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Examiners' Report/ Lead Examiner Feedback

Summer 2017

NQF BTEC Level 1/Level 2 Firsts in Public
Services.

Unit 1: The Role and Work of the Public
Services (21484F)

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Grade Boundaries

What is a grade boundary?

A grade boundary is where we set the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade, Distinction, Merit and Pass.

Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the external assessment. When we can see the full picture of performance, our experts are then able to decide where best to place the grade boundaries – this means that they decide what the lowest possible mark should be for a particular grade.

When our experts set the grade boundaries, they make sure that learners receive grades which reflect their ability. Awarding grade boundaries is conducted to ensure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

Variations in external assessments

Each external assessment we set asks different questions and may assess different parts of the unit content outlined in the specification. It would be unfair to learners if we set the same grade boundaries for each test, because then it would not take into account that a test might be slightly easier or more difficult than any other.

Grade boundaries for this, and all other papers, are on the website via this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Unit 1 The Role and Work of the Public Services

Grade	Unclassified	Level 2		
		P	M	D
Boundary Mark	0	21	29	38

Introduction

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

For the link to the specification please click [here](#).

Introduction to the Overall Performance of the Unit

This was the fifth examination series for Unit 1 entitled The Role and Work of the Public Services. It was pleasing to see many candidates attempted the majority of questions. In general examiners were encouraged by the range and application of responses to some of the more challenging questions. These items tested both the higher order command words and Merit and Distinction grade descriptors.

Learners 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 the information available.

The paper was wide ranging in terms of grades to be gained. Often questions asked learners to explain **two** ways, or state **two** examples, but many learners limited the number of marks they could be gained by only providing one example or limited explanations.

Learners found some difficulty with the terminology used within the examination although the same terminology is used within the specification.

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

Exam

Q1 Is an identification question which requires learners to name two voluntary sector organisations that might be on duty at the type of event depicted in the picture. Many learners were unable to name two relevant voluntary public services and named organisations such as RNLI/Mountain Rescue. These organisations would not attend an event of this nature therefore marks were not gained. Some learners did not give the full names of voluntary organisations or named job roles in the voluntary sector and not the full name of the voluntary organisation. Others named roles such as PCSO which is incorrect.

Example of a response that received zero marks;

1 Name **two** voluntary sector organisations that might be on duty at this type of event.

1 Voluntary Security

2 Cleaners

(Total for Question 1 = 2 marks)

Example of a response that received two marks;

1 Name **two** voluntary sector organisations that might be on duty at this type of event.

1 ~~Red cross~~ St Johns

2 Red cross

(Total for Question 1 = 2 marks)

Q2 Requires learners to give two reasons why public sector organisations share information. Some learners were able to give two reasons why information is shared but others did not make the link between giving an example and the reason why it helped to share that information. Learners were not given marks for making references to things like 'help people' or 'make things quicker' as these responses were too generic. The phrase 'sharing information' is taken directly from the specification A3 (bullet point 2).

Example of a response that received zero marks;

2 When working together, public sector organisations share information.

Give **two** reasons why information is shared.

1 because they might need different information
that the other organisation hasn't got.

2

(Total for Question 2 = 2 marks)

Example of a response that received two marks;

2 When working together, public sector organisations share information.

Give **two** reasons why information is shared.

1 To help and inform other organisations of
current situations

2 To strengthen and build relationships between
other sectors.

(Total for Question 2 = 2 marks)

Q3(a) Concerns the role of local authorities with learners asked to give two roles other than cultural and heritage services which is in the question. Many learners were able to give two examples of local authority roles. Popular answers for this included 'housing' and 'social services'.

Example of a response that received zero marks;

3 One role of local authorities is to provide cultural and heritage services.

(a) Give **two** other roles of local authorities.

(2)

1 PCSO

2 ~~Gastonia~~ Council.

Example of a response that received two marks;

3 One role of local authorities is to provide cultural and heritage services.

(a) Give **two** other roles of local authorities.

(2)

1. to provide street lighting

2. to provide housing

Q3(b) Leads on from the previous question and asks learners to identify two different types of cultural and heritage services. Few learners were able to gain credit as they were unable to identify two different types. Some learners gave 'churches' as a response, which are not provided by local authorities. The most common response that received a mark was 'museums'.

Example of a response that received zero marks;

Local authorities provide some cultural and heritage services.

(b) Identify **two** different **types** of cultural and heritage service.

(2)

1. Churches

2. Classes for old to join.

(Total for Question 3 = 4 marks)

Example of a response that received two marks;

1. Listed buildings - to keep them listed so they can be preserved. ⁽²⁾ Q03b

2. Museums - a heritage service and also cultural service.

(Total for Question 3 = 4 marks) **4**

Q4(a) Asks learners to name two emergency services other than the police. There were a high number of correct responses with the most popular responses being 'Fire and Rescue' and 'Ambulance'. The question requires the service to be named not a role within a service, therefore responses like 'firefighter' or 'paramedic' did not gain a mark.

Example of a response that received zero marks;

4 The police are an emergency service.

(a) Name **two other** emergency services.

(2)

1 Army

2 NHS

Example of a response that received two marks;

4 The police are an emergency service.

(a) Name **two other** emergency services.

(2)

1 fire and rescue services

2 Ambulance.

Q4(b) Requires learners to state two ways emergency services provide support to the public. A significant majority of learners were able to gain 2 marks available here. Typical responses were:

Example of a response that received zero marks;

2 The Ambulance Service

(b) State **two** ways emergency services provide support to the public.

(2)

1 Fire Service

2 ambulance service

(Total for Question 4 = 4 marks)

Example of a response that received two marks;

2. ~~Police~~ Ambulance Service.

(b) State **two** ways emergency services provide support to the public.

(2)

1. They help save lives which the rescue services do.

2. The police take bad people into prison if they are a threat to the community or country.

(Total for Question 4 = 4 marks)

Q5(a) Is a multiple-choice question worth 1 mark. Many learners were able to correctly identify that the Public Service organisation that funds the armed services is central government.

Q5(b) Asks learners to **explain one social/personal care service** that local authorities apply charges for. A number of learners were unable to explain one social/personal service which local authorities apply charges for. Typical responses did not relate to social/personal care so marks were not gained.

Where a service was correctly identified, the explanation relating to that service was often weak.

Many learners stated responses that were not related to social/personal service with responses such as:

(b) Explain **one** social/personal care service which local authorities apply charges for.

(2)

They charge for using the leisure services like a gym or swimming pool or local parking

Example of a response that received two marks;

(b) Explain **one** social/personal care service which local authorities apply charges for.

(2)

Care homes- to keep the places running and to pay for staff members who work there

Q5(c) Leads on from the previous question and requires an explanation of one advantage for local authorities when they make direct charges for services they provide. Similar questions to this have been asked in previous series of this paper. As such many learners were able to gain at least one of the two marks available here. Most learners could identify the advantage with only a few being able to give an appropriate explanation such as:

Example of a response that received zero marks;

(c) Explain **one** advantage for local authorities when they make direct charges for services they provide.

(2)

They might charge young people because
More most likely to do bad things.

(Total for Question 5 = 5 marks)

Example of a response that received two marks;

(2)

because with the money they make they can
improve and that could help change people's
lives. being able to get improve the services make it better

(Total for Question 5 = 5 marks)

Q6(a) Is a 1 mark question which asks learners to name one type of court that is part of the justice sector. Most learners were able to name one type of court with popular responses being 'magistrate' or 'crown' court.

Example of a response that received zero marks;

6 (a) Name **one** type of court that is part of the justice sector.

(1)

Crown prosecution

Example of a response that received one mark;

6 (a) Name **one** type of court that is part of the justice sector.

(1)

Magistrates Court

Q6(b) Also a 1 mark question which asks learners to name the government department responsible for the courts. Few learners were able to name the correct government department as the Ministry of Justice. It should be noted that a mark was not gained where learners had responded with 'Department of Justice'. The only response given a mark was 'Ministry of Justice'.

Example of a response that received zero marks;

(b) Name the government department responsible for the courts.

(1)

central government

Example of a response that received one mark;

(b) Name the government department responsible for the courts.

(1)

Ministry of justice and central government

Q6(c) Was correctly answered by most learners who were able to state the purpose of the courts. Common responses were 'deliver justice' and 'ensure people have a fair trial'.

Example of a response that received zero marks;

(c) State **one** purpose of the courts.

(1)

They decide things/problems/crime

Example of a response that received one mark;

(c) State **one** purpose of the courts.

(1)

the purpose of the courts is to find out whether someone is guilty or not of a crime.

Q6(d) Asks learners to state the meaning of the term legal services. This was either answered incorrectly by most learners, for example simply repeating the term legal services in the answer or was left blank. The term is taken directly from the specifications A2 (bullet point 13). A few learners were able to respond correctly with a mark given for any appropriate response that related to 'lawyer' or 'solicitor'.

Example of a response that received zero marks;

(c) State **one** purpose of the courts.

(1)

to ensure people are found guilty or not guilty.

(d) State the meaning of the term 'legal services'.

(1)

Legal services, are services funded and recognised by the law and are insured.

(Total for Question 6 = 4 marks)

Example of a response that received one mark;

(c) State **one** purpose of the courts.

(1) Q06c

To prosecute offenders.

(d) State the meaning of the term 'legal services'.

(1) Q06d

Services in the courts/legal system - e.g. access to legal advice, information on solicitors/lawyers

(Total for Question 6 = 4 marks) **4**

Q7 Is a 2 mark question which requires learners to **explain** one advantage to adults receiving education and training. Many learners gained one of the two marks available for this question. Most identified an advantage of adults receiving education & training but did not sufficiently explain their responses in order to gain the second mark with responses such as:

Example of a response that received zero marks;

7 Explain **one** advantage to adults receiving education and training.

It is easier for them to digest the information, and they take it in quicker.

(Total for Question 7 = 2 marks)

Example of a response that received two marks;

7 Explain **one** advantage to adults receiving education and training.

This will allow the adults to have a second second chance at getting their GCSE's again so they can apply for higher maintenance jobs.

(Total for Question 7 = 2 marks)

Q8 Is a 4 mark question in which the key term is **explain**. Learners are asked to explain two advantages for public sector organisations of promoting efficiency and best use of resources. The majority of learners did not engage with the stem of the question and, although this was quite a challenging question, few learners achieved beyond 2 marks. Learners demonstrated that they have some knowledge of promoting efficiency and best use of resources but were not able to sufficiently explain two advantages for the public services. This question was taken directly from the specification A3 (bullet point 1).

Examiners were unsure if this was because learners did not understand the language used or because they did not read the stem and question fully. This should be highlighted when teaching learners as well as when supporting learners with exam techniques.

Examples of responses that demonstrated learners have knowledge of promoting efficiency and best use of resources but did not read the question and the stem and gained zero marks are:

Example of a response that received zero marks;

8 Public sector organisations work together to promote efficiency and best use of resources.

Explain **two** advantages for public sector organisations of promoting efficiency and best use of resources.

1. people have a change to be able to have better changes and better resources so for school kids learn better
2. Hospital they can care for more people get more medication, more staff.

Example of a response that received two marks;

8 Public sector organisations work together to promote efficiency and best use of resources.

Explain **two** advantages for public sector organisations of promoting efficiency and best use of resources.

2 Q08

1. It is more cost effective - they can use the resources in the most efficient ways, with less waste of resources or misuse, which brings down the price.
2. It can cut waiting times for service users, meaning more people can access the service and better meet their efficiency targets.

(Total for Question 8 = 4 marks) **2**

Example of a response that received four marks;

8 Public sector organisations work together to promote efficiency and best use of resources.

Explain **two** advantages for public sector organisations of promoting efficiency and best use of resources.

4 Q08

1. They are able to do one job better because they can combine resources and maximize what they need ^{to help} others.
2. With ~~and~~ two or more services working ^{to do the} job it can be done faster, meaning less time is wasted.

(Total for Question 8 = 4 marks) **4**

Q9(a&b) Both relate to funding of public services. Q9(a) asks learners to state one problem faced by voluntary sector organisations when relying on donations for income. Most learners were able to answer this question satisfactorily with common responses such as 'varying levels of donations' and 'having to reduce numbers of staff'.

Example of a response that received one mark;

9 Public services are funded in a variety of ways.

(a) State **one** problem which a voluntary sector organisation might face when relying on donations for income.

(1)

might not raise enough money

Q9(b) Is a 3 mark question which requires learners to identify one way in which changes in funding can impact on the services provided by local authorities, armed services and emergency services. This question was well answered by most learners. Marks were gained for responses that referred to funding both decreasing and increasing. Examiners were advised that the responses must be in context with the service and that generic responses would only be gained a maximum of one mark.

Example where one mark was gained as learners had not put each example into context included:

(b) Identify **one** way changes in funding can impact the services provided by:

(3)

Local authorities

might have to charge more

Armed services

Might not get the things they need.

Emergency services

might take longer to get there.

An example of where learners achieved three marks for putting into context their example included:

(b) Identify **one** way changes in funding can impact the services provided by:

(3)

Local authorities

Might ~~be~~ not be able to fund services that are required

Armed services

Won't be able to help in a emergency situation like natural disaster if not funded.

Emergency services

Might not be able to get the required equipment

Q10(a) Requires an **explanation** of one outcome for providing public health services. Overall most learners were able to gain one mark for identifying an example but few expanded on this to access the second mark by giving an explanation.

Example of a response that received zero marks;

10 (a) Explain **one** outcome of providing public health services.

(2)

If NHS provide health service then

Example of a response that received two marks;

10 (a) Explain **one** outcome of providing public health services.

(2)

The country as a whole starts to become healthier because if they are ever unwell, they receive the treatment they need

Q10(b) This question asked for a list of two ways to raise awareness of public health issues. This question was answered well by most learners who gained 2 marks with common responses being 'leaflets' and 'campaigns'.

Example of a response that received zero marks;

(b) List **two** ways to raise awareness of public health issues.

(2)

1. less equipment
2. less people to attend the sick ones

(Total for Question 10 = 4 marks)

Example of a response that received two marks;

(b) List **two** ways to raise awareness of public health issues.

(2)

1. Advertising- use different ways of advertising to make people aware.
2. Social media- a lot of people are keen on social media so raising awareness as people will be able to take it into account.

(Total for Question 10 = 4 marks)

Q11(a) Asks learners to state the meaning of the term accountability. Almost half of learners were able to achieve a mark for this question with 'being responsible' being a very popular response.

Example of a response that received zero marks;

11 Public sector organisations are accountable for the services they provide when working in partnership.

(a) State the meaning of the term 'accountability'.

(1)

Mean Money.

Example of a response that received one mark;

11 Public sector organisations are accountable for the services they provide when working in partnership.

(a) State the meaning of the term 'accountability'.

(1)

When you are responsible of something

Q11(b) Asks learners to **explain** two disadvantages to public sector organisations when working in partnership to deliver services. Although this is a challenging question, the majority of learners did not engage with the stem of the question and, as a result gained 0-1 marks out of a possible 4 marks. Learners demonstrated that they have some knowledge of working in partnership but they did not fully read the question and the stem and did not give responses that explained two disadvantages for public service organisations working this way.

Examples of responses that demonstrated learners have knowledge of partnership working but did not consider the verb and therefore limited their marks are:

(b) Explain **two** disadvantages to public sector organisations when working in partnerships to deliver their services.

(4)

1 When working in partnership information could be miss heard or miss read.

2 each Service they provide could get in the way of the other services.

If a response did consider the verb, examiners were able to give the full marks with responses such as:

(b) Explain **two** disadvantages to public sector organisations when working in partnerships to deliver their services.

(4)

- 1 It may be hard for the services to communicate efficiently. This means that the information may have been misunderstood.
- 2 It is hard to see who is accountable when things go wrong. As no-one will want to take the blame. ~~As~~ ~~with~~ ~~stage~~ This means disagreements.

(Total for Question 11 = 5 marks)

Q12 Requires an explanation of the term 'legal compliance' Few learners were unable to **explain** the term 'legal compliance' in sufficient detail to gain the full 2 marks. Some learners did not attempt the question leaving responses blank. This question relates directly to the specification B4 (bullet point 2). Responses included:

Example of a response that received zero marks;

12 Explain the term 'legal compliance'.

When for example local councils have complications dealing ~~with~~ with the public.

(Total for Question 12 = 2 marks)

Example of a response that received two marks;

12 Explain the term 'legal compliance'.

2 Q12

Legal compliance is when people or services must do what they have to do or should because it is required by law to do so.

(Total for Question 12 = 2 marks) **2**

Q13 This question provided an opportunity for the learner to demonstrate their ability to **discuss** what the Metropolitan Police Service could do to make sure there are no more deaths and injuries to people with mental illness, either in custody or in contact with the MPS.

The examiners remind learners that marks will not be gained where responses simply restate the findings of the report look at one aspect of the report but fail to consider other issues.

Learners did not respond well to this question with most learners who gained marks only providing a Level 1 response.

The response below gained two marks as it only briefly identified two ways the Metropolitan Police Service could manage the issues raised. It does not really discuss what the Metropolitan Police Service should do in depth giving more than one viewpoint or clear links:

The Metropolitan Police could start treating everybody the same way or not maybe treat those with mental illnesses better as they need more caring, this links in to the fact that they need more resources to fit the needs of the individuals that need it more help. Officers should start making more sensible decisions such as taking more time to care for individuals with mental illnesses and also communicate more with them individuals and also the families of them individuals, this will give them a better understanding of what they need to ~~focus~~ focus on and what resources they could invest in.

A few learners engaged well with this question and the response below gained seven marks. The response discusses several concerns this report has raised and has made some suggestions as to how the Metropolitan Police Service could prevent these concerns in the future / its impact on them meeting:

In order to ensure there are no more deaths or injuries the Metropolitan Police Service needs to ensure all police officers and other police staff have received ~~the~~ a very high level of training, with regular reviews of this training for ALL Staff on a periodical basis.

The MPS would need to ensure that every member of staff was fully aware of protocol and guidelines to be followed, and if these did not exist or were inadequate they would need to be created/improved in liaison with mental health specialists. Once this protocol was introduced, failure to follow it would have to carry a harsh penalty, which all staff should be made aware of.

The MPS should ensure that the equipment needed to keep individuals with mental health issues safe is always available. If for any reason it was not, advice should be sought from mental health specialists on how best to proceed.

It is important that all officers are given diversity and awareness training, so they do not treat people with mental illnesses differently. If a member of staff acts in a discriminatory manner to somebody as a result of this, they

“Should be reprimanded and have all training reviewed, and if It happened again after this the member of the staff should have to attend further disciplinary actions.

It is vital that families are made aware about everything that is happening when there is contact between the MPS and the individual with mental health issues and if there are any further concerns the advice of a mental health professional should be sought.”

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
- 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 gained for the first response and the other half will be gained 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 gained. Use all of the information supplied, such as statistics
- Exam techniques are important and appropriate preparation will ensure that learners approach the exam more confidently and with knowledge of how to respond to different types of questions.

