

# Pearson BTEC Level 3 National in Health and Social Care

Unit 4: Enquiries into  
Current Research into  
Health and Social Care

## Sample Assessment Materials (SAMs)

*For use with Diploma and Extended Diploma in  
Health and Social Care*

*First teaching from September 2016*

**Issue 5**



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**Summary of Pearson BTEC Level 3 Nationals in Health and Social Care Sample Assessment Materials for Unit 4: Enquiries into Current Research in Health and Social Care Issue 5 changes**

<b>Part A – summary of changes made between previous issues and this current issue</b>	<b>Page number</b>
In section <i>Instructions to Teachers/Tutors</i> the time that learners are advised to spend on selecting and reading a variety of secondary sources has been amended from ' <b>8 hours</b> ' to ' <b>8-10 hours</b> '. Under the third bullet point of what teachers/tutors should note, 'and the list of sources' has been added.	Pages 4 and 5
In section <i>Set Task Information</i> the sentence 'You must choose one of the two articles covering an aspect of recent research in the health and social care sector to base your secondary research on.' has been removed, as the task has been amended to include only one article.	Page 7
In section <i>Part A of Set Task</i> the sentence 'Select EITHER Article 1 OR Article 2.' and the titles for Article 1 and Article 2 and the articles' content have been removed and replaced with the title and content of the only article now included: 'Smokers encouraged to take part in Stoptober, as they report smoking during the pandemic'.	Pages 8-17

<b>Part B – summary of changes made between previous issues and this current issue</b>	<b>Page number</b>
Under section <i>Set task information</i> the sentence 'Select EITHER Section 1 beginning on page 24 OR Section 2 beginning on page 32, and answer the questions in the spaces provided.' has been removed, as the task has been amended to include only one article. The titles 'Section 1: Health Research' and 'SECTION 2: Social Care Research' have been removed, as the set task has been amended to not include different sections. The wording for the only set of Activity 1, Activity 2 and Activity 3 have been reworded for clarity. The case study and wording for Activity 4 has been replaced. Article 1 and Article 2 and the articles' content have been removed and replaced with the title and content of the only article now included: 'Smokers encouraged to take part in Stoptober, as they report smoking during the pandemic'.	Pages 23-49

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](https://qualifications.pearson.com/en/support/contact-us.html).



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## Introduction

Teachers/tutors are asked to read this section to understand the structure of the assessment for this unit as illustrated in this sample assessment. This information will not appear in the text of the live assessments.

The key purpose of this assessment is to allow learners to show how they can use research in the completion of extended written activities.

This assessment will be offered twice a year.

**Part A** is issued four weeks before **Part B** to allow learners to prepare.

**Independent preparation** is required for **Part A** of this assessment so that learners are able to research a specific issue using the information provided. Centres need to make provision for this preparation using scheduled lessons totalling **6 hours** and should ensure that learners have access to information and equipment that may be required. Learners should be working independently rather than being taught or directed.

**Monitored preparation** is provided for when learners produce materials that are used in any formally supervised session. This includes notes, artefacts, assets, plans etc as specified in the sample assessment. Monitored sessions are where learners are being directly observed. They may have, where specified, access to their own outcomes from preparation, access to the internet and use of appropriate resources. Learners are working independently and teachers/tutors will be able to authenticate that the outcomes for formal assessment meet the requirements and are authentic.

At the end of the monitored preparation centres will retain the notes which will be provided to learners during the formal supervised assessment. After the assessment the notes will be retained by the centre and may be requested by Pearson during the marking process.

**Part B** of the assessment includes unseen material. It will take place under full formal supervision to ensure that learner work is authentic and that all learners have had the same assessment opportunity. The formal supervision takes place in a single timetabled session of three hours.

The assessment evidence submitted to Pearson for **Part B** is a written task and answer book.

**Formal supervision** is the equivalent of examination conditions. Learners must work independently, cannot work with other learners, cannot talk about their work to other learners and will only be able to access the materials specified in the assessment.



# Pearson BTEC Level 3 Nationals

Write your name here

Surname

Forename

Level

3

# Health and Social Care

## Unit 4: Enquiries into Current Research in Health and Social Care

Diploma/Extended Diploma  
Sample assessment material for first teaching  
September 2016

Part

A

Monitored  
hours

6

### Instructions

- **Part A** contains material for the completion of the preparatory work for the set task.
- **Part A** is given to learners four weeks before **Part B** is taken under formal supervision as scheduled by Pearson.
- **Part A** must be given to learners on the specified date so that learners can prepare as directed and monitored.
- **Part A** is specific to each series and this material must only be issued to learners who have been entered to undertake the task in that series.
- **Part B** contains unseen material and is issued to learners at the start of the specified formal supervised assessment session on the timetabled date specified by Pearson.

### Paper reference

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## Instructions to Teachers/Tutors

This set task has a preparatory period. **Part A** sets out how learners should prepare for the completion of the unseen task in **Part B** under supervised conditions.

**Part A** should be issued to learners four weeks prior to undertaking **Part B** of the assessment.

Learners should be provided with the opportunity to conduct independent research in order to select and read secondary source materials such as articles and journals. Centres may need to make facilities available to learners to support independent work. Learners are advised to spend approximately **8–10 hours** on selecting and reading a variety of secondary sources and that spending any longer on this is unlikely to advantage them. Learners may bring their research, such as copies of articles, into the monitored sessions, and these will be subject to monitoring by the teacher/tutor.

Learners should be monitored in **6 hours** provided by the centre to compile notes on their secondary research. During this time they may only have access to:

- the internet to carry out searches and to access secondary sources in relation to their research
- outcomes of independent research such as sources that they have selected.

Learners must work independently and must not be given guidance or feedback on the completion of the preparatory work. Learners must not prepare potential responses.

Learners may take up to four A4 sides of notes into the supervised assessment. Learners' notes are the outcome of independent preparation and support learners in responding to the additional information and activities presented only in **Part B**.

The notes may be handwritten, or typed in a 12 point size font. Learners' notes can only include:

- facts, figures and data relating to secondary sources covering the article's area of research
- the research methods used in the learner's own secondary research.

Other content is not permitted.

In addition to the four pages of notes, learners should use the monitored sessions to prepare a list of sources that they have used to take into the supervised assessment.

Teachers/tutors should note that:

- learner notes produced under monitored conditions must be checked to ensure that they comply with the limitations
- learner notes should be retained by the centre between the monitored sessions and the formal supervised assessment
- learner notes and the list of sources should be retained by the centre after the completion of assessment and may be requested by Pearson.

**Part B** is a supervised assessment and uses the **Part B** booklet. This is a task book.

This supervised assessment will take place in a timetabled slot. A supervised rest break is permitted.

The supervised assessment is a formal external assessment and must be conducted with reference to the instructions in this task booklet and the Instructions for Conducting External Assessments (ICEA) document.

## Instructions for Learners

Read the set task information carefully.

In **Part B** you will be asked to carry out specific written activities using the information in this **Part A** booklet and your own research on this topic.

In your preparation for **Part B**, using this **Part A** booklet you may prepare notes to refer to when completing the set task. Your notes may be up to four sides and may be handwritten or typed in a 12 point size font. Your notes can only include:

- ◇ facts, figures and data relating to secondary sources covering the article's area of research
- ◇ the research methods used in your own secondary research.

Other content is not permitted.

You will complete **Part B** under supervised conditions.

You must work independently and should not share your work with other learners.

Your teacher will provide a schedule for the **6 hours** of monitored preparation.

Your teacher cannot give you feedback during the preparation period.

## Set Task Information

You are required to use your understanding of research methodologies and associated issues related to a piece of current research on a health and social care issue, and to use your own skills in carrying out secondary research around the issue.

To prepare for the set task in **Part B** you must carry out the following:

1. Analyse the article
2. Carry out your own independent research using secondary sources
3. Prepare the following for your final supervised assessment:
  - a list of your secondary sources
  - notes on your secondary research – you can take in no more than four A4 pages of notes.

During the supervised time for **Part B** you will have access to this material. You will be required to address questions based on your chosen article and own secondary research. You will have **3 hours** under supervised conditions in which to complete your final assessment.

## Part A of Set Task

You are provided with the following information:

Smokers encouraged to take part in Stoptober, as they report smoking during the pandemic

## Smokers encouraged to take part in Stoptober, as they report smoking during the pandemic

Stoptober is back and calling on smokers to join the 2.3 million people who have made quit attempts since the campaign's launch 10 years ago.

20 September 2021



**Stoptober** is back to launch its 10th mass quit attempt on 1 October, calling on smokers in England to join the 2.3 million others who have made a quit attempt with the campaign since it launched a decade ago in 2012, according to Public Health England's **monitoring evaluation data**.

**Over 6 million adults in England still smoke**, and it remains the **leading cause of premature death**, with **almost 75,000 preventable deaths a year**. A new nationwide survey of 2,000 current smokers, released today, has found that nearly half (45%) have been smoking more since the first lockdown began. Key reasons reported are due to being bored in the lockdowns (43%) or the COVID-19 pandemic making them more anxious (42%).

More than two-fifths (43%) of smokers surveyed believe that the strength of addiction and/or craving is the biggest obstacle to quitting, followed by the stress of everyday life (42%). More than half of smokers want to quit, and three-quarters (75%) would never have started smoking if they could go back in time. Of those who want to quit, more than half (55%) would like to do so to improve their physical health or to save money (52%).

Data from the monthly **UCL Smoking Toolkit Study** indicates a large increase in smoking among the under-35s since the pandemic – **up from 18% in 2019 to 24% now**.

### Multiple benefits to health

The disruptive impact of the pandemic on smoking patterns make this year's Stoptober mass quit attempt more important than ever. Stopping smoking brings multiple benefits to health, some immediate and others that build over time. These include being able to start moving better, being able to breathe more easily and saving money. **The average smoker can save £1,875.60** a year by quitting smoking (based on July 2021 price (£11.46), minus July 2011 price (£6.59), which equals £4.86, or 73.6%).

Stoptober is based on research that if a smoker can make it to 28 days smoke-free, they are 5-times more likely to quit for good. The campaign first launched in 2012 when 1 in 5 adults smoked (19.3%) – this has since **fallen to 1 in 7 in England (13.9%)**.

Stoptober offers a range of free quitting tools including:

- **NHS Quit Smoking app**
- Facebook messenger bot
- **Stoptober Facebook online communities**
- daily emails and SMS
- online Personal Quit Plan, which helps people find a combination of support that's right for them, including expert support from local Stop Smoking Services and stop smoking aids

**Scott Crosby, Tobacco Control Programme Manager at Public Health England, said:**

Since the pandemic hit we've seen an increase in 18 to 34 year olds taking up smoking, which is why Stoptober is as vital as ever. Now in its 10th year it's supported over 2 million smokers to give quitting a go.

Quitting smoking will not only immediately improve your physical health but also your bank balance. Research shows that if you can make it to 28 days smoke-free then you are 5-times more likely to quit for good.

It's been a tough time over the pandemic for smokers. But the numbers trying to quit is up and the success rate is up. Now is the time to do it! Sign up to Stoptober and make it a success.

**Dr Sarah Jarvis, GP and media medic, said:**

Smoking is still the leading preventable cause of premature death. Every cigarette smoked damages the lungs and airways, making it harder to breathe. Smoking fills the lungs with toxins which harm the immune system and leave the smoker more vulnerable to infections – something which has been at the forefront of all our minds over the past 18 months.

As a doctor, I urge every smoker to give quitting a go this October – it's never too late to quit – stopping smoking brings immediate benefits to health, including for people with an existing smoking-related disease. There's loads of support available including expert help from local stop smoking services, quit smoking aids and digital tools. You don't need to do this alone.

Leading UK health organisations, including The Asthma UK and the British

Lung Foundation, are joining in the call to get smokers in England to give quitting a go this October by joining Stoptober.

**Eluned Hughes, Head of Health Advice at Asthma UK and British Lung Foundation, said:**

Quitting smoking is one of the best things anyone can do to improve their overall health. Smoking seriously damages the lungs, putting people at greater risk of developing conditions such as chronic obstructive pulmonary disease (COPD).

It is vital, now more than ever, that people protect their lungs by giving up this deadly habit. No matter how long you have been a smoker, it is never too late to give up, and if you do already have a lung condition, then quitting is one of the best things you can do to help yourself. As Stoptober marks its tenth anniversary, why not take the first step to quitting for good?

Smokers are being urged to join the thousands of people who are stopping smoking this October. For free support to quit search 'Stoptober'.

**Hyperlinks are used in the article, to access these links:**

Stoptober campaign evaluation - GOV.UK ([www.gov.uk](http://www.gov.uk))

Adult smoking habits in the UK - Office for National Statistics ([ons.gov.uk](http://ons.gov.uk))

Statistics on Smoking, England 2020 - NHS Digital

Smoking Alcohol Toolkit Study | Institute of Epidemiology & Health Care - UCL – University College London

Top Line Findings - Graphs - Smoking in England

Adult smoking habits in the UK - Office for National Statistics ([ons.gov.uk](http://ons.gov.uk))

Quit smoking - Better Health - NHS ([www.nhs.uk](http://www.nhs.uk))

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# Pearson BTEC Level 3 Nationals

<b>Write your name here</b>		<b>Level</b> <b>3</b>
<b>Surname</b>	<b>Forename</b>	
<b>Learner Registration Number</b>	<b>Centre Number</b>	
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<b>Health and Social Care</b>		<b>Part</b> <b>B</b>
<b>Unit 4: Enquiries into Current Research into Health and Social Care</b>		<b>Marks</b>
		<input type="text"/>
<b>Diploma/Extended Diploma</b>		<b>Supervised hours</b>
<b>Sample assessment material for first teaching</b>		<b>3</b>
<b>September 2016</b>		

## Instructions

- **Part A** will need to have been used in preparation for completion of **Part B**.
- **Part B** booklet must be issued to learners as defined by Pearson and should be kept securely.
- **Part B** booklet must be issued to learners on the specified date.
- **Part B** is specific to each series and this material must only be issued to learners who have been entered to undertake the task in that series.
- **Part B** should be kept securely until the start of the supervised morning assessment period.

## Information

- ⬡ The total mark for this paper is 65.

## Paper reference

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## Instructions to Teachers/Tutors

**Part B** set task is undertaken under supervision in a single session of **3 hours** in the timetabled morning session. Centres may schedule a supervised rest break during the session.

**Part B** set task requires learners to apply research. Learners should bring in notes as defined in **Part A**. The teacher/tutor needs to ensure that notes comply with the requirements.

Learners must complete the set task using this task and answer booklet.

The set task is a formal external assessment and must be conducted with reference to the instructions in this task booklet and the Instructions for Conducting External Assessments (ICEA) document to ensure that the supervised assessment is conducted correctly and that learners submit evidence that is their own work.

Centres are responsible for putting in place appropriate checks to ensure that only permitted material is introduced into, or removed from, the supervised environment.

### Maintaining security during supervised assessment sessions

- The assessment areas must only be accessible to the individual learner and to named members of staff.
- Learners can only access their work under supervision.
- Any work learners produce under supervision must be kept secure.
- Only permitted materials for the set task can be brought into the supervised environment.
- During any permitted break and at the end of the session materials must be kept securely and no items removed from the supervised environment.
- Learners are not permitted to have access to the internet or other resources during the supervised assessment period.
- Learner notes related to **Part A** must be checked to ensure length and/or contents meet limitations.
- Learner notes will be retained securely by the centre after **Part B** and may be requested by Pearson if there is suspected malpractice.

After the session the teacher/tutor will confirm that all learner work had been completed independently as part of the authentication submitted to Pearson.

### **Outcomes for Submission**

One document will need to be submitted by each learner.

- ◊ A completed taskbook.

Each learner must complete an authentication sheet.

## Instructions for Learners

This session is of **3 hours**. Your teacher/tutor will tell you if there is a supervised break. Plan your time carefully.

Read the set task information carefully.

Complete all your work in this taskbook in the spaces provided.

You have prepared for the set task given in this **Part B** booklet. Use your notes prepared during **Part A** if relevant. Attempt all of **Part B**.

You will complete this set task under supervision and your work will be kept securely during any breaks taken.

You must work independently throughout the supervised assessment period and should not share your work with other learners.

### Outcomes for Submission

You will need to submit one document on completion of the supervised assessment period.

- ◊ A completed taskbook.

You must complete a declaration that the work you submit is your own.

## Set Task Information

You will need to refer to the Article on pages 34-36 and the notes of any research completed in **Part A**.

## Set Task

## Activity 1

### How have different research methods been used in this research?

In your answer you should consider the:

- suitability of research methods referred to in the article
- reliability and validity of the research methods.

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Blank lined area for writing.

Blank lined area for writing.

Blank lined area for writing.

Total for Activity 1 = 15 marks

## Activity 2

Considering your secondary research, why is it important to research this issue?

In your answer you should consider:

- ◇ secondary research and its relationship to the issue
- ◇ an analysis of the effects on individuals, practitioners, and/or wider society.

Handwriting practice area with 20 horizontal dotted lines.

Handwriting practice area with 20 horizontal dotted lines.

Blank lined area for writing.

Blank lined area for writing.

Total for Activity 2 = 15 marks

### Activity 3

How could research into stopping smoking affect the provision of health and social care services?

In your answer you should consider:

- the effects on provision and/or practice
- your recommendations for change in future provision and/or practice based on your secondary research.

[illegible]

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Blank lined area for writing.

Total for Activity 3 = 20 marks

## Activity 4

Farah will work with the National Centre for Smoking Cessation, a Stop Smoking Practitioner and a college Health and Wellbeing Co-ordinator. They will work together to investigate the reasons behind young adults starting to smoke, and the best strategies to help them to quit smoking. 100 young adults who currently smoke will be approached to take part in the research from local colleges and universities.

As part of the research, the team will offer current stop smoking strategies to the participants. In groups of 10 the participants in the research will undertake a series of focus groups with their peers to discuss why young adults start and continue to smoke. They will also be asked to answer a quantitative questionnaire at the start and end of the research to allow for Farah and the team to assess behaviour change and smoking habits. The research will be conducted over a period of 3 months with participants being given the opportunity to offer their insights into campaign strategies that would support their age group.

### What should Farah consider when undertaking this research?

You should include judgements on:

- Planning considerations
- Ethical issues
- Research methodologies proposed

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Total for Activity 4 = 15 marks

**END OF SECTION**

**TOTAL FOR SECTION 1 = 65 MARKS**

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Top Line Findings - Graphs - Smoking in England

Adult smoking habits in the UK - Office for National Statistics ([ons.gov.uk](http://ons.gov.uk))

Quit smoking - Better Health - NHS ([www.nhs.uk](http://www.nhs.uk))

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## Unit 4: Enquiries into Current Research in Health and Social Care – sample mark grid

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### General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Mark grids should be applied positively. Learners must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the marking grid, not according to their perception of where the grade boundaries may lie.
- All marks on the mark grid should be used appropriately.
- All the marks on the mark grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the learner's response is not rewardable according to the mark grid.
- Where judgement is required, a mark grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the mark grid to a learner's response, a senior examiner should be consulted.

### Specific marking guidance

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The mark grids have been designed to assess learner's work holistically.

Rows in the grids identify the assessment focus/outcome being targeted. When using a marking grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner's response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band depending on how they have evidenced each of the descriptor bullet points.

## Activity 1

Assessment focus 1	Band 0	Band 1	Band 2	Band 3	Band 4
Understanding research methods, validity and reliability of results of research	0 Level of response not worthy of credit.	1–4 <ul style="list-style-type: none"> <li>Basic description of research methods referred to in the article, with some reference to data usage/extraction.</li> <li>Conclusions may be offered but are not supported.</li> </ul>	5–8 <ul style="list-style-type: none"> <li>Research methods referred to in the article are described, demonstrating a basic understanding of data usage; response may include unsupported evaluative judgements on suitability.</li> <li>Conclusions on suitability of research methods are offered but not always supported and demonstrate a grasp of the concept in the context of the methods used.</li> </ul>	9–12 <ul style="list-style-type: none"> <li>Research methods referred to in the article are explained, demonstrating an understanding of data usage; response likely to include some supported evaluative judgements on suitability.</li> <li>Conclusions on suitability of research methods are offered and supported, demonstrating understanding of the concept in the context of the methods used.</li> </ul>	13–15 <ul style="list-style-type: none"> <li>Research methods referred to in the article are explained, demonstrating a thorough understanding of data usage; response includes fully supported evaluative judgements on suitability.</li> <li>Conclusions on suitability of research methods are offered and fully supported, demonstrating a thorough understanding of the concept in the context of the methods used.</li> </ul>

## Activity 2

Assessment focus 2	Band 0	Band 1	Band 2	Band 3	Band 4
Understanding of the importance of the issue being researched, why the research is being carried out, and how the article and own secondary research reinforces the importance of the issue	0 Level of response not worthy of credit.	1–4 <ul style="list-style-type: none"> <li>Basic description of the issue and conclusions on the issue's importance are superficial; limited examples of how the issue affects individuals and/or professionals and/or wider society given from wider research.</li> <li>Basic description of secondary research findings with isolated links to the issue in the article.</li> </ul>	5–8 <ul style="list-style-type: none"> <li>Describes the issue, leading to concluding statements about the issue's importance being offered. Provides some relevant examples of how the issue affects individuals and/or professionals and/or wider society that might be supported by research findings.</li> <li>Secondary research findings are described and linked to the issue within the article; demonstrates a basic understanding of the relationship between the two.</li> </ul>	9–12 <ul style="list-style-type: none"> <li>Explains the issue, leading to conclusions about the issue's importance. Provides relevant examples of how the issue affects individuals and/or professionals and/or wider society, which are supported by research findings.</li> <li>Secondary research findings and their relationship to the issue in the article are explained; demonstrates a good understanding of the relationship between the two.</li> </ul>	13–15 <ul style="list-style-type: none"> <li>Analyses the issue, leading to conclusions about the issue's importance. Provides relevant examples of how the issue affects individuals and/or professionals and/or the wider society, which are fully supported by research findings.</li> <li>Secondary research findings and their relationship to the issue in the article are explained; demonstrates a thorough understanding of the relationship between the two.</li> </ul>

### Activity 3

Assessment focus 3	Band 0	Band 1	Band 2	Band 3	Band 4
Research implications for future provision and/or practice	<p>0</p> <p>Level of response not worthy of credit.</p>	<p>1–5</p> <ul style="list-style-type: none"> <li>Basic description of implications of the research for provision/practice in the sector.</li> <li>Implications referred to will be generic and not linked to the issue in the article and wider research.</li> <li>Rationale for implications may be offered but are superficial and not supported.</li> </ul>	<p>6–10</p> <ul style="list-style-type: none"> <li>Implications of the research for provision/practice in the sector are described.</li> <li>Implications referred to demonstrate an understanding of the issue and its context in the article and wider research.</li> <li>Rationale for implications are offered but not always supported.</li> </ul>	<p>11–15</p> <ul style="list-style-type: none"> <li>Implications of the research for provision/practice in the sector are explained systematically.</li> <li>Implications referred to demonstrate a good understanding of the issue and its context in the article and wider research; may include recommendations for change.</li> <li>Rationale for implications are offered and supported.</li> </ul>	<p>16–20</p> <ul style="list-style-type: none"> <li>Implications of the research for provision/practice in the sector are analysed and explained systematically.</li> <li>Implications referred to demonstrate a thorough understanding of the issue and its context in the article and wider research; likely to include recommendations for change which are justified.</li> <li>Rationale for implications always offered and fully supported.</li> </ul>

#### Activity 4

Assessment focus 4	Band 0	Band 1	Band 2	Band 3	Band 4
Planning and ethical consideration for further research	<p>0</p> <p>Level of response not worthy of credit.</p>	<p>1–4</p> <ul style="list-style-type: none"> <li>Offers a basic consideration of suggested research methods demonstrating a limited understanding of their effectiveness/suitability.</li> <li>Reference to planning considerations, ethical issues and necessary research skills required to explore the issue is superficial and descriptive.</li> <li>Judgements on importance of considerations may be offered but are not supported.</li> </ul>	<p>5–8</p> <ul style="list-style-type: none"> <li>Considers the suggested research methods, making some suggestions for improvements/changes and demonstrating a basic understanding of their effectiveness/suitability.</li> <li>Reference to planning considerations, ethical issues and necessary research skills required to explore the issue demonstrates a basic understanding of practical problems of conducting research in the context.</li> <li>Judgements on importance of considerations may be offered but are not always supported.</li> </ul>	<p>9–12</p> <ul style="list-style-type: none"> <li>Provides rationalised consideration of suggested research methods and improvements/changes that could be made, demonstrating a good understanding of method effectiveness/suitability.</li> <li>Response demonstrates analytical approach. Coverage of planning considerations, ethical issues and necessary research skills required to explore the issue demonstrates a good understanding of practical problems of conducting research in the context, addressed in a logical way.</li> <li>Judgements on importance of considerations are supported.</li> </ul>	<p>13–15</p> <ul style="list-style-type: none"> <li>Provides rationalised consideration of suggested research methods and improvements/changes that could be made, demonstrating a thorough understanding of method effectiveness/suitability.</li> <li>Response demonstrates thorough analytical approach. Coverage of planning considerations, ethical issues and necessary research skills required to explore the issue demonstrates a thorough understanding of practical problems of conducting research in the context, addressed in a logical sustained systematic way.</li> <li>Judgements on importance of considerations are fully supported.</li> </ul>

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