

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

HEALTH AND SOCIAL CARE



05830–05833, 05871

Unit 25 Summer 2019 series

Version 1

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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 can be downloaded from OCR.

Note to Centres

There were a number of centres who had selected an invalid combination of units or had claimed the wrong units for a candidate that prevented overall qualifications results being issued. Please note that it is the responsibility of the centre to check that correct units have been entered for certification claims. OCR cannot guarantee that the issuing of results in these circumstances will meet deadlines for UCAS confirmation.

Sector Update

Two key changes have occurred in relation to the Level 3 Technicals qualifications, both in relation to the examined units; firstly, an additional re-sit has been allowed, so candidates can have two further attempts at an examined unit if they wish to improve their result from the first attempt made. And secondly, a 'near pass' R grade has been introduced, which enables candidates who do not pass but achieve sufficient marks to gain some points for their examined unit outcome, which may mean that it is not necessary to re-sit the exam.

Paper Unit 25 series overview

Most of the candidates were fully versed in most of the command words used within the question paper. More candidates were able to access the higher levels within the level response questions. The candidates had researched into their chosen research article in depth and they were able to demonstrate their knowledge of both the process and the findings within their research in the examination. Many of the candidates showed secure knowledge of the key concepts associated with research, most notably ethical principles and reliability.

Very few candidates chose source A (AAV5-Factor VIII Gene Transfer in Severe Haemophilia). The majority chose source B (The daily mile). We found that many centres all covered one of the sources; this is perfectly acceptable. From a teacher's perspective this approach is beneficial when facilitating the learning of their candidates.

A significant number of candidates used additional paper; some used this wisely to make additional pertinent points linked to the question, but a number of candidates went off focus and thus gained no additional marks. Centres may need to direct their candidates in writing more succinctly and to make sure that they address the question; some answers rambled and had no relevance.

Question 1 (b) (iii)

(iii)* Analyse the strengths and limitations of using questionnaires for this research.

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[10]

This was answered extremely well by candidates; they were able to demonstrate their impressive knowledge of the strengths and limitations of questionnaires. However only a few candidates were able to access Level 3. A requirement of applying a research method to a specific piece of research is that they must refer to the scenario; a crucial teaching point for centres.

Question 1 (c)

The Housing Department decides to use a case study of a local resident to get additional information.

(c) Outline **one** ethical principle that should be considered when obtaining this case study.

.....

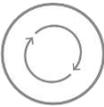
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[3]

Most candidates were able to identify an ethical principle. Where candidates lost marks is by not expanding on the given principle. If a question states 'outline one.....' then they must expand on this single point. They will not be credited for additional principles given with their answer.

	<p>AfL</p>	<p>For this question, and others where there has been a misunderstanding of command verbs, we recommend you refer to the Cambridge Technical Command Verb resource and use this with your students to support them in being able to address the command verb in the questions.</p>
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Question 2 (c)

(c) Summarise how these sources of information helped you to develop a focus for your secondary research.

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.....[2]

Candidates, in the main, gave poor answers to this question. They did not seem to understand the command word 'summarise'. Many described the process of accessing sources of information and purely stated that this gave them a focus without stating what that focus was.

Question 2 (d)

(d)* Compare and contrast the findings from your secondary research.

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.....[6]

Those that used comparative vocabulary, e.g. conversely, on the other hand, in the same way, similarly wrote some excellent answers. They were able to cite their sources and wrote in a very precise way how they compared in similarities and how they differed. Candidates were impressive in being able to provide evidence of research and they showed considerable knowledge of the sources that they had accessed. Many were able to make comparisons between sampling methods as well as the different research methods used.

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