

Revision and Preparation for Part B Examinations



GLOBAL HEALTH BSC 2012
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Final Degree Mark

How do Part B Exams fit in?



- Part A

Pass or Fail

- Part B

60% of total degree mark

- Part C (Project or Specialist course)

40% of total degree mark

Part B Examination Structure

Each paper contains sections A - C



	Format	Number of questions	Marks (Total as a % of paper)	Time recommended
Section A	Essay	1 out of 3	40%	1h15
Section B	Paper 1: critical appraisal of a scientific paper Paper 2: data interpretation Paper 3: interpretation of a systematic review	Variable (all compulsory)	30%	1h
Section C	Short Answer Questions	3 out of 5	30%	45min

MBBS/BSc Part B (Science Year) Examination
Wednesday 23 February 2011
10.00 – 13.00

BSc Global Health: Module 3

Global Health Leadership

Please note, each question from sections A and C MUST be answered in a separate answer booklet.

Section A: (40% of the total marks)

Answer **ONE ESSAY** question from the three in section A. You should spend 1 hour and 15 minutes on this section.

Either

1. Describe with examples the challenges of generating widespread coverage of new vaccines in developing countries and some approaches that can potentially overcome these challenges.

OR

2. What are the potential impacts of user fees on access to and quality of health care in resource-poor settings?

OR

3. Discuss with examples how health care programmes in developing countries have been evaluated.

Section B: (30% of total marks)

You should spend 1 hour on this section.

Please refer to the attached paper:

Bakanda C et al. Density of healthcare providers and patient outcomes: evidence from a nationally representative multi-site HIV treatment program in Uganda. PLoS ONE 2011, 6: e16279.

1. What hypothesis was this paper testing?
2. What is the role of field officers?
3. Contrast loss to follow-up of TASO patients with loss to follow up recorded in a systematic review of patients in treatment programmes in Africa? What does this suggest about the range of outcomes in this study compared to that in other African HIV treatment programmes? Does the analysis provide an adequate exploration of the role of numbers of health care providers on quality of care?
4. The looks at evidence from a 'nationally representative multi-site HIV treatment program'. What factors suggest that the analysis is not nationally representative of the experience of HIV infected patients?
5. In most African contexts around 8% of HIV patients die within the first 6 months of treatment. How consistent is this 8% mortality with the death rate observed in this study?
6. Over the 10 sites there are 0.94 physicians per 100 patients. If we assume a regular follow up of HIV patients once every 3 months, approximately how many patients will a physician see in a week? What does this suggest about the workload of the physicians and whether the number of physicians per HIV infected patient can fully represent the attention that can be devoted to each patient.
7. If 1.5 million people in South Africa require treatment for HIV, using this model of care how many health care providers would be needed to cover the HIV treatment need in South Africa.

Section C: Short Answer questions (30% of total marks)

You should answer THREE of the following five questions including diagrams if necessary. You should spend 45 minutes on this section i.e. 15 minutes per question. Each question is equally weighted. *Answer each question in a separate booklet.*

1. Describe the demographic and epidemiologic transitions. |
2. What factors influence the global burden of disease associated with helminth infections?
3. Describe an example of a social epidemiological framework.
4. What is the role of the World Health Organisation and how does it operate?
5. Why is good nutrition important for health?

End of paper

Time management



Which paper scores higher?

	Student X	Student Y
Section A	28/40	38/40
Section B	22/30	10/30
Section C	20/30	10/30
Total	70/100	58/100



This reflect
better time
management



This is a not an
uncommon
mark pattern

Mark (%)	Criteria
100 95 90 85	Exceptional Answer is an exceptionally well presented exposition of the subject, showing (1) command of the relevant concepts and facts, (2) a high critical or analytical ability***, (3) originality and (4) evidence of substantial outside reading (where applicable). Comments from markers should show how this exceeds the expected level of performance of a student at this stage of their degree.
80 76 72	Excellent (approx 1st class): Answer is (1) a very well presented exposition of the subject, (2) shows command of the relevant concepts and facts and (3) most of the above features, but falling short in one or two of them.
68 65 62	Very Good (approx Upper 2nd class): Answer shows (1) a clear grasp of the relevant concepts and facts, (2) gives an accurate account of the relevant taught material (as exemplified in the model answer), and (3) shows evidence of some outside reading or critical or analytical ability**..
58 55 52	Good (approx Lower 2nd class): Answer shows (1) a grasp of the basic concepts and facts, (2) gives a mainly accurate account of at least half of the relevant taught material, but (3) does not go beyond that, or goes beyond that but is then marred by significant errors.
48 45 42	Adequate (approx 3rd class): Answer shows (1) only a moderate grasp of the subject, and (2) is marred by major errors or brevity, but (3) by presenting at least a third of the material expected of a Very Good answer, shows sufficient relevant knowledge to reach degree level.
<u>Below 40</u> 38 35 30 25 20 15 10 5 0	Fail Answer shows a weak grasp of the subject that includes about one third of the material expected for a Very Good answer. Major errors of understanding may be evident, or the answer is too brief to show better than a Pass level of understanding. Answer shows (1) a confused understanding of the question, and (2) insufficient relevant knowledge to reach degree level by presenting less than a third of the material expected of a Very Good answer. Answer is too inaccurate, too irrelevant, or too brief to indicate more than a vague understanding of the question, and presents less than a quarter of the material expected of a Very Good answer. Answer presents only one, two or three sentences or facts that are correct and relevant to the question. Answer contains nothing correct that is relevant to question.

Revision



Practising past-questions:

- think logically - answer using common-sense
- underline all the key words in the question and then define them, this will help you decide which framework to use
- Make notes from old questions as this will increase your knowledge base

During the Exam

General Advice



- Spend roughly recommended time on each section
- Answer the Question!
- CIRCLE all major words in the question
- Then BRAINSTORM on major words using frameworks & plans
- STRUCTURE is as important as knowledge: PLAN answer carefully
- Define all terms in title or question
- Use your common sense
- Use **numbering, lists and diagrammes** (Sections B and C, and parts of Section A too)
- Use capitals, **subheadings and underlining** to assist examiner through your answer
- Re-read questions as you answer them, to check answering correctly
- Mention examples & cases you know about and show why they are relevant
- Allow yourself time to check you answered all parts correctly e.g. 3 out of 5 parts for Section C

Section A: Essay

Stage 1. preparation



- Making sense of the question:
 - Read the title/question carefully
 - Try and paraphrase the it:

‘What does the task require me to do?’

- Designing the structure of your essay
- How many words should I aim for? It depends on your style!
 - 1 hour generally allows for at least 1,200

Making Sense of the Question



Account for	Explain the cause of...
Analyse	Separate down into its component parts and show how they inter relate with each other
Assess	Estimate the value of, looking at both the positive and negative attributes
Comment	To make critical or explanatory notes/observations
Compare	Point out the differences and the similarities. This question needs to be carefully organised to produce a logical answer.
Contrast	Point out the differences only and present the results in an orderly fashion.
Describe	Write down the information in the right order.
Discuss	Present arguments for and against the topic in question. In discussion questions you may also give your opinion.
Distinguish	Identify the difference between.



Evaluate	Estimate the value of, looking at both the positive and negative attributes
Explain	The word 'explain' means that you have to give reasons. You have to explain why rather than just define.
Justify	Here you will need to present a valid argument about why a specific theory or conclusion is true
Outline	Give the main features or general principles of a subject, omitting minor details and stressing structure
Review	To make a survey of, examining the subject critically.
Suggest	This question may not have a fixed answer. Give a range of responses.
Summarise	State the main features of an argument, omitting all that is only partially relevant.
To what extent	Asks you to justify the acceptance or validity of an argument stressing the need to avoid complete acceptance.

Past Exam Question from GH BSc 2011



Section A

Describe what health problems are specific to migrant populations, including direct and indirect effects of migration in your answer

What is the broad context?

The issue:
Why? What?

Argument 1

Argument 2

Argument 3

...

The issue in summary

How is
broader
context affected?

Introduction

Main Body

Conclusion

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Essay Structure

The Introduction



❖ What Question am I going to answer?

Brief interpretation of the title:

- ❖ Definition of key terms – What is the issue/problem/dilemma/tension?
- ❖ Why it is important?
- ❖ Context: how does this topic “fit in” in our body of knowledge & key related issues

❖ How am I going to address it?

- ❖ Structure of the essay in a few sentences
- ❖ How my own interpretation will be put across later on

Essay Structure

The Main Body



Doing what you said you were going to do

One approach is the “Argument–interrogation–integration”

- ❖ take a specific issue from the data or idea from the literature
- ❖ establish the context and identify the main issues or problems
- ❖ examine and critique strengths or weaknesses (with practical case examples)
- ❖ make a judgment about it

Essay Structure

The Conclusion



- ❖ Clear summary of the main body
 - ❖ main arguments/findings/recommendations
 - ❖ Overall reflections on the argument, variables or critical factors
- ❖ Avoid new material (unless it helps situate the issue back in its broader context)
- ❖ So what are the implications?
- ❖ Conclusion should reflect the introduction

Essay Writing Presentation

- **Headings and subheadings** are useful to demonstrate the underlying structure of your essay
- **Handwriting**

*Please leave a **blank line** between*

each line of text if your handwriting is not very clear

Essay writing Referencing



How to reference other people's work in an exam? Some suggestions:

- Scientific papers: *Surname of 1st author, Year of Publication*
 - ✦ *Murray et al, 2001*
- Reports and Grey literature: *Title (Organisation, Date Publication)*
 - ✦ *'Fair Society, Healthy Lives' (Marmot et al, 2010)*
- Not expected: full reference at the end of the essay

Essay Writing

Contents




- Including arguments from both theory and practice
- Can be helpful to set out specific strategies or recommendations for how to address any problems you have identified
- Too much to cover?
 - Focus down!
 - Introduce the issue in its totality then, in the 2nd part of your introduction, state which section of it you will focus on in your essay and why
 - However, make sure your approach answers the main question!
- Using case studies:
 - Makes your argument stronger and shows knowledge of the topic – select relevant comparable cases
 - Justify their relevance

Essay Writing

Contents



What are the aims of essay-based assessments?

 Gauge your ability to:

- understand the particular body of knowledge:
 - ✦ Summarise/outline main literature and concepts
- show insight and critical thinking:
 - ✦ Discuss/evaluate/compare/contrast

Essay Writing

Contents: Demonstrating Insight



- **Use critical judgment**
 - Go beyond stating facts and figures
 - Show how other people's approaches differ and examine pros and cons
- **Your own personal views and reflections about the issues are valuable!**
 - They should not dominate your essay
 - Helpful to include examples from your own experiences
 - Critique of the literature
 - Clearly signposted as your own view
- **You can choose a theoretical frameworks to structure your essay and then acknowledge its limitations**

References on Essay Writing Skills



Imperial Academic Writing Skills Links:

<http://www3.imperial.ac.uk/library/subjectsandsupport/writingskills>

Also see:

- Open University : <http://openlearn.open.ac.uk/course/view.php?id=3359>
Comprehensive set of online tutorials about planning, structuring and writing academic assignments or reports.

References for this presentation



- Loughborough University Library (2012). What does the question mean? Available at:
<http://www.lboro.ac.uk/library/skills/Advice/WhatQuest.pdf>