

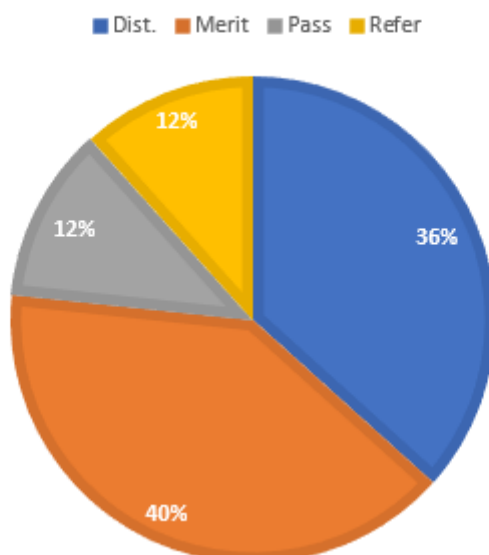
**Examination Report - December 2020 and June 2021
5519-335 and 5528-364 Medical Principles for the Administrator Level 3**

General comments

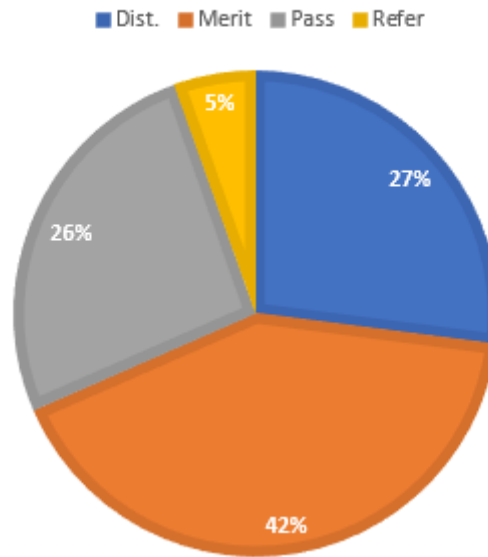
Grade Distribution

	December 2020		June 2021	
	5519-335	5528-364	5519-335	5528-364
Number of Candidates	37	23	64	47
Distinction	18	4	24	6
Merit	17	7	28	18
Pass	1	6	10	19
Refer	1	6	2	4

GRADE DISTRIBUTION DECEMBER 2020



GRADE DISTRIBUTION JUNE 2021



In both the December and June sittings, the overall standard of these papers was good, with a high percentage of candidates gaining merit or distinction.

Good examination technique was shown by the most able candidates and most candidates were able to provide some correct information, but a minority struggled to develop their answers sufficiently or gained no marks for questions which were not attempted. It was also pleasing to see that responses at most ability levels in June demonstrated effective planning/structuring and displayed skills such as incorporating good examples where necessary.

While candidates' spelling has improved significantly from 2019, it was noticeable that some candidates still struggled with this skill in June 2021, especially in relation to medical terms and drug categories. It is important to note that drug categories, medical terms and the names of body parts/systems taken from the given lists cannot be allocated all the available marks if they are spelt incorrectly.

It was noted in June that, although most candidates' handwriting had improved, there were a minority of scripts where the handwriting was poor. To help avoid candidates losing marks due to legibility problems, centres are advised to emphasise the importance of readability. It is also worth noting that examiners do not expect perfectly formed handwriting under examination conditions. In fact, it was also heartening to see self-correction/editing in evidence, with candidates amending mistakes neatly and making improvements to responses if time allowed. This is to be encouraged.

Areas of good practice & areas for development

In December 2020, the following questions were generally well-answered:
1, 2a, 2b, 3, 4a, 4b, 5, 6a, 6b, 7, 11, 12b, 12c, 14a, 14b.

In June 2021, the following questions were high performing:
1b, 2a, 2b, 3, 4a, 4b, 5, 6a, 6b, 7, 8, 11, 12b, 12c, 14a, 14b, 15b, 16b, 16c.

The questions listed above were a mixture of short-answer, phrase or in-depth responses. It should be noted that those questions testing ability to recall information were well-answered by many candidates. Stronger candidates were able to answer those questions requiring the demonstration of more in-depth knowledge and understanding.

Question 6a

In the June paper, the most able candidates answered this question well, but the weaker candidates struggled to show their understanding of how pathogenic micro-organisms enter the human body.

Question 9a and, in June 9b

This question was one of the most challenging in the paper. Candidates did not attain many marks as descriptions given in their answers were too brief, strayed from the question, included factual mistakes, did not provide examples when asked or in some parts were not attempted.

Question 10

In June, candidates struggled to provide a sufficiently comprehensive and relevant answer to this question and would benefit from further revision and study of the Scientific Officer's role.

Question 12a

In December, a number of candidates were challenged by the distinction between medical ethics and etiquette, which meant the accuracy and depth of explanations provided, as well as the examples, could be improved.

In June, many candidates gained less than 60% of the available marks for this question. Answers were generally too brief and were difficult to follow. Candidates found it challenging to demonstrate their understanding of the role played by the administrator in upholding medical ethics and medical etiquette, which play an important role when working in a health environment.

Question 13

Most answers focused on a restricted number of responsibilities contained in this role, which meant information provided was generally very limited. It would benefit candidates to receive further support with processing questions by reading them repeatedly in order to ensure they fully grasp the meaning of the question.

Question 15a

In the June paper, answers could be improved by giving further examples and editing answers to ensure the content is clear and coherent.

Questions 15 and 16

In the December paper, candidates lost marks here due to misreading the question and providing answers that included information which was not relevant. Less able candidates did not attempt these questions.

Recommendations

It is recommended that candidates carefully read all parts of the questions, using strategies such as highlighting and underlining key sections of the question to ensure they fully understand what is being asked.

When answering questions, candidates would benefit from planning their answers so as to provide organised responses, writing as neatly as possible and providing adequate information. Centres should ensure learners understand what the words 'explain' and 'describe' require in an answer. Also, the overall marks allocated to the question should give the candidate a good indication of the amount of detail required.

It is important to check all the answers provided, to ensure all parts of the question are attempted, and at the same time provide only the information requested by each question. Examination time is lost in giving answers that cannot gain any extra marks.

Spelling, although it continues to improve compared with previous years, still contributes to low scores for some. Candidates, when learning information such as medical terms/ drug or body parts, should practise the spelling of the term until they can spell it correctly.