

# Mark Scheme (Results)

January 2012

Principal Learning Public Services  
(PS101)

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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.

## Section A

Question Number	Indicative content		Mark
<b>1</b>	<p>This question is based on LO2.2</p> <p>For each organisation award one mark for their everyday function and one for their role in improving health and fitness in the UK.</p> <p>Any other valid answers related to the case study should be credited.</p>		<b>(8)</b>
Organisation	Everyday function	Role in improving health and fitness in the UK	
NHS	Any one from: <ul style="list-style-type: none"> <li>• Dental work</li> <li>• Accident and Emergency facility</li> <li>• Sexual Health</li> <li>• Screening for illness</li> </ul>	Any one from: <ul style="list-style-type: none"> <li>• Free nicotine patches</li> <li>• Free or subsidised gym membership</li> </ul>	
Education	Any one from: <ul style="list-style-type: none"> <li>• Teaching</li> <li>• Mentoring</li> <li>• Social Support</li> <li>• Career Guidance</li> </ul>	Any one from: <ul style="list-style-type: none"> <li>• Education on improving fitness and nutrition from school age</li> <li>• Education on healthy food</li> <li>• Education on importance of exercise</li> </ul>	
Central Government	Any one from: <ul style="list-style-type: none"> <li>• Policy making</li> <li>• Funding decisions</li> <li>• Budgets</li> <li>• General management of the Country</li> </ul>	Any one from: <ul style="list-style-type: none"> <li>• Working with food producers and retailers to reduce levels of salt and sugar in food</li> <li>• Clear labelling of food products</li> <li>• Banning of smoking in public places</li> </ul>	
The Army	Any one from: <ul style="list-style-type: none"> <li>• Defend the Nation</li> <li>• Work overseas as part of the UN</li> </ul>	Any one from: <ul style="list-style-type: none"> <li>• Fitness programmes in schools/colleges</li> <li>• Look at Life residential courses</li> </ul>	

Question Number	Correct Answer	Mark
<b>2(a)</b>	<p>This question is based on LO2.1</p> <p>Any one of the following:</p> <ul style="list-style-type: none"> <li>• City Health Care Partnerships (1)</li> <li>• Arms Length Organisation (1)</li> <li>• NHS Hull (1)</li> </ul> <p>Accept any other suitable answer.</p>	<b>(1)</b>

Question Number	Correct Answer	Mark
<b>2(b)</b>	<p>This question is based on LO2.2</p> <p>Any one of the following:</p> <ul style="list-style-type: none"> <li>• Health Trainers (1)</li> <li>• Why Weight programmes (1)</li> <li>• Active Lifestyle programmes (1)</li> </ul> <p>Accept any other suitable answer.</p>	<b>(1)</b>

Question Number	Correct Answer	Mark
<b>2(c)</b>	<p>This question is based on LO2.1</p> <p>Any two of the following:</p> <ul style="list-style-type: none"> <li>• TV adverts (1)</li> <li>• Marketing materials (1)</li> <li>• Voucher scheme (1)</li> <li>• Great swapathon (1)</li> </ul> <p>Accept any other suitable answer.</p>	<b>(2)</b>

Question Number	Indicative content	Mark
<b>2(d)</b>	<p>This question is based on LO2.3</p> <p>Any two of the following:</p> <ul style="list-style-type: none"> <li>• UK Government(1)</li> <li>• Private Sector (1)</li> <li>• Lottery Funding (1)</li> </ul> <p>Accept any other suitable answer.</p>	<b>(2)</b>

Question Number	Indicative content	Mark
<b>3</b>	<p>This question is based on LO3.1</p> <p>One mark for identifying the initiative, one mark for an explanation.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Hull initiative (1) providing why weight programmes or health trainers (1)</li> <li>• Change4Life (1) vouchers for money off healthier foods at supermarkets (1)</li> <li>• The army (1) Look at Life residential (1)</li> <li>• Anti smoking campaigns (1) ban in public places (1)</li> </ul> <p>Accept any other suitable answer.</p> <p style="text-align: right;">(2x2)</p>	<b>(4)</b>

## Section B

Question Number	Correct Answer	Mark
<b>4(a)</b>	<p>This question is based on LO1.2</p> <p>C Red Cross</p>	<b>(1)</b>

Question Number	Correct Answer	Mark
<b>4(b)</b>	<p>This question is based on LO1.1</p> <p>A Prison Service</p>	<b>(1)</b>

Question Number	Correct Answer	Mark
<b>5</b>	<p>This question is based on LO3.2</p> <p>Any two of the following:</p> <ul style="list-style-type: none"> <li>• Partnership working (1)</li> <li>• Contracted out services (1)</li> <li>• Advice / expertise of charities(1)</li> </ul> <p>Accept any other suitable example.</p>	<b>(2)</b>

Question Number	Correct Answer	Mark
<b>6(a)</b>	<p>This question is based on LO2.4</p> <p>Any two of the following</p> <ul style="list-style-type: none"> <li>• Population (1)</li> <li>• Census (1)</li> <li>• According to need (1)</li> <li>• By available funds (1)</li> </ul> <p>Accept any other suitable answer.</p>	<b>(2)</b>

Question Number	Indicative content	Mark
<b>6(b)</b>	<p>This question is based on LO3.2</p> <p>One mark for identifying each way they can support, one mark for an explanation of each way they can support.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Provision of ICT (1) e.g. giving local government up-to-date technology, providing a help-desk to support technical issues (1)</li> <li>• Outsourcing sections of provision (1) e.g. benefit claims, customer services (1)</li> </ul> <p>Accept any other suitable answer</p> <p style="text-align: right;">(2x2)</p>	<b>(4)</b>

Question Number	Indicative content	Mark
<b>7</b>	<p>This question is based on LO3.2</p> <p>One mark for identifying the example, one mark for an explanation of the example.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• No one sector has the expertise to meet all public service needs (1), so working together provides great range of expertise (1).</li> <li>• universities (1), provide information about higher education / resources / teaching (1).</li> <li>• Private sector companies (1), offer work placements / resources (1).</li> </ul> <p>Accept any other suitable answer.</p> <p style="text-align: right;">(2x2)</p>	<b>(4)</b>

Question Number	Correct Answer	Mark
<b>8(a)</b>	<p>This question is based on LO3.1</p> <p>Any two of the following:</p> <ul style="list-style-type: none"> <li>• Housing eg right to buy (1)</li> <li>• Education eg EMA(1)</li> <li>• Fertility Treatment eg post code lottery (1)</li> <li>• Child / Family Tax credits (1)</li> </ul> <p>Accept any other suitable answer.</p>	<b>(2)</b>

Question Number	Indicative content
<b>8(b)</b>	<p>This question is based on LO4.1 and LO4.2</p> <p>Answers might refer to:</p> <ul style="list-style-type: none"> <li>• The difficulties involved in the administrative role of compiling a list of eligible voters</li> <li>• The logistics of where the prisoner should register their vote as well as the security of managing the voting process</li> <li>• Should prisoners be allowed to vote through the post / via proxy, if not how and where would they cast their vote and how would this process be managed securely</li> <li>• The impact on the morale of the prison population if some prisoners can vote and others cannot</li> <li>• How would a prisoner prove they have the right to vote and how would prison staff be able to ensure no fraudulent voting has taken place</li> <li>• Impact of allowing prisoners to electoral campaign material, how they may view the material, impact on how it may affect those who cannot vote if their cell mate can, should they have access to the material too</li> </ul>
Mark	Descriptor
<b>0</b>	No relevant response.
<b>1-2</b>	Limited reference to the impact of giving prisoners the right to vote on the provision of the prison service identified and little explanation given.
<b>3-4</b>	Some relevant examples of the impact of giving prisoners the right to vote on the provision of the prison service identified and some attempt to explain their impact.
<b>5-6</b>	Range of relevant examples relating to giving prisoners the right to vote on the provision of the prison service and clear explanations of their impact.



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