



Examiners' Report Lead Examiner Feedback

January 2021

Pearson BTEC Firsts

In Public Services (21484F)

Unit 1: The Role and Work of the Public Services

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Introduction

This report has been written by the Lead Examiner for Unit 1 The Role and Work of the Public Services. It is designed to help you understand how learners performed overall in the exam. For each question there is a brief analysis of learner responses. You will also find example learner responses from Level 2 Pass, Merit and Distinction learners. We hope this will help you to prepare your learners for future examination series.

Introduction to the Overall Performance of the Unit

This was the tenth examination series for Unit 1 The Role and Work of the Public Services. It is recognised that centres and learners have faced a difficult year, so it was pleasing to see the vast majority of learners attempted most of the questions. In general examiners were encouraged by the range and application of responses with the Pass, Merit and Distinction grade descriptors. The standard of the responses was pleasingly similar to previous series. This is no doubt due to the dedication of teaching and support staff and the commitment from the learners.

Learners were able to show an understanding of the role and work of the public services. However, it should be noted that their examination technique is still not as effective as it could be. Appropriate practice and preparation for external examinations should be a priority for tutors and centres using all of the information available.

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 1 mark.

Answer ALL questions.

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

Public service	Group
HM Treasury	Emergency services
	Local authorities
	Voluntary/third sector
	Armed services
	Central government

(Total for Question 1 = 1 mark)

1 mark

The learner in the above response has drawn two lines but they have clearly crossed out the line that they do not want to be marked, the other connects to the correct answer central government. This would be a useful example for centres to share with learners when teaching exam technique.

An example that received 0 marks.

Answer ALL questions.

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

Public service	Group
HM Treasury	Emergency services
	Local authorities
	Voluntary/third sector
	Armed services
	Central government

(Total for Question 1 = 1 mark)

0 marks

The learner response in the previous page has drawn more than one line for the public service, linking it 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 types of local authorities. This question provided a mixed response. Some learners were able to gain full marks here with the most common correct responses being town or city councils. Unfortunately, we had several learners who gave names of specific local councils without stating the type of council, such as 'Hull Council', this could not be awarded. Where learners used the names of specific councils that included the type of council this was awarded for example 'Hull City Council'. Some learners did struggle with this question and despite the stem giving them an example of a type of local authority (borough council) they seem to have misunderstood the question as they gave names of public services such as 'police' and 'fire service' or gave titles of job roles such as 'teachers'. Centres are advised to share the responses below with learners to highlight to them the importance of reading the question thoroughly, including any stem to ensure that they fully understand the focus of the question.

An example of a response that received 2 marks.

2 One type of local authority is a borough council.
(a) Name **two other** types of local authorities. (2)

1 another type of local council is a county
Council

2 another type of local council is a City
Council

2 marks

The above response was awarded two marks, one for county council and one for city council. Please note that learners should avoid repeating the question in their response, as it does not gain them any marks and will waste time. In this particular response there is no need for the learner to

write 'another type of local council is a', all that is required in the name of the council i.e. county council.

An example of a response that received 1 mark.

2 One type of local authority is a borough council.
(a) Name **two other** types of local authorities. (2)

1 Oxfordshire County Council

2 Thames Valley police

1 mark

The above response was awarded one mark for county council. Thames Valley Police is the name of public service not a local authority and is not awardable.

An example of a response that received 0 marks.

2 One type of local authority is a borough council.
(a) Name **two other** types of local authorities. (2)

1 Teachers

2 Bin men

0 marks

The above response was not awarded any marks as these are not types of local authorities.

Q2(b)

This question required learners to name two services provided by local authorities, this was generally answered well with learners giving a range of responses including, transport, road maintenance, leisure services and street lighting. Those who did not answer correctly often referred to job roles or the example given in the stem and so could not be awarded. Where a question asks for a name of a public service e.g. 'city council' or a service provided by a public service e.g. 'education' learners will not be credited for giving the names of job roles such as 'teachers', as this is not what the question is asking. Centres are encouraged to share this with learners when practicing exam technique.

An example of a response that received 2 marks.

Local authorities provide many services including refuse collection and other environmental services.

(b) Name **two other** services they provide. (2)

1 They provide Soical Services
for people's mental health.

2 They provide liesure Services like
gym's to keep people healthy.

2 marks

The above response was awarded two marks, one mark for social services and one mark for leisure services.

An example of a response that received 1 mark.

Local authorities provide many services including refuse collection and other environmental services.

(b) Name **two other** services they provide. (2)

1 waste removal

2 leisure facilities

1 mark

The above response scored one mark for leisure facilities. Waste removal could not be awarded as it was given in the stem, learners were required to name two **other** services provided.

An example of a response that received 1 mark.

Local authorities provide many services including refuse collection and other environmental services.

(b) Name **two other** services they provide. (2)

1 Parks

2 Leisure facilities

1 mark

The above response scored one mark for leisure facilities. Parks, gyms, and youth clubs would all be classed as leisure facilities therefore giving any combination of these would be awarded a maximum of one mark.

An example of a response that received 0 marks.

Local authorities provide many services including refuse collection and other environmental services.

(b) Name **two other** services they provide. (2)

1. Letter pickers

2. Rubbish bin collectors.

0 marks

The above response scored zero marks, both responses refer to job roles and not names of the services. Had they been the names of the services they would still not be awardable as they refer to refuse collection/environmental services given in the stem.

Q3(a)

This question required learners to give the meaning of the term non-statutory services. Learners struggle with this area of the specification, so it was pleasing to see that a good number of learners were able to answer this question correctly. Those who did not answer correctly often referred to the funding of non-statutory services in their definition, with responses such as 'services not funded by the government'. This is incorrect, the method of funding does not dictate if a service is statutory or non-statutory. Non-statutory services are services not required by law and statutory services are services required by the law. Learners may have been confused because a large number of non-statutory services are charities, however some attract government funding, and some non-statutory services are provided by the government such as NHS walk in centres. Centres are encouraged to share this with learners to help their understanding of this area of the specification.

An example of a response that received 1 mark.

3 (a) Give the meaning of the term non-statutory services. (1)

Non Statutory means Not required by law

1 mark

The above response scored one mark for 'not required by law'.

An example of a response that received 0 marks.

3 (a) Give the meaning of the term non-statutory services. (1)

a Non-Statutory Service is a Service
you don't have to pay for

0 marks

The above response was not awardable for the reasons outlined above in the summary of this question.

Q3(b)

The question required learners to name two non-statutory services. This provided a mixed response, those who understood the term non-statutory usually gained two marks and those who did not understand the term often failed to gain any marks. Those who answered correctly gave a variety of responses, with the most common being Red Cross, St John Ambulance, RNLI. Those who did not answer correctly often gave examples of statutory services such as police, fire and rescue service. Some also gave answers that were too general and did not name the actual service for example 'charities', these could not be awarded.

An example of a response that received 2 marks.

(b) Name **two** non-statutory services. (2)

1. Charities e.g. child in need

2. RNLI

2 marks

The above response was awarded two marks for naming two non-statutory services; 'children in need' and 'RNLI'.

An example of a response that received 0 marks.

(b) Name **two** non-statutory services. (2)

1. Charities

2. Refuse collection

0 marks

The above response was not awarded. Charities is too vague, the learner needed to give the name of the charity to be awarded. Refuse collection is a statutory service.

Q4a

The question required learners to give two ways a change in funding could impact on the Royal Air Force. Some learners were able to gain full marks, however examiners found that many only achieved one. This was often due to learners giving two answers that were too similar, for example, 'more staff' 'more equipment', these are deemed as the same point on the mark scheme i.e., more resources and therefore learners could only gain one mark. There were also a number of learners that gave answers that referred to the same impact but from a decreased and increased perspective. For example, 'more funding means they can buy new equipment' and 'less funding means they cannot buy new equipment' and

therefore the learner could only achieve one mark. Centres are encouraged to highlight this to learners when teaching exam technique.

An example of a response that received 2 marks.

4 Public services are funded in a number of ways.
(a) Give **two** ways a change in funding could impact on the Royal Air Force (RAF). (2)

1 the RAP could use the money to provide training staff which would increase their standards
2 They also could be able to provide uniforms, weapons use during conflicts

2 marks

The above response was awarded two marks, one mark for training and one mark for resources (uniforms/weapons).

An example of a response that received 1 mark.

4 Public services are funded in a number of ways.
(a) Give **two** ways a change in funding could impact on the Royal Air Force (RAF). (2)

1 Could make more people want to join the RAF.
2 ALLOW them to afford various things.

1 mark

The above response was awarded one mark for the impact on levels of staff. 'Allow them to afford various things' was too vague and was not rewardable.

An example of a response that received 0 marks.

4 Public services are funded in a number of ways.
 (a) Give **two** ways a change in funding could impact on the Royal Air Force (RAF). (2)

1 ~~They are~~ A change in funding could increase the budget for the RAF

2

0 marks

The above response refers to the change in funding i.e. increased budget but does not give ways that this will **impact** the RAF and is therefore not awardable.

Q4(b)

The question required learners to describe one way that education in the UK is funded, most learners were able to gain one mark with the most common response being 'government'. Learners demonstrated an excellent understanding of the source of funding for example 'government', but some struggled with the method of funding for example 'taxation' and so were not able to gain full marks.

An example of a response that received 2 marks.

(b) Describe **one** way that education in the UK is funded. (2)

How education is funded in the UK is by our Tax that go to the government which then is given to School's.

(Total for Question 4 = 4 marks)

2 marks

The above response was awarded two marks, 'tax' (1) 'that go to the government' (1).

An example of a response that received 1 mark.

(b) Describe **one** way that education in the UK is funded. (2)

This is funded through the ~~government~~
~~tax-payers~~ ~~and~~ as when we work it gets taken
 off.

(Total for Question 4 = 4 marks)

1 mark

The above response was awarded one mark only for its reference to taxation. Although examiners can see the learner did identify this as being 'through the government' government is crossed out and replaced with 'tax-payers' and therefore could not be rewarded.

Centres are encouraged to remind learners about the rules regarding marking cross out responses:

- Where a learner crosses out a response and does not replace it, examiners can mark this response if it is clearly legible. For example, '~~government~~ funds education' can be awarded one mark for '~~government~~' despite it being crossed out because it has not been replaced.
- Where a learner crosses out a response and replaces it, it is the replacement that will be marked, therefore examiners cannot mark the crossed-out work. If for example a learner writes, '~~government~~ taxation funds education', the word '~~government~~' has been crossed out and replaced with the word 'taxation' and therefore '~~government~~' cannot be marked. This means the learner can only achieve marks for the replacement, in this case 'taxation' and would be awarded one mark.

An example of a response that received 0 marks.

(b) Describe **one** way that education in the UK is funded. (2)

Supplies for students learning

0 marks

The above response was not rewardable as it does not describe the way that education is funded, instead it states what the funding is used for, which is unfortunately not the focus of the question. Centres are encouraged when doing exam practice to remind learners of the importance of reading the question thoroughly to correctly identify the focus of the question. Learners may benefit from exploring different exam techniques such as underlining key words within the question.

When teaching exam technique centres should highlight how marks will be awarded so that learners understand the demand of the question. If a question is worth two marks and asks for a description of one way, there will be one mark available for the way and one for a valid extension. If learners fail to expand on the way, they cannot achieve more than one mark.

Q5a

The question required learners to explain one example of a situation where a public service could be held accountable. A pleasing number of candidates were able to gain full marks on this question. Learners provided a wide range of responses mostly within an operational context.

An example of a response that received 2 marks.

5 Public services are accountable for their actions in a range of situations. For example if an armed police officer decides to shoot a suspect and, as a result, the suspect is injured.

(a) Explain **one other** example of a situation where a public service could be held accountable. (2)

~~The Jean Charles~~ The Baby P case. A child was neglected and eventually killed by his mother. The social services knew about this case before he was killed but did not remove him out of the mothers care to safeguard him.

2 marks

The response above was awarded two marks for the actions/failure of social services with an assigned family (1) potentially contributing to the death of a child (1).

An example of a response that received 2 marks.

if an armed police officer decides to shoot a suspect and, as a result, the suspect is injured.

(a) Explain **one other** example of a situation where a public service could be held accountable. (2)

IF the ambulance service doesn't arrive at a emergency in time the patient could die, and as a result the ambulance team would be held accountable

2 marks

The response above was awarded two marks for the death of a patient (1) as a result of the ambulance service not meeting response times (1).

An example of a response that received 0 marks.

5 Public services are accountable for their actions in a range of situations. For example if an armed police officer decides to shoot a suspect and, as a result, the suspect is injured.

(a) Explain **one other** example of a situation where a public service could be held accountable. (2)

if the suspect was unarmed and the police officer shot them then it would leave the police officer accountable because they weren't a ~~the~~ threat, and they could've handled it differently

0 marks

The response above refers to the example given in the stem and is therefore not rewardable. Centres are encouraged to use this example with learners during exam preparation to highlight the importance of reading the question thoroughly.

Q5b

This question required learners to state two things public services are accountable for, other than actions as given in the stem. Learners struggled with this question, unfortunately there were a lot of responses that referred to actions (operational responses) such as, 'failing to save a patient', which could not be awarded as this was given in the stem. We also got a number of vague responses such as 'making the right decision' and generic aims of the public services such as 'saving lives' or 'protecting the public' which were also not rewardable.

An example of a response that received 2 marks.

Public services are accountable for their actions.
(b) State **two other** things public services are accountable for. (2)

1. Transparency

2. Finances and budgets

(Total for Question 5 = 4 marks)

2 marks

The above response was awarded two marks; transparency (1), and finances/budgets (1)

An example of a response that received 0 marks.

Public services are accountable for their actions.
(b) State **two other** things public services are accountable for. (2)

1. Police are accountable for making sure their area is safe not full with drugs and people in the way.

2. The fire service are accountable for making sure a fire is put out properly.

(Total for Question 5 = 4 marks)

0 marks

The above response gives examples of actions and therefore it not rewardable.

Q6

This question required learners to name two other types of incidents that fire and rescue services may be called to attend. Most learners were able to gain two marks with the most common responses referring to road traffic collisions (RTC) and animal/people rescue. However, some learners gave responses referring to roles of the fire and rescue services that were not 'incidents' they could be 'called to attend'. Therefore, responses such as 'the fire services fit fire alarms in the community' or 'they deliver talks on fire safety' could not be awarded.

An example of a response that received 2 marks.

6 Fire and rescue services attend fire incidents.
Name **two other** types of incidents fire and rescue services may be called to attend.

1 Road accidents

2 Floods

2 marks

The above response was awarded two marks; RTC (1), floods (1).

An example of a response that received 1 mark.

6 Fire and rescue services attend fire incidents.
Name **two other** types of incidents fire and rescue services may be called to attend.

1 if someone is trapped in a car at a crash scene

2 if someone is trapped in a burning building

1 mark

The above response scores one mark for RTC. 'Someone trapped in a burning building' could not be awarded as this refers to a fire incident which was excluded by the stem. This would be a good example for centres to share with learners as it illustrates how marks can be lost by repeating the example given in the stem.

An example of a response that received 0 marks.

Name **two other** types of incidents fire and rescue services may be called to attend.

1 ~~fault~~ giving evidence in court

2 Attending schools to promote fire safety

0 marks

The above response was not rewardable as it does not refer to an incident the fire and rescue services can be called to attend. These are both roles of

the fire service but not incidents they are called to attend and therefore they cannot be awarded. Centres are encouraged to share this example with learners to highlight the importance of understanding the focus of the question.

Q7(a)

This question required learners to outline one other role of a police constable.

Unfortunately, a number of candidates did not score the mark here because they did not understand the meaning of the word constable, many seem to have confused police constable with chief constable. Therefore, we saw many responses relating to the roles of higher-ranking officers such as, 'give orders to police officers' 'assigning roles to staff' which could not be awarded. Correct responses often referred to patrols, arresting suspects, and school visits.

An example of a response that received 1 mark.

7 One role of a police constable is to maintain order at public events such as demonstrations.
(a) Outline **one other** role of a police constable. (1)

A role of a police constable can be patrolling local areas for local crime from youths or adults

1 mark

The above response was awarded one mark for police patrols.

An example of a response that received 0 marks.

7 One role of a police constable is to maintain order at public events such as demonstrations.
(a) Outline **one other** role of a police constable. (1)

The other role of a police constable is to make sure his Squad follows orders

0 marks

The above response is not rewardable as it refers to the role of higher-ranking officers.

Q7(b)

This question required learners to describe one role of the probation service.

Most learners gained one mark with the most common response referring to 'checking/supervising offenders in the community' with some being able to provide an appropriate extension such as 'by visiting/meeting with the offender' to gain the second mark.

An example of a response that received 2 marks.

(b) Describe **one** role of the probation service. (2)

A probation officer would have the role to look (watch) a person who has recently been let out of jail and put on a tag, they would have monthly or weekly check ins with them.

(Total for Question 7 = 3 marks)

2 marks

The above response was awarded one mark for referring to supervising offenders in the community 'look (watch) a person who has recently been let out of jail' and one mark for the valid extension by 'having monthly or weekly check ins with them'.

An example of a response that received 1 mark.

(b) Describe **one** role of the probation service. (2)

one of the role of the probation service is to provide education and rehabilitation ^{services} to the accused person.

1 mark

The above response was awarded one mark for providing advice and guidance, there was no extension, so the learner was unable to gain the second mark available.

An example of a response that received 0 marks.

(b) Describe **one** role of the probation service. (2)

To help get people there since long time in jail. they let people out if they have been good or there time is up.

0 marks

The above response was not rewardable as these are not roles of the probation service.

Q8

This question required learners to explain two other ways education and training can benefit people. The majority of learners were able to gain two marks, for giving two benefits, with a pleasing number of learners being able to give valid extensions and gain full marks. The most common responses referred to gaining qualifications, skills or experience from a variety of educational courses including academic, vocational and apprenticeships. Learners were not credited for responses that referred to the stem i.e. university degrees increasing chances of employment in professional roles. If a learner gave a response such as, 'gaining plumbing qualifications at college, helps you to get a job in plumbing' or 'gaining experience of secretarial work during an apprenticeship gives you a better chance of getting a job as a secretary' these could be awarded as they refer

to different qualifications and also different types of employment to that given in the stem.

An example of a response that received 4 marks.

8 Education and training can bring many benefits to an individual. For example, completing a university degree will increase the chance of employment in a professional role.

Explain **two other** ways education and training can benefit people.

- 1 One way is by providing maths and literacy (english) courses, which gives people a higher chance of employment.
- 2 Education can give people a wide range of skills and knowledge that could be used in day to day life and the workplace.

4 marks

The response from the previous page was awarded full marks. The first response refers to gaining proficiency in Maths and English (1) which increases chances of employment (1). The second response refers to gaining work skills (1) that can help in 'day to day life and the workplace' (1)

An example of a response that received 3 marks.

8 Education and training can bring many benefits to an individual. For example, completing a university degree will increase the chance of employment in a professional role.

Explain **two other** ways education and training can benefit people.

- 1 Education can give you many skills like communications or team work which can help you in your future job
- 2 Education allow you to finish your Math and English qualifications that are very helped in finding job.

3 marks

The above response was awarded 3 marks. The first response gains two marks for referring to gaining work skills (teamwork and communication) and this helping to gain a 'future job'. The second response is awarded one

mark for gaining Maths and English qualifications. The extension was not awarded as it was the same as the first response; increasing chances of employment.

An example of a response that received 2 marks.

8 Education and training can bring many benefits to an individual. For example, completing a university degree will increase the chance of employment in a professional role.

Explain **two other** ways education and training can benefit people.

1 gives them an understanding of what the Job role would be like.

2 helps people earn money so that they can raise their family in a nice home.

2 marks

Following the response from the previous page, this was awarded one mark for each response. The first response refers to students gaining an understanding of what the job would be like. The second response refers to education helping people earn more money. Neither example was sufficiently expanded to gain the second marks available.

An example of a response that received 1 mark.

8 Education and training can bring many benefits to an individual. For example, completing a university degree will increase the chance of employment in a professional role.

Explain **two other** ways education and training can benefit people.

1 education can benefit ~~people~~ people by helping them learn basic things from a young age such as reading or writing

2

(Total for Question 8 = 4 marks)

1 mark

The above response was awarded one mark for gaining proficiency in reading and writing, there was however no extension or second response.

Q9

This question required learners to outline the role of one other key part of the NHS. Some learners struggled with this question and gave responses that referred to the aim/objective of the NHS such as 'improve health' or 'provide free health care' and so could not be awarded. Also, a number of candidates gave the names of job roles within the NHS rather than an outline of the service, for example dentists, mental health advisors, doctors, nurses, which also could not be awarded.

An example of a response that received 1 mark.

9 General practitioners' (GP) surgeries are a key part of the National Health Service (NHS).
Their role is to provide general health care.

Outline the role of **one other** key part of the NHS.

The ambulance service is a key part of the NHS their role is to ~~provide~~ get the ~~the~~ public to a hospital as soon as possible

(Total for Question 9 = 1 mark)

1 mark

The above response was awarded one mark for an outline of the role of the ambulance service.

An example of a response that received 0 marks.

9 General practitioners' (GP) surgeries are a key part of the National Health Service (NHS).
Their role is to provide general health care.

Outline the role of **one other** key part of the NHS.

Hospitals.

(Total for Question 9 = 1 mark)

0 marks

The above response was not rewardable, although hospitals are a part of the NHS the word 'hospital' is not an outline. Centres are encouraged to share this example with learners to highlight the importance of knowing the demand of the question, e.g. state, outline, describe, explain.

Q10a

This question required learners to name two sectors that can be involved in public service partnerships. Some learners were able to gain one or two marks, but most did not understand the term 'sector' and did not gain any marks. Incorrect responses were most commonly names of public services such as police or fire service. Centres are encouraged to share the specification with learners so that they are familiar with the terminology.

An example of a response that received 2 marks.

10 The government encourages public services to work in partnerships.
(a) Name **two** sectors that can be involved in public service partnerships. (2)

1 Private sector

2 Voluntary sector

2 marks

An example of a response that received 1 mark.

10 The government encourages public services to work in partnerships.
(a) Name **two** sectors that can be involved in public service partnerships. (2)

1 third sectors (volunteers)

2 police.

1 mark

The above response was awarded one mark for third sector. The second response was not rewardable.

An example of a response that received 0 marks.

10 The government encourages public services to work in partnerships.
(a) Name **two** sectors that can be involved in public service partnerships. (2)

1 local authorities

2 central Government.

0 marks

The above response was not rewardable.

Q10b

This question required learners to give two ways that working in partnership can reduce costs for public services. Most learners gained at least one mark with the most common responses referring to sharing equipment, staff, costs, and training.

An example of a response that received 2 marks.

(b) Give **two** ways that working in partnership can reduce costs for public services. (2)

- 1 The public services could use the same transport cutting down on fuel.
- 2 ~~Preventing~~ combine the funds of both public sectors.

(Total for Question 10 = 4 marks)

2 marks

The above response was awarded one mark for shared equipment (transport) and one for shared budgets (combine funds).

An example of a response that received 1 mark.

(b) Give **two** ways that working in partnership can reduce costs for public services. (2)

- 1 Merge your level of expertise
- 2 Merge your skills

(Total for Question 10 = 4 marks)

1 mark

The above response was awarded one mark only as both responses refer to sharing expertise/skills.

An example of a response that received 0 marks.

(b) Give **two** ways that working in partnership can reduce costs for public services. (2)

1 benefits everyone

2 helps everyone out

(Total for Question 10 = 4 marks)

0 marks

The above response is not rewardable as it is a vague benefit, it does not give a **way** that they reduce costs.

Q11a

This question required learners to outline two advantages of public services working in partnerships to deliver services. Most learners were able to gain at least one mark with the most common response referring to increased efficiency and sharing of costs/resources.

An example of a response that received 2 marks.

11 (a) Outline **two** advantages of public services working in partnerships to deliver services. (2)

1 More ideas and solutions.

2 They can get their job done quick.

2 marks

The above response was awarded one mark for more effective communication 'more ideas and solutions' and one for a more effective service 'they get their job done quick'.

An example of a response that received 1 mark.

11 (a) Outline **two** advantages of public services working in partnerships to deliver services. (2)

1 Payments would be increased.

2 The services would be delivered quicker and faster.

1 mark

The above response was awarded one mark for the second response, 'services would be delivered quicker and faster'. The first response was not rewardable as it is too vague, firstly it is not clear what payments they refer to, presumably budgets, in which case it is unclear how it is increased. Budgets for individual public services won't be increased, although they can share costs when working in partnerships. The learner would need to be more specific for the response to be rewardable. For example, we would have accepted, 'they can share budgets' or 'costs can be split by those in the partnership'.

An example of a response that received 0 marks.

11 (a) Outline **two** advantages of public services working in partnerships to deliver services. (2)

1 easy delivery.

2 accountable for their actions.

0 marks

The above response was not rewardable as both are too vague. 'Easy delivery' could refer to lots of things, such as postal delivery, the response is not specific to partnerships and therefore is not rewardable. 'accountable for their actions' does not outline an advantage of working in a partnership so again is not rewardable.

Q11b

This question required learners to explain one reason why it is difficult to co-ordinate members of public service partnerships. Learners were generally able to score one mark with some gaining two marks. The most common responses referred to multiple organisations in the partnership, difficulties communicating and conflict within partnerships.

An example of a response that received 2 marks.

Public services often work in partnerships together. One disadvantage of these partnerships is that it can be difficult to coordinate the public services involved.

(b) Explain **one** reason why it is difficult to coordinate members of public service partnerships.

(2)

difficult to organise a training
course as the ~~work~~ work hours can
vary between each public service
and their role

(Total for Question 11 = 4 marks)

2 marks

The above response was awarded 2 marks; 'difficult to organize training' (1) 'as the work hours can vary between each public service' (1).

An example of a response that received 1 mark.

Public services often work in partnerships together. One disadvantage of these partnerships is that it can be difficult to coordinate the public services involved.

(b) Explain **one** reason why it is difficult to coordinate members of public service partnerships.

(2)

in different public services they have
different meanings to words.

(Total for Question 11 = 4 marks)

1 mark

The response from the previous page was awarded 1 mark for referring to the use of different terminology by those in the partnerships. To gain full marks the learner needed to provide a valid extension such as, 'this could lead to confusion over organisational roles/objectives.

An example of a response that received 0 marks.

Public services often work in partnerships together. One disadvantage of these partnerships is that it can be difficult to coordinate the public services involved.

(b) Explain **one** reason why it is difficult to coordinate members of public service partnerships. (2)

public services are very demanding
and sometimes there are low available
source resources.

(Total for Question 11 = 4 marks)

0 marks

The above response is not rewardable as there is no link to difficulties coordinating members of public service partnerships.

Q12a

This question required learners to outline one way public service organisations can share skills and expertise with other services. Many learners were able to gain one mark, with the most common responses referring to joint training and observing other services whilst working together. The question focuses on how public services share skills and expertise with **other** services, some learners seem to have missed this and gave responses that referred to single services and therefore could not be awarded. Centres are encouraged to share these examples with learners to improve their exam technique.

An example of a response that received 1 mark.

12 Public services have a wide range of skills and expertise.

(a) Outline **one** way public service organisations can share these skills and expertise with other services. (1)

the services could do team ^{Exercises} exercises ~~exercise~~ to which
the service could learn from each other

1 mark

Following the response from the previous page, this was awarded one mark for 'team exercises....so the service could learn from each other'. The learner has stated the services could learn from each other, the word other in this context means other service and therefore it is rewardable.

Another example of a response that received 1 mark.

12 Public services have a wide range of skills and expertise.
(a) Outline **one** way public service organisations can share these skills and expertise with other services. (1)

By working together with other services and showing them.

1 mark

An example of a response that received 0 marks.

12 Public services have a wide range of skills and expertise.
(a) Outline **one** way public service organisations can share these skills and expertise with other services. (1)

Through training.

0 marks

The above response is not rewardable as it has no reference to cross service training, and it is also not detailed enough to be an outline. We would have accepted responses such as 'joint training with other services', 'training other services', 'showing other services how to use equipment'.

Q12b

This question required learners to outline one benefit of public service organisations sharing skills and expertise. Many learners were able to gain the mark with the most common responses relating to cost reduction and quicker/improved services.

An example of a response that received 1 mark.

(b) Outline **one** benefit of public service organisations sharing skills and expertise. (1)

It may improve relations between both public services and get the job done quicker ~~in some cases it could~~

(Total for Question 12 = 2 marks)

1 mark

The above response was awarded one mark, there are two valid benefits given here, 'improving relations between the public services' and 'getting the job done quicker, with a maximum of one mark available.

An example of a response that received 0 marks.

(b) Outline **one** benefit of public service organisations sharing skills and expertise. (1)

having new members to share their newly found skills and expertise

(Total for Question 12 = 2 marks)

0 marks

The above response is not rewardable as it only states what is given in the question, sharing skills, it does not refer to any benefit.

Q13

This question required learners to explain two ways public service organisations provide community protection. A number of learners seemed to struggle with the term community protection and gave answers that referred to protecting individuals and not the community at large, for example 'paramedics taking an injured person to hospital', 'fire service putting out fires' 'NHS provide medical help', these could not be awarded. Those who did answer correctly often referred to police patrols, but some struggled to gain the extension marks available.

An example of a response that received 4 marks.

13 Community protection is provided by many public services such as local authorities and environmental health.
Explain **two** ways public service organisations provide community protection.

1 DEFRA (Department) make sure food from farming is safe to eat before being distributed so that ~~the~~ viruses are not spread through the human body.

2 Police will do patrols around the area so they can detect anything suspicious and prevent crime with their presences.

(Total for Question 13 = 4 marks)

4 marks

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

1. DEFRA make sure food from farming is safe to eat (1) so that viruses are not spread to humans (1)
2. Police patrol around the area to detect anything suspicious (1) prevent crime with their presence (1)

An example of a response that received 3 marks.

13 Community protection is provided by many public services such as local authorities and environmental health.
Explain **two** ways public service organisations provide community protection.

1 By making sure farms and restaurants follow food hygiene guidelines.

2 By supplying communities with street lights to reduce crime.

3 marks

The above response was awarded 3 marks as follows:

1. 1 mark only for the first response as there was no expansion on how environmental health perform this role or how this protects the community.
2. Supplying communities' streetlights (1) to reduce crime (1).

An example of a response that received 2 marks.

13 Community protection is provided by many public services such as local authorities and environmental health.

Explain **two** ways public service organisations provide community protection.

1. Because the police are seen on the streets so less crime can be committed

2. NHS hospitals offer medical help to people who need it.

(Total for Question 13 = 4 marks)

2 mark

The above response scored two marks for the first response; police patrol the streets (1) so less crime can be committed (1). The second response does not refer to community protection.

An example of a response that received 0 marks.

13 Community protection is provided by many public services such as local authorities and environmental health.

Explain **two** ways public service organisations provide community protection.

1. So the community is safe

2. and to make sure they don't have to worry about anything environmental.

(Total for Question 13 = 4 marks)

0 marks

The above response was not rewardable as the learner has not said **how** community protection is provided.

Q14

This question required learners to explain one reason why public services should be transparent with the public. A good number of learners were able to gain one mark with the most common responses referring to transparency building trust/relationships with the public. Most learners struggled to gain the second mark, perhaps because this is an area of the specification the learners struggle with.

An example of a response that received 2 marks.

14 Explain **one** reason why public services should be transparent with the public.

so we know what so kind of service they are providing us with because we pay for the public services.

2 marks

The above response was awarded two marks, 'so we know what kind of service they are providing us with' (1) 'because we pay for the public services' (1).

An example of a response that received 1 mark.

14 Explain **one** reason why public services should be transparent with the public.

they should be transparent with the public to gain their full trust and maintain good relation between the public relations.

1 mark

The above response was awarded one mark for 'to gain their full trust and maintain good public relations', there was no expansion so the learner could not gain the second mark available. The learner did not need to write 'they should be transparent with the public' as this is a repeat of the question, centres are encouraged to share this with learners to avoid them wasting time in the exam.

An example of a response that received 0 marks.

14 Explain **one** reason why public services should be transparent with the public.
It is impotant to be transparent as they
need to stay calm to effectively handle
the situation.

0 marks

The above response was not rewardable.

Q15

This question required learners to 'discuss the impact of this report on the Royal Air Force (RAF). In your answer include what they can do so that this type of incident does not happen again'. Most candidates were able to gain 3 marks within the level 1 band, with a pleasing number of learners considering more than one viewpoint and gaining between 4 to 6 marks within the level 2 band. Learners who struggled to gain marks often repeated the points given in the stem or in some cases expanded on why those issues may have been found but did not discuss the **impact** of this report or discuss **what the RAF could do** to prevent this type of incident.

An example of a response that received 8 marks.

15 A Royal Air Force (RAF) recruit was seriously injured during a training exercise. Afterwards an independent report found that:

- equipment was outdated and could have contributed to the incident
- a delay in the recruit receiving medical care may have contributed to the severity of their injuries
- military staff were insufficiently qualified to run the training exercise
- the exercise was not sufficiently planned.

Discuss the impact of this report on the Royal Air Force (RAF).

In your answer include what they can do so that this type of incident does not happen again.

The impact of equipment being out-dated and possibly contributing to the accident would increase the risk of legal action being taken against the Royal Air force. This then would have an impact on public confidence, due to the RAF NOT looking after their employees properly. In order to restore public confidence, new equipment would need to be bought. However, the lack of new equipment may be due to a lack of funds, in which case more funding is needed. This links to the military staff not being sufficiently qualified, as there may not be enough funding for proper training. This would increase scrutiny from the public and media, due to their neglectful actions.

to improve the level of scrutiny, and also the public's confidence, more and better training is needed for all military staff. Also, an increase in staff may be necessary. This links to the delay in the recruit receiving medical care, as there may not be enough staff to be there immediately due to other accidents. More staff and ~~the~~ resources are needed in order to improve this issue. Transparency with not only the public but with other recruits is necessary, in order to show that the RAF are taking responsibility and making changes. ~~The~~ The exercises not being sufficiently planned may also be due to a lack of funding, staff and resources. More funds are needed for the RAF so that they can hire more staff and buy more resources. This would have a positive impact on the RAF as it would lead to overall improvement and public confidence in the RAF.

(Total for Question 15 = 8 marks)

8 marks

The above response is an upper level 3 response scoring 8 marks, that is clearly linked to the question. It is a good example of a description of a range of linked points (legal action, public confidence, resources, training and transparency) all of which are relevant to the question with good

consideration of more than one viewpoint (availability of funding and willingness of the RAF to accept responsibility).

In the opening part of the response the learner describes the increased risk of legal action, this is then clearly linked to affecting public confidence as the RAF are not looking after employees. The learner discusses what the RAF can do to restore public confidence (new equipment) but recognises that this is dependent on availability of funding, which is consideration of another viewpoint.

The learners then says that this lack of funding could mean there is not enough funding for training which would increase scrutiny of the service due to their neglectful actions, this is a clear link back to the first point on legal action. The learner then identifies that to address this scrutiny and public confidence (linked to their first point), the RAF needs better training and more staff.

The learner identifies that not having enough staff could have caused the delayed in medical help and suggests that more staff and resources could address this.

The learner describes that transparency with the public and recruits is necessary to show that the RAF is taking responsibility for their actions and making changes. This point considers another viewpoint and also links back to their first point.

The last point made identifies that the lack of planning may be due to a lack of funding, staff and resources, and suggest the RAF would need to hire more staff and buy more resources, linking back to an earlier point.

An example of a response that received 7 marks.

15 A Royal Air Force (RAF) recruit was seriously injured during a training exercise. Afterwards an independent report found that:

- equipment was outdated and could have contributed to the incident
- a delay in the recruit receiving medical care may have contributed to the severity of their injuries
- military staff were insufficiently qualified to run the training exercise
- the exercise was not sufficiently planned.

Discuss the impact of this report on the Royal Air Force (RAF).

In your answer include what they can do so that this type of incident does not happen again.

following the report it is quite clear since this is a public service the public will have less trust in the military/defence of the country and may of changed the outlook of the service to the media. further costs would occur and questions will have to be answered in legal matters. And the ministry of defence may look into this and suspend employment of some people who may be held responsible. To make sure this incident doesn't occur again ~~firstly~~ firstly they will have to update the equipment by talking to their suppliers meaning further costs or funding may be necessary. Secondly less rushing and further time dedicated to the personnel would be

recommended so he can receive medical care. Since he duty to the recruit from the medical care they should help that could provide more staff. The staff should get better training to make sure that they are more qualified to conduct the training exercise. Provide better planning meaning dedicate more time to preparing the exercise like checking equipment is safe to use and that the health and safety procedures are followed correctly. The staff should also make sure that the recruit was healthy enough to conduct the exercise by firstly awaiting to see if his current injuries would affect his training. Further blames or ~~blames~~ bosses will have to provide reasoning and will be blamed for this. Further safety checks should also be tested or ~~checked~~ checked on the equipment before unqualified use. This is how they can make sure nothing like this happens again.

(Total for Question 15 = 8 marks)

7 marks

The above response is a lower level 3 response scoring 7 marks, that is clearly linked to the question. It is a good example of a description of a range of points (public confidence, reputational damage, legal action, scrutiny, resources, and training) all of which are relevant to the question

with good consideration of more than one viewpoint (media/cost of making changes/availability of funding).

The learner describes the impact of the report on the public's trust of the service with consideration of another viewpoints; the change in perception of the service in the media, as well as costs occurring and questions needing to be answered in legal matters (presumably a reference to civil actions and potential damages). This is then linked to greater scrutiny and staff disciplinary. The learner discusses the need to update equipment and recognises another viewpoint; that this means further costs/additional funding needed. They also identify that additional staff could address the delay in medical care, however, this point could have been considered in more detail. They describe the need for better staff training and for qualified staff as well as identifying the need for better planning. They identify better planning could include dedicating time to planning of the exercise to check equipment is safe and health and safety procedures are followed which could include checking staff are healthy enough to participate. These points are clearly linked to the question.

An example of a response that received 6 marks.

15 A Royal Air Force (RAF) recruit was seriously injured during a training exercise. Afterwards an independent report found that:

- equipment was outdated and could have contributed to the incident
- a delay in the recruit receiving medical care may have contributed to the severity of their injuries
- military staff were insufficiently qualified to run the training exercise
- the exercise was not sufficiently planned.

Discuss the impact of this report on the Royal Air Force (RAF).

In your answer include what they can do so that this type of incident does not happen again.

The report shows that the equipment was outdated, this can cause trouble using the equipment because its old and someone could press or use the wrong thing. To improve this they will need to update their equipment and train the pilots how to use it. To do this they will need money to purchase the equipment and time as it will need to be installed and pilots will need to be trained. By doing this equipment will be up to date and safer to use and pilots will not get injured.

The report shows a delay in when the recruit received medical care. This could lead to serious injury or death, to prevent this they would need to hire more medical staff to allow the recruits to be receive ~~can~~ treatment quicker, they will need money

money to ~~any~~ hire these staff. By doing this they recruited will be able to receive treatment quicker and will result in less severe injuries.

The report shows that staff were ~~untrained~~ were not qualified to run ~~or~~ exercise training exercises, this could lead to a lack of planning or none at all this could lead to death or injury. To prevent this they will need money to hire staff that are qualified to do training exercises. By doing that there will be a lack of ~~the~~ education and they will be done better. This results in less injury potential.

The report shows that the exercise was not sufficiently planned. This can result in a lack of communication or confusion. This can lead to serious injury. To prevent this they will need money to have plans properly done and they will also need more staff to do that. By doing this it ensures that training courses are planned properly and have no confusion or a lack of communication meaning a less chance of serious injury.

By doing all of these they ensure that this will happen again.

(Total for Question 15 = 8 marks)

TOTAL FOR PAPER = 50 MARKS

6 marks

The above response is an upper level 2 response with a mixture of points identified (more medical staff, increase staff to help plan activities) and described (equipment and training), with some consideration of another viewpoint.

The learners first describe the need to update equipment and train staff on how to use new equipment. They consider an alternative viewpoint; that this costs money and will take time to get the new equipment and train staff on how to use it. The learner also identifies the need for more medical staff, and qualified staff. They link these to the question, identifying that a lack of qualified staff may have led to a lack of planning, again reiterating that they need more money to hire more staff and to be able to plan effectively. These points could have each been developed in greater detail with consideration of other viewpoints to become a level 3 response.

An example of a response that received 4 marks.

15 A Royal Air Force (RAF) recruit was seriously injured during a training exercise. Afterwards an independent report found that:

- equipment was outdated and could have contributed to the incident
- a delay in the recruit receiving medical care may have contributed to the severity of their injuries
- military staff were insufficiently qualified to run the training exercise
- the exercise was not sufficiently planned.

Discuss the impact of this report on the Royal Air Force (RAF).

In your answer include what they can do so that this type of incident does not happen again.

To prevent this from happening again the Royal Air force has to make sure all the recruits need to pass their starter training and need to be medical trained. This could make the public feel worried about anything like this happening again.

Another way to prevent this happening to a recruit again would be to make sure all the equipment is tested and date checked before every training lesson. This would impact the nation because they would feel scared about joining or trusting the Royal Air force. This would cause the public to believe the RAF don't care about their recruits.

health.

To prevent this from happening again the armed forces need to make sure the military staff are fully qualified to ~~undertake~~ a class of recruits. They need to do this to reensure the recruits are in safe and professional hands. This would cause the public to not trust the Royal Air force because they're putting the lifes of recruits in non-qualified hands.

lastly, the Royal Air force need to make sure all training sessions are prepared and practised before teaching the recruits. This is so no one should get injured and it will also make the public feel safe. But not doing this makes the public betrayed and annoyed because they pay and want to fight for the country.

(Total for Question 15 = 8 marks)

TOTAL FOR PAPER = 50 MARKS

4 marks

The above response is a lower level 2 response scoring 4 marks, it describes another viewpoint (impact on reputational damage) and identifies the need to check equipment, practice exercises and ensure staff are qualified, with most points linking to the question.

The opening paragraph talks about ensuring staff pass initial training however there is no link here to the question. The learner goes on to identify that as a result of this report the public may be worried it could happen again. The learner identifies that to prevent this type of incident the RAF need to check and test equipment. This point could have been developed in more detail by looking at how this will help and other viewpoints. For example discussion of costs, including; availability of funding in existing budgets and the impact these costs would have on other areas of budgets and service provision, the need for additional government funding, the time it would take to replace/check equipment, need to create policies on checking equipment etc. They then expand on their initial point about reputational damage and describe the impact of the report on the public in terms of trusting the RAF and also the impact this could have on recruitment, a good alternative viewpoint.

The learner than identifies the need for fully qualified staff, although the discussion here of trust is a repeat of their earlier point. They also identify the need to practice exercises to prevent injury and they link this to their earlier point on public opinion, by identifying public scrutiny of spending of public funds. To get towards the top end of this band the learner could have expanded these points in more detail.

An example of a response that received 3 marks.

15 A Royal Air Force (RAF) recruit was seriously injured during a training exercise. Afterwards an independent report found that:

- equipment was outdated and could have contributed to the incident
- a delay in the recruit receiving medical care may have contributed to the severity of their injuries
- military staff were insufficiently qualified to run the training exercise
- the exercise was not sufficiently planned.

Discuss the impact of this report on the Royal Air Force (RAF).

In your answer include what they can do so that this type of incident does not happen again.

This report for the RAF would be devastating because they have run a training exercise but it could be their fault it happened not the recruit. It says in the report it says that the equipment is outdated, it wasn't planned well and that there was a delay on the recruit receiving medical care.

In the RAF the equipment need to be checked regularly to see if anything is broken or if the equipment is old. They need to qualifie people that accutly know the equipment and how to run the exercise safely. They ~~also~~ also need to ~~pe~~ plan out the exercise to make sure what ~~they~~

they are doing is safe for the people doing it. They also need to have medics on stand by just incase something goes wrong this means there is less time for the injury to get worse. And they can be seen by a professional.

This report could damage the RAF's reputation because people seeing this and thinking they can't trust them to look after them or there equipment is out of date. so less people are going to join and want to sign up.

3 marks

The above response is an upper level 1 response gaining three marks, the learner has identified many valid points, but these are superficial with no expansion and not always clearly linked to the question.

The first point identified is it could be the RAFs fault, there is however no link to the question i.e. the impact of this. The second half of the first paragraph 'It says in the report ...recruit receiving medical care' repeats the stem and is not awardable.

The learner does identify the RAF should:

- Check equipment
- Qualify staff so they know the equipment and how to run the exercise
- Plan the exercise to make sure what they are doing is safe
- Have medics on standby so medical care can be provided quicker

Finally, they identify the impact the report may have on the reputation of the service and the consequential impact on recruitment.

To develop this response into a level 2 response the learner could have developed some of these points weighing up the need to make changes and the ability/provision to make these changes.

An example of a response that received 0 marks.

15 A Royal Air Force (RAF) recruit was seriously injured during a training exercise. Afterwards an independent report found that:

- equipment was outdated and could have contributed to the incident
- a delay in the recruit receiving medical care may have contributed to the severity of their injuries
- military staff were insufficiently qualified to run the training exercise
- the exercise was not sufficiently planned.

Discuss the impact of this report on the Royal Air Force (RAF).

In your answer include what they can do so that this type of incident does not happen again.

Outdated equipment could have impacted on a large scale incident, for example if someone during the training exercise was to use a gun and it was outdated, that could lead to serious injuries or even a small explosion. A delay in the recruitment medical care, could of caused the RAF recruit to be in pain due to the delay of medical care, for example if the recruit was injured and had heavy bleeding the delay in medical care could have caused the RAF Recruit to die. if the bleeding was extremely bad. The report found afterwards states that Military staff were insufficiently qualified to

run the training exercise, therefore this could have impacted on the staff giving false instructions and the incorrect way of doing the exercise, such as, explaining how to hold a gun incorrectly. This could have caused many injuries or even accidental deaths. Meanwhile the report also states that the training exercise was not planned sufficiently, meaning anything could go badly wrong due to the exercise not being fully well planned. The training exercise could have impacted on confusion and even injuries, on the other hand the plan needed to be fully planned in order to run sensibly and smoothly. In order to make sure this doesn't happen again they need staff who are qualified to run the exercise and they need in date equipment, also a well planned training exercise. *this would provide safety.*

(Total for Question 15 = 8 marks)

TOTAL FOR PAPER = 50 MARKS

0 marks

Unfortunately, the above response was not rewardable as it does not answer the question. This is a shame as the learner has clearly thought about the report and given a good description of why the incident referred to in the report may have happened, but this is not what the question asked. The learners were asked to consider the impact of the report and what could be done to prevent the incident happening again. The only references to this are the final six lines which unfortunately are simply repeats of points given in the stem, for example the learner says 'they need qualified staff to run the exercise' in the stem it says 'military staff were insufficiently qualified to run the training exercise' therefore without any expansion references to the stem like 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 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.
- Ensure students are familiar with terminology, for example, in Q10a many learners struggled with the term 'sector'.
- Use past papers such as this to ensure learners understand the definitions and concepts of transparency, scrutiny, and accountability. 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.



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