

Mark Scheme (Results)

Summer 2012

Principal Learning Public Services
(PS301)

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question Number	Indicative content	Mark
1 (a)	<p>This question relates to L04.1</p> <p>Award one mark for each of the following points up to a maximum of three.</p> <p>The public service value of political neutrality means that public officials</p> <ul style="list-style-type: none"> • should not show bias to any political party(1) • should not make decisions based on politics (1) • should make decisions based on the needs of the society they represent (1) • can be a member of a political party (1) • can vote for that party (1) • should not campaign for or against a political party or show them favour (eg in planning applications) (1) • (eg a public employee of a local authority) must not publish or broadcast material which supports a specific political party(1) <p>Other points</p> <ul style="list-style-type: none"> • if political parties are allowed a platform (e.g. in public broadcasting media) all parties should be equally represented (1) <p>Accept any other relevant answers.</p>	(3)

Question Number	Indicative content	Mark
1 (b)	<p>This question relates to L04.1</p> <p>Award one mark for each of the following points up to a maximum of three.</p> <p>The public service value of transparency means:</p> <ul style="list-style-type: none"> • that all public services must work openly (1) • ensuring that public funding is seen to be spent wisely(1) • ensuring that best value is seen to be made of public funds(1) • that policies and strategies of public service providers should be open and clear (1) • recognising the diversity of communities (1) • recognising the importance of customer and community participation (1) • ensuring that the services provided are clearly visible(1) • ensuring that those who need services are able to access them (1) • ensuring that service performance is accountable (1) <p>Accept any other relevant answers.</p>	(3)

Question Number	Indicative content	Mark
1 (c)	<p>This question relates to L04.1</p> <p>Award one mark for each of the following points up to a maximum of three.</p> <p>The public service value of responsible use of power means that</p> <ul style="list-style-type: none"> • public officials should use their power for the good of society (1) • decision makers must work within the law (1) • decision makers are held responsible (eg personal financial liability for reckless decisions) (1) • decision makers are accountable to their electorate or people in their area of responsibility (1) • decision making must be impartial (1) • decision making must reflect the needs of the society (1) • public officials should not obtain personal gain from their roles (1) • bribery and corruption are not permitted (1) <p>Accept any other relevant answers.</p>	(3)

Question Number	Indicative content	Mark
2 (a)	<p>This question relates to (LO2.1)</p> <p>Answers might refer to the following points:</p> <ul style="list-style-type: none"> • Management of public sector Health and Social services to ensure there is access to services for all within the community but private sector facilities deliver a higher level of service and more specialist facilities (1). • Management of public sector Health and Social services to target services to certain groups of the community e.g. provision of intervention to families with children considered at risk (1). • Examples used for comparison such as private nursing homes with local authority residential care home (1). <p>Accept any other relevant explanation.</p>	(3)

Question Number		Indicative content
2 (b)		<p>This question refers to (LO3.3).</p> <p>Answers might refer to the following:</p> <p>Central and Local government collaborate because:</p> <ul style="list-style-type: none"> • this is seen as the most effective way to manage health and social services • this ensures the provision of health and social services for all members of the local community residing within their geographic area • this ensures that specific groups are being targeted appropriately • this enables the monitoring of participation of target groups in health and social services • they put actions in place if nationally agreed targets are not being met • they promote services in recognised economically deprived areas eg by ensuring where possible those living in these areas have access to health and social services. <p>Also:</p> <ul style="list-style-type: none"> • Central government set policy which local government then implement • Local government can feed back to central government about the needs in their area <p>Accept any other relevant answers</p>
Level	Mark	Descriptor
	0	No acceptable response
Level 1	1-3	Learners provide a limited description of one or two factors or a clear description of one factor
Level 2	4-6	Learners provide a full examination of several factors. Where examples are included these will be rewarded. If a learner provides a comprehensive account of one factor (including suitable examples) award full marks

Question Number	Indicative content	Mark
3 (a)	<p>This question refers to LO1.1</p> <p>Award one mark for each of the following points up to a maximum of three.</p> <p>Examples of services include:</p> <ul style="list-style-type: none">• Providing education to post 16 user groups• Providing further education to adults to improve their skills• Providing education and training opportunities for employers to improve skills of their workforce• Providing services (eg hair salons, gym) to the wider community <p>Accept any other relevant service.</p>	(3)

Question Number		Indicative content
3(b)		<p>This question refers to LO1.2</p> <p>Answers might refer to the following:</p> <p>Post 16 education</p> <ul style="list-style-type: none"> • providing tertiary education at all levels to enable post 16 learners access to a wider range of qualification • enabling learners to progress into higher education or employment <p>Adult Education</p> <ul style="list-style-type: none"> • provision of adult education to promote lifelong learning • retraining opportunities • enabling learners to improve their access to jobs • up skilling the general workforce in the UK <p>Employer training</p> <ul style="list-style-type: none"> • Enhancing the knowledge base of employers with regard to the range of qualifications available • Enabling employers to utilise new technology or work practices <p>Assessment might refer to the effectiveness of service provision in meeting the needs of the community eg</p> <ul style="list-style-type: none"> • increased progression to higher education • reduction in unemployment rate • greater numbers obtaining qualifications • up skilled workforce enhancing output <p>Where reference to evidence (eg statistics) is included this will be rewarded.</p> <p>Accept any other relevant answers</p>
Level	Mark	Descriptor
	0	No acceptable response
Level 1	1-3	Learners provide a limited examination of one or two services and how they meet the needs of society or a clear description of one service. Where no assessment is present, award maximum three marks
Level 2	4-6	Learners provide an assessment of several services. Where examples are included these will be rewarded. If a learner provides a comprehensive assessment of one service (including suitable examples) award full marks.

Question Number		Indicative content
4		<p>This question refers to LO5.1</p> <p>Answers might refer to the following:</p> <p>Public Sector Provide legally required responses to the incident and ensure that the coordination of services meets government requirements. Learners may include detail of the following:</p> <ul style="list-style-type: none"> • central and local government involvement in coordinating response to the emergency incident • priority setting for the emergency services • security service responses in the monitoring of hostile threats <p>Private Sector Provide additional support and specialist advice to the public sector, ensuring that they work within the guidelines and instructions given by the public sector. Learners may include detail of the following:</p> <ul style="list-style-type: none"> • provide additional personnel to support public service workers • training and preparation for events staff • provision of transport and utilities <p>Third Sector Provide additional support and assistance to the public sector in dealing with the emergency situation. Again they must work within the guidelines of the public sector who have overall control. Learners may include detail of the following:</p> <ul style="list-style-type: none"> • provision of emergency assistance to the community • provision of support to the public services • have networks of volunteers <p>Accept any other relevant answers.</p> <p>Relevant examples will be rewarded</p>
Level	Mark	Descriptor
	0	No acceptable response
Level 1	1-3	Learners provide a limited explanation or simply list features of the contingency planning. If all three sectors are not covered award three marks maximum.
Level 2	4-6	Learners provide a developed explanation of the ways the three sectors collaborate in their planning for civil contingencies.
Level 3	7-9	Learners provide a detailed explanation of the ways the three sectors collaborate in their planning for civil contingencies.

Question Number	Indicative content
5	<p>This question refers to LO2.2</p> <p>The responses provided will vary depending on the EU country selected to describe and compare with the UK.</p> <p>Answers might refer to:</p> <ul style="list-style-type: none"> • structure of policing in the UK • structure of policing in the chosen EU country • police powers across the agencies <p>France</p> <ul style="list-style-type: none"> • In France there is a three tier policing structure, Polcie Nationale, Gendarmerie Nationale and Direction Generale des Douanes et Droits Indirects • these are the only three agencies with the powers of arrest • Police Nationale has primary responsibility for large urban areas and major cities • Gendarmerie Nationale has primary responsibility for smaller towns and military installations • Direction Generale des Douanes et Droits Indirects is a civilian customs service • each policing agency is answerable to a different government department <p>Germany</p> <ul style="list-style-type: none"> • Germany has a National Police Force (the Bundespolizei) and a state police force (the Landespolizei) • these are the two agencies with the power of arrest • the Bundespolizei is responsible for border security, the protection of federal buildings, counter terrorism and to reinforce the state police if necessary • the Landespolizei is responsible to the state governments within Germany whereas the Bundespolizei is answerable to the national government <p>Italy</p> <ul style="list-style-type: none"> • Policing in Italy is provided by 3 agencies, the Carabinieri, the Polizia di Stato and the Guardia di Finanza • the Carabinieri police both the military and civilian populations in Italy and is now a branch of the armed services • the Polizia di Stato provides the main police duties including traffic policing, guarding railways and airports and maintain public security • the Guardia di Finanza is also part of the armed forces, similarly to the Carabinieri, but has responsibility for dealing with financial crime and smuggling. It also has responsibility for suppressing the drugs trade in Italy <p>UK</p>

Evaluation

- learners should draw comparisons between the UK and the chosen EU country
- any comparisons drawn might be supported with examples and clear justification
- An example could be the fact that the police in the UK have regional (geographical based) authority for each police service, and that all of these have the right to prioritise and set rules, however these are under the guidance of the Home Office and the Association of Chief Police Officer (ACPO). Alongside this there are the Military Police that operate in each of the armed services (eg the Navy Provost). This is different from the model of policing that operates in Italy where the responsibility of policing is split amongst three agencies, each with defined roles. The Italian model may appear to be more appropriate as this would allow for a standardisation of the provision of policing across the whole country, where the UK model allows for regional disparities to occur.

Level	Mark	Descriptor
	0	No acceptable response
Level 1	1-3	Learners provide a limited account or simply list features of policing in chosen country with limited understanding of how it differs from that of UK. If no evaluation, award three marks maximum
Level 2	4-6	Learners provide developed account of policing in chosen country with clear understanding of how it differs from that of UK e.g. in terms of structure, responsibility and accountability. Evaluation will be present but is likely to be limited
Level 3	7-9	Learners provide detailed account of policing in chosen country with thorough understanding of how it differs from that of UK with reference to, for example, the structure of the police system, the responsibility of each of the organisations and the lines of accountability. Evaluation is likely to be fully integrated into the answer

Question Number		Indicative content
6(a)		<p>This question refers to LO6.1</p> <p>Answers might refer to</p> <ul style="list-style-type: none"> • Collaborative working between different departments in a specific service including sharing information, resources and personnel and communicating effectively • Collaborative working by 2 or more public services on organising the resources to deal with the impact of the incident • Collaborative working by 2 or more public services on provision of services with one organisation taking the lead role (e.g. local authority taking lead role in planning for civil contingency) • Need for clear lines of authority, accountability and communications • Collaborative working with private sector including contracting private sector to deliver all or part of a service (e.g. assisting with the aftermath of the incident and any associated salvage work to be undertaken) • Collaborative working with third sector including contracting third sector to provide support services (e.g. providing accommodation if evacuation is necessary) • Collaboration with local communities and community involvement in the recovery from the incident <p>Accept any other relevant answers</p>
Level	Mark	Descriptor
	0	No acceptable response
Level 1	1-3	The answer gives limited explanation of collaborative approaches when dealing with the incident
Level 2	4-6	The answer gives some explanation of collaborative approaches when dealing with the incident, using limited examples
Level 3	7-9	<p>The answer gives a comprehensive explanation of collaborative approaches when dealing with the incident</p> <p>If a learner provides a comprehensive account of one aspect (including suitable examples) award full marks</p>

Question Number		Indicative content
6 (b)		<p>The question refers to LO6.2</p> <p>Answers might refer to the following</p> <p>Improvements strategy and planning such as:</p> <ul style="list-style-type: none"> • interagency communication • use of communication systems • communication with the public and businesses • training <p>Accept any other relevant answers</p>
Level	Mark	Descriptor
	0	No acceptable response
Level 1	1-3	<p>Learners provide a limited explanation or simply list features of the contingency planning.</p> <p>If answers do not consider the incident or do not consider all collaborative working practices, award three marks maximum</p>
Level 2	4-6	Learners provide a developed explanation of the ways the three sectors collaborate in their planning for civil contingencies

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