

Please read the instructions printed at the end of this form. **One** of these sheets, suitably completed, should be attached to the assessed work of **each** candidate.

<b>Unit Title</b>	<b>2 Communication in care settings</b>	<b>Unit Code</b>	<b>F911</b>	<b>Session</b>	<b>June</b>	<b>Year</b>	<b>2</b>	<b>0</b>		
<b>Centre Name</b>						<b>Centre Number</b>				
<b>Candidate Name</b>						<b>Candidate Number</b>				

**Evidence:** You produce a report based on the different communication skills used in one health or social care or early-years setting.

#### Unit F911: Communication in care settings

#### What the candidate needs to do:

**Candidate needs to produce** a report based on the different communication used in health or social care or early-years settings **[50 marks]**.

The evidence needs to include:

**AO1:** an understanding of the different types of communication used in care settings and the factors that support and inhibit communication, giving examples **[15]**;

**AO2:** an explanation of how practitioners in **one** setting use **four** different communication skills and apply values of care, giving examples **[15]**;

**AO3:** relevant research and analysis of **two** theories that provide guidance about the effects of communication on people who use the service and/or practitioners within the setting **[10]**;

**AO4:** the production of records to show the effectiveness of their communication in an interaction with a person who uses services/practitioner *or* a small group of people who use services/practitioners, evaluating their own performance and making recommendations for improvements **[10]**.

#### How candidate will be assessed:

<b>Assessment Objective</b>	<b>Mark Band 1</b>	<b>Mark Band 2</b>	<b>Mark Band 3</b>	<b>Teacher comments</b>	<b>Mark</b>
<b>AO1</b>	Candidates produce a basic description of the different types of communication used in care settings and the factors that support and inhibit communication, giving examples;	candidates show a sound level of understanding of the different types of communication used in care settings and the factors that support and inhibit communication, giving examples;	candidates show an in-depth understanding of the different types of communication used in care settings and the factors that support and inhibit communication, giving examples.		<b>/15</b>
	<b>[0 1 2 3 4 5]</b>	<b>[6 7 8 9 10]</b>	<b>[11 12 13 14 15]</b>		

Unit F911: Communication in care settings (continued)									
Assessment Objective	Mark Band 1	Mark Band 2	Mark Band 3	Teacher comments					Mark
AO2	Candidates describe, with guidance, how practitioners in one setting use <b>four</b> different communication skills and apply the values of care, giving examples; Ability to communicate using some appropriate terminology. Sentences have limited coherence and structure, often being of doubtful relevance to the main focus of the AO. Errors of grammar, punctuation and spelling may be noticeable and intrusive.  <b>[0 1 2 3 4 5]</b>	candidates give a detailed description of how practitioners in one setting use <b>four</b> different communication skills and apply the values of care, giving examples; Limited ability to organise relevant material. Some appropriate terminology used. Sentences are not always relevant with material presented in a way that does not always address the AO. There may be noticeable errors of grammar, punctuation and spelling.  <b>[6 7 8 9 10]</b>	candidates produce, accurately and independently, a comprehensive explanation of how practitioners in one setting use <b>four</b> different communication skills and apply the values of care, giving examples; Ability to present relevant material in a planned and logical sequence. Appropriate terminology used. Sentences, for the most part, relevant and presented in a balanced, logical and coherent manner which addresses the AO. There will be occasional errors of grammar, punctuation and spelling.  <b>[11 12 13 14 15]</b>						<b>/15</b>
AO3	Candidates collect information from limited sources to analyse, at a basic level, how <b>two</b> theories provide guidance about the effects of communication on the people who use the service and/or practitioners;  <b>[0 1 2 3 4]</b>	candidates undertake research using a range of sources, to give a sound analysis of how <b>two</b> theories provide guidance about the effects of communication on the people who use the service and/or practitioners;  <b>[5 6 7]</b>	candidates undertake research using a range of appropriate sources to give a comprehensive analysis showing how <b>two</b> theories provide guidance about the effects of communication on the people who use the service and/or practitioners.  <b>[8 9 10]</b>						<b>/10</b>
AO4	Candidates produce records of an interaction with a person who uses services/practitioner <i>or</i> a small group of people who use services/practitioners, including a basic evaluation of their own performance and giving an outline of improvements;  <b>[0 1 2 3 4]</b>	candidates produce records of an interaction with a person who uses services/practitioner <i>or</i> a small group of people who use services/practitioners, including a sound evaluation of their own performance and making realistic recommendations for improvements;  <b>[5 6 7]</b>	candidates produce records showing their effectiveness in the interaction with a person who uses services/practitioner <i>or</i> a small group of people who use services/practitioners and a comprehensive evaluation of their own performance, making realistic and informed recommendations for improvement.  <b>[8 9 10]</b>						<b>/10</b>
<b>Total mark awarded:</b>								<b>/50</b>	
If this work is a re-sit, please tick		Session and Year of previous submission		Jan / June	<b>2</b>	<b>0</b>	Please tick to indicate this work has been standardised internally		

Please note: This form may be updated on an annual basis. The current version of this form will be available on the OCR website ([www.ocr.org.uk](http://www.ocr.org.uk)).

### Guidance on Completion of this Form

- One** sheet should be used for each candidate.
- Please ensure that the appropriate boxes at the top of the form are completed.
- Please enter *specific* page numbers where evidence can be found in the portfolio, and where possible, indicate to which part of the text in the mark band the evidence relates.
- Circle the mark awarded for each strand of the marking criteria in the appropriate box and also enter the circled mark in the final column.
- Add the marks for the strands together to give a total out of 50. Enter this total in the relevant box.