

**CAMBRIDGE TECHNICALS LEVEL 3 (2016)**

**Examiners' report**

# **HEALTH AND SOCIAL CARE**

**05830–05833, 05871**

**Unit 25 Summer 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.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

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## Unit 25 series overview

While there were some no responses there were fewer in comparison to previous examination series. It was apparent that centres had made use of past papers; however, some candidates seemingly answered some questions in the June 2022 question paper with responses inappropriate to the question being set – their responses related to past questions.

Time was used wisely, and many candidates used the additional space to further extend on their responses; the majority of candidates labelled these additional pages correctly.

It was evident that all of the articles provided within the pre-release had been used, with the most popular one being source C, An Exploration of the Outdoor Play Experiences of Preschool Children with Autism Spectrum Disorder. Community-Academic Research Links/University College Cork, Ireland, Blake A. and Sexton J. (2017).

Centres had guided their candidates well in the development of candidates' secondary research. This was evident in the pre-release notes. All the pre-releases seen conformed to the requirements of OCR:

- choose one research article and identify a specific focus for further secondary research
- undertake further secondary research related to your specific focus. Use at least two sources
- record your sources on page 9 of this booklet
- you can summarise your findings on pages 10 and 11 of this booklet to use in the exam.

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
<ul style="list-style-type: none"> <li>• had a clear knowledge of the command words and developed their responses accordingly</li> <li>• wrote with clarity and developed responses in a logical way; providing structure to their level response answers</li> <li>• had considerable knowledge of specific key terms, validity and generalisability.</li> </ul>	<ul style="list-style-type: none"> <li>• did not de-construct the question; this meant that responses did not address the requirements of the question</li> <li>• did not take into account the command words in the question</li> <li>• lacked knowledge of specific key terms, validity and generalisability.</li> </ul>

### Question 1 (a)

1 The administrator of a health care centre wants to improve the experience for elderly patients when visiting the centre for appointments. Selected patients will be sent a survey after their appointment asking for feedback about their experiences.

(a) Identify **one** advantage and **one** disadvantage of using a survey to collect feedback.

Advantage .....

.....

Disadvantage.....

.....

[2]

This was a well answered question and many candidates were able to gain full marks. The most common responses to the advantage of using a survey were easier to analyse, able to gather a large amount of data and easy to both complete and conduct. The most common responses to the disadvantage of using a survey were socially desirable responses, having a low response rate and misunderstanding the questions.

### Question 1 (b)\*

(b)\* Describe **two different** sampling strategies that could be used to select participants for this survey.

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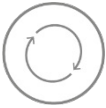
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[6]

Many candidates were able to describe two sampling strategies with the most common ones being random, opportunity and stratified. A significant number of candidates were able to provide full descriptions of their chosen sampling strategies. However, some candidates evaluated their chosen strategies rather than describing them. Another error seen was in candidates providing primary research methods, e.g., carrying out a questionnaire rather than a sampling strategy. A few candidates described whole population as a sampling strategy; this was not accepted as within the stem of the question it stated that they wanted to improve the experience for elderly patients.

### Question Key Words



Centres should direct their candidates to highlight key words within each of the questions and 'de-construct' the question so as to avoid making errors in context.

Candidates should be familiar with the types of command words they may face such as identify, describe and explain and be able to give an appropriate response.

### Question 1 (c) (i)

(c) One way to improve the experience of elderly patients is to improve the health care practices at the health care centre.

(i) Which of these is another potential purpose of the survey?

Tick **one** (✓) box.

To find out whether there is a need to provide a childcare facility.

To find out whether there is a need to increase the number of seats in the waiting room.

To find out whether there is a need to increase the information made available on health conditions for patients visiting the health care centre.

[1]

The vast majority of candidates correctly identified that the purpose for the survey was 'to find out whether there is a need to increase the information made available on health conditions for patients visiting the health care centre'

### Question 1 (c) (ii)

(ii) Identify **two** ways in which health care practices could be improved at the health care centre for elderly patients.

1 .....

.....

2 .....

.....

[2]

Candidates, in the main, were not able to identify how health care practices could be improved. Candidates tended to focus on how access could be improved, the development of policies or their responses related to the purposes of research (specification reference 1.2); these were incorrect. Where candidates did address the question correctly, they gave some considered responses, providing more specialist care, e.g., physiotherapy, the development of information leaflets on specified health conditions and allowing more time for appointments.

### Question 1 (d)

(d) Research methodologies that could be used to gather data from a survey include:

- qualitative
- quantitative
- multi-methodology.

Choose from the list above to complete the table matching the most appropriate methodology to the example.

You may use each methodology once, more than once, or not at all.

Example	Methodology
Data collected by a researcher asking open-ended questions during an interview.	.....
Data collected using a video to record a family in their home.	.....
Data collected by measuring the heart rates of ten participants.	.....

[3]

This question scored high, with many candidates gaining full marks. Candidates were able to differentiate between qualitative and quantitative data.

### Question 1 (e)\*

- (e)\* The administrator will use government statistics, such as those produced by the Department of Health and Social Care, as secondary sources to help develop survey questions.

Discuss the advantages **and** disadvantages of using government statistics to help produce survey questions.

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[6]

Candidates were able to provide several advantages and disadvantages. The most common responses for advantages were trustworthy, freely available with no cost implications, based on large samples and accurate. The most common responses for disadvantages were researcher bias, not being trustworthy due to bias and time consuming.

Very few responses linked to how these statistics could help in producing survey questions. That said, some candidates made the pertinent point that the statistics could be used to help in the formulation of data led questions for the health centre.

### Question 2 (a)

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

- (a) Research questions need to match the aims of your research.

Identify **three** other factors that should be taken into account when writing appropriate research questions.

1.....

2.....

3.....

[3]

This question linked to specification reference 3.3: Using sources. Many candidates were able to provide three factors, the most common ones being manageable, answerable, and relevant. The main error seen was in candidates using terms which were not relevant, e.g., trustworthy, valid, and complementary.



### Question 2 (b)\*

(b)\* Present your secondary research in a piece of detailed formal writing that:

- is well-structured
- justifies the appropriateness of your sources with regard to the research methods they use
- makes comparisons and contrasts methods, results or findings.

.....

.....

.....

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.....

[10]

Some candidates were able to offer very comprehensive responses that addressed all 3 components.

**Is well structured**

Within this aspect the presentation of findings was included. Through their secondary research candidates were able to provide a significant number of findings. A quality judgement was made once the whole question was assessed on how well structured their response was. A common error was in candidates commenting on how their secondary sources had been structured; they had misread the question which asked them to 'present *your* secondary research in a piece of detailed formal writing that *is well structured*'

**Justifies the appropriateness of your sources with regards to the research methods they use**

Some candidates were able to justify the research methods used, e.g., the use of questionnaires to gain both qualitative and quantitative data, and the use of semi structured interviews enabling the researchers to probe more deeply. Some candidates only identified the research methods and did not provide any justification.

**Makes comparisons and contrasts methods, results or findings**

Generally, this was attempted by most candidates, and some valid points were made with respect to research methods and findings.

### Question 2 (c)\*

(c)\* Evaluate the methods you used to locate your secondary sources.

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..... [6]

Many candidates were able to fully evaluate their chosen methods to locate secondary sources. The most common responses centred around library searches and the internet. Many candidates evaluated the use of academic websites e.g., google scholar which provided them with more specific evaluation points: peer reviewed, trustworthy, access issues (locked) and can be complex and difficult to understand.

The most common error was in evaluating both internet search and google scholar; this could only be counted as one method so the maximum marks they could gain was 3.

Another error seen was in candidates describing their chosen methods as opposed to evaluating them.

### OCR support



Candidates should be familiar with the requirements of the [command words definitions](#).

### Question 2 (d)

(d) Identify **one** check you did to make sure your secondary sources were trustworthy.

.....

..... [1]

This was answered well with the most common responses being checking the credentials of the author, peer reviewed and being produced by a reputable author or organisation. The most common errors seen was in some candidates repeating the question by stating that their sources were trustworthy and some just stating that they used reference lists.

### Question 2 (e)

(e) Outline **two** essential features of accurate note taking when using secondary sources.

1.....  
.....  
.....  
.....  
.....

2.....  
.....  
.....  
.....

[4]

This was a well answered question with the most common responses being putting notes into their own words, referencing sources to avoid plagiarism, and extracting key points. One error seen was in candidates outlining how they would present their research which was incorrect.

### Question 2 (f)\*

(f)\* Evaluate your secondary sources with regards to **both** of the following:

- generalisability
- validity.

.....  
.....  
.....  
.....  
.....  
.....

[10]

Those candidates who understood both terms were able to provide some knowledgeable evaluations; they knew the difference between the two terms and were able to effectively apply this knowledge to their secondary sources.

Some candidates confused the two terms, and this lowered their score considerably.

Candidates who structured their responses, i.e., two distinct paragraphs and providing both positives and negatives for both terms fared better than those candidates who had no structure or very little structure to their response.

### Question 2 (g)\*

**(g)\*** Discuss ways in which further research could be carried out to support the findings from your secondary research.

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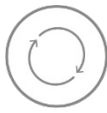
..... **[6]**

This question was misread by several candidates; they answered it by providing the implications of their findings, e.g., more funding and training, rather than addressing the question which was on discussing further research to support findings.

Those that did address the issue of further research gave some very detailed responses; they linked this to using different research methods, increasing the sample size and even changing the sampling strategy.

One other error seen was in candidates providing the findings of their secondary research; the question refers to 'further research'.

### Assessment for learning



Centres are advised to direct their candidates to 'de-construct' questions and to highlight key phrases; to avoid mis-interpreting the question.

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