



# Examiners' Report Lead Examiner Feedback

January 2021

Pearson BTEC Firsts

In Public Services (20537G)

Unit 6: Citizenship, Society and the Public Services

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## 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.

[BTEC Firsts Public Services \(2014\) | Pearson qualifications](#)

## Introduction to the Overall Performance of the Unit

This was the sixth January series examination for this qualification, the eleventh 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.

The circumstances faced by teachers and learners alike in the last year has certainly brought public services into focus, and it is evident from the standard of responses and quality of some of the answers given that learners and teachers alike have brought their experiences of external factors and influences into their learning. 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.

It was clear to see that the dedication and work by teaching staff in focusing their learners on these events, the links between citizenship, society and the public services was received by the learners, who produced some of the best quality responses seen to date.

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

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

## Individual Questions

### Q1

This was a question worth two marks. The focus of the question was the Human Rights Act, 1998. The learners were asked to state two principles of the Act, and it was anticipated that answers would include the right to liberty and security, right to a fair trial and the right to respect for private and family life, home and correspondence. They had been given freedom of thought, religion and belief, to be free from discrimination and the right to life in the question.

- 1 Principles of the Human Rights Act 1998 include having freedom of thought, religion and belief, to be free from discrimination and the right to life.

State **two other** principles of the Human Rights Act 1998.

- 1 Another principle would be having the right to education.
- 2 a second principle would be the right to a fair trial.

**2 marks**

Most learners managed to correctly give two other human rights, but too many of them gave one or two of the examples given in the question.

- 1 Principles of the Human Rights Act 1998 include having freedom of thought, religion and belief, to be free from discrimination and the right to life.

State **two other** principles of the Human Rights Act 1998.

- 1 Right to life.
- 2 Right to a fair trial.

**1 mark**

There were a number of learners who gave the 'right to vote' as one of their answers. Unfortunately, this is not a principle of the Human Rights Act, 1998, however, if they had stated that the 'right to free elections', then marks would have been given.

- 1 Principles of the Human Rights Act 1998 include having freedom of thought, religion and belief, to be free from discrimination and the right to life.

State **two other** principles of the Human Rights Act 1998.

1 Right to vote

2 freedom of speech

1 mark

Other learners seemed to confuse human rights with discriminatory factors (protected characteristics).

- 1 Principles of the Human Rights Act 1998 include having freedom of thought, religion and belief, to be free from discrimination and the right to life.

State **two other** principles of the Human Rights Act 1998.

1 Race

2 Gender

0 marks

## Q2

This was a question worth two marks and asked the learners to give two types of discrimination stated in the Equality Act 2010 other than religion and belief. As expected most learners could give two of the key characteristics, such as age, gender, sexual orientation, disability and race.

- 2 One type of discrimination stated in the Equality Act 2010 relates to religion and belief.

State **two other** types of discrimination prevented by the Equality Act 2010.

1 Age

2 Disability

2 marks

2 One type of discrimination stated in the Equality Act 2010 relates to religion and belief.

State **two other** types of discrimination prevented by the Equality Act 2010.

1 Sexual orientation

2 Gender

2 marks

2 One type of discrimination stated in the Equality Act 2010 relates to religion and belief.

State **two other** types of discrimination prevented by the Equality Act 2010.

1 ~~that~~ ~~race~~ ~~you~~ ~~are~~ discrimination of race.

2 discrimination of speech

1 mark

Sadly, as in the case of the previous question a significant number of learners confused the principles of the Human Rights Act 1998 with the protected characteristics of the Equalities Act 2010.

2 One type of discrimination stated in the Equality Act 2010 relates to religion and belief.

State **two other** types of discrimination prevented by the Equality Act 2010.

1 Right to life

2 Freedom of speech

0 marks

2 One type of discrimination stated in the Equality Act 2010 relates to religion and belief.

State **two other** types of discrimination prevented by the Equality Act 2010.

1 freedom of marriage  
right to a education

2 ~~place~~  
Rights to life

0 marks

### Q3

This was a question worth two marks and learners were asked to state two reasons, other than improving the quality of life, as to why public services are in place. It was expected that learners would provide answers straight from the specification such as meeting the needs of a diverse society, supporting and reinforcing the rights of citizens, protecting the environment and protecting and assisting vulnerable people.

3 One reason public services are in place is to improve the quality of life for people.

State **two other** reasons why public services are in place.

1 Citizens obey/follow the laws.

2 To prevent particular groups/~~other~~<sup>vulnerable</sup> people from being discriminated against.

2 marks

3 One reason public services are in place is to improve the quality of life for people.

State **two other** reasons why public services are in place.

1 To protect the public from harm and preserve their lives.

2 To protect people's human rights.

2 marks

The learners were given improvements to the quality of life in the question, unfortunately some learners still gave answers that were clear examples of improving the quality of life.

3 One reason public services are in place is to improve the quality of life for people.

State **two other** reasons why public services are in place.

1 Expanding job opportunities

2 To help those who are in danger.

1 mark



3 One reason public services are in place is to improve the quality of life for people.

State **two other** reasons why public services are in place.

- 1 Save lives
- 2 Educate the public

1 mark

In this final example in the next page, no marks were awarded as answers such as 'protect' were simply too vague. Had the learner stated who was being protected, such as vulnerable people then marks would have been given.

3 One reason public services are in place is to improve the quality of life for people.

State **two other** reasons why public services are in place.

- 1 Respect individuals
- 2 Protect

0 marks

#### Q4

This was a two-mark question in which learners were asked to state two responsibilities of public service employees. They had been given the example of promoting diversity. It was anticipated that answers such as obeying the law, maintaining professional standards, following codes of practice, following anti-discrimination policies, complaints procedures and bullying and harassment policies. Broadly speaking these were the answers most commonly given.

4 One responsibility of all public service employees is to promote diversity.

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

- 1 To not discriminate
- 2 And do their job to the best possible standard

2 marks

4 One responsibility of all public service employees is to promote diversity.

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

1 Fulfill their Statutory duties

2 Work to a standard that is expected

2 marks

In the next page, there were a significant number of learners who gave answers relating more to a service or organisational responsibility or aim. There were also some individual responsibilities for specific service personnel, such as those that may only apply to front line emergency service personnel.

Questions of this type that do not state a specific service require the learners to give replies that apply to all public service employees, whether uniformed or non-uniformed, front line or support staff.

4 One responsibility of all public service employees is to promote diversity.

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

1 Save lives

2 Improve quality of life.

0 marks

4 One responsibility of all public service employees is to promote diversity.

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

1 Protect the community.

2 Make people feel safe.

0 marks

4 One responsibility of all public service employees is to promote diversity.

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

1 To prevent crime

2 To bring justice to society

0 marks

**Q5**

This question focused on good citizenship. It asked the learners to outline two ways of being a good citizen. Challenging injustice had been given as an example in the question stem. The expected answers would be those relating to activities such as giving up your time to fundraise, supporting the community by joining neighbourhood watch or standing for election as a local councillor, recycling domestic refuse to protect the environment or acting as a role model by setting an example for others to follow.

These first examples stated valid ways of being a good citizen and managed to develop their answer to an outline, as opposed to a single- or two-word response that is not considered an outline.

**5** One way of being a good citizen is to challenge injustice.

Outline **two other** ways of being a good citizen.

- 1 Protecting the environment by not littering or fly tipping and encourage everybody else to do the same.
- 2 Show respect and tolerance to everybody despite income, race or any ~~other~~ differences.

**2 marks**

**5** One way of being a good citizen is to challenge injustice.

Outline **two other** ways of being a good citizen.

- 1 By volunteering so your giving up your free time to help improve the community.
- 2 Respecting others regardless of age, race, gender, disability, sexual orientation.

**2 marks**

**5** One way of being a good citizen is to challenge injustice.

Outline **two other** ways of being a good citizen.

- 1 Picking up litter in your local park
- 2 Voting in a local election

**2 marks**

5 One way of being a good citizen is to challenge injustice.

Outline **two other** ways of being a good citizen.

- 1 Contribute to society for example, volunteer for your community.
- 2 To treat people fairly/equally with respect and dignity.

**2 marks**

A number of learners, whilst identifying a valid way of being a good citizen, did not extend their answer to an outline. As stated above, an outline should always be more than a single or few words answer. In this first response, 'following the law', is not an outline and the second response, relating to a good samaritan is.

5 One way of being a good citizen is to challenge injustice.

Outline **two other** ways of being a good citizen.

- 1 following the law
- 2 To be a good samaritan to other members of the public.

**1 mark**

In this next example, whilst both responses had the potential to be awarded marks had they been extended to an outline.

5 One way of being a good citizen is to challenge injustice.

Outline **two other** ways of being a good citizen.

- 1 voting
- 2 Being honest.

**0 marks**

**Q6**

This was a two-mark question in which the learners were asked to state two individual rights of public service users. The term public service users in the context of this question is for those accessing services through choice or necessity, so answers relating to those in custody or in the criminal justice system were not credited.

The learners were given that having individual choice was one right of a service user. It was anticipated that answers would include the right to confidentiality when disclosing personal and private information, dignity when using services, access to high quality services, to be treated without discrimination and consent when receiving treatment.

**6** One right that people have when using public services is to have individual choice.

State **two other** individual rights of public service users.

- 1 ~~a fair and equ~~ have their information treated as confidential unless harmful to them or others.
- 2 not be discriminated against

**2 marks**

**6** One right that people have when using public services is to have individual choice.

State **two other** individual rights of public service users.

- 1 to be treated with dignity.
- 2 ~~to be without discrimination~~  
the right to ~~to~~ refuse treatment

**2 marks**

In this first example a single mark was awarded for the second point, the right to be treated with dignity.

**6** One right that people have when using public services is to have individual choice.

State **two other** individual rights of public service users.

- 1 rights to a fair trial
- 2 ~~the~~ The right to be treated with ~~the~~ ~~the~~ dignity

**1 marks**

There were some learners who still seem to confuse rights and responsibilities as well as public service users, employees and employers. In this first example the given answer confuses the **responsibilities** of **public service employees** with the **rights** of **public service users**.

6 One right that people have when using public services is to have individual choice.

State **two other** individual rights of public service users.

1 Maintain professional standards

2 Obey the law

0 marks

In this example the answer relates more to the reasons that some public services are in place, in this case those relating to the legal justice system, rather than the rights of public service users.

6 One right that people have when using public services is to have individual choice.

State **two other** individual rights of public service users.

1 The Right to arrest people when needed

2 The Right to put people in custody

0 marks

In this final example in the next page, no marks were awarded as the responses were generic human rights and not directly relevant to the individual rights of those using public services.

6 One right that people have when using public services is to have individual choice.

State **two other** individual rights of public service users.

1 To have freedom of speech

2 and to have freedom of belief

0 marks

**Q7**

This question asked the learners to give two ways that public services provide for different groups in society. It was anticipated that this would yield answers relating to the use of liaison officers, providing information in different languages, having a diverse workforce and respecting cultural differences. Most learners drew their responses from these areas of the specification.

It was not essential for learners to name the different group that the measure is provided for. In this first example the measures in the first response relate to different groups in society rather than society as a whole.

**7** Give **two** ways public services provide for different groups in society.

- 1 they provide diff information in different languages
- 2 they host services such as meals on wheels for the elderly.

**2 marks**

In this example, whilst both responses relate to communication they are both different ways that public services are targeted at different groups in society.

**7** Give **two** ways public services provide for different groups in society.

- 1 By providing a translator when needed, so the individual doesn't feel isolated and has a way to communicate.
- 2 Finds different ways to communicate to those who may have problems doing so, examples are blind and deaf people.

(Total for Question 7 = 2 marks)

**2 marks**

Two marks were awarded for this response, the first response relates to physical adaptations and modifications whilst the second response relates to raising awareness and understanding of different groups, in this case, religious beliefs.

7 Give **two** ways public services provide for different groups in society.

- 1 ~~making~~ Building ramps on elderly peoples homes to make it easier for them.
- 2 ~~pro~~ educating ~~to~~ schools and colleges about different religions.

**2 marks**

In this final example of a two mark response, the learner gained one mark for public services having a diverse workforce and the second mark for the public service providing diversity training in order to increase awareness and understanding of the needs of different groups in society.

7 Give **two** ways public services provide for different groups in society.

- 1 By employing people of the same background to promote diversity
- 2 by providing diversity training to their employees

**2 marks**

Where answers were given that related to all groups or society as a whole marks were not awarded.

7 Give **two** ways public services provide for different groups in society.

- 1 Public services provide help for all groups in society
- 2 public services ~~to~~ reduce danger in all groups

**0 marks**

7 Give **two** ways public services provide for different groups in society.

- 1 The police provide safety for all groups

**0 marks**



**Q8(a)**

In this question the learners were asked to outline two changes in government policy that have affected peoples' lives. It was originally anticipated that factors straight from the specification such as education, employment and entitlement to social welfare would feature in the responses to this question. The specification does encourage the learners to know about current affairs, this was particularly pertinent at the time the examination was sat, with a significant number of responses relating to the global pandemic and the UK exit from the European Union.

Marks were given if learners gave two responses relating to one policy area, so as in the example below, both marks were awarded.

**8** Some changes in society are a result of government policy, such as the level of tax that people pay.

(a) Outline **two other** changes in government policy that have affected people's lives.

(2)

- 1 The rules of Corona virus. Having to wear a mask in public and shops.
- 2 The fact that people can't meet up with others and none essential travel

**2 marks**

Other examples covered a wide range of government policy areas, including welfare benefit payments, minimum wage, food standards and the funding of public services.

**8** Some changes in society are a result of government policy, such as the level of tax that people pay.

(a) Outline **two other** changes in government policy that have affected people's lives.

(2)

- 1 The amount of benefits people receive and the two child cap.
- 2 Lockdown of a country during a pandemic.

**2 marks**

In this next example there are good outlines of changes in policy, and whilst both relate to income they both relate to different policy areas, in this case the payment of benefits and the minimum wage, so both marks were awarded.

8 Some changes in society are a result of government policy, such as the level of tax that people pay.

(a) Outline **two other** changes in government policy that have affected people's lives.

(2)

- 1 the amount of money people receive on benefits.
- 2 the amount people get payed for minimum waige.

2 marks

This next learner has outlined the changes in food standards as a consequence of the UK leaving the European Union and the level of funding for public services.

8 Some changes in society are a result of government policy, such as the level of tax that people pay.

(a) Outline **two other** changes in government policy that have affected people's lives.

(2)

- 1 Standards for products in society like chicken.
- 2 Funding to public services which affects the quality of life.

2 marks

In the following example, the learner has produced two excellent answers, the first regarding the UK response to the global pandemic, and the second being the recently introduced Investigatory Powers Act 2016 and it's potential impact on the privacy of individuals.

8 Some changes in society are a result of government policy, such as the level of tax that people pay.

(a) Outline **two other** changes in government policy that have affected people's lives.

(2)

- 1 The mandatory social distancing and wearing masks in public. It keeps some families apart whilst protecting their health
- 2 The Investigatory powers act has made it so government agencies like MI5 have authority to go through and collect peoples personal info.

2 marks

In this next example the learner produced an almost word perfect example from the specification.

8 Some changes in society are a result of government policy, such as the level of tax that people pay.

(a) Outline **two other** changes in government policy that have affected people's lives. (2)

1 One change in Government policy is the age you have to stay in education until, which is 18 years old.

1 mark

This example includes a combination of common policy areas, namely the exit of the UK from the European Union and one of the government policy areas relating to the Coronavirus pandemic. A mark was not awarded for the first response as it is not an outline, but a mark was given for the second response as there was clear development.

8 Some changes in society are a result of government policy, such as the level of tax that people pay.

(a) Outline **two other** changes in government policy that have affected people's lives. (2)

1 Brexit

2 Covid 19 has caused lockdowns leaving many people unable to work and possibly jobless.

1 mark

In these next examples none were given marks. The answers were in the case of the first example not considered an outline, and in the second example related to responses included in the question itself, ie relating to taxation, and in the last example, simply named specific legislation and therefore not an outline.

8 Some changes in society are a result of government policy, such as the level of tax that people pay.

(a) Outline **two other** changes in government policy that have affected people's lives. (2)

1 Lockdown

2 Mask Policy

0 marks

8 Some changes in society are a result of government policy, such as the level of tax that people pay.

(a) Outline **two other** changes in government policy that have affected people's lives.

(2)

1 Health Care tax

2 Income tax

0 marks

8 Some changes in society are a result of government policy, such as the level of tax that people pay.

(a) Outline **two other** changes in government policy that have affected people's lives.

(2)

1 The human rights Act 1998

2 The equality Act 2010.

0 marks

### Q8(b)

This next question continued the theme of change and had a focus on the growth of ICT. Learners were asked to outline two ways that the growth of ICT has affected the lives of individuals. It was anticipated that answers would include factors such as enabling people to keep in contact with friends and family, the positive and negative impact on health, both physical and mental and social activities like fundraising and raising awareness of societal issues.

In this first example both marks were awarded, the first for the ease and convenience of communication and in the second response the fear that fake news may cause some people.

Another change in society is the growth in the use of information and communications technology (ICT).

(b) Outline **two** ways that the growth of ICT has affected the lives of individuals.

(2)

1 Made people be more connected with the family as well as the world

2 It has also caused fear with the <sup>amounts</sup> ~~amounts~~ fake news posted on the media

2 marks

The following response also gained both marks. On this occasion they have outlined the effect on both physical and mental health and the opportunity to develop new friendships.

Another change in society is the growth in the use of information and communications technology (ICT).

(b) Outline **two** ways that the growth of ICT has affected the lives of individuals.

(2)

- 1 people don't go outside as much so it affects their health mentally and physically
- 2 people are making new friends from being online and playing games or just chatting with them

**2 marks**

In this next example they have stated that on-line sales purchases reduce the need for people to go out to make purchases, they have also identified that there may be expensive costs associated with purchasing the technology.

Another change in society is the growth in the use of information and communications technology (ICT).

(b) Outline **two** ways that the growth of ICT has affected the lives of individuals.

(2)

- 1 Easier to purchase items when unable to go and get them by hand.
- 2 ~~helped~~ people in diff more people have to purchase the technology which is expensive.

**2 marks**

This was also awarded a mark, which if the opposite had been stated ie jobs are created as a result of ICT would have also gained a mark.

Another change in society is the growth in the use of information and communications technology (ICT).

(b) Outline **two** ways that the growth of ICT has affected the lives of individuals.

(2)

- 1 many jobs are lost because machines can do them.

**1 mark**

In this next example in the next page, a mark was given for the first response in which the outline focuses on the ease of gathering information, but not for the second response as the answer relates to public service use of ICT.

Another change in society is the growth in the use of information and communications technology (ICT).

(b) Outline **two** ways that the growth of ICT has affected the lives of individuals.

(2)

- 1 can access information faster and more accurate
- 2 Can be use as surveillance on suspects.

**1 marks**

In these final two examples no marks were given as in the case of the first example the answer relates to the use of ICT from the perspective of the public service, in this case the police service, or in the second example the response relating to 'easier communication' was not an outline.

Another change in society is the growth in the use of information and communications technology (ICT).

(b) Outline **two** ways that the growth of ICT has affected the lives of individuals.

(2)

- 1 ANPR cameras catching uninsured vehicles and ruling out fines and possible arrests
- 2 speed cameras / radar guns to catch people speeding results in fines

**0 marks**

Another change in society is the growth in the use of information and communications technology (ICT).

(b) Outline **two** ways that the growth of ICT has affected the lives of individuals.

(2)

- 1 online lessons.
- 2 easier communication.

**0 marks**

**Q9**

This was a four-mark question in which the learners were asked to describe two measures that are in place to protect the rights of people held in custody. It was expected that answers such as having reasonable grounds for arrest, humane treatment, legal representation, and a fair trial would be given. This proved to be the case as most learners identified appropriate measures.

In this example all four marks were awarded. In the first response the learner identified that there are safeguards in Police and Criminal Evidence Act 1984 to protect people in custody, and one such protection being with regard to the interview process. The second response focuses on legal representation and is also appropriately explained.

**9** The law protects the rights of all people including people held in custody.

Describe **two** measures that are in place to protect the rights of people held in custody.

1 The PACE act 1984. This is to protect an individual and make sure any evidence gathered in an interview is fair and they have a fair trial.

2 The have the right to legal representation when going through the process. (court, interviews etc). This ensures that they have assistance from someone familiar with the laws.

**4 marks**

This next example also gained all four marks. In the first response they identified the entitlement for legal representation or advice in the process. By stating 'regardless of their financial situation' or the reference to a 'fair trial' enabled this response to gain both marks. In their next response both marks were awarded for those in custody being treated without fear of discrimination and then providing examples of protected characteristics.

9 The law protects the rights of all people including people held in custody.

Describe **two** measures that are in place to protect the rights of people held in custody.

1  
Everyone is entitled to a lawyer, regardless of their financial situation so they have the best chance of a fair trial.

2  
Everyone is treated equally so there is no judgement on their race, gender, religion, age, or sexual orientation.

**4 marks**

In these next examples, three marks were awarded. In the first one two marks were given for the first response (by having a fair trial heard by a judge) and a single mark for having the right to receive medical treatment.

9 The law protects the rights of all people including people held in custody.

Describe **two** measures that are in place to protect the rights of people held in custody.

1 everyone has the right to a fair and equal trial with a qualified trial judge.

2 they also have the right to medical attention when needed.

**3 marks**

In the second of these examples a single mark was given for food and drink and two marks for young children or vulnerable adults being accompanied by a responsible adults.

9 The law protects the rights of all people including people held in custody.

Describe **two** measures that are in place to protect the rights of people held in custody.

1 Their allowed food and drink when held in custody

2 young children and adults with learning difficulty are allowed to be accompanied by a responsible adult when questioned by police.

**3 marks**



These next responses gained a single mark, as although they had identified two measures there was no development to merit the award of additional marks.

9 The law protects the rights of all people including people held in custody.

Describe **two** measures that are in place to protect the rights of people held in custody.

1 The right to remain silent

2 The right to an lawyer

2 marks

9 The law protects the rights of all people including people held in custody.

Describe **two** measures that are in place to protect the rights of people held in custody.

1 Sentitible treatment if they have being sentenced

2 A fair trail

2 marks

In this final example the measures stated had not been expanded or put in the context of the question. So if they had stated 'cctv cameras are placed in common / recreational areas to monitor and protect prisoners' or 'Prison officers wear bodycams to record prisoner and prison officers intearactions' then marks would have been given.

9 The law protects the rights of all people including people held in custody.

Describe **two** measures that are in place to protect the rights of people held in custody.

1 CCTV

2 body cams

0 marks

**Q10(a)**

The focus of this two-mark question was the responsibility of public service employers to their employees. Learners were asked to explain the term 'whistleblowing'. A number of learners produced some excellent responses and gave some good explanations of the term.

**10** One responsibility of public service employers is to enable whistleblowing.

(a) Explain what is meant by the term 'whistleblowing' in the context of an employer's responsibilities to their employees.

(2)

If an employer is engaging in illegal action the employee is protected should they choose to report and expose the crime.

**2 marks**

**10** One responsibility of public service employers is to enable whistleblowing.

(a) Explain what is meant by the term 'whistleblowing' in the context of an employer's responsibilities to their employees.

(2)

Disclosing information about any abuse or wrong doing that occurs in the workplace. one example could include sexual harassment.

**2 marks**

**10** One responsibility of public service employers is to enable whistleblowing.

(a) Explain what is meant by the term 'whistleblowing' in the context of an employer's responsibilities to their employees.

(2)

Whistleblowing is when an employee reports misconduct that is happening in their workplace to higher authority without consequences such as <sup>losing</sup> being their job. Employees are able to report if they are being discriminated against, experiencing abuse or treated unfairly.

**2 marks**

In these next examples in the next page, each response gained a single mark as they had broadly stated what the term means, but not explained it.

10 One responsibility of public service employers is to enable whistleblowing.

- (a) Explain what is meant by the term 'whistleblowing' in the context of an employer's responsibilities to their employees.

(2)

whistleblowing is when a  
employee informs the authorities  
about illegal activities that  
are happening in a work place.

1 mark

10 One responsibility of public service employers is to enable whistleblowing.

- (a) Explain what is meant by the term 'whistleblowing' in the context of an employer's responsibilities to their employees.

(2)

to report anything they see wrong in the  
work place

1 mark

10 One responsibility of public service employers is to enable whistleblowing.

- (a) Explain what is meant by the term 'whistleblowing' in the context of an employer's responsibilities to their employees.

(2)

whistleblowing is reporting crime.

1 mark

The purpose of the setting of each question is to give the question a context, in this question it was to ensure that the employer / employee relationship is the focus. In this final example, this learner, like a significant number of their peers did not make that connection.

10 One responsibility of public service employers is to enable whistleblowing.

- (a) Explain what is meant by the term 'whistleblowing' in the context of an employer's responsibilities to their employees.

(2)

The term whistle blowing means  
to begin or start something

0 marks

**Q10(b)**

This two-mark question asked the learners to explain another responsibility of public service employer. It was anticipated that responses would include providing a safe working environment, training, and enabling redress.

In this first example a single mark was given as the learner gave training the workforce as the responsibility, but did not develop their answer.

(b) Explain **one other** responsibility a public service employer has to their employees. (2)

Ensure they have the proper training.

**1 marks**

In this next example the learner also gave providing training as the responsibility and gained the second mark as an example of the type of training was given.

(b) Explain **one other** responsibility a public service employer has to their employees. (2)

Public service employers have to provide diversity training so that their employees know how to deal with situations that involve different people with different backgrounds effectively.

(Total for Question 10 = 4 marks)

**2 marks**

In this next example the learner gave providing a safe working environment as the responsibility, but had not extended their response in order to gain the second mark.

(b) Explain **one other** responsibility a public service employer has to their employees. (2)

to provide a safe working environment

**1 mark**

In this next example this learner also gave the responsibility of providing a safe working environment as the responsibility, and then extended it by giving the example of ensuring that safety regulations and rules are in place.

(b) Explain **one other** responsibility a public service employer has to their employees.

(2)

another responsibility is the right to be  
in a safe workplace this means that  
the employers need to ensure that  
the proper safety regulations are in place.

2 marks

This final example of a two mark response is quite concise and succinct. The learner gave the providing of Personal Protective Equipment (PPE) as the responsibility of the employer, with the examples of the type of equipment supplied as an appropriate extension.

(b) Explain **one other** responsibility a public service employer has to their employees.

(2)

To provide ppe to their staff for their jobs like  
anti-stab vests and face masks.

2 marks

In the following example the learner identified a valid responsibility, but unfortunately did not develop their response in order to gain the second mark.

(b) Explain **one other** responsibility a public service employer has to their employees.

(2)

To ensure that they are provided with  
the correct PPE.

1 mark

In this final example for this question the learner the learner unfortunately confused a responsibility with a right. It is a responsibility for the employer to pay the minimum wage and the employee has a right to be paid the minimum wage.

(b) Explain **one other** responsibility a public service employer has to their employees.

(2)

The right to be paid the minimum wage

0 marks

**Q11**

This two-mark question focused on the responsibilities of public service users. They had been given the responsibility to not discriminate against public service employees. It was expected that learners would give answers relating to supplying information that is verifiable and accurate, not defrauding public service providers, respecting the human rights of those involved in service provision and not using any form towards other service users or those involved in service provision.

In these first three examples the learners had identified valid responsibilities and developed each of them sufficiently well enough to gain the second mark.

**11** One responsibility of public service users is not to discriminate against those working for the public services.

Explain **one other** responsibility of public service users.

to not lie or give misleading information. Doing this could result in public service employees getting hurt or other civilians in a police situation. or it could lead to the patient getting hurt in a medical situation.

(Total for Question 11 = 2 marks)

**2 marks**

**11** One responsibility of public service users is not to discriminate against those working for the public services.

Explain **one other** responsibility of public service users.

To not be verbally abusive or physically abusive to the public service worker, to treat them how they would like to be treated back.

**2 marks**

**11** One responsibility of public service users is not to discriminate against those working for the public services.

Explain **one other** responsibility of public service users.

They don't abuse the use of the public services like the NHS being overwhelmed because they have too many patients when some of the patients could of gone to a non-emergency.

**2 marks**

In these next two examples, learners had correctly given valid responsibilities, but had not developed their answers in order to gain the second mark.

**11** One responsibility of public service users is not to discriminate against those working for the public services.

Explain **one other** responsibility of public service users.

One responsibility is to always give out correct information to the public services.

**1 mark**

**11** One responsibility of public service users is not to discriminate against those working for the public services.

Explain **one other** responsibility of public service users.

Another responsibility is to not use any form of violence towards a public service worker.

**1 mark**

In this next group of examples the learners did not gain a mark. This was for a variety of reasons.

In this first example the learner talks about discrimination, which was given in the introduction to the question, hence the term '**one other**' in the question itself.

**11** One responsibility of public service users is not to discriminate against those working for the public services.

Explain **one other** responsibility of public service users.

to not discriminate against people working for the public services due to Race, religion, gender or Sexual orientation.

**0 marks**

This next example is a responsibility of public service employers towards their employees.

11 One responsibility of public service users is not to discriminate against those working for the public services.

Explain **one other** responsibility of public service users.

To ensure they have the right training as others to improve their skills in the public services.

0 marks

Finally, this response refers to the rights of public service users and not their responsibilities.

11 One responsibility of public service users is not to discriminate against those working for the public services.

Explain **one other** responsibility of public service users.

They have the right to be treated with decency. For example if you went to hospital the doctor would not leave you on a bed in a corridor and discuss your case <sup>in front</sup> of everyone.

0 marks

## Q12

This question asked learners to state two ways that inequality can be measured. It was anticipated that answers would include the protected characteristics such as disability, age, and gender. This question was well answered with most learners providing an outline of the measure.

12 One way that inequality can be measured is by the level of poverty.

State **two other** ways that inequality can be measured.

1 Amount of money you earn

2 What GCSE's qualifications you have

2 marks



12 One way that inequality can be measured is by the level of poverty.

State **two other** ways that inequality can be measured.

- 1 gender pay gaps
  - 2 age gaps, someone who is a little older is more likely to get a job whereas someone in there teenage years
- (Total for Question 12 = 2 marks)

2 marks

12 One way that inequality can be measured is by the level of poverty.

State **two other** ways that inequality can be measured.

- 1 One way is by gender, there is still a gender pay gap between men and women.
- 2 Another way is race, One race may <sup>be</sup> better treated better (in a workplace or education) than the other race.

2 marks

12 One way that inequality can be measured is by the level of poverty.

State **two other** ways that inequality can be measured.

- 1 Age
- 2 Gender

2 marks

In this final example a single mark was awarded for the first response, the geographic area in which people live.

12 One way that inequality can be measured is by the level of poverty.

State **two other** ways that inequality can be measured.

- 1 Where they live
- 2 who they don't hanground / speak to.

1 mark

**Q13(a)**

This was a four-mark question in which learners were asked to explain two benefits to public service organisations of following equal opportunity policies. It was expected that answers would include improved community relations as a result of having a diverse workforce, having a larger talent pool to recruit from, increased trust and belief in the public service organisation.

This first example gained four marks. In the first response the learner suggested that the service would achieve higher productivity from its workforce due to an increase in morale. The second response also gained two marks for stating that the reputation of the service will be enhanced which will result in people having more confidence to use the service.

**13** Public service organisations are required to have equal opportunities policies in place.

(a) Explain **two** benefits to public service organisations of following equal opportunities policies.

(4)

1 one benefit is the the morale will be higher, which help employee carry out the service better.

2 It also make the organisation more ~~appeal~~ appealing to the public, which gives them confidence to use the service

**4 marks**

This next response in the next page also gained all four marks. In the first response the learner stated that the benefit would be a safer working environment as there will be less discrimination. They also recognised that the reputation of the service would be enhanced and which would lead to increased use of the service.

13 Public service organisations are required to have equal opportunities policies in place.

(a) Explain **two** benefits to public service organisations of following equal opportunities policies.

(4)

1 One benefit is that no employee will feel discriminated against for their race, gender, belief & religion. They will also be able to feel safe within their working environment.

2 The public will be able to trust the services more as they will see that each individual is being treated fairly, this will also encourage them to use the services more as well as it will promote diversity.

4 marks

In this next example three marks were awarded. In the first response both marks were given for having equal opportunities in place would create a safe working environment and improve the morale of staff, and in the second response for identifying that one benefit is a reduction in discrimination.

13 Public service organisations are required to have equal opportunities policies in place.

(a) Explain **two** benefits to public service organisations of following equal opportunities policies.

(4)

1 better working environment so that the employees feel happy to work.

2 there will be diversity and no discrimination.

3 marks

In this next example, two marks were given for identifying the benefit to the organisation is having a wider pool of talent to recruit from and will enable them to recruit the best available staff.

2 public services <sup>have</sup> might find more of  
a choice on who to employ and who is  
best for the role.

2 marks

In this next example two marks were given, one for the identification of benefits, but in both responses there was not a valid extension.

13 Public service organisations are required to have equal opportunities policies in place.

(a) Explain **two** benefits to public service organisations of following equal opportunities policies.

(4)

1 They'll be better Respected by the  
Community.

2 They'll have more Job applicants

2 marks

In this example, a single mark was given for the second response in which the learner stated that a benefit would be that the organisation will have more applicants from across the community.

13 Public service organisations are required to have equal opportunities policies in place.

(a) Explain **two** benefits to public service organisations of following equal opportunities policies.

(4)

1 Wearing correct PPE to protect not only you but  
the people around you as well, also to have a  
first aid box close or at hand.

2 More people from different cultures / Race  
will want to work for you.

1 mark

In this next example, this learner like others mistook the requirements to have equal opportunities in place with the opportunity that being a police cadet may bring.

13 Public service organisations are required to have equal opportunities policies in place.

(a) Explain **two** benefits to public service organisations of following equal opportunities policies.

(4)

1 police cadet's as it gives people an opportunity to train for the police.

0 marks

**Q13(b)**

This was a question worth two marks where the learners were asked to explain the term 'positive discrimination'. Learners produced some good explanations of the term, with significant numbers of them producing responses that earned them both marks.

(b) Explain the term 'positive discrimination'.

(2)

Positive discrimination is when you promote the employing of an ethnic minority so therefore you turn down other job applicants of people not from that ethnic minority.

2 marks

(b) Explain the term 'positive discrimination'.

(2)

Purposefully choosing people with protected characteristics to improve diversity

2 marks

(b) Explain the term 'positive discrimination'.

(2)

This is when ~~someone~~ people have the same qualifications and they choose the women over a man for example to make it more diverse.

(Total for Question 13 = 6 marks)

2 marks

Those that had a good idea of the basic principle of positive discrimination did gain a single mark.

(b) Explain the term 'positive discrimination'.

(2)

Choose who to employ by discriminating to make the workforce fair and equal

1 marks

(b) Explain the term 'positive discrimination'.

(2)

Positive discrimination is picking someone for a job because of race, age, gender, sex, e.g.

1 mark

There were a number who made a calculated guess on what the term meant, but without success.

(b) Explain the term 'positive discrimination'.

(2)

When someone is discriminated against but doesn't see it as discrimination.

0 marks

## Q14

This was a two-mark question in which the learners were asked to outline two ways that public service organisations use technology for surveillance. It was expected that learners would give answers such as the monitoring of mobile phone traffic to prevent crime, CCTV is used to monitor activity in areas of high crime, such as city centres and drones being used to monitor traffic flows and congestion.

This first example was given four marks in total, one mark for the use of ANPR cameras to identify uninsured, untaxed and cars with expired MOTs. They also gave a good outline of the use of drones to gain the second mark.

14 Public service organisations use technology for surveillance, such as doing online workplace surveys to assess health risks.

Outline **two other** ways public service organisations use technology for surveillance.

- 1 The police use ANPR (Automatic Number Plate Recognition) to track down cars linked with crime or people with no tax - insurance and MOT
- 2 The police use drones for surveillance because they are quieter than helicopters and go undetected and they are cheaper than helicopters

2 marks

In this next example the learner outlined the use of CCTV in high crime areas, and the second for the use of drones to efficiently monitor large geographic areas.

14 Public service organisations use technology for surveillance, such as doing online workplace surveys to assess health risks.

Outline **two other** ways public service organisations use technology for surveillance.

- 1 To have 24/7 surveillance or crime hotspots such as parks or abandoned areas that tend to have a lot of crime. This would be provided by CCTV.
- 2 Another surveillance use is using drones to see wider areas of land in a shorter time period.

2 marks

In the next example a mark was awarded for each response, for the use of security cameras and the tracking of mobile phones.

14 Public service organisations use technology for surveillance, such as doing online workplace surveys to assess health risks.

Outline **two other** ways public service organisations use technology for surveillance.

- 1 security cameras to help minimise ~~the~~ crime rates.
- 2 Track phones/calls to prevent acts of hatred.

2 marks

These are good example of outlines, in that in each response they have named the technology, stated its use and named the service that uses it.

14 Public service organisations use technology for surveillance, such as doing online workplace surveys to assess health risks.

Outline two other ways public service organisations use technology for surveillance.

- 1 ~~They~~ Police use CCTV to make sure no crime is happening
- 2 RAF Use drones to get information from enemy forces.

2 marks

In this next example a mark was given for the outline of CCTV. The second response did not gain a mark as the example given whilst relating to online helplines, did not make any reference to surveillance.

14 Public service organisations use technology for surveillance, such as doing online workplace surveys to assess health risks.

Outline two other ways public service organisations use technology for surveillance.

- 1 They use CCTU to make sure that crime is either prevented or stopped as soon as possible.
- 2 There is online helplines if anyone is ever in trouble and can't use the phone for any reason.

1 marks

In this next example a single mark was awarded for the brief outline of using cameras to record criminal activity. The second point was not given as there is no mention or clear indication that technology is being used. Should they have mentioned dashboard cameras or ANPR then a mark would have been given.



14 Public service organisations use technology for surveillance, such as doing online workplace surveys to assess health risks.

Outline **two other** ways public service organisations use technology for surveillance.

1 They use cameras to record areas to catch crime.

2 They use patrol cars to survey areas in search of crime

1 marks

This response did not gain any marks as there is no reference directly or otherwise of the use of technology in surveillance. It looks as if the learner had taken the reference to online surveys for health surveillance, and focused their answers on health surveillance.

14 Public service organisations use technology for surveillance, such as doing online workplace surveys to assess health risks.

Outline **two other** ways public service organisations use technology for surveillance.

1 Another way is to have health risk assessors visit the organisation to assess whether the environment is safe to work in.

2 Another way is by having individuals use the service and then report back with their experience and how their situation was dealt with.

0 marks

In the responses below, the answers were not outlines or the technology put in the context of surveillance.

14 Public service organisations use technology for surveillance, such as doing online workplace surveys to assess health risks.

Outline **two other** ways public service organisations use technology for surveillance.

1 EFTU Social Media

2 AM ANPS (UNION)

0 marks

## Q15

This was a four-mark question in which learners were asked to explain one positive and one negative way that changing levels of immigration may affect public services. Positive examples were expected to include factors such as having an increase in the availability of doctors and nurses in the NHS and an increase of tax revenue to fund public services. On the negative side the increased demand for services may put undue pressures on service delivery, or costs for translation services may rise.

In this first example all four marks were given as in the first response explained that an increase in revenue and spending would result in increased funding for service provision. In the second response they explain that overcrowding / population may lead to a reduction in the quality of service provision.

**15** Explain **one** positive and **one** negative way changing levels of immigration may affect public services.

1 positive - brings money into the economy / industry as they are spending money which goes towards things such as policing, NHS

2 Negative - can become too crowded meaning hospitals can get full. This can result in not having the best quality of care. This means being able to ~~Speak the same language~~ to communicate well.

**4 marks**

In this next example, all four marks were also awarded. The first response stated that they public service organisations may have a larger pool to recruit from to bring additional skills to the workforce, in this example linguistic skills. They also stated that the migrant community may have trust and confidence issues with public services and that this may result in the services not being used in a timely and appropriate manner.

15 Explain **one** positive and **one** negative way changing levels of immigration may affect public services.

1 They will get a new group of people who can help them work, such as one being bilingual.

2 The new community may not trust the public services so won't go to them for help, this means they can't help the community become safer.

4 marks

In this next example the learner also gained both marks for the increase in tax revenue leading to increased funding for public services. In their second response they identified that an increase in immigration may lead to increased demand for housing, their extension relates to the environment and not public services, so unfortunately did not gain the second mark.

15 Explain **one** positive and **one** negative way changing levels of immigration may affect public services.

1 Advantage would be that public services will get paid more quickly because of the amount of tax payers so also that means more public services and safer streets.

2 Disadvantage would be long term there would be a bigger population of UK which means more houses have to be built so that means trees go to be cut down which is harm to the environment.

(Total for Question 15 = 4 marks)

3 marks

In this next example the learner gained three marks. They were awarded one mark for the public services having a more diverse workforce, and in the second response both marks were given for stating that additional staff training may be required which will require additional government funding.

15 Explain **one** positive and **one** negative way changing levels of immigration may affect public services.

1 The public services are gonna have to be more diverse and open which is a good thing.

2 The negative is they might have to go under more training to cater for this. which means more money for the government spent.

**3 marks**

This example also gained three marks. They explained that there could be an increase in hate crime towards the immigrant community which would require additional public service resources such as policing. In their second response they gained a single mark for stating that it may result in the public services having a more diverse workforce.

15 Explain **one** positive and **one** negative way changing levels of immigration may affect public services.

1 If immigration increases there might be more hate crime towards the immigrants, meaning public services need to work more to prevent that

2 ~~that~~ If immigration increases it makes the area and public services more diverse

**3 marks**

In this next example, no marks were given for the first response as 'raising costs' is too vague a response. In the second response a single mark was given for the increased availability of doctors and NHS workers.

15 Explain **one** positive and **one** negative way changing levels of immigration may affect public services.

1 ~~Raising costs~~ changing levels of immigration will raise costs.

2 Increases the availability, such as doctors or NHS workers.

**1 marks**

This example was not given any marks as the first response relates to immigrants and not public services, and the second response 'there will be less jobs' is too vague.

**15** Explain **one** positive and **one** negative way changing levels of immigration may affect public services.

1 Immigrants will have a better life and they will be safer.

2 There will be less jobs.

**0 marks**

## Q16

Learners generally produced some good responses to the extended writing question. The focus of the question was to discuss the extent that education contributes to improving the quality of life. Given the circumstances at the time this examination was taken, the value and impact of education made this a very appropriate question.

It was clear from the quality of the responses that the learners had been taught well, not only on the technical aspect of the question, but the approach to dealing with it.

In this first response the learner gained two marks for identifying two key ways that education improves the quality of life. In this case by keeping them healthy and developing key skills such as reading and writing in order to gain employment.

**16 Education services meet the needs of society by giving young people and adults the opportunity to gain qualifications, knowledge and skills in order to improve the quality of their lives.**

Discuss the extent to which provision of education contributes to improving the quality of life for individuals.

(8)

~~Physical education~~  
Physical education keeps them healthy and active, stops depression.  
English helps them to read, write, speak basic things needed in any job.

**2 marks**

This next example in the following page, was given three marks and has more development than the previous example. The learner has provided a description of how education links to gaining employment and this may in turn lead to a better job for them and their family. They also outline that education encourages the development of social skills and an understanding of diversity.

Discuss the extent to which provision of education contributes to improving the quality of life for individuals.

(8)

If people have ~~quality~~ qualifications they are more likely to get better jobs / careers.

Education gives young people opportunities in life that they may not ~~be~~ be able to afford otherwise. free education is a great factor to a better life.

If young people and adults have better careers they will earn more money to afford better lives for themselves and future families.

The quality of education not only helps people gain academic knowledge but social skills also as from a young age ~~they~~ <sup>people</sup> meet new people from all ~~background~~ backgrounds, and build relationships for most of their schooling career.

3 marks

This next example was given four marks as it provided a good in-depth description and explanation as to how education improves the quality of life. The learner has focused on the social skills in life that will lead to the individual becoming a good citizen. It makes reference to building resilience and understanding of others. They make reference to the important role that education plays in helping prepare them for life, such as timekeeping, the benefits of routine and health and fitness, all of which will help ready them for employment.

Discuss the extent to which provision of education contributes to improving the quality of life for individuals.

(8)

Education contributes to improving quality of life by meeting new people. This helps people to find a friend and to help there social life. Another contribute is by showing people if they make a mistake they can learn from it and this is which helps them in there life. Also if there religious or sexuality they can meet new people like them. Also it helps mentally for people as learning new things and new stuff always puts a smile on people's face. Also puts you in a routine ~~part~~ by getting up early and going bed early makes people more happier when without a routine people ~~would~~ could be going to bed late and getting up late. Also helps physically as being active and fit which education provides that.



~~marks~~ per It also improves people  
lives by making them work  
hard for something they want  
to achieve. Education provides  
opportunities for people to learn  
skills like communication and  
listening skills which always help  
a person in the future for  
there job. |

**4 marks**

This next example in the following page was given 5 marks. It has a focus on ways that education does not necessarily improve the quality of life. It recognises the constraints and describes them in detail. There is a good description of a variety of factors such as learners having to leave school in order to support their family, the provision of school meals to learners from low income families, that the option of studying higher education is not open to all made this a good, well thought through response.

**16** Education services meet the needs of society by giving young people and adults the opportunity to gain qualifications, knowledge and skills in order to improve the quality of their lives.

Discuss the extent to which provision of education contributes to improving the quality of life for individuals.

Education isn't the first thing that comes to mind to those who come from a low income family, as some individuals stop education at the age of 16 so that they are able to work to provide for themselves and in some cases others. Education only improves the quality of life to a certain extent, those from a low income family are provided free school meals to ensure that they are able to have lunch, those 16 and over are able to apply for bursary, this also helps out students who need support. Students who go into university to achieve a higher level of education have also improved their quality of life in the eyes of the government however not everyone has this opportunity as young adults are forced to stop studying/being in education because they need to provide for themselves to survive, in most cases they have other individuals to look after, such as unwell parents and younger siblings, for this reason and lack of support, it's hard for them to improve their quality of life.

**5 marks**

This next example gained 6 marks. The learner states that education leads to successful employment, good salaries and those educated are less likely to be poor or homeless. It also leads to the acquisition of life skills. They also recognise that education and qualifications lead to others gaining employment, such as paramedics or police officers, which in turn leads to improving the lives of individuals. They also mention that by having a highly qualified, skilled, and educated workforce this will enable government

funding to be used to improve the quality of life, such as parks and highway maintenance. The piece is closed by recognising that being educated may result in greater job satisfaction which may lead to improvements in mental health as a result of having a job that they enjoy.

**16** Education services meet the needs of society by giving young people and adults the opportunity to gain qualifications, knowledge and skills in order to improve the quality of their lives.

Discuss the extent to which provision of education contributes to improving the quality of life for individuals.

Education and gaining qualifications leads to better and more successful jobs. This leads to earning more money. more money improves the lives of individuals <sup>greatly</sup> as they are less likely to be poor or homeless.

Knowledge and education provide life skills that can be used in later life. This improves their quality of life as they would be better equipped to deal with issues that will arise and ~~be~~ be more calm in that scenario.

giving young people and adults qualifications also improves the lives of the people around them. This is because some people will become paramedics and police officers, which helps the communities quality of life as well. This is because there will be more paramedics to respond to incidents and more police officers

to protect people and their belongings.  
gaining qualifications and better jobs also helps the government. This is because there will be less people unable to get jobs and less people living off benefits. This means the money saved can go to providing things that would improve a community and their quality of life such as better parks for children or better maintained roads for drivers. Qualifications improve the quality of a person's life greatly as it means they can train and work in a job they enjoy and a job that makes them happy. This has a huge impact on an individual's mental health as the individual would be doing something they enjoy so would not become miserable due to working.

6 marks

This last response gained 8 marks. The answer is balanced in that they consider ways that education may or may not improve the quality of life. They have described the positive aspects of education such as, knowledge and skills acquired through education, ranging from awareness, and understanding of diversity, developing environmental awareness and the impact on mental and physical health.

They also outlined how an education could help the individual gain employment, in this case with the public services, and therefore raise tax revenue for the government.

Discuss the extent to which provision of education contributes to improving the quality of life for individuals.

(8)

I agree with the statement above that education is a positive that improves many peoples lives. Having a good education can massively impact a persons life as it allows them to learn new skills to give them qualifications which will allow them to progress to employment. When they have been employed they will then be receiving a wage which will help to tackle the growing problem of poverty. Through education people will be able to learn the skills that are required to join the public services and will then be able to serve the public - However education also teaches people about discrimination as it promotes diversity. All pupils should be taught with the same respect and no one should receive special treatment. Education is also a statutory requirement, this is because it has been recognised by the government as being essential as it improves life quality. Education also teaches the youth about how to protect the environment. Being able to protect the environment is important as it improves the community and stops us from contributing to global warming. Education is also beneficial to a persons mental health as it allows people to forget about worries at home. Not only does

They then balanced their discussion by describing ways that education may not improve the quality of life, in the first instance it does not guarantee employment. This may lead to disillusionment. They also described that whilst those in education may be taught about diversity and equality, there still may those in the educational environment who choose to not abide by the rules and discriminate or bully others. They also mention that elements of the education system such as examinations may put pressure and stress on individuals, some of whom may struggle to cope.

education improve a persons mental health it also encourages a healthy lifestyle. Through physical education and cookery class people are able to learn how to live a healthier life. Education also teaches people about their human rights. Teachers should comply with the Equality Act 2010 to promote equality.

However some aspects of education do not benefit peoples quality of life. Although education teaches people the skills they will need for employment, it does not ~~guarantee~~ guarantee that they will be employed. This can give people false hope that they will be able to pursue any career. Without an employment they may be living in poverty. Despite schools and teachers aims to enforce equality they are not always successful. Young people and adults in the school setting may not abide by the rules and contribute to discrimination by bullying people from diverse backgrounds. Although schools try to protect peoples human rights (Human Rights Act 1998) not everyone will comply with them, especially young people.

They then finished their discussion with a brief conclusion.

Despite education improving some peoples mental health, it can also make peoples mental health worse. Many teenagers deal with exam stress, causing some to end their own lives. Mental health will put a even bigger strain on the National health service.

Despite education contributing to some factors including mental health and discrimination. Ultimately, I believe it is a more positive thing as it sets young people up for the future by providing them with the skills they will need for their career.

**8 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 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:

- When asked to give an outline, it will always need to be more than a few words
- Whenever you see the word 'other' in a question, always check the answer against the question and the question setting (the stem) and ensure that the example in the question has not been repeated
- 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, that is not those individuals who may be in the criminal justice system
- The question stem sets the context for the question, always refer back to it when answering the questions that the stem is connected to

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.



Llywodraeth Cynulliad Cymru  
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