have less coordination

0 marks

The above response is not rewardable and highlights the need for learners to read the question thoroughly to ensure they fully understand what the question is asking.

Q10

This question required learners to give two reasons why public services need to assess an incident. Learners were not credited with responses that related to assessing the severity of the incident as this was given in the stem. Most learners were able to gain at least one mark with the most common correct answers referring to; risk assessment, deciding what resources may be needed, deciding which service are required.

Learners were not credited for vague responses that related to 'finding out what happened'. To be given credit for this they would need to say why the service needs to find out what happened, e.g. 'find out what happened so they can decide on a plan of action'.

An example of a response that received 2 marks;

10 Public services need to work together to manage incidents, which includes assessing the severity of the incident.

Give **two other** reasons why public services need to assess an incident.

1 To determine which services are needed

2 To figure out who to rescue first if there are multiple casualties

(Total for Question 10 = 2 marks)

2 marks

The above response has scored two marks, one for determining which services are needed and one for assessing injuries i.e. triage.

An example of a response that received 2 marks;

10 Public services need to work together to manage incidents, which includes assessing the severity of the incident.

Give **two other** reasons why public services need to assess an incident.

1 To see how many victims/potential victims there are and the property damage if there is any.

2 To see which piece of equipment is appropriate for the job.

(Total for Question 10 = 2 marks)

2 marks

The above response scores two marks, although actually it contains three correct responses; assessing how many victims there could be / assessing damage to property / to see which equipment is needed. As the question requires two examples the maximum mark available is two marks.

An example of a response that received 0 marks;

10 Public services need to work together to manage incidents, which includes assessing the severity of the incident.

Give **two other** reasons why public services need to assess an incident.

1 For saving the ~~env~~ community.

2 For faster respond to an incident.

0 marks

The above response was not awarded as the points given are too vague.

Q11

This question required learners to identify two ways that public services share information with each other. The vast majority of learners got at least one mark here with a variety of responses given.

The most common answers referred to; radio / meetings / emails / letters.

However, there were a number of candidates who gave responses referring to social media or news/newspapers. These would be ways public services share information with the public but not each other. These responses could be explained by learners remembering the answers to questions they have been given from past papers. For example Q5 in the 1901 series required learners to give ways that public services communicate with the public. Therefore, it seems likely that given the number of these incorrect responses in this exam series that this past paper has been used with learners during exam preparation. Whilst it is excellent practice to use past papers with learners, centres are encouraged to remind learners that they cannot simply learn answers verbatim, because a similar looking question may have an entirely different focus, as indeed it did in this exam.

An example of a response that received 2 marks;

11 It is vital public services share information and intelligence.

Identify **two** ways public services share information with each other.

1 Through a radio.

2 Through phone calls and reports.

2 marks

The above response scores two marks in total but contains three correct answers, by radio, phone calls and reports. As they are asked for two ways they cannot gain more than two marks.

An example of a response that received 1 mark;

11 It is vital public services share information and intelligence.
Identify **two** ways public services share information with each other.

1 they can use the radio communication to share information.

2

(Total for Question 11 = 2 marks)

1 mark

An example of a response that received 0 marks;

11 It is vital public services share information and intelligence.
Identify **two** ways public services share information with each other.

1 so they can put the civilians out of danger

2 make sure there's no possible gas leaks which ^{might} cause a fire

0 marks

The above response refers to reasons why, not the way and so is not rewardable.

Q12

This question required learners to explain one example of public services working together to deliver a service. It was pleasing to see a good number of learners gaining full marks, showing an excellent understanding of collaborative working.

The first mark available was awarded for examples of when public services would work together, such as rescuing a patient involved in a road traffic collision (RTC). To be credited the first mark the answer needed to have some context and be more than just 'RTC'. The second mark was awarded for an appropriate extension. This could be saying what the services work on together

or what roles they each do in order to contribute to collaborative working. Therefore valid extensions to this first example could be; 'the fire service and ambulance service work together to free the patient from the car' or 'the fire service cut the patient out of the car whilst the ambulance service give the patient medical attention'.

Two examples of a responses that each received 2 marks;

12 Explain one example of public services working together to deliver a service.

The Ambulance Service and fire service because if there's a fire or a major car crash and there's someone stuck then the fire service can get the person unstuck and the ambulance service can help treat the injured person

12 Explain one example of public services working together to deliver a service.

A BUILDING ON FIRE WOULD BE AN EXAMPLE OF SERVICES - EMERGENCY SERVICES WORKING TOGETHER BECAUSE THERE WOULD BE FIREFIGHTERS AND PARAMEDICS WORKING TOGETHER TO PUT OUT THE FIRE AND GIVE AED TO ANYONE WHO MAY HAVE BEEN INJURED. FOR EXAMPLE GREENFIELD TOWER.

2 marks

An example of a response that received 1 mark;

12 Explain one example of public services working together to deliver a service.

London Bridge terror attacks all of the public services worked together to make sure people are safe and that all casualties were seen to

1 mark

The above response gains one mark only for identifying casualties from a terror attack at London Bridge, it does not have any extension to explain which services are there or what they will do so they cannot gain the second extension mark.

An example of a response that received 0 marks;

12 Explain **one** example of public services working together to deliver a service.

They work together by communicating with each other because communication is key to being a good job. As it could also help out the other members what they need to do or how they are going to do it.

0 marks

The above response doesn't give any example of public service working together as it is saying communication is key to working together, which is not what the question is asking and therefore it is not rewardable.

Q13 (a)

Most learners were able to score one mark for this question. This question required learners to outline two ways that the probation service supports and manages offenders. The key focus of this question is the way in which they perform this role and as such answers that refer to their aims and objectives cannot be credited. For example, their aim is to rehabilitate offenders but this alone is not rewardable as learners must give a way in which they do this. For example one way they achieve this aim is by providing assistance to offenders in finding employment. Therefore the aim alone cannot be credited.

An example of a response that received 2 marks;

13 (a) Outline **two** ways that the probation service carries out its role of supporting and managing offenders.

(2)

- 1 They meet with the offenders on a regular basis (probation officers)
- 2 They give them counselling if required and they keep tabs on them.

(b) Explain **two** roles of a prison officer.

(4)

- 1 The health and wellbeing of prisoners in the prison and themselves.

2 marks

The above response score two marks one for meeting with offenders regularly and one for 'keeping tabs on them' i.e. monitoring offenders. 'Give Counselling' cannot be credited as the probation service do not undertake this role themselves. They can give advice and assistance and can refer the offender to counselling so those would be credited.

An example of a response that received 1 mark;

13 (a) Outline **two** ways that the probation service carries out its role of supporting and managing offenders.

(2)

- 1 The offenders will see a probation officer ~~fewer~~ regularly
- 2 Any minor crimes they may now cause will be treated harshly

1 mark

The above response scored one mark the first response.

An example of a response that received 0 marks;

13 (a) Outline **two** ways that the probation service carries out its role of supporting and managing offenders. (2)

1 to give their work full support and training

2 they can do work tasks quicker.

0 marks

The above response did not gain any marks as was not linked to supporting offenders.

Q13 (b)

This question required learners to explain two roles of a prison officer. As this was an explain question it is assessing a higher level of comprehension and therefore it requires a more complex response. Answers that were too similar were treated as duplicates, for example; managing the custodial environment would include many things such as, preventing escape, locking cells, roll calls, and therefore where learners gave two examples like this from the same heading in the mark scheme they could not be awarded more than two marks.

An example of a response that received 4 marks;

(b) Explain **two** roles of a prison officer. (4)

1 To ensure prisoners are safe and don't harm themselves or anyone else. They will need to break up fights and monitor prisoners with mental health problems so they are safe.

2 They will need to make sure drugs and weapons. ~~by~~ They do this by making searches when visitors enter and searching cells for any dangerous or banned items.

4 marks

The above response gained four marks, two for each response, marks were awarded as follows:

1. Ensure prisoners are safe i.e. safeguard prisoners (1) by breaking up fights/monitoring those with mental health problems (1)
2. Search visitors i.e. perform security checks on visitors (1) to identify any dangerous or banned items i.e. in order to improve safety (1)

An example of a response that received 2 marks;

(b) Explain **two** roles of a prison officer. (4)

1 To Make sure everyone is safe in prison

2 To Make sure no one escapes from the prison.

(Total for Question 13 = 6 marks)

2 marks

The above response scores one mark for each response, one for safeguarding and one for making sure no one escapes i.e. managing the custodial environment.

An example of a response that received 0 marks;

(b) Explain **two** roles of a prison officer. (4)

1 Arrest a Criminal or someone posing a threat to the public

2 protecting the public from crime and violence

0 marks

The above response is not rewardable, the prison service do not arrest criminals and their role is not to protect the public in general. Had they said protect visitors from offenders this would have been credited.

Q14 (a)

This question required a definition of the term accountability. Some learners gained one mark, however few learners were able to gain full marks, this is in line with previous series where students struggle with the concept of accountability.

The most common correct response referred to taking responsibility for their actions, gaining one mark.

Credit was not awarded where learners used the word accountability alone to define the term, therefore a response such as, 'this means they are accountable for their decisions' is not rewardable.

An example of a response that received 2 marks;

14 Public services must be accountable for their actions.

(a) Explain the term 'accountability', in relation to public service delivery. (2)

if they are responsible for their actions for
 example if the police wrongly arrested someone they
 are accountable for their actions.

2 marks

The above response scores two marks, the first is awarded for them defining the term i.e. being 'responsible for their actions', with the second mark being awarded for an appropriate extension i.e. the example of what they are accountable for.

An example of a response that received 1 mark;

14 Public services must be accountable for their actions.

(a) Explain the term 'accountability', in relation to public service delivery.

(2)

This means that the public service delivery are responsible for their own actions and choices when working.

1 mark

An example of a response that received 0 marks;

14 Public services must be accountable for their actions.

(a) Explain the term 'accountability', in relation to public service delivery.

(2)

Anything that the public service do they can be ~~accountable~~ accountable for the actions because of it

0 marks

Q14 (b)

This question requires learners to identify two ways that public services are held accountable. Unfortunately, learners often did not gain marks, mostly due to them giving examples of what public services are accountable for instead of ways they are held accountable. This suggests they have not read the question properly or have misunderstood the question. Centres are encouraged to use this as an example to learners to help improve their exam technique.

The question requires learners to give ways that the service is held accountable and therefore answers referring to individuals were not credited.

An example of a response that received 2 marks;

(b) Explain **two** ways public services can be held accountable for their actions.

(4)

1 The home office can deal with it in a reasonable way.

2 The local council can deal with some problems in certain public services, like social services.

2 marks

The above response was given one mark for each response, one for being held responsible by the Home Office i.e. a government department and another for being held accountable by the local council i.e. local authority. Neither is extended so cannot gain any more than two marks.

An example of a response that received 1 mark;

(b) Explain **two** ways public services can be held accountable for their actions.

(4)

1 By the public ^{saying} ~~saying~~ that ~~not~~ what they did wrong

2 by a supervisor ~~re~~ punishing them for their actions

1 mark

The above response was awarded one mark for the first response i.e. judged on their performance by the public. The second response was not rewardable as it refers to a supervisor punishing them for their actions, this refers to an individual being held accountable not the service and so is not rewardable.

An example of a response that received 0 marks;

(b) Explain **two** ways public services can be held accountable for their actions. (4)

1 ~~1~~ If the case was serious then who ever is responsible could get sacked or suspended.

2

0 marks

The above response refers to an individual being held accountable and is therefore not rewardable.

Q15

This question required learners to discuss the impact on the local authority of addressing the issues in the report on the prison service.

The performance on this question varied considerably. For those who read/understood the question there were a large number of learners who got at least three marks. However, there were also a large number of learners who did not answer the question asked. Instead they discussed the impact of the issues raised in the report on the service user/community and therefore could not achieve any marks.

Centres are encouraged to share this with learners when practicing exam technique to highlight the importance of understanding who the focus of the question is on, whether that be the public service itself, the service user or the public in general. This is vitally important, as getting this wrong will prevent learners gaining marks.

An example of a response that received 6 marks;

15 A recent report has found that Sunnyville local authority social care services for vulnerable adults are below accepted standards.

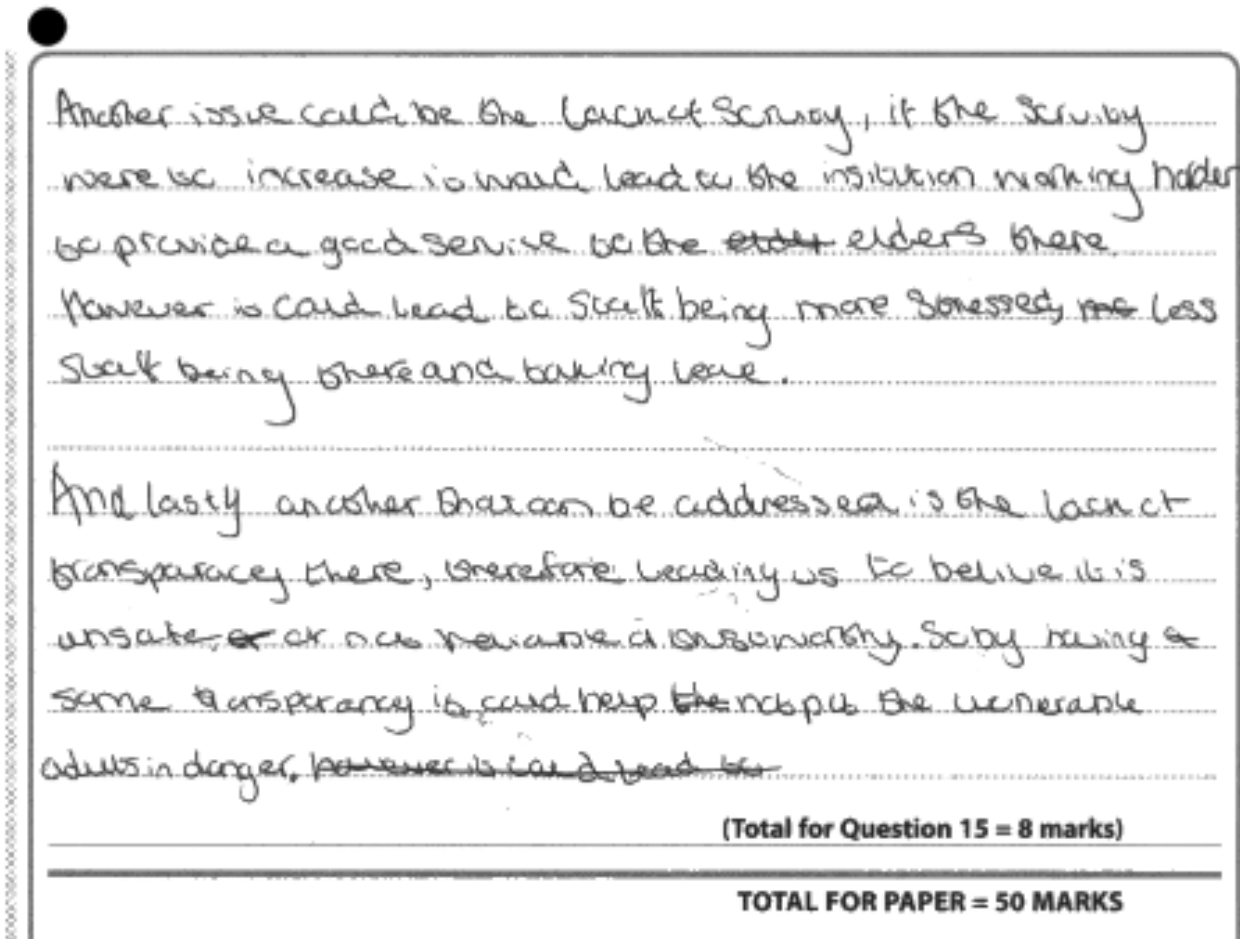
The report found:

- not enough care in the community provision for the elderly
- 7 out of 10 patients experienced unacceptable delays
- not enough support offered to people with disabilities to help them to live in their own homes independently
- on several occasions information on vulnerable adults was not passed to the appropriate agencies/other departments, putting these adults in danger.

Discuss the impact on Sunnyville local authority of addressing the issues raised in this report.

f - funding
 i - increased staff
 r - resources
 s - steady
 t - training staff
 m - transparency
 r - reduced legal action
 i - increased staff
 p - public confidence

The issues of Sunnyville could be due to a lack of funding to help buy and hire more staff to help provide properly care for the elderly in Sunnyville and the lack of funding could also lead to lack of training with the staff, because training takes time out of work and could happen at sporadic times which could further cost Sunnyville more. However, if done it means the staff are qualified and trained properly to deal with the elderly. Another consequence is the lack of resources needed, to accommodate the elderly, which means extreme delays or simply not having the resources at all to accommodate to their needs. However on the other hand having good resources for vulnerable adults, would need a increase in the funding or a grant from the local authorities but it would lead to an increase in the public confidence, which could lead to people more likely sending their elders there which can mean a surplus of money coming in.



6 marks

The above response is an upper level 2 response that is clearly linked to the question. It identifies some points (funding and transparency) and describes three points (training, resources and scrutiny) all of which are relevant to the question with some attempt to consider more than one view point (cost associated with changes and staff wellbeing).

In the opening part of the response it identifies funding is needed to pay for more staff. It continues to relate funding to training, describing how training during work hours adds additional costs to the local authority, a clear attempt to consider another viewpoint. The learner then describes that additional resources will be required, they also consider another viewpoint by recognising that this will require funds but would improve public confidence. The next point describes the need for additional scrutiny again recognising more than one point of view by discussing how this could improve performance but also could put staff under additional stress and that this could result in less staff due to sick leave.

An example of a response that received 4 marks.

15 A recent report has found that Sunnyville local authority social care services for vulnerable adults are below accepted standards.

The report found:

- not enough care in the community provision for the elderly
- 7 out of 10 patients experienced unacceptable delays
- not enough support offered to people with disabilities to help them to live in their own homes independently
- on several occasions information on vulnerable adults was not passed to the doctors appropriate agencies/other departments, putting these adults in danger.

more team training
more help need to
be given open up
charity events things
for them to do

Social services,

Discuss the impact on Sunnyville local authority of addressing the issues raised in this report.

The impact on Sunnyville Local authority is that, they are not communicating and sharing information with each other and a way to resolve this is more staff training should take place and more meetings should happen, to discuss the needs, for the elderly people and these vulnerable adults. They need to try hiring more staff so that more people can get the help they need. More placements need to be made like ^{referrals} ~~referrals~~ to care homes or doctors to see if they can help them with anything. Care services are supposed to be supporting the needs for the vulnerable people not increasing the risk of their lives, if needs are not met this could result in more crimes, death and other dangers to other people around them so this will impact the government as they are those who are funding the public services. The ~~increase~~ in will be on

increase in money as more resources
are needed and to take new people on
and work for them they have to pay them
so cost costs will rise. Not helping elderly
in own homes, comes with the cons that
they might not see family as much if they
do not help their needs, leading them to be
put in care homes ect.

4 marks

The above is an example of a middle level 2 response with two points described and two identified with an attempt to consider more than one viewpoint. Damage to reputation described, this is linked to funding where the candidate describes the impact of additional staff on improving service delivery and improving public opinion. There is also discussion of the need for staff training with regard to disabilities. The candidate begins to consider more than one view point when recognising that additional staff and training will cost the LA money. The candidate identifies that legal action for information not being passed on could be reduced by employing supervisors, although this point would benefit from more detailed consideration.

An example of a response that received 3 marks;

15 A recent report has found that Sunnyville local authority social care services for vulnerable adults are below accepted standards.

The report found:

- not enough care in the community provision for the elderly
- 7 out of 10 patients experienced unacceptable delays
- not enough support offered to people with disabilities to help them to live in their own homes independently
- on several occasions information on vulnerable adults was not passed to the appropriate agencies/other departments, putting these adults in danger.

Discuss the impact on Sunnyville local authority of addressing the issues raised in this report.

F
i
r
s
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p

Sunnyville need to train more staff so that the patients dont experiance delays by training more Staff this means that there will be more staff to help the adults and dont keep delaying them.

Sunnyville also need to get regular checks to make sure that the Vulnerable adults information gets passed on making sure they arnt in danger.

Sunnyville might also need finding to get the extra staff they need and finding to train the staff Sunnyville might also need some public confideree to get the standards bacu up to normal. They also need to support the adults more so that they can live in their own homes without asistance.

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 0 marks;

15 A recent report has found that Sunnyville local authority social care services for vulnerable adults are below accepted standards.

The report found:

- not enough care in the community provision for the elderly
- 7 out of 10 patients experienced unacceptable delays
- not enough support offered to people with disabilities to help them to live in their own homes independently
- on several occasions information on vulnerable adults was not passed to the appropriate agencies/other departments, putting these adults in danger.

Discuss the impact on Sunnyville local authority of addressing the issues raised in this report.

- They needs to be more health care for the elderly at Sunnyville.

- They needs to be less delays when it comes to medical care.

- They needs to be more support for the disabled.

- The information on vulnerable adults needs to be passed on to the appropriate agencies or department

- The disabled people need more support to live in they own homes.

- Sunnyville social care need a better way to reduce the amount of delays in medical care.

- They need to stop putting adults in danger by not giving the adults propere help.

- Sunnyville health care need to do a better job of look after they patients.

0 marks

The above response was not rewardable, it simply repeats or expands on many points given in the stem, without giving any impact to the local authority, and these are not rewardable.

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. This was particularly evident in Q2 (a), Q5, Q11, Q14 (b) and Q15.
- Ensure students are familiar with terminology, for example, in Q4 (a) many learners misunderstood the meaning of contracted out services.
- 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. Remind learners that to not assume any future exam questions are the same as the papers they have practiced, highlight they may have an entirely different focus.
- Ensure that all elements of the specification are covered. Ensure revision is focused on the areas of the specification the learners find difficult such as contracted out services and accountability.

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