



**December 2015 series - Examiner's Report
5519-335 Level 3 Medical Principles for the Administrator**

Section 1 – Areas of good performance (question no/syllabus topic or reference)

Comment

This examination is set at level 3 which equates to A level standard. The exam contains a mixture of short answer questions and others which require more in-depth answers to test candidate's understanding of the subject matter.

In this group of papers there were a couple of excellent entries, where candidates demonstrated full and accurate knowledge across the breadth of the syllabus, but the majority of papers fell far below the standard required at level three. Many papers were marred by poor exam technique, lack of basic knowledge and very poor spelling. This is particularly worrying as these candidates are, or are hoping to be, employed in a profession where attention to detail and accuracy is essential.

The more able candidates appeared to have no problems with any of the questions on this examination paper. All the questions on this paper had been asked in various forms in previous series and these past papers are available to centres to be used for training and revision.

As the standard of the majority of these papers was so poor the overall result of individual questions was very variable.

Q's 2, 5, 6, 7, 11, 12b, 12c, and 14, were the questions which gained the most marks for the majority of the successful candidates. Several of these questions only require the candidate to recall words and phrases from a prescribed list and do not require them to demonstrate understanding or any in-depth knowledge

Qs 15 and 16 Although these questions were well answered by the more able candidates there were many students who did not attempt the questions or gave incorrect or wrongly spelt answers. If spelling errors occurred then the available mark was not awarded

Section 2 – Areas for development (question no/syllabus topic or reference)

Generally, poor examination technique marred many papers with candidates often only giving very brief or even one word answers instead of descriptions and explanations. Several candidates gave multiple answers when only 2 or 3 were requested. If the question asks for 2 examples then only the first 2 answers given by the candidate will be marked even if these 2 answers are incorrect. It was particularly worrying that there were many questions where totally incorrect answers were given or which were not attempted across the breadth of the paper.

Q1 Was poorly answered by the majority of students. A few candidates muddled preventive medicine with health promotion (HP) and very few were able to give three reasons why HP is so important.

Q3 The majority of candidates could list two ways in which the administrator can assist in health promotion but few were able to explain their answers clearly.

Q4 This was poorly answered by the majority of candidates, with many candidates giving a vague mention of a screening test but not being able to give an accurate description. Some candidates mentioned advanced diagnostic tests which are not routinely offered to the female population.

Q6b Candidates still do not understand the difference between 'signs' and 'symptoms'.

Q8 In this question candidates were asked to describe a procedure. A procedure is a series of actions, undertaken in a prescribed order, to achieve a set goal. Many just gave a list of unrelated actions, some inappropriately describing how to dispose of sharps. Very few mentioned basic principles e.g. use of PPE and the washing of hands. Several candidates gave incorrect, very dangerous answers. It would appear that candidates from some centres may not be being taught correctly in this area of the syllabus

Q's 9 and 10. These two questions were the most poorly answered on the paper, even though similar questions have been asked on all the past papers for this level 3 and the previous level 2 award. It was obvious from some answers, that candidates from a couple of centres, had not been given sufficient information on these areas and, in some instances may have been given totally incorrect information.

A high percentage of candidates gained none or very few of the available marks for these questions.

Q11. Several candidates gave generic answers rather than focusing on women as asked in the question

Q12a The majority of candidates gained less than 50%+ of the available marks for this question. Many did not appear to understand the meaning of medical ethics and medical etiquette which play such an important role when working in a health environment.

Q13 The majority of answers to this question were very, very poor with only a couple of candidates gaining all of the available marks. Several candidates incorrectly stated that the hospital pharmacist prescribed drugs for the patients. Many of the answers given were very muddled and failed to concentrate on the differences between the two job roles. It would appear from the high percentage of candidates gaining less than 50% of the available marks that there are a couple of centres not preparing their candidates adequately in this area

Q15b The majority of candidates did not know the difference between generic and proprietary drug names.

Section 3 – Recommendations

Reading the questions. Candidates should read the questions carefully and should keep checking their answers to ensure that they are only giving the information/number of answers requested in the paper. Giving extra answers may use valuable time and cannot gain extra marks.

Explain and describe

The majority of candidates lost valuable marks because they did not give sufficient correct information in their answers. Tutors should stress that the words 'explain' and 'describe' require more than a couple of words in their answer

Spelling. Spelling is still generally quite poor and a couple of papers were almost illegible. When learning information such as the medical term/name for a bone, drug or body part, candidates should practice the spelling of the term until they can spell it correctly. Drug categories, medical terms and the names of body parts/systems taken from the given list, which are spelt incorrectly in the answers, will not be awarded the available mark

Extra space for answers. When asked to describe or explain something candidates should include as much information as possible. The number of marks allocated to a question should give some indication of the length of the expected answer.

Section 4 – Tips

Keep reading the questions

Make sure that you have attempted all parts of the paper

Practice spellings until you are perfect

Section 5 - Additional comments

In some instances the majority of candidates from a couple of centres appeared to lack knowledge or gave identical incorrect information.