

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
05830 - 05833

Mark Scheme for January 2022

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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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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)
	Benefit of doubt not given
	Contradiction
	Repeat
	Too vague
	Noted but no credit given
	Ignore

DO NOT USE ANY OTHER ANNOTATION

Question	Answer/Indicative Content	Marks	Guidance
1 (a)*	<p>Purposes of researching effects of interventions on individuals using the day centre:</p> <ul style="list-style-type: none"> • To improve outcomes <ul style="list-style-type: none"> - physical health - emotional health e.g. reducing loneliness, improved mental health - intellectual health, e.g. cognitive functioning, mental engagement e.g. in reading, taking part in activities - reduced hospital appointments/admissions - social health • To ascertain the effectiveness of the interventions – are they meeting the needs of the individuals • To identify any gaps in the interventions provided <p>Purposes of researching effects of interventions on services/provision offered by the day centre:</p> <ul style="list-style-type: none"> • to improve practice • to identify gaps in provision • to measure impact – positive / negative • to increase knowledge and understanding • offering structured/programme of activities • offering social opportunities e.g. meeting place for users of the day centre • respite services for relatives of older people using day centre • providing monitoring of older people on regular basis • access to health care workers on daily basis • replacing / changing current services <p>Do not accept:</p> <ul style="list-style-type: none"> • To inform policy • To establish an evidence base for treatments / interventions 	5	<p>Please refer to the marking instructions on page 8 of this mark scheme for guidance on how to mark this question.</p> <p>Level 3 (5 marks) Detailed discussion of possible purposes when researching the interventions in the day centre in terms of <u>effects</u> of interventions on individuals using the day centre and effects on services/provision offered. Answers provided will be specific to individuals and service / provision</p> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p>Level 2 (3-4 marks) Sound discussion of possible purposes when researching the interventions in the day centre in terms of <u>effects</u> of interventions on individuals using the day centre and effects on services/provision offered. Answers may not be explicit to either group.</p> <p><i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p>Level 1 (1–2 marks) Limited discussion of possible purposes when researching interventions in the day centre</p> <p><i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <p>0 marks <i>No response or no response worthy of credit.</i></p>

Question			Answer/Indicative Content	Marks	Guidance								
1	(b)	(i)	<p>ANY TWO FROM: Research into practice ✓ Practitioners / professionals are the researchers / involved in the research ✓ Collaboration between researcher and organisation ✓ Client centred ✓ Implementation of actions to improve practice / action orientated ✓ The use of data collection ✓ Review of data collection ✓ Allows problem-solving identification of strengths and weaknesses / limitations ✓ Real settings used ✓</p>	2 (2x1)									
1	(b)	(ii)	<p>ANY TWO FROM: quantitative and qualitative data used together ✓ uses both primary and secondary research ✓ can gain holistic understanding ✓ triangulation ✓ seeking to validate data and results stronger / more accurate results ✓ allows for different perspectives ✓</p>	2 (2x1)									
1	(c)		<table border="1"> <thead> <tr> <th>Method</th> <th>Primary or Secondary</th> </tr> </thead> <tbody> <tr> <td>Case Study</td> <td>primary ✓</td> </tr> <tr> <td>Census Data</td> <td>secondary ✓</td> </tr> <tr> <td>Randomised Controlled Trial</td> <td>primary ✓</td> </tr> </tbody> </table>	Method	Primary or Secondary	Case Study	primary ✓	Census Data	secondary ✓	Randomised Controlled Trial	primary ✓	3 (3x1)	
Method	Primary or Secondary												
Case Study	primary ✓												
Census Data	secondary ✓												
Randomised Controlled Trial	primary ✓												

Question	Answer/Indicative Content	Marks	Guidance
1 (d)*	<p>Both Acts aim to ensure that research undertaken:</p> <ul style="list-style-type: none"> • protects rights of individuals, e.g. confidentiality / anonymity • promotes effective ethical behaviour • does not cause harm / no deception • does not allow harm to be inflicted • does not damage interests • ensures that physical, personal and psychological autonomy of participants is respected. <p>Human Rights Act aims to ensure for research undertaken:</p> <ul style="list-style-type: none"> • protect from discrimination • no-one shall be subjected to inhuman or degrading treatment. • everyone has the right to respect for his/her private and family life, • everyone has the right to respect for his/her home. • everyone has the right to respect for his/her correspondence, e.g. consent • everyone has a right to freedom of thought, e.g. right to withdraw • everyone has a right to freedom of conscience • everyone has a right to freedom of religion. <p>Data Protection Act aims to ensure for research undertaken that individual rights are considered when:</p> <ul style="list-style-type: none"> • obtaining data / using data • recording data, e.g. encrypted • keeping data, e.g. securely • using data in any way • sharing or disclosing data / not sharing • erasing and/or destroying data. 	8	<p>Please refer to the marking instructions on page 8 of this mark scheme for guidance on how to mark this question.</p> <p>Level 3 (7-8 marks) Detailed explanation of importance of ethics with regard to Data Protection Act AND Human Rights Act Answers provided will be specific the two pieces of legislation</p> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p>Level 2 (4-6 marks) Sound explanation of importance of ethics with regard to Data Protection Act AND Human Rights Act OR Detailed explanation of importance of ethics with regard to Data Protection Act OR Human Rights Act</p> <p><i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p>Level 1 (1–3 marks) Limited explanation of importance of ethics with regard to Data Protection Act OR Human Rights Act</p> <p><i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <p>0 marks <i>No response or no response worthy of credit.</i></p>

Question	Answer/Indicative Content	Marks	Guidance
	<ul style="list-style-type: none"> • For all of the above processes involving data, that six principles are applied – as given below: <p>Six principles: data should:</p> <ul style="list-style-type: none"> • Be processed fairly, lawfully and transparently • Be processed only for specific, explicit and legitimate purposes • Be adequate, relevant, and not excessive in relation to the purpose or purposes for which they are held • Be accurate and, where necessary, be kept up to date • Be kept for no longer than is necessary for the specified purpose • Be processed in a secure manner, taking appropriate security measures <p>(not exhaustive): See: https://www.uwl.ac.uk/sites/default/files/Departments/Research/Web/PDF/research_ethics_codes_of_practice.pdf And https://www.bath.ac.uk/guides/data-protection-act/</p>		

Question	Answer/Indicative Content	Marks	Guidance
2 (a)*	<p>Relevant</p> <ul style="list-style-type: none"> • provides quality of information • has same / similar research question or objectives / hypothesis • information over similar time period • information from similar dates / up to date • the information refers to same topic / can given specifics from PR • information from similar countries / regions <p>Manageable in scope</p> <ul style="list-style-type: none"> • feasible / quantity of information • range of sources on topic • topic not too broad / too narrow / precision of focus • complexity / simplicity of language <p>Original / interesting</p> <ul style="list-style-type: none"> • experience / interest in the article • personal challenge • personal motivation relevant to career or other subjects being studied <p>Answerable</p> <ul style="list-style-type: none"> • SMART criteria • possible to answer <p>Clarity / clear</p> <ul style="list-style-type: none"> • targeted appropriately • focussed on topic, e.g. specifics from PR • concise • specific / statistics / data • easily understood by audience 	10	<p>Source A: Childhood attachment to pets Source B: Housing problems on mental health Source C: VIOLET</p> <p>Please refer to the marking instructions on page 8 of this mark scheme for guidance on how to mark this question.</p> <p>Level 3 (8-10 marks) Detailed analysis of how secondary sources enable good research questions or hypotheses to be written</p> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p>Level 2 (5-7 marks) Sound analysis of how secondary sources enable good research questions or hypotheses to be written</p> <p><i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p>Level 1 (1–4 marks) Limited analysis of how secondary sources enable good research questions or hypotheses to be written</p> <p><i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <p>0 marks No response or no response worthy of credit.</p>

Question		Answer/Indicative Content	Marks	Guidance
2	(b)	<p>ANY TWO FROM e.g. (not exhaustive):</p> <ul style="list-style-type: none"> • use precise, specific keywords to focus your search on your intended topic ✓ • elicit results on similar topics. ✓ • enter both singular and plural keywords when appropriate ✓ • avoid using lots of keywords ✓ • narrow and search again within a long list of searches ✓ • put key terms in quotation marks ✓ • enter both abbreviations and their full-word equivalents ✓ • try different spellings ✓ • several key words together or using 'and' – looking for links ✓ 	<p>2 (1x2)</p>	<p>Two marks:</p> <ul style="list-style-type: none"> • gives two examples of strategies deployed / full description <p>One mark:</p> <ul style="list-style-type: none"> • gives one example of strategy deployed / basic description

Question		Answer/Indicative Content	Marks	Guidance
2	(c)	<p>factor</p> <ul style="list-style-type: none"> trustworthiness / trustworthy ✓ <p>AND ONE explanation (not exhaustive):</p> <ul style="list-style-type: none"> need to choose sources that were unbiased ✓ avoids own confirmation bias in selecting sources of evidence /research ✓ provides details of sources used ✓ <p>OR</p> <p>factor</p> <ul style="list-style-type: none"> complementary ✓ <p>AND ONE explanation (not exhaustive):</p> <ul style="list-style-type: none"> can help evaluate primary source / article ✓ can give deeper understanding of both (primary and secondary) ✓ can provide broader overview ✓ 	<p>2</p> <p>(2x1)</p>	<p>One factor linked to one explanation for two marks</p> <p>If the factor is incorrect then the explanation is marked incorrect</p> <p>Do not accept:</p> <ul style="list-style-type: none"> validity reliability generalisability

Question	Answer/Indicative Content	Marks	Guidance
2 (d)*	<p>Well structured</p> <ul style="list-style-type: none"> • use of introduction • well-developed line of reasoning • logically structured • the use of headings / sub headings • use of conclusion <p>Build an argument</p> <ul style="list-style-type: none"> • makes a claim / series of claims • provides evidence for or against a conclusion • balanced argument • logical argument • aimed to convince reader <p>Clear expression</p> <ul style="list-style-type: none"> • written with clarity • avoidance of slang • clear presentation • easy to read <p>Justifies appropriateness of research methods</p> <ul style="list-style-type: none"> • whether qualitative / quantitative • whether multi-methodology • whether surveys / questionnaires • interviews / observations • case studies <p>Referencing</p> <ul style="list-style-type: none"> • avoid plagiarism <p>Bibliography - stating author / date of publication</p>	6	<p>Source A: Childhood attachment to pets Source B: Housing problems on mental health Source C: VIOLET</p> <p>Please refer to the marking instructions on page 8 of this mark scheme for guidance on how to mark this question.</p> <p>Level 3 (5-6 marks) Detailed description of three aspects of formal writing <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p>Level 2 (3-4 marks) Sound description of two or three aspects of formal writing OR Detailed description of one aspect <i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p>Level 1 (1–2 marks) Limited description of two aspects of formal writing OR sound description of one aspect OR List of aspects</p> <p><i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <p>0 marks <i>No response or no response worthy of credit.</i></p>

Question	Answer/Indicative Content	Marks	Guidance
2 (e)*	<p>Should be linked to chosen article / secondary research:</p> <p>Research question / hypothesis:</p> <ul style="list-style-type: none"> • restates your hypothesis or research question. • states your major findings – specific to RQ / H • explains contribution of secondary research • reviews methods used • comments on whether the RQ has been answered • comments on acceptance / rejection of null hypothesis • uses evidence for acceptance / rejection <p>Judgements on findings:</p> <ul style="list-style-type: none"> • relates to the aims of research • indicates extent to which the aims have been achieved • summarises key findings, outcomes or information • highlights any limitations of your research. • indicates future directions for research/recommendations • limitations of findings 	8	<p>Source A: Childhood attachment to pets Source B: Housing problems on mental health Source C: VIOLET</p> <p>Please refer to the marking instructions on page 8 of this mark scheme for guidance on how to mark this question.</p> <p>Level 3 (7-8 marks) Detailed presentation of conclusions linked to article for both research question and judgements on findings</p> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p>Level 2 (4-6 marks) Sound presentation of conclusions linked to article for both research question and judgements on findings</p> <p><i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p>Level 1 (1–3 marks) Limited presentation of conclusions linked to article for both research question or judgements on findings</p> <p><i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p>

Question		Answer/Indicative Content	Marks	Guidance
2	(f)	<p>ANY TWO FROM relevant POINTS (not exhaustive): comparison e.g.</p> <ul style="list-style-type: none"> • same methodology e.g. both quantitative • same research method e.g. both used interviews <p>ANY TWO FROM relevant POINTS Contrast e.g.</p> <ul style="list-style-type: none"> • different methodology e.g. quantitative and qualitative • different research methods e.g. one used interviews other used surveys 	<p>4 (2x2)</p>	<p>TWO for comparison and TWO for contrast</p> <p>The focus <u>MUST</u> be on the method and not the sources / researchers. For example peer review would be incorrect.</p>

Question	Answer/Indicative Content	Marks	Guidance
2 (g)*	<p>Points not exhaustive and may be relevant to more than one area</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Do not credit findings</div> <p>Individuals / groups</p> <ul style="list-style-type: none"> • services/provision • resources • taking part in trials / further research • empowerment • funding <p>Practitioners / professionals</p> <ul style="list-style-type: none"> • work practices roles/tasks/allocation • prioritising/making choices • work hours/timetable • pay and conditions • taking part in trials • training / increase knowledge • funding • further research <p>Practice</p> <ul style="list-style-type: none"> • approaches e.g. Preventative/treatment • empowerment • funding • planning • provision • resources • targeting/priorities • reinforcing policies • facilitates improvements • informs third parties • may initiate defensive practices 	8	<p>Source A: Childhood attachment to pets Source B: Housing problems on mental health Source C: VIOLET</p> <p>Please refer to the marking instructions on page 8 of this mark scheme for guidance on how to mark this question.</p> <p>Level 3 (7-8 marks) Detailed discussion of implications on two areas linked to chosen article and secondary research</p> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p>Level 2 (4-6 marks) Sound discussion of implications on two areas linked to chosen article and secondary research</p> <p><i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p>Level 1 (1-3 marks) Limited discussion of implications on two areas may not be linked to chosen article and secondary research</p> <p><i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <p>0 marks <i>No response or no response worthy of credit.</i></p>

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