

Moderators' Report/ Principal Moderator Feedback

Summer 2015

Pearson Edexcel GCE in Health &
Social Care (6939/01)

Unit 2: Communication & Values

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Publications Code US040788*

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General Introduction

This report is based on a representative sample of the work moderated, with most centres presenting generally accurate assessment. The majority of learners based their reports on primary evidence as they had the opportunity to visit care settings through work placements and this was then supported by secondary evidence, the theoretical side of communication. It was pleasing to see that the majority of centres are now guiding learners to undertake two interactions however; there are still a few that are doing 4 or more interactions which makes the reports very descriptive and there is little or no analysis and evaluation. Centres which limited their interactions to Early Years settings were generally quite weak. Those which expanded to also include residents in a care home fared much better. Some learners presented their work holistically, all the AOs intertwined and often there was a distinct lack of focus and apparent guidance.

A decline in the annotation of scripts was noted, with fewer assessors taking up the recommended practice of placing the Assessment Objective and mark band obtained by the evidence in the portfolio. Common practice was just to tick the report, not necessarily by the evidence, which is unhelpful. The minimum requirement is to include page references for the evidence on the front record sheet. Learners began their report with the established practice of an introduction, however many of these were unduly lengthy. A short introduction is a good way to begin, but centres are reminded that unless material addresses assessment criteria it attracts no credit and the learners' time would be better spent on research, reflection or the main body of the report.

Assessment Objective 1

This assessment outcome was interpreted accurately by the majority of learners undertaking (a minimum of) two different interactions which were applied to a client. Learners were generally able to demonstrate some knowledge and understanding of communication but left out such theories as SOLER and the communication sandwich. They tended to write more about the care values but didn't base these on communication and omitted any reference to the transmission of values. More often the transmission of values were implicit and not recognised. However, moderators commented on the number of learners who feel it is appropriate to copy large chunks of information resulting in repetition with weak reference made to the interactions. There is still a number of centres who encourage their learners to provide transcripts of superficial conversations in telegraphic speech with their friends. Where learners had been awarded marks within MB 3, appropriate links were made to theories with examples demonstrating knowledge and understanding.

QWC was assessed accurately with marks awarded accordingly. The majority of learners used appropriate vocabulary fluently throughout their evidence.

Assessment Objective 2

The evidence presented for this assessment objective was varied. Where it was poorly done, it was because the transmission of values more often than not was merely stated as opposed to discussed. Work tended to remain implicit and hidden within transcripts. The majority of students did not tackle comprehension with a range of other work related contexts. The students 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 students need to provide evidence of how these can be applied in a number of similar contexts. Those students that have included the work-related context in their work covered it to a high standard. Students need to provide explicit evidence to show their understanding of this assessment objective as opposed to relying on implicit evidence from Assessment Objective 1.

Assessment Objective 3

Evidence for this assessment objective requires the students to demonstrate their skills in obtaining information and analysis of work related issues. Most students 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. A number of learners used appropriate sources of information and it was pleasing to see an increase in the number of learners who successfully integrated theory into their work. Learners are beginning to apply textbook based knowledge to the work place setting, and therefore an increase in analysis was seen. The evidence of research is very often implied by learners achieving marks in the E and D grades. Quite substantial bibliographies are included within the appendix; however, there is little evidence of any planning of the research having taken place. There was a heavy reliance on course textbooks – and web sites – many of these were not checked for validity and reliability. 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 students to use in evaluations.

Assessment Objective 4

Assessment objective four is still proving to be the most difficult to provide relevant evidence for. However, the work seen in this section appears to be getting better, with more learners focussing upon strengths and weaknesses of their own interactions and drawing some reasoned conclusions. Some learners continue to try and evaluate the activities they undertake, with most providing a summary or narrative account of what they had done or learnt in their interaction/s. There was little evidence seen of an evaluation of the transmission of values. Assessment of this AO by the centre assessors was, for the main part accurate.

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