

# Lead Examiner Top Tips

## **Pearson BTEC Level 3 National in Uniformed Protective Services**

### **Unit 2: Behaviour and Discipline in the Uniformed Protective Services**

### **Unit 6: Government and the Protective Services**

After each exam series, the Lead Examiner report for each examined unit is published on the Uniformed Protective Services subject page on [our website](#). The report 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 3 Pass, Merit and Distinction learners.

The Lead Examiner reports for the January 2025 series are now available on [our website](#).

We now have seven Lead Examiner reports for each unit. In addition to the feedback specifically related to the understanding of the unit content, there are a number of recurring exam technique themes addressed within the reports that we thought would be useful to pull out here to help you prepare your learners for future examination series.

## Exam Technique: Top Tips

- Learners should **read each question thoroughly** to ensure they are aware of what is being asked of them. E.g. does the question relate to an individual or an organisation?
- **Check the marks available** for each question. Ensure that responses are sufficiently detailed to meet the level of demand. E.g. a 3-mark question requires an identification, an explanation and a further expansion to receive all three marks.
- Study the command words and be familiar with their expectations. See the ['Key words typically used in assessment'](#) section for more information.
- An answer that gives the same example given in the question scenario will **not gain marks**.
- **Avoid repeating** information from the question in the answer.
- **Plan out** longer answers.
- For 6-, 9- and 12-mark questions, answers which do not refer to the scenario will be **limited to mark band 1**.
- Questions that ask the learner to apply a theory require the **findings** of the theory to be linked to the context of the scenario. Where a question asks for a specific theory, **be sure to include that theory**.
- Make sure to **attempt every question**, even if unsure of the answer. Partial answers can still earn marks.
- Do not give duplicate answers. Where a question requires learners to outline/ describe/ explain two things they need to be **different examples** to get the maximum marks available.
- **Clearly cross out** any work learners 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.

## Subject Knowledge: Top Tips

- Be aware of the groupings of uniformed and non-uniformed protective services in the specification:
  - **Uniformed Statutory Protective Services:**
    - Emergency Services: police, fire and rescue services
    - Armed services: Army, Royal Air Force, Royal Navy (including Royal Marines)
    - Custodial Care – HM Prison Service
    - Other supporting statutory protective services e.g. UK Visas and Immigration, NHS, ambulance service, Highways England, Maritime and Coastguard Agency
  - **Non-uniformed statutory services:**
    - Local authorities
    - Central government
    - Supporting uniformed non-statutory protective services – Reserves, Special Constabulary
- Be aware that all elements of the specification will be assessed during the lifetime of the qualification.
- Ensure that learners have thorough knowledge of unit content and key terms contained within the specification.
- Ensure learners understand the purpose of the protective services (why they exist); their roles (what they do) and responsibilities (why they do it).
- Review the specification to ensure that all key areas have been revised.

# Sources of Information

## Past Papers

- For each series, the following are published on the [External Assessments tab](#) of the Uniformed Protective Services subject page on our website:
  - Question paper
  - Mark scheme
  - Lead Examiner report

## examWizard

- [examWizard](#) is a free exam preparation tool containing a bank of past exam questions, mark schemes and examiners' reports
- It can save you time by enabling you to create your own mock exams, topic tests, homework or revision activities
- You can build your own paper based on question type, assessment objective and/or a keyword
- Each question in the bank links directly to the associated examiner report and mark scheme
- You will need your EOL username and password to login

## Teaching and learning materials:

- Unit 2 Glossary of Terms
- Unit 6 Exam Preparation Resource
- Unit 6 Learner Resource

## On-demand Training Videos:

- [BTEC Nationals in Uniformed Protective Services Getting Ready for External Assessment](#)

## Key words typically used in assessment

The following table shows the key words that are typically used in our assessments to ensure learners are rewarded for demonstrating the necessary skills.

| Command or term | Definition   |
|-----------------|--|
| Analyse         | Learners present the outcome of methodical and detailed examination either: <ul style="list-style-type: none"><li>• To discover the meaning or essential features of a topic, theme or situation</li><li>• By breaking something down into its components or examining the factors methodically and in detail</li><li>• By identifying separate factors, stating how they are related and explaining how each one contributes to the theme, topic or situation</li></ul> |
| Assess          | Learners present a careful consideration of varied factors or events that apply to a specific topic or situation, or identify those which are the most important or relevant. Learners make a judgement on the importance of something. A conclusion is not necessary.   |
| Define          | Learners state or give an account of the nature, scope or meaning of a subject as objective facts. Learners do not need to include a justification or reason.  |
| Describe        | Learners give an account of an issue, situation, problem or argument, including all of the relevant characteristics, qualities or events.  |

| Command or term | Definition   |
|-----------------|--|
| Discuss         | Learners consider the different aspects of an issue, situation, problem or argument and how they interrelate or the extent to which they are important.  |
| Evaluate        | Learners review information and consider various aspects of a subject's qualities in relation to its context. Learners form a conclusion or come to a supported judgement, drawing on contextual evidence such as strengths, weaknesses, advantages, disadvantages, alternative actions, relevant data or information. |
| Explain         | Learners make a point/statement and give a linked justification/exemplification of that point/statement. The answer will contain some linked reasoning.  |
| Give            | Learners provide examples, justifications and/or reasons to a context.   |
| Identify        | Learners indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities. The answer may often require a single word answer although sometimes a few words or a single sentence is required.   |
| State/Name      | Learners give a name, definition or example.   |
| To what extent  | Learners review information, then bring it together to form a judgement or conclusion, following the provision of a balanced and reasoned argument.  |