



Oxford Cambridge and RSA

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
05871

Mark Scheme for January 2023

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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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PREPARATION FOR MARKING**RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).













Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*

10. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

Annotations available for marking of scripts

Annotation	Meaning
	Tick – correct answer
	Cross – incorrect answer
	Level 1
	Level 2
	Level 3
	Benefit of doubt (This does count as a mark – so do not 'tick' as well)
	Omission mark
	Too vague
	Repeat
	To acknowledge additional pages/ notes were read
	Not Relevant - 'noted but no credit given'
	Blank Page

DO NOT USE ANY OTHER ANNOTATION

Question			Answer/Indicative Content	Marks	Guidance
1	(a)	(i)	practices in early years and childcare ✓	1	
1	(a)	(ii)*	<p>Ethical principles:</p> <ul style="list-style-type: none"> • Provide benefit • Cause no harm / safety • Obtain informed consent / permission • Protect anonymity or confidentiality / personal information is secure • Avoid deception / provide accurate information on the purpose of the study • Allow the right to withdraw • Ensure transparency and integrity / keeping everyone fully updated <p>Explanations:</p> <ul style="list-style-type: none"> • Keeping participants informed • To develop new systems, e.g. playground zoning • Safeguarding procedures adhered • Stating who is giving consent – parent / guardian • Using pseudonyms • Safe storage of research • Responsible use of research findings • Consult ethical review boards • Consult legislation, e.g. Human Rights Act • Opportunities to see finished research • Follow up – offer counselling if needed • De brief if required • Use of a gate keeper • No longer wish to participate <p>The list for explanations is not definitive</p>	8	<p>Please refer to the marking instructions of this mark scheme for guidance on how to mark this question.</p> <p>Level 3 (7-8 marks) Detailed explanation of at least three ethical principles linked to scenario</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 at least two ethical principles linked to scenario</p> <p>OR</p> <p>Detailed explanation of one ethical principle linked to scenario AND One other ethical principal listed</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 one ethical principle linked to scenario</p> <p>OR</p> <p>List of two or more principles that may not have been linked</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)	<p>ANY TWO FROM:</p> <ul style="list-style-type: none"> • to improve outcomes for individuals e.g. improve physical, social, emotional or intellectual health of primary school children ✓ • to identify gaps in provision e.g. activities that would provide inclusivity for all children / to develop more quiet zone areas or more formal structured activities ✓ • to improve practice e.g. improve the support given by the school to children during playtime / enabling greater choice for children ✓ • to identify the needs of groups or individuals e.g. to identify more language activities or mathematical activities identify particular support needed by particular groups/individuals ✓ • to increase knowledge and understanding e.g. provide insights/ understanding about children's needs and patterns of behaviour during playtime / differentiation of activities ✓ • to measure impact / show which zone is beneficial / which zone is the most effective ✓ • to establish an evidence base for treatments / interventions e.g. planning provision of activities ✓ <p>Identification can either be the specified purposes given within the specification or examples that support these purposes</p>	<p>2 (2x1)</p>	<p>ACCEPT other appropriate answers</p> <p>Do not accept</p> <ul style="list-style-type: none"> • To inform policy – this is in the Q

Question	Answer/Indicative Content	Marks	Guidance
1 (c)*	<p>OBSERVATION: Characteristics/features: annotate ✓</p> <ul style="list-style-type: none"> • structured e.g. standardised, checklist • unstructured e.g. natural behaviour, field notes. • covert / overt <p>PROS: annotate +</p> <ul style="list-style-type: none"> • collect data where and when an event or activity is occurring. • does not rely on children's willingness or ability to provide information. • can directly see what children say or do • can be video-ed / recorded • real-life situation • time effective and data rich in a short amount of time • observe natural behaviour • Cost effective re time commitment by staff • different data collection – qualitative and quantitative <p>CONS: annotate -</p> <ul style="list-style-type: none"> • could be difficult to write everything down in time available / time consuming • observer could get distracted • observer bias is likely • cannot focus on everything within remit of study/likely to miss things / • behaviour can change due to knowing that they are being watched • ethical issues if the children are not aware of being observed • can be hard to analyse 	6	<p>Please refer to the marking instructions of this mark scheme for guidance on how to mark this question.</p> <p>Level 3 (5-6 marks) Detailed analysis of observing OR interviewing methods clearly linked to children, including all of the following: characteristics or features of the method, pros, cons and reasoned comment on effectiveness (high end) OR Detailed analysis of observing or interviewing methods of pros and cons (low end)</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 analysis of observing OR interviewing methods linked to children, including one or two of the following: characteristics or features of the method, pros, cons</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 analysis of observing OR interviewing methods may or may not be linked to children with one of the following: characteristics/features of method, pros, cons and reasoned comment on effectiveness.</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
	<p>INTERVIEWS Characteristics/features: annotate ✓</p> <ul style="list-style-type: none"> • structured (closed question, schedule) • unstructured (open questions, tape recorded and transcribed). <p>PROS: annotate +</p> <ul style="list-style-type: none"> • questions can be explained for children • different data collection – qualitative (more in depth) and quantitative (easier to analyse) / open and closed questions • may be less intimidating for children than other methods • fairly quick to conduct which means that many interviews can take place within a short amount of time. • flexibility as questions can be adapted and changed depending on the children’s’ answers. • allows children to talk in some depth, choosing their own words / provide opinions • can develop a rapport / empathy • interviewer can ask for clarification • pre-set questions to start the process • a wide variety of answers are gained <p>CONS : annotate -</p> <ul style="list-style-type: none"> • interviewer bias / Hawthorne effect / children not telling the truth • could be more intimidating • opportunities to analyse findings likely to be affected by time constraints • costly to conduct re staffing time • time consuming to both conduct and analyse • may gather too much information • small sample size • poor interviewer technique 		

Question		Answer/Indicative Content		Marks	Guidance
1	(d)	Question	Quantitative or Qualitative	3 (3x1)	
		How many children used the Blue zone every day?	Quantitative ✓		
		Were any of the zones used more by girls than boys?	Quantitative ✓		
		What effects (if any) do you think the zoned playground has had on the behaviour of children in the classroom?	Qualitative ✓		

Question	Answer/Indicative Content	Marks	Guidance
2 (a)*	<p>Source A: Child care self-assessment Source B: Dog therapy / Dementia Source C: Foot care education / Diabetes</p> <p>To use the annotation + / - Pros and cons in relation to given criteria: e.g. relevance</p> <ul style="list-style-type: none"> • similar topic to article / provide specifics from pre release • information over similar time period • information from similar dates / up to date • information from similar countries /regions / geographical location • use of key terms • contrasting information <p>e.g. trustworthiness</p> <ul style="list-style-type: none"> • extent source is unbiased / exaggeration of claims • provides details of sources used / references • sources are verifiable, e.g. peer reviewed • reputable author / organisation • experts in their field • checked websites / evidence for claims used • how far and how avoided own confirmation bias in selecting sources of evidence /research. • How far able to check websites/ evidence for claims made • Use of academic sources of information. • Use of sources that had been peer-reviewed • CARS method – credibility, accuracy, responsibility and support • Ethical considerations MUST be qualified 	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;"> <p>Do not credit how sources were located, e.g. google scholar /</p> </div>	<p>Please refer to the marking instructions of this mark scheme for guidance on how to mark this question.</p> <p>Level 3 (8-10 marks) Detailed and balanced analysis of secondary sources, including pros and cons for both relevance and trustworthiness. To include a reasoned comment on appropriateness</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 secondary sources including relevance and trustworthiness. The analysis will including pros and cons Sub max of 5 for either positive or negatives OR relevance or trustworthiness done well</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 secondary sources including relevance or trustworthiness. <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	(b)	(i)	<p>LIBRARY RESEARCH</p> <p>Strengths</p> <p>ANY ONE FROM e.g. (not exhaustive):</p> <ul style="list-style-type: none"> • free access / easily accessible ✓ • large number of journals / sources available ✓ • full texts available ✓ • professional librarian to help with search ✓ • formal review process / pre editing ✓ • professional books / journals – peer reviewed ✓ • current research ✓ • little / no bias ✓ • library catalogues – to narrow research ✓ • trustworthy ✓ <p>Weaknesses</p> <p>ANY ONE FROM e.g. (not exhaustive):</p> <ul style="list-style-type: none"> • difficult to find matching terms ✓ • time consuming ✓ • need to use correct search terms ✓ • books out of date ✓ • payment for information ✓ • difficult to find sources / navigate around the library ✓ • library catalogues – difficult to navigate ✓ 	<p>2</p> <p>(2x1)</p>	<p>This Q is about locating sources</p> <p>Do not accept reversal of answers, e.g. the use of library catalogues</p>

Question			Answer/Indicative Content	Marks	Guidance
2	(b)	(ii)	<p>INTERNET SEARCH</p> <p>Strengths</p> <p>ANY ONE FROM e.g. (not exhaustive):</p> <ul style="list-style-type: none"> • fast ✓ • flexible – can complete anywhere ✓ • easy to access – 24/7 • worldwide search available / wide range of sources ✓ • search engines, e.g. google ✓ • easy to match key terms / by date ✓ • usually no cost ✓ • professional articles / journals – peer reviewed ✓ <p>Weaknesses</p> <p>ANY ONE FROM e.g. (not exhaustive):</p> <ul style="list-style-type: none"> • have to pay e.g. to download articles ✓ • some academic sources may be locked • some articles only available in print ✓ • need to use correct search terms ✓ • not always trustworthy / trustworthiness is not guaranteed / some articles can be biased ✓ • difficult to check validity • may not be UK based ✓ • may not be accurate ✓ • time consuming ✓ 	<p>2</p> <p>(2x1)</p>	<p>This Q is about locating sources</p> <p>Do not accept reversal of answers, e.g. cost</p> <p>For search engine please accept the name of a search engine</p>

Question		Answer/Indicative Content	Marks	Guidance
2	(c)	<p>Source A: Child care self-assessment Source B: Dog therapy / Dementia Source C: Foot care education / Diabetes</p> <p>ANY TWO FROM: <i>enabled:</i></p> <ul style="list-style-type: none"> • deciding on hypothesis / research question • looking at comparatives / similarities • looking at different countries / geographical areas • extracting aspects from the pre- release: <p>Source A: Child care self-assessment – BMI / nutrition / obesity / physical activity / oral health</p> <p>Source B: Dog therapy / Dementia – AAT / dementia / complementary treatment / cognitive benefits</p> <p>Source C: Foot care education / Diabetes – foot screening / foot health care / diabetes / health management</p>	2 (2x1)	<p>ACCEPT other appropriate answers</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • interest (this is not a theme)

Question	Answer/Indicative Content	Marks	Guidance
2 (d)*	<p>Source A: Child care self-assessment Source B: Dog therapy / Dementia Source C: Foot care education / Diabetes</p> <p>Link of secondary research ideas:</p> <ul style="list-style-type: none"> • Present findings • Draw conclusions • Compare and contrast similarities and differences • Complementary issues / themes • Key themes • Hypothesis / research Q <p>Acknowledged sources:</p> <ul style="list-style-type: none"> • used citation / quotes • acknowledged within text • use of names - authors/originators of source <p>Avoiding plagiarism:</p> <ul style="list-style-type: none"> • Making notes – summarise / bullet points / paraphrase • Use of referencing systems/ ways to record data sources used • Used quotes / citation • Did not copy and paste • Used own words • Used a plagiarism checker 	10	<p>Please refer to the marking instructions of this mark scheme for guidance on how to mark this question.</p> <p>Level 3 (8-10 marks) Detailed presentation of secondary research that links research ideas together, acknowledges sources and shows how plagiarism is avoided. <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 presentation of secondary research that includes two from research ideas together, acknowledges sources and shows how plagiarism is avoided.</p> <p>Sub max of 5 for 1 aspect done well <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 presentation of secondary research that links just one from research ideas together, acknowledges sources and shows how plagiarism is avoided OR has points which are limited understanding <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>Source A: Child care self-assessment Source B: Dog therapy / Dementia Source C: Foot care education / Diabetes</p> <p>Reliability</p> <p>Strengths</p> <ul style="list-style-type: none"> • Unbiased source/ researcher • Reputable publication / web-site used / organisation • Qualified / expert author • Current information • Not written by unqualified observer e.g. Blogger • No conformation bias • No out-dated information • Authentic documentation used • Credible source • Using same research method consistently throughout studies • First hand experiences <p>Weaknesses</p> <ul style="list-style-type: none"> • Socially desirable answers/ demand characteristics • Bias of researcher /publication • Conformation bias • Out of date 	10	<p>Please refer to the marking instructions of this mark scheme for guidance on how to mark this question.</p> <p>Level 3 (8-10 marks) Acknowledgement of research methodology with a detailed evaluation of reliability, generalisability and validity. Strengths and weaknesses are explicit for all three aspects AND <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) Some acknowledgement of research methodology with a sound evaluation of reliability, generalisability and validity. Strengths and weaknesses are provided for two aspects Sub max of 5 for either strengths / weaknesses OR 1 aspect done well AND <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 acknowledgement of research methodology with a limited evaluation of one aspect Strengths and / or weaknesses are limited <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
	<p>Generalisability</p> <p>Strengths</p> <ul style="list-style-type: none"> • large sample size / relate to population • representative groups • variety of samples used appropriate for chosen topic, e.g. males / females / different age ranges / ethnicities <p>Weaknesses</p> <ul style="list-style-type: none"> • small samples • bias sample / groups • cultural differences – geographical and on an individual basis <p>Validity</p> <p>Strengths</p> <ul style="list-style-type: none"> • measure what was intended to measure • variables were controlled • clear objective measures • peer reviewed • non biased source/ researcher • data presented in source was gathered using appropriate methodology • evidence to support findings • up to date <p>Weaknesses</p> <ul style="list-style-type: none"> • socially desirable answers/ demand characteristics • bias of researcher /publication • lack of objective measures • conformation bias 		<p><u>Research methodologies</u></p> <ul style="list-style-type: none"> • Experiments • Surveys / questionnaires • Structured and non-structured interviews • Observations • Case studies • Action research • Literature reviews

Question	Answer/Indicative Content	Marks	Guidance
2 (f)	<p>Source A: Child care self-assessment Source B: Dog therapy / Dementia Source C: Foot care education / Diabetes Description to include ANY TWO FROM relevant POINTS linked to chosen option: (not exhaustive): e.g.</p> <ul style="list-style-type: none"> • approaches e.g. preventative/treatment, empowerment • funding • pay and conditions • planning • prioritising/making choices • provision • resources / increase in staff • targeting/priorities • work hours • work practices roles/tasks • improving care / health • supporting carers • lifestyle • training • specific impact on individuals, e.g. reduce BMI, negative reinforcement of body image 	2 (1x2)	<p>Implications drawn should be highly appropriate/relevant to findings from secondary research</p> <p>Two marks:</p> <ul style="list-style-type: none"> • an appropriate description of possible implications re chosen option • makes clear relevance to findings from secondary research <p>One mark:</p> <ul style="list-style-type: none"> • basic description/identification of possible implication re chosen option • may be muddled in showing relevance to findings from secondary research
2 (g)	<p>Source A: Child care self-assessment Source B: Dog therapy / Dementia Source C: Foot care education / Diabetes</p> <p>ANY TWO FROM:</p> <ul style="list-style-type: none"> • questions that have not been answered • further evidence may be needed • research methods not appropriate • sampling methods not appropriate • larger sample size may be needed 	2 (2x1)	Specific examples from their findings linked to why further research may be required can be accepted

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