

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

HEALTH AND SOCIAL CARE

05830–05833, 05871

Unit 25 January 2022 series

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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.

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Unit 25 series overview

For this series most centres chose either source A: childhood attachment to pets or source B: the impact of housing problems on mental health. Candidates had investigated a vast array of secondary sources; candidates had clearly carried out significant research. There has been a significant number of 'no responses' and within Question 1 candidates had misunderstood some questions; some responses did not relate to the question. However there were some in-depth responses and candidates were able to demonstrate their considerable knowledge in both Question 1 and 2.

<i>Candidates who did well on this paper generally did the following:</i>	<i>Candidates who did less well on this paper generally did the following:</i>
<ul style="list-style-type: none"> • Were explicit in what aspect they were referring to within the level of response questions. • Showed a line of reasoning within level of response questions. • Deconstructed questions and so were able to maintain the required focus within answers provided. • Addressed the command words. 	<ul style="list-style-type: none"> • Wrote in a disjointed way when developing answers for level of response questions. • No line of reasoning was evident in the development of level of response questions. • Interpreted the question incorrectly and provided answers that did not address the question. • Did not address the command words.

	<p>AfL</p>	<p>Action research is one of the primary research methods identified within the specification:</p> <p>2.2 Research methods, i.e.</p> <ul style="list-style-type: none"> • primary methods, i.e. <ul style="list-style-type: none"> ○ experimental method (Randomised Controlled Trial) ○ survey/questionnaire ○ observation, i.e. formal and informal ○ interviews, i.e. structured, semi-structured, unstructured, focus groups ○ case study ○ action research <p>A good idea would be for candidates to develop a chart for all the primary research methods identifying features. This would help with a greater understanding of the word 'feature'.</p>
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Question 1 (b) (ii)

(ii) Identify **two** advantages of using multi-methodology.

1

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2

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[2]

Many varied answers were seen to this question. The most common responses were:

- Using both qualitative and quantitative data
- Using both primary and secondary research
- More accurate results
- Gaining a holistic understanding.

The main error was in candidates relating this to their own secondary research; they had seemingly mis-read the question. Question 1 questions will always link to LO1 and LO2 and will not be applied to the pre-release. Centres could reinforce this fact.

Question 1 (c)

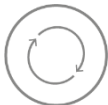
(c) The table below shows some of the other research methods that could be used during this review.

Complete the table by deciding whether each is a primary or secondary research method.

Method	Primary or Secondary
Case Study	
Census Data	
Randomised Controlled Trial	

[3]

Generally this was answered well. The one that candidates tended to get wrong was census data; many cited that this was primary.

	AfL	Census data comes under secondary methods within the specification as it uses primary research reports, academic literature, other documents, and published statistics, in order to answer a research question or find out what is known about a particular issue.
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Question 1 (d)

(d)* Explain the importance of considering ethics when undertaking this review with reference to:

- Human Rights Act 1998
- Data Protection Act 2018.

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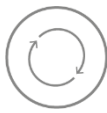
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..... [8]

Generally this was a well answered question. Candidates were able to demonstrate their knowledge of both pieces of legislation and were able to link these to ethical considerations. Those candidates who were awarded Level 3 developed two separate paragraphs and took each piece of legislation as a separate entity; their answers were logically structured and they had a well-developed line of reasoning. Repetition of key aspects, e.g., will not cause harm was only credited once even though they could be applied to both pieces of legislation.

	<p>AfL</p>	<p>'How your secondary sources enable good research questions or hypotheses to be written' comes directly from the specification:</p> <p>3.3 Using sources, i.e.</p> <ul style="list-style-type: none"> • developing a focus/theme/topic for research • writing good research questions/hypotheses, i.e. <ul style="list-style-type: none"> ○ relevant ○ manageable in scope ○ original/interesting ○ answerable ○ clear <p>The following exercise could be completed to reinforce the aspects provided in the specification:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #f2f2f2;"> <td colspan="2">RQ or Hypotheses:</td> </tr> <tr> <td style="width: 70%;">How relevant were your secondary sources in developing your RQ / H</td> <td style="width: 30%;"></td> </tr> <tr> <td>How manageable in scope were your secondary sources.....</td> <td></td> </tr> <tr> <td>How original / interesting were your secondary sources.....</td> <td></td> </tr> <tr> <td>How answerable were your secondary sources.....</td> <td></td> </tr> <tr> <td>How clear were your secondary sources.....</td> <td></td> </tr> </table>	RQ or Hypotheses:		How relevant were your secondary sources in developing your RQ / H		How manageable in scope were your secondary sources.....		How original / interesting were your secondary sources.....		How answerable were your secondary sources.....		How clear were your secondary sources.....	
RQ or Hypotheses:														
How relevant were your secondary sources in developing your RQ / H														
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How original / interesting were your secondary sources.....														
How answerable were your secondary sources.....														
How clear were your secondary sources.....														

Question 2 (b)

(b) Describe how you used **key terms** for locating your secondary sources.

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[2]

Very few candidates achieved full marks for this question. The most common response was in providing some of the key terms that they used and that they had linked this to content provided in the pre-release material. The most common error was in candidates stating where they had used their key terms, e.g., through google scholar.

	<p>AfL</p>	<p>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 (how – in this instance). By doing this it may focus their response.</p>
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Question 2 (c)

- (c) Relevance and appropriateness are factors that need to be taken into account when selecting sources for secondary research.

Identify **one** other factor that must be taken into account when selecting sources and explain why.

factor

explanation

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.....

.....

[2]

Very few candidates provided a correct factor to this question. Many provided factors linked to evaluating research validity, reliability and generalisability; the focus for this question was on selection.

Those candidates who did provide a correct factor the most common one provided was trustworthiness / trustworthy. For the explanation candidates gave responses linked to sources being unbiased.

Question 2 (d)

- (d)* Describe **three** aspects of formal writing that must be taken into account when presenting your secondary research.

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..... [6]

Very few candidates were able to fully describe three aspects of formal writing. The most common responses were linked to:

- referencing with many candidates describing how plagiarism should be avoided
- being well-structured, with candidates describing the use of an introduction, a conclusion and the use of sub headings
- having clear expression citing that slang should be avoided.

Many provided answers that clearly linked to their secondary research. A significant number of candidates left this question blank; seemingly not understanding the term 'formal writing'.

Question 2 (f)

(f) In response to your chosen article and your secondary research:

Give **one** comparison and **one** contrast of the methods used.

Comparison

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Contrast

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[4]

The main error seen within this question was in candidates making comparisons and contrasts linked to their findings; they did not pick up on the phrase 'methods used'. Those candidates that did address the question correctly provided evidence of different / the same research method being adopted and evidence of different / the same methodology for data gathered, i.e., qualitative and quantitative.

Question 2 (g)

(g)* In response to your chosen article and your secondary research, discuss the implications of your findings for **two** of the following:

- individuals / groups
- practitioners / professionals
- practice.

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[8]

This question was not answered well by most candidates. The most common error seen was in candidates providing the results of their findings rather than the implications. Many candidates did not attempt this question. Those that did pick up on the word 'implications' were able to pick up some marks but, only a small number of answers could be awarded Level 3. The most common answers seen were:

Individuals / groups	Practitioners / professionals	Practice
Empowerment	Training / increase in knowledge	Policy development
Access to different services / provision	Further research	Funding

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