

Health Management and Social Care
Report on Student Performance in the Practice Paper Research Test

Paper 1

This paper covers a wide range of topics and includes different question types designed to assess a variety of skills and abilities of the students. Topics such as discrimination, family, health indicators, health care policy, infectious diseases, as well as active ageing were covered. This paper also assesses students' understanding and application of fundamental concepts learnt in the compulsory part of the curriculum, for example, the question of race discrimination in recruitment advertisements. It also assesses their ability to extract information from various sources including graphs, figures, articles and news clippings.

The following table shows the general performance of students in different questions:

Question No.		Performance in General
Section A	1	Good
	2	Fair
	3	Very Good
	4	Fair
	5	Fair
	6	Good
Section B	7	Satisfactory
	8	Poor
	9	Satisfactory

Students' performance in individual questions

<Section A>

Q.1	<p>The performance was good in general.</p> <ul style="list-style-type: none"> Most students were able to indicate the violated Discrimination Ordinance in this recruitment advertisement. However, some students were distracted by the information "no criminal record" / "ability to read and write Chinese" and gave incorrect answers like "Employment Discrimination"/ "Direct Discrimination". Some students failed to indicate the terms "ethnic minority" and "fair/ equality" as the core parts of the Ordinance.
Q.2	<p>The performance was fair in general.</p> <ul style="list-style-type: none"> Many students answered this question by repeated elaboration on the same reason instead of giving two possible reasons for the decrease in household size. Some students showed little understanding of the relationship between the decrease in household size and its impact on the socialization role of a family.
Q.3	<p>The performance was very good in general.</p> <ul style="list-style-type: none"> Most students were able to discuss the pros and cons if all medical services were provided by the government, showing that they had a clear understanding of the health care system in Hong Kong.

Q.4	<p>The performance was fair in general.</p> <ul style="list-style-type: none"> Many students did not pay enough attention to the requirements of the question. For example, students were required to “explain” the increasing and decreasing trends BUT many of them just described the trends in part (a). Further, students were required to suggest an “indicator” to assess the degree of fatness but many of them answered by suggesting a “measuring tool” instead.
Q.5	<p>The performance was fair in general.</p> <ul style="list-style-type: none"> Most students were able to explain why health reform in Hong Kong is needed. However, some of them failed to make reference to the information provided when answering the question. Some students did not recognise the requirements of “existing” government policies/ measures in part (b) and thus did not manage to provide a reasonable answer.
Q.6	<p>The performance was good in general.</p> <ul style="list-style-type: none"> Many students were able to explain the low literacy rates in Ethiopia and India and the way they affected the life expectancy of the people. Most students demonstrated a good knowledge of the health services provided by the government that account for the low mortality rate in Hong Kong. In general, this question was well answered.

<Section B>

Q.7	<p>The performance was satisfactory in general.</p> <ul style="list-style-type: none"> Most students were able to explain the increasing number of cross-boundary marriages. Most students demonstrated their ability to evaluate the social issue from different perspectives. Most students were able to identify the major difficulties encountered by the new arrivals from the information provided and suggest corresponding services to help them. However, misconceptions about service provision like “Social Welfare Department will provide public housing to new arrivals” were also observed.
Q.8	<p>The performance was poor in general.</p> <ul style="list-style-type: none"> Quite a number of students mistook primary, secondary and tertiary levels of disease prevention as being the major strategies in controlling the spreading of infectious disease (the outbreak of swine flu) by the CHP. Some students were rather weak in extracting information from the data provided to support their answer. However, students showed a clear understanding of the roles of various parties in this swine flu case.
Q.9	<p>The performance was satisfactory in general.</p> <ul style="list-style-type: none"> Most students were able to identify the stressor and the symptoms of depression in Mr. Chan’s case. They were able to suggest ways to promote holistic health from various aspects of health, namely the social aspect, the physical aspect, the psychological aspect and the spiritual aspect. This showed that students were well-prepared for this type of question. However, not many students were able to elaborate on the main strategies of “Active Ageing” with appropriate examples.

Paper 2

This paper focuses on assessing students' understanding and application of concepts in scenario-based questions in Section A and their ability to evaluate HMSC-related issues from different perspectives and/ or across different levels with issue-based questions in Section B. Topics such as addiction, parenting style, health promotion, poverty, healthy cities, as well as the theories related to cognitive, psychosocial, psychosexual and moral development were covered.

The following table shows the general performance of students in different questions and the popularity of the questions in Section B:

Question No.		Popularity (%)	Performance in General
Section A	1	Compulsory	Good
	2		Very Good
	3		Satisfactory
	4		Good
* Section B	5	83	Good
	6	55	Fair
	7	33	Very Good

* A choice of 2 out of 3 questions.

<Section A>

Q.1	<p>The performance was good in general.</p> <ul style="list-style-type: none"> Most students were able to state the possible impacts on the family if the abusive case were reported to the police. Most students were able to suggest the possible reasons to explain why Nina's father had become a pathological gambler. However, a few students repeatedly elaborated on the same reason instead of providing two reasons as requested. Some students were able to state the name of the NGO that could provide support for Nina.
Q.2	<p>The performance was very good in general.</p> <ul style="list-style-type: none"> The question was well-answered. Most students were able to identify the parenting style and its influence in the scenario. Most students correctly indicated that peer pressure and negative self-esteem were the risk factors making Raymond vulnerable to drug use. However, a few students mistook "risk factors" for the "harmful effects" of drug addiction. Most students were able to suggest appropriate drug treatment or a rehabilitation programme in Hong Kong.
Q.3	<p>The performance was satisfactory in general.</p> <ul style="list-style-type: none"> Many students were able to give and explain an example for both primary and secondary preventive measures to prevent the outbreak of H1N1 influenza in schools. However, some students overlooked the requirement of the question and provided answers that were not specific to schools. Some students did not comprehend the key concepts of the health belief model and the behavioural change model and failed to spot the relationship between the models and school activities.

Q.4	<p>The performance was good in general.</p> <ul style="list-style-type: none"> Most students were capable of analysing Laura’s case, identifying the effect of overweight on the social health of Laura as well as the pros and cons of using motion controlled TV game devices for doing exercise. However, some students showed little understanding of the stages of behavioural change or mixed up the stages.
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<Section B>

Q.5	<p>The performance was good in general.</p> <ul style="list-style-type: none"> Most students showed a clear understanding of the terms “absolute poverty” and “relative poverty”. They elaborated on the influence of intergenerational poverty on the health of teenagers from various aspects of health. Feasible strategies for tackling intergenerational poverty were proposed like increasing financial assistance, mobilising community resources and providing comprehensive services for the younger generation. However, students showed limited knowledge of the Gini Coefficient, an important indicator/measure for assessing levels of income inequality.
Q.6	<p>The performance was fair in general.</p> <ul style="list-style-type: none"> This question required students to have a clear understanding of the aims of “Healthy Cities” advocated by the WHO. Some students were unable to state clearly the aims of a healthy city and thus had difficulties in evaluating whether Hong Kong is a healthy city in the second part. However, students made an effort to provide relevant examples to support their views. The role of risk management in healthy cities was also clearly indicated in their answers.
Q.7	<p>The performance was very good in general.</p> <ul style="list-style-type: none"> This question was well-answered. Most students were able to identify the related theories or concepts related to various developmental changes across the lifespan. Cognitive development and psychosexual development were the most popular choices among the four types of development. Most students were able to state the name of different stages with relevant descriptions, showing that they were well-prepared with the essential concepts and theories of the subject.

General comments and recommendations

Students’ performance in this HMSC practice paper was in general satisfactory. They demonstrated adequate knowledge and understanding of issues, concepts and principles in health and social care across systems and from different perspectives. However, if students could pay more attention to the following, their performance would be better:

- Support viewpoints/ arguments with relevant concepts/ facts/ information/ examples.
- Analyze and answer the question from various perspectives/ across different levels (e.g. individuals, family, peers, community, society, world)
- Pay attention to the focus of the question – do not miss the key word(s) of the question
- Avoid factual errors when quoting evidence/ examples to support viewpoints
- Avoid contradictory assertions
- Avoid repeated elaborations with answers of similar concepts/ ideas/ nature/ examples.
- In essays, introductory and concluding paragraphs as well as topic sentences signaling the content of each paragraph are needed.
- Organize answers under different themes/ groups/ classes/ strategies/ directions, especially essay questions.