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Examiners' report

HEALTH AND SOCIAL CARE

05830–05833, 05871

Unit 25 Summer 2024 series

Contents

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. A selection of candidate responses is also provided. 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 and the mark scheme can be downloaded from OCR.

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Unit 25 series overview

From the notes provided within the pre-release booklet it was apparent that significant secondary research had been carried out. All three pre-release articles had been used, with articles A and C being the most commonly used:

Article A: Yoga and Mindfulness Interventions for Preschool-Aged Children in Educational Settings: A systematic review.

Article B: Mobility care in nursing homes; development and psychometric evaluation of the kinesthetics competence self-evaluation (KCSE) scale.

Article C: Justifications for using complementary and alternative medicine reported by people with musculoskeletal conditions: A narrative literature synthesis.

Within **Section A** candidates showed considerable knowledge of ethical principles.

Within **Section B** it was apparent that many candidates were very confident in their knowledge of relevance, trustworthiness and how plagiarism is avoided.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
- developed responses with structure and precision - read the questions correctly and answered these is a logical way - only provided the specified number of responses for Question 1 (a) - showed considerable knowledge on ethical principles - were conversant in the strengths and limitations of research methods.	- provided responses that had no structure and lacked specifics - misread the questions and as a consequence, provided responses that were not relevant - provided two responses within each box in the table for Question 1 (a) - had limited knowledge of ethical principles - showed poor knowledge of the strengths and limitations of research methods.

Question 1 (a)

1   A charity organisation wanted to provide support programmes for isolated elderly people in the local community.

The following support programmes were suggested:

- "Befriending" schemes for visiting elderly people in their own homes

- A telephone "buddy" service to provide contact on a regular one-to-one basis

- Providing drivers for appointments, hospital visits or shopping

- Hosting social events and clubs such as coffee mornings, quizzes and arts and crafts.

The organisation decided to conduct a research study to help in the development of these support programmes.

(a)   The table contains descriptions of the three primary research methods used in this study.

Complete the table by choosing a primary research method from the list below to match each description.

formal observations   **questionnaires**   **experimental methods**
case studies   **action research**   **focus groups**

Description	Primary research method
Elderly people were interviewed in their homes, and action strategies were developed, put into practice and evaluated.	
Information was recorded by interviewing elderly people through a series of visits to their homes over a period of several months.	
Elderly people were recorded chatting freely about topics provided by the researchers.	

[3]

The main error seen within this question was in candidates providing two responses in each box.

Within the mark scheme on page 3 it states:

'Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered.'

Very few candidates scored full marks.

Question 1 (b)*

(b)* The research was designed to increase knowledge and understanding of current social care practices, and to identify gaps in provision for isolated elderly people.

Explain other purposes of this research.

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.... **[6]**

This was done well in identifying the most common purposes of research. The most common responses were improving outcomes, improve practice, informing policy and measuring impact. Candidates did not provide a credible explanation of these purposes and we saw some very basic responses; this limited the marks given to Level 1/low Level 2.

Another common error was in candidates using the examples from the stem of the question; increase knowledge and understanding and to identify gaps in provision.

Question 1 (c)

(c) Most of the data collected by the researchers for this study was qualitative.

Outline how the researchers could have collected **quantitative** data.

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.... **[3]**

This was generally well answered and candidates were able to demonstrate their knowledge of quantitative data. The most common responses were the use of questionnaires/surveys, the use of closed questions and some stated the use of Likert scales. The main error seen was in candidates providing outcomes rather than data collection, e.g. putting results into % or graphs.

Exemplar 1

The researchers could have sent questionaires with close ended questions. ~~The~~ An example of a questions may have ~~included~~ been "on a scale of 1-10 how helpful are the staff".

This response scored 3 marks. They identified the use of questionnaires, along with the use of closed questions. They also looked at questions based on a scale, e.g. 1-10.

Question 1 (d)*

(d)* Discuss the ethical principles that needed to be considered by the researchers when carrying out this study.

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.... **[8]**

This was well answered and many candidates were able to identify many ethical principles. What differentiated the candidates was their ability to discuss these ethical principles. The best ethical principles to be discussed were informed consent and protecting anonymity and confidentiality.

Exemplar 2

When carrying out this study, researchers need to consider, obtaining consent. This consent would be from the elderly people. The consent would show willingness and that the elderly individuals were comfortable to participate. Another ethical principle would be the right to withdraw, this means if the elderly individual felt uncomfortable and no longer wanted to willingly participate, they would be able to leave the study, supporting their right to choice. A different ethical principle would be to cause no harm during the study. This means all elderly ~~participate~~ participants and voulenteers, should not be at risk of harm of injury during the study. Safe-guarding their wellbeing. A final ethical principle may be to have transparency surronding the study. This means being clear about the purpose of the study, who created it and why. Allowing the elderly to be informed. [8]

This response fulfilled the requirements of Level 2 – there was a sound discussion of ethical principles.

Informed consent was identified and the candidate then went onto say that 'they would show willingness that they were comfortable to participate'. This response could have been strengthened by stating that they would need to have signed a written consent form, after having read information on what the study involved.

Right to withdraw was identified. This candidate stated that if they were to feel uncomfortable then they would be able to leave; this supported their right of choice.

Cause no harm was identified but no relevant points were discussed. This response could have been strengthened by stating that all personnel with direct contact would need to have been DBS checked.

Finally, **transparency** was identified. The candidate went on to say that they needed to be clear about the purpose of the study and that people were to be informed.

Question 2 (a)*

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

      State your chosen research article A, B or C.

      ....

(a)* In response to your chosen article, explain how you selected your secondary source material
      with regards to:

      • relevance

      • trustworthiness.

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      .... **[6]**

Answers were well developed for this question with many candidates being able to explain how they selected their secondary sources with respect to both relevance and trustworthiness. The most common responses were:

Relevance: the use of key terms, links to the pre-release and being up to date.

Trustworthiness: credible authors, peer reviewed, the use of academic search engines and sources that were unbiased.

The main error seen was in candidates not attributing the points made to either of the terms. It is the candidate's role to make sure that the examiner knows what point links to which term; several candidates lost marks by not doing this.

Assessment for learning

Provide candidates with three sample responses. They can assess these against the mark scheme.

Answer 1: provides relevant points for both relevance and trustworthiness but does not attribute these points to either key term.

Answer 2: only provides correct responses to trustworthiness.

Answer 3: uses subheadings, i.e. trustworthiness and relevance and give relevant points for both.

Question 2 (b)*

(b)* Discuss the factors that must be considered when writing good research questions and hypotheses.

Use examples from your chosen article and your chosen secondary sources where appropriate.

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.... **[8]**

Many candidates were able to correctly identify the factors, with manageable in scope, relevance and original/ interesting being the most common responses. The less successful area was in not being able to discuss these factors ensuring that they linked to their research question or hypothesis.

Question 2 (c) (i)

(c) When presenting research, secondary sources can be included in formal writing.

Outline a method used in formal writing that ensures:

(i) Plagiarism is avoided

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.... **[2]**

This was a well answered question and candidates clearly demonstrated how plagiarism could be avoided. The most common responses were using own words, not copying and pasting and using a plagiarism checker.

Question 2 (c) (ii)

(ii) Sources are acknowledged

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.... **[2]**

Again, this was well answered with the most common responses being referencing and the use of citations.

Question 2 (d)*

(d)* Present a piece of formal writing that:

- compares and contrasts the research methods used in your chosen article and your secondary research studies
- discusses the strengths and limitations of these research methods.

[10]

This was a complex question that many candidates found challenging. Less successful candidates' responses were muddled and poorly organised. Some confused findings with research methods and, as a consequence scored nothing.

Those that did understand the requirements of the question broke down their response into the component parts:

1) **Compare and contrasting research methods**; many used connectives to good effect, e.g. both, similarly, in contrast, whereas and, however.

2) **Strengths and limitations of research methods**; many were able to showcase their considerable knowledge.

Exemplar 3

My chosen ~~Article~~ article, article A, used a secondary research method systematic review. Secondary research methods are quick and easy to conduct, and is also in expensive. However, it ~~is~~ is ~~ti~~ very time consuming, and may have researcher bias. ~~The studies may have low generalisability as~~ My chosen article 1, was an ~~action research~~ observation. They compared the effects of using Pure Power, ~~and also~~ with student who didn't use Pure Power. This is effective ~~so it gives~~ to as comparisons can be made. It was an observation so students will ~~be displaying~~ Show how it is really affecting them. ~~Their~~ They don't know they're being observed so they are showing how it is really affecting them. However, because it is an observation the researchers may have missed out on important information. Article 2 of my secondary source use questionaires, before and after distributing mindfulness yoga to the participants. Questionaires are easy to distribute and can be anonymous, which will encourage participants to give honest answers. However, because the participants knew about the study, they may have been affected by the Hawthorne effect where ~~they~~ gave socially desirable answers, which ~~may~~ could affect the findings of the study.

This candidate did not address the first part of the question, to compare and contrast research methods, they merely stated the research methods.

They did provide strengths and limitations across all three specified research methods:

Systematic review: easy to conduct, inexpensive, time consuming and researcher bias.

Observations: may have missed out on important information.

Questionnaires: easy to distribute, anonymous so can give honest responses.

A sub max of 5 was given:

Sub max of 5 for either compare / contrast OR strengths / limitations

Question 2 (e) (i)

(e) When evaluating secondary sources, outline how each of the following is assessed:

(i) Reliability

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.... **[2]**

Mixed responses were seen to this question, where candidates either knew the answer or they did not.

The most common responses seen were being up to date, having a credible author and peer reviewed.

Question 2 (e) (ii)

(ii) Generalisability

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.... **[2]**

Some less successful responses were seen for this question with many candidates seemingly not understanding what generalisability was. Those that did know often referenced sample size and how this can be applied/not applied to a group/groups.

Question 2 (f)*

(f)* In response to your chosen article and your secondary research, discuss the implications of your findings for the following:

- practice and settings
- policy.

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.... **[8]**

The main error seen was in candidates misreading the question and providing the results of their secondary research rather than the implications.

Those candidates that did provide implications tended to use subheadings and addressed the two aspects of the question independently; this is good practice and should be encouraged.

The most common responses were:

Practice and settings: funding, resources and training.

Policy: specific examples linked to informing policy and funding.

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- be able to track your progress and achievements through the courses.

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- the roles and responsibilities of teachers, assessors, internal verifiers and moderators

- the principles and methods of standardisation

- the best practices for collecting, storing and submitting evidence

- the common issues and challenges in internal assessment and how to avoid them.

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- the assessment objectives and marking criteria for the NEA units

- examples of student work with commentary and feedback for the NEA units

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