OCR
Oxford Cambridge and RSA

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

HEALTH AND SOCIAL CARE

05830–05833, 05871

Unit 25 January 2023 series

Contents

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).

Unit 25 series overview

Significant research and evidence was seen in the pre-release booklet; Centres had directed their candidates effectively in the development of their findings which they recorded with precision. All of the pre-release articles had been used with the most common ones being:

Article A - Childcare self-assessment to improve physical activity, oral health and nutrition for 2- to 4-year-olds: a feasibility cluster RCT and

Article B - Effectiveness of the dog therapy for patients with dementia - a systematic review

We saw a lot of candidates researching the link between nutrition and obesity, and the effectiveness of dog therapy for different conditions, e.g. Autism.

Many candidates addressed the command words and developed responses to address the specific requirements of each of the command words used within the question paper.

There were fewer no responses and, those candidates who used the additional pages correctly labelled these.

We saw more planning of the level response questions around the question and more candidates were highlighting key words and phrases thus ensuring they understood the requirements of the question.

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
- planned their responses for level response questions - addressed the requirements of the command words - developed responses in a logical and sequential way.	- approached level response questions in a haphazard way meaning that responses were illogical and lacked cohesion - seemingly did not understand the requirements of command words.

Question 1 (a) (i)

1   The playground of a primary school was divided into three zoned areas for children to spend their break time. Different colours were used to identify the three areas:

Blue – Formal activity zone with supervised games based on set rules e.g. football.

Green – Informal activity zone for children to play and create games themselves either individually or with a group.

Purple – Quiet zone with seating and a small garden for children to have some quiet time to themselves or to sit and talk with friends.

The local council decided to use this primary school as a case study to conduct research into playground zoning.

(a)   (i)   Which area was being targeted in this research?

Tick (✓) **one** box.

Area of research being targeted	Tick (✓) **one** only
Interventions	
Practices in early years and childcare	
Treatment	

[1]

The vast majority of candidates correctly identified that 'practices in early years and childcare' was the area being targeted.

Question 1 (a) (ii)*

(ii)* Explain the ethical principles that the council need to consider when using the primary school as a case study.

....

....

....

....

....

.... **[8]**

This question was answered well with the main ethical principles addressed being cause no harm, obtaining informed consent, protecting anonymity and confidentiality and the right to withdraw. Candidates were able to give full explanations showcasing their considerable knowledge of this aspect of the specification. The main error seen was in candidates simply stating the ethical principle and failing to provide the required explanation. The only other notable error seen was in candidates addressing informed consent from the primary school rather than the parents/guardians.

Question 1 (b)

(b) One of the purposes for this research was to inform policy to determine whether zoning could be recommended to other primary schools in the area.

Identify **two** other possible purposes for this research that could benefit children in primary schools.

1 ....

....

2 ....

....

[2]

This was a well answered question and many were able to score full marks. The most common responses were to improve outcomes, to improve practice, to identify gaps in provision and to measure impact. The mark scheme allowed examples that supported the purpose of research; however a key error seen was in some of these examples being far too vague, e.g. to gain information.

Question 1 (c)*

(c)* Children were the main participants in the study.

The researchers gathered data from the children by:

- observing children in the zoned playground during break time
- interviewing groups of children in the classroom

Analyse how useful **one** of these primary research methods was for gathering data in this study.

....

....

....

....

....

.... **[6]**

The definition of analyse is 'separate information into components and identify their characteristics. Discuss the pros and cons of a topic or argument and make reasoned comment'. There is a lot to address with this command word. The vast majority of candidates solely focused on the pros and cons of their chosen primary research method; this meant that very few candidates were able to access high end Level 3 which requires responses that provide:

'A detailed analysis of observing OR interviewing methods clearly linked to children, including all of the following: **characteristics** or features of the method, **pros** and **cons** and **reasoned comment on effectiveness'** (high end = 6 marks).

However, we did see many candidates being awarded low end Level 3 as they provided: 'A detailed analysis of observing OR interviewing methods of **pros** and **cons'** (low end = 5 marks)

The most common responses seen were:

Observation

Pros: real life situation, observe natural behaviour and time effective.

Cons: observer bias and children's behaviour changing due to being watched.

Interview

Pros: can produce both qualitative and quantitative data, the interviewer can ask for clarification and allows children to give depth in their responses.

Cons: Interviewer bias, poor interviewer technique and could be more intimidating.

For future reference candidates should aim to have a balance of both pros and cons; we saw some candidates that only addressed one aspect, i.e. either pros or cons and this meant the maximum mark awarded was 3.

Assessment for learning

To reinforce the requirements of the command word analyse, candidates could assess three responses to this question prepared by teaching staff.

Each of the provided responses would fulfil the requirements of the three level response descriptors provided within the guidance.

Other questions could be developed and candidates could develop the indicative content, progressing onto developing answers which their peers could assess.

Question 1 (d)

(d) The table below shows some of the questions that were given to the teachers as part of a questionnaire.

Complete the table by deciding whether each question could be used to gather Quantitative or Qualitative data.

Question	Quantitative or Qualitative
How many children used the Blue zone every day?	
Were any of the zones used more by girls than boys?	
What effects (if any) do you think the zoned playground has had on the behaviour of children in the classroom?	

[3]

Generally, this was a well answered question. Questions 1 and 3 were accurately identified as quantitative and qualitative respectively. Question 2 caused most errors by some candidates identifying that this was qualitive data.

Question 2 (a)*

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

     (a)*   Analyse the appropriateness of your secondary source material with reference to:

        •   relevance

        •   trustworthiness

....

....

....

....

....

.... **[10]**

Mixed responses were seen to this question. Once again this question required candidates to provide both pros and cons for both relevance and trustworthiness. Those candidates who logically constructed their responses scored well; they developed two separate paragraphs, one for each of the key terms. Responses provided were succinct and got straight to the point. The most common responses were:

Relevance

Pros: similar topic area to the pre-release, many candidates gave specifics here and being up to date.

Cons: information from different countries, being out of date.

Trustworthiness

Pros: peer reviewed, reputable author/organisation and ethical considerations which were qualified.

Cons: bias and no evidence of references within the source.

Those candidates who fared less well produced responses that were muddled and did not address the key words; we saw many who wrote about generalisability and reliability. Another error seen was in stating pros and cons but not applying these to either term.

A very common error seen was in candidates referring to google scholar as being linked to trustworthiness; the use of google scholar is linked to how sources are located (specification reference 3.1) rather than the appropriateness of their chosen secondary sources.

Question 2 (b) (i)

(b) For each of the following, identify **one** strength and **one** weakness that you took into account when deciding upon the method you would use to locate sources for your secondary research:

    (i) Library search

        Strength ....

        ....

        Weakness ....

        ....

        [2]

This was a well answered question with the most common responses being:

Strengths: free access, a large number of sources available and trustworthy.

Weaknesses: time consuming and books may be out of date.

Question 2 (b) (ii)

    (ii) Internet search

        Strength ....

        ....

        Weakness ....

        ....

        [2]

This was another well answered question with the most common answers being:

Strengths: easy to access – 24/7, use of the different search engines and a wide range of sources.

Weaknesses: payment for articles, may not be trustworthy and bias.

Question 2 (c)

(c) Identify **two** ways in which your sources enabled you to develop a theme for your secondary research.

1 ....

....

2 ....

....

[2]

This was a poorly answered question. Many candidates gave responses that were too vague and did not relate to a theme, e.g. key words. Many candidates gave responses that purely stated that this interested them and linked this to a chosen career; they did not identify a theme.

The definition of the word theme is: 'the **subject** or **main idea** in a talk, **piece of writing** or work of art'[1]

Those candidates who understood the word theme gave some considered responses: comparing dog therapy for dementia with autism, looking at the differences in foot health care in different settings and looking at how physical activity can be beneficial in lowering BMI.

1.   Oxford Learner's Dictionaries

Question 2 (d)*

(d)* In response to your chosen research article, present your secondary research. Your presentation should show how you:

- linked research ideas together
- acknowledged sources
- avoided plagiarism

....

....

....

....

....

.... **[10]**

The majority of candidates were able to effectively present how they **avoided plagiarism** and they were able to demonstrate their understanding in depth.

The two weaker aspects were:

Linked research ideas together; many could present findings but we found that many candidates just gave statements that had no substance, we saw 'they were similar' 'they complimented one another' and 'I could develop a research question'. None of these responses could be credited; candidates needed to say how they were similar through giving some examples, how they complemented one another through examples and what was their research question.

Acknowledged sources: it appeared that candidates did not know what this meant and many responses seen lacked any specifics. That said, we did see references of sources with responses and some specified the authors and gave some quotations.

Question 2 (e)*

(e)* In response to your secondary research, evaluate the research methodologies used with reference to:

- reliability
- generalisability
- validity

....

....

....

....

....

.... **[10]**

Candidates understood the requirements of the command word 'evaluate'. Equally we saw some responses that effectively evaluated all three terms and made significant links to research methodologies within their secondary research. Candidates were not penalised for not presenting any research methodologies as we decided that some pieces of secondary research may not have made these explicit.

Reliability was the term that candidates were most conversant with and they could provide both strengths and weaknesses.

Generalisability tended to reflect sample sizes and representative groups.

When addressing **validity** we saw understanding, with many candidates reflecting on sources being peer reviewed, socially desirable answers and having evidence to support findings.

The main errors we saw was in candidates not linking their responses to any of the key terms. This meant that they could only be placed in Level 1 and applying strengths and weaknesses to an incorrect term, e.g. this was generalisable as it measured what it intended to measure.

These complex extended responses need to be briefly planned before writing.

Question 2 (f)

(f) The findings of your secondary research could have implications for the following:

- individuals / groups
- practitioners / professionals
- practices
- settings
- government policy

Describe the implications of your findings for **one** of these options.

....

....

....

....

.... **[2]**

Some considered responses were seen for this question. Many responses were applied to practitioners/professionals and settings. Responses tended to give consideration to funding, training and resources.

Some candidates did not appear to pick up on the word 'implications' and they presented some of their findings instead.

Question 2 (g)

(g) From your findings, give **two** reasons why further research may be required.

1 ....14...

....

2 ....

....

[2]

Some very thoughtful responses were seen here; the need for a larger sample size, to answer unanswered questions, to gain further evidence, to look at sampling methods that will represent more groups in the population.

Some responses were vague and were not credited, e.g. to gain more knowledge.

Supporting you

Reviews of marking

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

Keep up-to-date

We send a monthly bulletin 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. Most of our courses are 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 and Cambridge Technicals qualifications. Find out more.

ExamBuilder is **free for all OCR centres** with an Interchange account and gives you unlimited users per centre. We need an Interchange username to validate the identity of your centre's first user account for ExamBuilder.

If you do not have an Interchange account please contact your centre administrator (usually the Exams Officer) to request a username, or nominate an existing Interchange user in your department.

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.

Call us on
01223 553998

Alternatively, you can email us on
support@ocr.org.uk

For more information visit
☐ **ocr.org.uk/qualifications/resource-finder**
◉ **ocr.org.uk**
❻ **facebook.com/ocrexams**
🐦 **twitter.com/ocrexams**
📷 **instagram.com/ocrexaminations**
in **linkedin.com/company/ocr**
▶ **youtube.com/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**

Please note – web links are correct at date of publication but other websites may change over time. If you have any problems with a link you may want to navigate to that organisation's website for a direct search.