

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

HEALTH AND SOCIAL CARE

05830–05833, 05871

Unit 25 January 2024 series

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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 exam paper and the mark scheme can be downloaded from [Teach Cambridge](#).

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Unit 25 series overview

Once again, we saw that considerable secondary research had been carried out before the examination. All three research articles had been used with the two most common ones being:

Article A: 'Childhood fussy/picky eating behaviours: a systematic review and synthesis of qualitative studies'

Article C: 'Dietary and nutritional approaches for prevention and management of type 2 diabetes.'

There was evidence within Question 2 (e) of candidates linking research and ideas to their chosen pre-release material, e.g. evidence of linking type 2 diabetes with obesity and linking different parenting styles to childhood fussy/picky eating behaviours.

Many candidates developed a plan for their extended responses. This enabled them to be more precise with the content chosen, but this planning also enabled them to develop responses in a more logical way.

There were very few no responses and generally the responses provided addressed the command words.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> • deconstructed the questions and addressed the requirements of the question • developed responses in a logical and clear way and were able to provide depth to their responses • wrote in a succinct way • had a considerable knowledge of ethical issues • could evaluate in depth how they located their secondary sources • could use their secondary research and were able to compare and contrast results and findings. 	<ul style="list-style-type: none"> • did not de-construct the question and as a consequence of this often missed the requirements of the question • developed responses with little structure and this resulted in a lack of depth and very disjointed responses • wrote in a long convoluted way and often missed the key points • displayed limited knowledge of ethical issues • did not differentiate between locating and selecting secondary sources • were unable to make comparisons/contrasts of their results and findings.

Question 1 (a)*

- 1 Pressure ulcers or bedsores are injuries to the skin and underlying tissue that often affect people confined to bed or who sit in a chair or wheelchair for long periods of time.

A local health authority organised a review into the effectiveness of different dressings and ointments used to treat bed sores in nursing home patients.

The research team used secondary research methods to gain information for their review.

- (a)* Explain the advantages of using secondary research methods for this review.

..... [6]

This was generally answered well. The main advantages that candidates provided were that using secondary research methods was quick and easy, less time consuming, that it had been peer reviewed and that it is free to access. The main errors seen were that some candidates veered off track and described how they gathered their secondary research, some started to provide the negatives of using secondary research methods and many just provided identifications of the advantages, failing to address the command word.

Question 1 (b) (i)

- (b) (i) Identify one area of health care that is being targeted by this research.

..... [1]

The most common response was treatments.
The most common error was in providing a named care setting, e.g. hospital and nursing home.

Question 1 (b) (ii)

- (ii) The research team established an evidence-base for treatment by identifying an ointment that was extremely effective in reducing inflammation caused by bedsores.

Explain **two** other ways in which the findings of this review could be useful to the local health authority.

1

.....

.....

2

.....

.....

[4]

The main error seen in this question was in candidates misunderstanding the question and they did not recognise that it focused on the purposes of research; the stem of the question stated that they had 'established an evidence base' (specification reference: 1.2.).

The most common responses centred around increased knowledge and understanding, improve outcomes and measure impact. Where some candidates lost marks was in just providing the initial statement, e.g. to measure impact, and they did not explain how to measure impact.

Question 1 (c)

- (c) The research team suggested that a randomised controlled trial be carried out on one of the treatments being reviewed.

Complete the table below by deciding whether each statement about using a randomised controlled trial in this scenario is True (T) or False (F).

Statement	True (T) or False (F)
Only women who were over 75 years old would be selected as participants.
The participants would be randomly divided into two groups, an experimental group and a control group.
Informal observations would be the best method to collect data during the trial.

[3]

This was a high scoring question and many candidates were able to gain full marks.

The most common error linked to the final statement; 'informal observations would be the best method to collect data during the trial' where they stated that this was true.

Question 1 (d)*

(d)* Discuss the ethical issues that could arise when carrying out this randomised controlled trial with regards to:

- access to information
- who the research may affect and how they may be affected.

.....

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..... [6]

Many candidates struggled with the two bullet points:

- access to information
- who the research may affect and how they could be affected.

A consequence of not addressing these bullet points often resulted in generalised responses which did not link to ethics. Some responses gave the pros and cons of randomised controlled trials.

That said, there were some very comprehensive responses that fully addressed the ethical issues that could arise. The most common responses were linked to confidentiality, the right to withdraw, causing no harm (cause harm – many looked at the possible side effects/allergic reactions) and transparency, and avoiding deception.

Another error was in not addressing the command word of 'discuss'. We saw many responses that merely identified the ethical issues. The command word of 'discuss' requires candidates to 'give an account that addresses a range of ideas and arguments'.

Question 2 (b)

(b) Identify **two** reasons why it is important to make accurate notes when using sources from your secondary research.

1

.....

2

.....

[2]

The most common responses were avoiding plagiarism and ensuring that the notes are understood and not misleading.

The errors seen were in rewriting the question, making sure that the notes were correct/accurate and citing that the notes conformed to validity and/or reliability.

Question 2 (c)

(c) When using sources to write research questions it is important to make these questions original to ensure that an interest is taken in your research and audience attention is retained.

Identify **one** other factor that should be taken into account when writing good research questions and explain why.

Factor

Explanation

.....

.....

[2]

Relevant, answerable and manageable in scope were the most common responses.

For those candidates that got the factor correct, the explanation was often poorly developed, and in many cases the explanation provided linked to a different factor.

Question 2 (d)*

(d)* Analyse how you selected your secondary source material with regards to:

- appropriateness
- complementary information.

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..... [8]

Due to candidates, in the main, only providing pros on how they selected their secondary sources, both with respect to appropriateness and complementary information, they were only able to achieve a maximum of four marks.

The command word 'analyse' requires candidates to 'separate information into components and identify their characteristics. Discuss the pros and cons of a topic or argument and make reasoned comment'.

The most common responses were:

Appropriateness – relevant to pre-release, applied to research question or hypothesis, the sources were in date and the author credentials, linking this to trustworthiness and or being peer reviewed.

Complementary information – same/similar results, same research methods, same sampling methods, having a different perspective/viewpoint from the pre-release material.

Question 2 (e)*

(e)* In response to your chosen article, present your secondary research as a piece of formal writing that includes how you:

- linked research and ideas
- compared and contrasted results and findings.

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..... [10]

The main errors in this question was in how candidates presented their secondary research, and in particular in how they presented their results and findings. Many candidates presented results/findings from their two sources separately and made no attempt at comparing and contrasting. The skill needed to answer this question was in making direct comparisons; there were some well-structured responses that did just that. These candidates used key phrases:

In both articles.....

However in article B they had a very different result.....

Similarly in article A.....

In contrast article B stated the opposite.....

Using the above examples of phrases candidates were able to make pertinent comparisons to results, the generalisability of the findings and the validity of the findings.

Assessment for learning



Applying compare and contrast:

Compare: note the similarity or dissimilarity between

Contrast: the state of being strikingly different from something else

To practise this skill provide the candidate with two or three articles linked to the same subject.

Get them to identify comparisons/contrasts with respect to results, sampling methods, and research methods. Provide the candidates with the key phrases that are provided within the commentary for Question 2 (e).

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