

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

HEALTH AND SOCIAL CARE



Unit 25 January 2019 series

Version 1

Contents

Introduction	3
Unit 25 series overview	4
Question 1(a)	5
Question 1 (b)*	5
Question 1(c).....	6
Question 1 (d)	6
Question 1(e)	7
Question 2(a)*	8
Question 2(b)	8
Question 2(c)*	9
Question 2(d)	10
Question 2(e)*	11
Question 2(f)*	11

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 can be downloaded from OCR.

Unit 25 series overview

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 a degree of competence and confidence. There were some misinterpretations of the question requirements which could be a teaching point for centres for the following series



A good technique for centres to adopt would be for their candidates to be able to de-construct the questions paying particular attention to the **command word** as well as being able to identify what the **focus** of the question is e.g.

What does this command word require you to do?

What is secondary research?

(e)* Evaluate the methods you used to carry out your secondary research.

[10]

Question 1(a)

- 1 A group of health professionals are deciding whether to recommend a new painkilling drug. The drug would be prescribed for patients with back pain and they want to establish an evidence base for treatment using this drug.

They decide to gather both quantitative data (via questionnaires) and qualitative data (via unstructured interviews).

- (a) Explain why the health professionals want to establish 'an evidence base for treatment' when deciding whether to recommend the drug for prescription.

.....

.....

.....

.....[3]

The most common answers seen related to the effectiveness of the drug, patient feedback and what the possible side effects were. The key word for the candidates to focus in on was 'why'. The main error we saw was in candidates describing the procedures that could be adopted when establishing an evidence base for treatment; they did not address **why** health professionals would want evidence prior to recommending the drug for prescription.

Question 1 (b)*

- (b)* Explain the strengths and limitations of using **unstructured interviews** for this research.

.....

.....

.....

.....[5]

Answers seen for this question were particularly strong. Candidates were fully versed in what unstructured interviews are and were able to confidently provide both strengths and limitations. Some candidates lost marks due to only providing one strength / and or limitation. The question asks for strengths and limitations, meaning that we are looking for two of each. A few candidates only provided strengths or limitations, this limited their score to a maximum of three.

Question 1(c)

(c) Identify a suitable sampling method that could be used to gather participants for this research.

.....[1]

Significant errors were seen for this question. Many candidates gave randomised sampling and this was incorrect; candidates' did not recognise that the participants for this particular research needed to be experiencing back pain making random sampling inappropriate. Another common error was in candidates providing a primary research method rather than a sampling method.

Where candidates did make the link to back pain they correctly gave stratified or self-selecting (volunteer) methods of sampling.

Question 1 (d)

(d)* Evaluate your choice of sampling method in 1(c).

.....
.....
.....
.....[5]

This question was dependent on the previous answer so if the sampling method provided in 1c) was incorrect then no marks could be awarded for this answer. Those that cited any of the accepted sampling methods were able to give balanced answers.

The main error seen was in candidates describing the sampling method rather than completing an evaluation.

Question 1(e)

- (e) Explain how the following **three** ethical principles can be maintained when carrying out this research.

Cause no harm

.....

 [2]

Obtain informed consent

.....

 [2]

Allow the right to withdrawal

.....

 [2]

This question was generally answered well and candidates were able to explain how each of the principles were maintained. The most common answers were:

Cause no harm	Obtained informed consent	Allow the right to withdraw
<ul style="list-style-type: none"> Know what they are signing up to. Procedures stopped if participant is showing signs of distress. Carrying out risk assessments. 	<ul style="list-style-type: none"> Written consent gained. Time to read and fully understand requirements. Being provided with a copy of the signed consent. 	<ul style="list-style-type: none"> Reminded of the right to withdraw. No reason to provide if they choose to withdraw. No pressure applied to stay; respect decision to withdraw.

The most common error was in candidates failing to address how these principles could be maintained; candidates tended to repeat the question without addressing maintenance.

Question 2(a)*

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

(a)* Evaluate how you used one of the following when locating sources in your secondary research.

- Library search
- Internet search
- Use of key terms

.....

.....

.....

.....[6]

We saw some very comprehensive answers to this question. The majority of candidates evaluated the use of the internet and we saw many candidates awarded level 2. The main error seen within this question was candidates detailing their research rather than evaluating the process of accessing this.

Question 2(b)

(b) Identify how you ensured that the sources of information chosen were complementary to each other when selecting sources in your secondary research.

.....

.....

.....

.....[2]

Mixed responses were seen to this question. A significant number of candidates did not address the key word 'complementary'. Many gave results missing the focus of the question completely.

Question 2(c)*

(c)* Explain how you considered **two** of the following when using sources in your secondary research.

- Manageable in scope
- Original/interesting
- Answerable

.....

.....

.....

.....

[8]

We saw many 'long winded' answers to this question and, for many, they misinterpreted the focus of the question. We saw many who described the process of gathering research rather than how they had addressed the focus of the question, namely manageable in scope, original /interesting and answerable.

The majority of candidates addressed the foci of original and interesting and answerable. Those that understood these terms were able to provide detailed explanations. The most common answers seen were:

Original / interesting	Answerable
<ul style="list-style-type: none"> • Personal challenge. • Relevant to chosen career. • Awareness of / experience of their chosen piece of pre-release material. 	<ul style="list-style-type: none"> • Clear hypothesis / aims were provided. • SMART criteria that they could see the relevance of.

Question 2(d)

(d) Present **two** findings from your secondary research carried out in response to the article you chose.

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

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

[4]

This question was a pleasure to mark. Centres had obviously directed their candidates to carry out significant research and the knowledge of the candidates shone through. The findings that they presented were articulated in a concise manner.

A small minority did not score in this question. The main error made for this small minority was in describing the research methods adopted within either their own personal research or the methods adopted within their chosen pre-release material.

Question 2(e)*

(e)* Evaluate the methods you used to carry out your secondary research.

[10]

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

Failure to pick up on the focus of secondary research meant that many candidates lost marks. Many chose to evaluate primary research methods and so no marks could be credited. Those that did evaluate methods of secondary research scored high and we saw significant evaluation points being presented. The main methods chosen were:

- Internet.
- Library research.
- Journals.
- Books.

Question 2(f)*

(f)* Discuss possible implications of your secondary research.

[10]

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

Some very comprehensive answers were seen to this question. Candidates were able to discuss in depth the implications and gave very considered and thoughtful answers. The main themes that were presented were based around funding, development of new policies, further areas of research and study and the need for additional training. Many candidates were able to relate their findings to the implications.

The main error seen was candidates providing the findings of their research rather than the implications.

Supporting you

For further details of this qualification please visit the subject webpage.

Review of results

If any of your students' results are not as expected, you may wish to consider one of our review 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.



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

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



We'd like to know your view on the resources we produce. By clicking on the 'Like' or 'Dislike' button you can help us to ensure that our resources work for you. When the email template pops up please add additional comments if you wish and then just click 'Send'. Thank you.

Whether you already offer OCR qualifications, are new to OCR, or are considering switching from your current provider/awarding organisation, you can request more information by completing the Expression of Interest form which can be found here:

www.ocr.org.uk/expression-of-interest

OCR Resources: *the small print*

OCR's resources are provided to support the delivery of OCR qualifications, but in no way constitute an endorsed teaching method that is required by OCR. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources. We update our resources on a regular basis, so please check the OCR website to ensure you have the most up to date version.

This resource may be freely copied and distributed, as long as the OCR logo and this small print remain intact and OCR is acknowledged as the originator of this work.

Our documents are updated over time. Whilst every effort is made to check all documents, there may be contradictions between published support and the specification, therefore please use the information on the latest specification at all times. Where changes are made to specifications these will be indicated within the document, there will be a new version number indicated, and a summary of the changes. If you do notice a discrepancy between the specification and a resource please contact us at: resources.feedback@ocr.org.uk.

OCR acknowledges the use of the following content:
Square down and Square up: alexwhite/Shutterstock.com

Please get in touch if you want to discuss the accessibility of resources we offer to support delivery of our qualifications:
resources.feedback@ocr.org.uk

Looking for a resource?

There is now a quick and easy search tool to help find **free** resources for your qualification:

www.ocr.org.uk/i-want-to/find-resources/

www.ocr.org.uk

OCR Customer Support Centre

Vocational qualifications

Telephone 02476 851509

Facsimile 02476 851633

Email vocational.qualifications@ocr.org.uk

OCR is part of Cambridge Assessment, a department of the University of Cambridge. *For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored.*

© **OCR 2019** Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.



**Cambridge
Assessment**



001