

Mark Scheme (Results)

January 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 refers to LO1.1 and LO1.2.</p> <p>Award one mark for each of the following points up to a maximum of three.</p> <p>Examples of activities could include:</p> <ul style="list-style-type: none"> • provision of support for members of the community for whom English is a second language (1) • employing specific support workers to support children and young people in education (1) • providing access to relevant qualifications including home language(1) • ensuring the qualifications will be relevant in home country (1) • provision of information in home language (1) • ensuring access to translators is available at educational establishments (1) <p>Any other relevant service. Accept any other relevant answers</p>	(3)

Question Number	Indicative content	Mark
1(b)	<p>This question refers to LO1.1 and LO1.2</p> <p>Award one mark for each of the following points up to a maximum of three.</p> <p>Examples of activities could include:</p> <ul style="list-style-type: none"> • employing specific staff to work with offenders from these communities (1) • providing translators to work with probation teams (1) • develop ways of consulting with migrant workers that fully recognise the diversity of nationalities and needs (1) • working with victims of crime in the communities (1) • ensuring that they feel safe when offenders are placed back in the community (1) • Working with offenders from the different communities (1) • ensuring that they are able to access the rehabilitation programmes available (1) <p>Any other relevant service. Accept any other relevant answers</p>	(3)

Question Number	Indicative content	Mark
1 (c)	<p>This question refers to LO1.1 and LO1.2.</p> <p>Award one mark for each of the following points up to a maximum of three.</p> <p>Examples of activities could include:</p> <ul style="list-style-type: none"> • establish the needs of the communities (1) • contribution to community cohesion partnerships (1) • allowing the service to fully understand the cultural and language needs of the communities(1) • appoint workers to liaise with community groups • ensuring migrant worker liaison officers are in post (1) • providing a liaison with the communities will remove barriers that can prevent people from accessing the services (1) • producing support and information material in a range of languages(1) <p>Any other relevant service. Accept any other relevant answers</p>	(3)

Question Number	Indicative content	Mark
2 (a)	<p>This question refers to LO2.1</p> <p>Award one mark for each of the following points up to a maximum of three.</p> <p>Public sector organisations will</p> <ul style="list-style-type: none"> • monitor the activity of offenders in the community (1) • support them (1) • prevent them from re-offending (1). <p>Accept any other relevant explanation.</p>	(3)

Question Number		Indicative content
2 (b)		<p>This question refers to LO2.1</p> <p>Answers might refer to the following:</p> <ul style="list-style-type: none"> • public and private sectors collaborate because this is seen as the most effective way to provide offender management services • it ensures that specific groups are being targeted appropriately • collaboration between the sectors allows offenders to access a range of activities to try to prevent re-offending • third sector organisations are often seen as less threatening to the offender, and therefore provide a valuable line of communication to the probation team • private sector organisations can competitively access resources that public sector organisations may not be able to, therefore providing a better level of service to both the offender and the community <p>Where specific organisations (eg NACRO) are referred to marks will be awarded.</p> <p>Accept any other relevant answers</p>
Level	Mark	Descriptor
	0	No acceptable response
Level 1	1-3	Learners provide a limited explanation of one or two factors or a clear description of one factor
Level 2	4-6	Learners provide a full explanation 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 LO3.2</p> <p>One mark for each of the following points up to a maximum of 3.</p> <p>Managing roles ethically involves:</p> <ul style="list-style-type: none"> • utilising the separation of powers to ensure transparency (1) • ensuring that no personal gain is obtained from the role as public official/political representative (1) • ensure the department operates within local national and global guidelines (1) • Ensuring that the activities undertaken meet the needs of the service users in the best possible way (1) <p>Accept any other relevant answers.</p>	(3)

Question Number	Indicative content	
3 (b)	<p>This question refers to LO3.1</p> <p>Answers should relate to one government department (eg Ministry of Defence)</p> <p>Public officials</p> <ul style="list-style-type: none"> • manage budgets and resources • implement government policy in an operational way • set objectives for public services • distribute information to the public <p>Political representatives</p> <ul style="list-style-type: none"> • represent their constituents • represent the department in parliament • implement government policy within the department • ensure the department meets the government targets set <p>Accept any other relevant answers.</p>	
Level	Mark	Descriptor
	0	No acceptable response
Level 1	1-3	Learners provide a limited explanation of one or two roles or a clear description of one factor
Level 2	4-6	Learners provide a full explanation of several roles. Where examples and evidence are included these will be rewarded. If a learner provides a comprehensive account of one role (including suitable examples) award full marks

Question Number		Indicative content
4		<p>This question refers to LO4.2.</p> <p>Answers might refer to:</p> <ul style="list-style-type: none"> • public expectation that household waste will be collected from their property • public response to proposals such as fortnightly waste collection • opportunities to reduce cost through fortnightly waste collection • some reference to how recycling can reduce the cost of waste management may be made • the impact recycling can have on the cost of household waste management • arguments of mandatory recycling versus voluntary recycling • public response to recycling requirements • government targets on household waste management that local authorities need to meet <p>Evaluation</p> <ul style="list-style-type: none"> • learners should draw comparisons between the current and proposed practices • any comparisons drawn might be supported with examples and clear justification • an example of the evaluation could be the fact that at present many local authorities are collecting household waste on a weekly basis, regardless of the amount of waste that is required to be collected. By moving to a fortnightly waste collection model and encouraging more recycling, the local authorities will be able to both save money and also meet government targets in the reduction of landfill waste.
Level	Mark	Descriptor
	0	No acceptable response
Level 1	1-3	Learners provide a limited account or simply list features and cost of household waste management. If no evaluation, award three marks maximum
Level 2	4-6	Learners provide developed account of how household waste management is delivered with clear understanding of how public expectation influences this. At the lower end evaluation will be present but is likely to be limited. At the higher end evaluation will be more developed.
Level 3	7-9	Learners provide detailed account of how household waste management is delivered with thorough understanding of how public expectation influences this. Evaluation is likely to be fully integrated into the answer

Question Number		Indicative content
5 (a)		<p>This question refers to LO6.1</p> <p>Answers might refer to the following:</p> <p>Public Sector</p> <ul style="list-style-type: none"> • central and local government involvement in coordinating public service provision • priority setting for the emergency services • security service responses in the monitoring of hostile threats <p>Private Sector</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</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>
Level	Mark	Descriptor
	0	No acceptable response
Level 1	1-3	Learners provide a limited explanation or simply list features of the collaborative working. If answers do not consider the 2011 Royal wedding or do not consider all three sectors, award three marks maximum
Level 2	4-6	Learners provide a developed explanation of the ways the three sectors collaborate in their planning for the Royal wedding in 2011. At the lower end assessment will be present but is likely to be limited. At the higher end assessment will be more developed.
Level 3	7-9	Learners provide a detailed explanation of the ways the three sectors collaborate in their planning for Royal wedding in 2011. Assessment is likely to be fully integrated into the answer.

Question Number		Indicative content
5 (b)		<p>This question refers to LO6.1</p> <p>Answers might refer to the following:</p> <ul style="list-style-type: none"> • show the chain of command in place for the public services, including its structure. • a closer examination of one of these public services will allow the relationship between post and rank to be explored in detail. This will identify the chain of command and how both post and rank interrelate. • specific reference to the lines of responsibility at the Royal Wedding in 2011 would be clearly referenced • reference to the Strategic (Gold), Tactical (Silver) and Operational (Bronze) model of command should be evident, with clear reference to the responsibilities of each level.
Level	Mark	Descriptor
	0	No acceptable response
Level 1	1-3	Learners provide a limited account of the lines of responsibility that were in place for the public services. If no reference to the Royal Wedding in 2011, award 3 marks maximum
Level 2	4-6	Learners provide a full account of the lines of responsibility. Where examples are included these will be rewarded.

Question Number		Indicative content
6		<p>This question refers to LO5.1.</p> <p>Answers might refer to the following:</p> <ul style="list-style-type: none"> • the Civil Contingency Act 2004 • a strategy is part of the requirement of planning for civil contingency • prior planning will ensure that main communication routes are maintained • communication between organisations relies on interconnectivity between the different organisations • communication internally within an organisation relies on all relevant personnel having access to appropriate equipment • allowing for resources to be shared and located in a readily accessible location • targeting resources where the need is anticipated • establishing hazards and risks that the communities face in periods of extreme cold weather • identifying control methods to minimise these risks • undertaking desk top and scenario based planning exercises to prepare <p>Accept any other relevant answer</p>
Level	Mark	Descriptor
	0	No acceptable response
Level 1	1-3	Learners make a limited explanation of the planning relevant to civil contingency responses to extreme cold weather and heavy snowfall.
Level 2	4-6	Learners provide a developed explanation of the planning relevant to civil contingency responses to extreme cold weather and heavy snowfall.
Level 3	7-9	Learners make a detailed explanation of the planning relevant to civil contingency responses to extreme cold weather and heavy snowfall.

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