CAMBRIDGE TECHNICALS

OCR
Oxford Cambridge and RSA

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

HEALTH AND SOCIAL CARE

05830–05833, 05871

Unit 25 January 2021 series

Contents

Introduction 3
Unit 25 series overview 4
Question 1 (a) 5
Question 1 (b) 5
Question 1 (c) (i) 6
Question 1 (c) (ii) 6
Question 1 (d) 7
Question 2 (a) 8
Question 2 (b) 9
Question 2 (c) 10
Question 2 (d) 11
Question 2 (e) 12

© OCR 2021

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 OCR.

Would you prefer a Word version?

Did you know that you can save this PDF as a Word file using Acrobat Professional?

Simply click on **File > Export to** and select **Microsoft Word**

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select **Save as . . .** to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert PDF to Word (search for PDF to Word converter).

© OCR 2021

Unit 25 series overview

Centres had prepared their candidates for this examination well. We saw many more responses that fully understood key concepts/words, e.g. ethical practices, relevance, trustworthiness, validity and reliability. However, on the flip side, we saw responses that were not able to differentiate between many of the key words used in this examination, e.g. validity, trustworthiness and reliability. Centres had used all three sources provided in the pre-release material. Centres had directed their candidates to summarise their key findings to good effect.

Candidates who did well on this paper generally did the following:	***Candidates who did less well on this paper generally did the following:***
• broke down the requirements for the level response questions and ensured coverage of all specified components • were explicit in what aspect they were referring to within the level response questions • wrote in a clear and logical way • showed good understanding of key words.	• lacked clarity and provided answers for the level response questions in a haphazard way • did not address the command words • interpreted the question incorrectly and provided responses that therefore did not address the question • lacked understanding of the key words, e.g. validity, relevance and reliability.

© OCR 2021

Question 1 (a)

1 A researcher is investigating the effects of music therapy on people suffering from dementia and on their carers.

The participants in this qualitative study are dementia patients living in their own homes and the relatives who act as their main carers.

(a)* Evaluate **two** primary research methods that could be used to carry out this study.

.....

.....

.....

.....**[8]**

This was a well answered question with the main primary research methods being questionnaires, surveys, interviews and observation. Many candidates were able to provide significant evaluation of both of their chosen methods. We saw a few responses that stated sampling methods rather than primary research methods.

The main error seen was in candidates only providing either positive or negative points; this restricted the marks they could gain to four. The other error seen was in candidates choosing both surveys and questionnaires; only one could be credited as this is a repeat.

Question 1 (b)

(b) Different sampling strategies can be used to select participants for the study.

Complete the table by deciding whether each statement about sampling strategies is **True** or **False**.

Statement	True or False
Stratified sampling selects data from a whole population.	
In random sampling each participant will have an equal chance of being chosen.	
Opportunity sampling selects participants who are willing and available to take part in the study.	

[3]

The majority of candidates gained maximum marks for this question clearly demonstrating their knowledge of the different sampling methods.

© OCR 2021

Question 1 (c) (i)

(c) The researcher explains that two of the main purposes of the study are:

- to improve outcomes for dementia patients;
- to measure the impact of music therapy on dementia patients and their carers.

(i) Identify **two** other possible purposes for this study.

1 .....

.....

2 .....

.....

[2]

This was generally well answered and many were able to confidently identify other possible purposes for this particular study. The main responses provided were improving practice; to increase knowledge and understanding and to improve the outcomes for carers. The main error seen was in candidates giving responses that were a repetition of the question, namely, to measure the impact. While they used specific examples, e.g. improve mood, this was still a repeat of the question.

Question 1 (c) (ii)

(ii) Identify **one** way the study could be used to improve outcomes for dementia patients.

.....

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

Candidates gave a variety of responses which were linked to improving outcomes for dementia patients. The most common responses were linked to improved mood and general well-being. A few candidates cited the need to inform practice and policy and the need for additional training.

A key error was in in candidates just stating additional funding; this needed to be qualified.

© OCR 2021

Question 1 (d)

(d)* Informed consent will have to be obtained from the carers and patients before starting the study.

Discuss the **other** ethical practices that should be followed when carrying out the study.

.....

.....

.....

.....**[6]**

This question was responded in depth and enabled candidates to show their considerable knowledge of ethical practices. We saw many candidates securing full marks. The main responses provided were avoiding deception, ensuring no harm to the participants, the right to withdraw, ensuring anonymity and confidentiality and making sure that personal information is kept secure.

The command word discuss was fully understood: 'give an account that addresses a range of ideas and arguments'

	OCR support	The requirements for the command words can be found in the OCR guide to examinations booklet on our website.

© OCR 2021

Question 2 (a)

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

(a) Identify **two** aspects of **relevance** and **two** aspects of **trustworthiness** that you took into account when selecting your secondary research.

Relevance:

1 .....

.....

2 .....

.....

[2]

Trustworthiness:

1 .....

.....

2 .....

.....

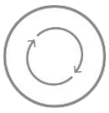
[2]

Candidates, in the main, were able to demonstrate their knowledge of these two terms. The main responses that were seen were:

Relevance: similar topic to their pre-release, similar time period, use of key terms and up to date information.

Trustworthiness: verifiable resources, peer reviewed, academic sources of information and reputable author or organisation.

Some candidates seemingly were not able to differentiate between the two terms.

	**AfL**	To help candidates distinguish between these two terms and, indeed with other terms linked to research methods, a mix and match activity like this could be useful: Match the following statements to the corresponding key term: <u>Key terms</u> Verifiable Peer reviewed Similar topic Reputable author or organisation Use of key terms **Relevance:** **Trustworthiness:**

© OCR 2021

Question 2 (b)

(b)* Explain how you carried out your secondary research with reference to:

- locating your sources
- using your sources

[10]

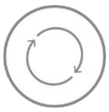
Locating sources was completed better than using sources. When developing responses on using sources candidates missed the point and started to explain their results.

The most common responses were:

Locating sources: the use of academic web searches, e.g. google scholar and the use of key terms.

Using sources: to make accurate notes and develop themes, original ideas and to make comparisons.

Another error seen was in candidates developing responses which centred around the validity, relevance, reliability and the trustworthiness of sources.

	**AfL**	When confronted with a level response question that has two distinct aspects to cover candidates should develop two paragraphs and clearly state, at the start of each paragraph, which aspect they are covering; we saw many responses that did not clarify what aspect they were explaining, and this meant that candidates could not reach Level 3 as their response could not be deemed to be 'well developed, clear and logically structured'.

© OCR 2021

Question 2 (c)

(c) Outline how you **presented** your secondary research, in response to your chosen article, for each of the following aspects:

Building an argument

.....

.....

.....

.....

.....

.....

Avoiding plagiarism

.....

.....

.....

.....

.....

.....

[6]

Avoiding plagiarism was completed far more effectively than building an argument.

Candidates were not aware of how to build an argument; many gave results of their research instead. Some candidates were able to pick up 1 mark through stating that a conclusion should be present.

When outlining plagiarism the candidates were very knowledgeable and many scored maximum marks. The most common responses provided were the use of quotes, to use their own words and to make sure any source material was referenced.

© OCR 2021

Question 2 (d)

(d)* Analyse your secondary source material with reference to:

- validity
- reliability

.....

.....

.....

.....**[10]**

A range of responses was seen to this question. Many had considerable knowledge linked to both key terms as either a positive and/or negative. The most common responses were:

Validity: measuring what it intended to measure, peer reviewed, credible source, social desirability, bias of the researcher/publication and trustworthy.

Reliability: qualified/expert author, consistent with other articles, credible source, lack of objective measures and being out of date.

Once again centres should direct their candidates to develop two paragraphs and make it clear at the start which key word they are addressing.

The most common error was in looking at two separate secondary sources and making the same points regarding validity and reliability; the same points would be annotated as a repeat, therefore the candidates may have limited the number of key points and therefore be given a lower mark.

© OCR 2021

Question 2 (e)

(e)* Discuss the possible implications of your findings from your secondary research, with regards to **one** of the following:

- health care settings and practices
  OR
- social care settings and practices
  OR
- childcare settings and practices.

.....

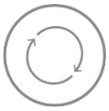
.....

.....

.....**[10]**

Many candidates were able to discuss many differing implications of their findings. The main implications provided were funding, resource development, work practices, further research and training.

The main error was in candidates misreading the question and writing about their findings.

	**AfL**	Centres should encourage their candidates to de-construct questions before writing their response; they should circle the command word and underline the key focus of the question (implication – in this instance). By doing this it may focus their response rather than going off on a tangent; many focused in on the key word findings.

© OCR 2021

Supporting you

Review of results

If any of your students' results are not as expected, you may wish to consider one of our review of results services. For full information about the options available visit the OCR website.

Supporting you through 2020-2021

Our priority is supporting you and your students as you prepare for summer 2021 exams. We'll update our website information regularly with resources, guidance and key information.

Take a look at our support for:

- Teachers
- Students
- Exams officers
- Assessment specialists

Keep up-to-date

We are sending a weekly roundup to tell you about important updates. You can also sign up for your subject specific updates.
If you haven't already, sign up here.

OCR Professional Development

Attend one of our popular CPD courses to hear directly from a senior assessor or drop in to a Q&A session. All our courses for the academic year 2020-2021 are being delivered live via an online platform, so you can attend from any location.

Please find details for all our courses on the relevant subject page on our website or visit OCR professional development.

Signed up for ExamBuilder?

ExamBuilder is the question builder platform for a range of our GCSE, A Level, Cambridge Nationals, Cambridge Technicals and Functional Skills qualifications. See the full list of available qualifications in the sign up form.

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our Customer Support Centre.

General qualifications
01223 553998
general.qualifications@ocr.org.uk

Vocational qualifications
02476 851509
vocational.qualifications@ocr.org.uk

For more information visit
ocr.org.uk/i-want-to/find-resources/
ocr.org.uk
/ocrexams
/ocrexams
/company/ocr
/ocrexams

We really value your feedback

Click to send us an autogenerated email about this resource. Add comments if you want to. Let us know how we can improve this resource or what else you need. Your email address will not be used or shared for any marketing purposes.

I like this **I dislike this**

Cambridge Assessment

OCR is part of Cambridge Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2021 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up to date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please contact us.

You can copy and distribute this resource freely if you keep the OCR logo and this small print intact and you acknowledge OCR as the originator of the resource.

OCR acknowledges the use of the following content: N/A

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our Expression of Interest form.

Please get in touch if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.