

Level 3 Cambridge Technical Health and Social Care

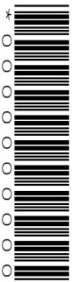
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Unit 25: Research methods in health, social care and childcare

Sample Assessment Material

Date – Morning/Afternoon

Time Allowed: 2 hours



You must have:

- Pre-Release booklet



First Name		Last Name	
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Centre Number						Candidate Number				
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Date of Birth									
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INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- Answer **all** the questions.
- Write your answer to each question in the space provided.
- If additional space is required, use the lined page(s) at the end of this booklet. The question number(s) must be clearly shown.
- Do **not** write in the bar codes.

INFORMATION

- The total mark for this paper is **60**.
- The marks for each question are shown in brackets [].
- Quality of written communication will be assessed questions marked with an asterisk (*).
- This document consists of **8** pages.

Answer **all** questions.

1 A social care employer wants to find out what local services adults with physical disabilities are using and whether they feel these services are meeting their individual needs. They want to send a survey to all adults with physical disabilities in the area to find out what services they are currently using. The survey contains closed questions.

(a) Identify **two** benefits of using a survey as a research method to find out what services are being used.

Benefit 1

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Benefit 2

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[2]

(b) Identify an appropriate research method to find out whether the services are meeting the individual needs of adults with physical disabilities.

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[1]

(c) Explain your choice of research method in (b).

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[4]

(d) Explain how the local authority could ensure the research they conduct will be ethical.

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[8]

Turn over

Having analysed the data from the research study, the findings are that 70% of the adults with physical disabilities surveyed do not think that the services they use meet their individual needs.

- (e) Describe how **two** methods of secondary research could be used to identify services that might meet their needs.

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[5]

2 This question relates to the pre-released material and your secondary research.

- (a) Justify the focus of the secondary research you carried out in response to the article you chose.

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[6]

(b) Report the findings from your secondary research in relation to your focus.

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[8]

(c) Evaluate your secondary sources with reference to:

- how you located them
- why you selected them.

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(d) Draw conclusions and discuss the implications of your findings.

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[10]

Turn over

(e) State areas where further research may be required and explain why.

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[6]

END OF QUESTION PAPER

OCR

Oxford Cambridge and RSA

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Sample Assessment Material
LEVEL 3 CAMBRIDGE TECHNICAL IN HEALTH AND SOCIAL CARE

Unit 25 Research methods in health, social care and childcare

MARK SCHEME

Duration: 2 hours

MAXIMUM MARK 60

SPECIMEN

Version: 1 Date: 23/8/2016

This document consists of 9 pages

Question		Answer	Marks	Guidance
1	(a)	<p>Two from:</p> <ul style="list-style-type: none"> • large number of respondents • easy to analyse • objective • quick response • maintains anonymity • generalisable • cost-effective 	2	One mark for each correctly identified benefit
1	(b)	<p>One from:</p> <ul style="list-style-type: none"> • focus groups • interviews • open-question survey 	1	One mark for one of the examples given. Do not credit other answers as they would not be appropriate in the given context.
1	(c)	<p>Two examples explained well from:</p> <p>Benefits of interviews, focus groups or open-question surveys are:</p> <ul style="list-style-type: none"> • qualitative data is necessary when the aim is to understand how things are for people • allow for deep understanding of why or how services meet or do not meet their needs • enable you to gain adults' own perspectives • give opportunity to ask further/open questions • focus group/surveys may be less intimidating than one-to-one interview • open-question survey would allow for a larger sample size • open-question survey maintains anonymity • open-question survey is consistent and easier to analyse 	4	<p>For each example:</p> <p>One mark: A basic explanation that lacks clarity</p> <p>Two marks: A full explanation that shows understanding</p>

Question	Answer	Marks	Guidance
<p>1 (d)</p>	<p>To ensure the research is ethical:</p> <ul style="list-style-type: none"> • provide benefit • cause no harm • obtain informed consent • protect anonymity or confidentiality • avoid deception • allow the right to withdraw • ensure transparency and integrity 	<p>8</p>	<p>This is a levels of response question – marks are awarded on the quality of response given. The focus of the question is explanation.</p> <p>Content: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 checklist</p> <ul style="list-style-type: none"> • detailed explanation • at least four ways of ensuring research is ethical are identified • related to the context <p>Level 2 checklist</p> <ul style="list-style-type: none"> • sound explanation • at least two ways of ensuring research is ethical are identified • related to the context <p>Level 1 checklist</p> <ul style="list-style-type: none"> • basic explanation • may identify ethical principles but with little or no explanation of how they would be applied in this context <p>Levels of response:</p> <p>Level 3 (7-8 marks) Answers provide a detailed explanation of the ethical principles and how they could be applied in this context. Answers will be coherent, using correct terminology. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 2 (4-6 marks) Answers provide a sound explanation of the ethical principles and how they could be applied in this context. Answers will be coherent, using correct terminology. There may be some errors of grammar, punctuation and spelling.</p> <p>Level 1 (1-3 marks) Answers may identify ethical principles with little explanation of how they could be applied in this context. List like answers should be placed in this level. Limited use of terminology. Errors of grammar and spelling may be noticeable and intrusive.</p>

Question	Answer	Marks	Guidance
<p>1 (e)</p>	<p>Description of two from:</p> <ul style="list-style-type: none"> • literature review <ul style="list-style-type: none"> ○ to identify research into other services that meet needs better ○ to find where the same problems have existed elsewhere ○ find theories or approaches to meeting peoples' needs ○ To explore trends over time • other documentary sources <ul style="list-style-type: none"> ○ to find out what other service providers are offering ○ to find out how service is being provided elsewhere ○ to find guidance on good/recommended practice ○ to explore trends over time • published statistics <ul style="list-style-type: none"> ○ to identify a comparable area of the country/county/city ○ to find areas of good practice to research further ○ to investigate comparable levels of satisfaction in other areas ○ to explore trends over time 	<p>5</p>	<p>For each method given:</p> <p>One mark: A basic description that lacks clarity</p> <p>Two-three marks: A full explanation that shows understanding</p> <p>Maximum of three marks for description if only one method is given.</p>

Question		Answer	Marks	Guidance
2	(a)	<ul style="list-style-type: none"> • focus <ul style="list-style-type: none"> ○ is clear and concise. ○ may be expressed as question(s) to explore ○ relates to the pre-released material ○ may be oppositional ○ may be a different slant • justification <ul style="list-style-type: none"> ○ in relation to the pre-release ○ in relation to own personal interest in the theme ○ in relation to another specific source ○ in relation to current/contemporary issues linked to the pre-release 	6	<p>Content:</p> <p>This is a levels of response question – marks are awarded on the quality of response given. The focus of the question is justification The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Levels of response:</p> <p>Level 3 (5-6 marks) Answers provide a detailed justification of the focus of the secondary research. Answers are well-structured and correct terminology is used. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 2 (3-4 marks) Answers provide a sound justification of the focus of the secondary research. Answers will be coherent, using correct terminology. There may be some errors of grammar, punctuation and spelling.</p> <p>Level 1 (1-2 marks) Answers provide a basic description of the focus of the secondary research. List like answers should be placed in this level. Limited use of terminology. Errors of grammar and spelling may be noticeable and intrusive.</p> <p>Level 3 checklist</p> <ul style="list-style-type: none"> • detailed response • focus and justification covered in depth <p>Level 2 checklist</p> <ul style="list-style-type: none"> • sound response • focus covered in depth, justification attempted <p>Level 1 checklist</p> <ul style="list-style-type: none"> • basic response • learners show some understanding of the theme but may not give a justification for their focus

Question		Answer	Marks	Guidance
2	(b)	<p>Answer should:</p> <ul style="list-style-type: none"> • be well-structured, • be written with clarity • link research ideas together • compare and contrast results or findings • acknowledge sources • avoid plagiarism • be related to the focus 	8	<p>Content:</p> <p>This is a levels of response question – marks are awarded on the quality of response given. The focus of the question is on the quality of reporting. The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Levels of response:</p> <p>Level 3 (7-8 marks) Answers report findings in detail in an appropriate style. The findings link with the research focus and stay relevant throughout. A range of sources of information are used and are blended together coherently. Sources are clearly acknowledged. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 2 (4-6 marks) Answers report findings with some structure and coherence with some links between sources. Links are made with the research focus but may present findings that are not relevant. Sources are acknowledged. There may be some errors of grammar, punctuation and spelling.</p> <p>Level 1 (1-3 marks) Answers describe one or two findings. May not be coherent in style or structure. Sources may not be referenced. Findings may not be relevant to the research focus. Errors of grammar and spelling may be noticeable and intrusive.</p> <p>Level 3 checklist</p> <ul style="list-style-type: none"> • detailed report • clearly structured and coherent • links to research focus • links sources of information well • clearly acknowledges sources <p>Level 2 checklist</p> <ul style="list-style-type: none"> • sound report • some structure and coherence • some link to research focus • some links between sources of information • acknowledges sources <p>Level 1 checklist</p> <ul style="list-style-type: none"> • basic report • may not be coherent • may not clearly link to research focus • reports sources in isolation • may not acknowledge sources

Question	Answer	Marks	Guidance
2	<p>(c)</p> <p>Locating secondary sources:</p> <ul style="list-style-type: none"> • library search carried out • lists the key terms used <p>Selecting secondary sources</p> <ul style="list-style-type: none"> • appropriate • relevant • complementary • trustworthy • identifies possible bias • strengths or limitations of research methods used • ethics of the research • representativeness of samples <p>Answer should assess validity, reliability and generalisability.</p>	10	<p>Content:</p> <p>This is a levels of response question – marks are awarded on the quality of response given. The focus of the question is evaluation</p> <p>The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Levels of response:</p> <p>Level 3 (8-10 marks) Answers provide a detailed evaluation of the sources used including how and why they were selected. Validity, reliability and generalisability are evaluated with correct use of terminology. The evaluation includes identifying potential bias, strengths and limitations of research methods used and whether ethical principles were upheld. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 2 (5-7 marks) Answers provide a sound evaluation of the sources used including how and why they were selected. Validity, reliability and generalisability are evaluated but may have some errors or omissions in the use of terminology. The evaluation will include aspects such as identifying potential bias, strengths and limitations of research methods used and whether ethical principles were upheld but with omissions. There may be some errors of grammar, punctuation and spelling.</p>
			<p>Level 1 (1-4 marks) Answers provide a basic description of sources and why they were selected. Answer may demonstrate a very limited understanding of evaluating sources. Errors of grammar and spelling may be noticeable and intrusive.</p> <p>Level 1 checklist</p> <ul style="list-style-type: none"> • basic description of sources and why they were selected • attempts to evaluate sources • may lack clarity • incorrect terminology

Question	Answer	Marks	Guidance
<p>2 (d)</p>	<p>Answer will bring together your key findings and your evaluation and relate them back to your focus.</p> <p>Answer may assess implications of findings for</p> <ul style="list-style-type: none"> • individuals • groups • practitioners/professionals • practice • settings • government policy 	<p>10</p>	<p>Content:</p> <p>This is a levels of response question – marks are awarded on the quality of response given. The focus of the question is assessment and discussion</p> <p>The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Levels of response:</p> <p>Level 3 (8-10 marks) Answers provide a detailed conclusion that is clearly linked to the focus. Balanced and appropriate judgements are made that are based on the evaluation of sources. Implications of the findings on individuals, practitioners and organisations are discussed. Answers will be coherent, using correct terminology. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 2 (5-7 marks) Answers provide a sound conclusion that relates to the focus. Justification for conclusions may be based on personal opinion rather than an evaluation of sources. At least two implications of the findings are identified. Answers will be coherent, using correct terminology. There may be some errors of grammar, punctuation and spelling.</p> <p>Level 1 (1-4 marks) Answers provide a basic conclusion with one or two implications identified. List like answers should be placed in this level. Limited use of terminology. Errors of grammar and spelling may be noticeable and intrusive.</p> <p>Level 3 checklist</p> <ul style="list-style-type: none"> • detailed conclusion • clearly relates to focus • balanced judgement presented • based on evaluation of sources <p>Level 2 checklist</p> <ul style="list-style-type: none"> • sound conclusion • refers to focus • some justification for conclusions • at least two implications identified <p>Level 1 checklist</p> <ul style="list-style-type: none"> • basic conclusion • may not refer to the focus • at least one implication is identified

Question	Answer	Marks	Guidance
2	(e)	6	<p>Content:</p> <p>This is a levels of response question – marks are awarded on the quality of response given. The focus of the question is proposal and explanation. The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Levels of response:</p> <p>Level 2 (4-6 marks) Answers provide at least one sound suggestion for further research with a clear explanation for why it is being proposed. The suggestion will be clearly related to the material, using correct terminology. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 1 (1-3 marks) Answers provide a basic suggestion for further research with a limited explanation for why it is being proposed. The suggestion may not relate clearly to the material. Limited use of terminology. Errors of grammar and spelling may be noticeable and intrusive.</p>