OCR
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CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

HEALTH AND SOCIAL CARE

05830–05833, 05871

Unit 25 January 2025 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. 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 Teach Cambridge.

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Unit 25 series overview

There was evidence that considerable secondary research had been carried out before the examination. All three research articles had been used with the two most common ones being:

Article A: Childhood bilingualism; effects on brain structure and function.

Article B: The experiences of dietician's working in care homes in England; a qualitative study.

Strong evidence was seen within Question 1 (d) on ethical issues; the main challenge seen was in applying this to the stem of the question and not providing sufficient depth within their discussion.

Many candidates developed a plan for their extended answers; this enabled them to be more precise with the content chosen but this planning also enabled them to develop answers in a more logical way.

There were very few no responses and the answers provided addressed the command words.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
- planned their answers for Level of Response questions - addressed the command word of discuss - understood the difference between selecting and locating secondary sources - were able to justify the appropriateness of research methods in Question 2 (d).	- did not plan their answers for Level of Response questions - only provided brief identification points within discuss questions - were unable to differentiate between selecting and locating sources - were only able to identify research methods in Question 2 (d).

Question 1 (a)

1   A public health team want to produce an information leaflet to encourage the uptake of vaccination programmes for babies and young children.

The team visited local children's centres to conduct research about the opinions on vaccination programmes amongst parents within the community.

(a) The team's research included the use of a questionnaire that would enable them to gather qualitative data.

Complete the table below by deciding whether each statement about the research methodology in this scenario is True **(T)** or False **(F)**.

Statement	True (T) or False (F)
Parents of babies and young children would be included as participants.	....
The questionnaire was designed to ensure the team had numerical data.	....
The area of research was mainly targeted at social care policy for the adults in the community.	....

[3]

This was answered well by most candidates. The main error seen was in candidates stating that the second statement was true; they did not see the lack of connection between qualitative data and numerical data.

Question 1 (b) (i)

(b) The questionnaire was one of the health team's primary methods of research.

(i) State **one other** primary method that would be suitable for gathering information about the opinions on vaccination programmes.

....

.... [1]

This was well answered with many candidates stating that another suitable primary method would be interviews or surveys. The main error was in some candidates stated questionnaires; not applying their answer to the stem of the question.

Question 1 (b) (ii)*

(ii)* Explain the benefits to the health care team of using secondary methods when conducting their research.

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.... **[6]**

Many candidates performed well on this question. The main benefits incorporated into answers were saves time, free, easy to access and being peer reviewed. A few candidates addressed the negatives of using secondary methods and these answers could not be credited.

The command word was 'explain' and some candidates did not address this; they identified benefits rather than provide an explanation.

Another error seen was in candidates explaining how you could select secondary sources, e.g. appropriateness.

Some candidates, while they gave considerable benefits, did not access Level 3 as they did not make explicit reference to the scenario.

Question 1 (c)

(c) The health team's findings were used to establish an evidence-base about opinions on vaccination programmes to help inform the content of their leaflet.

Suggest **two** ways that the findings could improve outcomes for individuals in this community.

1 ....

....

2 ....

....

[2]

This was answered well. The most common answers were an increase in the uptake of vaccinations, increased knowledge of the vaccination process and parents being able to make a more informed choice about vaccinations.

The most common answers were in providing generic responses, e.g. increasing knowledge, and understanding.

Question 1 (d)*

(d)* Discuss the ethical issues that the health team needed to consider when doing their research.

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.... [8]

We saw some very comprehensive answers to this question. The most common ethical issues were linked to protecting anonymity and confidentiality, providing consent, the right to withdraw, keeping participants informed and avoiding deception. Candidates lost marks due to possible challenges in addressing the command word of discuss and not applying their answers to the scenario; many could outline the ethical issue but they did not extend their answer in discussing how the health care team could apply the ethical issue, e.g. how you could maintain a parents anonymity or what could the health care team do to ensure that they are not causing harm.

Some candidates did not understand the focus of the question and provided answers linked to avoid plagiarism and problems in accessing secondary data.

Exemplar 1

Ethical issues & need to be considered ~~consideveated~~ to ensure both participants and researchers are protected. One ethical issue that the health team need to consider is that they avoid deception and this can be carried out by informing the parents ~~on~~ about ~~bthat~~ the research they are conducting and what it involves. This will ensure the parents are not agreeing to take part based on misinformation about the research that has not been given to them as that is unethical. Another ethical issue that should be considered is that the parents have the right to withdraw from being a participant and should not be forced to take part in the questionnaire even if they previously consented to being a participant as it could ~~eales~~ cause harm to their mental health and ~~is~~ evoking their human rights. Another ethical issue that should be considered is that the health team provide a benefit to their research when [8] proposing to the ethical review board and that they explain that by encouraging childhood vaccinations, there could be an improvement in children's health overall.

This answer provided five different ethical issues, avoiding deception, the right to withdraw, consent, providing benefit and consulting an ethical review board.

For the ethical issue of avoid deception they had applied this to the scenario. They stated that parents must be informed about the research and about what it involves; making sure that they would not agree to taking part based on misinformation.

The ethical issue of the right to withdraw was linked to consent. They stated that they could not be forced to take part even if they had previously given their consent.

This candidate talked about the benefit and applied this to an overall improvement in children's health. The benefit provided was also applied to making proposals to an ethical review board.

This answer was given **Level 3 7 marks**. This candidate had provided a detailed discussion that included ethical issues explicit to the scenario. There was a well-developed line of reasoning which was clear and logically structured.

Question 2 (a)*

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

State your chosen research article.

....

....

(a)* In response to your chosen article, evaluate the use of **two** of the following in locating your
secondary source material:

- library searches
- internet searches
- key terms.

....

....

....

....

....

.... **[8]**


The three options given within the question were equally chosen, with many candidates choosing the internet with one other method in locating secondary source material.

Most candidates addressed the command word of evaluate by giving both positives and negatives.

The most common answers for the internet were easy to access, fast and having to pay for some articles; for library searches were free access, having a large number of books/journals and limited accessibility of libraries; for key terms were linked to narrowing the search, being fast and time consuming.

The main error seen was in candidates providing answers linked to selecting sources, e.g. being appropriate, relevant, trustworthy, and complementary.

Assessment for learning
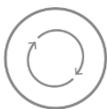
To be able to differentiate between locating sources (spec. reference 3.1) and selecting sources (spec. reference 3.2).

Access this question paper and extract out 6 key points for **locating sources.**

Access the June 2024 Question Paper (Question 2 (a)) – extract out 6 key points for **selecting sources.**

Get students to place these key points into the appropriate category.

Exemplar 2

The two I will be evaluating are library searches and internet searches:

Library searches:

There are many ~~post~~ advantages and disadvantages on using library searches. ~~Some~~ One advantage ~~are~~ is that there are a lot of sources available which ~~will~~ ~~gove me are~~ means there is ~~five lots~~ more information to use for ~~my you~~ research. Another advantage is that it can be easily accessed which makes it much easier to ~~condu~~ gain all the information. ~~you need~~ ~~needed~~ ~~The~~ However the disadvantages of using library searches are that it can be time consuming to read through all of the books so that ~~you could~~ you can find the best information. Another disadvantage of using library searches ~~an~~ is that some books can be out of date which means that the information inside of them may not be accurate anymore, ~~are~~ which means ~~I cannot~~ ~~use it for my~~ it couldn't ~~cannot~~ be used for ~~research~~ my research.

Internet searches

There are also many advantages of using internet [8]

2a) Internet searches, one advantage of this is that it is fast to use as you can search up specific things using key terms, and relevant information will come up. Another advantage is that it is convenient as you ~~can access it wherever you go~~ I go it can be accessed anywhere, meaning that ~~it will be easier to~~ there wasn't be anything preventing ~~you~~ me from researching. However a disadvantage to using internet search could be that there is too much information which will make it hard to know which websites and information to use. Another disadvantage could be that some academic sources may be locked which means ~~you are~~ you are restricted from accessing certain information that may be needed.

This answer received Level 3 8 marks. They had provided a detailed evaluation of both the internet and library searches. They had included both positive and negative statements. The answer showed a well-developed line of reasoning and was clear and logically structured.

For the internet they gave three positives; fast, the use of key terms and that it was convenient. They also gave two negatives; too much information could be presented and that some articles could be locked.

For library searches they stated that there would be lots of available sources and that they were easily accessible. Countering these positives with the following negatives – time consuming and some books could be out of date.

Question 2 (b)

(b) When doing secondary research it is important to consider the trustworthiness of your selected source material.

Identify **one other** factor that should be considered **and** explain how you took this into account when selecting your secondary source material.

Factor ....

....

Explanation ....

....

....

....

[3]

This was a poorly answered question. Relevance was the most common factor identified; the explanations given were rarely extended enough to warrant gaining full marks.

Many candidates did not understand the question and we saw answers linked to validity, generalisability, and reliability.

Misconception

? This question was linked to specification reference 3.2. This could be taught as an acrostic:

Selecting sources = CART

Question 2 (c) (i)

(c) When using your selected source material:

(i) Identify **one** way in which it enabled you to develop a topic for your secondary research.

....

.... **[1]**

Most candidates focused in on key themes or key terms. We did see some answers that were linked to the development of a research question or hypothesis.

Question 2 (c) (ii)

(ii) Explain **one** factor you took into account when making accurate notes.

....

....

....

.... **[2]**

This was mostly answered through avoiding plagiarism; many were able to score full marks for this question.

Question 2 (d)*

(d)* In response to your chosen article, present your research as a piece of formal writing that:

- builds an argument with clear expression
- shows how you linked your research ideas together
- justifies the appropriateness of your research methods.

....

....

....

....

....

.... **[10]**

This was a complex question and the whole range of marks were given.

Many candidates were able to provide findings from their research in order to build an argument. Alongside results many gave their research question or hypothesis. A key error for this particular aspect of the question was in writing how their secondary sources had been presented, i.e. they identified that within their secondary research it was set out with an introduction, results, and a conclusion.

Linking research ideas together was often 'hit' and miss'. Those candidates that used comparative language, e.g. similarly, both and in contrast fared better and through results they were able to present the ideas from their research more effectively.

Many were able to state the research methods used by themselves or within their secondary sources; many did not justify the appropriateness of the research methods.

Question 2 (e)

(e) In response to your chosen article and secondary research, outline the implications of your findings for the individuals involved.

....

....

....

....

....

.... **[4]**

The most common answers were applied to staff with many looking at their training needs. Some pertinent answers were given for the implications for the individuals involved, particularly those applied to the pre-release article B; many referred to improvements in health with better nutrition and a reduction in disease related malnutrition.

The main error was in candidates stating the findings of their research rather than the implications; this would suggest that they did not understand the term implications and could not apply it to their research.

Question 2 (f)*

(f)* Discuss how you assessed the validity of your secondary source material.

....

....

....

....

....

.... **[6]**

The most common answers were checking that the author was credible, if the source material had been peer reviewed and if the evidence presented in the source measured what it intended to measure.

The most common error was in saying that the secondary source material was up to date.

Question 2 (g)*

(g)* In response to your chosen article, discuss why further research may be needed.

....

....

....

....

.... **[6]**

Many were able to give the point that specific questions may not have been answered, a larger sample size was needed or that more up to date research was needed. Many were able to use the information that had been given within their pre-release material.

The most common error was in discussing the problems with their research but they did not discuss why this would necessitate further research, e.g. stating that there was a small sample size but with no expansion or link to generalisability.

Exemplar 3

9

(g)* In response to your chosen article, discuss why further research may be needed.

One reason why further research may be needed in response to my chosen article can be because of it's limitations. For example only dietitias where interviewed and took part in this research meaning results and perspectives cannot be generalised. Therefore further research may be needed so that thoughts of other practitioners can be taken into consideration. Another reason further research may be needed is because they was only a small sample size. This means limited data was found and therefore more information could be gathered to have more accurate conclusions. Therefore further research can be conducted so a larger sample can be used to improve how much data is collected. A final reason can be to expand the research to other areas of the UK. Conducting more research allows greater opportunity for conclusions to be generalised therefore more research can be conducted to increase information and knowlege. **[6]**

This answer was given Level 2 4 marks; the candidate provided a sound discussion of why further research may be needed.

They had identified that only dieticians were interviewed and that other practitioners should be considered. They had tentatively linked this to not being able to generalise the results.

They wrote that the sample size was small which provided limited data. They stated that a larger sample would be needed.

The final point that they made was about expanding the research to other areas of the UK.

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