

Principal Moderator's Report January 2010

GCE

GCE Health & Social Care - Unit 2 (6939)

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6939/01: Communication and Values

General comments

The standard of work seen in this series was lower than in previous years, which was disappointing. The main area of concern is the inconsistency of assessors, with them tending to be too lenient with portfolios accessing the higher mark bands and too harsh with those at the lower end. However, there were some very good centres where adherence to the specifications was excellent. These centres in general were accurate in their assessment of the learners' work and awarded marks appropriately. They also tended to provide annotation to demonstrate where the learners had met the criteria with detailed written feedback. The learners had clearly been well supported, enabling them to access appropriate settings and service user groups. Their work was beautifully presented and the learners and the centres had clearly taken pride in the work.

Far too frequently learners are expected by their centres to jump through hoops in the acquisition of evidence, in other words they are carrying out as many as four interactions yet are awarded marks in band one only. It is only necessary for learners who wish to be awarded marks in AO1 band 3 to carry out more than one interaction. In fact it is strongly recommended that only one interaction be carried out by the learner and for them to put their effort into developing it as a strong piece of work, they are still able to achieve the higher grades by carrying out one interaction really well. It is very pleasing to see the number of centres that are able to provide their learners with a meaningful work placement. Coverage of all assessment objectives was seen in the majority of portfolios.

Assessment Objective 1

The majority of centres had guided their learners into carrying out at least one interaction with a relevant service user group through which they were then able to demonstrate their knowledge and understanding of both communication skills and the transmission of values in health, social care and early years' settings. Where only one interaction was carried out the learners were not able to access mark band 3, as this requires the learner to carry out a comparison with respect to the use of communication and transmission of values.

In AO1 the main area of weakness was found to be where the learners were required to show their knowledge and understanding of communication and the transmission of values and how this was applied to interactions with clients. The learners discussed their communication skills but very few discussed their application of the transmission of values. Where learners were taken out of mark band 3 it tended to be because there was very limited application of theory to practice.

Mark band 3 requires the learner to undertake a comparison of their interactions with respect to the communication skills and the transmission of values that they have used. Whilst many comparisons were seen of their communication skills there were few seen of their transmission of values.

Specialist language was apparent in many reports demonstrating a good level of knowledge and understanding of both communication skills and transmission of values as applied to a number of interactions.

Assessment Objective 2

This section was poor with transmission of values, more often than not, being merely stated as opposed to discussed. Work tended to remain implicit and hidden within transcripts. The majority of learners did not tackle comprehension with a range of other work related contexts.

The learners need to demonstrate their ability to apply their knowledge and understanding to a work related context. In mark band one; they need to describe this whereas in mark band two they are asked to explain how the communication and transmission of values used were related to the particular work related context. In mark band 3 the learners need to provide evidence of how these can be applied in a number of similar contexts. Those learners that have included the work-related context in their work covered it to a high standard. Learners need to provide explicit evidence to show their understanding of this assessment objective as opposed to relying on implicit evidence from AO1.

Assessment Objective 3

Evidence for this assessment objective requires the learners to demonstrate their skills in obtaining information and analysis of work related issues. Most learners analysed barriers to communication skills but were unable to explain how they would overcome them for mark band 2 and as for an evaluation of how they proposed to overcome the barriers they highlighted for mark band 3 that was rarely seen.

Learners continue to use inappropriate jargon, colloquialisms and inaccuracies which were left unchallenged by some assessors. They are still relying on the internet for their information and Wikipedia in their droves. It was rare to find an assessor that commented on the inappropriateness of including long strings of web address in the body of the work and in the bibliography. Many are still not referencing their work or including a bibliography. Some centres include witness testimony but these are often only a confirmation that an activity had been carried out and provided little evidence for the learners to use in evaluations.

Assessment Objective 4

Assessment objective four is still proving to be the most difficult to provide relevant evidence for. There is still confusion as to the requirements of this section, with learners evaluating their reports rather than their own communication skills. The learners are required to demonstrate varying degrees of evaluative skills and draw reasoned conclusions based on evidence from their interactions. Little evaluation was seen on the transmission of values. The section was on the whole weak, with lack of well reasoned and detailed conclusions being drawn.

Overall, there was some very good work seen and many of the learners did themselves proud.

Grade Boundaries

Internally assessed units

6939: Communication and Values

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.

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