



# Mark Scheme (Results)

January 2019

Pearson BTEC Nationals

In Health and Psychology (31494H)

Unit 4: Enquiries into Current Research in Health  
and Social Care

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## Unit 4: Enquiries into Current Research in Health and Social Care

### General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Mark grids should be applied positively. Learners must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the marking grid, not according to their perception of where the grade boundaries may lie.
- All marks on the mark grid should be used appropriately.
- All the marks on the mark grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the learner's response is not rewardable according to the mark grid.
- Where judgement is required, a mark grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the mark grid to a learner's response, a senior examiner should be consulted.

### Specific marking guidance

The mark grids have been designed to assess learners' work holistically.

Rows in the grids identify the assessment focus/outcome being targeted. When using a mark grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner's response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band depending on how they have evidenced each of the descriptor bullet points.

Assessment focus 1	Band 0	Band 1	Band 2	Band 3	Band 4
Understanding research methods, validity, and reliability of results of research	0	1-4	5-8	9-12	13-15
	Level of response not worthy of credit.	<ul style="list-style-type: none"> <li>Basic description of research methods referred to in the article, with some reference to data usage/extraction.</li> <li>Conclusions may be offered but are not supported.</li> </ul>	<ul style="list-style-type: none"> <li>Research methods referred to in the article are described, demonstrating a basic understanding of data usage; response may include unsupported evaluative judgements on suitability.</li> <li>Conclusions on suitability of research methods are offered but not always supported and demonstrate a grasp of the concept in the context of the methods used.</li> </ul>	<ul style="list-style-type: none"> <li>Research methods referred to in the article are explained, demonstrating an understanding of data usage; response likely to include some supported evaluative judgements on suitability.</li> <li>Conclusions on suitability of research methods are offered and supported, demonstrating understanding of the concept in the context of the methods used.</li> </ul>	<ul style="list-style-type: none"> <li>Research methods referred to in the article are explained, demonstrating a thorough understanding of data usage; response includes fully supported evaluative judgements on suitability.</li> <li>Conclusions on suitability of research methods are offered and fully supported, demonstrating a thorough understanding of the concept in the context of the methods used.</li> </ul>

Assessment focus 2	Band 0	Band 1	Band 2	Band 3	Band 4
Understanding the importance of the issue being researched, why the research is being carried out, and how the article and own secondary research reinforces the importance of the issue	0	1-4	5-8	9-12	13-15
	Level of response not worthy of credit.	<ul style="list-style-type: none"> <li>Basic description of the issue and conclusions on the issue's importance are superficial; limited examples of how the issue affects individuals and/or professionals and/or wider society given from wider research.</li> <li>Basic description of secondary research findings with isolated links to the issue in the article.</li> </ul>	<ul style="list-style-type: none"> <li>Describes the issue, leading to concluding statements about the issue's importance being offered. Provides some relevant examples of how the issue affects individuals and/or professionals and/or wider society that might be supported by research findings.</li> <li>Secondary research findings are described and linked to the issue within the article; demonstrates a basic understanding of the relationship between the two.</li> </ul>	<ul style="list-style-type: none"> <li>Explains the issue, leading to conclusions about the issue's importance. Provides relevant examples of how the issue affects individuals and/or professionals and/or wider society, which are supported by research findings</li> <li>Secondary research findings and their relationship to the issue in the article are explained; demonstrates a good understanding of the relationship between the two.</li> </ul>	<ul style="list-style-type: none"> <li>Analyses the issue, leading to conclusions about the issue's importance. Provides relevant examples of how the issue affects individuals and/or professionals and/or the wider society, which are fully supported by research findings.</li> <li>Secondary research findings and their relationship to the issue in the article are explained; demonstrates a thorough understanding of the relationship between the two.</li> </ul>

Assessment focus 3	Band 0	Band 1	Band 2	Band 3	Band 4
	0	1-5	6-10	11-15	16-20
Research implications for future provision and/or practice	Level of response not worthy of credit.	<ul style="list-style-type: none"> <li>• Basic description of implications of the research for provision/practice in the sector.</li> <li>• Implications referred to will be generic and not linked to the issue in the article and wider research.</li> <li>• Rationale for implications may be offered but are superficial and not supported.</li> </ul>	<ul style="list-style-type: none"> <li>• Implications of the research for provision/practice in the sector are described.</li> <li>• Implications referred to demonstrate an understanding of the issue and its context in the article and wider research.</li> <li>• Rationale for implications are offered but not always supported.</li> </ul>	<ul style="list-style-type: none"> <li>• Implications of the research for provision/practice in the sector are analysed and explained systematically.</li> <li>• Implications referred to demonstrate a good understanding of the issue and its context in the article and wider research; may include recommendations for change.</li> <li>• Rationale for implications are offered and supported.</li> </ul>	<ul style="list-style-type: none"> <li>• Implications of the research for provision/practice in the sector are analysed and explained systematically.</li> <li>• Implications referred to demonstrate a thorough understanding of the issue and its context in the article and wider research; likely to include recommendations for change which are justified.</li> <li>• Rationale for implications always offered and fully supported.</li> </ul>

Assessment focus 4	Band 0	Band 1	Band 2	Band 3	Band 4
Planning and ethical considerations for further research	0 Level of response not worthy of credit.	1-4 <ul style="list-style-type: none"> <li>Offers a basic consideration of suggested research methods demonstrating a limited understanding of their effectiveness/suitability</li> <li>Reference to planning considerations, ethical issues and necessary research skills required to explore the issue is superficial and descriptive.</li> <li>Judgements on importance of considerations may be offered but are not supported.</li> </ul>	5-8 <ul style="list-style-type: none"> <li>Considers the suggested research methods, making some suggestions for improvements/changes and demonstrating a basic understanding of their effectiveness/suitability.</li> <li>Reference to planning considerations, ethical issues and necessary research skills required to explore the issue demonstrates a basic understanding of practical problems of conducting research in the context.</li> <li>Judgements on importance of considerations may be offered but are not always supported.</li> </ul>	9-12 <ul style="list-style-type: none"> <li>Provides rationalised consideration of suggested research methods and improvements/changes that could be made, demonstrating a good understanding of method effectiveness/suitability.</li> <li>Response demonstrates analytical approach. Coverage of planning considerations, ethical issues and necessary research skills required to explore the issue demonstrates a good understanding of practical problems of conducting research in the context, addressed in a logical way.</li> <li>Judgements on importance of considerations are supported.</li> </ul>	13-15 <ul style="list-style-type: none"> <li>Provides rationalised consideration of suggested research methods and improvements/changes that could be made, demonstrating a thorough understanding of method effectiveness/suitability.</li> <li>Response demonstrates thorough analytical approach. Coverage of planning considerations, ethical issues and necessary research skills required to explore the issue demonstrates a thorough understanding of practical problems of conducting research in the context, addressed in a logical sustained systematic way.</li> <li>Judgements on importance of considerations are fully supported.</li> </ul>



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

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