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Examiners' report

HEALTH AND SOCIAL CARE

05830–05833, 05871

Unit 25 Summer 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.

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Unit 25 series overview

All of the pre-release material was used by Centres, with research articles B and C being the most popular:

Article B Adopt a Care Home: An intergenerational initiative bringing children into care homes.

Article C Relationship of Prevalent Fragility Structures in Dementia Patients: Three Years Follow up Study.

The depth of candidates' secondary research was impressive and many candidates were able to access Question 2 (d) armed with a wealth of information and were able to present significant findings from their secondary research, providing considered and well phrased conclusions as well as being able to provide judgements on their findings.

Command words were addressed and the responses provided reflected the requirements of the command words.

There were still some no responses, most notably within Question 2.

In the majority of cases, candidates who used the extra pages correctly labelled these. However, we did see a few scripts where responses were not correctly labelled. Centres need to reinforce the importance of this task to candidates when using the extra space provided or extra response booklets.

We continue to see more planning of the level of response questions around the question and more candidates were highlighting key words and phrases, making sure that they understood the requirements of the question.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
• wrote in a clear and concise way	• wrote in a disjointed and hard to follow way
• gave structure to their responses, most notably in the extended responses	• gave no thought to the structure of their extended responses
• understood the appropriateness of their own secondary research	• did not understand the appropriateness of their own secondary research
• understood the requirements of the questions being asked	• misunderstood the requirements of the questions being asked
• understood the key term validity	• did not understand the key term validity
• applied their chosen article and their secondary research and were able to discuss implications with respect to practitioners/professionals and practice.	• were unable to apply their chosen research and their secondary research with respect to the implications to practitioners/professionals and practice.

Question 1 (a)*

1   Staff at a day care nursery for babies and children, aged between 3 months and 4 years, want to open a room specifically designed for toddlers.

The staff did research by visiting other day care nurseries with toddler rooms.

(a)* Discuss the possible benefits of this research to the staff when planning their own toddler room.

....

....

....

....

....

.... **[5]**

An assortment of responses were seen for this question and a range of marks were given. Very few candidates made the link between the 'possible benefits' with the purpose of research. Those that did were able to access Level 2 with ease. The most common responses seen centred around improving knowledge and understanding, improved outcomes and practices and informing policy development. Many candidates provided responses linked to evaluation and addressing what worked well and what did not.

The most common error seen was in candidates discussing the process of carrying out an observation rather than addressing the key focus which was ' the possible benefits of this research'.

Another common error was in candidates addressing safety measures; safety measures would be in place already and did not address the focus of the question.

Question 1 (b) (i)

(b) The staff used questionnaires and informal observations to inform their research during their visits to other nurseries.

Give **one** advantage and **one** disadvantage for **each** of these research methods.

(i) Questionnaires

Advantage ....

....

Disadvantage ....

....

[2]

This was a well answered question and many candidates were able to demonstrate their understanding of the use of questionnaires.

The most common responses for the advantages of questionnaires were that they are cost effective, able to reach larger samples, easy to conduct and provide anonymity.

The most common responses for the disadvantages of questionnaires were that they are time consuming, questions can be misunderstood and include socially desirable answers.

Question 1 (b) (ii)

(ii) Informal observation

Advantage ....

....

Disadvantage ....

....

[2]

The responses seen for this part of Question 1 (b) were less accurate and some candidates did not understand what informal observation was, therefore, their responses were vague and ambiguous, e.g. 'you need to be trained'.

The most common responses for the advantage of informal observation were being able to gather first hand data, observe natural behaviour and easy to conduct.

The most common responses for a disadvantage of informal observation were observer bias, ethical issues, Hawthorne effect and that they may miss key behaviours.

Question 1 (c)*

(c)* Explain how the staff could maintain good practice in ethics when conducting their research at other day care nurseries.

--- **[8]**

In the main candidates provided very fluid responses and were able to provide full explanations of ethical practices. The most common responses linked to ethical practice were informed consent, protecting anonymity and confidentiality, the right to withdraw and transparency and integrity. Where candidates lost marks was in only identifying the ethical practice or failing to provide further explanatory points linked to the ethical practice.

One common error seen was when candidates described how they would conduct the research with no reference given to any ethical practices. Other errors were going down the route of safeguarding and the need to have DBS checks; if this was their identified ethical practice then this scored no marks. However, marks were allowed if the candidate correctly linked this to an ethical practice, e.g. cause no harm

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Assessment for learning

Using the content provided within the mark scheme this could be developed into a matching exercise, i.e. matching the ethical practices to the explanations. This would reinforce the application of the command word 'explain'

Question 1 (d) (i)

(d) Choose from the phrases below to match the descriptions of the different sampling strategies considered by the staff when choosing participants for their research.

whole population   **random sampling**

stratified sampling   **opportunity sampling**

You can use each term once, more than once or not at all.

(i) This sampling strategy would be the least practical for the staff to use, as the only participants included in their research were 'staff, toddlers and parents of the nurseries chosen for the study'.

-- **[1]**

A small number of candidates correctly identified that this sampling strategy was 'whole population'.

Question 1 (d) (ii)

(ii) This sampling strategy would be the best to give an unbiased representation when choosing which parents to answer the questionnaire.

-- **[1]**

The majority of candidates correctly identified that this sampling strategy was 'random sampling'.

Question 1 (d) (iii)

(iii) This sampling strategy would only use toddlers present at the nursery on the day of the observation as participants.

-- **[1]**

A small number of candidates correctly identified that this sampling strategy was ' opportunity sampling'.

Question 2 (a) (i)

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

  (a) Identify **two** limitations when locating sources for your secondary research for **each** of these:

    (i)   Internet searches

    ....

    ....

    ....

    .... **[2]**

A significant number of candidates only provided one limitation. The question explicitly states that they were to provide **two** responses.

The most common responses were having to pay for access, not being trustworthy, being biased and that some academic articles may be locked.

The most common error was in citing that information would be out of date.

Question 2 (a) (ii)

    (ii) Key terms

    ....

    ....

    ....

    .... **[2]**

A significant number of no responses were seen for this particular question. Some candidates linked the key terms to their research but got sidetracked and provided responses that were findings rather than the limitations of locating sources through the use of key terms.

The most common correct response was that the key terms that were inputted brought up irrelevant results and that the process itself was time consuming.

Question 2 (b)*

(b)* In response to your chosen article and your secondary research, explain how you used your secondary sources to develop a theme for your research and avoided plagiarism.

....

....

....

....

....

.... **[8]**

There were two foci for this question: developing a theme and avoiding plagiarism. We saw many responses that only addressed developing a theme, completely missing the requirement of the question on explaining how they avoided plagiarism.

Those candidates that addressed avoiding plagiarism did this well, with the most common responses being paraphrasing, referencing, using a plagiarism checker and using own words.

How candidates used their secondary sources to develop a theme was carried out less successfully. Many candidates explained how they <u>located</u> their secondary sources rather than how they had <u>used</u> them.

Very few candidates considered the following: relevance, manageable scope, original/interesting, answerable and clear.

When candidates provided either their research question or their hypothesis, they were able to link this to being relevant to their chosen pre-release.

Misconception

? | Not recognising that there is a difference between how you **locate** secondary sources and how you **use** secondary sources

LO3 is being able to carry out secondary research. Within this LO there are three distinct areas:

3.1 locating sources

3.2 selecting sources

3.3 using sources

Using the content provided within the specification, a matching activity could be produced with the aim of candidates being able to differentiate between locating, selecting and using sources

Question 2 (c)

(c) Identify **two** ways that the secondary sources you selected in response to your chosen article were trustworthy.

1 ....

....

2 ....

....

[2]

This was a well answered question with the most common responses being peer reviewed, produced by a reputable author/organisation, using academic search engines, e.g. google scholar and choosing sources that were unbiased.

The most common errors were in stating that sources were up to date and were UK based.

Question 2 (d)*

(d)* In response to your chosen article and your secondary research, present your findings.

Your presentation should:

- be well structured
- include judgements and conclusions made from your findings
- show how you justified the appropriateness of your **secondary research**.

-- **[10]**

This was a complex question and had several aspects.

Presenting findings was done well by many candidates and by presenting their findings they were able to make judgements and conclusions.

The main area for improvement was in addressing the appropriateness of their secondary research. This required them to look at any research methods adopted within their secondary research and provide justifications. Where this was done well candidates were able to relate research methods to trustworthiness, validity, generalisability, and relevance. Common responses were linked to sample size, the credentials of the author and the period of the primary research.

A common error seen was candidates presenting evidence of how their chosen secondary sources had presented their research. Candidates missed the point that it was their own writing that should be well structured.

Question 2 (e)*

(e)* Evaluate your secondary research sources with reference to their **validity**.

<div>

[6]

</div>

This question was less successfully answered with many candidates providing more findings from their research rather than addressing the question. Many candidates did not understand the term validity.

Where validity was understood the most common responses were peer reviewed, measuring what was intended to be measured, being up to date and conformation bias.

Question 2 (f)

(f) With reference to your secondary research, explain **one** reason why further research may be needed.

<div>

[2]

</div>

Many candidates were able to gain one mark by providing an aspect of their secondary research that needed to be improved on, but there was often a lack of explanation that meant the second mark could not be given.

Question 2 (g)*

(g)* In response to your chosen article and your secondary research, discuss the implications of your findings for the following:

- practitioners and professionals

- practice.

-- **[8]**

Most of the responses seen were able to provide some implications of their findings with the most common responses being training, funding and resources. However, a significant number of responses lacked focus and the term 'implication' was misunderstood. Many candidates focused in on providing their findings instead

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