

# Principal Moderator's Report January 2010

GCE

## GCE Health & Social Care - Unit 3 (6940)

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our website at [www.edexcel.com](http://www.edexcel.com).

If you have any subject specific questions about the content of this Examiners' Report that require the help of a subject specialist, you may find our **Ask The Expert** email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

January 2010

Publication Code UA023214

All the material in this publication is copyright

© Edexcel Ltd 2010

## 6940/01: Positive Care Environments

### General comments

This series saw a relatively small submission of portfolios for moderation for this unit and it was pleasing to see that in the majority of cases, learners had had the opportunity to visit care settings on which they could base their reports.

On the whole, despite the appalling weather, deadlines for submission were met and there appeared to be a significant improvement in general administration. The majority of work had been authenticated by learners and assessors and there was evidence of internal moderation.

Most Centres had assessed this unit using the 2004 specifications and as a consequence, much of the work seen failed to meet the criteria. Assessors should note that all AS work, including resubmissions, should be assessed against the 2010 specifications in the summer.

Because the 2004 specifications had been used there was little, if any evidence seen of assessment of the Quality of Written Communication with poor spelling and punctuation seen throughout many portfolios sampled and limited use of specialist vocabulary. The most common error in terms of specialist vocabulary remains the incorrect use of names and dates of relevant legislation. It was also disappointing to see that many candidates were not quoting the most recent legislation and again 'The Children Act 2004 was the main example with a significant number of learners continuing to quote The Children Act 1989.

It was pleasing to see that some form of Internal Moderation had been undertaken by a large percentage of centres although in a small but significant number of cases the internal moderation was less accurate than the original assessment.

### Assessment Objective 1

Assessment Objective 1 requires learners to consider the rights of the individual when accessing care and how the Care Value Base could support those rights. As in previous series, learners appear to misunderstand what is required by the assessment objective and focus on legislation, and in particular the Human Rights Act 1998 with a small but significant number of learners still referring to the right to freedom from slavery and torture and then trying to apply this to the Early Years setting demonstrating a total lack of understanding. Learners should focus on simple basic rights of the individual and should use the Care Value Base as a basis for this discussion; the right to effective communication, to privacy, to respect and so on. There remains a tendency for learners to discuss legislation in detail under this assessment objective. Centres should note that this is not required for Assessment Objective 1. Whilst this work may be credited for Assessment Objective 4, learners should be encouraged to focus on rights and how the Care Value Base supports those rights. Finally, the 2010 specifications require that the Quality of Written Communication is also assessed for this assessment objective. Apart from one or two notable exceptions, it was clear from the work seen that the majority of work had been assessed against the 2004 specifications and spelling, punctuation, grammar and use of specialist vocabulary had not been taken into account.

### **Assessment Objective 2**

Assessment Objective 2 requires learners to identify, explain and discuss a range of barriers to accessing care services and the possible effects those barriers may have on the creation of a positive care environment. It was pleasing to see far more accurate assessment of this assessment objective this series with the large majority of learners able to discuss a range of barriers and the effects those barriers may have on the service user; however, there remains a significant number of learners who struggle to apply organisational barriers to the service user and focus on those barriers which affect staff within the setting - the glass ceiling effect and flexible working hours being the main two examples quoted. Centres should be aware that this assessment objective focuses on barriers to access for service users not staff and therefore these are not relevant examples. A significant number of learners spend far too much time discussing discrimination in its various forms, and whilst relevant, this should not be discussed at the expense of the more routine barriers the majority of service users may come across. More focus on how the elimination of barriers where possible may promote a positive care environment needs to be evident in future submissions.

### **Assessment Objective 3**

Assessment Objective 3 requires the learners to demonstrate research and analysis skills evidenced through discussion of how the development and implementation of policies and practice within care settings can help promote a positive care environment. Policies and procedures were generally discussed quite well although there is still a significant number of centres who fail to realise that this section should focus on internal methods of creating a positive care environment and think that work on legislation is suitable as evidence here. As in previous series, marks were lost mainly in the learners' ability to analyse how Service Providers implement and develop those policies and how the policies help to create a positive care environment. A significant number of learners try and discuss all the policies and procedures in place within their chosen setting and as a result, do not provide a detailed enough discussion to demonstrate clear understanding of the possible effect policies and procedures may have on the creation of a positive care environment. Learners should be advised to choose three relevant policies and/or procedures and discuss these in detail.

#### **Assessment Objective 4**

Assessment Objective 4 requires the learners to demonstrate evaluative skills by considering how well current legislation safeguards and promotes the rights of service users. It was disappointing to see that despite this qualification now being in its fifth year, learners and assessors still do not understand what is required here. Learners must discuss the responsibilities of their chosen service provider under relevant legislation and then evaluate how successful the chosen legislation is in promoting and supporting the rights of the individual. Evaluation skills remain very weak with a large percentage of learners only listing the key elements of the legislation under discussion and providing no evaluation. Learners should be encouraged to consider the strengths and weaknesses of the legislation under discussion in terms of how it supports and promotes the rights of the service user and then draw valid conclusions. As in previous series, a small, but significant number of learners had discussed legislation that was not relevant to the care environment under discussion. Learners would be well advised to choose just one piece of relevant legislation and discuss this in detail rather than listing all the legislation they feel is relevant. Redress was covered well by some learners but there remains a significant number who discuss Industrial Tribunals and the role of Trade Unions without realising that the assessment objective focuses on methods of redress available to service users, not employees.

As in previous series Assessment Objectives 3 and 4 need to be considerably strengthened in future submissions and the Quality of Written Communication must be taken into account.

## Grade Boundaries

### Internally assessed units

#### 6940: Positive Care Environments

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	50	45	40	35	30
Uniform boundary mark	100	80	70	60	50	40

#### Notes

**Maximum Mark (Raw):** the mark corresponding to the sum total of the marks shown on the mark scheme.

**Boundary mark:** the minimum mark required by a candidate to qualify for a given grade.

Further copies of this publication are available from  
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467  
Fax 01623 450481

Email [publications@linneydirect.com](mailto:publications@linneydirect.com)

Order Code January 2010 UA023214

For more information on Edexcel qualifications, please visit [www.edexcel.com/quals](http://www.edexcel.com/quals)

Edexcel Limited. Registered in England and Wales no.4496750  
Registered Office: One90 High Holborn, London, WC1V 7BH