



## **Cambridge Technicals Level 3**

### **Health and Social Care**

**05830-05833, 05871**

Unit 25 Research Methods

## **OCR Report to Centres June 2018**

## About this Examiner Report to Centres

This report on the 2018 Summer assessments aims to highlight:

- areas where students were more successful
- main areas where students may need additional support and some reflection
- points of advice for future examinations

It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

The report also includes links and brief information on:

- A reminder of our **post-results services** including **reviews of results**
- Link to **grade boundaries**
- **Further support that you can expect from OCR**, such as our CPD programme

## Reviews of results

If any of your students' results are not as expected you may wish to consider one of our Reviews of results services. For full information about the options available visit the [OCR website](#). If University places are at stake you may wish to consider priority service 2 reviews of marking which have an earlier deadline to ensure your reviews are processed in time for university applications: <http://www.ocr.org.uk/administration/stage-5-post-results-services/enquiries-about-results/service-2-priority-service-2-2a-2b/>

## Grade boundaries

Grade boundaries for this, and all other assessments, can be found on the [OCR website](#) .

## Further support from OCR



Attend one of our popular CPD courses to hear exam feedback directly from a senior assessors or drop in to an online Q&A session.

<https://www.cpdhub.ocr.org.uk>

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## Unit 25 Research Methods

### 1. General Comments:

Centres had prepared their candidates well for this examination. Candidates were very familiar with the pre-release material and were able to answer questions on their chosen pre-release focus with both competence and confidence.

### 2. Comments on Individual Questions:

**Q1a** This question was poorly answered. The focus of the question was on how a randomised controlled trial could be used. Many candidates went on to describe the effects of the trial and missed the point of the question. We saw very few candidates being awarded level 2. The most common answers were the random selection of participants and identifying who would take part in the trial, i.e. people with liver disease and / or people who suffered with itching.

**Q1b** Many were able to correctly state an appropriate sampling method. However a number of candidates cited primary methods of research, e.g. questionnaires, seemingly not understanding methods of sampling.

**Q1c** We saw mixed responses to this question. Some candidates were fully versed in the benefits of structured interviews and were able to provide detailed benefits. The main responses tended to be around being easy to replicate, fixed set of closed questions, providing quantitative data and being fairly quick to conduct. From some responses seen it was obvious that some candidates did not understand what a structured interview was.

**Q1d** Generally this question was answered well with the most common responses being to improve outcomes, to establish an evidence base, to improve practice and to identify gaps in provision.

**Q1e** A range of response were seen to this question. Some candidates seemingly had no or limited knowledge of the research methods they were asked to define. However we did see some very well informed answers and it was clear that many candidates were well versed in the specified research methods.

**Q2a** All candidates demonstrated that they were conversant with their chosen pre-release material. The question asked candidates to explain how they developed their focus of their secondary research in response to their chosen pre-release material. We saw some excellent

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answers which clearly showed significant links to both the pre-release and the process that they adopted. When candidates were analysing how they selected trustworthy sources we saw some very precise answers, e.g. the use of academic sources, the use of Google Scholar and the CARS (credibility, accuracy, reasonableness, support) method. However we also saw answers that had no understanding of the key word trustworthy. How they avoided plagiarism was done well with many stating that they would make notes in their own words as well as using referencing systems. A small minority did not appear to understand the word plagiarism.

**Q2b** Some excellent responses were seen to this question. Candidates were able to comprehensively showcase their findings; some were extremely focussed and engaging to read. Centres are to be congratulated with how they prepared their candidates; some of their findings were thoughtfully considered and logically produced. The majority of candidates were able to provide a conclusion which drew upon many of their findings.

**Q2c** Some very inventive and well considered implications were provided in many candidates' responses. A common error though, for a small minority, was to reiterate their findings; they had seemingly misread the question or did not understand the word implication.

**Q2d** The section on locating secondary sources was generally completed well, with many candidates being able to reflect on the use of key terms, carrying out a literature review and using Google Scholar or equivalent. Many still struggled with the concept of validity and often failed to give a balance of positives and negatives.

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