

Cambridge Technicals

Health and Social Care

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

Level 3 Cambridge Technical in Health and Social Care

05871

Mark Scheme for June 2024

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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MARKING PREPARATION

PREPARATION FOR MARKING

RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. (*The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.*)

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

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. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer spaceAward Zero '0' if:
 - anything is written in the answer space and is not worthy of credit (this includes text and symbols).Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.














8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*

10. For answers marked by levels of response:

- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- b. **To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

Annotations available for marking of scripts

Annotation	Meaning
	Correct response
	Incorrect response
	Positive
	Negative
	Development of point
	Level 1
	Level 2
	Level 3
	Omission mark
	Benefit of doubt given (this annotation counts as a mark so do not tick as well)
	Repeat
	Too vague
	Noted but no credit given

DO NOT USE ANY OTHER ANNOTATION

Question			Answer	Marks	Guidance
1	(a)		action research ✓ case studies ✓ focus groups ✓	3	<p>Answers must be in this order in the table</p> <p>1 mark per row</p> <p>For an incorrect answer use the cross.</p> <p>Page 3 guidance: Short Answer Questions (requiring only a list by way of a response, usually worth only one mark per response) 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.</p>

Question		Answer	Marks	Guidance														
1	(b)*	Indicative points	6	<p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 (5-6 marks) <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <ul style="list-style-type: none">Detailed explanation of purposesClearly linked to the research - befriending / telephone buddy / drivers / social events <p>Level 2 (3-4 marks) <i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <ul style="list-style-type: none">sound explanation of purposesmostly relevant and related to research <p>Sub max of 3 for one purpose done well</p> <p>Level 1 (1–2 marks) <i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <ul style="list-style-type: none">attempt at a brief explanationonly award 1 mark if purposes are only identified <p>0 marks - No response worthy of credit.</p> <p>Do not accept answers linked to ‘increase knowledge and understanding / ‘to identify gaps in provision’</p>														
		<table><tr><th>Purposes</th><th>Explanation</th></tr><tr><td>Improve outcomes for individuals</td><td>Improve social and emotional health of isolated elderly people in local community. Examples accepted</td></tr><tr><td>Establish an evidence-base for treatments/interventions</td><td>Provide information/data on the suggested support programmes; this could facilitate a comparison for different interventions re likelihood of engaging target group, suitability, effectiveness for target group</td></tr><tr><td>Improve practice</td><td>Finding out about what appear to be the best ways of intervening to help support isolated elderly, will allow the best choices to be made about what support programmes to offer and how they are delivered.</td></tr><tr><td>Identify the needs of groups or individuals</td><td>Provides information on the support needed and what support wanted /preferred by target group</td></tr><tr><td>Inform policy / implementing policy</td><td>Policy can be shaped by information/data. Informed by evidence</td></tr><tr><td>Measuring impact</td><td>On-going research during implementation phase can help shape/develop the support programmes so they maximise positive impacts</td></tr></table>			Purposes	Explanation	Improve outcomes for individuals	Improve social and emotional health of isolated elderly people in local community. Examples accepted	Establish an evidence-base for treatments/interventions	Provide information/data on the suggested support programmes; this could facilitate a comparison for different interventions re likelihood of engaging target group, suitability, effectiveness for target group	Improve practice	Finding out about what appear to be the best ways of intervening to help support isolated elderly, will allow the best choices to be made about what support programmes to offer and how they are delivered.	Identify the needs of groups or individuals	Provides information on the support needed and what support wanted /preferred by target group	Inform policy / implementing policy	Policy can be shaped by information/data. Informed by evidence	Measuring impact	On-going research during implementation phase can help shape/develop the support programmes so they maximise positive impacts
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Measuring impact	On-going research during implementation phase can help shape/develop the support programmes so they maximise positive impacts																	

Question			Answer	Marks	Guidance
1	(c)		<p>Outline to include any three points from:</p> <ul style="list-style-type: none"> include numerical data e.g. questionnaires should ask for a numbered response e.g. 1 to 10 gathering statistical data use multiple choice questions or closed questions ask appropriate questions to give a numerical answer e.g. how many? yes / no answers to questions research methods that would gather statistical data, e.g. structured interviews / formal observations, questionnaires Likert scales within questions, e.g. strongly agree, agree etc..... Examples of specific questions which would generate numerical data - three different questions linked to the scenario can be credited 	3	<p>Three marks for outline. The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div data-bbox="1585 478 1955 560" data-label="Image"> </div> <p>Do not accept</p> <ul style="list-style-type: none"> outcomes, e.g. producing graphs

Question		Answer	Marks	Guidance
1	(d)*	<p>Indicative points (not exhaustive):</p> <p>Researchers need to consider the following ethical principles:</p> <ul style="list-style-type: none"> • provide benefit ensure that the research is of actual benefit to developing the support programmes • cause no harm procedures stopped if participant shows distress at talking about pain/ medical condition • obtain informed consent / written consent - all participants informed of rights/ nature of the research / know what they are signing up to • protect anonymity / confidentiality published results do not identify those who took part in the research • avoid deception participants told of the overall aim of the research / avoid misleading participants / researchers need to be honest • allow the right to withdraw Reminded of right to withdraw results/ information / can withdraw at any time / No reason required if choosing to withdraw • ensure transparency and integrity Fully informed of the right not to answer questions • to debrief participants to allow the participants to ask follow questions <p>Do not accept:</p> <ul style="list-style-type: none"> • ethical review board 	8	<p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 (7-8 marks) <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <ul style="list-style-type: none"> • detailed discussion of ethical principles • relevant and related to the scenario <p>Level 2 (4-6 marks) <i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <ul style="list-style-type: none"> • sound discussion of ethical principles <p>Level 1 (1–3 marks) <i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <ul style="list-style-type: none"> • attempt at a brief discussion of ethical principles • limited information presented in an unstructured way • may not be specifically linked to the scenario • may be list like / descriptive at the lower end <p>0 marks - No response worthy of credit.</p>

Question			Answer	Marks	Guidance
2	(a)*		<p>A: YMP / preschool B: KCSE / nursing homes C: CAM / musculoskeletal Indicative points (not exhaustive): relevance</p> <ul style="list-style-type: none"> • has same similar research question or objective • links to pre-release material • comparable timeframe / up to date • relevance to chosen topic • information from similar countries / regions • contrasting information • similar findings • use of key terms ➤ A – Yoga, mindfulness ➤ B – mobility care, psychometric, kinaesthetic ➤ C – complementary, alternative, musculoskeletal <p>trustworthiness</p> <ul style="list-style-type: none"> • chose sources that were unbiased / funding bias • experts in the field / credible author / reputable organisation • checked websites/ evidence for claims made. • use of academic sources of information / the use of academic search engines, e.g. google scholar / Jstor • use of sources / journals that had been peer-reviewed • CARS method – credibility, accuracy, responsibility and support • Lincoln and Guba general criteria: credibility, transferability, dependability, confirmability • approved by the ethical review board • ethical principles are explicit within the source 	6	<p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 (5-6 marks) <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <ul style="list-style-type: none"> • detailed explanation • explicitly relevant to secondary research <p>Level 2 (3-4 marks) <i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <ul style="list-style-type: none"> • sound explanation • mostly relevant and related to secondary research <p>Sub max of 3 for either relevance or trustworthiness done well</p> <p>Level 1 (1–2 marks) <i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <ul style="list-style-type: none"> • attempt at a brief explanation • limited information presented in an unstructured way • may not be specifically linked to secondary research • may be list like <p>0 marks - No response worthy of credit.</p> <p><i>Answers can be given as both positive and negative – linked to explaining their choice of secondary source material</i></p>
		<p>Do not accept: References / bibliography - these by themselves do not denote trustworthiness</p>			

Question		Answer	Marks	Guidance
2	(b)*	<p>A: YMP / preschool B: KCSE / nursing homes C: CAM / musculoskeletal Indicative points of key aspects (not exhaustive): Writing good research questions / hypotheses:</p> <p>Manageable in scope</p> <ul style="list-style-type: none"> • Restrictions/limits made on use of resources • Complexity of language • Setting a time period • Focusing on one aspect/area • Using a detailed abstract <p>Original / interesting</p> <ul style="list-style-type: none"> • Time period - research contemporary, topical or comparative • Unusual, rare design and methods used • Personal interest • Relevant to career / other subjects being studied • Personal challenge <p>Answerable</p> <ul style="list-style-type: none"> • SMART criteria • Clear aims and objective(s) • Secondary sources / pre-release are considered • Test out pilot questions • Appropriate / accessible language • RQ and / or hypothesis provided • Developing a hypothesis that can be tested • Unanswered questions found from research 	8	<p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 (7-8 marks) <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <ul style="list-style-type: none"> • detailed discussion of main aspects that lead to writing of good research questions and hypotheses • detailed and explicit reference made to chosen article / secondary sources <p>Level 2 (4-6 marks) <i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <ul style="list-style-type: none"> • Sound discussion of aspects that lead to writing of good research questions and hypotheses • Some reference made to chosen article /secondary sources <p>Sub max of 4 for one factor done well</p> <p>Level 1 (1–3 marks) <i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <ul style="list-style-type: none"> • attempt at a brief discussion • limited information presented in an unstructured way • may not be specifically linked to chosen article • may be list like <p>0 marks - No response worthy of credit.</p>

Question			Answer	Marks	Guidance
			Relevant <ul style="list-style-type: none"> • RQ /hypothesis is relevant to the topic or theme • Secondary sources link to pre release • Secondary sources are up to date Clear <ul style="list-style-type: none"> • Accessible language • Focussed on a specific topic • Clear RM used within the pre-release / secondary sources • Clear data or results within pre-release / secondary sources 		

Question			Answer	Marks	Guidance
2	(c)	(i)	<p>Outline to include any two points from:</p> <ul style="list-style-type: none"> • Use quotation marks when quoting from the secondary source • Do not copy and paste • Use own words • Paraphrase • Cite / reference the source material • Use a plagiarism checker <p>OR</p> <p>An outline of a method with supporting information</p>	2	<p>Two marks for outline. The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> ^ TV REP SEEN </div>
2	(c)	(ii)	<p>Outline to include any two points from:</p> <ul style="list-style-type: none"> • Acknowledge the original author • State name of organisation issuing source • Citation e.g. in-text citation • Use footnotes to reference the source using a standard referencing system e.g. Harvard • Bibliography • Hyperlinks within text <p>OR</p> <p>An outline of a method with supporting information</p>	2	<p>Two marks for outline. The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> ^ TV REP SEEN </div>

Question			Answer	Marks	Guidance
2	(d)*			10	

2	(d)*	<p>A: YMP / preschool B: KCSE / nursing homes C: CAM / musculoskeletal</p> <p>Indicative points (not exhaustive): Piece of writing should be well-structured Compare and contrast research methods: e.g.</p> <ul style="list-style-type: none"> • similarities and differences considered e.g. methods primary / secondary • research methods used e.g. experimental / surveys • able to gather quantitative / qualitative data through the different research methods <p>comparisons</p> <ul style="list-style-type: none"> • same research method e.g. both use surveys • data produced is comparable, i.e. both quantitative <p>contrasts</p> <ul style="list-style-type: none"> • different research methods e.g. one used interviews other used surveys • data produced is different – both quantitative and qualitative <p>Do not accept answers that are linked to findings</p>	<p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 (8-10 marks) <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <ul style="list-style-type: none"> • detailed presentation of secondary research that compares / contrasts methods and strengths and limitations • explicitly linked to chosen article <p>Level 2 (4-7 marks) <i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <ul style="list-style-type: none"> • sound presentation of secondary research that compares / contrasts methods and strengths and limitations • mostly relevant and linked to chosen article <p>Sub max of 5 for either compare / contrast OR strengths / limitations</p> <p>Level 1 (1–3 marks) <i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <ul style="list-style-type: none"> • attempt at a brief presentation • limited information presented in an unstructured way • may be list like / descriptive at the lower end <p>0 marks - No response worthy of credit.</p>
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Question	Answer	Marks	Guidance
	<p>Strengths and limitations of research methods:</p> <p>Strengths e.g.</p> <ul style="list-style-type: none"> • Amount of information / data collected • Large sample size • Quick to carry out • Sampling method • Reliability • Validity • Generalisability • In date (e.g. literature review) • Cost effective • Peer reviewed • Mixed methods – triangulation <p>Limitations e.g.</p> <ul style="list-style-type: none"> • Possible bias • Hawthorne effect • Small sample size • Lacks validity • Lacks reliability • Lacks generalisability • Out of date (e.g. literature review) • May have lacked authenticity • May not be representative • No peer review • Time consuming • Expensive <p>Accept any other reasonable responses</p>		<p>Research methods used in the pre – release material</p> <p>A: A systematic review using PRISMA guidelines - SECONDARY</p> <p>B: Kinaesthetics Competence Self Evaluation (KCSE) scale -PRIMARY</p> <p>C: A systematic search and narrative synthesis of published qualitative and quantitation studies - SECONDARY</p>

Question			Answer	Marks	Guidance
2	(e)	(i)	<p>Reliability Outline to include any two points from:</p> <ul style="list-style-type: none"> • Reliable sources –author / publisher • Reliable sources – academic websites • Clear objective measures • Peer reviewed • Clear acknowledgement of references • Bias / non bias • Up to date • Specific reliable research methods evident in secondary sources – structured interviews, experiments, questionnaires • Research methods evident in secondary sources which could result in bias – observations, unstructured interviews <p>OR</p> <p>An outline of an ‘assessment’ with supporting information</p>	2	<p>Two marks for outline. The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> ^ TV REP SEEN </div>
2	(e)	(ii)	<p>Generalisability Outline to include any two points from:</p> <ul style="list-style-type: none"> • Large / small sample size used • Representative / unrepresentative sampling method used • Sample used is representative to chosen topic • Location of sample, e.g. countries where the research is carried out <p>OR</p> <p>An outline of an ‘assessment’ with supporting information</p>	2	<p>Two marks for outline. The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> ^ TV REP SEEN </div>

Question	Answer	Marks	Guidance
2 (f)*	<p>Indicative points (not exhaustive): Some points interlink</p> <p>Implications: For practice and settings</p> <ul style="list-style-type: none"> • approaches e.g. preventative / treatment • funding • planning • resources • provision • enhanced performance of staff • inclusion of third parties • may trigger debate amongst staff / clients • policy implications • staffing issues • accessibility issues. • further research • systems in place, e.g. referral • training • clear procedures • accountability – monitoring and evaluation <p>For policy</p> <ul style="list-style-type: none"> • funding • informing policy • policy implementation • planning/policies/laws, e.g. safeguarding • reinforcing policies • resources • targeting/priorities • provision <p>The above can be interchangeable Accept other appropriate implications</p>	8	<p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 (7-8 marks) <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <ul style="list-style-type: none"> • detailed discussion of the possible implications of their findings for practice and settings AND policy • explicitly relevant to chosen article <p>Level 2 (4-6 marks) <i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <ul style="list-style-type: none"> • Sound discussion of the possible implications of their findings for practice and settings AND policy • mostly relevant and related to chosen article <p>Sub max of 4 for either practice and settings OR policy</p> <p>Level 1 (1–3 marks) <i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <ul style="list-style-type: none"> • attempt at a brief discussion • limited information presented in an unstructured way • may not be specifically linked to chosen article • may be list like <p>0 marks - No response worthy of credit.</p>

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