

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

HEALTH AND SOCIAL CARE



05830–05833, 05871

Unit 25 January 2020 series

Version 1

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Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates. The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report. A full copy of the question paper can be downloaded from OCR.

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As a centre approved to offer our Cambridge Technicals qualifications, we wanted to let you know we have now published the [results awarded](#) for 2018/19 Level 2 and 3 Cambridge Technicals (2016 suite). This information is helpful in allowing you to compare your centre achievements alongside national outcomes.

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Remember to keep your eye on ExamBuilder as we continue to update the bank of questions post exam series in line with our past paper policy. Therefore, you can be assured that new assessment material will continually be fed into ExamBuilder on an annual basis.

Online post series external feedback

Keep an eye out for feedback for our post series feedback on Exams for Cambridge Technicals Webinars available in the autumn term.

Paper Unit 25 series overview

It was apparent that candidates had been prepared effectively by the centres. There were more concise answers seen with respect to the level response questions and the use of additional booklets was reduced. Many candidates did use the last two pages of the question paper and signposted that they had done so. The depth of knowledge seen through candidates' own secondary research was impressive and the research that they had carried out was extremely insightful regarding their chosen source material. All sources provided in the pre-release material were tackled and centres are to be congratulated by the undoubted support and guidance they provided for their candidates.

Question 1 (a)

1 Before beginning their studies, researchers select a specific area of health, social care or childcare for their focus.

(a) Complete the table by matching the most appropriate area of research to the specific study.

Use terms from the list.

You can use each term once, more than once, or not at all.

- Health policy**
 - Social care policy**
 - Child development**
-
- Early years and childcare policy**
 - Practices in healthcare**

Specific study	Area of research
Restricting promotions on sale of food and drink that are unhealthy.	
Provision of age-appropriate activities and toys.	
Child protection and e-safety.	

[3]

The vast majority of candidates were able to correctly match the area of research to the specific studies presented.

Question 1 (b)

(b) A government researcher is studying the use of youth centres by young people. One of the purposes of this study is to inform government policy.

Outline **two** other possible purposes for this study.

1.....

.....

2.....

.....

[2]

This was a well answered question and many scored full marks. Candidates were able to demonstrate their knowledge on the purposes of this study. The most common responses were to improve outcomes, to improve practice and to increase knowledge and understanding. Some candidates did not read the focus of the question and gave questions that could be asked rather than the purpose.

Question 1 (c) (i)

(c) As part of the study, the researcher needs to find out about why a group of 30 young people, aged between 13 and 19 years old, is using the local youth centre.

(i) Identify a primary research method that would be suitable for this research.

.....[1]

This was a well answered question and the main answers provided were questionnaires and interviews. We saw very few incorrect answers; when we did candidates provided a primary research method but provided a method that would be unsuitable for this particular research, for example observation.

Question 1 (c) (ii)

(ii) Give one advantage of using this method for this research.

.....
.....[1]

Candidates were able to provide an advantage with ease; they were very conversant with specific advantages linked to their chosen primary research method.

For interviews many cited that those being interviewed would be able to expand on their answers.

For questionnaires many stated that they would provide both qualitative and quantitative data.

Question 2 (c)

(c) When presenting your secondary research as formal writing it is important to build an argument.

State **two** other important features of formal writing when presenting your research.

1.....

 2.....

[2]

Generally this was well answered with the most common answers being, providing a conclusion, including an introduction, not showing bias, including references and ensuring they have clear expression/clarity.

Question 2 (d)

(d)* Present the conclusions you have drawn from your secondary research. [10]

This question allowed candidates to showcase their conclusions drawn from their secondary research. The majority presented conclusions directly from their sources and in the vast majority of cases their answers were provided with clarity. A few candidates presented conclusions linked to their own personal evaluation of the secondary sources; these answers were extremely well formulated and showed considerable depth and understanding. Centres had directed their candidates to some varied and very differing sources; it was clear that candidates had embraced their research and had gained considerable knowledge from the sources they had accessed.

Question 2 (e) (i)

(e) (i) Identify **two** possible strengths of the secondary research sources you used.

1.....

 2.....

[2]

This was a high scoring question with the most common responses being up to date, large sample size, sources being peer reviewed and valid.

Question 2 (e) (ii)

(ii) Identify **two** possible limitations of the secondary research sources you used.

1.....
.....
2.....
.....

[2]

This was also a high scoring question with the most common responses being possible bias, out dated, not being able to verify the author and not being representative.

Question 2 (f)

(f)* Discuss the possible implications of your findings for individuals, groups and practitioners/ professionals.

.....
.....
.....
.....

[8]

The word 'implication' is difficult for some candidates even though this has been on many previous papers. However some candidates were able to link this effectively to their findings and gave considerable implications for individuals and groups; it was clear that some centres had looked at this and some candidates were confident in their responses with the majority of these being linked to empowerment, stigma and lifestyle.

Answers linked to practitioners/professionals centred around funding, training, resources and approach adopted, e.g. preventative.

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